

## February 13-17

**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: Encyclopedia Brown. Big Idea: How attention to details can help solve problems.

Additional Reading/Novel: The Kid in the Red Jacket

### VOCABULARY THIS WEEK:

amphibians	crime	exhibit	lizards	reference	reptiles	salamanders	stumped
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### LEARNING GOALS:

1. Learn new vocabulary (4.RV.3.1)
2. Describe character, setting or events in a story (4.RL.2.3)
3. Use common Greek & Latin affixes as clues to the meanings of words (4.RV.2.4)
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:

<b>Lesson 9-10</b> Subtract Mixed Numbers 4.C.6, 4.AT.5
Guided Practice p. 521-522
Homework & Practice p. 523-524
<b>Lesson 9-11</b> Problem Solving: Model with Math 4.AT.5, PS.4, PS.1, PS.2, PS.5
Guided Practice p. 527-528
Homework & Practice p. 529-530
Topic 9 Vocabulary Review p 532
Assessment Topic 9 (practice) p. 535-536
<b>Assessment Topic 9 TEST</b>

<b>Lesson 11-1</b> Read Line Plots 4.DA.2
Guided Practice p. 593-594
Homework & Practice p. 595-596
<b>Lesson 11-2</b> Make Line Plots 4.DA.2
Guided Practice p. 599-600
Homework & Practice p. 601-602

### **LEARNING GOALS:**

1. Use equivalent fractions, properties of operations, and the relationship between addition and subtraction to subtract mixed numbers with like denominators.
2. Use previously learned concepts and skills to represent and solve problems.
3. Read and interpret data using line plots
4. Represent data using line plots and interpret data in line plots to solve problems
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.

- 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

- Laptop devices (Chromebooks): utilize a variety of online math programs for review & practice
- Partner work

**Assessment:**

Teacher observations during 'marker board' time.

Response from 'clickers.'

Successful completion of homework assignments.

Tests

**Spelling:**

Week 21 list: See class website homepage for list!

Spell words with /f/ sounds

**LEARNING GOALS:**

1. Spell correctly words with different spellings of the sound /f/
2. 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:**

Use correct contraction and negative

**LEARNING GOALS:**

1. Use correct contraction and negative. (4.W.6.1)

**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, Chromebook.

**Assessment:**

Classwork

Quizzes

Teacher observation

**\*\*WITH ISTEP+ QUICKLY APPROACHING, MUCH OF OUR SCIENCE & SOCIAL STUDIES TIME GETS USED FOR REVIEWING MATH & READING SKILLS; PRACTICING CORRECT TEST**

**ANSWER FORMATS; REVIEWING RUBICS THAT THE TEST IS SCORED BY. With this being said, you will not notice too many changes in the social studies lessons.**

## **Social Studies**

**Unit them: Indiana's Land and People**

**Big Idea: How do people adapt to where they live?**

Complete Unit 1, Lessons 3 & 4 (Indiana's Resources & Indiana's Economy)

### **LEARNING GOALS:**

Lesson 3:

1. Identify Indiana's resources.
2. Recognize that Indiana has many lakes, rivers, and marshlands.
3. Explain how Indiana is rich in minerals.
4. Describe how forests and farmlands have provided a way of life over time.

Lesson 4:

1. Recognize the importance of industries to Indiana's economy.
2. Identify Indiana as one of the country's top corn producers.
3. Explain that the manufacturing of steel, automobile parts, and pharmaceuticals is big business in Indiana.