Fourth Grade Curriculum

Title	Subject	Objective
Do I Have Enough Money?	Math	1.01
Base Ten Blocks	Math	1.01
MAAC Math Problems	Math	1.05
Perimeter Basketball	Math	2.01, 2.02
All Around the Court	Math	2.01
MAAC Mascot Symbols Mix Up	Math	3.03
Tally Time	Math	4.01
Scores on the Range	Math	4.02
Concession Stand Calories	Math	5.01
All Roads Lead to the Tournament	Soc. Stud	1.01
I Like Calling North Carolina Home	Soc. Stud.	3.04
Give Me a Cheer!	Lang. Arts	1.05
What's Up?	Lang. Arts	1.06
Mascot Mania	Lang. Arts	3.06
Do You Have a Pamphlet?	Lang. Arts	4.03 133
What a Basket!	Lang. Arts	4.04
Take Me Out to the Ballgame	Lang. Arts	4.09
Rules are Rules	Lang. Arts	4.09
And Now, for the Rest of the Story	Lang. Arts	4.09
And Now, for the Rest of the Story	Lang. Arts.	4.09
MAAC Biocube	L.Arts/Tech	4.03

LESSON TITLE: Do I Have Enough Money?

CURRICULUM AREA: Math

GRADE LEVEL: 4

OBJECTIVE: 1.05

Develop flexibility in solving problems by selecting strategies.

ESSENTIAL QUESTION:

How can you solve multi-step problems involving money?
*Make sure your class knows the different bills and they can count back change.

PROCEDURES:

Bring in real money $20, $10, $5, $1, and coins. Pick a student for a skit. Write a list of items sold at the Arena at Harbor Yard (food) and their prices. Have the student walk up to you and select 3 items to buy. Then say, "What do I do?"
Pizza $3.00
Hot Dogs $2.50
Candy $2.50
Popcorn $2.50
Drinks $3.00
Use an overhead calculator and add up the amount. Tell them addition is the first step-this is the total price. Show the students that what you have brought to the concession stand is a $20 bill. Now you need to pay for your meal and receive change. Take the amount of money you have $20 and place it on top. Take the amount the bill added up and subtract. This is the change you receive. This was a 2 step problem.

ASSESSMENT:

Give students more 2 step problems to work on.

LESSON TITLE: Base Ten Blocks

CURRICULUM AREA: Math

GRADE LEVEL: 4

OBJECTIVE: 1.01

Develop number sense for rational numbers 0.01 to 999,999.

ESSENTIAL QUESTION:

How do I model numbers using base ten blocks and write those numbers in standard, expanded a written form?

PROCEDURES:

The teacher will show a model of a hundreds block, a tens block and an ones block. Each group will receive a set with 7 hundreds blocks, 10 tens blocks and 10 ones blocks. Each group will also receive a place value mat. The teacher will review on the overhead the win rate for each coach listed. Students will take turns within the group modeling and recording the number correctly.

ASSESSMENT:

Each group will complete the attached worksheet as an assessment. As an extension of the lesson students will write the win numbers in standard, written and expanded form.

Complete the chart below:

Number of Career Wins		**Hundreds**	**Tens**	**Ones**
104 Wins Terry Zeh Canisius College				
249 Wins Joe Fragor Fairfield University				
262 Wins Tony Brozzella Iona College				
75 Wins Joe Logan Loyola College				
85 Wins John Olenowski Manhattan College				
194 Wins Brian Giorgis Marist College				
24 Wins Kendra Faustin Niagara University				
22 Wins Lynn Milligan Rider University				
79 Wins Stephanie DeWolfe Saint Peter's College				
310 Wins Gina Castelli Siena College				

Updated prior to the 2010-2011 season

LESSON TITLE: MAAC Math Problems

CURRICULUM AREA: Math

GRADE LEVEL: 4

OBJECTIVE: 1.05

Develop flexibility in problem solving by selecting strategies.

ESSENTIAL QUESTION:

How do you solve word problems related to multiplication and division?

