

# 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- Feb. 11	Tu.- Feb. 12	W- Feb. 13	Th- Feb. 14	F- Feb. 15
<p><u>Standard:</u> 4.NF.1, 4.NF.4</p> <p><u>Objective:</u> review fraction equivalence using multiplication and division &amp; decomposing fracs.</p>	<p><u>Standard:</u> 4.NF.1, 4.NF.4</p> <p><u>Objective:</u> demonstrate mastery of finding equivalent fracs &amp; decomposing of fractions</p>	<p><u>Standard:</u> 4.NF.2</p> <p><u>Objective:</u> Reason using benchmarks to compare two fractions on the number line. Recognize that comparisons are valid only when the two fractions refer to the same whole.</p>	<p><u>Standard:</u> 4.NF.2</p> <p><u>Objective:</u> comparing to a benchmark fraction. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, &amp; justify conclusions by using a visual fraction model.</p> <p style="text-align: center; color: red;">Valentine's Day Card exchange </p>	<p><u>Standard:</u> 4.NF.2</p> <p><u>Objective:</u> Compare two fractions with different numerators and different denominators, by creating common denominators or numerators. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify conclusions, by using a visual fraction model.</p>
<p><u>Warm up:</u> 1. Review SR</p>	<p><u>Warm Up:</u> 1. Multi-step word problem</p>	<p><u>Warm Up:</u> 1. Multi-step WP 2. Review hmwk</p>	<p><u>Warm Up:</u> 1. Multi-step WP 2. Review hmwk</p>	<p><u>Warm Up:</u> 1. Multi-step WP 2. Review hmwk</p>
<p><u>Concept Development:</u> 2. Review for Fraction test on Tuesday *Small group activity *Pickers</p>	<p><u>Concept Development:</u> Mod 5, Top A &amp; B TEST 2. Decomposing and equivalent fractions</p>	<p><u>Concept Development:</u> Mod 5, Top C, Lessons 12-13 3. Introduction to comparing fractions using benchmarks and a number line 4. Workstations *Equivalent frac *decomposing frac *Comparing frac</p>	<p><u>Concept Development:</u> Mod 5, Top C, Lessons 12-13 3. Comparing fractions using benchmarks and a number line 4. Workstations *Equivalent frac *Review Test *Comparing frac</p>	<p><u>Concept Development:</u> Mod 5, Top C, Lessons 14-15 3. Compare frac with unlike denominators and numerators by creating common numerators or denominators 4. Workstations *Review Test *Equivalent frac *Comparing frac</p>
<p><u>Arts Integration:</u> Decomposing or Equivalent fractions Mardi Gras Beads</p>	<p><u>Arts Integration:</u> Decomposing or Equivalent fractions Mardi Gras Beads</p>	<p><u>Arts Integration:</u> Decomposing or Equivalent fractions Mardi Gras Beads</p>	<p><u>Arts Integration:</u> Decomposing or Equivalent fractions Mardi Gras Beads</p>	<p><u>Arts Integration:</u> Decomposing or Equivalent fractions Mardi Gras Beads</p>
<p><u>Technology:</u> Study Island- 4a, 4c, 4d Mobymax, Zearn</p>	<p><u>Technology:</u> Study Island- 4a, 4c, 4d Mobymax, Zearn</p>	<p><u>Technology:</u> Study Island- 4a,4c,4d Mobymax, Zearn</p>	<p><u>Technology:</u> Study Island- 4a, 4c, 4d, Mobymax, Zearn</p>	<p><u>Technology:</u> Study Island-4a,4c,4d, Mobymax, Zearn</p>
<p><u>Materials:</u> journals, workbooks, Chromebook</p>	<p><u>Materials:</u> journals, TEST, Chromebook</p>	<p><u>Materials:</u> journals, SR, Chromebook, wkbbk</p>	<p><u>Materials:</u> journals, SR, Chromebook, wkbbk</p>	<p><u>Materials:</u> journals, SR, Chromebook, wkbbk</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)

