

Mrs. McPherson's Lesson Plans for Week 24 February 5-9, 2024

8:30 Students turn in homework folders, eat breakfast in room, do desk paper.

Take Attendance / Lunch orders

Desk Papers: Evan Moore Daily Math Word Problems & Evan Moore Daily Language Review

-Write Language Review Sentences on white board. Ask students what needs to be fixed. Cross out or circle mistakes and write correct words under marked words. Read math word problem; ask students what we need to do to answer the problem. (Add, Subtract, Multiply, Divide) Draw out diagram on the board for visual learners.

8:45 Announcements, Recite Pledge before starting OPR

8:50-9:00\_after announcements: OPR / WPR Do OPR with Phonogram Cards. Pass out papers and do WPR with phonograms from cards. M-W correct as a group.

Weekly Phonograms:

<b>Monday</b>		<b>Tuesday</b>		<b>Wednesday</b>		<b>Thursday</b>	<b>Friday</b>
qu	au	sci	ph	ed	kn	Practice phonogram & spelling tests	Phonogram & spelling tests
ar	er	ea	th	v	our		
ee	eigh	f	ough	or	ce		
l	ci	ai	c	w	ti		
e	ou	wh	oe	gu	oo		

Weekly Spelling Words (p p349-350WRTR):

<b>Monday</b>		<b>Tuesday</b>		<b>Wednesday</b>		<b>Thursday</b>	<b>Friday</b>
quarrel	sleigh	speech	tear	United States	worn	Practice phonogram & spelling tests	Phonogram & spelling tests
radio	society	steak	tear	unite	circular		
recess	social	successful		valuable	circle		
saucer	solution	tails	telephone	value	argument		
secret	source	tales	throughout	wore	argue		
			traffic				

9:15 Write, discuss, and mark these words in **Blue Spelling books** (p350-352)

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
volume organize summon official officer	office victim estimate accident	invitation automobile invite association accept associate impossible various concern vary very	decision nation decide nation entitle recent political business national busy	Practice phonogram & spelling tests  Phonogram & spelling tests

9:40 - 10:15 Reading / Writing / English / Parts of Speech

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Sensible Sentences</b> Write the right word given on each line. (Evan-Moor Daily Higher Order Thinking) p15</p> <p>Reading Comprehension pkt 1 (Arizona State Reading Skills Workbook Daily AASA Practice) Set 1</p>	<p><b>Sensible Sentences</b> Write the right word given on each line. (Evan-Moor Daily Higher Order Thinking) p15</p> <p>Reading Comprehension pkt 1 (Arizona State Reading Skills Workbook Daily AASA Practice) Set 1</p>	<p><b>Frequently Misspelled Words ***QUIZ***</b> (The Moffat Girls)</p> <p>Reading Comprehension pkt 2 Informational Texts (Arizona State Reading Skills Workbook Daily AASA Practice) Set 1</p>	<p><b>Using Adjectives that Compare</b> Write the correct word to complete each sentence. (Grammar and Usage: Comparison of Adjectives) p95-96</p> <p>Reading Comprehension pkt 2 Informational Texts (Arizona State Reading Skills Workbook Daily AASA Practice) Set 1</p> <p>10:30-11:15 Music</p>	<p><b>Using Adjectives that Compare</b> Write the correct word to complete each sentence. (Grammar and Usage: Comparison of Adjectives) p95-96</p> <p>Reading Comprehension pkt 2 Informational Texts (Arizona State Reading Skills Workbook Daily AASA Practice) Set 1</p>

10:15 - 10:30 Recess 10:30 - 10:30-11:00 ELA (Complete work started)

11:00 - 11:55 Math

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>Math Objective: State Math Packet 1</p> <p>Math Objective: Saxon Lesson 53 Diameter / Circumference of a Circle</p> <p>HW: Diameter / Circumference of a Circle</p>	<p>Math Objective: State Math Packet 2</p>	<p>Math Objective: Saxon Lesson 54 Dividing by Multiples of 10</p> <p>HW: Dividing by Multiples of 10</p>	<p>Math Objective: Saxon Lesson 55 Multiplying by 3-Digit Numbers</p> <p>HW: Multiplying by 3- Digit Numbers</p>	<p>Math Objective: State Packet 2</p>

