

What will Fourth Graders learn this quarter?

Our Focus: Reading for Literary Experience

11/3/10—1/21/11

Measurement Topic

- Comprehension of Literary Text

What questions do we ask ourselves?

- How does the author reveal theme in a fictional work?
- How does knowing the relationships among ideas in the story help me determine the author's message?
- How does the setting affect the characters and the mood of the story?
- What is the main idea of the story?
- How does asking questions help me to better understand what I read?
- What are the characteristics of realistic and historical fiction?

How will we learn these things?

- By using appropriate vocabulary
- By making connections with the text
- By identifying important events
- By identifying the setting of the story
- By determining what is real and what is fictional
- Summarizing the main idea

What resources will we use?

- Historic Fiction Text
- Realistic Fiction Text
- Graphic Organizers
- Houghton-Mifflin Leveled Readers
- William & Mary Reading
- Junior Great Books

Why are we learning this?

- To understand how setting can influence setting and mood
- To determine the main idea
- To integrate real world events in an entertaining format
- To use reading strategies to enhance my comprehension of historical and realistic fiction

Vocabulary Words:

- main idea
- theme
- setting
- cause/effect
- culture
- motives
- problem /solution
- summarize
- character traits
- realistic
- sequence
- historical
- mood

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What will Fourth Graders learn this quarter?

Our Focus: Writing to Inform

11/03/10-1/21/11

Measurement Topic

Writing to Inform

What questions do we ask ourselves?

- How can I collect and find information for my writing?
- How can I organize my writing to help the reader better understand what I have written?
- How can I use feedback and suggestions to help me with my writing?
- Which form will I use to publish my writing?
- How will I develop detailed sentences that are varied in length?

Why are we learning this?

- To improve organization using graphic organizations
- To create a Native American research report using five paragraphs
- To use feedback to improve the quality of my writing
- To prepare writing for publication using technology
- To write sentences in our own words with varied length
- To improve language usage (spelling, capitalization, punctuation)

How will we learn these things?

- Determine important ideas in informational
- Brainstorming and developing story ideas
- Use graphic organizers to help us organize our thoughts
- Edit and work with peers to review and improve our writing
- Work in whole group, small group, and individually to clarify and refine writing
- Apply 6 + 1 Writing Traits (Ideas, Organization, Sentence Fluency and Conventions)
- Write an informational report that supports ideas with facts and/or data gathered through research

Vocabulary Words:

- | | |
|-------------------|--------------------|
| *research | *outline |
| *six traits | *paraphrasing |
| *ideas | *conclusion |
| *organization | *conference |
| *sentence fluency | *bibliography |
| *conventions | *transition words |
| *draft | *graphic organizer |
| *revise | *quote |

What resources will we use?

- | | | |
|---------------------|-----------------------|--------|
| *graphic organizers | *transition word list | *atlas |
| *editing checklist | *peer editing | |
| *exit cards | *quick writes | |
| *rubrics | *thesaurus | |
| *dictionaries | *computers | |
| *non-fiction text | *websites | |

Six Traits:

- | | |
|---------------|-------------------|
| *Ideas | *Sentence Fluency |
| *Organization | *Conventions |

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What will Fourth Graders learn this quarter?

Our Focus: Math-Number Computation (Unit 2)

11/03/2010 – 01/21/2011

Measurement Topics

- Algebraic Representations
- Computation/Facts/Estimation/Strategies
 - Number Theories and Properties
 - Patterns and Functions

What questions do we ask ourselves?

- How are parentheses used in numeric expressions?
- What strategies aid in mastering multiplication and division fact?

Why are we learning this?

- To be able to write numeric expressions in equivalent forms using the commutative and associative properties.
- To be able to simplify numeric expressions involving parentheses.
- To find factors and multiples of numbers.
- To demonstrate mastery of multiplication and division fact families

How will we learn these things?

- By using math drills to demonstrate mastery of multiplication and division facts
- By following the steps to write simplified equivalent numeric expressions
- By using logical reasoning and drawing pictures to find factors and multiples of numbers.

Vocabulary Words:

- | | |
|--------------------|---------------------|
| • associative | ▪dividend |
| • divisor | ▪ function |
| • multiples | ▪open sentence |
| • parentheses | ▪ remainder |
| • variable | ▪ rule |
| • multiplication | ▪factors |
| • product | ▪quotient |
| • commutative | ▪numeric expression |
| ▪expression | • multiples |
| ▪fact family | ▪division |
| ▪inverse operation | ▪equation |
| ▪pattern | ▪evaluate |
| ▪increasing | ▪decreasing |

What resources will we use?

