

# What's Happening This Week

## MATH: Module 5: Fraction Equivalence, Ordering, and Operations

Vocabulary: fraction, unit fraction, non-unit fraction, benchmark fraction, decompose, number bond, tape diagram, numerator, denominator, fraction bar, equivalent, valid comparison, mixed number, improper fraction,

M- Jan. 28	Tu.- Jan. 29	W- Jan. 30	Th- Jan. 31	F- Feb. 1
<p><u>Standard:</u> 4.NF <u>Objective:</u> fraction basics, determine valid fraction comparisons</p>	<p><u>Standard:</u> 4.NF.3a, 4.NF.3b <u>Objective:</u> decompose &amp; compose fractions as a sum of unit fractions</p>	<p><u>Standard:</u> 4.NF.4a <u>Objective:</u> decompose &amp; compose non-unit fractions, represent them as a whole number times a unit fraction</p>	<p><u>Standard:</u> 4.NF.1 <u>Objective:</u> use visual fraction models to generate and explain the equivalence of two fractions</p>	<p><u>Standard:</u> 4.NF.1 <u>Objective:</u> use visual fraction models to generate and explain the equivalence of two fractions</p>
<p><u>Warm up:</u> 1. Review SR#s 9-16 2. Multi-step word problem practice</p> <p><u>Concept Development:</u> Module 5-Fractions 3. Circle map=Frac Assess prior knowledge 4. Discuss Valid comparisons</p>	<p><u>Warm Up:</u> 1. Multi-step word problem practice 2. Review homework &amp; word problem</p> <p><u>Concept Development:</u> Mod 5, Top A, Lessons 1 &amp; 2 3. Decomposing fractions using # bonds &amp; tape diagrams to model various decompositions 4. Workstations</p>	<p><u>Warm Up:</u> 1. Multi-step word problem practice 2. Review homework &amp; word problem</p> <p><u>Concept Development:</u> Mod 5, Top A, Less 3 3. Decompose &amp; compose non-unit fractions to represent a whole number times a unit fraction 4. Workstations</p>	<p><u>Warm Up:</u> 1. Multi-step word problem practice 2. Review homework &amp; word problem</p> <p><u>Concept Development:</u> Mod 5, Top A, Lessons 5-8 3. Hands on activity for finding Equivalent Frac using models</p>	<p><u>Warm Up:</u> 1. Multi-step word problem practice 2. Review homework &amp; word problem</p> <p><u>Concept Development:</u> Mod 5, Top A, Lessons 5-8 3. Literature connection with <u>Gator Pie</u> 3. Benchmark Fraction 1/2 4. Create equivalent fractions using frac strips 5. Flipchart-cartoon</p>
<p><u>Arts Integration:</u></p>	<p><u>Arts Integration:</u></p>	<p><u>Arts Integration:</u> Decomposing fractions Mardi Gras Beads</p>	<p><u>Arts Integration:</u> Decomposing fractions Mardi Gras Beads</p>	<p><u>Arts Integration:</u> Decomposing fractions Mardi Gras Beads</p>
<p><u>Technology:</u> *Study Island 3g, 3f 2d due today 1/28 @85% or higher</p> <p><u>Materials:</u> journals, SR, Chromebook</p>	<p><u>Technology:</u> SI Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook</p>	<p><u>Technology:</u> SI Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook</p>	<p><u>Technology:</u> SI Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook</p>	<p><u>Technology:</u> SI Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook</p>

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## SCIENCE: FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES

The students will.

\*Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction (4-LS1-1)

**Test on Plant and Animal Structures will be Tuesday, February 5th.**

**\*Please study notes found in Interactive Notebook**

Monday 1/28	Tuesday 1/29	Wednesday 1/30	Thursday 1/31	Friday 2/01
<p><b>Objective:</b> investigate and predict how plants and animals have internal and external structures that function to support survival</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on animal structure for support</p> <p><b>Explore:</b> -Students will create their own bookmark (to be glued into their interactive notebook) that explains what the acronym C.E.R. means as well as helpful tips/reminders of how to answer each part.</p> <p><b>Explain:</b> -Students will complete CER activity focusing on providing evidence and reasoning for</p>	<p><b>*Social Studies Day</b></p>	<p><b>Objective:</b> investigate and predict how plants and animals have internal and external structures that function to support survival</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on plant structure for support/growth</p> <p><b>Explore:</b> -Students will complete a plant part foldable</p> <p><b>Explain:</b> -Students will complete CER activity focusing on providing evidence and reasoning for their information about plant structures in written form</p> <p><b>*Students will complete the following Study Island lesson(s) this week:</b> *U.S. Programs *4th Grade NGSS Science *Lessons 5a and 5b</p> <p><b>Materials:</b> -Pencil -Large Construction Paper</p>	<p><b>*Social Studies Day</b></p>	<p><b>Objective:</b> investigate and predict how plants and animals have internal and external structures that function to support survival and growth</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on internal vs. external animal structure for survival/growth/re production</p> <p><b>Explore:</b> -Students will complete a circulatory system and skeletal system foldable</p> <p><b>Explain:</b> -Students will complete CER activity focusing on providing evidence and reasoning for their information about internal structures found in animals in written form</p> <p><b>*Students will complete the following Study</b></p>

