

## Elementary Distance Learning Pacing Guide - Spring 2020

**Grade: 4th Grade**

**Suggested Student Work Schedule:**

*Note: Certain activities may change on a day-to-day basis and depending on your teacher.*

| Daily Online Learning Schedule   | Where to Find Learning Materials  |
|--|---|
| Breakfast 8-8:30   |   |
| 1. College Prep 8:30 - 9:00<br>a. Morning Meeting<br>b. Response Activity                | Schoology<br>→ College Prep Course<br><b>Go to: Materials</b><br>Note: Check updates in the college prep course daily to see if any new information was posted. |
| 2. Reading 9:00 - 10:00<br>a. Read Aloud<br>b. Lesson<br>c. Response Activity            | Schoology<br>→ Language Arts Course<br>→ Reading Folder<br><b>Go to: Materials</b>  |
| Break 10:00 - 10:15  |   |
| 3. Math 10:15-11:15<br>a. XtraMath/Esparm<br>b. Lesson<br>c. Response Activity<br>d. IXL | Schoology<br>→ Math Course<br><b>Go to: Materials</b>   |
| Lunch/Recess 11:15-12:15   |   |
| 4. Writing 12:15-1:15<br>a. Word Work/Quill<br>b. Lesson<br>c. Response Activity         | Schoology<br>→ Language Arts Course<br>→ Writing Folder<br><b>Go to: Materials</b>  |
| Live conference - TBD 1:15-2:00  |   |
| 5. Specialist 2:00 - 3:00  | Please select one Specialist class a day.<br>→ You can find your Specialist class in Schoology under "COURSES."   |

**Plan for Daily Interactions:**

- Fourth grade will be live and recording during the above times as indicated in our schedule.
- All teachers are available by email and phone to answer parent’s questions or concerns.
- Teachers will contact students and their families to check in.

| Week 1 Pacing (April 6th - 10th) |   |  |
|----------------------------------|---|--|
| Subject                          | Standards Addressed                                   | Objective and Method of Instruction/Student Work   |
| Reading                          | 4.1.1.1<br>4.1.2.2<br>4.10.5.5                        | <p><b>Day 1:</b> Objective: I can make inferences about a poem by using evidence from the text and my schema. Model and video on how to make inference about a poem. Students will read the poem that’s posted on Google Classroom. Then, complete the comprehension questions and submit it to the teacher.</p> <p><b>Day 2:</b> Objective: I can determine the author’s message (theme) of a poem. Model and video how to determine the author’s message. The students will then read a poem that is posted on Google Classroom. Each student will get their own copy of the document so that they can show highlighting (as needed) and complete comprehension questions. Then they will submit it to the teacher.</p> <p><b>Day 3</b> Objective: I can determine the author’s message (theme) of a poem. The students will then read a poem that is posted on Google Classroom. Each student will get their own copy of the document so that they can show highlighting (as needed) and complete comprehension questions. Then they will submit it to the teacher.</p> <p><b>Day 4</b> Review Objective: I can identify different kinds of figurative languages. Review and model on how to identify different kinds of figurative languages. Students will read the poem and answer the comprehension questions. Then submit it to the teacher for review.</p> <p><b>Day 5:</b> Poetry Post-test- Students will take the poetry post-test on Schoology.</p> |
| Writing                          | 4.10.3.3<br>4.10.2.2<br>4.6.6.6<br>4.6.5.5<br>4.6.4.4 | <p><b>Day 1:</b> Objective: I can create a <b>cinquain</b> poem using the correct structure and rhythm. Video Lesson and Write three cinquain poems in google classroom.</p> <p><b>Day 2:</b> Objective: I can create a <b>cinquain</b> poem using the correct structure and rhythm. I can look for synonyms of words used in my poem to create a more detailed and creative piece of writing Video Lesson and Write three cinquain poems in google classroom..</p> <p><b>Day 3:</b> Objective: I can create <b>Limerick</b> poems using correct structure and rhymes. Review Limerick poems and the structure. Independent work: students create their own limericks using the correct structure. They will use the same document for day 3 and day 4. They will turn in the document on Day 4.</p> <p><b>Day 4:</b> I can create a <b>Limerick</b> poem using correct structure and rhymes. Review and model Limerick poems</p>  |

