

Fourth Grade Lesson Plans

DAY 1

Reading

80-120 minutes

Placement Week/Getting Started:

Use this week to place your students in the differentiated Reading Groups. You may also use the time during this week to introduce students to some of the routines and activities they will encounter throughout the year.

Whole Group (40-60 minutes)

Evaluate -Explain

- Administer Group Placement Test Online (copy may be found in the Assessment Handbook 29).
- Introduce independent reading and classroom library procedures.

Looking Ahead:

- Look at the data from Placement Test to decide which Reading Progress Assessment (RPA) to begin with for each student

Science

30 minutes

Energy & Motion Bring Science Alive Unit 2: Energy, Lesson 1

Lesson via Bring Science Alive online

Essential Question: *How are energy and motion related?*

Engage: Have students view the picture from Bring Science Alive online. Ask the following questions: “What do you see in this image?”, “Do you think all moving objects have the same amount of energy?”, “If a falling rock has energy, what do you think happens to its energy when it hits the water?”

Explain: You will read about energy, the ability to move or cause change. You’ll learn that all moving objects have energy, some more than others, and that energy can be transferred from one object to another (pages 134-139).

Students will complete the Interactive Tutorial and the Reading Notes in their print Interactive Student Notebook

Social Studies

30 minutes

Essential question: What are my rights and responsibilities as a citizen of my community?

Materials needed: chart paper, image of the Constitution

Engage: Display a picture of the original Constitution

http://www.archives.gov/exhibits/charters/constitution_zoom_1.html

Ask students the following questions:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Explain: As you discuss why it was written, explain how the Constitution outlines the rights and responsibilities of individuals and our government. Transition to how it lists rules our government needs to follow.

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- **(Elaborate) Independent Practice:** Students will work through independently problem 6-11 found on pg. 7 in the student book. If student struggles, consider building an array with groups of students in rows and columns. Student may give the incorrect repeated addition or the multiplication ($3 + 3 + 3$ or 3×3) to find the number of dots in Exercise 7. Remind student to count the dots in each group.

The rest of the lesson will be continued tomorrow.

10 Block

10-15 minutes

Mixed Addition Practice Strategies

Block 1

Song: "Tricky Facts to 10" (Math Beats)

Activity: Use the data sheets of practice for mixed addition facts on pages 90-93 (math drills to thrill) with the Random Number CD. The data sheet can be run front and back for more practice.

Writing

30 minutes

On Demand Writing Assessment for Narrative Writing

Evaluate

- Devote the first day of writing workshop— forty minutes—to the on demand assessment of narrative writing.
- Do *not* remind students of the qualities of good narrative writing, do *not* share examples of powerful texts, and definitely do *not* confer with writers.
This needs to be a hands-off assessment. This will give you baseline data of your students as writers. (Students have has experience with narrative writing with the prior year's District Writing Assessment.)

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DAY 2
Reading
80-120 minutes
<p>Placement Week, Day 2</p> <p>Whole Group (25 minutes)</p> <p>Explain</p> <ul style="list-style-type: none"> Introduce the Rotation Model on page xx and classroom procedures. Model 2-3 Literacy Stations (this can be Daily Five, Literacy Centers, or Study Station Flip Charts). <p>Small Group (60 minutes)</p> <p>Explore</p> <ul style="list-style-type: none"> Practice the rotation model (suggestion: a timer works great set for 15 minutes); start pulling students individually to administer Reading Progress Assessment (RPA). All need to be completed by Day 5. <p>Whole Group/Wrap -Up (5 minutes)</p> <p>Elaborate</p> <ul style="list-style-type: none"> Share with a partner what worked for you during rotations.
Science
30 minute
<p style="text-align: center;">Energy & Motion</p> <p style="text-align: center;">Bring Science Alive Unit 2: Energy, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>How are energy and motion related?</i></p> <p>Materials: Kit materials, Interactive Student Notebook, markers, tape</p> <p>+Use Bring Science Alive for set up information</p> <p>Explain: Divide students into 6 groups and assign these roles</p> <ul style="list-style-type: none"> Safety Officer: You will make sure the group follows all safety procedures. Materials Gatherer: You will lead the group in gathering and cleaning up materials. Lead Investigator: You will lead the group carefully conduct each step of the investigation. Data Recorder: You will lead the group in recording data during the investigation. Communicator: You will share data, results, and conclusions with the rest of the class. <ul style="list-style-type: none"> Review Energy concepts and ask the following questions: "What is energy?", "How does an object get its energy of motion?" <p>Explore: Project the set-up information for the investigation</p> <ul style="list-style-type: none"> Have students begin the 1m challenge and complete a row on the table in number 1 of the Interactive Student Notebook Discuss the 1 m challenge results as a class
Social Studies
30 minutes
<p>Essential question: What are my rights and responsibilities as a citizen of my community?</p> <p>Materials needed: chart/visual from previous lesson, image of the Constitution</p> <p>Engage: Display the visual of rules students created from the previous day when they brainstormed rules they have been asked to follow. Ask students to pick one rule from the list and share with a partner what happens (consequences) if the rule is broken.</p>

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Explain: Display image of the Constitution again. Explain that today we are going to create our own Class Constitution - a set of classroom rules that outlines our rights and responsibilities as citizens in the class (e.g. how we should treat each other). Key is to establish ways we can all help each other, treat one another as equals, promote a safe learning environment, and get along.

Explore: Ask each student to share one rule they would like to see on the Class Constitution. Record responses as students share. Explain how it's important to make sure everyone's voice is heard as we establish our class Constitution.

Elaborate: Create a list of rules from the students' suggestions and display them. Suggestion - only list the rules, not the students' names who shared. Tell students you are going to see if we can simplify the list just like the Framers of the Constitution had to do when they were discussing what to include in the Constitution.

- 1) Cross out repeats
- 2) Ask students if there are any similarities among the rules and combine them if possible

Ask students if there are any rules they cannot follow. If any come up, ask them to explain why and then discuss as a class if that rule should be included. If there are any issues with agreeing on rules, take a class vote.

Evaluate: Explain to students that they are to go home and think about if they can follow the class rules listed on the Constitution and what the consequences should be if they or anyone else breaks the rules. Inform that they tomorrow they will have the opportunity to review the list of rules, agree to them, and sign it.

Math

60-75 minutes

Topic: Multiplication and Division: Meanings and Facts Lesson: Day 2 of 1-1 Meanings of Multiplication

This Lesson is continued from yesterday.

Learning Target- Students will recognize multiplication as repeated addition of equal groups used in arrays and comparisons.

Materials: Centimeter grid paper (Teaching Tool 4) , place-value blocks, (Teaching Tool 8) crayons, colored pencils, or markers

Vocabulary: array, product, factors

- **(Elaborate) Problem Solving:** As students work through the problem solving problems 12-19 on page 8 in student guide, remind the children to use estimation or inverse operations to check for reasonableness when solving each problem. Guide students to help them determine which number sentence to use by asking questions like "What do you know?" and "What are you being asked to find?"
- **(Elaborate) Mixed Problem Solving –** Students work through the Mixed Problem Solving pg. 9 in student guide.

(Evaluate) Close/Assess and Differentiate (10-15 minutes): You have learned that some real-world problems involving joining or separating equal groups or comparison can be solved using multiplication. Repeated addition and arrays involve joining equal groups and are two ways to think about multiplication. In this lesson, we learned that equal groups can be arranged in rows to find a multiplication product.

- **(Evaluate) Quick Check/Writing to Explain:** Give Quick Check Master 1-1. (Found in Assessment Sourcebook) Exercises 1 and 2 are worth 1 point each. Use the rubric to score Exercise 3 possible 3 points. Based on the student results, prescribe the differentiated leveled homework to be completed at home.
- **(Evaluate) Leveled Homework:** 0-2 points = Reteaching Master 3-4 = Practice Master
5 = Enrichment Master

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Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

* These centers will be set up prior to the lesson.

10 Block

10-15 minutes

Mixed Addition Practice Strategies

Block 2

Song: "Tricky Facts to 10" (Math Beats)

Activity: Use pages 60-62 (Dynamic Dice) using Decahedron Double Dice. This will feel like a game because of the dice.

Writing

30 minutes

Begin Launching Writer's Workshop in *Making Sense of the Writer's Workshop*. Select 3 picture books from the list below to use with the Launching Writer's Workshop or select three from the Mentor Text list in the New Teacher Binder.

