

Mrs. Ranara		4 <sup>th</sup> Grade		SY 2019-2020	3 <sup>rd</sup> Q.	Week 6
February		24	25	26	27	28
SUBJECTS		Monday	Tuesday	Wednesday	Thursday	Friday
MATH	<ul style="list-style-type: none"><li>• Add and Subtract Mixed Numbers p. 304</li><li>• Tsw: add and subtract mixed numbers with like denominators.</li><li>• Review how to add and subtract like fractions.</li><li>• Discuss the steps on how to add mixed numbers with same denominators.</li><li>• Stress the importance of simplifying the answers.</li><li>• Classwork: white board drill</li><li>• Eval: Independent work</li><li>• HW: Worksheet</li></ul>	<ul style="list-style-type: none"><li>• Review how to add and subtract like fractions.</li><li>• Discuss the steps on how to add mixed numbers with same denominators.</li><li>• Stress the importance of simplifying the answers.</li><li>• Classwork: white board drill</li><li>• Eval: Independent work</li></ul>	* <b>SCHOOL MASS: ASH WEDNESDAY</b>	SM: Simplifying Improper Fractions *Tsw: simplify improper fractions *Review how to simplify fractions. *Discuss how to simplify improper fractions *Guided practice *Independent work • HW: Worksheet	<ul style="list-style-type: none"><li>• Review this week's lessons</li></ul> Weekly test	
	SCIENCE	SM: Facts About Weather Tsw: learn some important facts about weather. *Differentiate weather from climate. *Name some facts that they know about weather. *Name the things that affect weather.	<ul style="list-style-type: none"><li>• Review yesterday's lesson.</li><li>• Classwork: Sum it up p. 354, word play p. 355, apply concepts p. 356-358</li><li>• Eval: Explain the role of the sun in the water cycle. HW: Use an online encyclopedia of nonfiction books to</li></ul>	<ul style="list-style-type: none"><li>• SM: Types of Weather p. 359-363</li><li>• Tsw: describe the composition of the atmosphere.</li><li>• Engage your brain activity on p. 359: "What causes rain to fall?"</li><li>• Lesson vocabulary: weather, humidity, air pressure</li></ul>	• Discuss facts about tornadoes.	<ul style="list-style-type: none"><li>• Review this week's lessons.</li><li>• Weekly test</li></ul>

	<p>*Identify some weather instruments and their uses.</p> <p>*Guided practice: Students will work with a partner to answer some questions about weather.</p> <p>*Eval: Q and A</p>	<p>find out more about how people use water and the importance of clean water to living things.</p>	<ul style="list-style-type: none"> <li>• Active reading: Read and annotate with notes and marks that will help them with comprehension.</li> <li>• Discussion</li> <li>• Classwork: Oral</li> <li>• Eval: Summarize ideas</li> <li>• HW: Answer the "review portion" on p. 361 &amp; 362</li> </ul>		
READING	<ul style="list-style-type: none"> <li>• SM: Reading Comprehension Activities</li> <li>• Tsw: read and answer questions after each selection.</li> <li>• Students will read and annotate articles, short stories, and poems.</li> <li>• Students will answer questions after reading.</li> </ul>	<ul style="list-style-type: none"> <li>• SM: Reading Comprehension Activities</li> <li>• Tsw: read and answer questions after each selection.</li> <li>• Students will answer questions after reading.</li> <li>• HW: Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• SM: Reading Comprehension Activities</li> <li>• Tsw: read and answer questions after each selection.</li> <li>• Students will read and annotate articles, short stories, and poems.</li> <li>• Students will answer questions after reading.</li> <li>• Guided practice: Rereading the selection and answer multiple choice questions.</li> <li>• Eval: Directed questioning</li> </ul>	<ul style="list-style-type: none"> <li>• SM: Reading Comprehension</li> <li>• Tsw: read and answer questions after each selection.</li> <li>• Students will read an article and answer some questions that follow.</li> <li>• Guided work</li> <li>• Eval: Quiz</li> <li>• HW: Worksheet: Biography of George Washington</li> </ul>	Weekly Test Comprehension
ELA	<p>SM: Letter Parts p. 304</p> <p>*Tsw: create a letter by writing it in correct form.</p>	<p>*Review the parts of a letter.</p> <p>*Discuss the correct format of a letter.</p>	<ul style="list-style-type: none"> <li>• Review parts of a letter.</li> <li>• Read the letter sent to them by a classmate.</li> <li>• Introduce the word: persuasive.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of yesterday's lesson.</li> <li>• Read their letters to class.</li> </ul>	<ul style="list-style-type: none"> <li>• Review parts of a letter.</li> <li>• Weekly test</li> </ul>

