

## April 23-27

**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:

ISTEP+ testing continues this week and our schedule will be altered a bit. For reading, we will continue with our novels.

**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.**

### 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:

Topic 16 Reteaching p. 859-860 (A-F)
Assessment Topic 16 (practice) p. 861-862
<b>Assessment Topic 16</b> (TE 862A)
<b>Performance Assessment Topic 16</b> (TE p. 864A)
<b>CUMULATIVE TEST 1-16</b>

### LEARNING GOALS:

1. Use understanding of two-dimensional shapes to critique the reasoning of others.
2. Draw and identify perpendicular, parallel, and intersecting lines. (review)
3. Classify triangles by line segments and angles. (review)
4. Classify quadrilaterals by lines and angles (review)
5. Recognize and draw lines of symmetry. Identify line symmetric figures

### 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 29

### LEARNING GOALS:

1. Spell correctly words with prefixes: dis-, un-, re-, mis-

### 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:**

**English:**

Verbs review: verb tenses, main & helping verbs, linking verbs, irregular verbs

**LEARNING GOALS:**

1. Tell what tense a verb is.
2. Identify the helping verb in sentences
3. Identify the linking verb in a sentence
4. Identify the irregular verb in a sentence
5. 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 3. As we complete lessons each week, I will remove them from the list)

**Unit 3 theme: Creating a State Big Idea: Why do People Take Risks?**

Unit 3:

Lesson 1 'The Northwest Territory'

Lesson 2 'The Indiana Territory'

Lesson 3 'Native Americans Fight for Land'

Lesson 4 'Statehood'

Lesson 5 'Pioneer Living'

Lesson 6 'Life in Harmony'

Lesson 7 'Indiana on the Move'

**LEARNING GOALS:**

Lesson 1:

1. Explain that the Northwest Territory added land to the United States.

2. Recognize that Native Americans were forced to share land with the United States.

#### Lesson 2:

1. Describe the ordinances of 1785 and 1787 that set up rules for the Northwest Territory.

#### Lesson 3:

1. Identify Tecumseh and Tenskwatawa as Native American leaders.

#### 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