



Grades 4 Daily Home Learning Grid

Tuesday, May 5, 2020

LIVE CLASS SCHEDULE		
Lesson Objective	Activities	Resources
	<p><u>MT meeting times this week, May 4 - 9:</u></p> <ul style="list-style-type: none"> - Monday, 10:00: - Numeracy - Group 1 Live Class - Monday, 11:00 - Numeracy - Group 2 Live Class - Tuesday, 9:00am: - Morning check-in - Tuesday, 10:00: - Literacy - Group 1 Live Class - Tuesday, 11:00 - Literacy - Group 2 Live Class - Wednesday, 10:00: - Numeracy - Group 1 Live Class - Wednesday, 11:00 - Numeracy - Group 2 Live Class - Thursday, 10:00: - Literacy - Group 1 Live Class - Thursday, 11:00 - Literacy - Group 2 Live Class - Friday, 9:00am: - Morning check-in 	<ul style="list-style-type: none"> - Access to internet - Computer / Device - Microsoft Team

GRADE 4: REMOTE LEARNING GROUPS	
GROUP 1	GROUP 2
Dejon, Samita, Ledger, Sean, Max, Joshua, Isabella, Kylie, Nate, Annabelle	Daniel, Sienna, Grayce, Jaidon, Leah, Jahmai, Nathan, Addison, Nevaeh, Rogan

BIBLE		
Lesson Objective	Activities	Resources
<p>Students will:</p> <ul style="list-style-type: none"> - Categorize sins as either doing wrong on purpose or failing to do wrong on purpose or failing to do right 	<p>Bible: 11.2 - LIVE DEVOTION CHECK-IN</p> <p>Live check-in meeting: 9:00 am Zoom Meeting: https://us02web.zoom.us/j/9474105316</p> <p><u>Come prepared with your Bible books, a pencil, and a pen.</u></p> <p>ACTIVITY 1:</p> <ul style="list-style-type: none"> - Listen to the attached link on the sin nature: - https://youtu.be/6Cdh5GZjn_E <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> - Complete page 42 together, discussing: - 1-4: Put a check mark in the column that better describes the sin shown in the sentence. Was it a Sin that was done on purpose? Or was it a sin by simply choosing not to do the right? - On Your Own, Use the code to find an attitude the leads to sin. 	<ul style="list-style-type: none"> - Access to internet - Laptop/Tablet - Bible

READING		
OBJECTIVES	ACTIVITIES	RESOURCES
<p>Students will:</p> <ul style="list-style-type: none"> - Analyze characters in the novel by identifying character traits and using textual evidence to support their ideas - Form a deeper understanding of the book's characters 	<p>The One and Only Ivan - pages 1-10</p> <p><u>LIVE TEACHING</u></p> <p>-10am to 10.40am: Group 1</p> <ul style="list-style-type: none"> -Dejon, Samita, Ledger, Sean, Max, Joshua, Isabella, Kylie, Nate, Annabelle <p>-11am to 11.40am: Group 2</p> <ul style="list-style-type: none"> -Daniel, Sienna, Grayce, Jaidon, Leah, Jahmai, Nathan, Addison, Nevaeh, Rogan -Recordings of our lessons will be loaded onto MT: Grade 4 / Files / Literacy / Daily Lessons <p>ACTIVITY 1:</p> <ul style="list-style-type: none"> - Follow along as we read pages 1-10, together during our live classes - STOP AND THINK: <ul style="list-style-type: none"> - a. Who is Ivan? What do you know about him so far? - b. Describe the setting of the story. - c. Who are the characters that we've been introduced to so far? - d. What does Ivan have to say about anger? <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> - Seesaw: https://app.seesaw.me - Complete the attached student response template, discussing: <ul style="list-style-type: none"> - What did you learn about Ivan? Read the text closely to find evidence about Ivan. <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> - You can listen to my Loom lesson covering pages 1-10 again, if and when you need to review - Loom Reading: https://www.loom.com/share/80ed787cdd7f4044a52331d2439728d3 	<ul style="list-style-type: none"> - Access to internet - Computer / Device

