

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 1 Theme: “What can we discover from new places and people?”

We will be exploring this idea with the five stories contained in Unit 1. 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: Letters Home from Yosemite Big Idea: How does Yosemite reflect the unique qualities of the West?

LEARNING GOALS:

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

1. Learn new vocabulary
2. Tell main idea and details from a reading selection
3. Find a word’s meaning using suffixes –ist, -ive, -ness
4. Review: author’s purpose (inform, entertain, persuade)
5. Identify antonyms and synonyms

Activities:

Continue listening to audio book of James and the Giant Peach while following along in book, listen to story on CD will be skipped due to the 4-day week; read aloud; discuss story & answer questions about the story in large group; read in small groups; silent read; work on new skills in computer lab using online reading program; practice new vocabulary; add ‘Amazing Vocabulary’ to journals; partner read; write;

Assessment:

End of story test

Computer online test

Teacher observation of classwork

Math:

Lesson 2-6 Problem Solving: Reasoning 4.C.1; 4.AT.1
Solve & Share p. 77-78
Guided Practice p. 79-80
Reteach 2-6 (TE 81A)
Homework & Practice p. 81-82

Topic 2 Vocabulary Review p 84
Topic 2 Reteaching p. 85-86
Assessment Topic 2 (practice) p. 39-40
Assessment Topic 2 (TE 40A)
Performance Assessment Topic 2 (practice) p. 41-42
Performance Assessment Topic 2 (TE p. 42A)
Lesson 3-1 Multiply by multiples 10, 100, 1000. 4.C.2/C.4
Review What You Know p. 92
My Word Cards p.93-94
Solve & Share p.95-96 (together)
Guided Practice/Problem Solving p. 97-98
Reteach 3-1 (TE p. 99A)
Homework & Practice p. 99-100
Lesson 3-2 Round to Estimate Products 4.C.2
Solve & Share p. 101-102
Guided Practice p.103-104
Reteach 3-2 (TE 105A)
Homework & Practice p. 105-106

LEARNING GOALS:

1. Problem solving: reasoning
2. Strategies & Properties to multiply by 1-digit numbers
3. Round to estimate products

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.

Assessment:

TEST Topic 2

Teacher observations during 'marker board' time. Response from 'clickers.' Successful completion of homework assignments.

Spelling:

Week 5 word list:

Long and short 'l' spellings

Activities:

See-Say-Write words on desk with imaginary pencil; write words for practice (graded); spell with a partner or small group; word meaning worksheet;

Assessment:

Test Friday

English:

Clauses & Complex Sentences

LEARNING GOALS:

1. **Correctly identify clauses and complex sentences.** (A clause is a group of words with a subject and a verb. A dependent clause begins with a word such as 'because' or 'when.' It cannot stand alone as a sentence. An independent clause can stand alone. ** A sentence made up of a dependent clause and an independent clause is called a complex sentence. Example: *when I was eight (dependent clause); My family visited Yosemite (independent clause). When I was eight, my family visited Yosemite (Complex sentence)*)

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: Heat & Electricity

Big Idea: Heat & electricity are forms of energy

that can exist within a system. Electric circuits can transfer energy from one form to another.

Unit 2, Lesson 1: What is Electricity?

LEARNING GOALS:

1. Explain what causes static electricity.
2. Describe how charged particles interact with one another

Activities:

Build electrical circuits! 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