Lunch 12:00-12:20 Recess 12:20-12:40

Monday	Tuesday	Wednesday	Thursday	Friday
<p>12:40-1:15 Science / History  <a href="#">Bing Videos</a> "Places and Regions" packet (Antarctica and the Arctic Circle) (Evan Moor) Talk about Volcanoes and the damage they can cause. Play video.                      1:15-1:30 Opera writing                      1:30-2:15 Music                      2:15-2:35 Opera Writing                      2:40 pass out homework folders                        2:45-3:30 homework</p>	<p>12:40-1:30 "Places and Regions" packet (Antarctica and the Arctic Circle)                        1:15-2:00 Science / History                      "Muscles and Bones" packet (Evan Moor Science)                      Have students number paragraphs and circle any words they do not know the meaning to, and they will look these up in the dictionary and read the definitions to the class.                      1:30-2:15 Computers                      2:15-2:35 Opera Writing                        2:40 pass out homework folders                        2:45-3:30 homework</p>	<p>12:40-1:15 Science / History                      Muscles and Bones packet (Evan Moor)                      Social Studies                      Maps: Lesson 18                      Picturing North America Pass out both papers for students, they need to put their names on both papers. Read info to students from Teacher sheet. Go over "introducing vocabulary" from teacher sheet. Show students to write these terms in on their map. Guide students to correct answers, have them write them down. (see answer sheet)                      2:00-2:30 SEL                      2:40 pass out homework folders                      2:45-3:30 homework</p>	<p>12:45-1:30 pm                      Science Book pages E44-E47                      Physical Changes in matter                        Art 1:30-2:15                        2:15-2:35 Opera Writing                        2:40 pass out homework folders                        2:45-3:30 homework</p>	<p>12:45-1:15 Opera Writing                        1:30-2:30 Work on whatever not completed during the week.                        2:15-2:45 PE                        2:50 pass out homework folders</p>

3:45 – 4:00 pm Grade Papers, prepare future week's work

Arizona's English Language Arts Standards -4<sup>th</sup> Grade

Reading Standards: Foundational Skills

Phonics and Word Recognition

4.RF.3

Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.  
a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.  
b. Apply knowledge of the six syllable patterns to read grade level words accurately.  
c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.

Fluency

4.RF.4

Read with sufficient accuracy and fluency to support comprehension.  
a. Read grade-level text with purpose and understanding.  
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Arizona's English Language Arts Standards – 4<sup>th</sup> Grade

Reading Standards for Informational Text

Key Ideas and Details

4.RI.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4.RI.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.

Integration of Knowledge and Ideas

4.RI.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.8

Explain how an author uses reasons and evidence to support particular points in a text.

4.RI.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

4.RI.10

By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

<b>4.NBT.B</b> Use place value understanding and properties of operations to perform multi-digit arithmetic.	<b>4.NBT.B.4</b>	Fluently add and subtract multi-digit whole numbers using a standard algorithm.
	<b>4.NBT.B.5</b>	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**Operations and Algebraic Thinking (OA)**

<b>4.OA.A</b> Use the four operations with whole numbers to solve problems.	<b>4.OA.A.1</b>	Represent verbal statements of multiplicative comparisons as multiplication equations. Interpret a multiplication equation as a comparison (e.g., 35 is the number of objects in 5 groups, each containing 7 objects, and is also the number of objects in 7 groups, each containing 5 objects).
	<b>4.OA.A.2</b>	Multiply or divide within 1000 to solve word problems involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison). <i>See Table 2.</i>
	<b>4.OA.A.3</b>	Solve multistep word problems using the four operations, including problems in which remainders must be interpreted. Understand how the remainder is a fraction of the divisor. Represent these problems using equations with a letter standing for the unknown quantity.
<b>4.OA.B</b> Gain familiarity with factors and multiples.	<b>4.OA.B.4</b>	Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.
<b>4.OA.C</b> Generate and analyze patterns.	<b>4.OA.C.5</b>	Generate a number pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself and explain the pattern informally (e.g., given the rule “add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers).
	<b>4.OA.C.6</b>	When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Number and Operations in Base Ten (NBT)**

*Note: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.*

<b>4.NBT.A</b>	<b>4.NBT.A.1</b>	Apply concepts of place value, multiplication, and division to understand that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
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<b>Generalize place value understanding for multi-digit whole numbers.</b>	<b>4.NBT.A.2</b>	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
	<b>4.NBT.A.3</b>	Use place value understanding to round multi-digit whole numbers to any place.

