

# 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-Nov.26	Tu.- Nov.27	W- Nov. 28	Th- Nov. 29	F- Nov. 30
<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Multiply multiples of 10, 100 and 1,000 by single digits</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Multiply two-digit multiples of 10 by two-digit multiples of 10 with the area model</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Multiply 3-4 digit numbers by 1 digit using area model, partial products and the standard algorithm</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Multiply 3-4 digit numbers by 1 digit using area model, partial products and the standard algorithm</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Multiply 3-4 digit numbers by 1 digit using area model, partial products and the standard algorithm</p>
<p><u>Warm up:</u> 1. Cumulative Skill Review Weeks 1-9 Numbers 21-24</p> <p><u>Concept Development:</u> Eureka Mod 3, Topic B, Lessons 4-6 2. Multiply multiples of 10, 100, &amp; 1000 by a single digit number using unit form and a place value chart to help recognize patterns 3. Workstations ~Choice boards</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice boards, Chromebooks</p>	<p><u>Warm up:</u> 1. Cumulative Skill Review Weeks 1-9 Numbers 25-28</p> <p><u>Concept Development:</u> Eureka Mod 3, Topic B, Lessons 4-6 2. Multiply a 2-digit multiple of 10 by another 2-digit multiple of 10 using the area model to model thinking 3. Workstations ~Choice boards</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice boards, Chromebooks</p>	<p><u>Warm Up:</u> 1. Cumulative Skill Review Weeks 1-9 Numbers 29-32</p> <p><u>Concept Development:</u> Eureka Mod 3, Topic C, Lessons 9-10 2. Multiplying multi-digit numbers by 1 digit using various strategies -area -algorithm -partial products 3. Workstations ~Choice boards</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice Boards, Chromebook</p>	<p><u>Warm Up:</u> 1. Cumulative Skill Review Weeks 1-9 Numbers 33-36</p> <p><u>Concept Development:</u> Eureka Mod 3, Topic C, Lessons 9-10 2. Multiplying multi-digit numbers by 1 digit using various strategies -area -algorithm -partial products 3. Workstations ~Choice boards</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice Boards, Chromebook</p>	<p><u>Warm Up:</u></p> <p><u>Concept Development:</u> 1. Cumulative Skill Review Weeks 1-9 Test 2. Choice boards</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> TEST</p>

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## SCIENCE: Earth's System

Anchor Phenomenon: The La Brea Tar Pits (Reteaching these standards)

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)

**Quiz on Fossils 11/30/18: Students will receive notes on Monday that should be studied for their Quiz on Friday.**

Monday 11/26	Tuesday 11/27	Wednesday 11/28	Thursday 11/29	Friday 11/30
<p><b>Objective:</b> Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landforms over time</p> <p>*This lesson is focusing on a standard that is being retaught</p> <p><b>Engage:</b> -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><b>Explore:</b> Students will create a study game using notes about Fossils. Students will play their games on Friday. They will have the entire class period to complete their game.</p> <p><b>Explain:</b> -Students will participate in a read aloud about soil and rock layers in science</p>	<p><b>*Social Studies Day</b></p>	<p><b>Objective:</b> Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landforms over time</p> <p><b>Engage:</b> -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><b>Explore:</b> Students will play their study game using notes about Fossils. Students will play their games on Friday. They will have the entire class period to complete their game.</p> <p><b>Explain:</b> -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</p>	<p><b>*Social Studies Day</b></p>	<p><b>Objective:</b> Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landforms over time</p> <p><b>Engage:</b> -Students will prepare their quiz on fossils.</p> <p><b>Explore:</b> -Students will complete their quiz on fossils.</p> <p><b>Explain:</b> -Students will work on completing their science study island lessons upon completion of their quiz.</p> <p><b>*Students will complete the following Study Island lesson(s) this week: 5a (The History of the Earth)</b></p> <p><b>Materials:</b> -Pencil -Cardboard Canvas -Markers -Colored Paper -Interactive Notebook -Chromebook -Encyclopedia</p>

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<p>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 independently research answers. -Students will be given an exit ticket with questions from instruction/lesson</p> <p><b>*Students will complete the following Study Island lesson(s) this week: 5a (The History of the Earth)</b></p> <p><b>Materials:</b> -Pencil -Fossil Note template -Markers -Interactive Notebook -Chromebook</p> <p><b>Assessment</b> -Document Based Questions</p>		<p>whiteboard and students will independently research answers. -Students will be given an exit ticket with questions from instruction/lesson.</p> <p><b>*Students will complete the following Study Island lesson(s) this week: 5a (The History of the Earth)</b></p> <p><b>Materials:</b> -Pencil -Fossil Note template -Markers -Interactive Notebook -Chromebook</p> <p><b>Assessment</b> -Document Based Questions</p>		<p>-Science Textbook</p> <p><b>Assessment</b> -Fossil Quiz -Study Island Lesson</p>
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## **SOCIAL STUDIES:** EARLY AMERICA: The road to the Revolutionary War

