

# What's Happening This Week

## MATH: Module 6: Decimal Fractions

Vocabulary: equivalent, tenths, hundredths, decimal point, decimal fraction, decimal number, decimal expanded form, fraction expanded form

M- March 25	Tu.- March 26	W- March 27	Th- March 28	F- March 29
<p><u>Standard:</u> 4.NF.6, NBT.1, MD.1  <u>Objective:</u> Use decimal notation for fractions with denominators 10 or 100.</p>	<p><u>Standard:</u> 4.NF.6, NBT.1, MD.1  <u>Objective:</u> Use decimal notation for fractions with denominators 10 or 100.</p>	<p><u>Standard:</u> 4.NF.7  <u>Objective:</u> compare 2 decimals to hundredths by reasoning about their size</p>	<p><u>Standard:</u> 4.NF.7  <u>Objective:</u> compare 2 decimals to hundredths by reasoning about their size</p>	<p><u>Standard:</u> 4.NF.6, NF.7  <u>Objective:</u> converting &amp; comparing decimals</p>
<p><u>Warm Up:</u>            1. Review LEAP Task</p> <p><u>Concept Development:</u>            Module 6, Top A/B, Lessons 1-8            2. Using area model and a number line to model decimals of 10ths/100ths            3. Workstations:            *+/- fracs 10/100ths            *Test Review            *Decimals</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. Review LEAP Task</p> <p><u>Concept Development:</u>            Module 6, Top A/B, Lessons 1-8            2. Using area model and a number line to model decimals of 10ths/100ths            3. Workstations:            *+/- fracs 10/100ths            *Test Review            *Decimals</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. Review LEAP Task</p> <p><u>Concept Development:</u>            Module 6, Top C, Lessons 9-10            2. Comparing decimals using a place value chart            3. Workstations:            *Study Island            *Converting decimals            *Comparing decimals</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. Review LEAP Task</p> <p><u>Concept Development:</u>            Module 6, Top C, Lessons 9-10            2. Comparing decimals using &lt;, &gt;, =            3. Workstations:            *Study Island            *Converting decimals            *Comparing decimals</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. SRI6/ Task Quiz</p> <p><u>Concept Development:</u>            Module 6, A-C            2. Stations            *review of decimals            *Study Island            *Art-personification cartoon</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> Quiz, Chromebook</p>

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

The students will:

\*Use evidence to construct an explanation relating the speed of an object to the energy of that object. (4-PS3-1)

\*Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. (4-PS3-4)

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

Monday 3/25	Tuesday 3/26	Wednesday 3/27	Thursday 3/28	Friday 3/29
Social Studies Day	<p><b>Objective:</b> Explain how the relating the speed of an object to the energy of the object does not require calculation of the object's speed.</p> <p><b>Engage:</b> -Students will complete "Investigative Phenomena" activity from Stemscoopes.</p> <p><b>Explore:</b> -Students will participate in "Creepy Crawler" lab.</p> <p><b>Explain:</b> -students will construct a climber and observe and record how speed and energy are related. -Students will complete guided notes focusing on speed and energy.</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>	Social Studies Day	<p><b>Objective:</b> Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p><b>Engage:</b> -Students will complete "Investigative Phenomena" activity from Stemscoopes.</p> <p><b>Explore:</b> -Students will participate in "More Energy, Please!" lab.</p> <p><b>Explain:</b> -Students will investigate how stored energy can be converted into a desired form for practical use. -Students will complete guided notes focusing on using stored energy. -Students will complete a CER task</p> <p>*Students will complete the following Study Island lesson(s) this week: *U.S. Programs</p>	Social Studies Day

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	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>-Interactive Notebook</li> <li>-Creepy Crawlers lab report</li> <li>-Spider cutouts</li> <li>-Straws</li> <li>-string</li> <li>-tape</li> <li>-Guided Notes</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>-Lab Report</li> </ul>		<p><b>*4th Grade NGSS Science</b></p> <p><b>*Lessons 6a and 6b and 7a</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>-Pencil</li> <li>-Interactive Notebook</li> <li>-Chromebook</li> <li>-StemScope video</li> <li>-More Energy, Please! Lab report</li> <li>-Styrofoam balls</li> <li>-plastic spoons</li> <li>-Water</li> <li>-Skewers</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>-CER</li> </ul>	
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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?

<b>This week will focus on:</b>
<p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the distinguishing physical characteristics of the five regions of the United States 4.51</li> <li>• Identify and explain how the physical characteristics of a region influenced human settlement 4.5.3</li> <li>• Analyze how physical characteristics of a region shape its economic development 4.5.2</li> <li>• Explain how early explorations affected the expansion of boundaries and development in the United States 4.2.1</li> </ul>

Regions test (including the Northeast Region) on Monday, March 25th. Students should study the Regions Study guide and the Northeast Region booklet. Students must be able to also identify and spell all 11 states in the Northeast Region. They will NOT be required to know the capitals (except for Washington D.C.) on this regions test.

