

Mr. L's Friday Recap - 10/21-10/25



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: This week was a review of all skills taught weeks 1-5

Spelling List Link: <http://mrlestagegrade4.weebly.com/week-61.html>

Creative Spelling Activities page:

http://mrlestagegrade4.weebly.com/uploads/1/4/2/1/14219068/creative_spelling_home_work.doc.pdf

Current Events: Ask the kids who presented and what their topic was. See if they learned anything new! DOGO News continues to be the class favorite for finding articles. Keep up the hard work and keeping us informed on what is going on in the world around us.

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:

- Fortnite goes dark as the game's 10th season ends.
- Parts of California's power grid are shut off to prevent wildfires.
- Scientists consider how to get people interested in eating bugs.
- Simone Biles wins five gold medals at the World Gymnastics Championships.
- Eliud Kipchoge completes a marathon in under two hours.



Tuesday:

Writer's Workshop:

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!

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Name: _____

Use the checklist below to make sure your writing is its best quality of work.

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.	

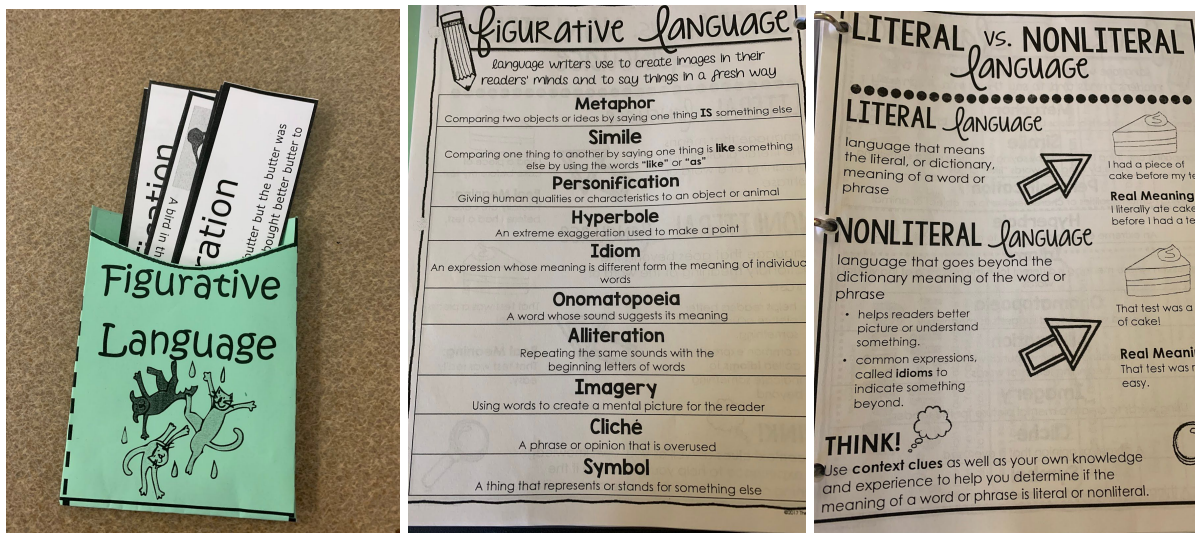
Wednesday: In Social Studies we went over the (7) regions we will be studying for the Native Americans. This map is kept in Social Studies "Study Guide" section and will help us as we navigate through the many different tribes that were native to North America.



Social Studies:

Library: Students spent time checking out books and signing up for the Library Challenge that Mrs. Grabke presented during lunches.

