**Grade Four--Mr. Cast**

**Lesson Plans for the week of:** **Lessons 8/14-8/23, 13-14**

**Special Notes/Reminders for the week:**

**MATH: On certain days we will begin the period with mental math or daily math review sheets.**

**WEDNESDAY:**

**IA Core: 4.OA pg 31 4.NBT.4 pg 31**

Teacher will welcome students to fourth grade and discuss expectations, schedules, procedures, and classroom environment.

Students will participate in **Making Friends Activity.**

IF TIME REVIEW WITH STUDENTS ON BOARD ADDITION AND SUBTRACTION WITH REGROUPING TO CHECK STUDENTS LEVEL OF RETENTION.

**THURSDAY:**

**IA Core: 4.OA pg 31 4.NBT.4 pg 31**

Students will finish coloring and constructing their Shield Activity. THIS WILL TAKE SOME TIME. Review subtraction and addition with regrouping.

Possibly assign facts of the day reviewing addition and subtraction or do 4th grade mental math or 4th daily daily math review sheets.

**FRIDAY:**

**Iowa Core: 4.NBT.3 pg. 31**

Estimating sums and differences:

Use p. 64 and 65 to introduce estimating sums and differences

**Assignment**: practice 3.3

**MONDAY:**

**IA CORE: 4.OA3**

**Estimate or Exact Answers.**

**Use page 68 and 69 to introduce skills.**

**Use English Learners and Homework 3.4 as guided practice.**

**Assign Practice 3.4.**

**TUESDAY:**

**IA Core: 4.OA pg 31 4.NBT.4 pg 31**

Add three digit columns

Use p. 70 and 71 to introduce adding whole numbers with regrouping

Use reteaching 3.5 as guided practice.

**Assignment**: practice and problem solving 3.5

**WEDNESDAY:**

**IA Core: 4.OA pg 31 4.NBT.4 pg 31**

Subtracting whole numbers.

Use page 72-73 to teach subtractIon of whole numbers

**Assignment**: practice 3.6

**THURSDAY:**

**IA Core: 4.OA pg 31 4.NBT.4 pg 31**

Subtracting across zeros through hundreds.

Use page 74-75 to teach subtractIon of whole numbers

Use STW 2 sided sheet as guided practice and assignment.

**FRIDAY:**

**IA Core: 4.OA pg 31 4.NBT.4 pg 31**

Subtracting across zeros through thousands.

Use STW subtract across zeroes in thousand as guided practice.

Assign page 3.7 as assignment. Go over funtions/Input output.

**READING:**

**WEDNESDAY:**

**STUDENTS WILL MAKE A PERSONAL BADGE INFORMING CLASSMATES ABOUT THEMSELVES.**

Discuss each section separately and brainstorm ideas that could be written or illustrated on each.

We will complete the badge first. Students will be given a rough draft to complete first.

Teacher will go over directions and work will begin on the badge.

Students will complete rough draft first. Then once rough draft is okayed they can begin working on their final copy and color when ready.

**THURSDAY: (THIS WILL TAKE SOME TIME!)**

**IOWA CORE (W.E.B. Reading Program is working to improve: Literature IA.1 Page 13, RL 4.10 Page 14**

**Teacher will introduce Wonderfully Exciting Books (W.E.B.) Teacher will go over expectations and read letters explaining fourth grade program. The teacher will also model how the W.E.B. signature sheet will be graded. Students will explain back to the teacher how W.E.B. will be graded.**

**\*\*Make sure to distribute W.E.B. signature sheets today!!\*\*.**

**Teacher will also discuss how in fourth grade they will receive the letter grades of A,B,C,D, and F in fourth grade. Discuss with students how they receive a certain grade. MODEL EXAMPLES.**

**Also discuss grading scale.**

**\*\*After above provide time for DEAR reading or go to library to check out book if it has been scheduled. Also could do choral reading as a class using poem packets.**

**Then teacher will go over directions for the “Introducing Me Activity.”**

**Students will work on introducing me activity. When completed they will do additional work on their BADGE GOAL IS TO GET ALL BADGES FINISHED TODAY (THURSDAY).**

