

# Hembree Springs ES Continuous Learning Plan for Families

Grade Four

Week of September 28, 2020

**Weekly message/overview:** Welcome back! This week we will apply what we've learned about characters in fiction, rounding in larger numbers, review sentence types and end punctuation, and begin studying the causes of the American Revolution. We look forward to seeing you every day!

**Small Group Work:** Your teacher will schedule small group work from time to time and will let you know when you are scheduled.

| Weekly Learning Targets:  | Day/Date                   | Math<br>8:00 – 9:15<br>(remote 8:20 – 9:15)  | Reading/<br>Language Arts<br>9:15 – 11:15<br>(remote 9:45 – 10:45)  | Social Studies<br>1:00 – 1:45<br>(remote 1:00 – 1:30)  | Student Success Skills/Social Emotional<br>7:40 – 7:55   | To be turned in:   |
|---|----------------------------|--|---|--|--|--|
| <p>Reading/<br/>Language Arts:<br/>"I can explain what characters are like and why they do what they do"<br/>"I can correctly use end punctuation on different types of sentences"</p> <p>Math:<br/>"I can use place value to compare and</p> | <p>Monday<br/>Sept. 28</p> | <p>Lesson:<br/>Teacher will review rounding to different place values, forms of numbers, and the 10x effect of place value using a powerpoint on place value</p> <p>Assignment/Independent work:</p> | <p>Lesson: Setting of a fiction story: How the location, time, and mood of a story affect events and characters; teacher will use fiction pieces to model and help students practice identifying settings and how they affect</p> | <p>Lesson: Teacher will introduce the Sons and Daughters of Liberty groups and the class will explore their connection to the American Revolution. Teacher will introduce the Textbook, p. 33, and the class will summarize what they did in the revolution.</p> | <p>Lesson:<br/>Morning Meeting -- share the highlights of our weekend, what we are looking forward to this week; community building.</p> | <p><input type="checkbox"/> iReady -- 45 minutes weekly each for reading and math – this includes any lessons you have been assigned</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> |

|  |                             |   |   |  |  |  |
|--|-----------------------------|---|---|--|--|--|
| <p>order numbers, and to round numbers to any given place”</p> <p>Social Studies: “I can explain the causes of the American Revolution.”</p> <p>SEL lesson focus: Self-Awareness</p> |                             | <p>Complete the Special Number assignment in Teams</p> <p>Small Groups: By arrangement with the teacher</p> | <p>understanding of the fiction piece. Students will watch the BrainPop Jr. on Setting.</p> <p>Assignment/Independent work: Students will match passages with settings in an assignment in Teams</p> <p>Small Groups: By arrangement with the teacher</p> |  |  |  |
|  | <p>Tuesday<br/>Sept. 29</p> | <p>Assessment: Test on skills learned to date</p> <p>Small Groups: By arrangement</p>                       | <p>Lesson: Continuing introduction to setting using 5.22 in Reading Strategies book (Vivid Setting</p>  | <p>Lesson: Using Image Gallery in Gallopade, teacher will introduce the Boston Massacre and the two primary source</p> | <p>Lesson: Teacher will present a video and facilitate discussion about recognizing your own</p> | <p>□ iReady -- 45 minutes weekly each for reading and math – this includes any lessons</p> |

|  |                    |  |  |  |   |  |
|--|--------------------|--|--|--|---|--|
|  |                    | with the teacher   | <p>Description and Impact on Character)</p> <p>Assignment/ Independent work: Reading Comprehension assignment in Teams (due Friday)</p> <p>Small Groups: By arrangement with the teacher</p> | <p>accounts of those events; teacher facilitates class discussion and completion of SS textbook p. 30 (2 days)</p> <p>Link: Clickbook on "The Townshend Acts and the Boston Massacre"</p> <p>Assignment: Clickbook</p> | <p>character strengths ("What's Your Superpower?")</p>  | <p>you have been assigned</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>  |
|  | Wednesday Sept. 30 | <p>Lesson: Students will complete the "Am I Ready" pre-assessment on p. 55 of the math textbook</p> <p>Assignment: complete any outstanding iReady</p> | <p>Lesson: Introduction to story plot using Reading Strategies 5.4 (story mountain, story as a roller coaster); teacher will use a fiction work to demonstrate the cycle of a</p>            | <p>Lessons: Using Image Gallery in Gallopade, teacher will introduce the Boston Massacre and the two primary source accounts of those events; teacher facilitates class discussion and</p>                             | <p>Lesson: The teacher will facilitate the "my super strengths" activity, adapted for remote learning</p> | <p><input type="checkbox"/> iReady -- 45 minutes weekly each for reading and math – this includes any lessons you have been assigned</p> <p><input type="checkbox"/></p> |

