

4th Grade Classroom Times

May 6-10, 2019

<p style="text-align: center;">Poetry Standard: ELAGSE4RL5, ELAGSE4L5</p> <p>EQ: I can identify different types of poems. EQ: I can identify patterns used in poetry. EQ: I can identify structural elements of poems. (verse, rhythm, rhyme, meter) EQ: I can identify and understand figurative language used in poetry.</p> <p style="text-align: center;">Writing Standard: ELASGE4W10</p> <ul style="list-style-type: none"> I can write routinely responding to writing prompts. 	<p style="text-align: center;">Math Measurement (Standards: MGSE4.MD.1--3)</p> <p>*I can solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. *I can apply the area and perimeter formulas for rectangles in real world and mathematical problems. *I can recognize area as additive and find areas of rectilinear figures.</p> <p>Vocabulary: volume, mass, length, distance, kilometer, meter, centimeter, kilogram, gram, liter, milliliter, inch, foot, yard, miles, ounce, pound, cup, pint, quart, gallon, time, hour, minute, second, equivalent, area, perimeter</p>
<p style="text-align: center;">Reading George Washington's Spy by Elvira Woodruff Standards: ELAGSE4RL1,2,3,4</p> <ul style="list-style-type: none"> I can identify narrative elements. I can make inferences and refer to details. I can determine the theme of the story. I can summarize the text. I can determine the meaning of words and phrases as they are used in a text. 	<p style="text-align: center;">Science: S4L1</p> <p style="text-align: right;">Test: See agenda</p> <p style="text-align: center;">Energy flow and changes in ecosystems</p> <p>*I can obtain information about the roles of organisms through observations and research. *I can evaluate and communicate information about the roles of organisms and the flow of energy within an ecosystem. * I can develop simple models to illustrate the flow of energy through a food web / food chain beginning with sunlight. *I can include producers, consumers, and decomposers in a simple model of a food chain / food web which illustrates the flow of energy in an ecosystem.</p> <p>Vocabulary: community, producer, consumer, ecosystem, environment, scavenger, endangered, pollution, recycle</p>
<p style="text-align: center;">Important Information</p> <p>5-7 & 8 Field Trip to Gwinnett History Museum 5-9 4th and 5th grade Field Day 5-13 ELA Q4 Benchmark 5-14 Math Q4 Benchmark 5-15 Science Q4 Benchmark 5-16 Social Studies Q4Benchmark 5-22 4th grade awards with homeroom teacher End of the year party 5-24 Last day of school</p> <p>**Math/Science tutoring every Tuesday @ 7:30 **ELA/SS tutoring every Wednesday @ 7:30</p>	<p style="text-align: center;">Social Studies Reconstruction</p> <p style="text-align: right;">Test: 5/10</p> <p>SS4H6: I can analyze the effects of Reconstruction on American life.</p> <p>* I can describe the purposes of the 13th, 14th, and 15th Amendments.</p> <p>* I can explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau).</p> <p>* I can explain how slavery was replaced by sharecropping and how freed Blacks were prevented from exercising their newly won rights.</p> <p>* I can describe the effects of Jim Crowe laws and practices.</p>