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| Essential Indicators |
| **Ms. Frews’ Lesson Plans for the WAVE cycle of:** **January 3rd-January 12th****Math****Common Core/Essential Standards Goals:**\*Review all standards taught this far on first day back from break. Some of these topics include but are not limited to; addition, subtraction, multiplication, division, place value, ordering numbers, comparing numbers, writing numbers in standard from/ expanded form/ word form. Then progress through new standards.\*\* Expose students to fraction knowledge before benchmark**4.OA.4**: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is prime or composite.**4.OA.5:** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.**4.MD.3**: Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.**I Can Statements:**-I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.-I can represent word problems by using equations with a letter standing for the unknown number.-I can determine whether a whole number from 1 to 100 is a multiple of a given one-digit number.-I can find all factor pairs for a whole number from 1 to 100.-I can determine whether a given whole number up to 100 is a prime or composite number.-I can notice and point out different features of a pattern once it is created by a rule.-I can use what I know about area and perimeter to solve rea world problems involving rectangles.**Social Studies****Common Core/Essential Standards Goals:****4.H.1.1** Summarize the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration**4.H.1.2** Explain how and why North Carolina was established.**Main Focus –** Pirates and Native Americans**Learning Targets:**- I can identify the impact pirates had on NC history- I can identify the types of government, language, food, shelter, and cultural traditions of various American Indian groups (e.g. Algonquian, Iroquois, Siouan, Tuscarora, Occaneechi, Tutelo, the Waxhaw, Catawba and Cherokee). -I can identify how the culture, The English monarchy sponsored attempts at colonization along the North Carolina coast (Roanoke Island and The Lost Colony). -I can identify the contributions of key individuals to the establishment of North Carolina (e.g., Sir Walter Raleigh, Queen Elizabeth, John White, Ralph Lane, King Charles II, Lords Proprietors). -I can identify how and why North Carolina began as a proprietary colony but later became a royal colony.-I can identify the role of agriculture in encouraging settlement and expansion.**ELA** **Common Core/Essential Standards Goals:****\*RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **\*RL.4.3** 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.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.**\*RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**RF.4.4.B** I can read fourth grade books and poems aloud accurately, at the right speed and with expression.**\*W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**Focus on Poetry**-Also review reading strategies taught within the first nine weeks and second nine weeks (visualizing, making connections, asking questions, making inferences, determine importance, point of view, author’s purpose etc). **Learning Targets:**-I can explain a story by referring to details and examples in the text.-I can use specific details in fiction text to help me describe a character, setting or event in the story.-I can find answers in the text.-I can use reading strategies to aid in comprehension.- I can read and understand poetry by using a variety of strategies**Science****Common Core/Essential Standards Goals:****Unit: Forces & Motion** **4.P.1.1** Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them. **4.P.1.2** Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.**4.P.1** Explain how various forces affect the motion of an object. **4.P.3** Recognize that energy takes various forms that may be grouped based on their interaction with matter**4.P.3.1** Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.**4.P.3.2** Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.**Learning Targets:**-I can identify the basic forms of energy-I can identify if a magnets will push (repel) or pull (attract)-I can identify the north and south poles of a magnet and which ends will attract/repel.**Key Vocabulary:** Place value, value, digit, number line, Base 10 system, round, less than, greater than, equal to, sum, difference, setting, plot, problem, solution, moral, character, visualizing, inference, connections, sequence, multiplicative comparison, product, divisor, dividend, quotient, remainder, force, motion, fraction, push, pull, repel, attract, north, south, numerator, denominator.MOY Benchmark for both Math and ELA is the week of 01/08-01/12Will spend a lot of time reviewing for this benchmark before progressing to new standards |

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|  | Lesson | Homework |
| **E****Wed****01/03** | **Morning Work (8:00-8:45):** Weekly Math boxes (Mon and Tue) and New Years Selfies**ELA Inclusion (8:45-10:00):** Daily 5 Rotation #5 (E Day). Pull to assess MC and CL.**ELA Cont (10:00-10:15)** Add in Simile and Metaphor interactive notebook pages. I will have students listen to a common popular song with the lyrics in front of them. As a class we will pick out similes and metaphors used in the songs. We will also connect how song lyrics are similar to poetry.**(10:15-11)** Continue with Poetry. Make anchor chart for the EQ: What is the difference between main idea and theme? Then as a class complete determining theme and main idea activity (We Do). After we do one a together, students will try one on their own (You Do). We will go over is as a class.**Snack (11:00-11:15)** Go over morning work. Star the ones students are not accountable for. Complete the star ones together for Mon and Tue together.**Reinforcement Block (11:15-12:00):** Give students “Attract or Repel?” activity. They may do this in partners. Go over as a class.-Remaining time is for missing work and/or free time if all caught up **Lunch (12:05-12:35)****Break (12:35-12:45) – Finish Read Aloud****Math (12:45-2:30):** Review Prime and Composite numbers and Factoring**Recess (2:30-3:00)****Dismissal (3:15)** | ELA and Math nightly homework given today. Will not be due until Monday due to starting the week late. |
