

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.

With this being a short week, we will focus on completing our novel, **The Last Holiday Concert.**

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:

Lesson 8-4 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

LEARNING GOALS:

1. Generate equivalent fractions using division
2. Learn and remember math vocabulary terms
3. 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

Assessment:

Teacher observations during 'marker board' time.

Response from 'clickers.'

Successful completion of homework assignments.

Spelling: No spelling since this is just a 3-day week

Week list:

LEARNING GOALS:

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:

No Test Friday

English:

Focus:

Mentor Sentences (Monday thru Friday) / Simple Subject & Predicate + Conjunctions (and, but, or) + Homophones (to, two, too)

LEARNING GOALS:

1. Improve the ability to mark mentor sentence correctly
2. Identify simple subject & simple predicate of sentences
3. Name conjunctions and homophones

Activities: (We will use our classroom devices!)

Mentor sentence notebook/class work; 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:

Completion of class assignments

Teacher observation

Lesson Quizzes

Science:

Unit 5 Topic: Forces and Transportation Big Idea: Specific forces affect the motion of various modes of transportation

Lesson 1: What is Motion?

LEARNING GOALS:

Observe and record changes of position.

Explain how to measure motion.

Compare the motion of various objects.

Describe how velocity and acceleration are related.

(4.4.1/4.4.2)

Lesson 2: What is Speed?

LEARNING GOALS:

(Guided investigation)

Determine the speed of a moving object by measuring the distance it travels and the time required.

Determine how to increase or decrease the speed of the object being investigated.

(4.4.2/4.4.3)

Lesson 3: Which Forces Affect Motion?

LEARNING GOALS:

Investigate the forces that affect motion.

(4.4.3)

Lesson 4: What is an Engineering Design Process?

LEARNING GOALS:

Describe how to use the design process to create a solution to a problem.

(4.4.4)

Lesson 5: How Can You Design a Solution to a Problem?

LEARNING GOALS:

Design an apparatus that gently absorbs the force of motion.

Build and test prototypes based on designs.

(4.4.4)

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