PROCEDURES:

Students may complete the worksheet in partners or independently. After the worksheet is completed the teach will review how to check their answers using a calculator.

ASSESSMENT:

Students will work in partners to develop three multiplication and three division word problems. Partners will switch word problems to solve.

MAAC Math Problems

Multiplication:

1) If a Canisius College fan buys three tickets at $7 per ticket, how much would the fan spend?

2) If a Siena player shoots 6 three pointers, how many points did the Siena player score?

3) In the bleachers, there are 20 seats in a row. How many fans can sit in 7 rows?

Division:

1) Twenty dollars is divided evenly between 4 children. How much money does each receive?

2) Two basketballs cost a total of $22.50. How much are they a piece?

3) In the Arena at Harbor Yard parking lots each row has 11 spaces, how many rows will be needed to park 99 cars?

MAAC Math Problems

Addition:

1. Fairfield scored 84 points and Saint Peter's scored 78. What is the total number of points scored?

2. Three students bought tickets to the Iona/Manhattan game. Each ticket cost a different price. Using the chart below, determine how much money the students will spend altogether.

Student Ticket Price:
John $15.00
Maria $13.00
Cesar $12.00

3. Niagara scored 68 points the first game, 79 points the second game, and 83 points the third game. What is the total number of points scored in all?

Subtraction:

1. Marist scored 88 points and Rider scored 79 points. What is the difference between the scores?

2. There are 12 players on a team and three are injured and cannot play. How many players are left to play?

3. There is 20 minutes in the first half. Loyola and Canisius have played 5 minutes. How much time is on the clocks?

LESSON TITLE: Perimeter Basketball

CURRICULUM AREA: Math

GRADE LEVEL: 4

OBJECTIVE: 2.01, 2.02

Develop strategies to determine the area of rectangles and the perimeter of plane figures. Solve problems involving perimeter of plane figures and areas of rectangles.

ESSENTIAL QUESTION:

How do you calculate the area and perimeter of a basketball court?

PROCEDURE:

1. Group students into pairs.

2. Inform students that they will be talking about area and perimeter for two minutes. They will need to select which student will begin first. An easy way to do this is to say something like: “Find out whose birthday comes first in a calendar year.” Then tell the students that, “That person goes second!”

3. Give the first student 2 minutes to talk. After 2 minutes, say switch giving the second partner 2 minutes.

4. Have a few groups share some of their responses with the entire class. If students did not show an understanding of area and perimeter, you need to re-teach area and perimeter. Explain that students will be working in partners to find the area and perimeter of the basketball court. Establish your rules and procedures for the activity. Each pair will need 1 set of resources: measuring tape, paper, pencil, clipboard, and of course access to a court. Students complete task. Early finishers find the area and perimeter for smaller sections of the court (foul box, half-court, etc.) Encourage them to brainstorm the relationship between the smaller parts to the entire court using fractions: 1/4, 1/2, 1/3 etc.

ASSESSMENT:

Students share area/perimeter with another pair. Discuss the strategies that worked and didn’t work. Students complete a 3-2-1 on a piece of notebook paper or math journals. They will write: 3-of the most important ideas or concepts they learned. 2-questions they learned. 1-way the lesson links to the real world. Take this up for an assessment tool.

LESSON TITLE: All Around the Court

CURRICULUM AREA: Math

GRADE LEVEL: 4

OBJECTIVE: 2.01

Develop strategies to determine the area and perimeter of plane figures.

