

## Mr. L's Friday Recap - 10/15-10/18



Look for the Friday Recap via Class Dojo and Remind each week. I will also be posting it to the WEBSITE each week: <http://mrlestagegrade4.weebly.com/mr-ls-friday-recap.html>  
It will come as a PDF (longer.) Any issues opening let me know.

### This Past Week:

**TUESDAY:** Week 5 spelling was Long U - spelling patterns this time were: ew, oo, ui, u, u-consonant-e

**Spelling List Link:** <http://mrlestagegrade4.weebly.com/week-51.html>

### Creative Spelling Activities page:

[http://mrlestagegrade4.weebly.com/uploads/1/4/2/1/14219068/creative\\_spelling\\_home\\_work.doc.pdf](http://mrlestagegrade4.weebly.com/uploads/1/4/2/1/14219068/creative_spelling_home_work.doc.pdf)

**Current Events:** NONE THIS WEEK - NO SCHOOL!

All information can also be found here:

<http://mrlestagegrade4.weebly.com/current-events.html>

**Current Schedule:** [Current Event Schedule](#)

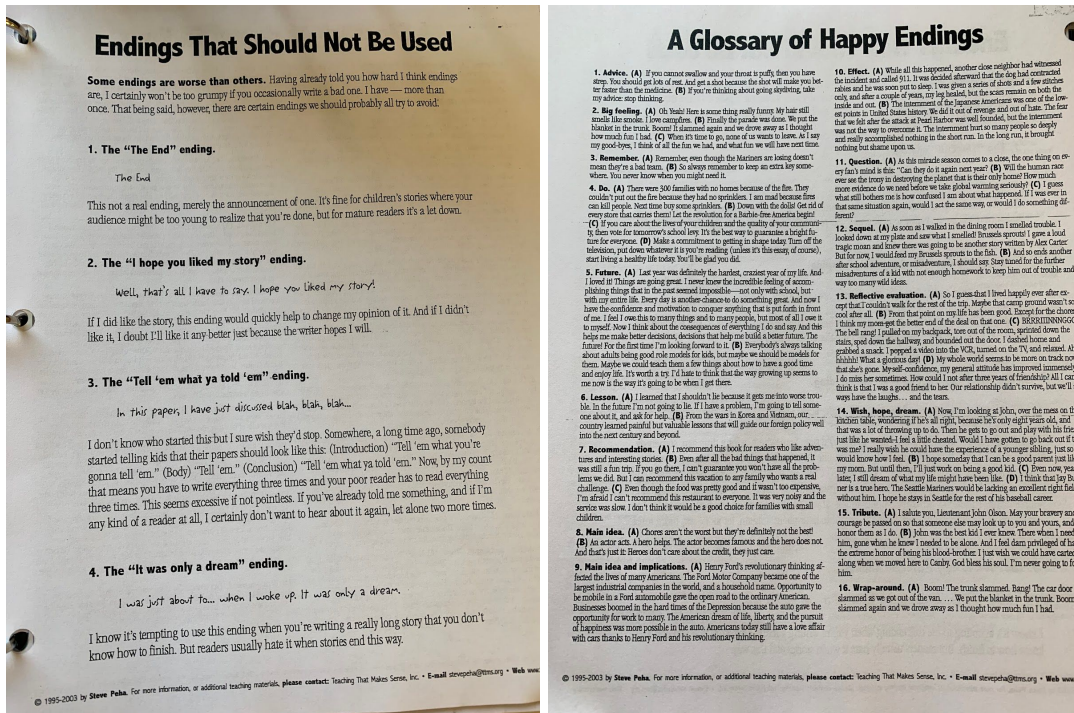
**Week in Rap:** This week, the Week in Rap focused on the following topics:

- A new treatment for peanut allergies may soon be available.
- A new law in California allows college athletes to earn money from endorsements.
- Astronomers find 20 more moons orbiting Saturn.



## Tuesday:

**Writer's Workshop:** Just like when we went over hooks and beginnings NOT to use, students were shown the 4 dreaded endings that we are going to try and avoid. ASK THEM WHAT THEY ARE! I then provided them with several examples before sharing 16 “better” endings.



Students then practiced writing their own endings for their stories. We used the following videos to help guide this process.

