

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

M-Oct. 8	Tu.- Oct. 9	W- Oct.10	Th- Oct.11	F- Oct.12
<p><u>Standard:</u> <u>Objective:</u></p> <p>Warm up: 1. Application Problem</p> <p><u>Concept Development:</u> 2. Workstations: -Module 2 Test Results/Review -SR/Application Problem Quiz Review -Face Math -Computer</p> <p><u>Arts Integration:</u> Face Math</p> <p><u>Technology:</u> Study Island Mobymax, IXL, Zearn</p> <p><u>Materials:</u> journals, tests, Face Math</p>	<p><u>Standard:</u> <u>Objective:</u></p> <p>Warm Up: 1. Quick review of SR/AP problems before Quiz</p> <p><u>Concept Development:</u> 2. Skill Review/Application Problem Quiz #6 3. Fractions Pre-Test (this is not for a grade, I need the data.)</p> <p><u>Arts Integration:</u> Face Math</p> <p><u>Technology:</u> Study Island Mobymax, IXL, Zearn</p> <p><u>Materials:</u> Quiz</p>	<p><u>Standard:</u> 4.OA.1 <u>Objective:</u> interpret a multiplication sentence as a multiplicative comparison</p> <p>Warm Up: 1. SR Wk 7/ Day 1</p> <p><u>Concept Development:</u> 2. Multiplication wheels to practice basic facts 3. Introduce and complete guided notes on multiplicative comparisons 4. Workstations: *Teacher- multiplicative comparisons *Choice board: -Computer -Metric prac -IXL -Place Value -Rounding -Face Math</p> <p><u>Arts Integration:</u> Face Math</p> <p><u>Technology:</u> Study Island Mobymax, IXL, Zearn</p> <p><u>Materials:</u> journals, student copies, tiles</p>	<p><u>Standard:</u> 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.5 <u>Objective:</u> multiply or divide to solve word problems involving multiplicative comparisons and modeling using tape diagrams</p> <p>Warm Up: 1. SR Wk 7/Day 2</p> <p><u>Concept Development:</u> 2. Multiplication Facts relay race 3. Notes solving multiplicative comparison word problems, using tape diagrams to model thinking 4. Workstations: *Teacher *Choice Board</p> <p><u>Arts Integration:</u> Face Math</p> <p><u>Technology:</u> Study Island Mobymax, IXL, Zearn</p> <p><u>Materials:</u> journals, student copies</p>	<p><u>Standard:</u> 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.5 <u>Objective:</u> multiply or divide to solve word problems involving multiplicative comparisons and modeling using tape diagrams</p> <p>Warm Up: 1. SR Wk 7/Day 3</p> <p><u>Concept Development:</u> 2. Workstations: *Teacher *Choice Board *Homework</p> <p><u>Arts Integration:</u> Face Math</p> <p><u>Technology:</u> Study Island Mobymax, Zearn</p> <p><u>Materials:</u> journals</p> <p>*Small Foot Field Trip</p>

SCIENCE: Earth's Place in the Universe

Anchor Phenomenon: Tar Pits

The students will:

- * Plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion (4-ESS2-1)
- * Analyze and interpret data from maps to describe patterns of Earth's features (4-ESS2-2)
- * Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landforms over time. (4-ESS1-1)