**FRIDAY AND MONDAY:**

**IOWA CORE: RL 4.3, IA.1, RL 4.4 VOCAB**

**\*\*REVIEW WEB READING EXPECTATIONS.**

**Start reading time with WEB reading time (Read to Self) 15 minutes. Pair Share and Share as a whole class about what they read. \*\*Go over SSR reading rules.**

**Brainstorm ideas on mysteries with class. Give kids time to do this on their own then discuss as class.**

**Read “The Case of the Blurry Board.” This passage will introduce us to the focus vocabulary for this passage. Use page 18 and 19 in teachers guide.**

**The first time reading the passage focus on defining key vocabulary. Use teachers’s guide to help teach vocab.**

**Then go over review page for vocabulary as a group together again reviewing definition. (Julies Page)**

**Then go over page 2 out of the approaching workbook together to cover skills of problem, events, solution, and plot of a story.**

**After going over page 2 workbook page assign page 2 out of on level workbook and the approaching page on vocabulary to review vocab.**

**\*\*If students finish early they will read to self out of their chapter book.**

**TUESDAY and WEDNESDAY:**

**IOWA CORE RL 4.3, IA.1, RL 4.4 VOCAB RL 4.1, RL 4.2, RL 4.7 (ALL WEEK)**

**Review as a whole group vocabulary from “The Case of the Blurry Board” Go over worksheets assigned the day before.**

**Use Vocabulary Transparency 1 to help review definition too. See page 43 C in textbook. Use smartboard to help review vocabulary.**

**On these two days we will read and discuss the The Mystery of the Missing Lunch. (20-35) As we read use the questions and Think Alouds to support instruction about the comprehension strategy and skill. Also discuss/review definitions for vocabulary words as we read.**

**Fill out On Level Practice Book Page 3. Fill it out as we read the passage.**

**WEDNESDAY**

**\*\*\*\*\*\*\*REMIND STUDENTS ABOUT W.E.B. READING QUICKLY QUIZ KIDS ON EXPECTATIONS!**

**IOWA CORE RL 4.3, IA.1, RL 4.4 VOCAB RL 4.1, RL 4.2, RL 4.7 (ALL WEEK)**

**Do fluency practice on Tuesday at the beginning of the period and finish reading selection after fluency practice.**

**20-30 minutes as this is the first time we have done this.**

**Use Page 37 A to work on Fluency--Repeated Reading: Intonation/Pausing. (TEACHER GUIDE ONLY)**

**\*\*\*Teachers will model oral reading fluency and how to work with a partner when we partner read for fluency.**

**After modeling the students will read with their partner and record words read, number of errors, and words correct. Students will also answer the 2 comprehension check questions. We will discuss these two questions as a whole group before finishing Mystery of the missing lunch.**

**THURSDAY:**

**Review selection vocabulary using smartboard as a whole group. Students will also eventually use smartboard with their partner during small group time.**

**IOWA CORE RL 4.3, IA.1, RL 4.4 VOCAB RL 4.1, RL 4.2, RL 4.7 (ALL WEEK)**

**Review any details of the story that might help students with Friday’s selection test.

Then students will reread the story The Mystery Lunch. As they reread they will be assigned to write 2 Thick Questions related to the story. Groups will be required to show Mr. Cast questions as they create them. They also must answer their own questions.**

**FRIDAY:**

**\*Begin reading period by giving students their spelling posttest.**

**Begin period by having groups quickly share their Thick questions to the class. Students will also quickly share their responses.**

**After the above students will take the Unit 1 Week 1 Selection Test. This comes from the selection test CD rom. Students will take test and I will collect to assess.**

**If students finish early they will read to self.**

**\*\*If we have time we also may go over certain parts of the test yet today as a whole group.**

**LANGUAGE:**

**WEDNESDAY: POSSIBLY BEGIN DOL WEEK #1 EVEN THIS WEEK--LATER IN WEEK.**

**IOWA CORE: DOL EVERY WEEK: LANGUAGE STANDARDS L.4.2 AND L.4.3 (PAGE 35 OF 77)**

**Go over classroom rules, guidelines and expectations. Share rules.**

**Go over classroom rewards and consequences.**

**Passout terrific test/super kid club cards.**

**SEND CLASSROOM GUIDELINES HOME WITH STUDENTS FOR PARENTS TO SIGN.**

**THURSDAY:**

**IOWA CORE: DOL EVERY WEEK: LANGUAGE STANDARDS L.4.2 AND L.4.3 (PAGE 35 OF 77) SHARING OF SHIELDS SPEAKING AND LISTENING STANDARDS SL4.1, SL 4.4, (PAGE 28 OF 77.)**