- *Word after Word* by Patricia MacLachlan
- *Eats, Shoots, and Leaves: Why, Commas Really Do Make a Difference* by Lynne Truss
- *My Rotten Red-Headed Older Brother* by Patricia MacLachlan
- *Honey, I Love* by Eloise Greenfield
- *Surprising Sharks* by Nicola Davies

Purpose: Introduce your procedures for Writer's Workshop. For example: will you have them use folders or writer's notebook, your expectations for the workshop (begin an anchor chart) etc.

Mini-lesson (15-20 minutes for first days)

Engage

- Choose one of the books from above to share with students and make connections to how writers get ideas. (The book may take several days to read.) Begin an anchor chart titled "What Writer's Write About".

Independent Writing (20 minutes)

Explore

- Have students begin a list of ideas of what they can write about remind them to think about connections we have made during the mini-lesson.

Share (5 minutes)

Elaborate

- Students' popcorn out ideas that they could write about. The students have their list and you tell them writers get ideas from other writers and they can add to their list if they get ideas from another writer.

Looking Ahead: This is optional if you want student to decorate their notebooks or folder have them bring pictures, stickers, etc.

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DAY 3
Reading
80-120 minutes
<p>Placement Week, Day 3</p> <p>Whole Group (25 minutes)</p> <p>Explain</p> <ul style="list-style-type: none"> Model remaining Literacy Stations. Create anchor chart to reflect Clear Expectations for appropriate behavior during Literacy Rotations. Write and post expected behaviors on chart paper. <p>Small Group (60 minutes)</p> <p>Explore - Evaluate</p> <ul style="list-style-type: none"> During rotation practice continue to administer Reading Progress Assessments (RPA). <p>Whole Group/Wrap-up (5 minutes)</p> <p>Elaborate</p> <ul style="list-style-type: none"> Have student volunteers model the specific rotation behaviors that are to be used during the Literacy Stations.
Science
30 minutes
<p style="text-align: center;">Energy & Motion Bring Science Alive Unit 2: Energy, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>How are energy and motion related?</i></p> <p>Materials: Kit materials, Interactive Student Notebook, markers, tape</p> <p>+Use Bring Science Alive for set up information</p> <p>Explore: Project the set-up information for the investigation</p> <ul style="list-style-type: none"> Do the 1m challenge again, improving the process and <p>Evaluate: Complete question 2 in the Interactive Student Notebook</p> <p>Explore: Project the set-up information for the investigation. Have students begin the 2m challenge</p>
Social Studies
30 minutes
<p>Essential question: What are my rights and responsibilities as a citizen of my community?</p> <p>Materials needed: Class Constitution, image of Constitution</p> <p><i>Prior to starting the lesson be sure to take the list of rules the class agreed upon and create a "Class Constitution" with plenty of room for students to sign it.</i></p> <p>Engage: Display image of the Constitution, focus on signatures of the Framers: http://www.archives.gov/exhibits/charters/constitution_zoom_4.html</p> <p>Ask the students why they think the Framers signed the document (symbol of agreement and responsibility). Explain how their signature holds them accountable/committed to the document. Share examples of other documents we sign to show our commitment and agreement of responsibility (e.g. opportunity to explain how need their parent/guardian's signature on forms, etc.)</p> <p>Evaluate: Display the Class Constitution created from the previous days' lessons. Ask students to review the list. Then ask students to agree to follow the rules and to illustrate their agreement by signing the Constitution. Explain</p>

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that these are not only rules that list out our responsibilities, they also list out the rights we have (e.g. right to be treated with respect, kindness, etc.).

Once all the students have signed the Constitution, put it on display.

Keep it on display for the year and use it as a resource (help teach about government, citizenship, responsibilities, consequences, etc.).

Explain: Explain that sometimes people make the choice to break the rules. Ask students to share examples of people choosing to break the rules or share a personal example. Introduce standard: choices have consequences. Explain how we are going to spend time this year studying choices people make and the consequences of those choices. Discuss with students the consequences of breaking the rules of the Constitution.

Evaluate: Ask them to look at the Class Constitution and answer the following (point out that these are the questions we need to ask when analyzing primary sources, refer back to questions throughout year):

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Math

60-75 minutes

Topic 1: Multiplication and Division: Meanings and Facts Lesson: 1-2 Patterns for Facts

Background:

- Students are familiar with basic multiplication facts and have described patterns. In this lesson, students use patterns to find products with factors of 2, 5, and 9. A product of whole number a and whole number b is called a multiple of a (and also a multiple of b).
- The example at the top of pp. 10-11 shows how to find multiples of 2, 5, and 9 by skip counting. Simple rules are presented to find multiples of each number. Students' knowledge of arrays and basic multiplication facts will help tie the concepts of multiples to familiar content. *All multiples of 2 are even numbers. All multiples of 5 have a 0 or a 5 in the ones place. The digits of the two-digit multiples of nine add to nine.*

Learning Target- Students will use patterns to find products with factors of 2, 5, and 9.

Materials: Hundred Chart (Teaching Tool 11)

Vocabulary: multiple

Daily Common Core Review: 1-2 (To be completed in less than 10 minutes)

(Engage) Develop the Concept: Interactive (10-15 minutes): Students will use patterns to find multiples of 2 and 5. Students will focus on patterns that help them remember multiplication facts for 2s and 5s. After discussion and examples in your manual, have students shade the first ten multiples of 2 on the hundred chart in one color and the first ten multiples of 5 in a different color. Have them describe all the patterns they see.

Develop the Concept: Visual (30-45 minutes)

- **(Explore) Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video. Students will identify patterns in multiplying by 2, 5, and 9 using skip counting.
- **(Explain) Guided Practice:** Work through together the "Guided Practice" problems 1-11 found on pg. 10 in the student book.
- **(Elaborate) Independent Practice:** Students will work through independently problems 12-30 found on pg. 10 in the student book.
- **(Elaborate) Problem Solving:** As students work through the problem solving problems 31-36, remind the children to use estimation or inverse operations to check for reasonableness when solving each problem.

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Guide students to help them determine which number sentence to use by asking questions like “What do you know?” and “What are you being asked to find?”

(Evaluate) Close/Assess and Differentiate (10-15 minutes): In this lesson, you have learned there are patterns in the products for multiplication facts with factors of 2, 5, and 9. We learned how to identify patterns in multiplying by 2, 5, and 9 by skip counting.

(Evaluate) Quick Check/Writing to Explain: Give Quick Check Master 1-2. (Found in Assessment Sourcebook) Exercises 1 and 2 are worth 1 point each. Use the rubric to score Exercise 3. Based on the student results, prescribe the differentiated leveled homework to be completed at home.

- **Leveled Homework:** 0-2 points= Reteaching Master 3-4= Practice Master 5= Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced). Games/activities are based on the performance on the quick check master.

10 Block

10-15 minutes

Mixed Addition Practice Strategies

Block 3

Song: “Tricky Facts to 10” (Math Beats)

Activity: Use pages 14-15 and 74-75 (dynamic dice) using Double Dice and Decahedron Double Dice to play the game “First Sum Wins!” This will feel like a game because of the dice. Run game boards front and back.

Writing

30 minutes

Use 3 of the following picture books with Launching Writer’s Workshop or you may choose three from the Mentor Text list in the New Teachers Binder.

- *Word after Word* by Patricia MacLachlan
- *Eats, Shoots, and Leaves: Why, Commas Really Do Make a Difference* by Lynne Truss
- *My Rotten Red-Headed Older Brother* by Patricia MacLachlan
- *Honey, I Love* by Eloise Greenfield
- *Surprising Sharks* by Nicola Davies

Purpose: Introduce your procedures for Writer’s Workshop. For example: will you have them use folders or writer’s notebook, your expectations for the workshop (begin an anchor chart) etc.

Mini-lesson (15-20 minutes for first days)

Engage

- Review procedures from the day before. Choose one of the books from above or continue with the book from the previous day to share with students and make connections to how writers get ideas. Add ideas to the anchor chart titled “What Writer’s Write About”.

Independent Writing (20 minutes)

Elaborate

- Have students continue to work on their list of ideas and choose ideas to write an entry from. The teacher begins conferring with students on their writing (a tool is the Responsive Conferring Prompts to Support and Scaffold Writers)

Share (5 minutes)

Explain

- Students share with a partner what they have written today and the partner gives a complement on the writing.