Monday 2/11	Tuesday 2/12	Wednesday 2/13	Thursday 2/14	Friday 2/15
			HAPPY VALENTINE'S DAY!!	
*Social Studies Day	<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 Leap 2025 Practice Test during this class period.</p> <p>-Students will complete "See, Think, Wonder" exercise focusing on seeds.</p> <p><b>Explore:</b> -Students will create a flower part foldable</p> <p><b>Explain:</b> -Students will complete guided notes that go with their flower part foldable.</p> <p>*Students will complete the following Study Island lesson(s) this week: *U.S. Programs</p>	*Social Studies Day	<p><b>Objective:</b> Make claims about how plants have internal structures that function for growth and reproduction</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on stem function</p> <p><b>Explore:</b> -Students will participate in a holiday themed science lab that focuses on the function of plants and flowers.</p> <p><b>Explain:</b> -Students must create a diagram of their lab experiment and label all parts. -Students will complete a CER activity showing knowledge and understanding of the function of plant parts for their survival..</p>	*Social Studies Day

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	<p><b>*4th Grade NGSS Science</b>  <b>*Lessons 5a and 5b</b></p> <p><b><u>Materials:</u></b>                  -Pencil                  -Interactive Notebook                  -Crayons                  -Flower Diagram Foldable                  -Construction paper                  -LEAP 2025 Practice Test</p> <p><b><u>Assessment</u></b>                  -Foldable</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                  -Interactive Notebook                  -Chromebook                  -Markers                  -Crayons                  -Mystery Lab materials</p> <p><b><u>Assessment</u></b>                  -CER                  -Lab Diagram</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?

<b><u>This week will focus on:</u></b>
<p><b>The students will:</b></p> <ul style="list-style-type: none"> <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>

Test on the Industrial Revolution on Wednesday, February 13th. Please have your child reviewing their notes found in their Interactive Notebook. They received a "Study Buddy" on Friday, February 8th.

<b>Monday 2/11</b>	<b>Tuesday 2/12</b>	<b>Wednesday 2/13</b>	<b>Thursday 2/14</b> <i>HAPPY VALENTINE'S DAY!!</i>	<b>Friday 2/15</b>
<b>Objective:</b>	<b>*Science Day</b>	<b>Objective:</b>	<b>*Science Day</b>	<b>Objective:</b>

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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

**Engage:**

-Students will Complete a "See, Think, Wonder" activity with an image of the creation of the Transcontinental Railroad.

**Explore:**

-Students will complete an activity called "Past vs. Present"  
-Students will identify which versions of an item today that was created during the industrial revolution. The items must be placed into a pair.

**Explain:**

-Students will complete review activity for the upcoming assessment  
-Students will complete a DBQ that has them identify and explain through writing the impact that the Industrial Revolution had on the

Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States

**Engage:**

-Students will prepare for their test (Industrial Revolution).

**Explore:**

-Students will complete their test on the Industrial Revolution.

**Explain:**

-When the students complete their test, they will work on completing the following lessons on Study Island:

Study Island, US Programs (4th Grade (National Social Studies Standards):

\*Diagnostic must be completed FIRST

5c

5d

**Materials:**

-Industrial Revolution Assessment  
-Chromebooks

**Assessment**

-Industrial Revolution Written assessment

Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States

**Engage:**

-Students will Complete a "See, Think, Wonder" activity with an image of men during the gold rush.

**Explore:**

-Students will watch a introduction video about Westward Expansion (2min)  
-Students will create a pro and con list identifying reasons that they felt people may have wanted to expand westward vs. why people would not have wanted to migrate. These lists will be posted around the classroom and upon completion of the unit, students will confirm or disprove their original ideas.