Monday 3/25 Regions and Northeast Region Test	Tuesday 3/26	Wednesday 3/27	Thursday 3/28	Friday 3/29
<p><u>Objective:</u> Identify and explain how the physical characteristics of a region influenced human settlement</p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>-Students will prepare for their regions test.</li> </ul> <p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>-Students will complete their regions test.</li> </ul>		<p><u>Objective:</u> Identify and explain how the physical characteristics of a region influenced human settlement</p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>-Students will complete "See, Think, Wonder" exercise focusing on a map of the Midwest Region (Map Skills).</li> </ul>		<p><u>Objective:</u> Identify and explain how the physical characteristics of a region influenced human settlement</p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>-Students will complete "See, Think, Wonder" exercise focusing on a map of the Midwest Region (Map Skills).</li> </ul> <p><b>Explore:</b></p>

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<p><b><u>Explain:</u></b> -Students will complete their test which focuses on “what makes a region” and the Northeast region which focuses on the students information booklet.</p> <p><b>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</b></p> <p><b><u>Materials:</u></b> -Northeast Region and Regions Test -Chromebook</p> <p><b><u>Assessment</u></b> -Regions Test</p>		<p><b><u>Explore:</u></b> -Students will create the second part of a U.S. Regions Lapbook. -Part 2 will include maps and information about the Midwest Region.</p> <p><b><u>Explain:</u></b> -Students will begin read aloud notes (guided notes) as a class. -Students will complete an exit ticket focusing on Map Skills regarding the Midwest Region.</p> <p><b>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</b></p> <p><b><u>Materials:</u></b> -Interactive Notebook -Chromebook -Region Cutouts -Powerpoint for guided notes</p> <p><b><u>Assessment</u></b> -Exit Ticket</p>		<p>-Students will continue on the second part of a U.S. Regions Lapbook. -Part 2 will include economic information about the Midwest Region.</p> <p><b><u>Explain:</u></b> -Students will complete read aloud notes (guided notes) as a class. -Students will complete an exit ticket focusing on Map Skills regarding the economic impact of the regions.</p> <p><b>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</b></p> <p><b><u>Materials:</u></b> -Interactive Notebook -Chromebook -Region Cutouts -Powerpoint for guided notes</p> <p><b><u>Assessment</u></b> -Exit Ticket</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 the story "Sally's Rescue" from the seal's point of view. Connect illustrations to text Point of view constructed response*

*Character Traits constructed response*

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

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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 3/25	Tuesday 3/26	Wednesday 3/27	Thursday 3/28	Friday 3/29
<p><b>Warm up:</b> ELA 4 Today</p> <p><b>Whole Group:</b> Lightning Thief chapter discussions and summaries</p> <p><b>Workstations:</b> 1. <b>Writers workshop</b></p> <ul style="list-style-type: none"> <li>• Complete structural elements essay</li> <li>• Sally's Rescue Persona narrative</li> </ul> <p>2. <b>Leap Practice Book: Reading and Responding:</b> Research task</p> <p>3. <b>Study Island: Text Structure</b></p>	<p><b>Wordly Wise Unit 12 quizzes</b></p> <p><b>Warm up:</b> ELA 4 Today</p> <p><b>Whole Group:</b> Lightning Thief chapter discussions and summaries</p> <p><b>Workstations:</b> 1. <b>Writers workshop</b></p> <ul style="list-style-type: none"> <li>• Complete structural elements essay</li> <li>• Sally's Rescue Persona narrative</li> </ul> <p>2. <b>Leap Practice Book Reading and Responding:</b> Research task</p> <p>3. <b>Study Island: Text Structure</b></p>	<p><b>Warm up:</b> ELA 4 Today</p> <p><b>Whole Group:</b> Lightning Thief chapter discussions and summaries</p> <p><b>Workstations:</b> 1. <b>Writers workshop</b></p> <ul style="list-style-type: none"> <li>• Complete structural elements essay</li> <li>• Sally's Rescue Persona narrative</li> </ul> <p>2. <b>Leap Practice Book: Reading and Responding:</b> Research task</p> <p>3. <b>Study Island: Text Structure</b></p>	<p><b>Warm up:</b> ELA 4 Today</p> <p><b>Whole Group:</b> Lightning Thief chapter discussions and summaries</p> <p><b>Workstations:</b> 1. <b>Writers workshop</b></p> <ul style="list-style-type: none"> <li>• Complete structural elements essay</li> <li>• Sally's Rescue Persona narrative</li> </ul> <p>2. <b>Leap Practice Book: Reading and Responding:</b> Research task</p> <p>3. <b>Study Island: Text Structure</b></p>	<p><b>Warm up:</b> ELA 4 Today Exit Ticket</p> <p><b>Whole Group:</b> Lightning Thief chapter discussions and summaries</p> <p><b>WW13 A-D due</b></p> <p><b>Workstations:</b> 1. <b>Writers workshop</b></p> <ul style="list-style-type: none"> <li>• Complete structural elements essay</li> <li>• Sally's Rescue Persona narrative</li> </ul> <p>2. <b>Leap Practice Book: Reading and Responding:</b> Research task</p> <p>3. <b>Study Island: Text Structure</b></p>