- | | |
|----------------------|---------------------------|
| ▪ math centers | ▪ informal assessments |
| ▪ formal assessments | ▪ math journals |
| ▪ study guides | ▪ Everyday Math textbooks |
| ▪ exit cards | ▪ flash cards |
| ▪ manipulatives | ▪ graphic organizers |

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What will Fourth Graders learn this quarter?

Our Focus: Math-Number Patterns & Relationships (Unit 2)

11/03/2010 – 01/21/2011

Measurement Topics

- Algebraic Representations
- Computation/Facts/Estimation/Strategies
 - Number Theories and Properties
 - Patterns and Functions

What questions do we ask ourselves?

- Why are variables used?
- What strategies can be used to solve for unknowns in algebraic equations?
- How are a pattern be generalized?

Why are we learning this?

- To be able to use variables in open sentences.
- To solve for the unknown in an equation with whole number coefficients.
- To be able to generalize a pattern by stating a rule.
- To be able to complete a function table (one-step) using a given rule.

How will we learn these things?

- By modeling the use of variables in open sentences
- By drawing pictures and working backwards to solve for the unknown in an equation
- By finding a pattern to state a rule and complete a function table

Vocabulary Words:

- | | |
|--------------------|---------------------|
| • associative | ▪dividend |
| • divisor | ▪ function |
| • multiples | ▪open sentence |
| • parentheses | ▪ remainder |
| • variable | ▪ rule |
| • multiplication | ▪factors |
| • product | ▪quotient |
| • commutative | ▪numeric expression |
| ▪expression | • multiples |
| ▪fact family | ▪division |
| ▪inverse operation | ▪equation |
| ▪pattern | ▪evaluate |
| ▪increasing | ▪decreasing |

What resources will we use?

- | | |
|----------------------|---------------------------|
| ▪ math centers | ▪ informal assessments |
| ▪ formal assessments | ▪ math journals |
| ▪ study guides | ▪ Everyday Math textbooks |
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| ▪ manipulatives | |

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What will Fourth Graders learn this quarter?

Our Focus: Environmental Science

11/03/10- 1/21/11

Measurement Topics

- Generating Scientific Evidence
- Participating Productively in Science
- Reflecting on Scientific Knowledge
- Understanding Scientific Explanations

What questions do we ask ourselves?

- How are organisms affected by their environment?
- How do human behaviors affect the environment?
- What affects the ability of an individual to survive and reproduce?
- What adaptations allow an animal to survive in its environment?
- Why is supporting evidence necessary in developing explanations?

Why are we learning this?

- To understand how organisms are affected by the environment.
- To identify how human behaviors affect the environment.
- To predict which living things have a better chance of surviving and reproducing.
- To understand that scientific knowledge is based on evidence gained from research, investigations, and/or observations.

How will we learn these things?

- By using appropriate vocabulary
- By completing projects
- By reading nonfiction texts
- By asking higher-order questions

Vocabulary Words:

- ecosystem
- environment
- Chesapeake Bay
- reproduce
- resource
- organism
- pollutants
- adaptation
- survive

What resources will we use?

- McGraw Hill Science texts
- Discovery Education
- Promethean Boards (Flipcharts)
- MCPS Environmental Science Guide

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What will Fourth Graders learn this quarter?

Our Focus: Social Studies

11/3/10-1/21/11

Measurement Topics

*Movement of People, Goods and Ideas *Modifying and Adapting to the Environment *Development of Culture

What questions do we ask ourselves?

- How do people change their environment, and what are the consequences?
- Why do people migrate?
- What factors prompt the exploration of new lands?
- In what ways do migrating people and existing inhabitants of a region influence each other's culture?
- What social, economic, and political characteristics of different cultures combined to create distinct colonial regions?

Why are we learning this?

- To understand why migration occurs for economic and cultural reasons and impacts the development of existing cultures.
- To understand why the United States continues to define itself as a nation of immigrants from all over the world.
- To understand the consequences of changes to the environment
- To acquire and analyze information about geographic systems

How will we learn these things?