GRAMMAR

OBJECTIVES	ACTIVITIES	RESOURCES
<p>Students will:</p> <ul style="list-style-type: none"> - Distinguish between the homophones its and it's; they're, there, and there; and you're and your 	<p>Grammar: 6.7 - Pronouns and Homophones</p> <p><u>LIVE TEACHING</u></p> <ul style="list-style-type: none"> - 10am to 10.40am: Group 1 - Dejon, Samita, Ledger, Sean, Max, Joshua, Isabella, Kylie, Nate, Annabelle - 11am to 11.40am: Group 2 - Daniel, Sienna, Grayce, Jaidon, Leah, Jahmai, Nathan, Addison, Nevaeh, Rogan - Please have your Literacy composition book, pencil, eraser, and pen available. - Recordings of our lessons will be loaded onto MT: Grade 4 / Files / Literacy / Daily Lessons <p>ACTIVITY 1: [COMPLETE BEFORE LIVE LESSON]</p> <ul style="list-style-type: none"> - Open your composition book to the next clean page. - Follow our usual layout! - Heading: Pronouns Date: May 5, 2020 - Rule off after your heading - Objective: see left column - Have English textbook open to page 218 <p>ACTIVITY 2: [DURING LIVE LESSON]</p> <ul style="list-style-type: none"> - Click the link to join my live lesson - Only join when it is your time slot. - https://us02web.zoom.us/j/9474105316 - We will: - Read and review page 218 and complete Speak Up orally - Watch a BrainPop video on homophones - Complete numbers 8-13 by choosing the correct homophone that best completes each sentence <p>ACTIVITY 3: [AFTER LIVE LESSON]</p> <ul style="list-style-type: none"> - Seesaw: https://app.seesaw.me - On the student response template attached in the Seesaw activity: - A. Select the correct homophone in parenthesis. <p>ACTIVITY 4:</p> <ul style="list-style-type: none"> - Copy down Homophones, Meaning, and Sentence Chart on page 218, into your composition book, summing up today's lesson. 	<ul style="list-style-type: none"> - Access to internet - Computer / Device - English Textbook

NUMERACY		
OBJECTIVES	ACTIVITIES	RESOURCES
To be able to read decimals expressed through thousandths.	<p><u>READING DECIMALS</u></p> <ul style="list-style-type: none"> - You just read the number to the left of the decimal point as normal. - Then you say 'and' for the decimal point. - Then read the number to the right of the decimal point. - When you're done reading the number to the right of the decimal, you just tell everyone what place value you stopped at. <p><u>MENTAL MATHS:</u></p> <ul style="list-style-type: none"> - Log on to I Know It: https://www.iknowit.com/ - Click login [Top right] - Tasks automatically reassign if a student achieves less than 80%. - Class code: fbcs4 - Username: [first name][first letter of last name][fbcs] - Password: fbcs3227 - Complete task: Multiplication and Division Facts Drill (0 -12) <p><u>ACTIVITY 1:</u></p> <ul style="list-style-type: none"> - Watch my Loom video below: - https://www.loom.com/share/370ef376fc864679b999cdee21520858 <p><u>ACTIVITY 2:</u></p> <ul style="list-style-type: none"> - Log on to Seesaw: https://app.seesaw.me/#/login - Complete activity: Numeracy: 1.Reading Decimals - Read the instructions and submit. 	<ul style="list-style-type: none"> - Access to internet - Computer / Device - I Know It - Loom - Seesaw

TECHNOLOGY		
OBJECTIVES	ACTIVITIES	RESOURCES
<p>- Demonstrate the ability to type groups of letters separated by spaces with a focus on speed, accuracy and attempting to not look down at the keyboard</p>	<p>PRIOR KNOWLEDGE:</p> <ul style="list-style-type: none"> - Typing with two hands - Correct hand position on the keyboard - Focusing on speed and accuracy - Trying not to look down at the keyboard where possible - Correct posture: keep back straight and feet flat on the floor <p>ACTIVITY 1:</p> <ul style="list-style-type: none"> - Typing Pal - Exercise 41, 42, 43 <p>STEPS:</p> <ul style="list-style-type: none"> - Click on the link below to access Typing Pal in your browser - https://firstbaptistcs.typingpal.com/ - Enter in your username and password - Click on Exercise 41 or the next blue exercise on your screen (this is the next exercise to do) - <u>If you have already completed these three exercises</u>, please do them again to try and improve on your speed and accuracy - <u>If you are not yet at Exercise 41</u>, please just do your next three exercises (the next three blue ones) - Focus on the above prior knowledge when typing 	<ul style="list-style-type: none"> - Computer / Device - Access to internet - keyboard

TECHNOLOGY		
OBJECTIVES	ACTIVITIES	RESOURCES
<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify actions that correlate to input events. Create an interactive animation using sprites, behaviors and events. 	<p><u>PRIOR KNOWLEDGE:</u></p> <ul style="list-style-type: none"> - Connecting blocks to form code - Reading instructions carefully <p><u>ACTIVITY 2:</u></p> <ul style="list-style-type: none"> - Code.org - Lesson 7 - Practice 1, 2, 3, 4, 5 <p><u>STEPS:</u></p> <ul style="list-style-type: none"> - Click on the link below to access Code.org in your browser - https://studio.code.org/home - Enter in your username and password - Click on Lesson 7 Practice 1 and complete up till practice 5 	<ul style="list-style-type: none"> - Computer / Device - Access to internet