ESSENTIAL QUESTION:

How can you find the perimeter of a rectangle?
*Make sure area has been taught (area is measurement inside a figure)

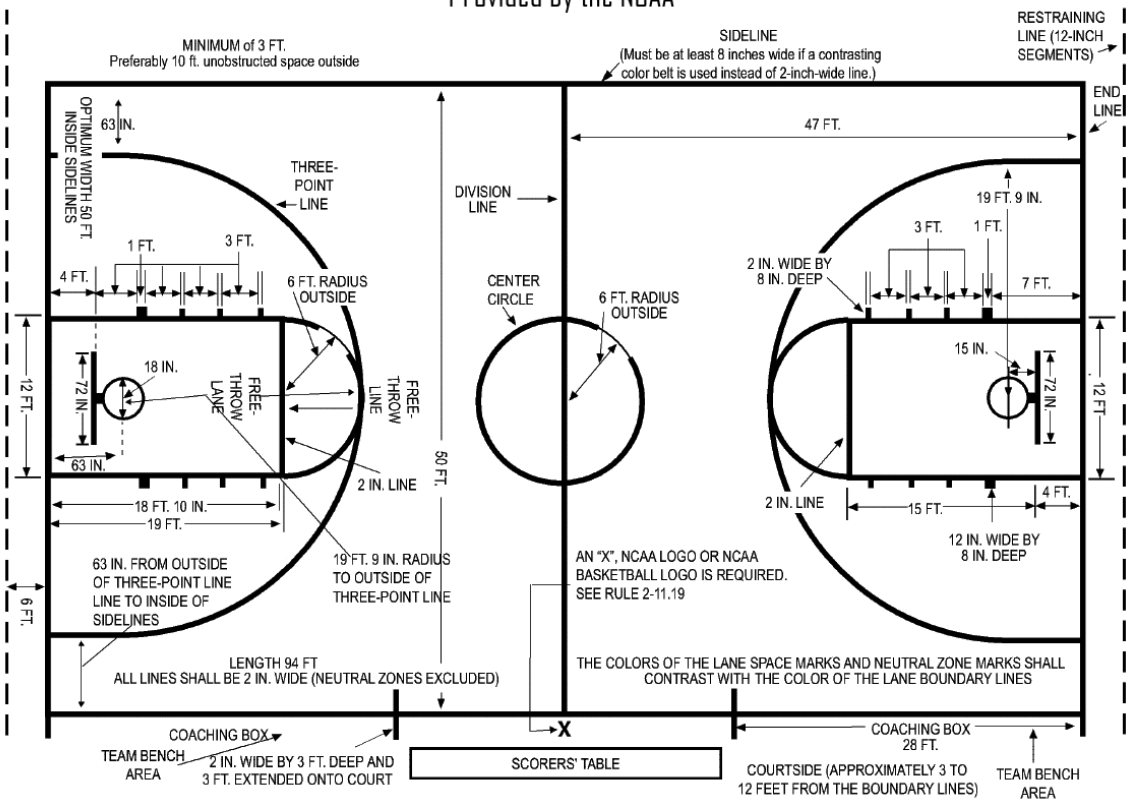
PROCEDURES:

Get a partner and write down the formula for area. Have them draw a picture of a rectangle and label. Select a partner group to share with the class. Draw a rectangle on the board or overhead (design it like a basketball court). Go over the formula for perimeter (add all sides together – L+W+L+W). Now give numbers to place on your diagram (10+6+10+6). Make sure they are told they have to share the same length on the corresponding sides. Perimeter is the distance around outside a figure.

ASSESSMENT:

Now have the students find out the dimensions of a real basketball court. They are going to draw their own picture of a court (they can color and design). They will go on the NCAA website (and research the exact dimensions. Inside and/or outside write the perimeter (make sure they write the formula). Have students also label the area of the basketball court.

Provided by the NCAA



LESSON TITLE: MAAC Mascot Symbols Mix Up

CURRICULUM AREA: Math

GRADE LEVEL: 4

OBJECTIVE: 3.03

Identify, predict and describe the results of transformations of rotations (turns), reflections (flips), or translations(slides).

ESSENTIAL QUESTION:

How can you tell if rotations, reflections and translations have occurred?

PROCEDURES:

On the overhead review the logos/symbols for each team within the MAAC tournament. (see attached handout). Students will need to already be familiar with the vocabulary prior to this lesson. On the overhead model how to create a reflection, translation and rotation of an MAAC logo symbol.

