

# Fourth Grade Team

## Lesson Plan

### Week of 2/23 -2/27/15

#### -----Spelling-----

##### **Monday**

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

**Multiple standards covered during the week**

**Topic:** Students will write Lesson 19 spelling words for this week's test (words with – suffixes –ful, -less, -ness, -ment)

**Reference:** PB p. 220

**Assignment:** PB p. 220, Study words for Friday's test

##### **Tuesday**

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

**Multiple standards covered during the week**

**Topic:** Students will review this week's spelling pattern – words with – suffixes –ful, -less, -ness, -ment; complete Practice Book page 221

**Reference:** PB p. 221

**Assignment:** PB p. 221, Study words for Friday's test

##### **Wednesday**

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

**Multiple standards covered during the week**

**Topic:** Students will proofread for spelling errors - words with – suffixes –ful, -less, -ness, -ment

**Reference:** PB p. 222

**Assignment:** Complete PB p. 222; Study words for Friday's test

##### **Thursday**

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

**Multiple standards covered during the week**

**Topic: Students will review this week's spelling pattern – words with – suffixes –ful, -less, -ness, -ment; They will write spelling words 3x's each.**

**Reference: Paper, pencil, list**

**Assignment: Complete 3 x's each; Study for test on Friday**

**Friday -**

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

**Multiple standards covered during the week**

**Topic: Students will take the final test on [spellingcity.com](http://spellingcity.com)**

**Reference: [Spellingcity.com](http://Spellingcity.com)**

**Assignment: None**

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

**\* 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 use and identify transition words in their writing.**

**Monday**

**Standard:**

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

**Topic: Transition Words; students will identify transition words and use them in writing and speaking**

**Reference: Projectable 19.6, Practice Book p. 223**

**Assignment: Practice Book p. 223**

**Tuesday**

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

**Topic: Time Order Transition Words; students will identify time order transition**

**words and use them in writing and speaking**

**Reference: Projectable 19.7, Practice Book p. 224**

**Assignment: Practice Book p. 224**

### **Wednesday**

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

**Topic: Transitional Phrases and Conclusions; students will identify transitional phrases and use them in writing and speaking**

**Reference: Projectable 19.8, Practice Book p. 225**

**Assignment: Practice Book p. 225**

### **Thursday**

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

**Topic: Lesson 19 Weekly Test; students will be assessed on knowledge of transition words and transitional phrases**

**Reference: Weekly Test**

**Assignment: None**

### **Friday-**

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

**Topic: Study Island ELA practice – Students will practice skills in preparation for the ELA common core test in April.**

**Reference: Computers**

**Assignment: None**

----- Reading -----

**\* 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 use and identify transition words in their writing.**

## **Monday**

**Standard:** CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

**Topic:** *Harvesting Hope: The Story of Cesar Chavez*; students will be introduced to the new vocabulary words.

**Vocabulary Strategy:** Use a Dictionary; students will use a dictionary to determine meaning, syllabication, and pronunciation of unfamiliar words; understand dictionary organization;

**Reference:** SMART board activity; Vocabulary Worksheet; Vocabulary Cards; Practice Book p. 219; Projectable 19.5; Leveled Practice Sheet

**Assignment:** Vocabulary Worksheet and page 219

## **Tuesday**

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

**Topic:** *Harvesting Hope: The Story of Cesar Chavez*: **Comprehension Skill: Persuasion; Infer/Predict;** students will recognize an author's use of language to influence readers; make inferences/use textual evidence; they will complete Practice Book page 217 and leveled practice sheet, if time permits.

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:** Journeys Reading Book, Journeys CD; Leveled Practice Sheet; Practice Book pages 217-218; Projectable 19.2; SMART board activity

**Assignment:** Complete practice sheet and/or PB p. 218

## **Wednesday**

**Standard:** CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**Topic:** *Harvesting Hope: The Story of Cesar Chavez*: Students will review the vocabulary strategy and comprehension skill for the week. They will read the story together as a

class and answer guided reading questions. They will learn and practice the Decoding strategy: more common suffixes (ful, ness, ment)

Students will read their leveled readers that incorporate the week's vocabulary and genre.

Reference: Journeys Reading Book, SMART board activity, leveled readers

Assignment: Read *Harvesting Hope: The Story of Cesar Chavez* at home

#### Thursday

**Standard:** CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

**Topic:** *Harvesting Hope: The Story of Cesar Chavez*: Weekly Reading Test; students will complete weekly test to assess skills taught throughout the week; Students will finish leveled readers and take an AR test.

Reference: Lesson 19 Weekly Test; pencil

Assignment: None

#### Friday

\*All Standards that were taught during the week will be addressed.

**Topic:** Study Island ELA practice – Students will practice skills in preparation for the ELA common core test in April.

Students will review previous tests and practice Jumpstart book skills

Reference: Computers

Assignment: None

#### -----Math-----

\*\*Students will complete either the problem of the day or math journal prompt.

\*\*Students should practice basic facts nightly.

#### Monday

**Standard:** All Standards Taught During This Unit Will Be Addressed During the Test  
CCSS.Math.Content.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

**Topic:** Lesson 8.1 – Multiples of Unit Fractions: Essential Question: How can write a fraction as a product of a whole number? Students will write a fraction as part of a whole number; complete practice book p. 315- 318.

