

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, line plot, data, outlier, interpret, analyze

M- March 11	Tu.- March 12	W- March 13	Th- March 14	F- March 15
<p><u>Standard:</u> <u>Objective:</u></p>	<p><u>Standard:</u> 4.MD.4 <u>Objective:</u> Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>	<p><u>Standard:</u> 4.MD.4 <u>Objective:</u> Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>	<p><u>Standard:</u> 4.MD.4 <u>Objective:</u> Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p> <p>MOH-Chinese acrobats</p>	<p><u>Standard:</u> 4.NF.3, 4.NF.4, 4.MD.4 <u>Objective:</u></p> <p>Brotherhood Sisterhood Program @9</p>
<p><u>Warm Up:</u> 1. Word prob #3</p> <p><u>Concept Development:</u> 2. Skill Review #15 Quiz 3. Line plots</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> SR Quiz, journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. Word prob #4 2. Review homework</p> <p><u>Concept Development:</u> Mod 5, Top E, Less 28 2. Line Plots 3. Workstations *Line plots *+/- Mixed #s</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. Skill Review #16/D1 2. Review homework</p> <p><u>Concept Development:</u> Mod 5, Top E, Less 28 2. Line Plots 3. Workstations *Line plots *+/- Mixed #s</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. SR#16/D2 2. Review homework</p> <p><u>Concept Development:</u> Review for test tomorrow- Jeopardy</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. SR #16/D3</p> <p><u>Concept Development:</u> 2. TEST Topics E-F: converting, add/subtract mixed numbers, line plots</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> Test, Chromebook</p>

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SCIENCE: Using Energy Transformations: Transfer of Energy in Collision.

The students will:

*Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-2

*Ask questions and predict outcomes about the changes in energy that occur when objects collide. (4-PS3-3)

Transferring Energy Test on Monday, March 18th. Students should study their Study Buddy (given on Tuesday, March 12th)

Monday 3/11	Tuesday 3/12	Wednesday 3/13	Thursday 3/14	Friday 3/15
<p>*Social Studies Day</p>	<p><u>Objective:</u> Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents</p> <p><u>Engage:</u> -Students will complete "See, Think, Wonder" exercise focusing on identifying forms of energy in a picture (multiple forms in once scene).</p> <p><u>Explore:</u> -Students will compete in a review game which focuses on how energy moves through currents.</p> <p><u>Explain:</u> -Students will complete read aloud notes as a class. -Students will complete Study Buddy in class during discussion and read aloud.</p> <p>*Students will complete the following Study Island lesson(s) this week: *U.S. Programs *4th Grade NGSS Science *Lessons 6a and 6b and 7a</p>	<p>*Social Studies Day</p>	<p><u>Objective:</u> Make observations to provide evidence that energy can be transferred from place to place during collisions.</p> <p><u>Engage:</u> -Students will complete "See, Think, Wonder" exercise focusing on collision.</p> <p><u>Explore:</u> -Students will complete a lab activity where they will observe and describe what happens when marbles collide.</p> <p><u>Explain:</u> -Students will complete lab report requiring them to record 5 diagrams. -Students will participate in questioning forum based on data collected during the experiment. -Students will complete read aloud notes as a class.</p> <p>*Students will complete the following Study Island lesson(s) this week: *U.S. Programs</p>	<p>*Social Studies Day</p>

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	<p>Materials: -Pencil -Interactive Notebook -Guided Notes -Study Buddy -Kahoot game -Chromebook</p> <p>Assessment -Kahoot -Exit Ticket</p>		<p>*4th Grade NGSS Science *Lessons 6a and 6b and 7a</p> <p>Materials: -Pencil -Interactive Notebook -Guided Notes -StemScope video -Explore activity template/data sheet -Exit Ticket</p> <p>Assessment -Lab Report -Exit Ticket</p>	
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SOCIAL STUDIES: People and Land; Regions of the United States

Guiding Question: What are the physical and human characteristics of each United States region?

<u>This week will focus on:</u>	
<p>The students will:</p> <ul style="list-style-type: none"> • Compare and contrast the distinguishing physical characteristics of the five regions of the United States 4.51 • Identify and explain how the physical characteristics of a region influenced human settlement 4.53 • Analyze how physical characteristics of a region shape its economic development 4.52 • Explain how early explorations affected the expansion of boundaries and development in the United States 4.21 	

Quiz on Westward Expansion on Wednesday, March 13th. Students will be given a copy of the document that will be used for the quiz on Monday, March 11th. This quiz will be document and text based, so they do not need a study buddy.