Each student will receive a sheet with a picture of each logo/mascot. Students will choose a symbol to cut out. Predict how that figure will look after you flip, slide, and turn it different amounts. (90 degrees, 180 degrees and a full rotation). Experiment, trace and label the transformations.

ASSESSMENT:

Students will create models to illustrate all three transformations and the degrees they were transformed. The teacher can incorporate technology by importing and transforming the MAAC symbol picture from the internet.

 CANISIUS COLLEGE	 CANISIUS COLLEGE	 CANISIUS COLLEGE
 FAIRFIELD UNIVERSITY	 FAIRFIELD UNIVERSITY	 FAIRFIELD UNIVERSITY
 IONA COLLEGE GAELS	 IONA COLLEGE GAELS	 IONA COLLEGE GAELS
		
 JASPERS	 JASPERS	 JASPERS

LESSON TITLE: Tally Time

CURRICULUM AREA: Math

GRADE LEVEL: 4

OBJECTIVE: 4.01

Collect, organize, analyze and display data to solve problems.

ESSENTIAL QUESTION:

How do I develop a line graph?

PROCEDURES:

Each student will receive a handout of Coaches Corner. Give students a few minutes to explore this newsletter. Instruct students to the "Tally Sheets" section under COACHES CORNER. The teacher should have a copy on the overhead. Review the format in which the chart is set up (coach, yrs, W-L, etc). Students will work in groups to develop a line graph (in ascending order) of the year's experience each coach has. The first step is to list the coaches in order by their years of experience. The second step will be to decide what interval the Y axis will be on the line graph and the third is to plot the coaches' names in ascending order on the X axis of the graph. Groups will also create an appropriate title for their graph. Students will write a rough draft on notebook paper and a final draft on chart paper.

ASSESSMENT:

Completed line graph on chart paper. To extend the lesson the teacher can instruct students to find the range, mean median and mode.

Coaches Corner

Tally Sheets	**Career**		**At School**	
Coach, School	**Years**	**W-L**	**Years**	**W-L**
Terry Zeh, Canisius	(7)	104-81	(7)	104-81
Joe Frager, Fairfield	(12)	249-119	(4)	60-36
Tony Brozzella, Iona	(18)	262-267	(9)	108-36
Joe Logan, Loyola	(6)	75-75	(6)	75-75
John Olenowski, Manhattan	(4)	85-43	(2)	15-15
Brian Giorgis, Marist	(9)	194-62	(9)	194-62
Kendra Faustin, Niagara	(4)	24-68	(4)	24-68
Lynn Milligan, Rider	(4)	22-68	(4)	22-68
Stephanie DeWolfe, Saint Peter's	(7)	79-96	(7)	79-96
Gina Castelli, Siena	(20)	310-263	(20)	310-263

Updated prior to the 2010-2011 Season

LESSON TITLE: Scores on the Range

CURRICULUM AREA: Math

GRADE LEVEL: 4

OBJECTIVE: 4.02

Describe the distribution of data using median, range, median & mode.

ESSENTIAL QUESTION:

How do you find the range of a set of numbers?

PROCEDURES:

Have students brainstorm what the word range means. Write “Range” on the board. Give math definition of range. Give students a set of numbers (2, 5, 11, 7, 8). Put the numbers in order. Tell students to take the greatest number and smallest number and circle them. Put the largest number on top and subtract the smallest number on bottom. This will give you the range between the set of numbers.

ASSESSMENT:

Give the students a set of basketball scores (68, 50, 75, 82, 60). Have them practice finding the range of a set of data. Make sure they are putting them in order, circling the numbers and subtracting.

LESSON TITLE: Concession Stand Calories

CURRICULUM AREA: Math

GRADE LEVEL: 4

OBJECTIVE: 5.01

Identify, describe and generalize relationships in which change in one quantity relates to change in a second quantity.

ESSENTIAL QUESTION:

How does a change in one quantity relate to a change in a second quantity?

