

## 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.

### ***Unit 3 Theme: “Patterns in Nature”***

We will be exploring this idea with the five stories contained in Unit 3. Within each individual story is a “Big Idea” the will focus on one topic that helps us understand the theme. The “Big Idea” is our talking focus that the skills and standards are woven into. This keeps reading interesting!

**This week’s story: Eye of the Storm Big Idea: How weather patterns affect our lives**

**Additional reading: Continue novel: The Last Holiday Concert**

### **LEARNING GOALS:**

This week’s additional skills students will learn, practice, and be able to do at the end of the story:

1. Identify ‘cause & effect’ in a passage
2. Make predictions
3. Use common roots and word parts as clues to the meaning of a word (telegraph, photograph, autograph)
4. Build or improve fluency (how smooth & correctly we read and with comprehension)
5. Complete ‘Study Island’ lessons with a ‘Pass’ score

### **Activities:**

(Novel: in addition to our regular reading series, we will be reading the novel, The Last Holiday Concert. This week’s skill/goals will be emphasized using the novel.) Read aloud; discuss articles & answer questions about the articles in large group; read in small groups; (small group) find main idea & supporting details of news articles; silent read; review skills in computer lab using online reading program; practice vocabulary; add ‘Amazing Vocabulary’ to journals; partner read; write; additional focus on problem solving.

### **Assessment:**

Weekly test

Teacher observation

Completion of classwork

### **Math:**

<b>Lesson 8-2</b> Equivalent Fractions 4.NS.4
<i>Objective: Use a number line to locate and identify equivalent fractions.</i>

Guided Practice p. 419-420

Homework & Practice p. 421-422

**Lesson 8-3** Generate Equivalent Fractions: Multiplication 4.NS.4

*Objective: Use multiplication to find equivalent fractions.*

Guided Practice p. 425-426

Reteach 8- 3 (TE 427A)

Homework & Practice p. 427-428

**Lesson 8-4** Generate Equivalent Fractions: Division 4.NS.4

*Objective: Use division to find equivalent fractions.*

Solve & Share p. 429-430

Guided Practice p. 431-432

Reteach 8- 4 (TE 433A)

Homework & Practice p. 433-434

**Lesson 8-5** Use Benchmarks to Compare Fractions 4.NS.5

*Objective: Use benchmarks, area models, and number lines to compare fractions*

Solve & Share p. 435-436

Guided Practice p. 437-438

Reteach 8-5 (TE 439A)

Homework & Practice p. 439-440

**Lesson 8-6** Compare Fractions 4.NS.5

*Objective: Use models or rename fractions to compare*

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 15 list:

## **LEARNING GOALS:**

1. Spell words with the /ur/ sound spelled er, ir, ur, ear, or, and ar

### **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: Past, present, and future tenses

## **LEARNING GOALS:**

1. Identify and use correct tenses of verbs
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **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

Student work

**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