

Class	Mon 05/11	Tue 05/12	Wed 05/13	Thu 05/14	Fri 05/15
<p>04 LA-a</p>	<p>LP: Welcome to Week 9!</p> <p>Lesson Plans:</p> <p>Please combine your <u>Reading, Writing, & Texas History</u>, in one final essay on leadership, following the instructions for each day:</p> <p>Monday - Class Discussion STEP 1&2 - Final Essay on Leadership - ELAR Week 9 (May 11-15)</p> <p>Carefully following the steps for each day outlined in this week's assignments, please write a 5 to 7-paragraph essay on what you have learned about yourself and opportunities for leadership this year at St. Philips. You may also include some events or feelings that you remember from when you first started your formal education until now, the end of 4th grade. (Individual steps are due each day this week; the completed essay is due at the end of the week.)</p> <p>Monday</p> <p>STEP 1. BRAINSTORM the who, what, when, where, & how of items a - e below with short phrases (due May 11). Add your ideas to our ELAR Week 9 Google Class discussion under the "Stream" tab. Add at least 4 on-topic comments to our Week 9 Class Conversation to contribute to the following main ideas:</p> <p>a. key leadership ideas or themes you heard about in 4th grade b. fun memories that included lessons in leadership in some way (even if indirectly) c. definitions and examples from our text books (see Journeys, Texas History, Phantom Tollbooth, etc.) that show you understand the meaning of at least 3 of the characteristics of leadership from the list I wrote on the whiteboard and that we studied throughout the year d. important people, dialogue, and events that happened in your life at St. Philips to develop you as a leader e. challenges you overcame and lessons you learned that demonstrate you have grown as a leader</p> <p>STEP 2. Write the rough draft of your essay's first paragraph, the INTRODUCTION. This paragraph should be 3- 5 sentences, double spaced, and handwritten in your notebook before our ELAR Zoom calls begin on Tuesday (May 12).</p>	<p>LP:</p> <p>Join Mrs. Capt for chapel on Dojo or FB</p> <p>Please combine <u>Reading, Writing, & Texas History</u>, in one final essay on leadership, following the instructions for each day:</p> <p>Tuesday - STEP 3. Decide on three - five different statements that could be the topic sentence for each of your next 3-5 paragraphs. In other words, write a single main idea in one sentence for each paragraph. These 3-5 statements or sentences will later be developed into what's called the BODY of your essay. Choose from the items (a) through (e) listed in STEP 1 for your main ideas.</p> <p>See your week at a glance: https://www.spesuvalde.org/grade-4-nickel-ibarra</p> <p>Google Classroom: https://classroom.google.com/j</p> <p>Plan to spend at least 1 hour a day completing your work.</p> <p>Zoom Calls</p> <p>Please see your Zoom time schedule, link, and password posted in ELAR Google Classroom under the Classwork tab.</p> <p>Please have your work and questions ready to go over during your Zoom time, along with a sharpened pencil and a pen or colored pencil for grading.</p> <p>Be prepared to review reading, writing, grammar, handwriting, spelling, vocabulary, study skills, and Texas History.</p>	<p>LP:</p> <p>Please combine <u>Reading, Writing, & Texas History</u>, on one final essay in leadership, following the instructions for each day:</p> <p>Wednesday - Thursday STEP 4. Write 3-5 paragraphs with examples and details that all relate to the single main idea you are developing in each paragraph.</p> <p>Zoom Calls</p> <p>Please see your Zoom time schedule, link, and password posted in ELAR Google Classroom under the Classwork tab.</p> <p>Please have your work and questions ready to go over during your Zoom time, along with a sharpened pencil and a pen or colored pencil for grading.</p> <p>Be prepared to review reading, writing, grammar, handwriting, spelling, vocabulary, study skills, and Texas History.</p>	<p>LP:</p> <p>Please combine <u>Reading, Writing, & Texas History</u>, on one final essay in leadership, following the instructions for each day:</p> <p>Wednesday - Thursday STEP 4. Finish writing your 3-5 paragraphs with examples and details that all relate to the single main idea you are developing for each paragraph.</p> <p>Zoom Call 2:30</p> <p>See link in Meetings in Social Studies Google Classroom under the Classwork tab.</p> <p>Please have your work and questions ready to go over during your Zoom time, along with a sharpened pencil and a pen or colored pencil for grading.</p> <p>Be prepared to review reading, writing, grammar, vocabulary, study skills, and Texas History.</p> <p>History TEKS 3</p> <p>(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;</p> <p>(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and</p> <p>(E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.</p> <p>(4) The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p> <p>(A) describe the impact of the Civil War and Reconstruction on Texas</p>	<p>LP:</p> <p>Please combine <u>Reading, Writing, & Texas History</u>, in one final essay on leadership, following the instructions for each day:</p> <p>Friday - STEP 5. Reread your introduction and body paragraphs aloud and look for a way to tie them all together in a final paragraph that summarizes and concludes your essay on Leadership. Write your final paragraph. Now go back and re-read the steps and instructions for each day and look for any improvements you can make to your essay. Make sure your essay includes a unique title that gets your reader's attention and fits your essay at the top of your paper.</p> <p>TEKS 4.12</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p> <p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p> <p>(D) compose correspondence that requests information.</p> <p>(4) History.</p> <p>(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;</p> <p>(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and</p> <p>(D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.</p>

