

# 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,

F- Feb. 18	Tu.- Feb. 19	W- Feb. 20	Th- Feb. 21	F- Feb. 22
<p><u>Standard:</u> 4.NF.3ad, 4.NF.2</p> <p><u>Objective:</u> Add/subtract like fractions. Compare two fractions with different numerators and different denominators, by creating common denominators or numerators.</p>	<p><u>Standard:</u> 4.NF.3ad, 4.NF.2</p> <p><u>Objective:</u> Add/subtract like fractions. Compare two fractions with different numerators and different denominators, by creating common denominators or numerators.</p>	<p><u>Standard:</u></p> <p><u>Objective:</u></p> <p style="text-align: center;">EARLY DISMISSAL @ 12:45</p>	<p><u>Standard:</u> 4.NF.4ab</p> <p><u>Objective:</u> Add and multiply unit fractions to build fractions greater than 1 using visual models.</p>	<p><u>Standard:</u></p> <p><u>Objective:</u></p>
<p><u>Warm Up:</u> 1. Review Multi-step WP #4 &amp; homework</p> <p><u>Concept Development:</u> Mod 5, Top C &amp; D, Lessons 14-15, 18-19 3. Workstations *Adding &amp; Subtracting like fractions *Comparing fractions using benchmarks and a number line *Comparing Fractions by creating common denom/numerators</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>Materials:</u> journals, Chromebook, wk/bk</p>	<p><u>Warm Up:</u> 1. Multi-step WP 2. Review homework</p> <p><u>Concept Development:</u> Mod 5, Top C &amp; D, Lessons 14-15, 18-19 3. Workstations *Adding &amp; Subtracting like fractions *Comparing fractions using benchmarks and a number line *Comparing Fractions by creating common denom/numerators</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>Materials:</u> journals, wk/bk, Chromebook</p>	<p><u>Warm Up:</u> WAX MUSEUM @ 9:00</p> <p><u>Concept Development:</u></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>Materials:</u> journals, Chromebook, wk/bk</p>	<p><u>Warm Up:</u> 1. Multi-step WP 2. Review homework</p> <p><u>Concept Development:</u> Mod 5, Top E, Lesson 23 3. Multiply whole number &amp; fraction 4. Workstations *Equivalent frac *Comparing frac</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>Materials:</u> journals, Chromebook, wk/bk</p>	<p><u>Warm Up:</u> 1. Review homework</p> <p><u>Concept Development:</u> 2. Skill Review Quiz</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>Materials:</u> SR Quiz, Chromebook</p>

# What's Happening This Week

## 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)

\*Construct an explanation to describe how animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways (4-LS1-2).

**Plant Reproduction and Animal Senses Test on Thursday, February 21st. Students will receive study buddy on Monday, February 18th. Please note that your child should already be studying the plant and fruit diagram for the test!**

Monday 2/18	Tuesday 2/19	Wednesday 2/20	Thursday 2/21	Friday 2/22
<p><b>*Social Studies Day</b></p>	<p><b>Objective:</b> Make claims about how animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on animal senses.</p> <p><b>Explore:</b> -Students will participate in a lab focusing on animal senses.</p> <p><b>Explain:</b> -Students will complete a lab report. -Students will complete read aloud notes as a class. -Students will choose a closing activity for themselves.</p> <p><b>*Students will complete the</b></p>	<p><b>*WAX MUSEUM!!!!</b></p>	<p><b>Objective:</b> Explain how plants have internal structures that function for growth and reproduction as well as animals receiving information through their senses.</p> <p><b>Engage:</b> -Students will prepare for their test.</p> <p><b>Explore:</b> -Students will complete their test.</p> <p><b>Explain:</b> -Students will complete a CER activity showing knowledge and understanding of animal senses for their survival once they complete their test.</p> <p><b>*Students MUST complete the following Study Island lesson(s) this week:</b> <b>*U.S. Programs</b></p>	<p><b>*Social Studies Day</b></p>

# What's Happening This Week

	<p>following Study Island lesson(s) this week:                  *U.S. Programs                  *4th Grade NGSS Science                  *Lessons 6a and 6b and 7a</p> <p><b>Materials:</b>                  -Pencil                  -Interactive Notebook                  -Crayons                  -Cotton Balls                  -Lab Report                  -Multiple extracts                  -Exit Ticket Choice Board</p> <p><b>Assessment</b>                  -Lab Report                  -Exit Ticket</p>		<p>*4th Grade NGSS Science                  *Lessons 6a and 6b and 7a</p> <p><b>Materials:</b>                  -Pencil                  -Interactive Notebook                  -Chromebook                  -Markers                  -Crayons                  -Mystery Lab materials</p> <p><b>Assessment</b>                  -Test                  -CER</p>	
--	--	--	---	--

## SOCIAL STUDIES: EARLY AMERICA: The expansion of DEMOCRACY

**Guiding Question:** What were the main reasons for the Westward Expansion that was fueled by democracy?

<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>• Use the concepts "melting pot," "salad bowl," and "cultural mosaic" to explain the impact of immigration on population growth and diversity in the United States 4.2.5</li> </ul>	<p><u><b>This week will focus on:</b></u></p>
--	---

Wax Museum THIS WEDNESDAY (2/20/19) Your child will come to school in their costume with a school uniform in their backpack. If your child does not have a school uniform with them, they will have to sit in the office until you bring one and could miss the Wax Museum.

