|  |
| --- |
| Essential Indicators |
| **Ms. Frews’ Lesson Plans for the WAVE cycle of:**  **December 14th-December 20th**  **Math**  **Common Core/Essential Standards Goals:**  **4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  **I Can Statements:**  -I can fluently divide multi-digit numbers using a variety of different strategies  -I can divide a single digit into numbers up to 9,999 in a variety of ways.  I can show and explain these division problems by using equations, rectangular arrays, and/or area models.  **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, 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 (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 three states of matter  -I can explain how each state of matter takes up space and has mass  -I can describe the properties of the states of matter  -I can explain and model how matter can be changes from one state to another  -I can experiment with physical changes in matter  -I can describe the position of an object by comparing it to the position of another object  -I can predict ways to increase and decrease speed  -I can measure and graph changes in position of objects from one point to another  -I can identify what causes motion (push and pull)  -I can explain how an objects motion is affected by the force applied and the mass of the object  -I can compare different types of force  -I can describe Newton's Laws of Motion and construct experiments using these laws  -I can explain and demonstrate how sounds are produced  -I can tell how sound travels through different states of matter  -I can describe and create different pitches of sound  -I can compare the connection between pitch and rate of vibrations (frequency  **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. |

|  |  |  |
| --- | --- | --- |
|  | Lesson | Homework |
| **A**  **Thur**  **12/14** | **Morning Work (8:00-8:45):** Weekly Math boxes and missing work  **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.   * Collect ALL centers from previous WAVE cycle. Discuss Math center on Easy CBM   **ELA Cont (9:45-10:30)**: Poetry “We Do” – Reading with questions.   * Figurative Language continue with similes and metaphores   **Cross Curricular Block (10:30-11:00):** Pirates Scavenger Hunt using 1 to 1 devices.  **Snack (11:00)**  **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 (12:45-2:30):** Continue Division instruction. This is the last day before final unit test  **Recess (2:30-3:00)**  **Dismissal (3:15)** | ELA and Math nightly homework |
| **B**  **Fri**  **12/15** | **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):** Continue with Poetry. Poetry and questions “You Do”  -Continue figurative language…play songs with each example and put in interactive notebooks  **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 PROVE passage.    **Lunch (12:05-12:35)**  **Break/D.E.A.R (12:35-12:45)**  **Math (12:45-1:45):** Division Final Test  **Math Cont (1:45-2:30):** Review Prime vs. Composite and put in interactive notebook with color coded chart.  **Recess (2:30-3:00)**  **Dismissal (3:15)** | **ELA and Math nightly homework DUE** |
| **C**  **Mon**  **12/18** | **Morning Work (8:00-9:00):** Supplemental morning work  **ELA Inclusion (9:00-10:00):** Center Rotation #3 (C Day) and progress monitor.  **ELA Cont (10:00-10:45**): Kahoot game  **Snack (10:45-11:00)**  **Cross Curricular Block (11:00-12:00):** “If I Lived in a Snow Globe”  -read aloud  -discussion  -create poems  -create craft  **Lunch (12:05-12:35)**  **-Finish craft**  **Start Wave :** art/music/PE  **Dismissal (3:15)** | Missing Work |
| **D**  **Tue**  **12/19** | **Morning Work (8:00-8:45):** Supplemental morning work  ELA and Math Holiday activities aligned with common core standards  **Lunch (12:05-12:35)**  **Classroom Party**  **Recess (2:30-3:00)**  **Dismissal (3:15)** | Missing Work |
| **No Wave**  **Wed**  **12/20** | **Morning Work (8:00-8:45):** Supplemental morning work  Holiday Rotations  #1 (9-10)  #2 (10-11)  #3 (11-12)  **Lunch (12:05-12:35)**  **Break (12:35-12:55)**  **#4 ( Back to rooms with own class for last rotation)**  **School Sing Along (1:00-?)**  **Recess (2:30-3:00)**  **Dismissal (3:15)** |  |

