Reading Curriculum Guide Grade 4

Week 11 \* new to quarter

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES****ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| Continue:\***RI4.3** Explain events, procedures, ideas, or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**Maintain:**RL4.1 RL4.2RL.4.3RI 4.5RL.4.6 | Understand and recognize common graphic features (e.g., charts, maps, diagrams, illustrations)Understand and recognizecommon organizational structures (e.g., chronological order, cause and effect)Take notes recognizing the difference between important facts and details and extraneous ones Use specific details from text when explaining events, procedures, ideas, and concepts**ACADEMIC VOCABULARY:**article, concept, events, historical text, idea, procedure, scientific text, sequence, supporting detailtechnical text | **Short reading text:** **Fiction:** Reading Street Unit 5: Antarctic Journal**Nonfiction:** Scholastic News**Reading Comprehension Skill Focus:** Summary and Main Idea of Historical, Scientific, or Technical Text**Guided Reading Novels:** See Quarterly Book List**Leveled Texts:**Basal Leveled Readers**Weekly Read Aloud**:In Florida, the Natives Are Restless (*New York Times Great Read Alouds)* <http://www.nytimes.com/2011/05/19/us/19gator.html>**Poem of the Week:** Humanity by Elma Stuckey**Materials:** -Powerful Vocabulary for Reading Success: Unit 10 The Great Detective–Words in context, Antonyms to Know-Common Core Coach ELA 4:Lesson 4:Reading Historical Nonfiction -Common Core Coach ELA 4: Lesson 9: Reading Technical Texts-Common Core Coach ELA 4: Lesson 11: Reading Scientific Nonfiction**Assessment:**-Case21 Assessment | See ReadWorks for additional passages and lessons listed by standard:<http://www.readworks.org/user/alignment> |

Math Curriculum Map: GRADE 4

Quarter 2 Week 2

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS/RESOURCES/ACTIVITIES****ASSESSEMENTS**  | **NOTES** |
| **NBT.6** Find whole-number quotients and remainders with up to four- digit dividends and one- digit divisors, usingstrategies based on place value.**4. OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in while remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | **Divide Two-Digit Numbers****Interpreting Remainders****Vocabulary**DivideDivisorDividend QuotientPartial Products RemainderInterpret | **NCCM**: Unit 11 **enV: Topic** 8:  **Lesson** 3 – 5**Review Games:**http://mrmaffesoli.com/printables/http://mrmaffesoli.com/printables/http://www.henryanker.com/4th\_Activities.**Printed Resources:** Stretch Math 29-31Case 21Center Activitiesenvision – Quick Check, Reteach, Enrichment, Daily Spiral ReviewEvenly DividedDividing Whole NumbersRemainders Game**Math Journaling:**1. Thirty Seven children will ride the bus to the pool. Each seat will hold 3 children. How many seats will be needed for the children? Calculate and draw a picture to prove your answer.
2. A photographer has 24 photos to hang on the wall. How many different ways can she arrange the photos on the wall? Illustrate all of the arrangements.
3. Hotdogs are sold in packs of 8 and hotdog buns are sold in packs of 10. How many packs of hot dogs and how many packs of buns are needed to feed 60 if each person will eat 2 hot dogs in buns. Prove your answer with a picture.
 | **Illustrate and explain the calculation b**y **using equations, rectangular arrays, and/or area models.**  |

Language Arts Curriculum Guide Grade 4

Week 11

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES****ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| **W.4.2.a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**L.1.e** Form and use prepositional phrases. | **Writing Focus:** Topic**Grammar Focus**: Prepositional PhrasesACADEMIC VOCABULARY: topic, paragraphs, formatting, heading, subheading, prepositional phrases.* Writing organization
* Format paragraphs using headings
* Clearly introduce and develop a topic
* Correctly use and include prepositional phrases in writing
 | **Writing Materials:****-**Writing Topic Sentences-LearnZillion Lesson-Organize Ideas in Informational Writing Using Headings (quick code: LZ1092)-LearnZillion Lesson-Write an Introduction for an Informational Text (quick code: LZ1090)-LearnZillion Lesson-Writing a Strong Opening (quick code: LZ636)-LearnZillion Lesson-Group Research Into Categories to Plan Informational Writing (quick code: LZ1089)-LearnZillion Lesson-Write a Response Using Evidence from the Text (quick code: 668)-Triumph Learning Common Core Coach-Writing Informative/Explanatory Texts pg. 189**Empowering Writers:**-Month 1-Lesson 5 p.51-Month 1-Lesson 6&7 p.59-Month 2-Lesson 2 p.90-Month 4-Lesson 10 p.273-Month 5-Lesson 1 p.287-Month 5-Lesson 6 p.333-Month 6-Lesson 11 p.429**Grammar Materials:**-Case 21 Grammar Assessment-Add the Prepositions to Complete the Story worksheet-Prepositional Phrases II worksheet-Common Prepositions worksheet-Prepositions worksheet<http://www.ereadingworksheets.com/free-grammar-worksheets/prepositions-worksheet.pdf>-Prepositions Powerpoint/Grammar Resources<http://www.ereadingworksheets.com/languageartsworksheets/parts-of-speech-worksheets/>**Grade 4 Grammar and Writing Book:**194-197**Word Study and Spelling Practice Book:** Words with *ear, ir, our, ur* (p.37-40) | **Online Expository Writing Source:**<http://www.greatsource.com/iwrite/tutorials/microsoft_learning_essentials/SCHOOL~2.HTM> |