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|   |  | <p>and the structure. Independent work: students create their own limericks using the correct structure. They will use the same document for day 3 and day 4. They will turn in the document on Day 4.</p> <p><b>Day 5:</b> Virtual Field trip- Students will go on a virtual field trip and complete a written response.</p>   |
| <p><b>Math</b><br/>(Vischer,<br/>Xiong,<br/>Cegla,<br/>Schmidt)</p> | <p>4.3.1.1<br/>4.3.2.1<br/>4.3.2.2</p> | <p><b>Day 1: Objective:</b> I can identify rays, lines and angles.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 2: Objective:</b> I can identify Acute, Right and Obtuse Angles<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 3: Objective:</b> I can identify angles: acute, Right or obtuse<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 4: Objective:</b> I can identify angles: acute, Right or obtuse<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 5: Objective:</b> I can identify angles: acute, Right or obtuse<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> |
| <p><b>Math</b><br/>(Beecken,<br/>Bialke)</p>                        |  | <p><b>Day 1:</b> I can navigate learning math online while using my tools effectively.</p> <p><b>Day 2:</b> I can identify symmetry within shapes.</p> <p><b>Day 3:</b> I can identify reflection of shapes over lines of symmetry.</p> <p><b>Day 4:</b> I can identify and create reflection of shapes over lines of symmetry.</p> <p><b>Day 5:</b> I can identify reflection of shapes over lines of symmetry.</p>  |

**Week 2 Pacing (April 13th - 17th)**

| <b>Subject</b>        | <b>Standards Addressed</b>             | <b>Objective and Method of Instruction/Student Work</b>   |
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| <p><b>Reading</b></p> | <p>4.1.2.2<br/>4.1.3.3<br/>4.1.7.7</p> | <p><b>Day 1:</b> Objective: I can build background knowledge of the Holocaust. Teacher will model and post a video, students will complete a written response.</p> <p><b>Day 2:</b> Objective: Today I want to teach you that at the very start of a story, readers pay particular attention to the mood and atmosphere of the places in which stories are set. Teacher will model and post a video, students</p> |

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|  |  | <p>will complete a graphic organizer.</p> <p><b>Day 3:</b> Objective: Today I want to teach you that there can be more than one timeline. There is the main character's timeline; there's also a historical timeline--and two are entwined. To understand anyone, it helps to know the way that person's timeline intersects with the timeline of world events." Teacher will model and post a video, students will complete a graphic organizer.</p> <p><b>Day 4:</b> Objective: Today I want to teach you that a character's feelings and decisions are influenced by the character's world, and his or her role in the world. Teacher will model and post a video, students will complete a graphic organizer.</p> <p><b>Day 5:</b> Objective: Today I want to teach you that readers read closely and find the details. Teacher will model and post a video, students will complete a written response on Flipgrid.</p>         |
| <b>Writing</b>   | <p>4.10.3.3<br/>4.10.2.2<br/>4.6.6.6<br/>4.6.5.5<br/>4.6.4.4</p> | <p><b>Day 1:</b> Objective: I can create acrostic poems using correct structure. Teacher will model and post a video on Schoology. Students will create acrostic poems.</p> <p><b>Day 2:</b> Objective: I can create acrostic poems using correct structure. Teacher will model and post a video on Schoology. Students will continue to write acrostic poems and complete it today.</p> <p><b>Day 3:</b> Objective: Today students will be working on publishing their poems. Teacher will model and post a video on Schoology. Students will publish their favorite poems. Then students will read their favorite poem by using Flipgrid.</p> <p><b>Day 4:</b> Objective: I can publish my poetry by reading it out loud to my classmates. I can respond to poetry written by my classmates.</p> <p><b>Day 5:</b> Objective: I can learn about the world through a virtual field trip, then respond to what I saw in writing.</p> |
| <b>Math<br/>(Vischer,<br/>Xiong,<br/>Cegla,<br/>Schmidt,<br/>Zimmer)</b> | <p>4.3.1.1<br/>4.3.2.1<br/>4.3.2.2</p>                           | <p><b>Day 1:</b> Objective: I can measure angles: acute, right or obtuse.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 2:</b> Objective: I can identify parallel lines.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 3:</b> Objective: I can draw/classify triangles.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 4;</b> Objective: I can draw/classify triangles.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 5;</b> Objective: I can show what I have learned by doing well on my test.</p>   |

