

## Reading:

**We will be taking our winter NWEA test this week. Due to testing, we will not read from our textbook, but we will continue reading from our novel.**

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.

***For the next 2 weeks, we will read the novel, The Last Holiday Concert, by Andrew Clements.***

students will have a packet that they will work from in class. These packets will be a challenge as students will need to write out their thoughts and answer in complete sentences. I am setting the expectation high for this work as it is time for students to put their best effort on paper and be required to do so. I believe the students will enjoy this novel as well as learn something from it in the process. Below is a brief synopsis of the novel from the back of the book.

*For Hart Evans, being the most popular kid in the sixth grade has its advantages. Kids look up to him, and all the teachers let him get away with anything—all the teachers except the chorus director, Mr. Meinert. When Hart's errant rubber band hits Mr. Meinert on the neck during chorus practice, it's the last straw for the chorus director who's just learned he's about to lose his job due to budget cuts. So he tells the class they can produce the big holiday concert on their own. Or not. It's all up to them. And who gets elected to run the show? The popular Mr. Hart Evans.*

*Hart soon discovers there's a big difference between popularity and leadership, and to his surprise, discovers something else as well—it's really important to him that this be the best holiday concert ever, and even more important, that it not be the last.*

## **LEARNING GOALS:**

Skills students will learn, practice, and be able to do throughout this novel:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3)
4. Determine the meaning of words and phrases as they are used in a text. (RL.4.4)
5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6)
6. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.4.3)
7. Engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly. (SL.4.1)
8. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2)
9. Build or improve fluency (how smooth & correctly we read and with comprehension) (RL.4.10/RL.4.4)
10. 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.

**Assessment:**

Teacher observation

Completion of classwork

**Math:**

<b>Lesson 8-3</b> Generate Equivalent Fractions: Multiplication 4.NS.4
<i>Objective: Use multiplication to find equivalent fractions.</i>
Guided Practice p. 425-426
Reteach 8- 3 (TE 427A)
Homework & Practice p. 427-428
<b>Lesson 8-4</b> Generate Equivalent Fractions: Division 4.NS.4
<i>Objective: Use division to find equivalent fractions.</i>
Solve & Share p. 429-430
Guided Practice p. 431-432
Reteach 8- 4 (TE 433A)
Homework & Practice p. 433-434
<b>Lesson 8-5</b> Use Benchmarks to Compare Fractions 4.NS.5
<i>Objective: Use benchmarks, area models, and number lines to compare fractions</i>
Solve & Share p. 435-436
Guided Practice p. 437-438
Reteach 8-5 (TE 439A)
Homework & Practice p. 439-440
<b>Lesson 8-6</b> Compare Fractions 4.NS.5
<i>Objective: Use models or rename fractions to compare</i>

Solve & Share p. 441-442
Guided Practice p. 443-444
Reteach 8-6 (TE 445A)
Homework & Practice p. 445-446

### **LEARNING GOALS:**

See *'objectives' above in red.*

### **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.

- Use 'clickers' for responding to many of the week's practice activities. Clickers allow all students to respond to questions and do so anonymously. This gives me instant feedback on how the class is doing on each item or concept.
- Small group instruction (centers) will be utilized to practice & review necessary skills

### **Assessment:**

Teacher observations during 'marker board' time.

Response from 'clickers.'

Successful completion of homework assignments.

### **Spelling:**

Week 16 list:

### **LEARNING GOALS:**

1. Spell words with /aw/ sound spelled with *al, ough, u, ue, and ui*

### **Activities:**

Write words for practice (graded); spell with a partner or small group; word meaning worksheet; word study activities; spelling city (whole class & individually on computer)

### **Assessment:**

Test Friday

### **English:**

Focus: Review week of previous skills (Tenses: past, present, future/ plural verbs/ subject-verb agreement/main & helping verbs)

Mentor Sentences!

### **LEARNING GOALS:**

1. Competently use the above skills to complete worksheets and for writing.

#### **Activities:**

'Clickers'; 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:**

Quiz

#### **Science:**

**Unit Topic: Adaptations & Survival**                      **Big Idea: Physical characteristics of living things allow plants and animals to adapt to environmental changes.**

### **LEARNING GOALS UNIT 4:**

#### Lesson 1:

1. Understand that heredity is the study of how inherited traits are passed from parent to offspring.
2. Understand that some behaviors are inherited (instincts) and that organisms are genetically programmed to perform these behaviors.
3. Understand that some behaviors are learned as an organism grows and develops.
4. Understand that some traits are influenced by environmental conditions.

#### Lesson 2:

5. Define environment.
6. Define adaptation.
7. Identify physical adaptations of various organisms.
8. Explain how an organism relies on its environment for survival.

#### Lesson 4:

9. Describe the impact humans have on the environment.
10. Explain how various organisms adapt to changes in the environment caused by humans.
11. Identify some organisms that are not able to adapt to environmental changes quickly and are at risk for extinction.
12. Describe how humans can conserve natural environments for plants and animals.

#### **Activities:**

Group work; Think Central internet program; Promethean board: lessons from textbook completed together in an interactive manner; read, discuss & complete portions of textbook; hands-on lab activities.

#### **Assessment:**

1. Lesson summary pages in student textbook.
2. Quiz
3. Teacher observation

**Activities:**

Group work; Think Central internet program; Promethean board: lessons from textbook completed together in an interactive manner; read, discuss & complete portions of textbook; hands-on lab activities.

**Assessment:**

4. Lesson summary pages in student textbook.
5. Quiz
6. Teacher observation