|  |                                   |  |  |  |   |  |
|--|-----------------------------------|--|--|--|---|--|
|  |                                   | <p>lessons, then continue iReady learning path</p> <p>Small Groups: By arrangement with the teacher</p>  | <p>story with beginning, rising action, climax, falling action and resolution</p> <p>Assignment: Reading Comprehension assignment in Teams (due Friday)</p> <p>Small Groups: By arrangement with the teacher</p> | <p>completion of SS textbook p. 30 (2 days)</p> <p>Assignment: Clickbook on Townshend Acts and Boston Massacre</p>                             |   |  |
|  | <p>Thursday Oct. 1</p> <p>TAG</p> | <p>Lesson: Teacher will introduce the vocabulary for the addition and subtraction unit; page 61 in textbook. Students will update their math</p> | <p>Lesson: BrainPop Jr video on plot; class will watch and discuss video, then review story mapping using the mountain model; students will</p>  | <p>Lessons: The Townshend Acts and the Boston Massacre; teacher will facilitate exploration of these two events in the Gallopade Clickbook</p> | <p>Lesson: Teacher will remind students about the online journal and students will add to their existing journal, making a list of ways their</p> | <p><input type="checkbox"/> iReady -- 45 minutes weekly each for reading and math – this includes any lessons you have been assigned</p> <p><input type="checkbox"/></p> |

|  |                      |   |  |   |  |  |
|--|----------------------|---|--|---|--|--|
|  |                      | <p>notebooks to include vocabulary.</p> <p>Assignment: Complete the Special Number assignment in Teams</p> <p>Small Groups: By arrangement with the teacher</p> | <p>practice mapping stories read in class</p> <p>Assignment/ Independent work: Reading Comprehension assignment in Teams (due Friday)</p> <p>Small Groups: By arrangement with the teacher</p> | <p>Assignment: Clickbook on Townshend Act and Boston Massacre</p>   | <p>character super power can help others.</p>  |  |
|  | <p>Friday Oct. 2</p> | <p>Math Game Day: students will play games to practice addition and subtraction as instructed by teacher</p> <p>Small Groups: By arrangement</p>                | <p>Give ELA Interim in Illuminate</p> <p>Read Aloud Friday:</p> <p>Continue read aloud book, <u>Superfudge</u></p>   | <p>Lesson: The class will watch videos on the Sons of Liberty and the Stamp Act from studies weekly, and complete the Clickbook assignment.</p> | <p>Lesson: Morning Meeting -- share the highlights of our week, what we have learned and how we can use it, and what we are looking forward to</p> | <p>☐ iReady -- 45 minutes weekly each for reading and math – this includes any lessons you have been assigned</p> <p>☐ Turn in Clickbook</p> |

|  |  |                  |   |  |   |   |
|--|--|------------------|---|--|---|---|
|  |  | with the teacher | Remember, Reading Comprehension assignment in Teams is due today.<br><br>Then continue working on assignments from this week, iReady lessons for the week, or other assigned work |  | next week. We can share our "glow and grow" for the week. | on The Townshend Acts and the Boston Massacre |
|--|--|------------------|---|--|---|---|

Reminders: If you aren't coming into the school, log in for remote learning every day! The times have changed – check this schedule at the top and Mrs. Smith's email. Remember to read for 20 minutes daily!

Troubleshooting: Universal Remote Learning Hotline (9 AM – 3:30 PM) -- (470)254-2300

Specials Schedule and Links: <https://bit.ly/3jbEISI>

Teacher contact information: [groeneveld@fultonschools.org](mailto:groeneveld@fultonschools.org), [mertz@fultonschools.org](mailto:mertz@fultonschools.org), [philpottm1@fultonschools.org](mailto:philpottm1@fultonschools.org), [walkers3@fultonschools.org](mailto:walkers3@fultonschools.org); [hajjardm@fultonschools.org](mailto:hajjardm@fultonschools.org); [watrye@fultonschools.org](mailto:watrye@fultonschools.org); [johnsons20@fultonschools.org](mailto:johnsons20@fultonschools.org)