

**January 8 - 12, 2017**

**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.)

In addition to our weekly class reading, **The Case of the Gasping Garbage**, we will continue to focus on completing our novel, **The Last Holiday Concert**. **Big Idea: Why can't you always believe what you think you see?**

**VOCABULARY THIS WEEK:**

analysis, beakers, hollow, identity, lecture, microscope, precise, relentless

**LEARNING GOALS:**

1. Compare & contrast (4.3.4)
2. Demonstrate an understanding of words by investigating suffixes (4.1.2)
3. Apply knowledge of synonyms, antonyms, & idioms to determine meaning of words & phrases (4.1.2)

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

Tests

**Math:**

<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
<b>Lesson 8-7 Problem Solving:</b> Construct Arguments PS.3 (+PS.1,2,4) Content Standard 4.NS.5
<i>Objective: Construct arguments about fractions</i>

Solve & Share p. 447-448
Guided Practice p. 449-450
Reteach 8-7 (TE 451A)
Homework & Practice p. 451-452
Topic 8 Vocabulary Review p 454
Topic 8 Reteaching p.455-456 (A-D)
Assessment Topic 8 (practice) p. 457-458
<b>Assessment Topic 8 (TE 458A)</b>
Performance Assessment Topic 8 (practice) p.459-460
<b>Performance Assessment Topic 8 (TE p. 460A)</b>

### LEARNING GOALS:

1. Use division to find equivalent fractions
2. Use benchmarks, area models, and number lines to compare fractions
3. Construct arguments about fractions
4. 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
- Chromebook 'Practice Buddy' online & lesson videos

### Assessment:

Teacher observations during 'marker board' time.

Response from 'clickers.'

Completion of online assignments & assessments

Successful completion of homework assignments.

### Spelling:

Week 17 list: See class website homepage for list!

Spell words with /aw/ sound

### **LEARNING GOALS:**

1. Spell correctly words with variant spellings for /aw/ sound

#### **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: Identify simple subject, simple predicate in sentences. Identify conjunctions in sentences. Complete daily work on 'Mentor Sentences'.

"5-minute Writes"

Complete 1 essay from 5-minute write including prewriting using 4-Square method.

### **LEARNING GOALS:**

1. Correctly identify the simple subject and/or the simple predicate of a sentence.
2. Identify and use conjunctions correctly in sentences.
3. Identify various structures within the Mentor Sentence.
4. Write a 1-page essay on a theme of choice with progress towards scoring 4's on the 4-Square rubric.

#### **Activities:**

Mystery Doug science videos used as a 'interest starter' for 5-Minute writes. Individual and class completion/discussion of Mentor Sentence daily work. Direct instruction for the skill(s) of the week and various practice methods to learn new skills (textbook, worksheets, small group activities, small group instruction, learning center practice)

#### **Assessment:**

Classwork

Quizzes

### **SCIENCE**

This week we will complete unit 5 of our science textbook and then begin our Social Studies textbook for 2nd semester.