**\*\*If we are not finished with Personal Shield we will continue working today during language.**

**Students will share information on their Personal Shield (if completed). Before hand talk about listening skills and speaking skills (see benchmarks for skills.)**

**FRIDAY:**

**IA CORE: Next 4 Days Paragraph Activity: W.4.2 page 23, W 4.4page 24 W 4.8 page 25 W.4.10 page 25.**

Today teacher will model the brainstorming for the paragraph on the topic of Summer and what they did. Teacher will also model their written paragraph.

Then students will be given time to complete their own brainstorming and write their own paragraph.

**MONDAY**

Today teacher will model the brainstorming for the paragraph on the topic of My family, where I live, and what we do together. Teacher will also model their written paragraph.

Then students will be given time to complete their own brainstorming and write their own paragraph.

**TUESDAY:**

Today teacher will model the brainstorming for the paragraph on the topic of My interests and what I like to do in my free time/hobbies. . Teacher will also model their written paragraph.

Then students will be given time to complete their own brainstorming and write their own paragraph.

**WEDNESDAY:**

Today teacher will model the brainstorming for the paragraph on the topic of 4th grade and what they are looking forward to and goals they have. Teacher will also model their written paragraph.

Then students will be given time to complete their own brainstorming and write their own paragraph.

**THURSDAY:**

**Standards: Students will learn appropriate and effective study habits. Infusion topic L. THE LESSONS ON STUDY SKILLS WILL TIE IN EMPLOYABILITY SKILLS FROM IOWA CORE.**

**Students will watch the video titled: “Seven Steps to Good Study Habits” Discussion over video and learned steps will follow video.**

**\*\*Possible learning log entry about facts they learned from video.**

**FRIDAY:**

**Benchmarks/Indicators: IOWA CORE: DOL EVERY WEEK: LANGUAGE STANDARDS L.4.2 AND L.4.3 (PAGE 35 OF 77)**

**Standards: Students will learn appropriate and effective study habits. Infusion topic L. THE LESSONS ON STUDY SKILLS WILL TIE IN EMPLOYABILITY SKILLS FROM IOWA CORE.**

**D.O.L. Week # 1**

**Students will learn appropriate and effective study habits. Students will set up an appropriate study area.**

**Teacher will use page 15 and 16 in Lee Canter’s Homework Habits as a guide.**

**Assign page 18 and Also pass out Parent Tip Sheet #3, Page 21. Back/Back**

**With the help of their parents, students will choose an appropriate area at home and describe the study area.**

**WRITING JOURNAL/LEARNING LOG.**

**SCIENCE LESSONS:**

**WEDNESDAY:**

**Talk about the units in fourth grade--simple machines, electricity, classification, and biomes.**

**Talk about bulletin board for science and the scientific process.**

**Shortened science period due to beginning of year activities.**

**Bring a bag of Skittles for Friday. 2013 I just had both groups do regular skittles only. That way both groups have all same data and we can compare each groups data**

**THURSDAY:**

**Benchmark/Indicators: 2.1 A, B, C**

**Study the Scientific Method**

**Go over the Scientific Method poster on bulletin board. Discuss both of them as a whole group.**

**Model scientific process by dong the Baking Soda and Vinegear Lab. Use my key as a guide. Model this to the class using computer and Smartboard.**

**\*Also go over overhead of scientific method found in Simple Machines Binder. (Discuss that this a simplified version of materials on two posters and that we will use this for some experiments we do.)**

**Also go over another sheet with 5 steps in the scientific process. Also found in Simple Machines Binder.**

**FRIDAY:**

**Benchmark/Indicators: 2.1 A, B, C**

**Set up Candy Lab on Intermediate Lab Report. Model with my overhead of Int. Lab Report. Today do Question, Process, and Process part of lab sheet.**