### 1) Personal Narrative:

<https://www.youtube.com/watch?v=GJMQWNd1TT8>

### 2) Realistic Fiction:

<https://www.youtube.com/watch?v=f3cWwSW0Qoo>

### 3) Imaginative/Creative:

<https://www.youtube.com/watch?v=yvg7CcaPIJs>

**Kahoot! Review:** Students got to try out Kahoot! today in teams. The game can get competitive and the students worked together to try and come up with the answer together. The faster they answered, the more points they got. We stressed speed isn't always the best option as a few teams selected TOO QUICKLY and lost the points. We will continue to use this throughout the year to review. Ask them all about it. You can also play at home for free as long as you have at least 2 DEVICES. One to load the game, the other to play it on.



<https://kahoot.com/>

**Social Studies:** Today was the first “test” of the year in Social Studies. We stressed the importance of READING DIRECTIONS. They will get these back in Wednesday folders next week.

Fiction

# IN THE GAME

BY NORA RALEIGH BASKIN

What does it mean  
to be a champion?

Art by  
Peter Sallinger

10 STORYWORKS

**Solve** Problems, and Solutions As you read,  
look for the problem that Cory faces and  
how he decides to solve it.

**SETTING**  
Where is Cory?  
What is he doing?

The line was noisy and hot and crowded inside. The Foot Palace pulled pretty quickly that they should have gotten there a lot earlier. This was the first day the new Isiah Jackson Retro 4s were on sale, and it looked like every kid on the planet was there.

"So this is what kids are doing these days," Cory's dad said. "Standing in line to buy overpriced sneakers?"

"Not just any sneakers, Dad," Cory said. "These are new this season. Everyone wants them." He peeked ahead, trying to count how many people were in front of him. The line moved two steps forward, and one more kid walked in the opposite direction with a shoe box and a big smile on his face.

"You are all welcome to keep waiting," a woman in a striped Foot Palace uniform announced as she walked up and down the line. She cupped her hands around her mouth like a megaphone. "But I have to tell you let know our supply of the Isiah Jacksons is getting low."

She called out the sizes they still had left.

"Eight and a half. That's me!" Cory said. He could actually feel his heart beating faster. But what if there aren't any left when we get up there?

"Eight and a half? Are you sure?" his dad asked.

Cory nodded.

"I'll be right back!" His dad walked straight to the front of the line. Cory didn't know what his dad was planning to do, but whatever it was, Cory hoped it would work. Learning over the counter, his dad said something to the cashier that Cory couldn't hear. The man pointed, and Cory's dad looked off around a display of soccer balls and lacrosse sticks, and out of sight.

Five minutes later they were leaving, and Cory heard a box tucked under his arm. When they got to the exit, Cory heard the words of their one-boy announcer, "Eight and a halves are now sold out."

A One boy who had almost made it to the counter pulled his hoodie over his head, slouched his shoulders, and stepped out of the store. Cory figured he must have wanted the eight and a halves too, and now he wasn't going to get them.

**DESCRIPTIVE LANGUAGE**  
How does this sentence show you Cory's feelings about getting the sneakers?

**INFERENCE**  
How do you think Cory got the shoes? What might this tell you about Cory's dad?

STORYWORKS SCHOLASTIC • SEPTEMBER 2019 11

- Week 4 spelling quiz (GRAMMAR review on the back!)



**Thursday:**

**Writer's Workshop:** Today we went back to our writing and talked about REVISING. We used our checklists to guide us and really spent time adding, removing, and changing details in our writing. Students used different colored pencils so they could see their changes. We stressed NO ERASING and how to add/remove details right on our drafts.

The image shows two pages of a writing checklist titled "Am I Finished Yet?". The left page contains three sections of questions for self-reflection: "After reading the BEGINNING...", "After reading the MIDDLE...", and "After reading the END...". The right page contains two tables: "CONTENT OF WRITING" and "GRAMMAR SKILLS".

**Am I Finished Yet?**

**After reading the BEGINNING...**

- Will my readers have a hint as to what my paper is about?
- Will my readers think my piece is going to be worth reading?
- Will my readers want to find out more?