Monday 3/11	Tuesday 3/12	Wednesday 3/13	Thursday 3/14	Friday 3/15
<p>Identify and explain how the physical characteristics of a region influenced human settlement</p> <p>Engage: -Students will complete "See, Think, Wonder" exercise focusing on landforms/physical features in the Northeast Region.</p> <p>Explore: -Students will participate in a "scavenger hunt" of landmarks and</p>	<p>Science Day</p>	<p>Identify and explain how the physical characteristics of a region influenced human settlement</p> <p>Engage: -Students will prepare for quiz on Westward Expansion.</p> <p>Explore: -Students will complete "Westward Expansion" quiz.</p> <p>Explain: -Students will continue read aloud</p>	<p>Science Day</p>	<p>Identify and explain how the physical characteristics of a region influenced human settlement</p> <p>Engage: -Students will complete "See, Think, Wonder" exercise focusing on a map of the Northeast Region (Map Skills).</p> <p>Explore: -Students will create floor maps</p>

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<p>important landforms found in the Northeast Region.</p> <p><u>Explain:</u> -Students will begin read aloud notes (guided notes) as a class. -Students will complete document based question (part A/part B format) checking for understanding of what constitutes a region.</p> <p>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</p> <p><u>Materials:</u> -Interactive Notebook -Chromebook -Document Based Question -Scavenger Hunt Worksheet -Powerpoint for guided Notes</p> <p><u>Assessment</u> -DBQ</p>		<p>notes (guided notes) as a class. -Students will complete document based question (part A/part B format) checking for understanding of physical features found in the Northeast Region.</p> <p>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</p> <p><u>Materials:</u> -Interactive Notebook -Chromebook -Document Based Question -Student Selected Music -Powerpoint for guided notes</p> <p><u>Assessment</u> -Westward Expansion Quiz -DBQ</p>	<p>to be used by each group for "Twister". -Students must identify states, state capitals, resources, landforms, and landmarks.</p> <p><u>Explain:</u> -Students will complete read aloud notes (guided notes) as a class. -Students will participate in one round of "Twister" to begin review for this region.</p> <p>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</p> <p><u>Materials:</u> -Interactive Notebook -Chromebook -Twister Board (Jumbo Maps) -Powerpoint for guided notes</p> <p><u>Assessment</u> -Twister Board</p>
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ELA:

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

The Lightning Thief by Rick Riordan

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

Writing/Craft questions: *Write an essay that explains the differences in the structural elements between the passage and the poem.*

Point of view constructed response

Character Traits constructed response

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

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<p>(Leap Interim TBD)</p> <p>ELA 4 Today</p> <p>Review and discuss chapters 2-3 of <i>The Lightning Thief</i></p> <p>Whole Group/Small group LEAP Practice: poetry vs. prose "Emergency on the Mountain" and "Mountains" Writing prompt: Write an essay that explains the differences in the structural elements between the passage and the poem.</p> <p>Small Groups:</p> <ul style="list-style-type: none"> Point of view graphic organizer and paragraph The Lightning Thief comprehension questions/vocabulary Chapter packet: chapter 2-3 Annotating Greek gods and goddesses fan <p>Study Island: Writing Standards</p>	<p>ELA 4 Today</p> <p>Whole Group/Small group LEAP Practice: poetry vs. prose "Emergency on the Mountain" and "Mountains" Writing prompt: Write an essay that explains the differences in the structural elements between the passage and the poem.</p> <p>Small Groups:</p> <ul style="list-style-type: none"> Point of view graphic organizer and paragraph The Lightning Thief comprehension questions/vocabulary Chapter packet: chapter 2-3 Annotating Greek gods and goddesses fan <p>Study Island: Writing Standards</p>	<p>ELA 4 Today</p> <p>Review and Discuss <i>The Lightning Thief</i> chapter 4</p> <p>Whole Group/Small group LEAP Practice: poetry vs. prose "Emergency on the Mountain" and "Mountains" Writing prompt: Write an essay that explains the differences in the structural elements between the passage and the poem.</p> <p>Small Groups:</p> <ul style="list-style-type: none"> Constructed Response: Physical Traits of Percy Jackson and Grover The Lightning Thief comprehension questions/vocabulary (chapter 4) Chapter packet: chapter 4 Annotating 	<p>ELA 4 Today</p> <p>Whole Group/Small group LEAP Practice: poetry vs. prose "Emergency on the Mountain" and "Mountains" Writing prompt: Write an essay that explains the differences in the structural elements between the passage and the poem.</p> <p>Small Groups:</p> <ul style="list-style-type: none"> Constructed Response: Physical Traits of Percy Jackson and Grover The Lightning Thief comprehension questions/vocabulary (chapter 4) Chapter packet: chapter 4 Annotating Greek gods and goddesses fan 	<p>ELA 4 Today</p> <p>Review and Discuss the <i>Lightning Thief</i> Chapter 5</p> <p>Whole Group/Small group LEAP Practice: poetry vs. prose "Emergency on the Mountain" and "Mountains" Writing prompt: Write an essay that explains the differences in the structural elements between the passage and the poem.</p> <p>Small Groups: Complete any unfinished activities through chapter 5</p> <ul style="list-style-type: none"> Constructed Response: Physical Traits of Percy Jackson and Grover The Lightning Thief comprehension questions/vocabulary

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<ul style="list-style-type: none">• Greek gods and goddesses fan <p>Study Island: Writing Standards</p>		<ul style="list-style-type: none">• Greek gods and goddesses fan <p>Study Island: Writing Standards</p>	<p>goddesses fan</p> <p>Study Island: Writing Standards</p>	<p>(chapter 5)</p> <ul style="list-style-type: none">• Chapter packet: chapter 5)• Annotating• Greek gods and goddesses fan <p>Study Island: Writing Standards</p>