Grades 4 Daily Home Learning Grid

Thursday, June 4, 2020

LIVE CLASS SCHEDULE		
Lesson Objective	**Activities**	**Resources**
	MT meeting times this week, June 1 - 5: - **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 **Literacy Meeting Link:** https://us02web.zoom.us/j/9474105316	- Access to internet - Computer / Device - Microsoft Team

BIBLE

Lesson Objective	Activities	Resources
Students will: - Use an acrostic to describe some functions of the Church and list ordinances, or sacraments, of baptism and the Lord's Supper	**Unit 22.2 - The Body of Christ - Function** **ACTIVITY 1:** - Watch lesson on Suctions of the Church: https://youtu.be/rms6KePjIZ8 - The church is so much more than a building. Take a look at the Early Church to learn how we, the people, are the church. **ACTIVITY 2:** - Seesaw: https://app.seesaw.me - Complete the student response template (page 86 in your Bible workbook): **ACTIVITY 3: [Review of Lesson]** - What does the acrostic FLOWS stand for?? (fellowship, learning, obedience, worship, and service) - What kind of fellowship is pleasing to God? (behavior that is Christlike) - What are the two commands of Jesus that Christians as ordinances or sacraments? (baptism and the Lord's Supper or Communion) - Why is one way to serve others? (Answers will vary.)	- Access to internet - Laptop/Tablet - Bible

READING		
OBJECTIVES	**ACTIVITIES**	**RESOURCES**
Students will: - 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	**The One and Only Ivan - pages 161-165** **LIVE TEACHING:** https://us02web.zoom.us/j/9474105316 -**10am to 10.40am: Group 1** -**11am to 11.40am: Group 2** -Recordings of our lessons will be loaded onto MT: Grade 4 / Files / Literacy / Daily Lessons **ACTIVITY 1: [DURING LIVE LESSON]** - Listen to my Loom lesson covering pages 161-165 - **STOP AND THINK:** - a. Why does Ruby sound so scared during the night? - b. What does Ruby ask Ivan to do when she can't fall back to sleep? - c. How does Ivan respond when Ruby asks if he thinks she'll die in the domain like Stella? - d. How does Ivan show character growth in these chapters? **ACTIVITY 2: [AFTER LIVE LESSON]** - **Seesaw**: https://app.seesaw.me/ - Complete the attached student response template, discussing: - Characters and their feelings often change during a story. Explain why Ivan is changing and why it is an important event signaling his changing feelings when he says: - *"And it's not a domain," I add. "It's a cage"* **ACTIVITY 3: [AFTER LIVE LESSON]** - Re-listen and read these pages again, so that you can make deeper connections to the novel. - **Loom Reading:** https://www.loom.com/share/c79ea1ecb21f4242986d8094177077ad	- Access to internet - Computer / Device

WRITING		
OBJECTIVES	**ACTIVITIES**	**RESOURCES**
Students will: - Create a lead that hooks the reader	**Writing an Introduction** **LIVE TEACHING:** https://us02web.zoom.us/j/9474105316 ⁻**10am to 10.40am: Group 1** ⁻**11am to 11.40am: Group 2** ⁻Recordings of our lessons will be loaded onto MT: Grade 4 / Files / Literacy / Daily Lessons **ACTIVITY 1: [DURING LIVE LESSON]** ⁻ We will watch a read-aloud of the book Sulwe by Lupita Nyong and discuss the introduction and use of vivid details within the book Link: https://youtu.be/9m8JvdBZiSE **ACTIVITY 2: [DURING LIVE LESSON]** ⁻ Now that we've planned our stories, we're going to begin drafting today. I'm going to teach you how to write a strong beginning. After all, the beginning of your story is what "hooks" the reader and makes her want to keep reading!Today, we focus on the Introduction! ⁻ This video will teach students how to write an introduction (or exposition) for a fantasy story! We will learn how to hook the reader and then introduce the characters and setting as well as set the mood the the story. ⁻ Lesson Link: https://youtu.be/eJaOISwPjAc ⁻ Since we're only writing short stories (not novels), the conflict, goal, problem, or what the main character wants should be set up in the first or second paragraph. Let's see how it's done in this next read aloud of Enemy Pie Book Link: https://youtu.be/FTM8Cccl1xs **ACTIVITY 3: [AFTER LIVE LESSON]** ⁻ Now you are going to write your own introduction to the story that you planned out last week ⁻ Open your composition book to the next clean page. ⁻ Follow our usual layout! ⁻ Heading: Descriptive Narrative Date: June 4, 2020 ⁻ Rule off after your heading ⁻ Objective: Create a lead that hooks the reader ⁻ **Remember, you are creating your introductory paragraph and must include your:** ⁻ Main Characters ⁻ The problem ⁻ Setting, ⁻ Sensory details.	⁻ Access to internet ⁻ Computer / Device

GRAMMAR		
OBJECTIVES	**ACTIVITIES**	**RESOURCES**
Students will: - Review learned objectives with a focus on adverbs	**Unit 7 - Adverbs - PREPARE FOR ASSESSMENT ON MONDAY, JUNE 8** **ACTIVITY 1:** - Review page 250-251 in your Grammar Textbook - Prepare for your Unit 7 Assessment on Adverbs on Monday, June 8	- Access to internet - Computer / Device - Grammar Textbook

NUMERACY		
OBJECTIVES	**ACTIVITIES**	**RESOURCES**
To be able to solve practical problems related to elapsed time in hours and minutes within a 12-hour period.	**ELAPSED TIME – MOUNTAINS, HILLS AND ROCKS:** - Create a number timeline with the given starting and ending time. - Use mountains, hills, and rocks to represent elapsed time in steps on the timeline and write the amount of time in each symbol. - You can do this for counting forwards or backward. - Mountains – 1 hour increments - Hills – 5, 10, 15, 20, 30 minute increments - Rock – 1 minute increments - Count each step for your final answer (Hours and minutes) **ACTIVITY 1:** - **Log on to Go Formative: https://goformative.com/login** - **Complete task: 2. Grade 4 Numeracy: Elapsed Time**	- Access to internet - Computer / Device - Go Formative - Youtube - Numeracy Composition book

SCIENCE		
OBJECTIVES	**ACTIVITIES**	**RESOURCES**
To introduce students to the planet of Uranus.	**URANUS** - Uranus is the 7th planet from the Sun. - It is more than twice as far from the Sun as Saturn. - Uranus is an ice giant like its sister planet Neptune. - Although it has a gas surface, like the gas giants Jupiter and Saturn, much of the interior of the planet is made up of frozen elements. - As a result, Uranus has the coldest atmosphere of all the planets in the Solar System. - The surface of Uranus is made up of mostly hydrogen gas with some helium gas as well. The gas atmosphere makes up about 25% of the planet. **ACTIVITY 1:** - **Log on to Go Formative: https://goformative.com/login** - **Complete task: 11. Grade 4 Science: Solar System – Uranus**	- Access to internet - Computer / Device - Go Formative