PROCEDURES:

Students will work in partners to complete the attached worksheet and will show all work that was used to form calculations.

ASSESSMENTS:

Completed worksheet

Concession Stand Calories

The most popular item at the concession stand this year was the frosted donut. Each donut has 95 calories. Complete the chart below to find out how many donuts you would have to eat in order to consume 950 calories.

Donuts	Calories
1	95
2	190
3	?
4	?
5	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	950

LESSON TITLE: All Roads lead to the MAAC Tournament

CURRICULUM AREA: Social Studies

GRADE LEVEL: 4

OBJECTIVE: 1.01

ESSENTIAL QUESTION:

In what ways can you locate certain areas?
*Teachers make sure you have gone over road maps & how to use a scale.

PROCEDURES:

Pretend you are driving in a car and you get lost. Ask the class what resources they need to carry with you in your car- a map! Pass out a Connecticut road map- have students pair up. Have students locate Bridgeport, CT and put a red dot on the location. Go over where the 5 MAAC schools closest to Bridgeport, CT are located: Fairfield, CT (Fairfield University) New Rochelle, NY (Iona College), Riverdale, NY (Manhattan College), Poughkeepsie, NY (Marist College), Loudonville, NY (Siena College). Place yellow dots (students do this but they are watching you- you tape your map on the board) on the different cities. Write name of college on dot. Use a sheet of paper or find the distance from Bridgeport to each school (mark on sheet and use to scale on map to convert). Write down the correct number on your paper.

ASSESSMENT:

Have students work out more scale distance. Find the distance between Bridgeport (Fairfield University) to Poughkeepsie (Marist College). Find the distance from New Rochelle (Iona College) to Riverdale (Manhattan College). If you really want to add a hard one make them find the distance from New Rochelle, Riverdale, Poughkeepsie, Loudonville to Bridgeport. Add all together.

LESSON TITLE: “I Like Calling New York Home”

CURRICULUM AREA: Social Studies Objective 1.01

COMPUTER COMPETENCY: 3.04

GRADE LEVEL: 4

ESSENTIAL QUESTION:

How can one locate different locations on a map?

ACTIVITY SUMMARY:

ACTIVATING STRATEGIES:

Go to internet and get a roster of Iona’s Men’s and Women’s basketball team. Share the roster with the class. Ask class to brainstorm why a roster is important.

COGNITIVE TEACHING STRATEGIES:

Divide the class into four groups. Assign each group a roster from one of the four MAAC schools from the state of New York. Students will go to the computer lab and look up the rosters on the MAAC website. They will write down all the players from New York. They will design a map of New York and plot the cities and towns from where the ball players came from. They also tell the region the city/town is located. If there is any player from a surrounding state, they will write the players’ names in the state (Connecticut, New Jersey, and Pennsylvania).

ASSESSMENT:

The students will go back to the computer and make a spreadsheet of the results (players from NY, their hometowns, region). They will share the map filled in (plotted points) with the class.

LESSON TITLE: Give Me a Cheer!

CURRICULUM AREA: Language Arts

GRADE LEVEL: 4

OBJECTIVE: 1.05

ESSENTIAL QUESTION:

How can you use reference materials to identify and comprehend unknown words?
*Teacher needs to make sure students can look up words correctly in a dictionary.

PROCEDURES:

Have students brainstorm words that deal with basketball. Choose 15 of the best words your students said. Split class into 5 groups and assign them 3 words a piece. Have students look up their assigned words for their definitions and part of speech. Have students cut out a letter for the word and cheer the word (letters) out for the class. Have the students demonstrate or act out the word (they can use a basketball to demonstrate). The students will write a definition of the word on a piece of paper and share it with the class.

ASSESSMENT:

Have the students make a puzzle on puzzlemaker.com and have them switch the puzzles around and solve them.

LESSON TITLE: What's Up?

CURRICULUM AREA: Language Arts

GRADE LEVEL: 4

OBJECTIVE: 1.06

Read independently from self selected materials consistent with student's reading level to increase fluency, build background knowledge and extend vocabulary.