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DAY 4
Reading
80-120 minutes
<p>Placement Week, Day 4</p> <p>Whole Group (15 minutes)</p> <p>Explain</p> <ul style="list-style-type: none"> • Review rotation expectations and procedures. <p>Small Group- (70 minutes)</p> <p>Explore - Evaluate</p> <ul style="list-style-type: none"> • During rotation practice, administer the Reading Progress Assessments (RPA). All Reading Progress Assessments (RPA) need to be completed today. <p>Whole Group Wrap up (5 minutes)</p> <p>Elaborate</p> <ul style="list-style-type: none"> • Ask students: “What is the most interesting thing you have learned during rotations today?” <p>Looking Ahead:</p> <ul style="list-style-type: none"> • Need to be assigned to one of the following small group reading: Advanced, Benchmark, Strategic, Intensive • On the LEAD21 website students need to be placed into their small group using Group Manager. Make sure you have a question board.
Science
30 minutes
<p>Energy & Motion</p> <p>Bring Science Alive Unit 2: Energy, Lesson 1</p>
<p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>How are energy and motion related?</i></p> <p>Materials: Interactive Student Notebook</p> <p>+Use Bring Science Alive for set up information</p> <p>Evaluate: (Review the 2m Challenge) Have students fill out a row on the table in number 3 of their Interactive Student Notebook</p> <ul style="list-style-type: none"> • As a class, discuss the following questions on variables: “How are energy and speed related?”, “How are energy and distance up the ramp related?”, “How are energy and the angle of the ramp related?”, “How are energy and distance rolled related?” • Have students complete number 4 of their Interactive Student Notebook • Have students complete the vocabulary activities in their Interactive Student Notebook <p>Elaborate:</p> <ul style="list-style-type: none"> • Ask the following questions: “What was the goal of your investigations?”, “What did you do in your investigations that helped you answer your questions?”, “How did your observations help you answer your questions?”, “How could knowing what variables you are changing affect an investigation?”, “How are speed and energy related?”

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Social Studies	
30 minutes	
<p>Essential Question: How do people find where they live?</p> <p>Materials needed: computer, projector, PowerPoint (curriculum resource page and BV Social Studies Weebly – http://bvsocialstudies.weebly.com)</p> <p>Lesson adapted from National Geographic Education – materials can be accessed here: http://education.nationalgeographic.com/education/activity/cardinal-directions-and-maps/?ar_a=1</p> <p>Engage: Read aloud the poem about cardinal directions, “Geese on the Go.”</p> <p>Explain: Draw a compass rose on the board. Ask if anyone knows what this symbol represents. Explain that a compass rose is a symbol that shows directions on a map.</p> <p>Explore: Project the map, <i>The World</i>. Ask a volunteer to point to the compass rose and name the letters around it. Explain the, “N”, “S”, “E”, & “W.” Explain how this map shows the world. Earth is made up of large bodies of land and water. Ask students:</p> <ul style="list-style-type: none"> • What is farthest south on this map? (Antarctica) • Which continent is to the north of South America? (North America) • Which continent is to the east of Europe? (Asia) • Which continent is to the west of Australia? (Africa) • What is all the way to the west on this map? (the Pacific Ocean) • Which ocean is east of Africa? (Indian) • Which ocean is north of all the continents? (Arctic) <p>Evaluate: Project the “Using a Compass Rose” worksheet. Have them jot down answers. Work through the questions and answers together as a class.</p>	
Math	
60-75 minutes	
Topic 1: Multiplication and Division: Meanings and Facts	Lesson: 1-3 Multiplication Properties
<p>Background: Multiplication properties can be used to simplify computation. The Zero Property of Multiplication says that the product of any number and zero is 0. The Zero Property of Multiplication allows you to solve 47×0 without calculating with 47, since the product will be zero.</p> <p>Learning Target- Use multiplication properties to simplify computations.</p> <p>Materials: Index cards (per pair)</p> <p>Vocabulary: Commutative Property of Multiplication, Zero Property of Multiplication, Identity Property of Multiplication</p> <p>Daily Common Core Review: 1-3 (To be completed in less than 10 minutes)</p> <p>(Engage) Develop the Concept: Interactive (10-15 minutes): Students explore the Zero Property of Multiplication, the Identity Property of Multiplication, and the Commutative Property of Multiplication. Use the examples in your manual to get the students discussing and talking about the order of factors, etc.</p> <p>Develop the Concept: Visual (30-45 minutes)</p> <ul style="list-style-type: none"> • (Explore) Visual Learning Bridge: Using the Visual Learning Bridge, work through each part of the online video. Students will use the Commutative Property of Multiplication, two numbers can be multiplied in any order and the product will be the same. • (Explain) Guided Practice: Work through together the “Guided Practice” problems 1-8 found on page 12 in the student book. Discuss the properties as demonstrated through the exercise. 	

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- **(Elaborate) Independent Practice:** Students will work through independently problems 9-26, identifying each property as they work through the exercise, [#9-18, Zero and Identity Properties, #19-26 Commutative Property]
- **(Elaborate) Problem Solving:** Students use underlying processes and mathematical tools for exercises 27-31. Remind students to check for reasonableness when solving each problem.

(Evaluate) Close/Assess and Differentiate: (10-15 minutes) Students have learned how to use the Zero Property of Multiplication, the Identity Property of Multiplication, and the Commutative Property of Multiplication.

- **(Evaluate) Quick Check/Writing to Explain:** Give Quick Check Master 1-3. (Found in the Assessment Sourcebook) Exercises 1 and 2 are worth 1 point each. Use the rubric to score Exercise 3, possible 3 points. Based on the student results, prescribe the differentiated leveled homework to be completed at home.
- **Leveled Homework:** 0-2 points = Reteaching Master 3-4 points = Practice Master
5 points = Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) games/activities based on the performance on the quick check master.

10 Block

10-15 minutes

Mixed Addition Practice Strategies

Block 4

Song: "Tricky Facts to 10" (Math Beats)

Activity: Use the data sheets of mixed practice called "Triangular Relationships" on pages 100-102 (math drills to thrill). The data sheets can be run front and back.

Writing

30 minutes

Use 3 of the following picture books with Launching Writer's Workshop or you may choose three from the Mentor Text list in the New Teachers Binder.

- *Word after Word* by Patricia MacLachlan
- *Eats, Shoots, and Leaves: Why, Commas Really Do Make a Difference* by Lynne Truss
- *My Rotten Red-Headed Older Brother* by Patricia MacLachlan
- *Honey, I Love* by Eloise Greenfield
- *Surprising Sharks* by Nicola Davies

Mini-lesson (15-20 minutes for first days)

Engage

- Choose one of the books from above to share with students or continue a book you have been reading. Make connections to how writers get ideas. (The book may take several days to read.) Begin an anchor chart titled "What Writer's Write About". Discuss about how they will decorate their notebooks.
- Stress the importance of how the notebook is their thoughts, ideas, and their stories to tell.

Independent Writing (20 minutes)

Engage - Evaluate

- Students decorate their notebooks. Then they can continue to work on idea lists, finish the piece they began the day before or start a new piece from their idea list.
- Confer with students about writing using the Responsive Conferring Prompts to Support and Scaffold Writers.

Share (5 minutes)

Engage

- Students will share their decorated notebooks.

Fourth Grade Lesson Plans

DAY 5

Reading

80-120 minutes

Placement Week, Day 5

Whole Group (15 minutes)

Explain

- Review rotation expectations and procedures.

Small Group- (70 minutes)

Explore - Evaluate

- During rotation practice, administer the Reading Progress Assessments (RPA). All Reading Progress Assessments (RPA) need to be completed today.

Whole Group Wrap up (5 minutes)

Elaborate

- Ask students: "What is the most interesting thing you have learned during rotations today?"

Looking Ahead:

- Need to be assigned to one of the following small group reading: Advanced, Benchmark, Strategic, Intensive
- On the LEAD21 website students need to be placed into their small group using Group Manager. Make sure you have a question board.

Science

30 minutes

Energy & Motion

Bring Science Alive Unit 2: Energy, Lesson 2

Lesson via Bring Science Alive online

Essential Question: *How are energy transferred by colliding objects?*

Materials: Kit materials, Interactive Student Notebook

+Use Bring Science Alive for set up information

Engage: Have students view the picture from Bring Science Alive online. Ask the following questions: "What do you see in this picture?", "What do you think will happen when they kick the ball?", "How can you tell if energy transferred in this collision?"