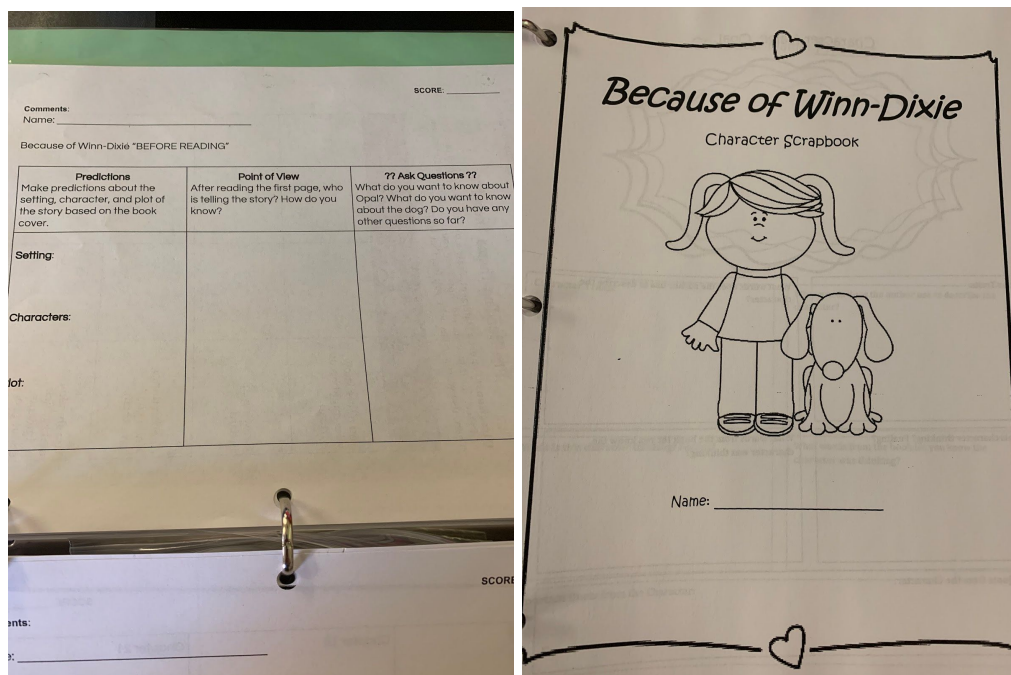
Reading: Today we discussed ***Literal vs. Nonliteral Language** and connected it to ***Figurative Language** which we will be seeing a ton of this year in the stories we read.



***These skills will be practiced in centers all next week.**

We also began to work with *Because of Winn-Dixie*. Each student has a "BOOK STUDY" section in their binder where we will be working closely on activities/skills related to the story.

We started with:



Character Name: Opal

Character Traits:

What words does the author use to describe the character?

What is this character thinking? Feeling?

What words from the book let you know the character was thinking?

Important Quote from the Character:

My Mini Anchor Chart

Formulating Questions

Strong readers will ask questions while they read. This helps them make connections, predictions, and understand what is going on in the story.

Before	<ul style="list-style-type: none"> What will this story be about? Who are the main characters? What lesson might they learn?
During	<ul style="list-style-type: none"> What are the characters feeling? Why are they acting like that? What will happen next?
After	<ul style="list-style-type: none"> What were the most important parts of the story? Why did the author choose to write this story? What would happen in a sequel?

Don't forget to look for the answers while you read!

My Mini Anchor Chart

Making Predictions

A prediction is a guess about what will happen next in the story. You can use pictures or text clues to help you make your predictions.

Here are some ways to start your predictions:

- I predict that...
- I think _____ will happen because....
- When I read _____, it makes me think _____ will happen.
- I bet the character will....
- I wonder if _____ will happen next.

When can I make a prediction?

Before Reading	Look at the title and the pictures to help you make predictions.
During Reading	Stop every few pages to make a prediction about what will happen next.
After Reading	Think: Did I make accurate predictions? What clues helped me predict what would happen next?

Comments:

Name: _____

Because of Winn-Dixie "Chapter Titles"

Comprehension Strategies/Skills: Summarizing

After reading each chapter, brainstorm a title that sums up the main idea and reflects the character, or mood of each chapter.

*Example for Chapter 1:
"Opal Meets Winn-Dixie" or "Winn-Dixie: Lost and Found"

Chapter 2	Chapter 5	Chapter 8
Chapter 3	Chapter 6	Chapter 9
Chapter 4	Chapter 7	Chapter 10

Vocabulary Overview

Key words and phrases from this section are provided below with definitions and sentences about how the words are used in the story. Introduce and discuss these important vocabulary words with students. If you think these words or other words in the story warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities (page 5).

Word	Definition	Sentence about Text!
preacher (ch. 1)	a person whose job is to give religious speeches and lead religious ceremonies	Opal's daddy is a preacher at the Open Arms Baptist Church.
produce section (ch. 1)	the part of a grocery store where fresh vegetables and fruits are sold	The dog knocks tomatoes, onions, and green peppers onto the floor of the produce section.
skidded (ch. 1)	slid across the floor in an uncontrolled way	The dog came running around the corner and skidded to a stop.
hind (ch. 1)	at or near the back of something	The dog stands up on his hind legs so he can get face to face with the store manager.
pound (ch. 1)	place where animals that are found on the streets without an owner are kept until an owner can be found for them	Opal does not want the stray dog to be sent to the pound.
cashiers (ch. 1)	people whose job is to collect the payments for purchases in a store	Opal walks past the cashiers at the front of the store and out the door.
missionary (ch. 2)	a person who is sent to a foreign country to do religious work	Opal's daddy was a missionary in India before she was born.
stray (ch. 2)	an animal (such as a cat or dog) that is lost or has no home	It is obvious that the dirty, unkempt dog is a stray.
constellations (ch. 4)	groups of stars that form particular patterns in the sky and have names	Opal's mother could identify all the constellations in the sky.
mutt (ch. 5)	a dog with parents of different breeds	Winn-Dixie is a mutt but he appears to be part retriever.

