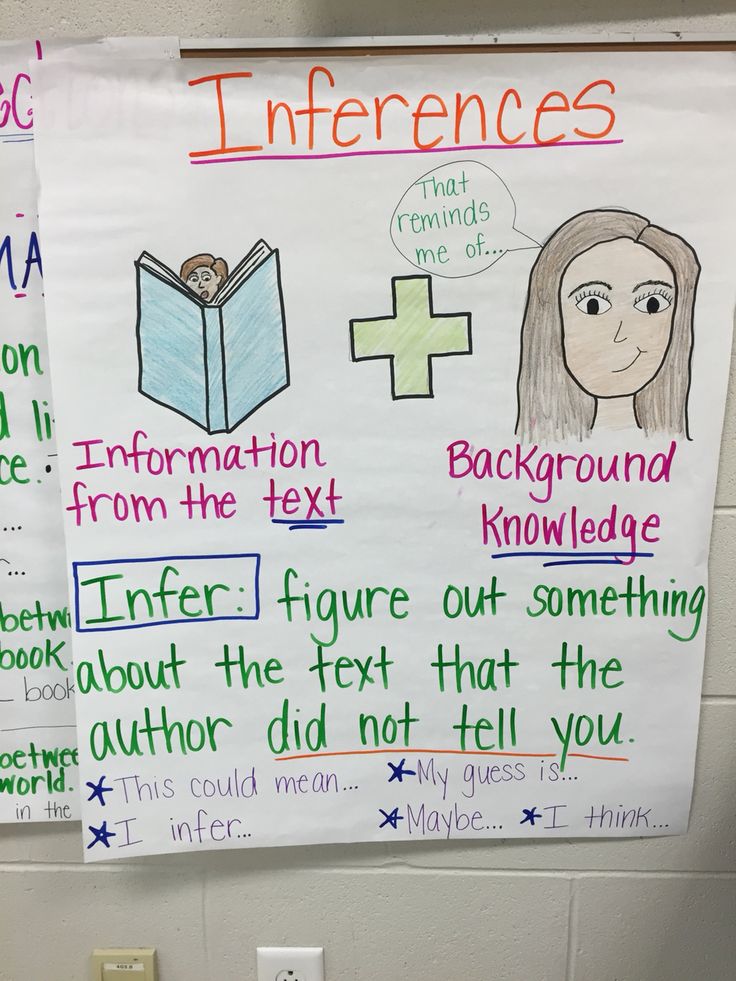
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| Essential Indicators |
| **Ms. Frews’ Lesson Plans for the WAVE cycle of:**  **October 26th- November 1st.**  **Math**  **Common Core/Essential Standards Goals:**  **4.OA.1**: Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.  **4.OA.2**: Multiply or divide to solve word problems involving multiplicative comparison. 1 st qtr. focus: use multiplication to solve multiplicative comparison problems.  **4.OA.3**: Solve multi-step word problems with whole numbers, including problems in which remainders must be interpreted. Represent using equations with a letter for the unknown. 1 st qtr. Focus: solve multi-step problems using addition, subtraction, and multiplication.  **4.NBT.5:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply 2 two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  **I Can Statements:**  -I can fluently multiply whole numbers  -I can use multiplicative comparisons to solve word problems  **Science**  **Common Core/Essential Standards Goals:**  **4.E.2** Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.  **4.E.1.1** Explain the cause of day and night based on the rotation of Earth on its axis.  **4.E.1.2** Explain the monthly changes in the appearance of the moon, based on the moon’s orbit around the Earth.  **4.E.1** Explain the causes of day and night and phases of the moon.  **4.E.1.1** Explain the cause of day and night based on the rotation of Earth on its axis.  **4.E.1.2** Explain the monthly changes in the appearance of the moon, based on the moon’s orbit around the Earth.  **4.E.2** Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.  **4.E.2.3** Give examples of how the surface of the earth changes due to slow processes, such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.  **Learning Targets:**  - I can describe the rotation and revolution of the moon.  - I can use models to show the different phases of the moon over a month's time.  -I can observe and chart the progress of the moon through its phases.  - I can describe how the Earth rotates on its axis every 24 hours  - I can describe how the Earth revolves around the sun in 365 days  **Social Studies**  **Common Core/Essential Standards Goals:**  4.H.2 Understand how notable structures, symbols and place names are significant to North Carolina. (YL)  4.H.2.1 Explain why important buildings, statues, monuments and place names are associated with the state’s history. (YL) •  4.H.2.2 Explain historical significance of NC’s state symbols. (YL)  **\*3 Regions**  **Learning Targets:**  -I can identify where North Carolina is on the map  -I can identify major NC symbols.  - I can identify NC 3 regions and describe their landforms  **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).  **\*W.4.3 Write** narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Events.   -Also review reading strategies such as; sequencing, text connections, visualizing, point of view, authos purpose, inference, 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.  **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. |

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|  | Lesson | Homework |
| **A**  **Thur**  **10/26** | **Morning Work (8:00-8:45):** Weekly Math and ELA boxes  **ELA Inclusion (8:45-9:45):** EC push in (a.b.d.e days) and TA push in (a,c,d,f days)  **Mini Lesson (8:45-9:00) -** Start with a quick mini lesson introducing how to make an “Inference.” Together we will create an anchor chart describing how to infer while reading a text. We will then practice with a few examples I have pulled from passages. Explain to students that during centers this week we are going to focus on making inferences. When they meet with their LLI groups they will be hunting for inferences, as well as when they are reading to self. I will ask students to track when they had to make an inference while reading using sticky notes.  **Literacy Centers (9:00-9:45):** Review all slides for literacy centers. I first start with going over what to do at each center. I then move to “What can I do if I finish a center early?” I then have students locate the center that they are on for the day and ask for any questions before we begin. Students also have access to these slides and EVERYTHING else they will need for centers in their “Blue Literacy Folders.” We restart our rotation cycle every “A” day, so today is the beginning of a new rotation cycle. During rotations you will see the following; 1 LLI group meeting with me, 1 LLI group with Mrs. Mowell, students at seats doing independent work and other students being pulled to work with the 4th grade TA. These groups are based off of BOY 4th grade TRC levels. I have moved students up one level so that they are working at their instructional level, rather than their independent levels.  **Closing (9:45-10:15)** - After rotations has ended, I will bring the group together and discuss any inferences we made in our readings today. I will then do an interactive read aloud where we stop and make inferences together. At the end of the story students will have to recall story elements from the story as a review.  **Cross Curricular Block (10:15-11:00):** Continue with 3 regions interactive notebook using PROVE  **Snack (11:00-11:15)**  **Curriculum Reinforcement Block** **(11:15-12:00):** Go over morning work.  -Allow students to work on personal Narratives  -Play Kahoot if no missing work  **Lunch (12:05-12:35)**  **Break/D.E.A.R (12:35-12:45)**  **Math (12:45-2:30):** Standard Algorithm for 2 digit by 2 digit multiplication. Allow for students to gradually release to independent practice.  -Show box method to 4 students whom are using that method during independent practice.  **Recess (2:30-3:00)**  **Dismissal (3:15)** | ELA and Math nightly homework |
| **B**  **Fri**  **10/27** | **Morning Work (8:00-8:45):** Weekly Math and ELA boxes  **ELA Inclusion (8:45-9:45):** Center Rotation #2  **ELA Cont (9:45--10:45):** Go over chapter questions for 6-7 of Tales of a 4thGrade Nothing and interactive notebook pages.  -Take chapters 5-4 Test. Switch papers and go over as a class.  **Snack (10:45-11:00)** Go over Morning Work  **Cross Curricular Block (11:00-12:00):** Continue 3 regions using PROVE    **Lunch (12:05-12:35)**  **Break/D.E.A.R (12:35-12:45)**  **Math (12:45-2:30):** Continue multiplication  **Recess (2:30-3:00)**  **Dismissal (3:15)** | ELA and Math nightly homework Due |
| **C**  **Mon**  **10/30** | **Morning Work (8:00-8:45):** Weekly Math and ELA boxes  **Go Over Morning Work (8:45-9:00):** Weekly Math and ELA boxes  **ELA Inclusion (9:00-10:00):** Center Rotation #3  **Reinforcement Block (9:45-11:00)** Do a read aloud. Have students identify the following; POV, text connections, author’s purpose, story elements, make inferences etc.  **Snack (10:45-11:00)** Go over Morning Work if not completed earlier  **Math (11:00-12:00):** Continue multiplication. Give informal assessment on progress  **Lunch (12:05-12:35)**  **Break (12:35-12:45)**  **WAVE Starts:**  **Art (12:58-1:43)**  **Music (1:46-2:31)**  **P.E (2:34-3:15)**  **Dismissal (3:15)** | ELA and Math nightly homework |
| **D**  **Tue**  **10.31** | **Morning Work (8:00-8:45):** Weekly Math and ELA boxes  **ELA Inclusion (8:45-9:45):** Center Rotation #4  **RTA TEST IS TODAY. Time is uncertain as of now.**  **Lunch (12:05-12:35)**  **Break (12:35-12:45)**  **Math (12:45-2:30):** Multiplication Cont.  **Recess (2:30-3:00)**  **Dismissal (3:15)** | ELA and Math nightly homework |
| **E**  **Wed**  **11.01** | **Morning Work (8:00-8:45):** Weekly Math and ELA boxes  **ELA Inclusion (8:45-9:45):** Center Rotation #5  **ELA Cont (9:45-10:45):** Tales of a 4th grade Nothing chapter 8 and interactive notebook pages  **Snack (10:45-11:00):** Go over morning work  **Cross Curricular (11:00-12:00):** Continue with moon phases  **Cross Curricular (11:00-12:00):** Read aloud practice  **Lunch (12:05-12:35)**  **Break (12:35-12:45)**  **Math (12:45-2:30):** Multiplication  **Recess (2:30-3:00)**  **Dismissal (3:15)** | ELA and Math nightly homework |
| **F** | **Morning Work (8:00-8:45):** Weekly Math and ELA boxes  -Morning work/ missing work/ lap tops/ Snack  Chorus  WAVE (9:40)  **Lunch (12:05-12:35)**  **Break/DEAR (12:35-12:45)**  **ELA Inclusion (12:45-1:15):** Center Rotation #6  **Math (1:15-2:30):** Multiplication  **Recess (2:30-3:00)**  **Dismissal (3:15)** | ELA and Math nightly homework |

Can you infer where I am? I hear a loud “thwack” as the ball leaves the ballpark and the crowd roars with cheers! Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Can you infer where I am and what I am doing? I see bubbles rising. I hear my own breathing. There are fish swimming above me. I feel the seaweed swaying. Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What can you infer from this statement? Raul always carried his flute with him. Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ What can you infer about Denese’s mother? After Denese broke her trophy, her mother turned and walked away without saying anything. Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ What can you infer from this expression? “It’s both of us or nothing!” Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[](https://www.pinterest.co.uk/explore/inference-anchor-charts/)