Assign these roles:

- **Safety Officer:** You will make sure the group follows all safety procedures.
- **Materials Gatherer:** You will lead the group in gathering and cleaning up materials.
- **Lead Investigator:** You will help the group carefully conduct each step of the investigation.
- **Data Recorder:** You will lead the group in recording data during the investigation.
- **Communicator:** You will share data, results, and conclusions with the rest of the class.

Explain and Explore: Review the following questions: What is energy? These two objects are the same size and weight. Which one is moving faster? Which object makes a larger splash?, Which object had more energy of motion?, Does an object moving faster have more or less energy than an object moving slower?

Explore: Set up the investigation using Bring Science Alive online

Explain: Review testable questions and have students fill of the question box for number 1 in their Interactive Student Notebook.

Explore: Begin planning the investigation together using Bring Science Alive online

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Social Studies

30 minutes

Essential Question: How do people find where they live?

Materials needed: access to internet, ability to project, latitude and longitude diagrams, one page map maker of the United States, and Earth's Grid System worksheet from *National Geographic Education Latitude and Longitude Puzzle Lesson* (can be accessed from website or materials can be located on PowerPoint in curriculum resource page or on BV Social Studies Weebly – <http://bvsocialstudies.weebly.com>)

Lesson adapted from: http://education.nationalgeographic.com/education/activity/latitude-longitude-puzzle/?ar_a=1

Engage: Review latitude and longitude. Remind students that cartographers long ago created a system of imaginary gridlines for the whole globe. The grid lines are called latitude and longitude and are measured in degrees. Project the *Lines of Latitude* diagram and invite a volunteer to point out the Equator.

Ask students to discuss the following:

- What's the number next to this line? Explain that locations along this line all the way around the globe are at 0 degrees latitude. Lines of latitude measure the distance north or south of the Equator. Point out the lines to the north, labeled with an "N."
- Which of these lines of latitude do you think are in the northern hemisphere?
- Which are in the southern hemisphere?

Project the *Lines of Longitude* diagram. Ask students to name the location of the prime meridian (0 degrees). The lines of longitude show locations to the east or west of the prime meridian.

Explain: Name locations on a map of the United States. Give each student a printed copy of the MapMaker 1-Page Map of the United States. Ask students:

- Which lines are lines of latitude?
- Which are lines of longitude?

Have students find New Orleans, Louisiana on their maps.

Ask students:

- How could we name the location of this city using *lat/long*—short for latitude and longitude? Have students move a finger along the lines at the point of the city to the margins and explain that it is at 30 degrees N latitude and 90 degrees W longitude. This pair of numbers is called the location's coordinates. Explain that some sites will not be so close to lines of latitude or longitude, so we estimate based on distance to the lines. For example, Denver, Colorado, is at 40 degrees N, 105 degrees W. The longitude measurement is about halfway between 100 and 110 degrees W.
- For what other places can we name the location using *lat/long* on this map? Give students an opportunity to work in pairs to select 2-3 sites and identify the *lat/long* for them. Tell students to set the map of the United States aside—they will use it again later.

Explore: Practice using latitude and longitude.

Give each student a copy of the worksheet *Earth's Grid System*. Point out to students that the locations of latitude and longitude on the worksheet map are the same for any map or globe. Have them find Albuquerque, New Mexico on the worksheet.

Ask:

- Along what line of latitude is Albuquerque? (35 degrees N)
- Which two lines of longitude is it between? (105 degrees W and 110 degrees W)
- What degree longitude do you think it is, between 105 and 110? (It's in the middle but closer to 105, so about 107 degrees W.)

Fourth Grade Lesson Plans

Next, look at the MapMaker Interactive (go to http://education.nationalgeographic.com/education/mapping/outline-map/?map=USA&ar_a=1) together as a class, and zoom in to find Albuquerque. Change the units of measure to decimals at bottom left. Put the cursor on Albuquerque and show students the lat/long measurement at the bottom left.

Ask students:

- Is it close to 35 degrees N, 107 degrees W? Explain that information on maps that we use on computers and global positioning systems (GPS) is all organized by lat/long. Depending on students' math level, have them round the decimals to whole numbers or use the decimals.

Math

60-75 minutes

Topic 1: Multiplication and Division: Meanings and Facts Lesson: Day 1 of 1-4 - 3,4,6,7, and 8 as Factors

Background: There are 15 basic facts that do not have 0, 1, 2, 5, or 9 as a factor. With the exception of 8×8 , each of these facts can be found by breaking it apart into two known facts with factors of 1, 2, or 5.

Learning Target- Students will use the Distributive Property to find products of the factors of 3, 4, 6, 7, and 8 by breaking apart problems into simpler problems.

Materials: Centimeter grid paper (Teaching Tool 4), colored pencils, and colored chalk.

Vocabulary: Distributive Property

Daily Common Core Review: 1-4 **(To be completed in less than 10 minutes)**

Correct and review and plan for intervention based on informal assessment.

(Engage) Develop the Concept: Interactive (10-15 minutes)

Students will use grids and the Distributive Property to break apart a problem into simpler parts. Pose the question, "Suppose you know $2 \times 4 = 8$. Do you have to learn something new to learn $4 \times 2 = 8$?" Pose the problem in the book and allow students to work together to draw appropriate grids. Discuss as a whole class.

Develop the Concept: Visual (30 - 45 minutes)

- **(Explore) Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the online video. Students will use the Distributive Property to break apart a problem into two simpler problems.
- **(Explain) Guided Practice:** Work through "Another Example" on page 14 together. Work through together the "Guided Practice" problems 1-5 found on pg. 15 in the student book.
- **(Elaborate) Independent Practice:** Students will work through independently problem 6-24 found on pg. 15 in the student book.

This lesson will be continued tomorrow.

10 Block

10-15 minutes

Mixed Addition Practice Strategies

Block 5

Song: "Tricky Facts to 10" (Math Beats)

Activity: Use the data sheet for "drill Doughnuts" found on pages 208-211 (math drills to thrill) using the Random Number CD and Mixed addition drill commands.

Writing

30 minutes

Use 3 of the following picture books with Launching Writer's Workshop or you may choose three from the Mentor Text list in the New Teachers Binder.

Fourth Grade Lesson Plans

- Word after Word by Patricia MacLachlan
- Eats, Shoots, and Leaves: Why, Commas Really Do Make a Difference by Lynne Truss
- My Rotten Red-Headed Older Brother by Patricia MacLachlan
- Honey, I Love by Eloise Greenfield
- Surprising Sharks by Nicola Davies

Mini-lesson(15-20 minutes for first days)

Engage - Explain

- Continue reading one of the books from above to share with students or continue a book you have been reading. Make an anchor chart for ideas for prewriting. Share a graphic organizer that a student could use. Use one of the books you have read as an example.

Try-it (5 minutes)

Explain

- Use and ideas from your idea list and use the graphic organizer to organize your ideas.

Independent Writing (15 minutes)

Explore - Evaluate

- Using their graphic organizer they will work on a piece using it as their guide. *
- Confer with students about writing using the Responsive Conferring Prompts to support and Scaffold Writers.

Share (5 minutes)

Elaborate

Teacher will choose a student's graphic organizer to show the class and share the writing that came from the graphic organizer.

