

4th grade ACCRS that correlate to YPC components

Plus sample lesson plans for Science and Social Studies

ELA

7.) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. [RL.4.7]

14.) Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5]

15.) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6] 22.) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]

23.) Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.4.2]

24.) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]

27.) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. [W.4.6]

28.) Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]

29.) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [W.4.8]

35.) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]

38.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.4.1]

39.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.4.2]

40.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3]

Math:

1.) Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. [4-OA1]

2.) Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Appendix A, Table 2.) [4-OA2]

3.) Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. [4-OA3]

5.) Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. [4-OA5]

9.) Fluently add and subtract multi-digit whole numbers using the standard algorithm. [4-NBT4]

10.) Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [4-NBT5]

11.) Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [4-NBT6]

12.) Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{na}{nb}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [4-NF1]

Science:

2.) Compare different pitches of sound produced by changing the size, tension, amount, or type of vibrating material.

Social Studies:

Analyze social and educational changes during the late nineteenth and early twentieth centuries for their impact on Alabama.

Sample lesson plans and web resources for Science and Social Studies correlating standards

By: Joy Wilson, fourth grade teacher, Madison Elementary, Madison City Schools
ALEX (Alabama Learning Exchange)

Science (2005)	Compare different pitches of sound produced by changing the size, tension, amount, or type of vibrating material.
Grade(s): 4	
All Resources: 6	<ul style="list-style-type: none">Describing the relationship between the structure of the ear and hearing
Learning Assets: 1	
Lesson Plans: 2	
Podcasts: 1	
Web Resources: 2	

ALEX Lesson Plans

Subject: Mathematics (4), or Science (4), or Technology Education (3 - 5)

Title: [Multiply What You Hear!](#)

Description: Students will record the sound that ten different objects make when they are dropped. The students will then use those sounds to create multiplication problems for other students to answer.

Subject: English Language Arts (3 - 4), or Science (4)

Title: [Echolocation Stations: Exploring Sound](#)

Description: During this lesson students will have the opportunity to explore sound. This lesson should be taught during an ongoing unit about whales. Students will navigate different websites to learn more about whales and sound. This lesson is interactive and students will do different experiments to learn about sound.

Web Resources

Interactives/Games

<http://www.dangerousdecibels.org/virtualexhibit/>

Title: Dangerous Decibels Virtual Exhibit

Description: This interactive webpage allows students to discover the effects of sound, how sound is measured, and how we hear. There are information and interactive activities throughout. Some of the interactive activities require Flash plug-ins.

Standard(s):

[S1] (4) 2: Compare different pitches of sound produced by changing the size, tension, amount, or type of vibrating material.

<http://www.webquest.hawaii.edu/kukulu/webquests/webquest7/>

Title: Sound Webquest: Make an Instrument

Description: This is a Webquest that allows students to explore sound, tone, and pitch. The culminating activity is to create an instrument and present it to the class.

Standard(s):

[S1] (4) 2: Compare different pitches of sound produced by changing the size, tension, amount, or type of vibrating material.

ALEX Learning Assets

Title: [Journey to the Center of the Ear](#)

Digital Tool: Scholastic StudyJams Hearing Video

Digital Tool Description: Scholastic StudyJams Hearing video can be used to introduce or reinforce teaching of the ear structure and function. There is an included link to a post quiz to assess learning.

Social Studies (2010)	Analyze social and educational changes during the late nineteenth and early twentieth centuries for their impact on Alabama.
Grade(s): 4	
Alabama Studies	<ul style="list-style-type: none"> Identifying Alabamians who made contributions in the fields of science, education, the arts, politics, and business during the late nineteenth and early twentieth centuries
All Resources:	28
Learning Assets:	3
Lesson Plans:	12
Podcasts:	8
Web Resources:	5

Web Resources:

<http://alafricanamerican.com/>

Title: Alabama African American History Calendar Project

Description: Events in history help complete the understanding of African American history. This website provides a month-by-month outline of historic dates relevant to Alabama African American

history offers readers a perspective that compliments the biographical data on African American leaders. This timeline view helps complete the picture of the African American impact on Alabama and United States history. A free, downloadable calendar with historic events from African American history can also be found on this site.

Standard(s):

[SS2010] US11 (11) 14: Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. (Alabama) [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]

<http://www.encyclopediaofalabama.org/category/ArtsandLiterature>

Title: Encyclopedia of Alabama

Description: The Encyclopedia of Alabama is a free, online reference resource on Alabama's history, culture, geography, and natural environment. This site offers articles on Alabama's famous people, historic events, sports, art, literature, industry, government, plant and animal life, agriculture, recreation, and so much more.

Standard(s):

[SS2010] HGEO (9-12) 2: Identify world migration patterns caused by displacement issues.

ALEX Learning Assets

Title: [That's Who I Am](#)

Digital Tool: Babblyzer app

Digital Tool Description: A fun app that allows you to select a picture and make it seem to speak! It is FREE!

Title: [Who's who in Alabama history?](#)

Digital Tool: BioCube graphic organizer

Digital Tool Description: The BioCube graphic organizer contains questions that can be used to guide students as they research information about influential Alabamians.

Arts Standards

Prepared by Audra Loftin, Elementary Music teacher, Madison City Schools

Music

Standard 11 Identify melodic sequences in a melody.

Example: motif from first movement of Ludwig von Beethoven's *Symphony No. 5*

Standard 12 Classify orchestral instruments by family.

- Identifying individual instruments by sight
- Identifying individual instruments by sound

Visual Art

Standard 1. Produce two- and three-dimensional works of art with a variety of traditional and digital processes, materials, subject matter, and techniques.

Examples:

- processes--using a digital camera to create images to be digitally altered;
- materials--creating *papier-mâché* animals;
- subject matter--creating portraits, landscapes, still lifes, interiors, or seascapes;
- techniques--layering materials such as cardboard, rubber, fabric, paper clips, and papers to create a collagraph

Standard 2. Use traditional and digital media in the production of graphic design to communicate ideas and feelings

Example: designing posters, book covers, or logos on the themes of recycling, drug awareness, or endangered species

Dance

Standard 9. Analyze a dance work to determine meaning, message, or ideas conveyed.

Example: identifying conflict and resolution in *Swan Lake*

Standard 13. Explain possible connections between dance concepts and concepts from other content areas.

Example: explaining how student-created artwork in visual arts, music, and theatre may be translated to dance

Drama

Standard 3. Describe the function in musical theatre of each arts discipline.

Examples:

- dance--movement, dance sequences;
- music--score, lyrics;
- theatre--acting, production;
- visual arts--scenic design

Standard 11. Identify possible connections between theatre concepts and concepts from other content areas.

Example: explaining how student-created work in visual arts, music, and dance may be translated to theatre