Wednesday Folders were full of "stuff":

- Week 5 spelling quiz (Plickers version)
- Map skills test
- Current Events
- Book Talks
- Nature's Classroom form
- Class pictures

Thursday:

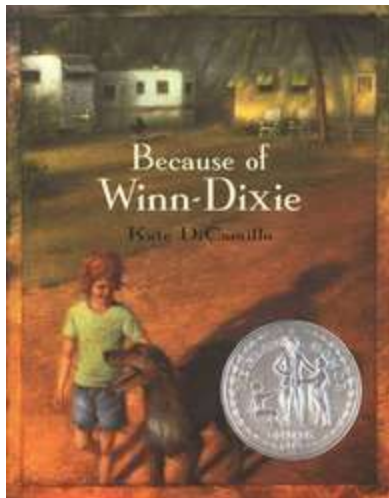
Writer's Workshop: Today we moved one step closer to finalizing our writing. Students continued using their checklist and moved to the EDIT/PUBLISHING stage.

We then watched 2 quick videos on helpful tips to EDIT our writing. We checked for capitals, punctuation, spelling and then the final draft format.

EDITING: <https://www.youtube.com/watch?v=SNs9zZm9jzg>

PUBLISHING: https://www.youtube.com/watch?v=D_f-e40hHU8

Because of Winn-Dixie: <http://mrlestagegrade4.weebly.com/because-of-winn-dixie.html>



All materials will be in the Book Study section of ELA binders.

Questions to ask:

- Who is Winn-Dixie?
- Who is Opal and the Preacher?
- What do they think about the problem?
- Where does the story take place?
- Who is telling the story?
- What's the mood/tone so far?

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!

Plickers: Today we used Plickers for our spelling quiz. Next week we will use Chromebooks to TYPE our spelling.



FRIDAY: FRANKLIN PARK ZOO!

★ Start at any exhibit! ★

ZOO FRANKLIN PARK ZOO SCAVENGER HUNT

NEW ENGLAND FULL ZOO

Serengeti Crossing:

What African animals have stripes that help them blend in with each other in a herd?
Answer: _____

How many bones are in a giraffe's neck?
Hint: Humans have the same number!
Answer: _____

What animals are camouflaged to sit on their nest at different times of the day, the male at night and the female during the day?
Answer: _____

Tropical Forest:

What South American herbivores look like anteaters, but actually related to horses and rhinos?
Answer: _____

What spotted predator of the South American rainforest likes to feast on small reptiles, mammals, birds, insects, and even fish?
Answer: _____

Name the small monkey who is not having a "bad hair day" but is in fact named for its funky hair.
Answer: _____

This nocturnal primate spends most of its day curled up napping. It has large, round eyes for hunting in the dark and a very slow metabolism which allows it to eat insects that are poisonous to other animals. Name it!
Answer: _____

Name the animal that has claws up to 3-4 inches long and a long sticky tongue it can use to collect 1,000 insects in a few minutes.
Answer: _____

Big Cats:

What are two genetic problems that can happen when someone breeds white tigers?
1. _____
2. _____

On one of the lion signs, there is a thermometer that is labeled with the different population levels of animals in the wild. What are they and which one describes the lion?
Answer: _____

Which African bird averages 6 feet in height and uses its long legs to wade through shallow water where it captures fish?
Answer: _____

Name this little animal who is actually a meat-eater and one of the smallest birds of prey.
Answer: _____

What often misunderstood animals are actually fruit-eaters and can avoid hitting things in the dark through the use of echolocation?
Answer: _____

This animal is about 10 feet long right now, but he can get even bigger—up to 30 feet! Who is he?
Answer: _____

