

Date	3-Nov	10-Nov	17-Nov	24-Nov	1-Dec	8-Dec	15-Dec	19-Jan	12-Jan	20-Jan	26-Jan																																	
Content Area	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22																																	
Reading	<p>Stories from the Earth and Sky:</p> <p>Essential Question: How does the author's use of language shape the meaning or tone of the text? How does the author's use of structure influence the reader's understanding?</p> <p>Essential Question: How does the author's use of language shape the meaning or tone of the text? How does the author's use of structure influence the reader's understanding?</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Resources:</p> <p>Treasures:</p> <p>Roadrunner's Dance 276j-303v Mystic Horse 342a-373v The Blind Hunter 444a</p>				<p>Essential Question: How is the author's purpose reflected through the use of structures?</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4(a): Read on-level text with purpose and understanding.</p> <p>RF.4.4(b): Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5(a): Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1(d): Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. ELA Informational Text: Integration of Knowledge and Ideas. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ELA Informational 10: Range of Reading and Level of Text Complexity. By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.</p> <p>Resources:</p> <p>Treasures:</p> <p>A Walk in the Desert 44a69v Adelina's Whales 482a-507v Life in the Coral Reef 582a-635v Snowflake Bentley 374a-405v</p>				Animal																																			
	Writing	<p>Paul Goble Author Study and Anansi comparison from Native American to Africa</p> <p>Narratives:</p> <p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELA Literature 10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Resources:</p> <p>Personal narrative about their favorite memory (personal narrative powerpoint, personal narrative graphic)</p>				<p>How To:</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>(see informational portion of this map)</p>																																						
Math		<p>Unit 4: Graphs</p> <p>4.MD.4 - Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p> <p>Videos:</p> <ol style="list-style-type: none"> Types of Graphs and When to Use How to read each graph Tables Coordinate Grid Stem Leaf Plot Line Plot Make a Graph (scale, which types) <p>Estimated Completion Time: 14 days</p> <p>Resources: Math in Focus, Eureka Math, Super Teacher</p>				<p>Unit 5: Fractions</p> <p>4.NF.1 - Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Videos:</p> <ol style="list-style-type: none"> Basic Fraction Knowledge Finding Equivalent Fractions Comparing Fractions (change to same denominator) Mixed Numbers and Improper Fractions Models Changing Mixed Numbers <-> Improper Fractions Simplifying Fractions <p>Estimated Completion Time: 25 days</p> <p>Resources: Math in Focus, Eureka Math, Super Teacher Worksheets, Other Supplemental material, whiteboards,</p>				<p>Unit 6: Adding, Subtracting, and Multiplying Fractions</p> <p>4.NF.3a - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>4.NF.3b - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2/8 = 1/4 + 1/8 = 8/8 + 1/8 = 9/8$</p> <p>4.NF.3c - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>4.NF.3d - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>4.NF.4a - Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p> <p>4.NF.4b - Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p> <p>4.NF.4c - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p> <p>Videos:</p> <ol style="list-style-type: none"> Adding Fraction Subtracting Fraction Adding Fraction with sums greater than 1 Mixed Numbers and Improper Fractions Models Changing Mixed Numbers <-> Improper Fractions <p>Estimated Completion Time: 20 days</p> <p>Resources: Math in Focus, Eureka Math, Super Teacher Worksheets, Other Supplemental material, whiteboards, iPads, LearningLion, Eduzzle, Compass Classroom computers</p>				<p>Unit 7: Decimals</p> <p>4.NF.5 - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</p> <p>4.NF.6 - Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>4.NF.7 - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.</p> <p>Videos:</p> <ol style="list-style-type: none"> Basic Decimal Place Comparing Decimals Writing Decimals <-> Fractions <p>Estimated Completion Time: 15 days</p> <p>Resources: Math in Focus, Eureka Math, Super Teacher Worksheets, Other Supplemental material, whiteboards, iPads, LearningLion, Eduzzle, Compass Classroom computers</p>																														
	Social Studies	<p>Native Americans SS-04-2.1.1 Students will identify early cultures (Native Americans, Appalachian, pioneers) and explain their similarities and differences. SS-04-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in Kentucky and how they respond to the needs of the people. SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, early settlers).</p>				<p>Kentucky Government SS-04-1.1.1 Students will describe the basic purposes of Kentucky government (to establish order, provide security and accomplish common goals) give examples of the services that state governments provide and identify how the government of Kentucky pays for these services. SS-04-1.1.2 Students will explain how state governments function by making, enforcing and enforcing laws to protect the rights and properties of citizens. SS-04-1.2.1 Students will identify the three branches of Kentucky government, explain the basic duties of each branch and identify important state offices/leaders associated with each branch. SS-04-1.2.2 Students will explain how power is shared among the different branches. SS-04-1.3.1 Students will identify the basic principles of democracy found in Kentucky's Constitution and explain why they are important to citizens today. SS-04-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of Kentucky and explain why civic engagement is necessary to preserve a democratic society.</p>				<p>Economics SS-04-3.1.1 Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices and incur opportunity costs. SS-04-3.2.1 Students will explain how profit motivates individuals/businesses to take risks in producing goods and services. SS-04-3.3.1 Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand. SS-04-3.3.2 Students will explain how competition among buyers and sellers influences the price of goods and services in our state, nation and world.</p>																																		
Science		<p>4-PS4-3.</p> <p>Generate and compare multiple solutions that use patterns to transfer information.*</p> <p>[Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]</p> <p>Students will evaluate a variety of models/representations of electrical circuits (open, closed, series, and/or parallel) to:</p> <ul style="list-style-type: none"> make predictions related to changes in the system; compare the properties of conducting and non-conducting materials. 				<p>Earth's Systems: Processes that Shape the Earth:</p> <p>4-ESS2-1.</p> <p>Earth's Systems: Processes that Shape the Earth-4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>[Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]</p> <p>4-ESS2-2.</p> <p>Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>[Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]</p> <p>Students will:</p> <ul style="list-style-type: none"> classify earth materials by the ways that they are used; explain how their properties make them useful for different purposes. <p>Earth materials provide many of the resources humans use. The varied materials have different physical properties that can be used to describe, separate, sort and classify them. Inferences about the unique properties of the earth materials yield ideas about their usefulness. For example, some are useful as building materials (e.g., stone, clay, marble), some as sources of fuel (e.g., petroleum, natural gas), or some for growing the plants we use as food.</p>				<p>Fossils 4-ESS3-1.</p> <p>Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p> <p>[Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or interpretation of specific fossils.]</p>				<p>Plants:</p> <p>Students will:</p> <ul style="list-style-type: none"> compare the different structures and functions of plants and animals that contribute to the growth, survival and reproduction of the organisms; make inferences about the relationship between structure and function in organisms. <p>Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>[Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]</p> <p>4-ESS3-2.</p> <p>Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*</p> <p>[Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.]</p>																														
	Grammar	<p>unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>				<p>knowledge of language</p>				<p>knowledge of language</p>				<p>knowledge of language</p>				<p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening</p>				<p>of language and its conventions when writing, speaking,</p>				<p>knowledge of language and its conventions</p>				<p>understanding of figurative language, word relationships, and</p>				<p>understanding of figurative language, word relationships, and nuances</p>				<p>figurative language, word relationships, and nuances in word meanings. L.4.5 (a): Sort words into categories to gain a sense of the</p>				<p>of figurative language, word relationships, and nuances in word meanings. L.4.5 (a): Sort words into</p>		
Thanksgiving Break												Christmas Break																																
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