**Guiding Question:** What were the main colonial grievances that led to rebellion?

<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>
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Monday 11/26	Tuesday 11/27	Wednesday 11/28	Thursday 11/29	Friday 11/30
	<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 and teacher will have a discussion based on "See, Think, and Wonder" to analyze a document presenting the Revolutionary War.</p> <p><b>Explore:</b> -Students will create a classroom constitution that will be used at the end of the week to tie in the principals on which a democracy is created</p> <p><b>Explain:</b> -Students will continue additional reading of a nonfiction text based on "Taxation Without Representation" and discuss how that affected the colonists relationships with England -Students will predict and</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 and teacher will have a discussion based on "See, Think, and Wonder" to analyze a document presenting the Revolutionary War. -Students will create questions that they would like to answer after learning about Taxation without representation!</p> <p><b>Explore:</b> -Students will complete their classroom constitution.</p> <p><b>Explain:</b> -Students will begin reading "What Was The American Revolution" chapter book. -Students will predict and discuss the importance of this war on the "Road to The Revolutionary War" using</p>	

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	<p>discuss the importance of this war on the "Road to The Revolutionary War" using cause and effect to show the impact.</p> <p>*Students will work on Study Island US Programs Social Studies 5a (Native Americans and Exploration) and 5b (Settlements)</p> <p><b>Materials:</b>          -Composition Notebooks          -Road To the Revolution Timeline          -Printer Paper          -Foundation of a Democracy Power Point          -Crayons          -Pencils          -Glue          -Chromebooks</p> <p><b>Assessment</b>          *Reading Passage Questions          *Exit Ticket (Student Questions)</p>		<p>cause and effect to show the impact.</p> <p>*Students will work on Study Island US Programs Social Studies 5a (Native Americans and Exploration) and 5b (Settlements)</p> <p><b>Materials:</b>          -Composition Notebooks          -Copy of "What Was the American Revolution" chapter book          -Crayons          -Pencils          -Glue          -Chromebooks</p> <p><b>Assessment</b>          *Reading Passage Questions          *Exit Ticket (Student Questions)</p>
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## ELA:

<p><b>Objectives for the week:</b> <i>The Tale of Despereaux</i></p> <p><b>**Essential Questions:</b> <i>How does one accept others for who they are? How does one overcome obstacles?</i></p> <p>Reading: Final Book Review of skills: characters, setting, problem, solution, plot, author's purpose, point of view, theme, genre</p> <p>Grammar: ELA 4 Today</p> <p>Technology: Study Island</p> <p>Finding textual evidence, Context Clues, multiple meaning words</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 11/26	Tuesday 11/27	Wednesday 11/28	Thursday 11/29	Friday 11/30
<p><b>Whole Group:</b> Tale of Despereaux Final Discussion (Book should be completed by today.</p>	<p><b>Whole Group:</b> TOD Book review</p> <p><b>Small groups:</b> Book study flip book:</p>	<p><b>Tale of Despereaux Final Test</b></p> <p><b>Grammar:</b> ELA 4 TODAY</p>	<p>Final Despereaux Culmination activity:</p> <p>Rainbow heart suncatcher: Focusing</p>	<p><b>WW Unit 7 Spelling and Vocabulary quizzes</b></p> <p>Final Despereaux Culmination activity:</p>

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<p><b>Small groups:</b> Book study flip book: story elements, genre, author's purpose, theme, vocabulary, language</p> <p>Interventions: leveled passages</p> <p><b>Technology: Study Island- compare and contrast</b></p> <p><b>Grammar: ELA 4 TODAY</b></p>	<p>story elements, genre, author's purpose, theme, vocabulary, language</p> <p>Interventions: leveled passages</p> <p><b>Grammar: ELA 4 TODAY</b></p> <p><b>Technology: Study Island- compare and contrast</b></p>	<p><b>Technology: Study Island- compare and contrast</b></p>	<p>on characterization and theme from <u>The Tale of Despereaux</u></p> <p><b>Small groups:</b> Book study flip book: story elements, genre, author's purpose, theme, vocabulary, language</p> <p>Interventions: leveled passages</p> <p><b>Technology: Study Island- compare and contrast</b></p> <p><b>Grammar: ELA 4 TODAY</b></p>	<p>Rainbow heart suncatcher: Focusing on characterization and theme from <u>The Tale of Despereaux</u></p> <p><b>Small groups:</b> Book study flip book: story elements, genre, author's purpose, theme, vocabulary, language</p> <p>Interventions: leveled passages</p> <p><b>Technology: Study Island- compare and contrast</b></p> <p><b>Grammar: ELA 4 TODAY</b></p>