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<p>their experiment in written form</p> <p><b>*Students will complete the following Study Island lesson(s) this week:</b>  <b>*U.S. Programs</b>  <b>*4th Grade NGSS Science</b>  <b>*Lessons 5a and 5b</b></p> <p><b><u>Materials:</u></b>          -Pencil          -Markers          -Copy Paper          -Interactive Notebook          -Chromebook          -CER          -STEMscope Program</p> <p><b><u>Assessment</u></b>          -CER</p>		<p>-Markers          -Copy Paper          -Interactive Notebook          -Chromebook          -CER          -STEMscope Program</p> <p><b><u>Assessment</u></b>          -CER</p>		<p><b>Island lesson(s) this week:</b>  <b>*U.S. Programs</b>  <b>*4th Grade NGSS Science</b>  <b>*Lessons 5a and 5b</b></p> <p><b><u>Materials:</u></b>          -Pencil          -Interactive Notebook          -Chromebook          -Markers          -Crayons          -Circulatory system foldable templates          -Skeletal system foldable templates          -CER          -STEMscope Program</p> <p><b><u>Assessment</u></b>          -CER activity</p>
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## **SOCIAL STUDIES:** EARLY AMERICA: The expansion of DEMOCRACY

**Guiding Question:** What were the main reasons for the Westward Expansion that was fueled by democracy?

<p style="text-align: center;"><b><u>This week will focus on:</u></b></p> <p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>• Construct timelines of historical events 4.1.1</li> <li>• Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States 4.1.2</li> <li>• Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States 4.2.4</li> <li>• Explain the voluntary migration of people and its significance in the development of the boundaries of the United States 4.2.3</li> </ul> <p><b>Wax Museum Timeline:</b></p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks: • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 5.1.4</li> <li>• Construct timelines of historical events 4.1.1</li> </ul>
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Re-test/Quiz on Tuesday, January 29 on the Constitution, Preamble, and Bill of Rights. Review text found in students "Documents of Freedom" LAPBOOK. Questions will come DIRECTLY from the LAPBOOK.

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<p><b>*Science Day</b></p>	<p><b>Objective:</b> Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States</p> <p><b>Engage:</b> -Students will take their retake their quiz on the Constitution, Preamble, and Bill of Rights.</p> <p><b>Explore:</b> -Students will complete activity identifying whether or not an item is considered "technology" and it's positive/negative effects on society.</p> <p><b>Explain:</b> -Students will continue with notes about the Industrial Revolution. -Students will continue making connections between the Industrial Revolution and Westward Expansion (purpose, drive, and results). -Students will complete a document based question that focuses on the role that the Industrial Revolution plays in Westward Expansion.</p> <p><b>Study Island, La Programs:</b> 4a 4b 4d 4e</p> <p><b>Materials:</b> -Composition Notebooks</p>	<p><b>*Science Day</b></p>	<p><b>Objective:</b> Construct timelines of historical events (4.1.1)</p> <p><b>Engage/Explore:</b>  *Wax Museum Timeline work day!</p> <p>Please send your child's resources to school with them so that they can create their timeline for their Wax Museum project!</p> <p><b>*All timelines must be completed through students google account and shared with Ms. Adkinson</b></p> <p><b>Study Island, La Programs:</b> 4a 4b 4d 4e</p> <p><b>Materials:</b> -Composition Notebooks -Copy of biography that students are using for research (book or online) -Blank Paper -Timeline Template -Chromebooks</p>	<p><b>*Science Day</b></p>

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	<ul style="list-style-type: none"> <li>-Copy of escape room clues and decoders</li> <li>-Blank Paper</li> <li>-clipboards</li> <li>-Quiz</li> <li>-Glue</li> <li>-Chromebooks</li> </ul> <p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>-Quiz</li> </ul>			
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## ELA:

<p><b>Objectives for the week:</b> <i>Wit and Wisdom Module 4: Myth Making Lessons 5-6</i></p> <p><b>Essential Questions:</b> <i>What can we learn from myths and stories?</i></p> <p><b>Focus Question Lessons 1-7:</b> <i>What are myths, and why do people create them?</i></p> <p><b>Content Framing Questions: Lessons 2-4:</b> <i>What is happening on pages 4-9 in "Understanding Greek Myths? What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?</i></p> <p><b>Writing/Craft questions:</b> <i>How do I choose the strongest evidence? How do I choose and explain the strongest evidence when writing an explanatory paragraph about Greek myths?</i></p> <p><b>Vocabulary:</b> <i>moral/morality, polytheistic, victory</i></p> <p><b>Skills:</b> <i>main idea and details, finding evidence in texts, theme, prefixes and suffixes, context clues</i></p> <p><b>Standards:</b> <i>RL 4.1, 4.2, 4.7, 4.10; W 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.9,4.10</i></p>
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Monday 1/28	Tuesday 1/29	Wednesday 1/30	Thursday 1/31	Friday 2/1
<p>Wit and Wisdom Module 4: Myth Making</p> <p style="color: #e91e63;">Myth of the Day: Trojan Horse</p> <p>Handout 3D</p> <p>Lesson 4: Content Framing Question- What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?</p> <p>Welcome/launch: Partner Read a new myth "Victory" from <i>Gifts from the Gods</i></p> <p>Create "Read, Think, Wonder" chart</p> <p>Learn: Handout 4A: Myth Analyzer Re-read "Victory" to answer the questions Is this a morality or creation myth?</p> <p style="color: #e91e63;">Writing: Handout 3B- Evidence Organizer (column 1 and 2) What are the characteristics of myths? Find evidence to support focus question</p>	<p>Wit and Wisdom Module 4: Myth Making</p> <p style="color: #e91e63;">Myth of the Day:: Perseus and Medusa</p> <p>Lesson 5: Content Framing Question- What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?</p> <p style="color: #4caf50;">Learn: Students divide into groups. Each group reads a different myth answering questions and making a poster to present. Groups present posters, teaching the class about the myth. Handout 5A</p> <p>Arachne Grace Demeter and Persephone Prometheus Heracles Echo/Narcissus</p> <p style="color: #e91e63;">Create google slide about myth</p> <p style="color: #e91e63;">Writing: Handout 3B- Evidence Organizer (column</p>	<p>Wit and Wisdom Module 4: Myth Making</p> <p style="color: #e91e63;">Myth of the Day: Psyche and Eros</p> <p style="background-color: #fff9c4; padding: 2px;">Wordly Wise vocabulary and spelling quizzes</p> <p>Lesson 5: Content Framing Question- What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?</p> <p style="color: #4caf50;">Learn: Students divide into groups. Each group reads a different myth answering questions and making a poster to present. Groups present posters, teaching the class about the myth. Handout 5A</p> <p style="color: #e91e63;">Create google slide about myth</p> <p style="color: #e91e63;">Writing: Handout 3B- Evidence Organizer (column 1 and 2) What are the characteristics of myths? Find evidence to</p>	<p style="background-color: #ffeb3b; padding: 2px;"><b>Cold Read Test</b></p> <p style="color: #e91e63;">Myth of the Day: Atlas</p> <p style="color: #e91e63;">Finish presentations</p>	<p style="color: #e91e63;">Mrs. Foos guest lessons: Persona poems with myths</p> <p style="color: #4caf50;">Greek Gods and Goddesses Fan</p> <p style="color: #4caf50;">Students categorize the myths researched into Creation myths, morality myths, or both. Handout 6A</p> <p style="color: #4caf50;">Categorize myths into themes. Handout 6B</p> <p style="color: #e91e63;">Myth videos: Narcissus</p>

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<p>Vocabulary: frequently confused words</p> <p>Greek Gods and Goddesses Fan</p> <p>ELA 4 Today, Day 3</p> <p>Study Island AR</p>	<p>1 and 2) What are the characteristics of myths? Find evidence to support focus question</p> <p>Vocabulary: Fate Idioms</p> <p>Greek Gods and Goddesses Fan</p> <p>Video: Perseus and Medusa</p> <p>Study Island AR</p>	<p>support focus question</p> <p>Vocabulary: Fate Idioms</p> <p>Greek Gods and Goddesses Fan</p> <p>Study Island AR</p>		