

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- Dec. 10	Tu.- Dec.11	W- Dec. 12	Th- Dec. 13	F- Dec. 14
<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Multiply 2 two-digit numbers 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> MANNERS OF THE HEART SCHOOL-WIDE FIELD TRIP TO LSU BASKETBALL GAME</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> OPERA 9:30 Performance (Visiting Schools) 1:30 Performance (K, 2nd, 5th)</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> OPERA 10:00 Performance (Pre-K, 1st, 3rd) 6:30 night performance</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Opera Strike 11:15 Cast/Holiday Party Early Dismissal @ 12:45</p>
<p>Warm up: 1. SR Wk10 Quiz</p> <p><u>Concept Development:</u> 2. Practice 2-digit x 2-digit multiplication 3. Choice boards</p> <p><u>Arts Integration:</u></p> <p><u>Technology:</u> Study Island 3f Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> QUIZ, Choice Boards, Chromebook</p>	<p>OPERA full dress rehearsal</p> <p><u>Arts Integration:</u></p> <p><u>Technology:</u> Study Island 3f Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, Choice boards, Chromebooks</p>	<p>Warm Up: 1. Application problem</p> <p><u>Concept Development:</u> 2. Choice boards</p> <p><u>Arts Integration:</u></p> <p><u>Technology:</u> Study Island 3f Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, Choice Boards, Chromebook</p>	<p>Warm Up: 1. Application problem</p> <p><u>Concept Development:</u> 2. Choice boards</p> <p><u>Arts Integration:</u></p> <p><u>Technology:</u> Study Island 3f Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, Choice Boards, Chromebook</p>	

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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)

<p>Monday 12/10</p> <p>STEM project Day 3</p> <p>(Both Science AND Social Studies will have work on this day)</p>	<p>Tuesday 12/11</p>	<p>Wednesday 12/12</p> <p>OPERA</p> <p>9:30 Performance (Audience: Visiting Schools)</p> <p>1:30 Performance (Audience: K, 2nd, 5th)</p>	<p>Thursday 12/13</p> <p>OPERA</p> <p>10:00 & 6:30 Performance (Audience: pre-k, 1st, 3rd)</p> <p>STEM project Day 4 (Final Day)</p>	<p>Friday 12/14</p> <p>OPERA</p> <p>8:30 Strike & 11:15 Cast Party</p> <p>*EARLY DISMISSAL</p>
<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 while implementing what scientists and engineers do to try to decrease the rate of the loss of the land -Once students have completed their purchase order, diagram design, and research questions they will create a structure that they predict will help decrease the rate of land loss in Louisiana</p> <p>Explore: -Students will continue to research Louisiana land loss over the</p>	<p>School-wide MOH field trip to the LSU Women's BBall Game</p> <p>*Students will report to OPERA rehearsal immediately upon our return/arrival to school!!</p>	<p>Objective: investigate and predict reasonable outcomes about how living things affect the physical characteristics of their environment</p> <p>Engage: -Students will use the minimal class time due to OPERA to work on the remaining parts of their STEM project</p> <p>Explain: -Students will continue to work on creating their presentation that explains how their design will help decrease the rate of land loss in Louisiana</p> <p>*Students will complete the following Study Island lesson(s) this week: LA Science Edition 2, <u>Lessons 7a and 7b</u></p> <p>Materials: -Pencil -Soil -Containers -Water -Paperclips -Pipe Cleaners -Popsicle Sticks -Rocks</p>	<p>Objective: investigate and predict reasonable outcomes about how living things affect the physical characteristics of their environment</p> <p>Engage: -Students will put finishing touches on their STEM project</p> <p>Explore: -Students will watch each group demonstrate their project individually</p> <p>Explain: -Students will present their research that explains how their design will help decrease the rate of land loss in Louisiana</p> <p>*Students will complete the following Study Island lesson(s) this week: LA Science Edition 2, <u>Lessons 7a and 7b</u></p> <p>Materials: -Pencil -Soil -Containers -Water</p>	<p>*Social Studies Day</p> <p>OPERA 8:30 Strike & 11:15 Cast Party</p>

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<p>past 50-100 years</p> <p>Explain: -Students will continue working on creating their group presentation that explains how their design will help decrease the 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: -Pencil -Soil -Containers -Water -Paperclips -Pipe Cleaners -Popsicle Sticks -Rocks -Hotglue -Markers -Copy Paper -Interactive Notebook -Chromebook -Encyclopedia -Science Textbook</p> <p>Assessment -STEM construction -Student Research</p>		<p>-Hotglue -Markers -Copy Paper -Interactive Notebook -Chromebook -Encyclopedia -Science Textbook</p> <p>Assessment -STEM construction -Student Research</p>	<p>-Paperclips -Pipe Cleaners -Popsicle Sticks -Rocks -Hotglue -Markers -Copy Paper -Interactive Notebook -Chromebook -Encyclopedia -Science Textbook</p> <p>Assessment -STEM construction -Student Research</p>	
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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?

<p style="text-align: center;"><u>This week will focus on:</u></p> <p>The students will:</p> <ul style="list-style-type: none"> • Construct timelines of historical events 4.11 • Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States 4.12
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- Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States 4.24
- Explain the voluntary migration of people and its significance in the development of the boundaries of the United States 4.23

<p>Monday 12/10</p> <p>(Both Science AND Social Studies will have work on this day)</p>	<p>Tuesday 12/11</p>	<p>Wednesday 12/12 OPERA 9:30 Performance (Audience: Visiting Schools) 1:30 Performance (Audience: K, 2nd, 5th)</p>	<p>Thursday 12/13 OPERA 10:00 & 6:30 Performance (Audience: pre-k, 1st, 3rd) STEM project Day 4 (Final Day)</p>	<p>Friday 12/14 OPERA 8:30 Strike & 11:15 Cast Party *EARLY DISMISSAL</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 and teacher will participate in a Readers Theater while acting out the roles of the authors of the U.S. Constitution.</p> <p>Explore: -Students will work with their classmates to complete their constitution and collect all signatures needed.</p> <p>Study Island, U.S. Programs "Graphic Planet"</p>	<p>School-wide MOH field trip to the LSU Women's BBall Game</p> <p>*Students will report to OPERA rehearsal immediately upon our return/arrival to school!!</p>	<p>*Science Day</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 signing of the U.S. Constitution.</p> <p>Explore: -Students will complete an exit ticket for the chapter focusing on democracy and the creation of the constitution (They will be allowed to use their notes)</p> <p>Study Island, U.S. Programs "Graphic Planet" lessons should be almost complete and students should have all "American</p>

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<p>lessons should be almost complete and students should have all “American Revolution” and “Boston Tea Party” lessons done by Friday 12/14/18</p> <p>Materials: -Composition Notebooks -Copy of “We the People” chapter book -Primary Sources -Ink pens for signatures -Glue -Chromebooks</p>				<p>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: *The Best Christmas Pageant Ever*

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 12/10	Tuesday 12/11	Wednesday 12/12	Thursday 12/13	Friday 12/14
<i>The Best Christmas Pageant Ever</i> and activities OPERA	LSU Basketball Field Trip OPERA	<i>The Best Christmas Pageant Ever</i> and activities OPERA	<i>The Best Christmas Pageant Ever</i> and activities OPERA	<i>The Best Christmas Pageant Ever</i> and activities OPERA Cast Party