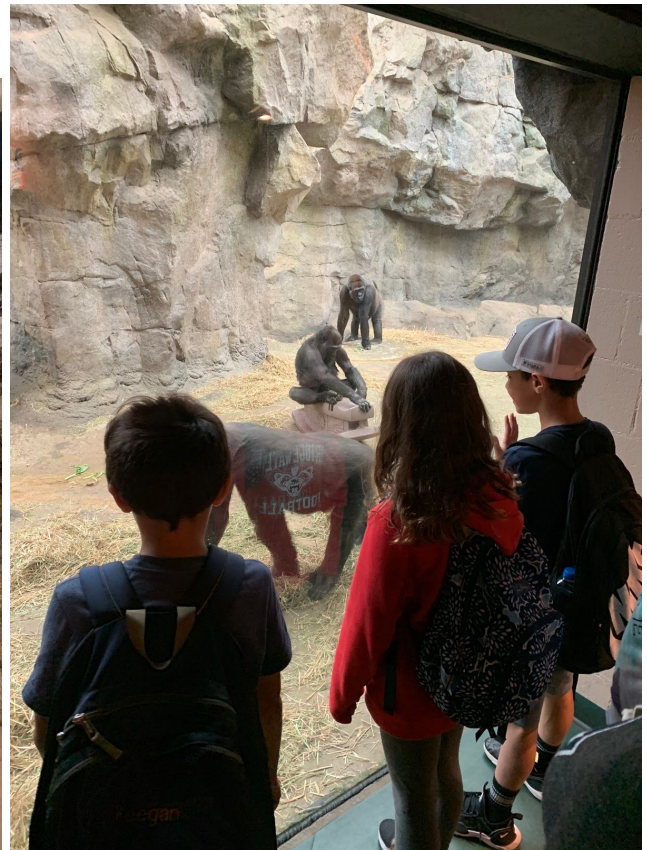
Find these free-flying birds, check the box when you find them:
Use the identification key across from the Tamarin exhibit and signs near the Saddle-billed Storks to help you.

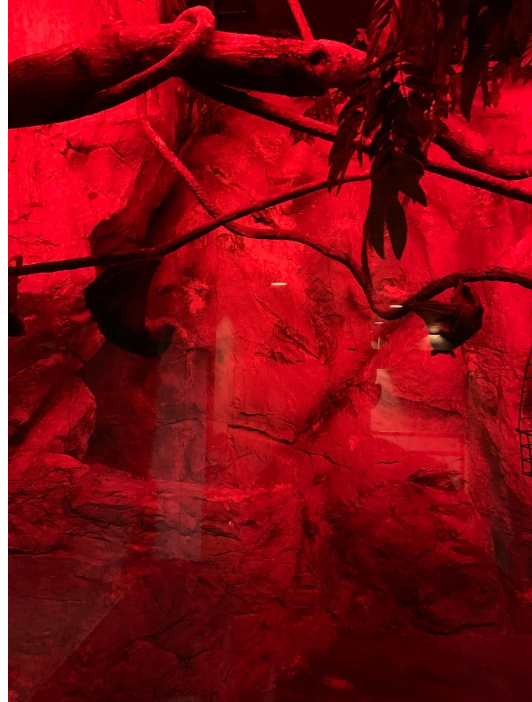
<input type="checkbox"/> Golden-Breasted Starling	<input type="checkbox"/> Cacique
<input type="checkbox"/> Yellow-billed Stork	<input type="checkbox"/> Scarlet Ibis

Next stop Birds' World! →









Thoughts/Feelings for the Week:

- Grades are entered weekly into the online portal. If you see something come home that you're concerned with, reach out to me. I do allow certain retakes/make-up/corrections depending on the type of material.
- With that being said, please don't be too concerned with grades just yet. Most grades to start the year were spelling/grammar based. Now that we are moving forward you

will see more comprehension. It WILL balance out. Some dropped grades quite a bit, but that's because assignments are worth more or are more challenging. But please, keep in mind that the year has just begun. TERM 1 goes until DECEMBER. Plenty of time/things to be taught/learned.

- Assignments on GOOGLE CLASSROOM can be seen any time by logging into your child's account. They have this information in their take-home binders.
- Thanks to all those that volunteered to chaperone at the zoo! The weather was great and the kids had a wonderful time. I'm glad we had so many volunteers that I was able to move around and help/see all the groups.

Next Week at a Glance:

- Current Events
- Spelling Week 7 (plurals -s, and -es)\
 - Add **-s** to words ending in a vowel and y and to most words: **monkeys, friends.**
 - Change **y to i and add -es** to words ending in a consonant and y: **supplies.**
 - Add **-es** to words ending in **sh, ch, s, ss, x: taxes.**
- Editing/Publishing in Writer's Workshop (typing/hand-written final draft)
- Native Americans! - Native names/Boy Called Slow
- BECAUSE OF WINN-DIXIE
- Figurative Language practice/centers
- NO SCHOOL FRIDAY.

Have a great MONDAY and PATS are 8-0!



- Mr. L