**After reading the MIDDLE...**

- Will my readers think I included enough details to help them understand my main idea?
- Will my readers have enough information so they don't have any important questions?
- Will my readers think I included just the right amount of information?

**After reading the END...**

- Will my readers feel that my piece is finished?
- Will my readers feel that my ending gave them something important to think about?
- Will my readers feel that their time was well spent?

**How LONG should my piece be?**

Your piece should be long enough to express your ideas in such a way that you've communicated your message effectively and all your reader's important questions are answered — and not one word longer!

**CONTENT OF WRITING**

Writing Skill	YES	If yes, what to do?	NO
I have a catchy hook		Underline it in RED	
I have a satisfying ending		Underline it in BLACK	
I zoomed in on ONE event		Circle your main event	
I used sensory details (5 senses)		Put a star next to each sensory detail	
I have a clear beginning, middle, and end		SHADE your beginning yellow, middle, orange, and ending green	
I used paragraphs		Number each paragraph	

**GRAMMAR SKILLS**

Writing Skill	YES	If yes, what to do?	NO
I capitalized words correctly (I, beginning of each sentence, proper nouns)		Put a check mark ✓ above each one	
I have punctuation at the end of my sentences		Highlight each punctuation mark	
I have checked for spelling/neatness of my handwriting		Read your sentences backwards to check for spelling.	
I set up my paper correctly		Look at the Format paper Mr. Lestage gave me.	

We then watched 3 quick videos on helpful tips to REVISE our writing. We asked does our writing make sense? Can we add or remove words? How do we do this? Each video went with one of the three writing they chose:

**4) Personal Narrative:**

<https://www.youtube.com/watch?v=HLcjb0t6SRl>

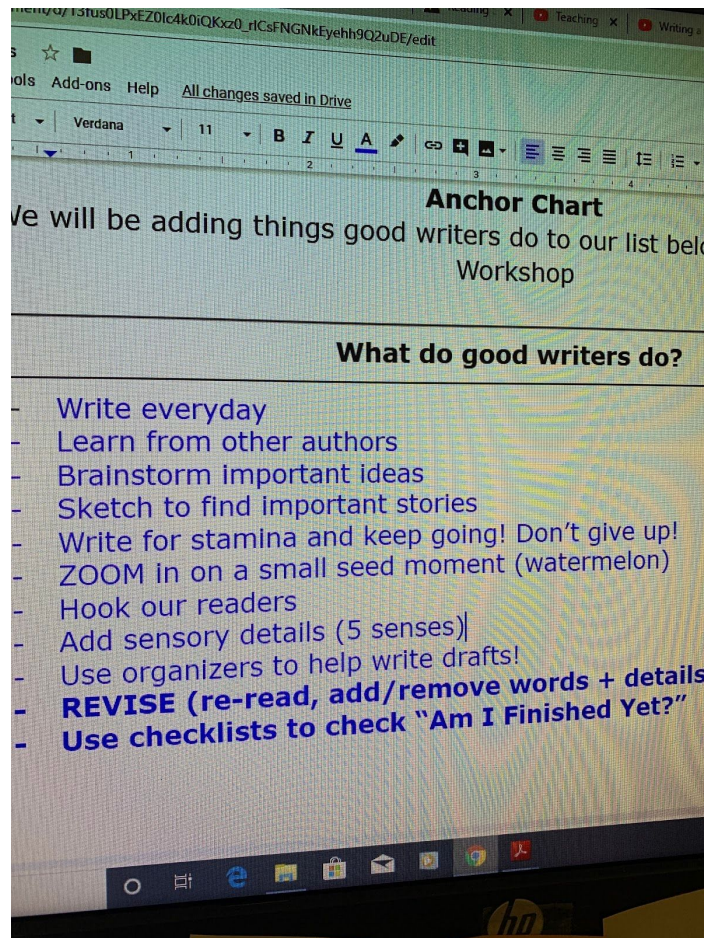
**5) Realistic Fiction:**

<https://www.youtube.com/watch?v=SV3bVnnltwY>

**6) Imaginative/Creative:**

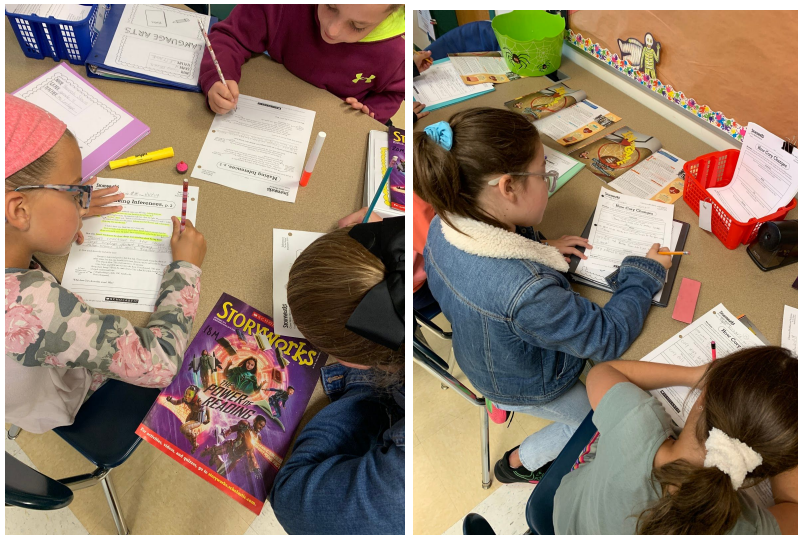
<https://www.youtube.com/watch?v=1T6PmQQIKss>

Students are on the final home stretch. The goal is to have their FIRST published piece of writing by Halloween! We will be EDITING next week and then typing/writing final drafts. At the end of class students added to their chart of **"WHAT GOOD WRITERS DO"**



**Center Work:** Today students worked on putting their center skills to the test.

- We continued to use our Storyworks story "In the Game" to practice more with character, problem/plot and making inferences.

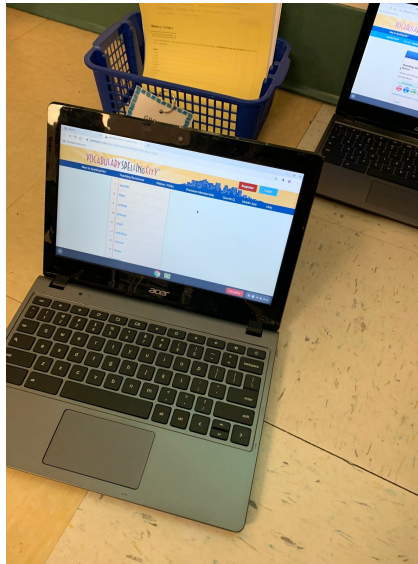




- Students also played a review game focused on Tone/Mood.



- Finally, students requested some spelling practice during center time. They worked on whiteboards, practice pages and Spelling City to practice this week's spelling pattern of LONG U!



**STUDENTS HAVE SEVERAL HELPFUL ANCHOR CHARTS IN THEIR READING STRATEGIES SECTION. ALL CLASSWORK IS ALSO IN THEIR ELA CLASSWORK SECTION. TAKE A LOOK WITH THEM!**

## Friday:

**Native Americans:** We began Native Americans today. All materials can be found here:

<http://mrlestagegrade4.weebly.com/native-americans.html>

Topics Today:

### - Vocabulary

buffalo □	an animal that provided food, clothing, shelter and tools to tribes of the Great Plains □	Cheyenne □	a tribe of the Great Plains □
cultural region △	a large area with similar land, climate and resources △	Eastern Woodlands □	Cultural region that mainly hunted, fished and grew crops; lived in longhouses □
Great Plains ☆	Cultural region that moved around following buffalo herds; lived in tepees or lodges ☆	Hopi □	a tribe of the Southwest Desert □
Inuits ◇	a tribe of the Eastern Woodlands ◇	kachina doll □	a doll given to Hopi children to honor spirits □
kiva □	an underground chamber where ceremonies were performed □	Kwakiwut ○	a tribe of the Northwest Coast □