Social Studies Curriculum Guide Grade 4

Second Quarter Weeks 2 & 3

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS /RESOURCES ACTIVITIES / ASSESSMENTS** | **NOTES** |
| 4. H.1.4: Analyze North Carolina’s role in major conflicts and wars from the Pre-Colonial period through Reconstruction. | **The student will understand**:Political, economic and cultural conditions can create conflict and war.Conflict and wars can impact the culture, economics and politics of a society.Individuals and groups can play a role in determining the outcome of conflicts and wars. North Carolina’s role in major conflicts and wars (e.g., American Revolution, Civil War).The role that various groups and individuals played in major conflicts and wars (Loyalists and Patriots, women, Scotch-Irish, African Americans, American Indians, Confederates, Zebulon Vance, Nathanael Green, Penelope Baker).The position North Carolina took in major political and economic conflict Revolutionary War (Spread of slavery, American System, Secession, Reconstruction)How and why various political and military events affected different regions in North Carolina.**For example:** The Regulator movement, a political event that was a rebellion initiated by residents of the colony’s inland region. They believed the royal government was charging them excessive fees. The movement’s name refers to the desire of these citizens to regulate their own affairs.**For example:** A military event that took place on October 7, 1780 at King’s Mountain where American frontiersmen defeated the British at a critical point during the American Revolution. | **Textbook:** Chapters 6, 7, 8**Write to Learn:**- King George to close the Port? **ReadWorks:** Nonfiction 830L “Colonization & Revolutionary War Background to the Colonies” | **Field Trip Ideas\***[House in the Horseshoe](http://www.nchistoricsites.org/town/town.htm)\*[Guilford Courthouse](http://www.nps.gov/guco/index.htm)\*[Bentonville Courthouse](http://www.nchistoricsites.org/bentonvi/bentonvi.htm) |

Science Curriculum Guide Grade 4

2nd Quarter Week 2 Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES****ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| 4.P.1 Explain how various forces affect the motion of an object4.P.1.2 Explain how electrically charged objects push or pull on other electrically charged objects and produce motion**Unpacking Standard**4. P.1.2 Students know that an object that has been electrically charged pulls or pushes on all other charged objects and that this can result in motion. Students know that electrical charges can result in attraction, repulsion or electrical discharge.4. P.2 Understand the composition and properties of matter before and after they undergo a change or interaction.4.P.2.1 Compare the physical properties of samples of matter(strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire)**Unpacking Standard:**4. P.2.1 Students know that samples of matter have many observable properties that can be measured. Students know that samples of matter can be described according to the characteristics of the materials they are made from. Students are familiar with, and can test for the following properties: strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water (dissolve) and heat/fire (melt, evaporate). | Forces and Motion**Concept:** Static Electricity and Magnetism**Essential Question:** What is static electricityWhen does a static charge build up on an object?What happens when a static charge builds up on a object/What is an example from nature of static electricity?**Academic Vocabulary:**Contact, Electric, Electron, Energy, Friction, Lightning, Negative charge, Particle, Positive charge, Static electricity, Stored energy, Neutron, proton | Discovery Education Reading PieceA Floating Train**BrainPop:** \*BrainPop Jr. How Strong are Different Magnets?Electromagnetism- extension**Hands On:**Refer to essentially [Cty. Science Wiki](http://lcsessentiallyscience.wikispaces.com/4th%2BGrade%2BScience) \*Charged Balloon: Science Experiment with Gelatin\* static/basic electrical circuits through inquiry activity- part of “Electricity Day”\*Create an electromagnet (enclosed)\*Explore the concept of how a battery works using the Environ Battery\* Build simple circuits\*Observing Static Electricity Chart (enclosed)\* Build a raised race course with old Matchbox cars or paperclips, and plastic racetrack from a kids set. Use magnets to move “car” by pulling the magnet underneath the track.**Videos**:\*DE Videos on Magnets and Electricity\*DE’s MythBusters: Electricity: Franklin’s Kite\*YouTube’s [Bill Nye ElectricityVideo](http://www.youtube.com/watch?v=rg-XFXdtZnQ)**Reading:**\*Working With Electricity and Magnetism (Small Green Book)**\*Kids Discover Magazine**: Electricity (if you have them)**Write to Learn**: \*What are simple circuits?\*What are complex circuits?**Assessments:**\*Teacher Observation of experiments\*Make a list of 3 instances where static electricity can happen. Pi ck one event and explain in detail how it happens. Be sure to include vocab words\*DE Brief Constructed Response on Static Electricity included sheet or site\*DE Energy in the Classroom (included) |  |