

COCKRELL HILL ELEMENTARY

FIFTH SIX-WEEKS LESSON PLAN PARENT REPORT

Greetings Fourth Grade Parents:

Welcome to the fifth six-weeks of school for your fourth grade student. Listed below you will find the lesson plans our fourth grade teachers will be following for the fifth six-weeks. Each new six-weeks we will be revising the lesson plans for your information.

Beginning the week of March 1, 2010, your child will be learning the following in these subject areas:

A. Reading:

1. Read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
2. Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.
3. Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.
4. Complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male: _ or girl: woman as boy :_).
5. Identify the meaning of common idioms.
6. Summarize and explain the lesson or message of a work of fiction as its theme.
7. Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.
8. Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
9. Explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).
10. Sequence and summarize the plot's main events and explain their influence on future events.
11. Describe the interaction of characters including their relationships and the changes they undergo.
12. Identify whether the narrator or speaker of a story is first or third person.
13. Identify the author's use of similes and metaphors to produce imagery.
14. Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
15. Explain the difference between a stated and an implied purpose for an expository text.
16. Summarize the main idea and supporting details in text in ways that maintain meaning.
17. Distinguish fact from opinion in a text and explain how to verify what a fact is.

18. Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.
19. Use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.
20. Explain how an author uses language to present information to influence what the reader thinks or does.
21. Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
22. Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
23. Ask literal, interpretive, and evaluative questions of text.
24. Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, and generating questions).
25. Make inferences about text and use textual evidence to support understanding.
26. Summarize information in text, maintaining meaning and logical order.
27. Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

B. Math:

1. Measurement:
 - a. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass.
 - b. The student estimates and uses measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary.
 - c. Students perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system.
 - d. Students explain the difference between weight and mass.
2. Students will also spend the next six weeks reviewing the Objectives below as a preparation for TAKS:
 - a. Number, operation and quantitative reasoning
 - b. Patterns, relationships and algebraic reasoning
 - c. Geometry and spatial reasoning
 - d. Probability and Statistics
 - e. Problem Solving

Parents, please be aware that your child will or could attend weekly programs such as Fun Phonics (Kindergarten and First Grade), and Study Island. These special intervention programs will be provided to all students as needed to help increase their certain learning skills. Fun Phonics will be used to assist Kindergarten through First grade students.

Study Island is another school-wide reading program that can be utilized both at school and at home. If your child cannot give you his or her log-in code, contact your child's homeroom teacher by phone or e-mail and that information will be provided to you. Parental involvement in a child's educational life is truly a successful key to developing a life-long learner. These programs will not start until further notice.

Below you will find some academic websites that will help you with reading and math skills

www.readwritethink.org/calendar/calendar_day
www.rpo.library.utoronto.ca/display/index.cfm
www.galegroup.com/free_resources/poets/poems/index.thm
www.awesomestories.com/
www.brainpop.com
www.sciencespot.net/Pages/Kidzone.html
www.readwritethink.org
www.childrenslit.com/
www.school.discovery.com/schrockguide/arts/artlit.html
www.sreetips.com/google.html
www.aaamath.com/geo.html
www.simscinece.org/
www.funattic.com/games.htm
www.eddytheeco-dog.com/
www.educationplanet.com/search/science/Enviornment
www.mathstories.com
<http://www.mrsalphabet.com/>
<http://www.everythingpreschool.com>
www.letteroftheweek.com/index.html
<http://www.fayette.k12.in.us/eastview/comprehension.htm>
www.starfall.com

New sites:

http://www.tea.state.tx.us/tchrtoolbag/CurRes_Math.html
www.freemathworksheets.net
www.SchoolExpress.com
www.flocabulary.com/historysample.html
www.storylineonline.net
www.tumblebooks.com
www.hbschool.com/glossary/math2/index_temp.html
http://kidshealth.org/kid/stay_healthy/food/pyramid.html
<http://www.msnbc.msn.com/id/14489259/>
<http://www.sciencedaily.com/releases/2006/08/060825003742.htm>
<http://questgarden.com/18/94/4/060329145856/t-index.htm>
<http://questgarden.com/14/93/9/060126182123/credits.htm>
http://www.freewebs.com/gcutec560group3/Teacher_Page.htm
<http://webquest.org/index.php>
<http://www.dcschools.com/index.php?id=91>
<http://www.region10.org>
<http://www.interdys.org>
http://jc-schools.net/ce/reading-strategies_files/frame.htm

The students will be able to access the website: www.BrainPOP.com from the school computers. If you would like to view it from home, the website will give you a 30 minute preview and you can purchase it for your home.

Parents, please be encouraged to e-mail your child's teacher to get an example of what an activity looks like for any objective that is not clear to you.

Sincerely,

Wanda Randall
Principal