

# What's Happening This Week

## MATH:

M- April 15	Tu.- April 16	W- April 17	Th- April 18	F- April 19
<u>Standard:</u> ALL <u>Objective:</u>	<u>Standard:</u> ALL <u>Objective:</u> Review for LEAP Test	<u>Standard:</u> ALL <u>Objective:</u> Review for LEAP Test	<b>Spring Concert 9:00</b>  <b>MOH picnic 11:30-1:30</b>	<b>NO SCHOOL</b>  <b>SPRING BREAK</b>
<u>Warm Up:</u> 1. LEAP Task/Prac	<u>Warm Up:</u> 1. LEAP Task/Prac	<u>Warm Up:</u> 1. LEAP Task/Prac	<u>Warm Up:</u> 1. LEAP Task/Prac	<u>Warm Up:</u>
<u>Concept Development:</u> <b>Skill Review/LEAP Task Quiz</b> *Study Island  <u>Arts Integration:</u> Geometry Dance  <u>Technology:</u> SI	<u>Concept Development:</u> Workstations: LEAP *Multiplicative comparisons *Division *Line plots *Study Island  <u>Technology:</u> SI	<u>Concept Development:</u> Workstations: LEAP *Area & Perimeter *Multiplicative comparisons *Fractions *Study Island  <u>Technology:</u> SI	<u>Concept Development:</u> Practice Games  <u>Technology:</u> SI	<u>Concept Development:</u>   <u>Arts Integration:</u>
<u>Materials:</u> Quiz, Chromebook	<u>Materials:</u> journal, Chromebook	<u>Materials:</u> journal, Chromebook	<u>Materials:</u> journal, Chromebook	<u>Materials:</u>

## 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*  
**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 4/15	Tuesday 4/16	Wednesday 4/17	Thurs 4/18	Fri 4/19
<u>Warm up:</u> ELA 4 Today	<u>Warm up:</u> ELA 4 Today	<u>Warm up:</u> ELA 4 Today	Easter Fun Reading activities	<b>No School</b>
<u>Whole Group:</u> Lightning Thief chapter discussions and summaries	<u>Whole Group:</u> Lightning Thief chapter discussions and summaries	<u>Whole Group:</u> Lightning Thief chapter discussions and summaries	Spring Concert/MOH picnic	<b>Spring Break</b>
<u>Workstations:</u> 1. Writers workshop *LEAP Practice Research Simulation Task Essay (Wild Horses) 2. Leap Practice Book: Reading and Responding: unfinished passages 3. Study Island: unfinished lessons	<u>Workstations:</u> 1. Writers workshop *LEAP Practice Research Simulation Task Essay (Wild Horses) 2. Leap Practice Book: Reading and Responding: unfinished passages 3. Study Island: unfinished lessons	<u>Workstations:</u> 1. Writers workshop *LEAP Practice Research Simulation Task Essay (Wild Horses) 2. Leap Practice Book: Reading and Responding: unfinished passages 3. Study Island: unfinished lessons		<b>Happy Easter</b>

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## SCIENCE: Light Reflection

### Phenomena Question: "How are we able to see things?"

The students will:

\*Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.(4-PS4-2)

**Wavelength and Energy Test on Wednesday, April 17th. Study Buddy can be found under the "Resources" tab on the 4th grade Website. Due to the length of the Study Buddy (because of images) students will not receive a printed copy.**