Fourth Grade Lesson Plans

DAY 6
Reading
80-120 minutes
<p>Week 1, Day 1 Whole Group (25 minutes) – Engage</p> <ul style="list-style-type: none"> • Launch the unit by introducing the theme question, “What is my heritage?” and watching the virtual fieldtrip which is found on the LEAD21 website (www.wglead21.com) under Week1, Day 1. Give each student a post-it note and as the students’ view the virtual fieldtrip have them write a question they have about heritage. Then have them share their question with a partner and bring it up to the question board. Read out a few of the questions from the question board. <p>Explain</p> <ul style="list-style-type: none"> • Word Work Teach Short and Long Vowels and Practice/Apply page 14. Review the long and short vowel sound for <i>a</i> and <i>e</i>. Give examples for each. Then use a word sort with the headings short “a”, short “e”, long “a” and long “e”. Then have them fill in the chart with the spellings words (this can be completed in their reading notebook.) • Fluency Introduce and Model- use the journal entry on page 6 of practice companion from the LEAD21 website. Discuss the journal is written after a week of studying the Hopi Indians. Explain the structure of a journal and what journaling is used for. Then read the journal entry to the students and have class choral read the journal entry. <p>Small Group (60 minutes) This order works best.</p> <p>Explain - Elaborate</p> <ul style="list-style-type: none"> • Benchmark use the theme reader and begin with teaching the vocabulary on TM page 20. Then read aloud to the students as they read along Chapter 1 and 2: <i>What is Heritage?</i> and <i>Dance</i>. Use Guide Comprehension and Check Comprehension on page 20. • Intensive use the theme reader and begin with teaching the vocabulary on TM page 16. Then read aloud to the students as they read along Chapter 1 and 2: <i>What is Heritage?</i> and <i>Dance</i>. Use Guide Comprehension and Check Comprehension on page 16 &17. • Strategic use the theme reader and begin with teaching the vocabulary on TM page 18. Then read aloud to the students as they read along Chapter 1 and 2: <i>What is Heritage?</i> and <i>Dance</i>. Use Guide Comprehension and Check Comprehension on page 18 &19. • Advanced use the theme reader and begin with teaching the vocabulary on TM page 21. Then read aloud to the students as they read along Chapter 1 and 2: <i>What is Heritage?</i> and <i>Dance</i>. These students can read some of this independently. Use Guide Comprehension and Check Comprehension on page 21. <p>Whole Group/Wrap Up (5 minutes)</p> <p>Explain</p> <ul style="list-style-type: none"> • Ask students if they have any text-to-self connections. When they give the connection they need to be able to tell the words in the text that gave them the connection.
Science
30 minutes
<p>Energy & Motion Bring Science Alive Unit 2: Energy, Lesson 2</p>
<p>Lesson via Bring Science Alive online Essential Question: <i>How are energy transferred by colliding objects?</i> Materials: Kit materials, Interactive Student Notebook, tape, coins of various sizes (pennies, nickels, etc.), Handout Building a Zipline and Zipstraws,</p>

Fourth Grade Lesson Plans

+Use Bring Science Alive for set up information

Assign these roles:

- **Safety Officer:** You will make sure the group follows all safety procedures.
- **Materials Gatherer:** You will lead the group in gathering and cleaning up materials.
- **Lead Investigator:** You will help the group carefully conduct each step of the investigation.
- **Data Recorder:** You will lead the group in recording data during the investigation.
- **Communicator:** You will share data, results, and conclusions with the rest of the class.

Explore: Set up the investigation using Bring Science Alive online

Explore:

- Continue planning the investigation together using Bring Science Alive online. Have students predict the results of the investigation.
- Have students perform the investigation

Social Studies

30 minutes

Essential Question: How do people find where they live?

Materials needed: A *Summer Day* hand out, printed one page map of the United States (use previous day's lesson). Materials can be accessed from National Geographic Education website or materials can be located on 4th Grade PowerPoint in curriculum resource page or on BV Social Studies Weebly – <http://bvsocialstudies.weebly.com>).

Lesson adapted from: http://education.nationalgeographic.com/education/activity/latitude-longitude-temperature/?ar_a=1

Elaborate: Latitude and Longitude Puzzle

Explain that students will be using lat/long and some clues to solve a puzzle. Give each student a copy of the handout, *A Summer Day*, and have them retrieve the map of the United States from previous day's lesson. Provide time for students to complete the hand out.

When students have identified the coordinates, completed their research, and identified the state they think is described in the passage, regroup as a whole class. First, focus on the coordinates that do not match the place characteristics in the paragraphs. Ask students for their ideas.

- A: Arizona—Students may respond that maple and oak trees are not common in Arizona.
- B: Montana—Students may respond that corn is not common in Montana.
- D: Florida—Students may respond that the air would probably not be cool in summer in south Florida, and there would be little need to stack firewood.
- C: Both physical and cultural characteristics of Wisconsin fit the description. Explain that it is important to know where places are, but also to understand what those places are like.

Evaluate: Create a Map Puzzle

Have students use the provided MapMaker 1-Page Map of the United States lat/long to create a similar puzzle. Have students identify three locations and write coordinates for each. Then have them use atlases and other resources to create three clues that describe one of those locations. Collect and check the puzzles for accuracy and understanding.

Fourth Grade Lesson Plans

Math
60-75 minutes
<p>Topic 1: Multiplication and Division: Meanings and Factors Lesson: Day 2 of 1-4 - 3,4,6,7, and 8 as Factors (This lesson is continued from yesterday)</p> <p>Learning Target- Students will recognize multiplication as repeated addition of equal groups used in arrays and comparisons.</p> <p>Materials: Centimeter grid paper (Teaching Tool 4) , place-value blocks, (Teaching Tool 8) crayons, colored pencils, or markers</p> <p>Develop the Concept: Independent (30 - 45 minutes)</p> <ul style="list-style-type: none"> • (Elaborate) Independent Practice: Students will work through independently problem 25 - 34 found on pg. 16 in the student book. You could use this as a warm up or review from yesterday. • (Elaborate) Problem Solving: This problem solving section can be either teacher led or students can work through it independently, or a combination of both. Problems 35-47 on pages 16 and 17 should be completed. <p>(Evaluate) Close/Assess and Differentiate: (5-10 minutes) You have learned that basic multiplication facts can be found by breaking apart the unknown facts. Add the answers to get the final product. "In this lesson we learned how to use the Distributive Property to break apart a problem into simpler parts.</p> <p>(Evaluate) Quick Check/Writing to Explain: Give Quick Check Master 1-4. (Found in Assessment Sourcebook) Exercises 1 and 2 are worth 1 point each. Use the rubric to score Exercise 3. Based on the student results, prescribe the differentiated leveled homework to be completed at home.</p> <ul style="list-style-type: none"> • Leveled Homework: 0-2 points= Reteaching Master 3-4= Practice Master 5= Enrichment Master <p>Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.</p>
10 Block
10-15 minutes
<p>Mixed Addition Practice Strategies</p> <p>Block 6</p> <p>Song: "Fabulous Facts" (Rock Your Math Class)</p> <p>Activity: Use pages 14-15 and 74-75 (dynamic dice) using Double Dice and Decahedron Double Dice to play the game "First Sum Wins!" This will feel like a game because of the dice. Run game boards front and back.</p>
Writing
30 minutes
<p>Mini-lesson (15 minutes for first days)</p> <p>Engage - Explain</p> <ul style="list-style-type: none"> • Continue reading one of the books from above to share with students or continue a book you have been reading. Make an anchor chart for ideas for prewriting. Show students how a piece has a beginning, middle, and end using one of the books from above as an example. <p>Try-it (5 minutes)</p> <p>Elaborate</p> <ul style="list-style-type: none"> • Have students take an idea from their list, make a chart and have them put what should be in the beginning, middle and the end of their piece. <p>Independent Writing (20 minutes)</p>

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Explore - Evaluate

- The students can use their beginning, middle and end chart to work on a piece in their notebook.
- Confer with students about writing using the Responsive Conferring Prompts to support and Scaffold Writers.

Share (5 minutes)

Explain

Teacher will choose a student's beginning, middle and end chart to show the class and share the writing that came from the chart.

Fourth Grade Lesson Plans

DAY 7

Reading

80-120 minutes

Unit1, Week 1, Day 2

Whole Group (25 minutes)

Explain - Explore

- **Reinforce vocabulary** if needed on pg. 24
- **Determining Important Information** is a strategy that readers use to find a main idea and supporting details. Model by using a T-Chart TM page 25.
- **Preview and Predict** Chapter 2 of *Heritage – Who We Are*, Point out text features and pictures.
- **Set Purpose and Read Together** Have student think about the theme question: *What is my heritage?* Begin with teacher reading aloud pgs. 16 & 17 and modeling thinking for students about theme concepts and vocabulary. Then have students read with a partner, pages 18 to 22 and pause after each section and discuss their thinking as they read. Conclude with some of the questions on page 22.

Small Group (60 minutes)

Explain - Elaborate

- **Benchmark** – Introduce the focus question: *Who are our ancestors?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about *Who are our ancestors?* Teacher model their thinking by reading aloud pages 6-8. Have students silently read pages 8-14. Listen in to individual students read. Have students give details that would connect to the focus question at the end of the reading.
- **Intensive** - Introduce the focus question: *Who are our ancestors?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: *Who are our ancestors?* Teacher model their thinking when reading aloud pages 6-11. As students read independently, listen to individual students read. Have students independently read pages 12-15 and use the guide comprehension questions. Then the teacher reads pages 16-19 orally and models thinking. Conclude with the Check Comprehension on page 29.
- **Strategic** - Introduce the focus question: *Who are our ancestors?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: *Who are our ancestors?* Teacher model their thinking when reading aloud pages 6-9. As students read independently, listen to individual students read. Have students independently read pages 10-11. The use the guide comprehension questions. Then the teacher reads pages 12-17 orally and models thinking. Conclude with the Check Comprehension on page 31.
- **Advanced** – Introduce the focus question: *Who are our ancestors?* Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: *What brings people together?* Teacher should model their thinking when reading aloud pages 6-12. Have students independently read pages 13-15. When students are finished, have them share what they have found most interesting so for in the text.