Monday 10/15	Tuesday 10/16	Wednesday 10/17 QUIZ: Rock Properties	Thursday 10/18	Friday 10/19 "Small Foot" Field Trip
<p>Objective: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landforms over time</p> <p>Engage: -Students and teacher will have a discussion based on "See, Think, and Wonder" to further analyze the types of rocks and fossils that they are observing.</p> <p>Explore: Adkinson and Showalter's homeroom-Students Fossils part 2 doodle notes foldable for their interactive notebook. Boudreaux's homeroom-Sedimentary Rock Processes doodle notes.</p> <p>All 3 classes will participate in "Rock Property Jeopardy" as a review game</p> <p>*Students will complete the following Study Island lesson(s) this week: 6b (Maps and Geologic Features)</p> <p>Explain: -Students will participate in a read aloud about fossils and fossil fuels (cause and effect) in science textbook. -Students will complete a chapter outline focusing on information found within the text. -Student based questions will be presented on the whiteboard and students will</p>	<p>*Social Studies Day</p>	<p style="text-align: center;">QUIZ: Rock Properties (Study The "Rockin Properties" foldable in the Interactive Science Notebook)</p> <p>Objective: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landforms over time</p> <p>Engage: -Students will complete their quiz on rock properties.</p> <p>Explore: -Students will paint their fossils from the previous week.</p> <p>*Students will complete the following Study Island lesson(s) this week: 6b (Maps and Geologic Features)</p> <p>Explain: -Students will be creating a fossil dig for the BRCVPA Pre-k students.</p> <p>Materials: -Pencil -Fossil Doodle Note template -Markers -Interactive Notebook -Chromebook</p> <p>Assessment -Quiz</p>	<p>*Social Studies Day</p>	<p>Objective: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landforms over time</p> <p>Engage: -Students and teacher will have a discussion based on "See, Think, and Wonder" to further analyze the types of rocks and fossils that they are observing.</p> <p>Explore: -Students will compare the footprint fossils (or supposed footprints) of a yeti to the footprint cast/molds of dinosaurs.</p> <p>*Students will complete the following Study Island lesson(s) this week: 6b (Maps and Geologic Features)</p> <p>Explain: -Students will participate in a read aloud about the way that footprints make fossils. -Student based questions will be presented on the whiteboard and students will independently research answers.</p> <p>Materials: -Pencil -Fossil Doodle Note template -Markers -Interactive Notebook -Chromebook</p> <p>Assessment -Student Created Questions -Footprint fossil analysis worksheet</p>

What's Happening This Week

<p>independently research answers. -Students will be given an exit ticket with questions from instruction/lesson.</p> <p>Materials: -Pencil -Fossil Doodle Note template -Markers -Interactive Notebook -Chromebook</p> <p>Assessment -Student Created Questions -Exit Ticket</p>			
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SOCIAL STUDIES: EARLY AMERICA

Guiding Question: How do exploration & colonization change populations, boundaries, and land?

This week will focus on:

The students will:

- **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**
- **Explain the voluntary migration of people and its significance in the development of the boundaries of the United States 4.2.3**

****Test on Wednesday, October 24th! The test will focus on Exploration, 13 colonies, Jamestown, Roanoke, Plymouth, etc. STUDENTS WILL RECEIVE A STUDY BUDDY FOR THIS TEST ONLY!!!****

Monday 10/15	Tuesday 10/16	Wednesday 10/17	Thursday 10/18	Friday 10/19
	<p style="text-align: center;">Objective: explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.</p> <p>Engage: -Students will add dates of historical importance to their living timeline (used throughout the year and will be glued into the back cover of their interactive notebook).</p> <p>Explore: *Students will be given 25 minutes to complete their research and finish their billboard project</p>	<p>Science Day</p>	<p style="text-align: center;">Science Day Objective: explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.</p> <p>Engage: -Students will add dates of notable explorers to their living timeline (used throughout the year and will be glued into the back cover of their interactive notebook).</p> <p>Explore: -Students will continue to focus on the earliest colonies in the New World and the purpose/motivations</p>	<p>Science Day</p>