**Remind them they must have their bag of candy in school on Monday.**

**MONDAY--**

**Benchmark/Indicators: 2.1 A, B, C**

**Using a pack of M&Ms or Skittles find out the most common color.**

**After setting up lab students should finish data collection during this class period and eat candy when finished.**

**TUESDAY**

**Discuss results/conclusions for Candy Activity. Review sc. process.**

**Look at Data and make observations and conclusion statements.**

**Discuss what could effect our data as scientists.**

**\*\*Make sure to finish observations and conclusion statements on our Lab Sheet.**

**WEDNESDAY:**

**\*\*Today by looking at both groups (Mr. Cast and Mrs. Menough and see if our data is similar or different.**

**Begin Earthworm activity to practice scientific process.**

**Investigate worms as a whole group**

**What are the parts?**

**Worm play to make sure one person in groups is comfortable with worms.**

**Begin lab reports--Students will hypothesize about the questions for worm experiment. This will be completed with their partners**

**THURSDAY---I MAY NEED TO ADJUST HOW I ORGANIZE THIS LAB DUE TO CLASS SIZE. LAB/EXTRA ROOM WILL BE USED.**

**Benchmark/Indicators: 2.1 A, B, C**

**Earthworm labs--This lab will model the scientific process. Students will learn what environments that earthworms prefer. This will be done with partners/groups.**

**Set up three stations for three experiments. Each group will place their worm at one of the stations. Three worms per station. Stations end at 10 minutes. Then collect data after 10 minutes of observation.**

**Dry or damp?**

**Hot or cold?**

**Light or dark?**

**By end of period students should complete Data nd Observations and then also write 3 conclusions, one for each experiment.**

**FRIDAY:**

**Benchmark/Indicators: 2.1 A, B, C**

**Review what we learned from our worm experiments. Discuss each experiment. Students should focus on their Data/Observations and Conclusion statements.**

**Review the scientific method as we do this.**

**If time: ABC brainstorming sheet - Write down as many machines that you can think of. Give students time to do this with their worm partner first and then pull back as a whole group and complete brainstorming together.**

**MONDAY Week 3 Next Week**

 **#2.1 A and 2.1 B and C. –**

**Go over A-Z sheet**

**Begin Simple Machines Unit**

**Hand out machine sheet --Page 27 Simple Machine Sort. (this is found in the movie packet and also in simple machines binder) Use this to see how much they know about machines.**

**Use posters as visuals. Go over posters before doing activity above.**

**TUESDAY OF NEXT WEEK:**

**Read 128-133 and take notes USE PAGE 81AND 82 (READING STUDY GUIDE 6) to help guide students reading. Do first section or two together to model then read with partner. (WE MIGHT DO IT ALL TOGETHER DEPENDING ON HOW IT GOES.)**

**WEDNESAY OF NEXT WEEK : # 3. 2 A, B.**

**Discuss p. 128-133 assigned the day before using notes as a guide to discussion.**

**Assignment: Read p. 134-139 and finish page 81 and 82.**

**SPELLING: NO Spelling first week of school due to beginning of year activities but handout spelling list on Friday for first full week of school. If we have time later in the first week of school I may introduce the spelling patterns for the week 1 spelling list.**

**MONDAY: SECOND WEEK OF SCHOOL**

**Benchmarks/Indicators: #4.4.1 D**

**WEEK 1 PRETEST--Use Day One workbook page to give pretest. Use dictation sentences in textbook to give the test.**

**These will be checked by teacher. These must be turned in by end of the day on Monday, preferably. Write each word three times.**

**TUESDAY-THURSDAY:**

**Benchmarks/Indicators: #4.4.1 D**

**WEEK 1 PRETEST CORRECTIONS ARE DUE BY THE END OF THE DAY FOR SURE.**

**Throughout the week do a variety of practice spelling or skill sheets depend on on how much time we have each day/week.**

**FRIDAY:**

**Benchmarks/Indicators: #4.4.1 D**

**Posttest. Say the word once, say dictation sentence, repeat word. Students will use their own notebook paper for posttest.**

**Teacher will check tests.**

**Students will work on posttest corrections. Students will write each word they missed three times.**

**Distribute next weeks spelling list for weekend studying.**