

## 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: Antarctic Journal. Big Idea: What surprises can happen on an expedition?

### LEARNING GOALS:

1. Learn new vocabulary (4.RV.3.1)
2. Recognize main idea and supporting details (4.RI.2.3)
3. Compare & contrast
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

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.**

### 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:**

**Lesson 10-1 Fractions as Multiples of Unit Fractions 4.C.5**

*Objective: Use a model to understand a fraction as a multiple of a unit fraction.*

Guided Practice p. 545-546

Homework & Practice p. 547-548

**Lesson 10-2 Multiply Fraction by a Whole Number: Models 4.C.5**

*Objective: Use models to multiply fractions by whole numbers*

Guided Practice p. 551-552

Homework & Practice p. 553-554

**Lesson 10-3 Multiply a Fraction by a Whole Number: Symbols 4.C.5**

*Objective: Use symbols and equations to multiply a fraction by a whole number.*

Guided Practice p. 557-558

Homework & Practice p. 559-560

**Lesson 10-4 Multiply a Whole Number and a Mixed Number 4.C.5**

*Objective: Use drawings and equations to represent and solve problems involving multiplying a whole number and a mixed number.*

Guided Practice p. 563-564

Homework & Practice p. 565-566

**Lesson 10-5 Solve Time Problems 4.C.5**

*Objective: Use the four operations to solve problems involving time.*

Guided Practice p. 569-570

Homework & Practice p. 571-572

**Lesson 10-6 Problem Solving: Model with Math PS.4 (+PS.1,2,6) Content Standard 4.C.5**

*Objective: Use previously-learned concepts and skills to represent and solve problems.*

Guided Practice p. 575-576

Homework & Practice p. 577-578

### **LEARNING GOALS:**

- 1. Use a model to understand a fraction as a multiple of a unit fraction.*
- 2. Use models to multiply fractions by whole numbers*
- 3. Use symbols and equations to multiply a fraction by a whole number.*
- 4. Use drawings and equations to represent and solve problems involving multiplying a whole number and a mixed number.*
- 5. Use previously-learned concepts and skills to represent and solve problems.*

### **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 30

### **LEARNING GOALS:**

- 1. Spell multi-syllable words*

### **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:**

Pronoun review:

## LEARNING GOALS:

1. Identify pronouns
2. Correctly use subject pronouns
3. Identify object pronouns in sentences.
4. Choose correct verb tense for subject pronouns.
5. Identify possessive pronouns in sentences.
6. 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 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 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.
2. Describe how the Native Americans were defeated at the Battle of Tippecanoe.
3. Explain how the Indian Removal Act of 1830 forced Native Americans from Indiana.

#### Lesson 4:

1. Describe how residents from Indiana wrote the first state constitution.
2. Understand how Indiana became the nineteenth state.
3. Describe how residents from Indiana wrote the first state constitution.

#### Lesson 5:

1. Identify the reasons many pioneers traveled to Indiana in search of land and a better life.
2. Explain how pioneers learned to adjust to their environment as they built their lives in Indiana.

#### Lesson 6:

1. Identify Harmonie, Indiana as a place where people had religious freedom.
2. Describe how people in New Harmony worked together to create a new way of life.

#### Lesson 7:

1. Describe how early pioneers used roads to travel to Indiana.
2. Recognize that rivers and canals became important methods of transportation.
3. Describe how the steam engine increased the speed of transportation in Indiana.

#### 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