Whole Group/Wrap Up (5 minutes)

Elaborate

- Talk with a partner from a different differentiated reading group and give an example from the text that answers the focus question: *Who are our ancestors?*

Fourth Grade Lesson Plans

Science
30 minutes
<p>Energy & Motion Bring Science Alive Unit 2: Energy, Lesson 2</p>
<p>Lesson via Bring Science Alive online Essential Question: <i>How are energy transferred by colliding objects?</i> Materials: Kit materials, Interactive Student Notebook, tape, coins of various sizes (pennies, nickels, etc.), Handout Building a Zipline and Zipstraws, +Use Bring Science Alive for set up information</p> <p>Explore: Set up the investigation using Bring Science Alive online</p> <p>(continuation) Explore:</p> <ul style="list-style-type: none"> • Have students perform the investigation
Social Studies
30 minutes
<p>Essential Question: How do people find where they live? Materials needed: US Maps: physical (Transparency 2A), elevation (Transparency 2B), rainfall (Transparency 2C), & population density (Transparency 2D). Copies of these maps and worksheets can be made from the 4th Grade PowerPoint located on the curriculum resource page or BV Social Studies Weebly. They can also be accessed directly from curriculum resource page. Note: most likely you will project most of them.</p> <p>Lesson adapted from: <i>Social Studies Alive! Regions of the United States, Lesson 2.</i></p> <p>Explore: Geography Challenges</p> <ol style="list-style-type: none"> 1. Geography Challenge 2A: Basic Map Skills (all class) <ol style="list-style-type: none"> a. Project Transparency 2A and use question cards from Student Handout 2A 2. Geography Challenge 2B: Reading Specialty Maps (all class) <ol style="list-style-type: none"> a. Project Transparency 2B and use question cards from Student Handout 2B 3. Geography Challenge 2C: Annual Rainfall Map (all class) <ol style="list-style-type: none"> a. Project Transparency 2C and have students show... <ol style="list-style-type: none"> i. Area that receives less than 16 inches of rain per year (orange) ii. Area that receives more than 96 inches of rain per year (green) iii. Area that receives between 32 and 64 inches of rain per year (light green) 4. Geography Challenge 2D: Population Density Map (all class) <ol style="list-style-type: none"> a. Project Transparency 2D and have students show... <ol style="list-style-type: none"> i. Area where fewer than 10 people per square mile live (light yellow) ii. Area where more than 250 people per square mile live (purple) iii. Area where between 50 and 250 people per square mile live (dark orange) <p>Elaborate: Provide time for students to exchange their puzzles from previous day's lesson (Day 6) for additional practice with latitude and longitude.</p>

Fourth Grade Lesson Plans

Math

60-75 minutes

Topic 1: Multiplication and Division: Meanings and Facts

Lesson: 1-5 Problem Solving: Look for the Pattern

Background: In this lesson, when mastering multiplication by 5, students might notice a pattern and generalize that “the product of a number and 5 has either a 5 or a 0 in the ones place.” This better equips students with the ability to check for reasonableness when multiplying numbers with greater values than the rote memorization of the basic facts.

Learning Target- Students will recognize patterns and be able to continue the pattern.

Materials: none

Vocabulary: no new vocabulary

Daily Common Core Review: 1-5 **(To be completed in less than 10 minutes)**

(Engage) Develop the Concept: Interactive (10-15 minutes)

Set the Purpose: “You know several ways to solve a problem. Today you will use patterns to help you decide which operations and number sentences are needed to solve a problem.” Pose the question, “Five people go to the movies. With the cost of transportation, it costs 1 person \$16, 2 people \$22, 3 people \$28, and 4 people \$34. If the pattern continues, how much will it cost for 5 people?” Continue with **Whole-Class Discussion and Small-Group Interaction**, page 18B in teacher manual.

Develop the Concept: Visual (30-45 minutes)

- **(Explore) Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the online video. Students will identify patterns to solve the problems.
- **(Explain) Guided Practice:** Work through together the “Guided Practice” problems 1-3 found on page 18 in the student book. Use the **Problem Solving Strategy** called **Look for a Pattern** to solve many of the problems.
- **(Elaborate) Independent Practice:** Students will work through independently problems 4-16, on pages 18-19 in the student book. Remind students to use basic multiplication facts to help them find a pattern

(Evaluate) Close/Assess and Differentiate (10-15 minutes): Some problems can be solved by identifying elements that repeat in a predictable way. Students have learned in this lesson how to find patterns to solve problems.

- **(Evaluate) Quick Check/Writing to Explain:** Give Quick Check Master 1-5. (Found in Assessment Sourcebook) Exercises 1-4 are worth 1 point each. Use the rubric to score Exercise 5, which has a possible score of 3.
- **Leveled Homework:** 0-4 points= Reteaching Master 5-6 = Practice Master
7 = Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

10 Block

10-15 minutes

Mixed Addition Practice Strategies

Block 7

Song: “Fabulous Facts” (Rock Your Math Class)

Activity: Use the data sheets of practice for mixed addition facts on pages 90-93 (math drills to thrill) with the Random Number CD. The data sheet can be run front and back for more practice.

Fourth Grade Lesson Plans

Writing
30 minutes
Mini-lesson (15 minutes for first days) Engage <ul style="list-style-type: none">Continue to share texts with students. Explain to students that writers reread and add on to their pieces. Have students to look through their notebooks and find a piece they had started or they want to add on to. Have them put a post it note on the piece they are going to work on. Independent Writing (10 minutes) Explain - Evaluate <ul style="list-style-type: none">The student works on the piece that they put a post it on.Confer with students about writing using the <u>Responsive Conferring Prompts to support and scaffold Writers</u>. Share (5 minutes) Explain <ul style="list-style-type: none">Have students share with a partner what they did as a writer today.

Fourth Grade Lesson Plans

DAY 8

Reading

80-120 minutes

Week 1, Day 3

Whole Group (25 minutes)

Explain

- **Use Synonyms-** on page 36. Define and model what a synonym is (most student will probably know this). Have students work with a partner using the words under Practice. They can use a dictionary or a thesaurus as resource. Then have them choose a set of synonyms from their list to write two sentences. Share out.

Explore

- **Determine Author's Purpose** page 37. Model using the Theme Reader (page 9) to determine author's purpose. Introduce the students to the questions: What does the author want you to learn? Why did the author write this? What clues help you determine the author's purpose? Look together through the theme reader and use these questions to figure out author's purpose.

Explain

- **Word Study Adjective Suffixes** page 39. Give the students a definition of a suffix. Use the 3 column chart on page 39 for define and give examples. With a partner have students use the words under Practice/Apply and figure out their meanings.

Note: *Read Together on page 38 – have students read chapter 1-4 with a partner as a station/center activity.*

Small Group (60 minutes) This sequence works best

Explain - Elaborate

- **Benchmark** –Have students tell what they have learned in *Days Around the World*. Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about *Who are our ancestors?* The teacher models their thinking by reading aloud Chapter 3. Have students silently read chapter 4-5. Listen in to individual students read. When students are finished reading compare U.S. holidays to foreign holidays.
- **Intensive** – Review *Games from Many Lands* and use the question page 40 under the review. Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. Set the purpose by telling them to think of questions that they want answered to look for details that help answer the focus question: *Who are our ancestors?* Teacher model their thinking when reading aloud pages 20-23. As students read independently, listen to individual students read. Have students independently read pages 24-25 and use the guide comprehension questions. Then the teacher reads pages 26-27 orally and models thinking. Conclude with the Check Comprehension on page 41.
- **Strategic** - Review *Performance Passed On!* and use the questions page 42 under the review. Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. Set the purpose by telling them to look for details that will help them answer the focus question: *Who are our ancestors?* Teacher models their thinking when reading aloud pages 18-21. As students read independently, listen to individual students read. Students independently read pages 22-27 and use the guide comprehension questions. Conclude with the Check Comprehension on page 43.
- **Advanced** –Have students review pages 6-15 and ask “How does that help you answer the focus question: *Who are our ancestors?*” Introduce the Differentiated Vocabulary by having students use their readers to learn the words in context. The focus when reading is to think about: *Who are our ancestors?* Have students read independently Chapter 3 and discuss why we honor people with holidays. Then have students independently read Chapters 4-5 and discuss why the author included a chapter on silly holidays.

