



Grades 4 Daily Home Learning Grid

Tuesday, May 26, 2020

LIVE CLASS SCHEDULE		
Lesson Objective	Activities	Resources
	<p><u>MT meeting times this week, May 25-29:</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 <p>Literacy and Morning Check-In Meeting Link: https://us02web.zoom.us/j/9474105316</p>	<ul style="list-style-type: none"> - Access to internet - Computer / Device - Microsoft Team

BIBLE		
Lesson Objective	Activities	Resources
Students will: - Study lesson review	Unit 12 - Sin's Consequences Review and Assessment ACTIVITY 1: <ul style="list-style-type: none"> - Study the Unit 12 Lesson Review on the blog link above. This will also be saved in MT - Files - Bible - Unit 12 Review - Be prepared for an Assessment on Wednesday, May 27 	<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 108-120</p> <p>LIVE TEACHING: https://us02web.zoom.us/j/9474105316</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: [DURING LIVE LESSON]</p> <ul style="list-style-type: none"> - Listen to my Loom lesson covering pages 108-120 - STOP AND THINK: <ul style="list-style-type: none"> - a. Why did Julia not draw or do any homework while visit the Big Top Mall? - b. Why did Mack not get the vet to come soon to look at Stella's foot? - c. What promise does Ivan make to Stella? - d. Why does Ivan not think that he can keep his promise to Stella? <p>ACTIVITY 2: [AFTER LIVE LESSON]</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"> - Worrying about Stella : - Explain why Julia doesn't do her homework or even draw. - What is the promise that Ivan makes to Stella? <p>ACTIVITY 3: [AFTER LIVE LESSON]</p> <ul style="list-style-type: none"> - Re-listen and read these pages again, so that you can make deeper connections to the novel. - Loom Reading: https://www.loom.com/share/8880409ac84d400ca52f44f019396212 	<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"> Add -er and -est to short adverbs to compare actions Add more and most to adverbs that end in -ly to compare actions 	<p>Unit 7.2 - Comparing with Adverbs</p> <p>LIVE TEACHING: https://us02web.zoom.us/j/9474105316</p> <ul style="list-style-type: none"> -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"> Have your English textbook open to page 238 <p>ACTIVITY 2: [AFTER LESSON]</p> <ul style="list-style-type: none"> Watch Comparing with Adverbs video: https://youtu.be/H5nCrLn11vA In this video, you'll learn that you can make adverbs stronger with "more" and "most," and "er" and "est"! Adjectives are used to compare people places, and things. You can also use adverbs to make comparisons. Add -er to short adverbs to compare two actions. Add -est to compare three or more. One Action: Mr. B runs fast. Two Actions: Ms. Suckoo runs faster than Mr. B does. Three Actions: Caleb runs fastest of all three. For most adverbs that end with -ly, use more to compare two actions. Use most to compare three or more actions. One Action: Mr. B danced gracefully. Two Actions: Ms. Suckoo danced more gracefully than Mr. B does. Three Actions: Hannah danced most gracefully of all. REMEMBER: If the adverb ends in -ly, add more or most in front of it. <p>ACTIVITY 3: [AFTER LESSON]</p> <ul style="list-style-type: none"> Login at goformative.com Click "Grade 4: Grammar - Comparing with Adverbs" Complete this practice page, (this is not an assessment!) Try your best and apply what you have just learned. 	<ul style="list-style-type: none"> Access to internet Computer / Device Grammar Textbook