OBJECTIVE: 3.02

Identify and discuss similarities and differences in events, and characters, concepts, and ideas within and across selections and support them by referencing text.

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ESSENTIAL QUESTION:

How can I choose appropriate reading materials?
How can referring back to the text help me comprehend what I've read?

PROCEDURE:
Review strategy for self selecting appropriate texts. (Choose a page in the book. Put one finger up for every word you don't know. As a general rule, if you're holding up 5 fingers at the end of the page the text may be too difficult for you.) Introduce several books (fiction and nonfiction) that center around the game of basketball, history of basketball, famous players, etc. Pair students and have them select a book appropriate for their reading level/interest. After previewing and making predictions together, have students pair/share read their books. Pair/share reading may follow these procedures: Have Partner A read aloud a paragraph or page aloud while Partner B writes questions about the text that Partner A is reading. (Groups may use questions from bookmarks on the proceeding page to help generate appropriate questions. After Partner A has finished reading paragraph/page, Partner B asks Partner A the questions he/she has written. Partner A then answers the questions, referring back to the text to support his/her answer. Partners switch roles and repeat process.

ASSESSMENT:
Teacher observation/evaluation of text selection and questions generated.
*This lesson plan could be used several days by changing expectations of levels of questioning, fluency of reading, changing partners or books, etc.

LESSON TITLE: Mascot Mania

CURRICULUM AREA: Science & Language Arts

GRADE LEVEL: 4

OBJECTIVE: Science 1.02 English/Language Arts 3.06

ESSENTIAL QUESTION:

How are the behaviors of animals a reflection of the environment in which they live?

PROCEDURES:
Show the MAAC mascots. Ask students to identify the animals vs. the other mascots**.** Draw a K W L (know, want, learn) chart on the board. Ask the students what they know about a fox and a greyhound. Have them write in what they want to learn about a fox and a greyhound. Have students research on internet or encyclopedia (reference book) the 2 animals. After researching their animal have the students fill in what they learned on the chart.

SUMMARY:

Have your students print off a picture of one of the animals. Make a graphic organizer of all the characteristics/ of the animal's behavior.

LESSON TITLE: Do You Have a Pamphlet?

CURRICULUM AREA: Social Studies & Language Arts

GRADE LEVEL: 4

OBJECTIVE: 2.04 and 4.03

ESSENTIAL QUESTION:

What is one way to share information?
*Teachers make sure you go over how to make a pamphlet.

PROCEDURES:

Have students select one of the four New York MAAC schools. They must look up the history of their selected school. Be sure to give a history, degrees they offer, cost of the school, mascot, etc. Design a pamphlet to present their information to the class. They can cut out pictures, make graphs, and draw/type.

ASSESSMENT:

Share their pamphlet with their reading buddy class. Ask them questions about their research at the end.

LESSON TITLE: What a Basket!

CURRICULUM AREA: Language Arts

GRADE LEVEL: 4

OBJECTIVE: 4.04

COMPUTER COMPETENCY: 3.06

ESSENTIAL QUESTION:

How can you use writing to organize information?

PROCEDURES:

Bring in a peach basket and set it in the front of the room. Have students figure out how this basket could be related to basketball. Tell students James Naismith (the inventor of basketball) cut out the bottom of the basket. He mounted it on a post and shot a ball at the basket. Have the kids write down James Naismith. Have them research the inventor and make a biocube. Go buy the cubes at "Michaels" or you can cover a tissue box. There will be six sides for you to use. One side will be his name and print off a picture of him. Give a number to each side (put number in corner-type up questions and cut out paste on cube). Where was Naismith born? Why was basketball invented? How did basketball change over time? What were Naismith's hobbies? Give several characteristics or qualities of Naismith. What are the years at the YMCA like? You can even make up other questions for your students to answer.

ASSESSMENT:

Your students can present the cubes in small groups in your class.

