

What's Happening This Week

MATH:

M- May 6	Tu.- May 7	W- May 8	Th- May 9	F- May 10
<u>Standard:</u> <u>Objective:</u>	<u>Standard:</u> NF.1, NF.2, NF.3, NF.4 <u>Objective:</u> review fraction content for post-test	<u>Standard:</u> NF.1, NF.2, NF.3, NF.4 <u>Objective:</u> review fraction content for post-test	<u>Standard:</u> NF.1, NF.2, NF.3, NF.4 <u>Objective:</u> review fraction content for post-test Spring Concert @ 9:00 & Picnic @ 11:30	<u>Standard:</u> <u>Objective:</u>
Geometry Scavenger Hunt in New Orleans	<u>Warm Up:</u> 1. Skill Review-Days 1&2 <u>Concept development:</u> 2. Review Geometry test from before LEAP. 3. Fractions workstations to prepare for POST-test 4. Geometry Presentation- work on google slide presentation	<u>Warm Up:</u> 1. Skill Review-Days 3&4 2. Review homework <u>Concept development:</u> 3. Fractions workstations to prepare for POST-test 4. Geometry Presentation- work on google slide presentation	<u>Warm Up:</u> 1. Review homework <u>Concept development:</u> 2. Geometry Presentation- work on google slide presentation	Skill Review Quiz Facts Test

ELA:

Objectives for the week: Junior Great Books: Beauty and the Beast
 Skills: Character Traits, theme, context clues, compare and contrast 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 Wed

Monday 5/6	Tuesday 5/7	Wednesday 5/8	Thurs 5/9	Fri 5/10
New Orleans Field Trip!!	Warm up: ELA 4 Today Whole Group: Discuss and make a list of the characteristics of fairy tales and fairy tales students know. Junior Great Books: Read first half of Beauty and the Beast (make notes of questions on sticky notes)	Warm up: ELA 4 Today Whole Group: Discuss and make a list of the characteristics of fairy tales and fairy tales students know. Junior Great Books: Read second half of Beauty and the Beast (make notes of questions on sticky notes)	Spring Picnic	Warm up: ELA 4 Today Whole Group: Discuss and make a list of the characteristics of fairy tales and fairy tales students know. Junior Great Books: Beauty and the Beast 2nd read. Discuss questions from 1st read

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<p>Workstations: 1. AR for those not finished with goals.</p> <p>2. Story elements chart</p> <p>3. Theme activity</p> <p>4. Character traits google slide</p>	<p>Workstations: 1. AR for those not finished with goals.</p> <p>2. Story elements chart</p> <p>3. Theme activity</p> <p>4. Character traits google slide</p>	<p>Workstations: 1. AR for those not finished with goals.</p> <p>2. Story elements chart</p> <p>3. Theme activity</p> <p>4. Character traits google slide</p>
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SCIENCE: Light Reflection

The students will.
 *Complete their end of the year EADMS assessment (this may occur next week, we are currently waiting for the district to send the assessments).
 *Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS4-2

Mon 5/06	Tues 5/07	Wed 5/08	Thurs 5/09	Fri 5/10
<p>New Orleans Field Trip!!</p>	<p>Objective: Social Studies Day</p>	<p>Objective: Create a model to describe how light reflecting from objects and entering the eye allows objects to be seen</p> <p>Engage: -Students will complete "Investigative Phenomena" activity from Stemscoptes.</p> <p>Explore: -Students will participate in "Let there be light!" lab -Students will complete CER tasks independently</p> <p>Explain: -Whole group: Students will begin guided notes focusing on reflecting light. -Students will design a model to view light reflecting from an energy source, to an object, and finally the eye.</p> <p>Materials: -Pencil -Interactive Notebook -Chromebook -StemScope video -Let there be light! Lab report -Cardboard boxes -Flashlight -counter bears -Scissors</p> <p>Assessment -Lab Sheet</p>	<p>Spring Picnic</p>	<p>Objective: Refine and redesign student models to describe how light reflecting from objects and entering the eye allows objects to be seen</p> <p>Engage: -Students will complete "Investigative Phenomena" activity from Stemscoptes.</p> <p>Explore: -Students will participate in part 2 of the "Let there be light!" lab -Students will use their original design and refine it to enhance the reflection process using colored film and alternate light sources.</p> <p>Explain: -Whole group: Students will complete guided notes focusing on reflecting light.</p> <p>Materials: -Pencil -Interactive Notebook -Chromebook -Colored cellophane -Black light -Reading lamp (60 watt bulb)</p>

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				<ul style="list-style-type: none"> -LED light -StemScope video -Let there be light! Lab report -Cardboard boxes -counter bears -Scissors <p><u>Assessment</u></p> <ul style="list-style-type: none"> -Lab Sheet
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SOCIAL STUDIES: Economics; Fundamental Economic Concepts

<u>This week will focus on:</u>
<p>The students will:</p> <ul style="list-style-type: none"> *Complete their end of the gear EADMS assessment (this may occur next week, we are currently waiting for the district to send the assessments) *Develop a logical argument to support the choice of a particular want after all needs are met 4.9.1 *Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services 4.9.2

Mon 5/06	Tues 5/07	Wed 5/08	Thurs 5/09	Friday 5/10
<p>New Orleans Field Trip!!</p>	<p><u>Objective:</u> Develop a logical argument to support the choice of your chosen want after all needs have been met.</p> <p><u>Engage:</u></p> <ul style="list-style-type: none"> -Students will complete “See, Think, Wonder” exercise focusing on wants vs. needs. <p><u>Explore:</u></p> <ul style="list-style-type: none"> -Students will develop a list of items that they “want”. -Students will then determine the one item that they want the most. -Students will research this item to determine the cost of the item, including shipping and tax. <p><u>Explain:</u></p> <ul style="list-style-type: none"> -Students will participate in a whole group read aloud of the following AR book: The Pickle Patch Bathtub by Frances Kennedy. -Over the next two weeks, students will determine the importance of wants vs. needs and the methods in which they will earn the money along with saving money. *Science integration: Students will plant their own cucumber seeds that will be sent home to take care of. This activity will 	<p>Science Day</p>	<p>Spring Picnic</p>	<p>Science Day</p>

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	<p>focus on/reinforce plant structure and reproduction.</p> <p>Materials:</p> <ul style="list-style-type: none">- "The Pickle Patch Bathtub" by Frances Kennedy.- Cucumber seeds- Copy Paper- Chromebooks- Construction paper.- Pickle and Bathtub planning templates. <p>Assessment:</p> <ul style="list-style-type: none">- Savings Goal Plan			
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