Fourth Grade Lesson Plans

<p>Whole Group/Wrap Up (5 minutes)</p> <p>Elaborate</p> <ul style="list-style-type: none"> Have the students from each group summarize the story form their differentiated readers. Then make Text to World connections for them.
<p>Science</p>
<p>30 minutes</p>
<p style="text-align: center;">Energy & Motion Bring Science Alive Unit 2: Energy, Lesson 2</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>How are energy transferred by colliding objects?</i></p> <p>Materials: Kit materials, Interactive Student Notebook, tape, coins of various sizes (pennies, nickels, etc.), Handout Building a Zipline and Zipstraws, +Use Bring Science Alive for set up information</p> <p>Explore: Set up the investigation using Bring Science Alive online</p> <p>(continuation)</p> <p>Explore:</p> <ul style="list-style-type: none"> Have students perform the investigation
<p>Social Studies</p>
<p>30 minutes</p>
<p>Essential Question: Why do people choose to live where they live?</p> <p>Materials needed: “Tour the States” video clip (http://safeshare.tv/w/MiPEudcQBs), maps of the United States (see 4th Grade PowerPoint on Curriculum Resource Page or BV Social Studies Weebly), and notecards with names of the states on them (one state per notecard)</p> <p>Engage: Watch “Tour the States” video clip. Discuss as a class: Why do you think people choose to live where they do? Chart student responses (note: many student responses will not be based on geography. People live where they do based on family, job, etc.).</p> <p>Explore: Analyzing maps of the United States Place students into small group (approximately 4 people per group). Give each group a set of maps to look at and discuss why people might choose to live in different areas of the United States.</p> <p>Evaluate: Give each group a card with a name of a state on it. Ask students to explore the state on the maps and determine why someone might choose to live there. Repeat with different states (time permitting).</p>
<p>Math</p>
<p>60-75 minutes</p>
<p>Topic 1: Multiplication and Division: Meanings and Facts Lesson: Day 1 of 1-6 Meanings of Division</p> <p>Background: In this lesson, students solve problems in both partitive division, in which a number is “partitioned” into a specified number of groups, and measurement division, in which a number is “measured out” into groups of a specified size.</p> <p>Learning Target- Students will use and draw models to solve division problems.</p> <p>Materials: Counters (or Teaching Tool 12)</p> <p>Vocabulary: array, product, factors</p> <p>Daily Common Core Review: 1-6 (To be completed in less than 10 minutes)</p>

Fourth Grade Lesson Plans

(Engage) Develop the Concept: Interactive (10-15 minutes)

Pose the question, “Think of a situation in which you shared something equally with other people.” Discuss. Pose the problem - “Sophia has 8 sticker sheets and she wants to give 2 sheets to each of her friends. How can you tell the number of friends that will receive stickers?” Allow students time to solve. Explain that repeated subtraction is one way to think of division. Model and Demonstrate – Refer to page 20B in Teacher’s Manual.

Develop the Concept: Visual (30 minutes)

- **(Explore) Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the online video. Kids will use models to help understand and solve division problems.
- **(Explain) Guided Practice:** Work through together the “Another Example” pg. 20 and “Guided Practice” problems 1-4 found on pg. 21 in the student book.
- **(Elaborate) Independent Practice:** Students will work independently through “Independent Practice” problems 5-7 found on pg. 21 in the student book.

This lesson will be continued tomorrow.

10 block

10-15 minutes

Mixed Addition Practice Strategies

Block 8

Song: “Fabulous Facts” (Rock Your Math Class)

Activity: Use pages 60-62 (Dynamic Dice) using Decahedron Double Dice. This will feel like a game because of the dice.

Writing

30 minutes

Mini-lesson (10-15 minutes)

Engage - Explain

- Continue with sharing the literature. You will teach students that writers are never finished and writers have plans. They can go back to a piece and finish it, add more to a piece or you can start a new piece. Have the students decide what they are going to do today as a writer and commit to it on a post-it note. Go around the class and have each student tell what their writing plan is for today.

Independent Writing (20-25 minutes)

Explore - Evaluate

- The student works on a piece in their notebook or starts a new piece.
- Confer with students about writing using the [Responsive Conferring Prompts to support and scaffold Writers.](#)

Share (5 minutes)

Explain

- Have students read the piece they have worked on with a partner and give a compliment to your partner. (This type of share is good to do once a week.)

Fourth Grade Lesson Plans

DAY 9
Reading
80-120 minutes
<p>Unit 1, Week 1, Day 4 Whole Group (25 minutes) Engage - Explain</p> <ul style="list-style-type: none"> • Begin with Extend the Theme with reviewing the Theme Question: <i>What is my heritage?</i> Explain to students what skimming and scanning means when reading a text. With a partner the student will read Chapters 1-4 and gather text evidence using sticky notes to record finding text that supports: <i>What is my heritage.</i> (page 50) <p>Small Group (60 minutes) Explain - Elaborate</p> <ul style="list-style-type: none"> • Benchmark – Extend Vocabulary by giving a differentiated vocabulary words and give a word for each association. (page 56) Students will use <i>Days Around the World</i> to find text evidence to answer the focus question “<i>What is my heritage?</i>” (They could use sticky notes.) Model with Chapter 1. Then have the students work with a partner chapter 2-5. Use the prompts on page 56 Guide Comprehension with the students. • Intensive – Extend Vocabulary by having student think about words in different contexts. Use the following prompts on page 52. Students will use <i>Games from Many Lands</i> to find text evidence to answer the focus question “<i>What is my heritage?</i>” (They could use sticky notes.) Model with pages 6-15. Then have the students work with a partner 16-29. Use the prompts on page 52 Guide Comprehension with the students. • Strategic – Extend Vocabulary by telling students about word associations. Use the words on page 54. Students will use <i>Games from Many Lands</i> to find text evidence to answer the focus question “<i>What is my heritage?</i>” (They could use sticky notes.) Model with pages 6-11. Then have the students work with a partner 12-29. Use the prompts on page 54-55 Guide Comprehension with the students. • Advanced – Extend Vocabulary by giving a differentiated vocabulary words and give a word for each association. (page 57) Students will use <i>Days Around the World</i> to find text evidence to answer the focus question “<i>What is my heritage?</i>” (They could use sticky notes.) Model with Chapter 1. Then have the students work with a partner chapter 2-5. Use the prompts on page 57 Guide Comprehension with the students. <p>Whole Group/Wrap Up (5 minutes) Elaborate</p> <ul style="list-style-type: none"> • Students bring back their work from their differentiated small groups and share with the whole group on the Focus Question: <i>Who are our ancestors.</i> Lead the discussion so students connect the stories from the week to the Theme Question: <i>What is my heritage?</i> <p>Looking Ahead: Divide students into groups of 4 with students from different reading groups for inquiry groups.</p>
Science
30 minutes
<p>Energy & Motion Bring Science Alive Unit 2: Energy, Lesson 2</p> <p>Lesson via Bring Science Alive online Essential Question: <i>How are energy transferred by colliding objects?</i> Materials: Interactive Student Notebook</p> <p>Elaborate: As a class, have students share results.</p>

Fourth Grade Lesson Plans

Each group should:

- Describe the investigation you designed.
- Discuss the conclusion you reached.

Ask the following questions: What are some differences between each group's investigations? What are some of the differences in conclusions?

Using the class' results, have students come up with an answer to your question:

- How will the energy of each zipstraw change when a moving zipstraw hits a still zipstraw?

Social Studies

30 minutes

Essential Question: Why do people choose to live where they live?

Materials needed: maps of the United States and notecards from Day 8's lesson

Engage: Hold up state notecards and maps. Ask students to describe what they did with the maps and notecards yesterday. Place students back in their groups. Ask them to review with their group what they discussed yesterday regarding why people might choose to live in different areas of the United States.

Explain: Class discussion. Have students explain the ideas they came up with in their groups about people choosing the place to live. Guide the conversation to if their ideas can be categorized in any way.

Note: as students share, check for understanding of their map skills. Do they know what legends, symbols, etc. mean on the maps they were analyzing?

Explain: Use information that one student shared to become a class example. Ask the question, "Why do people choose to live where they live?" and model how to write a response using evidence (informative text). May need to repeat exercise depending on students' understanding levels.

