

Fourth Grade Team

Lesson Plan

Week of 10/5-10/9/15

-----Spelling-----

Monday

Standard: CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Topic: Students will be introduced to this week's spelling pattern – homophones; complete Practice Book page 52; copy list words into assignment book

Reference: PB p. 52

Assignment: Complete PB p. 52; Study words for Friday's test

Tuesday

Standard: CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Topic: Students will sort words according to the spelling pattern – homophones.

Reference: PB p. 53

Assignment: Complete PB p. 53 for tomorrow if not finished in class; Study for Friday's test

Wednesday

Standard: CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Topic: Students will proofread for spelling errors

Reference: PB p. 54

Assignment: Complete PB p. 54 for tomorrow if not finished in class; Study for Friday's test

Thursday

Standard: CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Topic: Students will pick 10 spelling words and use them correctly in a narrative format or 10 sentences.

Reference: Spelling list, pencil, paper

Assignment: Complete sentences or story if not finished in class; **STUDY FOR TEST TOMORROW!**

Friday

Standard: CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Topic: Students will take the final test on spellingcity.com

Reference: Spellingcity.com

Assignment: None

-----[English](#)-----

Monday CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard:

***Daily Proofreading and Writing Prompt activity as it relates to the story. They will include at least one vocabulary word and one spelling word in their responses. Students will also identify common and proper nouns and singular and plural nouns in their writing.**

Topic: Nouns – students will identify common and proper nouns

Reference: PBJ p. 55; Projectable 5.6

Assignment: Complete PBJ p. 55 if not finished in class

Tuesday

Standard: CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Topic: Singular and Plural Nouns; students will make a noun plural by adding –s, -es, and -ies to singular nouns

Reference: PBJ p. 56; Projectable 5.7

Assignment: Complete PBJ p. 56 if not finished in class

Wednesday

Standard: CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Topic: Irregular Plural Nouns; students will write the plural form of irregular nouns

Reference: PBJ p. 57; Projectable 5.8

Assignment: Complete workbook p. 57 if not finished in class

Thursday

Standard: CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Topic: Students will learn how to add commas, capital letters, end marks, and quotations marks where they are needed in quotes.

Reference: PBJ p. 58

Assignment: Complete workbook p. 58 if not finished in class

Friday

Standard: CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Topic: Sentence Fluency: students will use exact nouns to replace general nouns.

The students will take an English Test on nouns.

Reference: PB p. 59, computers

Assignment: None

----- Reading -----

Monday

Standard: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-Literacy.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

*** Daily Proofreading and Writing Prompt activity as it relates to the story. They will include at least one vocabulary word and one spelling word in their responses. Students will also identify common and proper nouns and singular and plural nouns in their writing.**

Topic: *Stormalong*: students will be introduced to the new vocabulary words. They will utilize the Frayer model to gain a better understanding of the vocabulary words.

Reference: SMART board activity; Worksheet; Projectable 5.5; Vocabulary Cards

Assignment: Complete the Frayer model for the first six vocabulary words

Tuesday

Standard: CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

Topic: *Stormalong*: Comprehension Skill: Understanding Characters; students will understand story characters' behavior and relationships; use infer/predict strategy to make inferences about story characters and to predict how they might change.

Reference: PB p. 49; Projectable 5.4; Leveled Practice Sheet

Assignment: Complete PB p. 50 and Leveled Practice Sheet if not finished in class

Wednesday

Standard: CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Topic: *Stormalong*: Students will examine vocabulary strategies – using a dictionary.

Students will prepare to listen to selection by reviewing vocabulary; listen to the story selection either on CD or by teacher read aloud; answer guided reading questions as listening to story.

Reference: Practice Book 51 and Leveled Practice Sheet, Journeys CD, and Journeys Reading Book

Assignment: Complete using a dictionary practice sheet and PB p. 51 if not finished in class

Thursday

Standard: CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

Topic: *Stormalong*: Students will learn and practice the Decoding strategy – recognizing spelling changes in homophones and decode words that are homophones.