Monday 2/18	Tuesday 2/19	Wednesday 2/20 *WAX MUSEUM!!!!	Thursday 2/21	Friday 2/22
<p><b>Objective:</b>                      Explain and describe the contributions of notable people throughout history.</p> <p><b>Engage:</b>                      -Students will prepare for the Wax Museum!</p>	<p>*Science Day</p>	<p><b>Objective:</b>                      Explain and describe the contributions of notable people throughout history.</p> <p><b>Engage:</b></p>	<p>*Science Day</p>	<p><b>Objective:</b>                      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>

# What's Happening This Week

<p><b>Explore:</b> -Students will break into pairs and practice their presentation (BLURB)</p> <p><b>Explain:</b> -Students will complete student feedback evaluations that they complete during other students BLURB presentations.</p> <p>Study Island, US Programs (4th Grade (National Social Studies Standards):</p> <p>-Diagnostic Test</p> <p><b>Materials:</b> -BLURB -clipboards -Student Feedback Cards -Chromebooks</p> <p><b>Assessment</b> -Feedback Cards</p>		<p>-Students will prepare for their presentation</p> <p><b>Explore:</b> -Students will complete their Wax Museum Presentation.</p> <p>Study Island, US Programs (4th Grade (National Social Studies Standards):</p> <p><u>*Diagnostic must be completed</u> FIRST 5c 5d</p> <p><b>Materials:</b> -Wax Museum Project Boards -Wax Museum Costume</p> <p><b>Assessment</b> -Wax Museum</p>		<p><b>Engage:</b> -Students will Complete a "See, Think, Wonder" activity with a mosaic.</p> <p><b>Explore:</b> -Students will create a mosaic piece based on a culture that they choose prior to the project.</p> <p><b>Explain:</b> -Students will research the culture that they have chosen and will create an image to visually represent their culture.</p> <p>-Students will complete questions challenging them to explain the terms "melting pot", "salad bowl," and "cultural mosaic".</p> <p>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</p> <p><b>Materials:</b> -Mosaic Template Piece -Chromebook -Culture Cards -Crayons/ -Markers -Glue -Document Based Question (Culture)</p> <p><b>Assessment</b> -DBQ -Class Mosaic</p>
---	--	--	--	---

# What's Happening This Week

## ELA:

Objectives for the week: *Wit and Wisdom Module 4: Myth Making Lesson 11*

*The Lightning Thief by Rick Riordan*

*Essential Questions: What do myths and stories from different cultures have in common?*

*Writing/Craft questions: How do I choose the strongest evidence? How do I choose and explain the strongest evidence when writing an explanatory paragraph about Greek myths?*

*Vocabulary:*

*Skills: main idea and details, finding evidence in texts, theme, prefixes and suffixes, context clues*

*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 2/18	Tuesday 2/19	Wednesday 2/20	Thursday 2/21	Friday 2/22
<p><b>Wit and Wisdom Lesson 11</b></p> <p>Read aloud the play "Star Sisters"</p> <p>Write a summary</p> <p>Discuss which Greek myth reminds of us this story? Identify story elements and theme</p> <p>Handout 10A Evidence organizer</p> <p>Greek Gods and Goddesses Fan</p> <p>Study Island-Figurative Language AR</p> <p>Small Groups: LEAP practice</p> <p>Persona Narrative</p>	<p><b>Wit and Wisdom Lesson 11 continued</b></p> <p>Read aloud the play "Star Sisters"</p> <p>Write a summary</p> <p>Discuss which Greek myth reminds of us this story? Identify story elements and theme</p> <p>Handout 10A Evidence organizer</p> <p>Greek Gods and Goddesses Fan</p> <p>Study Island-Figurative Language AR</p> <p>Small Groups: LEAP practice</p> <p>Persona Narrative</p>	<p><b>Wax Museum</b></p> <p>Half Day</p>	<p>Read "The Lightning Thief" Chapter one by today.</p> <p>The Lightning Thief chapter 1 comprehension questions/vocabulary</p> <p>The Lightning Thief chapter packet: Chapter one: Characters and setting Greek Gods and Goddesses Fan</p> <p>Study Island-Figurative Language AR</p> <p>Small Groups: LEAP practice</p> <p>Persona Narrative</p>	<p><b>Catch up Day:</b></p> <ol style="list-style-type: none"> <li>1. Finish Lighting Thief Activities</li> <li>2. Summarize chapter 1</li> <li>3. Complete Greek Gods and Goddesses fan</li> <li>4. Wordly Wise Unit 11 A-D</li> <li>5. Greek Mythology FLoat Research</li> </ol> <p>Study Island-Figurative Language AR</p> <p>Small Groups: LEAP practice</p>