**Reference:** Student Practice Book p. 315-318, Standards Practice Book p. 157

**Assignment:** Students will complete Standards Practice Book pgs. 157 - 158

## Tuesday

**Standard:** CCSS.Math.Content.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

**Topic:** Lesson 8.2-Multiples of Fractions: Essential Question: How can you write a product of a whole number and a fraction as a product of a whole number and unit fraction? Students will write a product of a whole number and a fraction as a product of a whole number and unit fraction. Complete practice book p. 319-322.

Students will complete the mid-chapter checkpoint to review skills taught in lessons 8.1 and 8.2 on pages 323 and 324.

**Reference:** Student Practice Book p. 319-322 and 323 - 324

**Assignment:** Mid-Chapter Checkpoint, Student Practice Book pages 323 - 324

## Wednesday

**Standard:** CCSS.Math.Content.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when

**Topic:** 8.3 Multiply a Fraction by a Whole Number Using Models; Essential Question: How can you use a model to multiply a fraction by a whole number? Students will use a model to multiply a fraction by a whole number; Complete Practice Book pages 325-328

**Reference:** Animated Math Models, itools: Fractions, Student Practice Book pages 325-328, Standards Practice Book p. 161-162

**Assignment:** Standards Practice Book p. 161-162

## Thursday

**Standard:** CCSS.Math.Content.4.NF.B.4a Understand a fraction  $a/b$  as a multiple of  $1/b$ . For example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ .

**Topic:** 8.4 Multiply a Fraction or Mixed Number by a Whole Number; **Essential Question:** How can you multiply a fraction by a whole number to solve a problem? Students will multiply a fraction by a whole number to solve a problem; Complete Practice Book pages 329-332

**Reference:** Animated Math Models, Real World Video Ch 8, Student Practice Book pages 329-332, Standard Practice Book p. 163-164

**Assignment:** Standard Practice Book p. 163-164

**Friday –**

**Standard:** CCSS.Math.Content.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number..

**Topic:** 8.5 Problem Solving – Comparison Problems with Fractions; **Essential Question:** How can you use the strategy draw a diagram to solve comparison problems with fractions? Students will use the strategy draw a diagram to solve comparison problems with fractions; Complete Practice Book pages 333-336

**Reference:** Animated Math Models, itools fractions, Student Practice Book p. 333-336, Standards Practice Book p. 165-166

**Assignment:** None

-----Science -----

**Monday**

**Standard:** 3.5 Earth sciences

**Topic:** Science Studies Weekly Edition 12: Soil. Students will read and highlight key information and details about soil. They will be exploring what makes up soil, including the rock cycle. Students will watch a BrainPop video on soil as well.

**Reference:** Science Weekly, pencil, computer, SMART board

**Assignment:** NONE

## **Tuesday**

**Standard:** 3.5 Earth sciences

**Topic:** Science Studies Weekly Edition 12: Soil. Students will read and highlight key information and details about soil. They will be exploring what makes up soil, including the rock cycle. Students will complete an activity to further their investigation of soil in their Science Studies Weekly.

**Reference:** Science Weekly 12, pencil, computer, SMART board

**Assignment:** NONE

## **Wednesday**

**Standard:** 3.5 Earth sciences

**Topic:** Science Studies Weekly Edition 12: Soil. Students will read and highlight key information and details about soil. They will be exploring what makes up soil, including the rock cycle. Students will complete an activity to further their investigation of soil in their Science Studies Weekly.

**Reference:** Science Weekly 12 pencil, computer, SMART board

**Assignment:** NONE

## **Thursday**

**Standard:** 3.5 Earth sciences

**Topic:** Science Studies Weekly Edition 12: Soil. Students will read and highlight key information and details about soil. They will be exploring what makes up soil, including the rock cycle. Students will complete the crossword puzzle to review key terms and concepts related to the rock cycle and soil.

**Reference:** Science Weekly Edition 12, pencil, computer, SMART board,

**Assignment:** Crossword puzzle

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

**Monday –**



**Standard:** 8.2 Pennsylvania history

**Topic:** Chapter 5, Lesson 3 – The American Revolution – Students will learn what role Pennsylvania played in the American Revolution, explain the importance of the battles of Brandywine and Germantown, describe the winter of 1777 for the Continental Army, discuss ways in which Pennsylvanians served during the American Revolution. They will read and discuss pages 118-123.

**Reference:** *Our Pennsylvania* book

**Assignment:** None

## Tuesday

**Standard:** 8.2 Pennsylvania history

**Topic:** SIP Time: Students will review commonly missed strands on Study Island benchmark testing in preparation for upcoming state assessments. Students will rotate through various classrooms to review all topics in a small group setting.

**Reference:** SIP Folder

**Assignment:** None

## Wednesday

**Standard:** 8.2 Pennsylvania history

**Topic:** SIP Time: Students will review commonly missed strands on Study Island benchmark testing in preparation for upcoming state assessments. Students will rotate through various classrooms to review all topics in a small group setting.

**Reference:** SIP Folder

**Assignment:** None

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