NUMERACY

OBJECTIVES	ACTIVITIES	RESOURCES
<p>To be able to add and subtract with decimals.</p>	<p><u>ADD AND SUBTRACT DECIMALS</u></p> <ul style="list-style-type: none"> - To add decimals, follow these steps: - Write down the numbers, one under the other, with the decimal points lined up. - Put in zeros so the numbers have the same length. - Then add using <u>column addition</u>, remembering to put the decimal point in the answer. - To subtract, follow the same method: line up the decimals, then subtract. <p><u>ACTIVITY 1:</u></p> <ul style="list-style-type: none"> - Watch the following videos: - https://www.youtube.com/watch?v=kwh4SD1ToFc - [First 4 minutes only] - https://www.youtube.com/watch?v=n-OcbG1FIBQ <p><u>ACTIVITY 2:</u></p> <ul style="list-style-type: none"> - Open your composition book to the next clean page. - Follow our usual layout!!! - Heading: Adding and Subtracting Decimals Date: 05/25/2020 - Rule off after your heading! - Do the working out for your I Know It questions in your book. <p><u>ACTIVITY 3:</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 70%. - Complete the task: <ol style="list-style-type: none"> 1. Adding Decimals (Up to Hundredths) (10 Questions) 2. Subtracting Decimals (Up to Hundredths) (10 Questions) 	<ul style="list-style-type: none"> - Access to internet - Computer / Device - I Know It - Youtube - Numeracy Composition book


Grade 4 Spanish – Week May 25-29 lesson 1

**Las emociones y los estados físicos con el verbo “tener”
(Feelings and emotions using the verb “to have”**

OBJECTIVE	ACTIVITIES	RESOURCES																					
<p>Get familiar with the words from the new vocabulary</p> <p>Identify words by listening</p>	<p>ACTIVITY 1: Go to youtube with this link: https://youtu.be/LIt5bHGhfmQ and watch the video of Sra. Powell explaining these feelings and emotions and the verbs “to have”</p> <p><u>In Spanish we have 2 groups of feelings and emotions:</u></p> <p>Group 1: Those that use the verb “to be” “estar”. This group we studied already and learnt the different forms of the verb “estar” and the agreement between the subject and the feeling or emotion</p> <p>Group 2: Those that use the verb “tener” even though in English we use the verb “to be” (estar) in Spanish we use the verb “to have” (tener)</p> <p><u>Las emociones y los estados físicos con el verbo “tener”</u></p> <table border="0"> <tr> <td>Tengo cuidado: I am careful</td> <td>Tengo diarrea: I have diarrhea</td> <td></td> </tr> <tr> <td>Tengo hambre: I am hungry</td> <td>Tengo sueño: I am sleepy</td> <td>Tengo tos: I have a cough</td> </tr> <tr> <td>Tengo catarro: I have a cold</td> <td>Tengo resfriado: I have a cold</td> <td>Tengo gripe: I have the flu</td> </tr> <tr> <td>Tengo pereza: I am lazy</td> <td>Tengo dolor: I have pain</td> <td>Tengo suerte: I am lucky</td> </tr> <tr> <td>Tengo frío: I am cold</td> <td>Tengo estreñimiento: I am constipated</td> <td>Tengo fiebre: I have a fever</td> </tr> <tr> <td>Tengo miedo: I am scared</td> <td>Tengo sed: I am thirsty</td> <td></td> </tr> <tr> <td>Tengo la razón: I am right</td> <td>Tengo calor: I am hot</td> <td></td> </tr> </table> <p>Tengo picaduras: I have mosquito bites</p> <p>Tengo quemaduras: I have sunburn</p> <p>ACTIVITY 2: Listen to Sra. Powell calling some feeling and emotions from the vocabulary and then mark the correct picture them on the bingo and write the number in the correct order. First bingo is for you to get familiar with the pictures and meanings in Spanish. The second bingo it is for you to mark it In case you cant print, write the complete sentences and draw a face beside it. After take a picture and then send it to Sra. Powell email: FPowell@fbc.edu.ky or upload on seesaw in the Spanish folder.</p> <p>Dios les bendiga 😊</p>	Tengo cuidado: I am careful	Tengo diarrea: I have diarrhea		Tengo hambre: I am hungry	Tengo sueño: I am sleepy	Tengo tos: I have a cough	Tengo catarro: I have a cold	Tengo resfriado: I have a cold	Tengo gripe: I have the flu	Tengo pereza: I am lazy	Tengo dolor: I have pain	Tengo suerte: I am lucky	Tengo frío: I am cold	Tengo estreñimiento: I am constipated	Tengo fiebre: I have a fever	Tengo miedo: I am scared	Tengo sed: I am thirsty		Tengo la razón: I am right	Tengo calor: I am hot		<p>Computer or device.</p> <p>Access to internet.</p>
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