**Explain:**

-Students will complete guided notes about Westward Expansion  
-Students will complete a DBQ that has them use a map of Westward Expansion to

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<p>development of the United States.</p> <p><b>Study Island, US Programs (4th Grade (National Social Studies Standards):</b></p> <p><b>-Diagnostic Test</b></p> <p><b>Materials:</b>          -Composition Notebooks          -DBQ activity          -Blank Paper          -clipboards          -Images of inventions from the Industrial Revolution          -Chromebooks</p> <p><b>Assessment</b>          -DBQ</p>				<p>determine how settlers were able to migrate.</p> <p><b>Study Island, US Programs (4th Grade (National Social Studies Standards):</b></p> <p><b>5b</b>  <b>5c</b>  <b>5d**</b></p> <p><b>Materials:</b>          -Composition Notebooks          -Guided Notes          -Digital Image          -Glue          -Document Based Question          -Chromebooks</p> <p><b>Assessment</b>          -DBQ</p>
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## ELA:

<p><b>Objectives for the week:</b> <i>Wit and Wisdom Module 4: Myth Making Lessons 8-10</i></p> <p><b>Essential Questions:</b> <i>What do myths and stories from different cultures have in common?</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> main idea and details, finding evidence in texts, theme, prefixes and suffixes, context clues</p> <p><b>Standards:</b> 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 2/11	Tuesday 2/12	Wednesday 2/13	Thursday 2/14	Friday 2/15
<p><b>Study Island- Point of View AR</b></p> <p>Fate idioms in mythology</p> <p><b>Wit and Wisdom: Lesson 8</b> Comparing Types of Literature (poetry, prose,drama)</p> <p>Mythology persona poem</p>	<p><b>Wit and Wisdom Lesson 9:</b></p> <p><b>See Think Wonder: Image of the sculpture "Winged Victory of Samothrace"</b></p> <p>Students break into groups and Read the play "Gluskabe and Old Man Winter". Each group takes one scene and creates a tableaux to act out for the class.</p>	<p><b>Continue Wit and Wisdom Lesson 9</b></p> <p>Students break into groups and Read the play "Gluskabe and Old Man Winter". Each group takes one scene and creates a tableaux to act out for the class.</p> <p><b>Story Elements organizer: handout 9A</b></p>	<p><b>Wit and Wisdom Lesson 10</b></p> <p>Read aloud the play "Cannibal Monster"</p> <p>Write a summary</p> <p>Discuss which Greek myth reminds of us this story? Identify story elements and theme</p>	<p><b>Wordly Wise Lesson 10 Spelling and Vocabulary quizzes</b></p> <p><b>Wit and Wisdom Lesson 10 continued</b></p> <p>Read aloud the play "Cannibal Monster"</p> <p>Write a summary</p> <p>Discuss which Greek</p>

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<p><b>Boudreaux's homeroom: finish Myth presentations and slideshows: note taking</b></p> <p><i>Greek Gods and Goddesses Fan</i></p> <p><b>Study Island- Compare and Contrast AR</b></p> <p><b>Small Groups: LEAP practice</b></p>	<p>Discuss the culture this myth comes from. Is it a creation or morality myth? Why?</p> <p><i>Story Elements organizer: handout 9A</i></p> <p><i>Mythology persona poem</i></p> <p><i>Greek Gods and Goddesses Fan</i></p> <p><b>Study Island- Compare and Contrast AR</b></p> <p><b>Small Groups: LEAP practice</b></p>	<p><i>Create a venn diagram comparing and contrasting "Gluskabe and Old Man Winter" to "Persephone and Demeter" from Greek mythology</i></p> <p><i>Mythology persona poem</i></p> <p><i>Greek Gods and Goddesses Fan</i></p> <p><b>Study Island- Compare and Contrast AR</b></p> <p><b>Small Groups: LEAP practice</b></p>	<p><b>Handout 10A Evidence organizer</b></p> <p><i>Greek Gods and Goddesses Fan</i></p> <p><b>Study Island- Compare and Contrast AR</b></p> <p><b>Small Groups: LEAP practice</b></p> <p><i>Persona Narrative</i></p>	<p><i>myth reminds of us this story? Identify story elements and theme</i></p> <p><b>Handout 10A Evidence organizer</b></p> <p><i>Greek Gods and Goddesses Fan</i></p> <p><b>Study Island- Compare and Contrast AR</b></p> <p><b>Small Groups: LEAP practice</b></p> <p><i>Persona Narrative</i></p>