	<ul style="list-style-type: none"> <li>*Students talk about letters they received/sent.</li> <li>*Discuss the parts of a letter.</li> <li>*Stress the use of commas on the heading, greeting, and closing.</li> <li>* Explain that the first word of the body of the letter must be indented and to maintain bigger margin on the left and smaller on the right.</li> <li>*Eval: Q and A</li> </ul>	<ul style="list-style-type: none"> <li>*Students will compose a friendly letter to their chosen friend.</li> <li>*Eval: T. O.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will think of a topic to write about</li> <li>• Paired work: Each pair will create a letter to persuade the other groups to read books. Students will include the advantages of why reading is important.</li> <li>• Eval: T.O.</li> </ul>		
RELIGION	<ul style="list-style-type: none"> <li>• SM: Ash Wednesday/Lent p. 232-235</li> <li>• Tsw: learn that Ash Wednesday is the beginning of Lent.</li> <li>• Talk about what they know about Ash Wednesday.</li> <li>• Discuss what Ash Wednesday is and where the ashes come from.</li> <li>• Talk about what the priests say as they impose ashes on our forehead.</li> <li>• Classwork: Artwork</li> <li>• Homework: Research work: Print out more information about Ash Wednesday.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall what was discussed yesterday about Ash Wednesday.</li> <li>• Students share what they know about Lent.</li> <li>• Group work: Create a sentence or acronym using L E N T.</li> <li>• Introduce the season of Lent on p. 231.</li> <li>• Read and discuss the Chapter story.</li> <li>• Proclaim the words on the banner.</li> <li>• Eval: Faith response: Choose a way to follow Jesus during Lent.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss pages 232-233.</li> <li>• Discuss what is needed for growth in the We Gather questions.</li> <li>• Read and discuss the We Believe text about the focus of Lent.</li> <li>• Classwork: Complete the Lenten plans.</li> <li>• Classwork: Group work; Do the activity on p. 233.</li> <li>• Eval: T. O.</li> <li>HW: Journal writing: Compare and contrast abstinence and fasting.</li> </ul>	<ul style="list-style-type: none"> <li>• Present what answers they came up about the activity on p. 233.</li> <li>• Students share ideas about St. Joseph.</li> <li>• Read and discuss about St. Joseph on p. 234.</li> <li>• Discuss the way people honor him.</li> <li>• Stress that St. Joseph showed strength of character in his firm trust in God's Word. Point out that Italian-American devotion to St. Joseph is only one example of the many Catholics around the world who honor St. Joseph.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and test</li> </ul>

				<ul style="list-style-type: none"> <li>• Classwork: We Respond in prayer p. 235</li> <li>• Eval: Show what you know p. 236</li> </ul>	
<b>SOCIAL STUDIES</b>	<ul style="list-style-type: none"> <li>• SM: Texas Goes to War p. 230-235</li> <li>• Tsw: evaluate the role of Texas men and women in the civil war.</li> <li>• Voc: cavalry, blockade, Emancipation Proclamation</li> <li>• Understanding the big picture: Explain to the students that because Texas was such a large state, there were many men from Texas in the Confederate Army.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the fighting forces in Texas.</li> <li>• Classwork: Enumerate the ways how people remaining at home could help the war effort.</li> <li>• Eval: T. O.</li> <li>• HW: Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• SM: Reconstruction p. 236</li> <li>• Tsw: explain how the Freedmen's Bureau helped African Americans.</li> <li>• Explain to the students that laws of Reconstruction were enacted to help the country rebuild itself after the war. Not only did lives need to be redirected, but much of the south needed to be rebuilt.</li> <li>• Eval: Q and A</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of yesterday's lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and Test</li> </ul>
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	<b>WEEKLY SPELLING WORDS: Vocabulary Workshop Unit 5</b>				
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