Mon 4/15	Tues 4/16	Wed 4/17	Thurs 4/18	Fri 4/19
<p><b>Objective:</b> Design a model to describe that light reflecting from objects and entering the eye allows objects to be seen</p> <p><b>Engage:</b> -Students will complete "Investigative Phenomena" activity from Stemscoptes.</p> <p><b>Explore:</b> -Students will participate in "Bull's Eye" lab -Students will participate in LEAP review (Instructional plan-Small Group)</p> <p><b>Explain:</b> -Whole group: Students will complete guided notes focusing on amplitude. -Students will investigate how light reflects. -Small Group:Students will work in a small group with a teacher (or student teacher to complete</p> <p>*Students will complete the following Study Island lesson(s) this week: *U.S. Programs *4th Grade NGSS Science (all lessons should be completed by Friday, April 12th).</p> <p><b>Materials:</b> -Pencil -Interactive Notebook -Chromebook -StemScope video -Bull's Eye Lab report -3 Small mirrors (per group) -1 Penlight (per group) -1 Pencil (per student) -1 Roll masking tape (per class) -15 day instructional lesson -Choice board (early finisher)</p>	<p>Social Studies Day</p>	<p><b>Objective:</b> Create a model to describe that light reflecting from objects and entering the eye allows objects to be seen</p> <p><b>Engage:</b> -Students will complete "Investigative Phenomena" activity from Stemscoptes.</p> <p><b>Explore:</b> -Students will participate in "Engineering Solution-Periscope" lab. -Students will complete Engineering Design Process Activity independently</p> <p><b>Explain:</b> -Whole group: Students will complete guided notes focusing on Light. -Students will investigate how light bends. -Small Group:Students will work in a small group with a teacher (or student teacher to complete</p> <p>*Students will complete the following Study Island lesson(s) this week: *U.S. Programs *4th Grade NGSS Science (all lessons should be completed by Friday, April 12th).</p> <p><b>Materials:</b> -Pencil -Interactive Notebook -Chromebook -StemScope video -1 Pair of scissors (per group) -2 Small mirrors (per group) -1 Small object such as a counter bear (per group) -1 Folder (per group) -2 Paper towel rolls (per group) -2 Toilet paper rolls (per group)</p>	<p>Social Studies Day</p>	<p><b>SPRING BREAK</b></p> <p>*No School</p> <p>*Good Friday</p>

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<b>Assessment</b> -Lab Sheet	-Tape -1 Paper (per student) -1 Pencil (per student) -15 day instructional lesson -Choice board (early finisher)	<b>Assessment</b> -Periscope model
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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?

<p><u>This week will focus on:</u></p> <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 4.5.1</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>
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Mon 04/15	Tues 04/16	Wed 04/17	Thurs 04/18	Friday 04/19
<p>Science Day</p>	<p><u>Objective:</u> Identify and explain how the physical characteristics of a region influenced human settlement</p> <p><u>Engage:</u>                      -Students will complete "See, Think, Wonder" exercise focusing on a map of the Southwest Region (Map Skills).</p> <p><u>Explore:</u>                      -Students will finish the fourth part of a U.S. Regions Lapbook.                      -Part 4 will include maps and information about the Southwest Region.</p> <p><u>Explain:</u>                      -Students will begin read aloud notes (guided notes) as a class.                      -Students will complete an exit ticket focusing on Map Skills regarding the Southwest Region.                      -Guided notes will be completed at Center 1 with the student teacher.                      -Center 2: Economics mini lesson                      -Center 3: Study Island</p> <p style="color: red;">Study Island, US Programs (4th Grade (National Social Studies Standards):</p>	<p>Science Day</p>	<p><u>Objective:</u> Identify and explain how the physical characteristics of a region influenced human settlement</p> <p><u>Engage:</u>                      -Students will complete "See, Think, Wonder" exercise focusing on a map of the Southeast Region (Map Skills).</p> <p><u>Explore:</u>                      -Students will create the fifth part of a U.S. Regions Lapbook.                      -Part 5 will include maps and information about the Southeast Region.</p> <p><u>Explain:</u>                      -Students will begin read aloud notes (guided notes) as a class.                      -Students will complete an exit ticket focusing on Map Skills regarding the Southwest Region.                      -Guided notes will be completed at Center 1 with the student teacher.                      -Center 2: Economics mini lesson                      -Center 3: Study Island</p> <p>**Early Finishers:</p>	<p style="background-color: magenta; color: white; padding: 2px;"><b>SPRING BREAK</b></p> <p>*No School</p> <p>*Good Friday</p>

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	<p>All lessons in US programs only should be complete by Wednesday, April 17th.</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"><li>-Southwest Region booklet</li><li>-Highlighters</li><li>-Guided notes</li><li>-Interactive Notebook</li><li>-Economics packet</li><li>-15 day instructional lesson</li><li>-Chromebooks</li></ul> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"><li>-Exit Ticket</li></ul>		<p>Study Island, US Programs (4th Grade (National Social Studies Standards):</p> <p>All lessons in US programs only should be complete by Wednesday, April 17th.</p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"><li>-Southeast Region booklet</li><li>-Highlighters</li><li>-Crayons</li><li>-Interactive Notebook</li><li>-Economics packet</li><li>-15 day instructional lesson</li><li>-Chromebooks</li></ul> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"><li>-Exit Ticket</li></ul>	
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