LESSON TITLE: “Take Me Out to the Ballgame”

CURRICULUM AREA: Language Arts

GRADE LEVEL: 4

OBJECTIVE: 4.09

ESSENTIAL QUESTION:

How can a student communicate effectively?
*Teachers must have gone over how to write a letter.

PROCEDURES:

Bring in an old ticket stub. Tell the students you went to see a sporting event. Talk about how you felt. Tell students the kinds of things you did at the ballgame. Tell the students to pretend they could get a free ticket to a MAAC basketball game. Have them write a letter of request for a ticket. Explain why they should receive a ticket. What are several things you can learn from attending a basketball game?

ASSESSMENT:
Have students get into partners and have them peer edit their letters. Tell them to give helpful suggestions.

LESSON TITLE: Rules are Rules

CURRICULUM AREA: English/Language Arts

GRADE LEVEL: 4

OBJECTIVE: 4.09

ESSENTIAL QUESTION:

How can rules affect your life?

ACTIVITY SUMMARY:

Show a newspaper or magazine article of someone who broke a rule. What kinds of feelings are going through their mind?

PROCEDURES:

What are rules? Why do we have rules? What rules do we like and which do we not like? Why? What are rules in basketball? How does following the rules demonstrate respect? What are the sequences when they break the rules? Do coaches have rules to follow? Have students pick several other sports and demonstrate the rules they learned (examples tennis, golf, baseball, football, etc) What would happen if there were no rules?

ASSESSMENT:

Have students write a personal narrative about a time that following a certain rule was helpful to them. For example- wearing a bike helmet.

RESOURCES:

RE-TEACHING AND ENRICHMENT ACTIVITIES:

LESSON TITLE: And Now, for the Rest of the Story

CURRICULUM AREA: Language Arts

GRADE LEVEL: 4

OBJECTIVE: 4.09

Produce work that follows the conventions of a particular genre-personal narrative.

ESSENTIAL QUESTION:

What steps do I follow to write a personal narrative?

PROCEDURE:

Read an example of a personal narrative.
Discuss the elements of a personal narrative-introduction, events, closing/reflection.
Have students brainstorm topics for a personal narrative about basketball, choose one of these as a class, model the use of a graphic organizer, and write a story together.
Emphasize the importance of using lots of action words and adjectives.
For an independent writing activity, give students this prompt:
Pretend that you are a basketball player in the MAAC championship game. The score is tied and you get to take the final shot of the game. Describe that moment in the game.

ASSESSMENT:

Written products of students

LESSON TITLE: And Now for the Rest of the Story-II

CURRICULUM AREA: Language Arts

GRADE LEVEL: 4

OBJECTIVE: 4.09

Produce work that follows the conventions of a particular genre-short report

ESSENTIAL QUESTION:

What steps do I follow to write a short report?

PROCEDURE:

Give students a copy of an article from the newspaper or magazine and read it with the class.
Have students identify the Five W's- who, what, when, where and why, highlighting each in the article.
Repeat this activity in pairs or small groups with another article.
For an independent writing activity, give students this prompt:
Pretend you are a news reporter covering one of the MAAC Tournament games. Write an article describing the final moments of a very exciting game.

ASSESSMENT:

Written products of students

LESSON TITLE: MAAC Biocube

CURRICULUM AREA: Language Arts/Technology

GRADE LEVEL: 4

OBJECTIVE: 4.03

Share written and oral products in a variety of ways. Make oral and written presentations using visual aids with an awareness of purpose and audience.

PROCEDURE:

Have students work independently or in a small group to pick an MAAC team to research. Instruct them to locate 6 important facts/pieces of information for their chosen team. Examples: team logo, colors, geographic location, or MAAC standing. Cover a shoe box with construction paper or purchase a 6 x 6 gift box for each group. Let each group take turns presenting information learned to the class. Biocubes can then be displayed in the class and/or used as a prompt for writing an informational article about each team.

ASSESSMENT:

Completed biocubes, articles