Students will also review vocabulary; read story individually, with a partner, or in a small teacher-led group; review all comprehension and vocabulary skills.

Reference: Journeys Reading Book and SMART board/PowerPoint

Assignment: Read the story and review vocabulary

Friday

Standard: All standards covered during the week

Topic: Lesson 5 - Weekly Reading Test; students will complete weekly test to assess skills taught throughout the week for *Stormalong*. Students will finish leveled readers and take an AR test.

Reference: Journeys Reading Book, Lesson 5 Weekly Test, weekly readers, computers

Assignment: None

-----Math-----

****All students will receive core instruction for the first 30 minutes in the homeroom. For the remaining 30 minutes students will receive small group instruction according to their individual needs.**

Monday

Standard: CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using

Topic: Lesson 2.4 – Estimate Products – Essential question: How can you estimate products by rounding and determine if exact answers are reasonable. Students will estimate products by rounding and determine if exact answers to multiplication problems are reasonable. They will complete math book pages 57 – 60.

Reference: Math practice books, itools – number lines, and animated math models

Assignment: Standards practice book pages 29 and 30

Tuesday

Standard: CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using

Topic: Lesson 2.5 – Multiply using the Distributive Property –Essential Question: How can you use the Distributive Property to multiply a 2-digit number by a 1-digit number? Students will use the Distributive Property to multiply a 2-digit number by a 1-digit number. They will complete pages 61-64.

Reference: Math practice books, itools - base ten blocks, and animated math models

Assignment: Standards practice book pages 31-32.

Wednesday

Standard: CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using Choose an item.

Topic: Lesson 2.6-Multiply using Expanded Form-Essential Question: How can you use expanded form to multiply a multidigit number by a 1-digit number? Students will use expanded form to multiply a multidigit number by a 1-digit number. They will complete pages 65-68.

Reference: Math practice books, itools - base ten blocks

Assignment: Standards practice book pages 33-34.

Thursday

Standard: CCSS.Math.Content.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter

Topic: 2.7-Multiply using Partial Products-Essential Question: How can you use place value and partial products to multiply by a 1-digit number? Students will use place value and partial products to multiply a multidigit number by a 1-digit number. They will complete pages 69-72.

Reference: Math practice books, itools - base ten blocks

Assignment: Standards Practice Book pages 35-36.

Friday

Standard: CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using

Topic: Mid Chapter Check Point - Students will complete the Mid Chapter Check Point on pages 73-74 with partners. Go over as a whole class when done. They will review lessons 2.1-2.7 on multiplication. Teacher will work with small group as needed.

Reference: Math book

Assignment: NONE

-----Science -----

Monday

Standard: 3.1 Unifying Themes of Science

Topic: Students will be introduced to scientific tools used to observe and measure data - (microscopes, meter sticks, thermometer, and balances) via a Power Point. Students will add this information to their science notebooks.

Reference: Power Point, Science notebook, sheet

Assignment: NONE

Tuesday

Standard: 3.1 Unifying Themes of Science

Topic: Students will get to use the various scientific tools to start the lab.

Reference: Lab sheet

Assignment: NONE

Wednesday

Standard: 3.1 Unifying Themes of Science

Topic: Students will get to use the various scientific tools to start the lab.

Reference: Lab sheet

Assignment: NONE

Thursday

****Each fourth grade class will take a day to practice math and reading skills on Study Island on laptops during science time.**

-----Social Studies-----

Friday

Standard: 8.2 Pennsylvania history

Topic: Chapter 3: The First Pennsylvanians: Lesson 1- Hunters and Gatherers
Students will learn how the first people came to PA. They will read pages 58-61 in the PA books.

Reference: *Our Pennsylvania* book p. 58 - 61

Assignment: Students will create a grocery list of items they would get for dinner and compare that to the list of what a hunter gatherer would need to gather/hunt for dinner.