

March 5-9

Reading: The main goals of reading are to read fluently and comprehend what has been read, to be able to discuss what has been read in detail, and to enjoy reading. These will be our ongoing, year-long goals. We will discuss various aspects of stories, answer questions, compare literature, and make connections from the literature to ourselves and to the world. (Numbers in parentheses refer to the state standard the goal is referencing.)

This week's story:

we will focus on reading from our novels. We have 2 different novel groups. One group will be reading from Freak the Mighty, and the other group will be reading from James and the Giant Peach. Each group has a booklet that has a variety of comprehension questions and activities to complete as the novel is read.

VOCABULARY THIS WEEK:

LEARNING GOALS:

1. Learn new vocabulary (4.RV.3.1)
2. Recognize main idea and supporting details (4.RI.2.3)
3. Tell author's purpose (to entertain, to inform, or to persuade) (4.RL.)
4. Draw conclusions & make predictions (4.RN.2.1)
5. Build or improve fluency (how smooth & correctly we read and with comprehension) (RL.4.10/RL.4.4)
6. Complete at least 2 "Readworks.org" passages with 85% or higher
7. Complete 'Study Island' lessons with a 'Pass' score

Activities:

Read aloud with whole class or in small groups); find main idea & supporting details from the text; write answers to comprehension questions in full, complete thoughts and sentences using details from the text to further explain answer. Make written responses to literature. Read 'Article of the Day' and write 1 newly learned fact or detail, 1 unknown or confusing word, & 1 interesting word from the article (**digital version to be read on student devices**). Complete 'Readworks' passages and questions online.

Assessment:

Teacher observation

Class discussions

Oral responses to 'close reading' questions asked by teacher

Completion of classwork

Tests

Math:

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| Guided Practice p. 741-742 |
| Homework & Practice p. 743-744 |
| Lesson 14-3 Patterns: Repeating Shapes 4.AT.6 |
| <i>Objective: Generate a shape pattern that follows a given rule and predict a shape in the pattern.</i> |
| Guided Practice p. 747-748 |
| Homework & Practice p. 749-750 |
| Lesson 14-4 Problem Solving: Look for and Use Structure PS.7 (+PS.1,2) Content Standard 4.AT.6, 4.M.4 |
| <i>Objective: Solve problems by using patterns.</i> |
| Guided Practice p. 753-754 |
| Homework & Practice p. 755-756 |
| Lesson 14 IN 7 |

LEARNING GOALS:

1. *Create or extend a number sequence based on a rule. Identify features of the pattern in the sequence that are not described by the rule.*
2. *Use a rule to extend a number pattern and solve a problem. Identify features of the pattern.*
3. *Generate a shape pattern that follows a given rule and predict a shape in the pattern.*
4. *Solve problems by using patterns.*
5. *Solve Make advances on Study Island*

Activities:

Most lesson will be presented on the white board and student will use marker boards to practice & show responses to new & review material for the day. Some partner work will be completed. Several of the homework problems will be completed together in class (usually anything new will be completed together), leaving only problems that are practice & review to be completed by the student.

- Small group instruction (centers) will be utilized to practice & review necessary skills
- Laptop devices (Chromebooks): utilize a variety of online math programs for review & practice
- Partner work

Assessment:

Teacher observations during 'marker board' time.

Successful completion of homework assignments.

Tests

Spelling:

Week 27: Spelling easily confused words

LEARNING GOALS:

1. Spell correctly words that are easily confused (angel-angle; loose-lose)

Activities:

Spelling City on devices for introduction and practice; write words for practice (graded); spell with a partner or small group; word meaning worksheet; word study activities;

Assessment:

Test Friday

English:

Adjectives review + using adjectives that compare (good, well/ better, best)

We will utilize our English class to work on writing skills (story writing) this week.

LEARNING GOALS:

1. Identify correct use of adjectives for comparing.
2. Write for an audience (4.W.6.1)

Activities:

White board activities (whole class together/these activities allow us to learn & practice concepts in an interactive, engaged manner and limits the number of worksheets needed to learn); worksheets; partner work; textbook.

Assessment:

Classwork

Quizzes

Teacher observation

Social Studies

(Below are all the lessons for Unit 2. As we complete lessons each week, I will remove them from the list)

Unit 2 theme: Indiana's Land and People meet?

Big Idea: What happens when different people

Unit 2:

Lesson 4 'Europeans in the Americas'

Lesson 5 'The Fur Trade'

Lesson 6 'The French and Indian War'

Lesson 7 'Indiana and the Revolutionary War'

LEARNING GOALS:

Lesson 4:

1. Explain how Columbus and the Taino showed respect and friendship.
2. Describe how horses brought by Europeans changed the way Native Americans hunted and fought.

Lesson 5:

1. Explain how Native Americans worked with the French in the fur trade.
2. Describe how Native Americans and the French lived with and learned from each other.

Lesson 6:

1. Identify the reasons why France and Britain both claimed land west of the Appalachian Mountains.
2. Explain why Pontiac led Native Americans in a rebellion against British settlers.

Lesson 7:

1. Explain why the colonists were angry over taxes and other forms of British control.
2. Identify what led the Continental Congress to vote to become independent from Britain.

Activities:

Read & discuss lessons together; answer 'quick check' questions for understanding; draw sketches in Unit notebook to visualize important information.

Assessment:

Lesson Quiz

Teacher observation

Student work