- Analyzing the social and religious composition of early settlers, their motives for migration, and the difficulties they encountered
- Describing how colonies were established and governed
- Identifying and locating physical and human characteristics of places and explain how those characteristics have affected people living there
- Describing the interactions, contributions, and results of migration of various peoples and cultures
- Analyzing how conflicts affect relationships among individuals and groups
- Analyzing ways in which diverse groups of people adapt to the environment and modify culture over time

Vocabulary Words:

- | | |
|-----------------------------|--------------------|
| *human characteristics | * population |
| *modify | *climate |
| *geographic characteristics | *primary source |
| *physical characteristics | * secondary source |
| *adapt | *climate |
| *cultivated land | *Native American |
| *natural resources | *migrate |
| *migrant | *immigrate |

What resources will we use?

- The Maryland Adventures textbook
- Yearning to Breathe Free (video)
- National Geographic Society Picture Pack Transparencies- Colonial America
- MCPS Picture Pack Transparencies
- Where Maryland Began..the Colonial History of St. Mary's County
- websites (United Streaming, BrainPop)

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Developed by: CES fourth grade team, 2010

What will Fourth Graders learn this quarter?

Our Focus: Using the Media Center for Social Studies Native American research and Literary Experience

11/3/10-1/21/11 Quarter 2

What questions do we ask ourselves?

- How do people change their environment and what are the consequences.
- How did the region of settlement impact the shelter, clothing and food of Native American tribes, Iroquois, Lakota, Hopi and Tlingit?
- How do I research a topic using the AGOPPE research model?
- What do I like to read?

How will we learn these things?

- Identify Characteristics- graphic organizer
- Identify keywords for inquiry
- Organize our findings
- Jigsaw our findings with students in our tribal group
- Check out books of different genres – historical fiction, fantasy, realistic fiction

What resources will we use?

- Discovery Education
- Non-fiction books
- Online resources – Encyclopedia Britannica
- Website

Why are we learning this?

- To understand how human and physical geographic characteristics have influenced the development of cultures.
- To understand that there is an inquiry process to define and refine a problem or questions to meet a defined personal and/or assigned information need.
- Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning

Vocabulary Words:

- Human characteristics
- Geographic characteristics
- Physical characteristics
- Natural resources
- Climate
- Native American

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Developed by: Kate Rogers – Media Specialist, 2010

What will Third Graders learn this quarter?

Our Focus:

8/30/10—10/29/10

Quarter 2

What questions do we ask ourselves?

What are the cues for catching a ball while moving to receive it? What are the cues for performing the overhand throw to a moving target? What are the cues for performing the head pass? Why is goal setting important?

Why are we learning this?

To understand that these skills are important to learn for use in other movement activities.
To understand how important goal setting is.

How will we learn these things?

Students will practice catching and throwing a ball from a classmate while moving.

Students will practice the overhead pass with a partner tossing them the ball. Students will practice goal setting in class.

Vocabulary Words:

Goal setting, short term goals, long term goals

What resources will we use?

Playground balls, footballs, gatorskin balls, cones, volleyballs

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Developed by: CES third grade team, 2010

What will Fourth Graders learn this quarter?

Our Focus: Reading and notating: Read and sing a simple melody on the treble clef staff using solfege or absolute pitch names. **Singing:** sing a familiar song in tune with attention to expressive qualities and proper vocal technique.

11/3/10—1/21/11 Quarter 2

What questions do we ask ourselves?

- What is solfege singing?
- How do you identify pitch names in notation?
- How do we analyze music?
- What are dynamic and tempo marking?
- How does using dynamic and tempo markings change the way music sounds when it is performed?
- What is vocal technique?

How will we learn these things?

- Analyze music visually to compare and contrast rhythm and pitch.
- Identify solfege syllables that are associated with standard pitch names.
- Perform music acappella from notation using solfege only a starting pitch.

What resources will we use?

- music notation
- voices and various instruments
- songs from various cultures and time periods.

Why are we learning this?

- To gain a better understanding of how music is organized.
- Improve our ability to read music notation.
- Improve our ability to perform music with dynamic and tempo changes.

Vocabulary Words:

- | | |
|--------------|------------------|
| *rhythm | *beat |
| *measure | *solfege |
| *repeating | *melody |
| *contrasting | *form |
| *analyze | *triple |
| *meter | *tempo |
| *dynamics | *vocal technique |
| *posture | |

Reciprocal Teaching Strategies
 Predict~Question~Clarify~Summarize

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Developed by: CES Music Teacher, 2010