<b>4.NBT.B</b> Use place value understanding and properties of operations to perform multi-digit arithmetic.	<b>4.NBT.B.4</b>	Fluently add and subtract multi-digit whole numbers using a standard algorithm.
	<b>4.NBT.B.5</b>	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
	<b>4.NBT.B.6</b>	Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

### Number and Operations – Fractions (NF)

*Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.*

<b>4.NF.A</b> Extend understanding of fraction equivalence and ordering.	<b>4.NF.A.1</b>	Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to understand and generate equivalent fractions.
	<b>4.NF.A.2</b>	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators and by comparing to a benchmark fraction). a. Understand that comparisons are valid only when the two fractions refer to the same size whole. b. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions.
<b>4.NF.B</b> Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.	<b>4.NF.B.3</b>	Understand a fraction $a/b$ with $a > 1$ as a sum of unit fractions ( $1/b$ ). a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 2/8 + 1/8$ ; $2 \frac{1}{8} = 1 + 1 + 1/8$ or $2 \frac{1}{8} = 8/8 + 8/8 + 1/8$ ). c. Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each mixed number with an equivalent fraction). d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
	<b>4.NF.B.4</b>	Build fractions from unit fractions. a. Understand a fraction $\frac{a}{b}$ as a multiple of a unit fraction $\frac{1}{b}$ . In general, $\frac{a}{b} = a \times \frac{1}{b}$ . b. Understand a multiple of $\frac{a}{b}$ as a multiple of a unit fraction $\frac{1}{b}$ , and use this understanding to multiply a whole number by a fraction. In general, $n \times \frac{a}{b} = \frac{n \times a}{b}$ . c. Solve word problems involving multiplication of a whole number by a fraction. <i>For example, if each person at a</i>



		<i>party will eat <math>\frac{3}{8}</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>
<b>4.NF.C</b> <b>Understand decimal notation for fractions, and compare decimal fractions.</b>	<b>4.NF.C.5</b>	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 (tenths) and 100 (hundredths). <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</i> (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators, in general, is not a requirement at this grade.)
	<b>4.NF.C.6</b>	Use decimal notation for fractions with denominators 10 (tenths) or 100 (hundredths), and locate these decimals on a number line.
	<b>4.NF.C.7</b>	Compare two decimals to hundredths by reasoning about their size. Understand that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ .
<b>Measurement and Data (MD)</b>		
<b>4.MD.A</b> <b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>	<b>4.MD.A.1</b>	Know relative sizes of measurement units within one system of units which could include km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit and in a smaller unit in terms of a larger unit. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), (2,24), (3,36).</i>
	<b>4.MD.A.2</b>	Use the four operations to solve word problems and problems in real-world context involving distances, intervals of time (hr, min, sec), liquid volumes, masses of objects, and money, including decimals and problems involving fractions with like denominators, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using a variety of representations, including number lines that feature a measurement scale.
	<b>4.MD.A.3</b>	Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts including problems with unknown side lengths. <i>See Table 2.</i>
<b>4.MD.B</b> <b>Represent and interpret data.</b>	<b>4.MD.B.4</b>	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
<b>4.MD.C</b> <b>Geometric measurement: Understand concepts of angle and measure angles.</b>	<b>4.MD.C.5</b>	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:  a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.  b. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.
	<b>4.MD.C.6</b>	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.C (cont.)	4.MD.C.7	Understand angle measures as additive. (When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.) Solve addition and subtraction problems to find unknown angles on a diagram within mathematical problems as well as problems in real-world contexts.
<b>Geometry (G)</b>		
4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
	4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size (e.g., understand right triangles as a category, and identify right triangles).
	4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Life Science Standards	Crosscutting Concepts & Background Information for Educators
<p data-bbox="58 673 184 699">4.L4U1.11</p> <p data-bbox="58 735 783 802"><b>Analyze and interpret</b> environmental <b>data</b> to demonstrate that species either adapt and survive or go extinct over time.</p>	<p data-bbox="823 673 1077 699"><b><u>Crosscutting Concepts:</u></b></p> <p data-bbox="823 729 1692 792">Patterns, Cause and Effect, Scale, Proportion and Quantity; <b>Systems and System Models</b>; <b>Energy and Matter</b>; Structure and Function; <b>Stability and Change</b><sup>4</sup></p> <p data-bbox="823 878 1104 904"><b><u>Background Information:</u></b></p> <p data-bbox="823 933 1717 1208">When the <b>environment changes</b> in ways that affect a place’s physical characteristics, <b>temperature</b>, or availability of <b>resources</b>, some <b>organisms survive</b> and <b>reproduce</b>, others move to new locations, yet others move into the transformed environment, and some die. <sup>4</sup> (p. 155) <b>Fossils</b> provide evidence about the types of organisms (both visible and microscopic) that lived long ago and also about the nature of their environments. Fossils can be compared with one another and to living organisms according to their similarities and differences. <sup>4</sup> (p. 162) Changes in an organism’s <b>habitat</b> are sometimes <b>beneficial</b> to it and sometimes <b>harmful</b>. <b>For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</b> <sup>4</sup> (p. 165)</p>

Core Ideas for Knowing Science*	Core Ideas for Using Science*
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### **Physical Science**

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

### **Earth and Space Science**

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

### **Life Science**

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.

U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

**\*Adapted from *Working with Big Ideas in Science Education*<sup>2</sup>**