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04 MATH- a	<p>LP: Objective: Module 6, Lesson 14: Solve word problems involving the addition of measurements in decimal form.</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NjcyNzAyNDY4NTda/a/MTAwNTE0Nzc5MTI5/details</p> <p>Estimated Time for completion: 30 minutes</p> <p>Activity: Fluency Practice, Application Problem, Concept Development, Student Debrief</p> <p>Evaluation: Exit Ticket</p> <p>TEKS:</p> <ul style="list-style-type: none"> ■ 4.1 d. communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; ■ 4.1 e. create and use representations to organize, record, and communicate mathematical ideas; ■ 4.2 b. represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals; ■ 4.2 e. represent decimals, including tenths and hundredths, using concrete and visual models and money; ■ 4.2 g. relate decimals to fractions that name tenths and hundredths; ■ 4.3 a. represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$; ■ 4.3 b. decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations; ■ 4.3 c. determine if two given fractions are equivalent using a variety of methods; ■ 4.3 g. represent fractions and decimals to the tenths or hundredths as distances from zero on a number line. ■ 4.9 a. represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; 	<p>LP: Objective: Module 6, Lesson 15: Express money amounts given in various forms as decimal numbers.</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NjcyNzAyNDY4NTda/a/MTAwNTE0Nzc5MTI5/details</p> <p>Estimated Time for completion: 30 minutes</p> <p>Activity: Fluency Practice, Application Problem, Concept Development, Student Debrief</p> <p>Evaluation: Exit Ticket</p> <p>TEKS:</p> <ul style="list-style-type: none"> ■ 4.1 d. communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 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	<p>LP: Objective: Module 6, Lesson 16: Solve word problems involving money.</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NjcyNzAyNDY4NTda/a/MTAwNTE0Nzc5MTI5/details</p> <p>Estimated Time for completion: 30 minutes</p> <p>Activity: Fluency Practice, Application Problem, Concept Development, Student Debrief</p> <p>Evaluation: Exit Ticket</p> <p>TEKS:</p> <ul style="list-style-type: none"> ■ 4.1 d. communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; ■ 4.1 e. create and use representations to organize, record, and communicate mathematical ideas; ■ 4.2 b. represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals; ■ 4.2 e. represent decimals, including tenths and hundredths, using concrete and visual models and money; ■ 4.2 g. relate decimals to fractions that name tenths and hundredths; 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<p>04 SCI-a</p>	<p>LP: Objective: Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment.</p> <p>Lesson: Chapter 4 Lesson 6</p> <p>Estimated Time of Completion: 20 minutes</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NjYyYjY5MDNa/a/MTAwNDM4NDg1MjU1U3p1e6</p> <p>Evaluation: Read Chapter 4 Lesson 6 beginning on page B64 -Write Vocabulary words and their definitions for Lesson 6 found on page B64 and complete "Think and Write" Section Questions 1-3 on page B73.</p> <p>TEKS:</p> <p>4.9.A investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food</p> <p>4.9.B describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.</p>	<p>LP: Objective: Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment.</p> <p>Lesson: Chapter 4 Lesson 6</p> <p>Estimated Time of Completion: 20 minutes</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NjYyYjY5MDNa/a/MTAwNDM4NDg1MjU1U3p1e6</p> <p>Evaluation: Read Chapter 4 Lesson 6 beginning on page B64 -Write Vocabulary words and their definitions for Lesson 6 found on page B64 and complete "Think and Write" Section Questions 1-3 on page B73.</p> <p>TEKS:</p> <p>4.9.A investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food</p> <p>4.9.B describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.</p>	<p>LP: Objective: Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment.</p> <p>Lesson: Chapter 4 Review</p> <p>Estimated Time of Completion: 20 minutes</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NjYyYjY5MDNa/a/MTAwNDM4NDg1MjU1U3p1e6</p> <p>Evaluation: Complete Chapter 4 Review on pages B76-77 Questions 1-15.</p> <p>TEKS:</p> <p>4.9.A investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food</p> <p>4.9.B describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.</p>	<p>LP: Zoom:</p> <p>Topic: 4th Grade Zoom</p> <p>Time: May 14, 2020 02:30 PM Central Time (US and Canada)</p> <p>Join Zoom Meeting https://us04web.zoom.us/j/7896010470?pwd=RWZlV1Z0bCt6dFFhc29nTm1lUkh2Z29lbnRlcjUyMDNa/a/MTAwNDM4NDg1MjU1U3p1e6</p> <p>Meeting ID: 789 601 0470</p> <p>Password: 123927</p> <p>Objective: Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment.</p> <p>Lesson: Chapter 4 Review</p> <p>Estimated Time of Completion: 20 minutes</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NjYyYjY5MDNa/a/MTAwNDM4NDg1MjU1U3p1e6</p> <p>Evaluation: Complete Chapter 4 Review on pages B76-77 Questions 1-15.</p> <p>TEKS:</p> <p>4.9.A investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food</p> <p>4.9.B describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.</p>	<p>LP: Objective: Organisms and environments. The student knows and understands that living organisms within an ecosystem interact with one another and with their environment.</p> <p>Lesson: Chapter 4 Review</p> <p>Estimated Time of Completion: 20 minutes</p> <p>Google Classroom Link: https://classroom.google.com/u/0/c/NjYyYjY5MDNa/a/MTAwNDM4NDg1MjU1U3p1e6</p> <p>Evaluation: Complete Chapter 4 Review on pages B76-77 Questions 1-15.</p> <p>TEKS:</p> <p>4.9.A investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food</p> <p>4.9.B describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.</p>