

What's Happening This Week

MATH: Module 3: Multi-Digit Multiplication and Division

Vocabulary: multiplication, factors, product, multiplication, multiplicative comparisons, formula, area, perimeter, area model, tape diagram, partial products, prime, composite, multiples, factor pair, place value

M- Jan. 7	Tu.- Jan. 8	W- Jan. 9	Th- Jan. 10	F- Jan. 11
<p>Standard: 4.OA.4, 4.NBT.5</p> <p>Objective: find all factor pairs of whole numbers 1-100. Determine whether a number is prime or composite.</p>	<p>Standard: 4.OA.4, 4.NBT.5</p> <p>Objective: find all factor pairs of whole numbers 1-100. Determine whether a number is prime or composite.</p>	<p>Standard: 4.OA.4, 4.NBT.5</p> <p>Objective: find all factor pairs of whole numbers 1-100. Determine whether a number is prime or composite.</p>	<p>Standard: 4.NBT.5, 4.OA.4</p> <p>Objective: find all factor pairs of whole numbers 1-100. Determine whether a number is prime or composite.</p> <p>*Awards Program at 9:00</p>	<p>Standard: 4.NBT.5, 4.OA.4</p> <p>Objective: find all factor pairs of whole numbers 1-100. Determine whether a number is prime or composite.</p>
<p>Warm up: 1. SR Wkll/Day 1</p> <p>Concept Development: Mod 3, Topic F, Lesson 22 2. Review multi-digit multiplication 3. Notes & examples for finding factor pairs of a given product using arrays, organize pairs in a 2-column chart 3. Use factors/arrays to define prime & composite</p> <p>Arts Integration: Discuss Mondrain art project</p> <p>Technology: Study Island 3f Mobymax-Fact Fluency, Zearn</p> <p>Materials: journals, SR, Chromebook, 2 colored counters</p>	<p>Warm Up: 1. SR Wkll/Day 2 2. Homework review</p> <p>Concept Development: Mod 3, Topic F, Lesson 22 3. Finding factor pairs of a given product using arrays, organize pairs in a 2-column chart 4. Use factors/arrays to define prime & composite</p> <p>Arts Integration: Redo Mondrain art project</p> <p>Technology: Study Island 3f Mobymax-Fact Fluency, Zearn</p> <p>Materials: journals, SR, Chromebook</p>	<p>Warm Up: 1. SR Wkll/Day 3 2. Homework review</p> <p>Concept Development: Mod 3, Topic F, Lesson 25 3. Skip-count with partners for one minute (multiples) 4. Sieve of <i>Eratosthenes</i> 5. Create strategies for determining whether a number is prime or composite</p> <p>Arts Integration: Redo Mondrain art project</p> <p>Technology: Study Island 3f Mobymax-Fact Fluency, Zearn</p> <p>Materials: journals, SR, Chromebook, Sieve copies</p>	<p>Warm Up: 1. SR Wkll/Day 4 2. Homework review</p> <p>Concept Development: Mod 3, Topic F, Lesson 25 3. Skip-count with partners for one minute (multiples) 4. Workstations *multi-digit X *factoring #s *prime/composite</p> <p>Arts Integration: Redo Mondrain art project</p> <p>Technology: Study Island 2d, 3f Mobymax-Fact Fluency, Zearn</p> <p>Materials: journals, SR, Chromebook</p>	<p>Warm Up: 1. SR Quiz Monday</p> <p>Concept Development: 2. TEST! *Multi-digit multiplication *Factors *Prime/Composite</p> <p>Arts Integration: Mondrain art project Due Monday</p> <p>Technology: Study Island 2d, 3f Mobymax-Fact Fluency, Zearn</p> <p>Materials: journals, SR, Chromebook, Test copies</p>

What's Happening This Week

SCIENCE: Earth's System and Human Activity

Anchor Phenomenon: Louisiana loses about 75 square kilometers of land annually.