EVENTS HAPPENING THIS WEEK

	<p>*Students also have spiral review questions that focus on basic map reading skills as well as inferencing.</p> <p>Explain: *Students will present their billboards as a group to the class *Students will complete guided notes focusing on Jamestown.</p> <p>*Students will continue working on LA Social Studies Study Island lessons 2a (timelines and chronology) and 2d (early explorers) this week. *Students may also work on US Programs Social Studies 5a (Native Americans and Exploration) and 5b (Settlements)</p> <p>Materials: -Composition Notebooks -Printer Paper -Earliest Colonies Power Point -Foldable Template -Crayons -Pencils -Glue -Chromebooks -Student created rubrics</p> <p>Assessment -Group Billboard -Presentation</p>		<p>that other countries had for their settlements</p> <p>*Students will focus on Plymouth during this class period through doodle notes.</p> <p>Explain: *Students will complete a 3 column organizational activity. They will use information from a read aloud along with their previously completed doodle notes to fill out the chart/activity.</p> <p>*Students will continue working on LA Social Studies Study Island lessons 2a (timelines and chronology) and 2d (early explorers) this week. *Students may also work on US Programs Social Studies 5a (Native Americans and Exploration) and 5b (Settlements)</p> <p>Materials: -Composition Notebooks -Jamestown, Roanoke, and Plymouth Chart Inquiry Activity -Printer Paper -Earliest Colonies Power Point -Foldable Template -Crayons -Pencils -Glue -Chromebooks</p> <p>Assessment *Jamestown, Roanoke, and Plymouth Chart Inquiry Activity</p>	
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ELA:

<p>Objectives for the week: <i>The Tale of Despereaux</i></p> <p>**Essential Questions: <i>How does one accept others for who they are? How does one overcome obstacles?</i></p> <p>Reading: reading and responding, predictions, inferencing, character traits, theme Grammar: ELA 4 Today</p> <p>Technology: Study Island</p> <p>Finding textual evidence, Context Clues, multiple meaning words</p> <p>Vocabulary: mutter, consequences, slumbering, vicious, consume</p> <p>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</p>
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Monday 10/15	Tuesday 10/16	Wednesday 10/17	Thursday 10/18	Friday 10/19
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What's Happening This Week

<p>Reading: Quiz: TOD Book 1</p> <p>Small groups: Chapters 19-21 discussion</p> <p>TOD trifold, Day 10: Connections</p> <p>Theme Powerpoint and discussion.</p> <p>Independent: Week three vocabulary foldable</p> <p>Grammar: ELA 4 TODAY</p> <p>Technology: Study Island: Read chapters 22-23</p>	<p>Reading: Whole group: See/hear, think, infer/predict using video clips from tv shows to determine themes</p> <p>Brainstorm and record themes of Tale of Despereaux</p> <p>Small group: Students choose one theme from TOD and find 3-6 pieces of evidence that support the theme. Organizers can be done on chromebooks or on construction paper.</p> <p>Grammar: ELA 4 TODAY</p> <p>Technology: Study Island: Read chapters 24-25 by Thursday</p>	<p>Reading: Writer's Workshop Orangutans and Chimpanzees OH MY!</p> <ul style="list-style-type: none"> T will explain to students that they will often encounter writing prompts that instruct them to respond directly to more than one passage. T will show students an image of an Orangutan and a chimpanzee side by side and ask them to explain what they see. Read the passages Compare/Contrast the two animals. Read and analyze the prompt - Imagine that your science teachers tells your class it can choose to research either orangutans or chimps. After reading the passages, which group do you think your class should learn about? Why? Use details from both passages in your answer. 	<p>WW Spelling and Vocabulary quizzes.</p> <p>Reading: Whole group: See, think, wonder</p> <p>Small groups: Chapters 22-25 discussion</p> <p>Interventions: leveled passages</p> <p>TOD trifold, Day 11: Predicting</p> <p>Cold Read practice (go over homework)</p> <p>Independent: Week three vocabulary foldable</p> <p>Grammar: ELA 4 TODAY</p> <p>Technology: Study Island Read chapters 26-27</p>	<p>WW 5E Due</p> <p>Reading: Whole Group: Inferencing powerpoint</p> <p>Small groups: Chapters 26-27 discussion</p> <p>Interventions: leveled passages</p> <p>TOD trifold, Day 12-13: Making inferences, evaluating author's choices</p> <p>Cold Read practice</p> <p>Independent: Week three vocabulary foldable</p> <p>Grammar: ELA 4 TODAY</p> <p>Technology: Study Island</p> <p>Book 2 Quiz Monday</p>