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|                                       |  | Complete and view the math video lesson, independent work, IXL and Xtra Math   |
| <b>Math<br/>(Beecken,<br/>Bialke)</b> |  | <p><b>Day 1</b> - I can identify rotation of objects.</p> <p><b>Day 2</b> - I can identify whether an object is rotating, reflecting, or translating. I can explain that it stays congruent.</p> <p><b>Day 3</b> - I can identify when an object is rotating clockwise or counterclockwise in 90 degree increments.</p> <p><b>Day 4</b> - I can identify when an object is rotating clockwise or counterclockwise in 90 degree increments.</p> <p><b>Day 5</b> - I can show what I know about rotations, translations, reflections, and congruency on an assessment.</p> |

| <b>Week 3 Pacing (April 20th - 24th)</b> |                            |  |
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| <b>Subject</b>                           | <b>Standards Addressed</b> | <b>Objective and Method of Instruction/Student Work</b>  |
| <b>Reading</b>                           |                            | <p><b>Day 1:</b> OBJECTIVE: Today I want to teach you that readers don't wait for someone else to decide which passages are worth pausing over. The teacher will model and post a video, students will read on EPIC and practice answering comprehension questions along with reading for 20 mins on their own</p> <p><b>Day 2:</b> OBJECTIVE: Today I want to teach you that when you are thinking, talking, or writing about big ideas-as you are doing today-it's wise to lodge your big ideas in small moments, small details, small objects. The teacher will model and post a video, students will read on EPIC and practice answering comprehension questions along with reading for 20 mins on their own.</p> <p><b>Day 3:</b> OBJECTIVE: Today I want to remind you that once you have paused to develop an interpretation of a book, you almost wear that idea-that interpretations-like a pair of glasses, like a lens. The teacher will model and post a video, students will read on EPIC and practice answering comprehension questions along with reading for 20 mins on their own.</p> <p><b>Day 4:</b> OBJECTIVE: Today I want to teach you that in a good book, as in a good conversation, you can feel your thinking being changed. The teacher will model and post a video, students will read on EPIC and practice answering comprehension questions along with reading for 20 mins on their own.</p> <p><b>Day 5:</b> OBJECTIVE: Today I want to teach you that minor characters are in a story for a reason. They like the main character, help to carry the big messages or big ideas of the story. The teacher will model and post a video, students will read on EPIC and practice answering comprehension questions along with reading for 20</p> |

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|  |  | mins on their own.  |
| <b>Writing</b>   | <b>4.3.2.4.1<br/>4.3.2.4.2<br/>4.6.6.6</b>   | <p><b>Day 1:</b> Objective: I can identify the northwest region of the United States. Teacher will model and post a video on Schoology. Students will complete a graphic organizer.</p> <p><b>Day 2:</b> Objective: I can research a state in the Northwest region of the United States. Teacher will model and post a video on Schoology. Students will research a state in the northwest region of the United States and complete a graphic organizer.</p> <p><b>Day 3:</b> Objective: I can research a state in the northwest region of the United States. Teacher will model and post a video on Schoology. Students will continue to research a state in the northwest region of the United States and complete a graphic organizer.</p> <p><b>Day 4 :</b>Objective: I can create a Google Slides presentation on a state in the northwest region of the United States. Teacher will model and post a video on Schoology. Students will complete a google slide presentation.</p> <p><b>Day 5:</b> Objective: Students will go on a virtual museum field trip and complete a written response.</p> |
| <b>Math<br/>(Vischer,<br/>Xiong,<br/>Cegla,<br/>Schmidt,<br/>Zimmer)</b> | <b>4.3.1.2<br/>4.3.2.3<br/>4.3.2.4<br/>4.3.3.1<br/>4.3.3.2<br/>4.3.3.3<br/>4.3.3.4</b> | <p><b>Day 1:</b> Objective: I can identify quadrilaterals.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 2:</b> I can Classify Quadrilaterals.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 3:</b> I can Classify Quadrilaterals.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 4:</b> I can find Area of a square or rectangle<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 5:</b> I can find the area of a shape by dividing the shape into two rectangles.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p>  |
| <b>Math<br/>(Beecken,<br/>Bialke)</b>                                    |  | <p><b>Day 1</b> - I can use estimation and rounding techniques to make educated guesses about a math project.</p> <p><b>Day 2</b> - I can use problem solving and algebra skills to puzzle through a math project involving multiplication, division, fractions, and decimals.</p> <p><b>Day 3</b> - I can use problem solving and algebra skills to puzzle through a math project multiplication, division, fractions, and decimals.</p>   |