| **F****Thur****01/04** | **Morning Work (8:00-9:00):** Weekly Math (Wed & Thur) and New Years activity.-Send Patriot Voices Down at 8:30 if still needed- Ms. Mowells group at 8:40-Drop Library Books Off**(9:00-9:40):** Go over morning work and complete homework problems that students are not accountable for. Any extra time is missing work and/or free play.WAVE Begins at 9:40…Have students bring snacks and all items needed for lunch1. Spanish
2. Cultural Awareness
3. Media

**Lunch (12:05-12:35)** **Break/DEAR (12:35-12:45)****ELA Block (12:45-1:15):** Center Rotation #6 (Catch up center and missing work). Collect Literacy Notebooks for grades.**Math (1:15-2:30):** Review Prime and Composite Numbers. Also, review factoring and multiples. Discuss how to find the LCM and the GCF. Show students how to check work using calculator. Discuss factors and factor pairs.**Recess (2:30-3:00)** **Dismissal (3:15)** | ELA and Math nightly homework due Monday. |
| **A****Fri****01/05** | **Morning Work (8:00-8:45):** Weekly Math Boxes and complete and New Years activity that has not been finished**ELA Inclusion (8:45-9:45):** EC push in (a.b.d.e days) and TA push in (a,c,d,f days)**Literacy Centers (9:00-9:45):** Center Rotations for “A” day. Start cycle over. **ELA Cont (9:45-10:45)**: Review Context Clues. Do activity where students must use context clues to identify the meaning of words.-Using context clues we will then work with finding allusions and understanding the meaning using context clues.**Snack (10:45-11:00):** Go over h.w for tonight**Power Hour (11:00-11:30)** Test Prep Groups/RTA**Curriculum Reinforcement Block** **(11:30-12:00):** Go over morning work for math -Catchup and pickles**Lunch (12:05-12:35)****Break/D.E.A.R (12:35-12:45)****Math (12:45-1:45):** Review one step word problems using CUBES. Do some together and gradually release students do finish independently. When complete and correct, allow students to work on division coloring sheet while waiting. Check work using calculator.**Recess (2:30-3:00)** **Dismissal (3:15)** | ELA and Math nightly homework due Monday. |
| **B****Mon****01/08** | **Morning Work (8:00-8:45):** Weekly Math boxes and missing work**ELA Inclusion (8:45-9:45):** Center Rotation #2 (B Day)**ELA Cont (9:45--10:30):** Read “Black Beard the Pirate” passage together using PROVE. Allow students to attempt to answer questions on own. Then go back over as a class using reading strategies taught to verify answers.-Complete written portion together using complete sentences, restatments, capitals, punctuations. Discuss how to properly use quotations.**Writing (10:30 – 11:00**): Continue with Opinion Writing **Snack (11:00):** Go over Morning Work**Cross Curricular Block/Power Hour (11:00-12:00):** Continue with Pirates Instruction. Focus on Black Beard. Use Power point and answer questions as a class. **Lunch (12:05-12:35)** **Break/D.E.A.R (12:35-12:45)****Math (12:45-2:30)** Review Area and Perimeter. Complete activities and discuss how to label each. Also discuss the difference (area= inside, perimeter = distance around).-Answer real life word problems using area and perimeter.**Recess (2:30-3:00)** **Dismissal (3:15)** | ELA and Math nightly homework Week 14 DUE today.Week 15 ELA and Math nightly homework assigned today. Due Friday. |
| **C****Tue****01/09** | **Morning Work (8:00-9:00):** Math morning work and missing work **ELA Inclusion (9:00-10:00):** Center Rotation #3 (C Day) and progress monitor. **Writing (10:00-10:30**): Work on Opinion Writing**ELA Cont.(10:30-11:00**) Play Kahoot**Snack (11:00-11:15)** Go over m/w**Cross Curricular Block (11:00-12:00):** Use “Caring for your Teeth” to review sequencing.**Lunch (12:05-12:35)** **Break (12:35-12:55) –** Take students to court yard.**Start Wave:** **(1:00-1:45)** Art**(1:45-2:30)** Music**(2:30-3:15)** PE**Dismissal (3:15** | Week 15 ELA and Math nightly homework due Friday. |
| **D****Wed****01/10** | **Morning Work (8:00-8:45):** Weekly Math boxes and missing work**ELA Inclusion (8:45-9:45):** Center Rotation #4 (D Day)**ELA (9:45-11:00):** Review Text Structure (have been doing this in small groups). As a class read small passages and decide which text structure is used.-Also use this time to review text features. **Snack (11:00)** Go over morning work**Cross Curricular Block/Power Hour (11:00-12:00)** : RTA/missing work/multiplication review**Lunch (12:05-12:35)** **Break (12:35-12:45)****Math (12:45-2:30):** Expose students to fractions and finding equivalent fractions. They have seen this on morning work and homework’s. Show equal denominator method and butterfly method.**Recess (2:30-3:00)** **Dismissal (3:15)** | Week 15 ELA and Math nightly homework due Friday. |
| **E****Thur****01/11** | **Morning Work (8:00-8:45):** Weekly Math boxes and S.S. Weekly**ELA Inclusion (8:45-10:00):** Daily 5 Rotation #5 (E Day)**ELA Cont (10:00-10:45)** Cause and Effect Focus**Snack (10:45-11:00)** Go over morning work**Reinforcement Block (11:00-12:00):** RTA/ Enrichment group/ Catchup and Pickles. **Lunch (12:05-12:35)****Break (12:35-12:45)****Math (12:45-2:30):** Continue with comparing fractions and finding equivalent fractions.**Recess (2:30-3:00)****Dismissal (3:15)****\*\*\*\*Testing will take place at some point today** | Week 15 ELA and Math nightly homework due Friday. |
| **F****Fri****01/12** | **Morning Work (8:00-8:45):** Weekly Math and missing work.-Send Patriot Voices Down at 8:30 if still needed- Ms. Mowells group at 8:40-Drop Library Books OffWAVE Begins at 9:40…Have students bring snacks and all items needed for lunch1. Spanish
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**Lunch (12:05-12:35)** **Break/DEAR (12:35-12:45)****ELA Block (12:45-1:15):** Center Rotation #6 (Catch up center and missing work)**Math (1:15-2:30):** Exposure to shape names.**Recess (2:30-3:00)** **Dismissal (3:15)**\*Testing? | Week 15 ELA and Math nightly homework DUE TODAY. |