### - Land-Bridge Theory

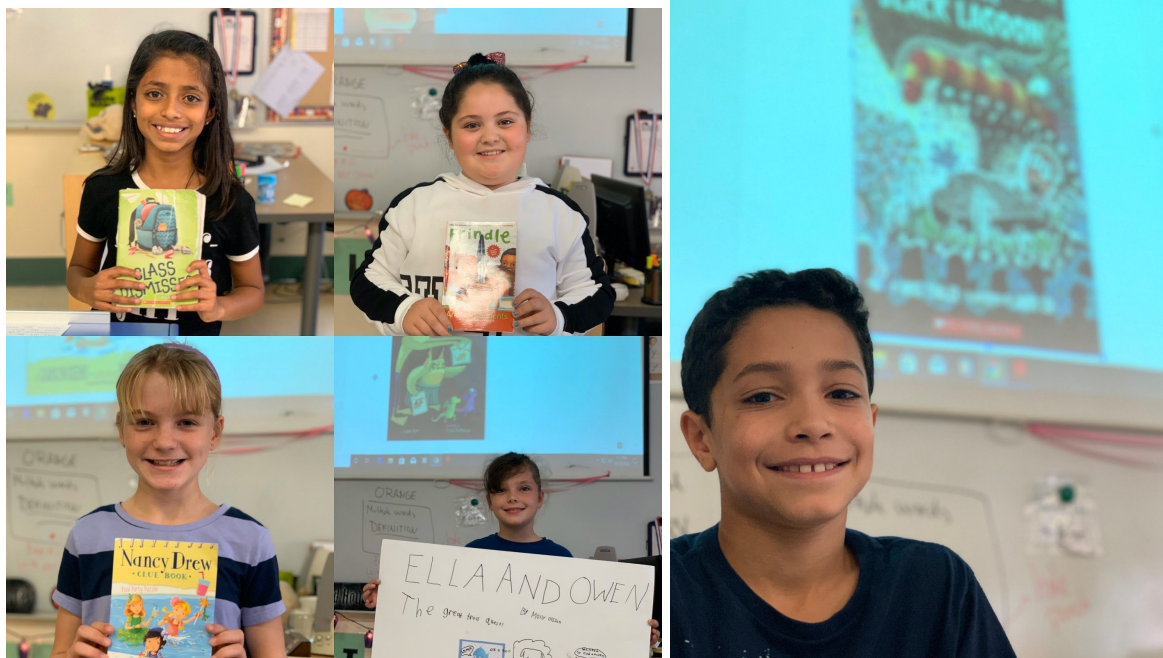
#### THE LAND BRIDGE THEORY



Many archaeologists believe that the first natives or "first peoples" arrived in North America over 10,000 years ago during the last Ice Age. They call it the land bridge theory. During the Ice Age, the glaciers caused sea levels to be much lower than they are today. The water was locked up in the huge glaciers. This uncovered a stretch of land called Beringia creating a passageway from Asia to North America. When the climate warmed approximately 10,000 years ago, the glaciers melted. This caused the sea level to rise and cover that piece of land. We now call it the Bering Strait because it is emerged in water. Although North America was covered with a sheet of ice and difficult to live in at the time, natives still came across the land bridge. Archaeologists believe they actually walked from Asia to North America following their main sources of food, the large herds of woolly mammoths. That is why the first peoples were referred to as nomads or wanderers. They wandered after their food and had no permanent settlement. These first Americans kept migrating south and eventually spread throughout North America.

How these first peoples actually arrived in the Americas is still a debate. Some archaeologists think they came by foot across Beringia, others believe they came by wooden boats along the Pacific Coast, while others think they lived in Beringia for a period of time. What do you believe?

### Book Talks -



**Plickers:** Today we used Plickers for our spelling quiz. ASK them about it!



### Thoughts/Feelings for the Week:

- Thanks for all the feedback on the Friday Recap. I had a lot of helpful comments and great support and I appreciate it. I will continue with the Friday Recap WEEKLY until the end of the month. Starting in November, you will receive a MONTHLY recap with a few new highlights and shortened information.

### Next Week at a Glance:

- Current Events
- Spelling Week 6 (REVIEW WEEKS 1-5)
  - **All spelling patterns from first 5 weeks will be reviewed.**
- Editing/Publishing in Writer's Workshop
- Native Americans!
- BECAUSE OF WINN-DIXIE
- Google Classroom
- Franklin Park Zoo Field Trip FRIDAY!

Have a great weekend and GO PATS MONDAY!



- Mr. L