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|  |  | <p><b>Day 4</b> - I can record results in a data set.</p> <p><b>Day 5</b> - I can record results in a data set and analyze others' data.</p> |
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| Week 4 Pacing (April 27th - May 1st)                         |  |  |
|--|--|--|
| Subject  | Standards Addressed                        | Objective and Method of Instruction/Student Work   |
| Reading  |  | <p><b>Day 1:</b> <i>Objective</i> Today, I want to teach you that readers also take their interpretation around theme through a process of drafting and revision.</p> <p><b>Day 2:</b> <i>Objective</i> “Today I want to teach you that readers of historical fiction often study images-photographs and illustrations-from the time period, synthesizing them into relevant parts of their novels, to understand the time period better.”</p> <p><b>Day 3:</b> <i>Objective</i> “Today I want to remind you that readers don’t limit themselves to the book in their hands. Readers gather resources on the run that will deepen comprehension.</p> <p><b>Day 4:</b> <i>Objective</i> I can learn information from historical fiction.</p> <p><b>Day 5:</b> <i>Objective</i> Today, I want to teach you that as readers research characters’ perspectives, it’s important to recognize that one person’s perspective is not everyone’s perspective.</p> |
| Writing  | <p>4.3.2.4.1<br/>4.3.2.4.2<br/>4.6.6.6</p> | <p><b>Day 1:</b> Objective: I can identify the Southwest Region of the US.</p> <p><b>Day 2:</b> Objective: I can research a state in the Southwest Region of the US.</p> <p><b>Day 3:</b> Objective: I can research a state in the Southwest Region of the US.</p> <p><b>Day 4:</b> Objective: I can create a Google Slide presentation on a state in the Southwest Region of the US.</p> <p><b>Day 5:</b> Objective: I can reflect on the Virtual Field trip.</p>   |
| Math<br>(Vischer,<br>Xiong,<br>Cegla,<br>Schmidt,<br>Zimmer) |  | <p><b>Day 1:</b> Objective: I can find the area of a shape by dividing the shape into two rectangles. Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 2:</b> Objective: I can identify Translations, Reflections, Rotations of a shape. Complete and view the math video lesson, independent work, IXL and Xtra Math</p>  |

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|   |  | <p><b>Day 3:</b> Objective: I can identify Translations, Reflections, Rotations of a shape<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 4:</b> Objective: I can identify Translations, Reflections, Rotations of a shape<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> <p><b>Day 5:</b> Objective: I can show what I have learned by doing well on my test.<br/>Complete and view the math video lesson, independent work, IXL and Xtra Math</p> |
| <p><b>Math</b><br/><b>(Beecken,<br/>Bialke)</b></p> |  | <p><b>Day 1</b> - I can use estimation and rounding techniques to make educated guesses about a math project.</p> <p><b>Day 2</b> - I can use problem solving and algebra skills to puzzle through a math project involving geometry.</p> <p><b>Day 3</b> - I can use problem solving and algebra skills to puzzle through a math project involving geometry.</p> <p><b>Day 4</b> - I can record results in a data set.</p> <p><b>Day 5</b> - I can record results in a data set and analyze others' data.</p>                            |