Math

60-75 minutes

Topic 1: Multiplication and Division: Meanings and Facts Lesson: Day 2 of 1-6 Meanings of Division
This lesson is continued from yesterday.

Learning Target- Students will use and draw models to solve division problems.

Materials: Counters (or Teaching Tool 12)

Vocabulary: array, product, factors.

Develop the Concept: Practice (30 - 45 minutes)

- **(Elaborate) Independent Practice:** Students will work independently through problems 8 - 11 found on pg. 22 in the student book. You could use this as a warm up or review from yesterday.
- **(Elaborate) Problem Solving:** This problem solving section can be either teacher led or students can work through it independently, or a combination of both. Problems 12-18 on page 22 should be completed.
- **(Elaborate) Algebra Connection:** Point out to students that the Commutative, Associative, Identity, and Zero Properties of multiplication are rules of multiplication that can be applied to help solve multiplication problems. Help them to see that in a multiplication problem, the numbers or number expressions on each side of the = symbol have the same value, but they are written differently. Students should then work through page 23 1 - 18.

(Evaluate) Close/Assess and Differentiate (10-15 minutes): "You have learned that some real-world problems involving joining or separating equal groups or comparison can be solved using division." Sharing and repeated subtraction involve separating equal groups and are two ways to think about division.

Fourth Grade Lesson Plans

Quick Check/Writing to Explain: Give Quick Check Master 1-6. (Found in Assessment Sourcebook) Exercises 1 and 2 are worth 1 point each. Use the rubric to score Exercise 3. Based on the student results, prescribe the differentiated leveled homework to be completed at home.

•Leveled Homework: 0-2 points= Reteaching Master 3-4= Practice Master 5= Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

10 Block

10-15 minutes

Mixed Addition Practice Strategies

Block 9

Song: "Fabulous Facts" (Rock Your Math Class)

Activity: Use the data sheets of mixed practice called "Triangular Relationships" on pages 100-102 (math drills to thrill). The data sheets can be run front and back.

Writing

30 minutes

Mini-lesson (10-15 minutes)

Engage - Explain

- Continue with sharing the literature. Today work on punctuation. You need to decide what your students' needs are and decide what type of punctuation to work on. Use a page or pages from the books you have read to show how writer's use punctuation.
- Have students choose a piece from their notebook to reread and add punctuation where it is needed.

Independent Writing (20-25 minutes)

Explore - Evaluate

- The student works on a piece in their notebook or starts a new piece. The teacher confers with individual students.
- Confer with students about writing using the Responsive Conferring Prompts to support and scaffold Writers.

Share (5 minutes)

Elaborate

- Have students share with the class how they used punctuation in their pieces.

Fourth Grade Lesson Plans

DAY 10
Reading
80-120 minutes
<p>Unit 1, Week 1, Day 5 Whole Group/Small Group Generate ideas and Questions page 60.</p> <p>Explore</p> <ul style="list-style-type: none"> Review the questions from question board from Day 1. Model brainstorming using the example on page 62 under Continue the Inquiry Process. Students complete the brainstorming activity and choose questions from each group to post. Have the class vote on one question that all groups will work on. <p>Cross Textual Sharing-</p> <p>Elaborate</p> <ul style="list-style-type: none"> Students remain in their Inquiry Groups and share with each group a summary of the story they read and how it connects to the Theme Question. Then have them share any information they read that relates to the class inquiry question. <p>Evaluate</p> <ul style="list-style-type: none"> Conclude with students writing in their reading notebook at least three things that brought people together in the story they read.
Science
30 minutes
<p style="text-align: center;">Energy & Motion Bring Science Alive Unit 2: Energy, Lesson 2</p> <p>Lesson via Bring Science Alive online Essential Question: <i>How are energy transferred by colliding objects?</i> Materials: Interactive Student Notebook</p> <p>Elaboration: Using their Interactive Student Notebooks have students come up with two more questions and design investigations to test them. For each question they should fill out a page in their Interactive Student Notebook.</p> <ul style="list-style-type: none"> Describe the investigation you designed. Discuss the conclusion you reached.
Social Studies
30 minutes
<p>Essential Question: Why do people choose to live where they live? Materials needed: maps of the United States from Day 8's lesson</p> <p>Elaborate/Evaluate: Ask the students (individually) to determine a place they would like to live other than Kansas based on its geography. Have them use the maps to determine three reasons they would choose to live there based on three of the maps and write their informative text to explain their reasoning. Share the rubric with the students.</p> <p>Divide the students into three or four large groups. Students will share their ideal living area by using the maps and their informative text with the group.</p>

Fourth Grade Lesson Plans

Walk between groups to listen to the students and use the rubric to evaluate their understanding.

RUBRIC	3	2	1
Map Skills	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with little to no help.	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with some help.	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with significant assistance.
Written Communication Skills	Create informative text to examine a topic and clearly convey information or ideas about the topic.	Create informative text to examine a topic and convey information or ideas about a topic with some help.	Can explain the use of various types of map grid systems, symbols, legends, scales, etc. with significant assistance.
Cross- Disciplinary Skill	Follow agreed upon rules of discussion with little to no reminders.	Follow agreed upon rules of discussion with some reminders.	Follow agreed upon rules of discussion with many reminders.

Math

60-75 minutes

Topic 1: Multiplication and Division: Meanings and Facts **Lesson: 1-7 Relating Multiplication and Division**

Background:

- Students use multiplication to find the total number of objects there are in equal-sized groups and division to find the number of equal-sized groups that the total can be separated into
- It is helpful for students to think of related multiplication and division facts as fact families. Understanding fact families will not only speed up a student's ability to find a product or quotient, but will also reinforce important multiplication and division concepts.

Learning Target- Students will use arrays to write and complete multiplication and division fact families.

Materials: Counters (or Teaching Tool 12)

Vocabulary: inverse operations, fact family

Daily Common Core Review: 1-7 **(To be completed in less than 10 minutes)**

Develop the Concept: Visual (30-45 minutes)

- **(Explore) Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video. Students will use arrays to help write fact families. By studying the array and the fact families, students will see that multiplication and division are inverse operations.
- **(Explain) Guided Practice:** Work through together the "Guided Practice" problems 1-8 found on pg. 24 in the student book.
- **(Elaborate) Independent Practice:** Students will work independently through problems 9-20 found on pg. 24-25 in the student book.
- **(Elaborate) Problem Solving:** As students work through the problem solving problems 21-25, remind the children to check for reasonableness when solving each problem. Guide students to help them determine which number sentence to use by asking questions like "What do you know?" and "What are you being asked to find?"

(Evaluate) Close/Assess and Differentiate (10-15 minutes) In this lesson, you have learned that multiplication and division have an inverse relationship. The inverse relationship between multiplication and division can be used to find division facts; every division fact has a related multiplication fact.

Fourth Grade Lesson Plans

(Evaluate) Quick Check/Writing to Explain: Give Quick Check Master 1-7. (Found in Assessment Sourcebook) Exercises 1 and 2 are worth 1 point each. Use the rubric to score Exercise 3. Based on the student results, prescribe the differentiated leveled homework to be completed at home.

Leveled Homework: 0-2 points= Reteaching Master 3-4= Practice Master 5= Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced). Games/activities are based on the performance on the quick check master.

10 Block

10-15 minutes

Mixed Addition Practice Strategies

Block 10

Song: "Fabulous Facts" (Rock Your Math Class)

Activity: Use the data sheet for "drill Doughnuts" found on pages 208-211 (math drills to thrill) using the Random Number CD and Mixed addition drill commands.

Writing

30 minutes

Purpose: Completing their Rough Draft and the introduction of revising and model a few revision tools. Create an anchor chart titled "Revising."

Mini Lesson 10 – 15 minutes

Engage - Explain

- Reread a page aloud from one of the literature stories and ask the students what do good writers do when they are finished? As you read, think aloud to model of process of adding adjectives to provide description (caret ^) this is great for one or two words, but what if you want to add more? Introduce the spider leg, and if you need to add a paragraph what do you do? Teach the asterisk. (*) Create a chart titled "Revising" and list the three revision types that were shared today.

Independent Writing 20- 25 minutes

Explore - Evaluate

- Each student will work on something from their notebook that they have started.
- Confer with students about writing using the Responsive Conferring Prompts to support and scaffold Writers.

Share 5 minutes

Elaborate

- Have students share out with a partner the revisions they made today on their writing.