The students will:

*Ask questions that can be investigated and predict reasonable outcomes about how living things affect the physical characteristics of their environment (4-ESS2-3)

* Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment (4-ESS3-1)

Monday 1/07	Tuesday 1/08	Wednesday 1/09	Thursday 1/10	Friday 1/11
			*Awards Program at 9:00	
*Social Studies Day	<p>Objective: investigate and predict reasonable outcomes about how living things affect the physical characteristics of their environment</p> <p>Engage: -Students will focus on finishing their STEM project -Students will create a structure that they predict will help decrease the rate of land loss in Louisiana</p> <p>Explore: -Students will conclude research on Louisiana land loss over the past 50-100 years</p> <p>Explain: -Students will complete creation of their group presentation that explains how their design will help decrease the</p>	*Social Studies Day	<p>Objective: investigate and predict reasonable outcomes about how living things affect the physical characteristics of their environment</p> <p>Engage: -Students will present their STEM project</p> <p>Explore: -Students will watch each group demonstrate their project individually</p> <p>Explain: -Students will complete a conclusion activity that challenges students with questions about the efficiency of their proposals and long term effects of erosion and weathering on our coast.</p> <p>*Students will complete the following Study Island lesson(s) this week: LA Science Edition 2, Lessons 7a and 7b</p>	*Social Studies Day

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	<p>rate of land loss in Louisiana</p> <p>*Students will complete the following Study Island lesson(s) this week: LA Science Edition 2, Lessons 7a and 7b</p> <p>Materials:</p> <ul style="list-style-type: none"> -Pencil -Soil -Containers -Water -Paperclips -Pipe Cleaners -Popsicle Sticks -Rocks -Hotglue -Markers -Copy Paper -Interactive Notebook -Chromebook -Encyclopedia -Science Textbook <p>Assessment</p> <ul style="list-style-type: none"> -STEM construction -Student Research 		<p>Materials:</p> <ul style="list-style-type: none"> -Pencil -Closing Activity -Interactive Notebook -Chromebook -Encyclopedia -Science Textbook <p>Assessment</p> <ul style="list-style-type: none"> -STEM Presentation -Student Research
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SOCIAL STUDIES: EARLY AMERICA: The road to DEMOCRACY

Guiding Question: What were the main colonial grievances that led to writing of the U.S. Constitution?

<u>This week will focus on:</u>
<p>The students will:</p> <ul style="list-style-type: none"> • Construct timelines of historical events 4.1.1 • Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States 4.1.2 • 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 • Explain the voluntary migration of people and its significance in the development of the boundaries of the United States 4.2.3

REMINDER: Wax Museum BLURB is due on Friday, January 18th

*****All students are reading an AR book titled "Documents of Freedom" and MUST take an AR test on the book NO LATER than Wednesday, January 16th*****

Monday 1/07	Tuesday 1/08	Wednesday 1/09	Thursday 1/10	Friday 1/11
<p>**Students receive their printed copy of "Documents of Freedom"</p>				

What's Happening This Week

<p>Objective: 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>Engage: -Students will complete a "See, Think, Wonder" activity where they focus on an image of the signing of the U.S. Constitution.</p> <p>Explore: -Students will create a "Documents of Freedom" Lapbook that will be used throughout this week. - Students will complete small group activities having them annotating Primary Sources (Declaration of Independence, Preamble, Amendments).</p> <p>Explain: -Students will complete a whole class (1st) Read Aloud of the book "Documents of Freedom".</p>	<p>*Science Day</p>	<p>Objective: 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>Engage: -Students will complete a "See, Think, Wonder" activity where they focus on an image of the Preamble to the U.S. Constitution.</p> <p>Explore: -Students will continue to work on their "Documents of Freedom" Lapbook that will be used throughout this week. - Students will complete small group activities having them answering Document Based Questions based on the Primary Sources from the previous class (Declaration of Independence, Preamble, Amendments).</p> <p>Explain: -Students will complete small group (2nd) Read Aloud of the book "Documents of Freedom".</p>	<p>*Science Day</p>	<p>Objective: 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>Engage: -Students will complete a "See, Think, Wonder" activity where they focus on an image of the celebration that took place in New York City after the Constitution was ratified.</p> <p>Explore: -Students will complete their "Documents of Freedom" Lapbook that will be used throughout this week. - Students will focus on amendments to the constitution for the last portion of their lapbook (Text and Document Based Questions).</p> <p>Explain: -Students will complete independant (3rd) Read Aloud of the book "Documents of Freedom" while answering questions in Interactive Notebook.</p> <p>Study Island, U.S. Programs</p>
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<p>Study Island, U.S. Programs "Graphic Planet" lessons should be complete and students should have all "American Revolution" and "Boston Tea Party" lessons done by Friday 1/14/18</p> <p>Materials: -Composition Notebooks -Copy of "Documents of Freedom" chapter book -Primary Sources -Ink pens for annotations -Glue -Chromebooks</p>	<p>Study Island, U.S. Programs "Graphic Planet" lessons should be complete and students should have all "American Revolution" and "Boston Tea Party" lessons done by Friday 12/14/18</p> <p>Materials: -Composition Notebooks -Primary Sources -Glue -Chromebooks</p> <p>Assessment *Exit Ticket (Student Questions)</p>	<p>"Graphic Planet" lessons should be complete and students should have all "American Revolution" and "Boston Tea Party" lessons done by Friday 12/14/18</p> <p>Materials: -Composition Notebooks -Primary Sources -Glue -Chromebooks</p> <p>Assessment *Exit Ticket (Student Questions)</p>
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ELA:

Objectives for the week: Review Rules and Procedures, Wit and Wisdom Module 4: Myth Making

Skills: story elements, character traits, cause and effect, similies, making connections

Standards: 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

Monday 1/7	Tuesday 1/8	Wednesday 1/9	Thursday 1/10	Friday 1/11
Review Rules and Procedures for 2nd semester	Prepare for Wit and Wisdom Module 4 Lesson 1 powerpoint	Prepare for Wit and Wisdom Module 4 Lesson 1 powerpoint	Prepare for Wit and Wisdom Module 4 Lesson 1 powerpoint	ELA 4 Today Exit Ticket
Introduce Wordly Wise Unit 8	Powerpoint: Greek Gods and Goddesses	Powerpoint: Greek Gods and Goddesses	Powerpoint: Greek Gods and Goddesses	Prepare for Wit and Wisdom Module 4 Lesson 1 powerpoint
ELA 4 Today Day 1	Greek Gods and Goddesses Booklet	Greek Gods and Goddesses Booklet	Greek Gods and Goddesses Booklet	Powerpoint: Greek Gods and Goddesses
Go Over Star Reading Results: plot in binders	Myth: Achilles Heel	Myth: Achilles Heel	Myth: Achilles Heel	Greek Gods and Goddesses Booklet
Set up journals for Wit and Wisdom Mythology Unit	LEAP preparations: "Sally's Rescue" and Persona Writing	LEAP preparations: "Sally's Rescue" and Persona Writing	LEAP preparations: "Sally's Rescue" and Persona Writing	Myth: Achilles Heel
LEAP preparations: "Sally's				LEAP preparations:

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<p>Rescue" and Persona Writing</p> <p>Study Island AR</p>	<p>Wordly Wise Unit 8 ELA 4 Today, Day 2</p> <p>Study Island AR</p>	<p>Wordly Wise Unit 8 ELA 4 Today, Day 3</p> <p>Study Island AR</p>	<p>Wordly Wise Unit 8 ELA 4 Today, Day 4</p> <p>Study Island AR</p>	<p>"Sally's Rescue" and Persona Writing</p> <p>Wordly Wise Unit 8 ELA 4 Today, Day 2</p> <p>Study Island AR</p>