

Numbers and Base Ten Operations

M- August 13	Tu.- August 14	W- August 15	Th- August 16	F- August 17
<u>Standard:</u> <u>Objective:</u>	<u>Standard:</u> <u>Objective:</u>	<u>Standard:</u> <u>Objective:</u> numbers in real world situations	<u>Standard:</u> <u>Objective:</u> importance of zero in our place value system	<u>Standard:</u> <u>Objective:</u>
Warm Up: 1. Journal Set Up Concept Development 2. Introduction of Skill Review Week 1-Day 1 <u>Arts Integration Activities:</u> *About Me Cactus Technology: Materials: journals, Skill Review	Warm Up: 1. Skill Review Week 1, Day 2 Concept Development 2. Review Facts Test 3. Chromebook "Do's & Dont's" 4. Math About Me activity <u>Arts Integration Activities:</u> *Math About Me Technology: Study Island, Chromebooks Materials: journals	Warm Up: 1. Skill Review Wk 1, Day 3 Concept Development 2. Math About Me activity continued 3. Math & Numbers in Our Everyday Life <u>Arts Integration Activities:</u> *Math About Me Technology: Study Island, Chromebooks Materials: journals	Warm Up: 1. Skill Review Wk 1, Day 4 Concept Development 2. <u>A Place for Zero</u> 3. LEAP 360* Pre-test <u>Arts Integration Activities:</u> Technology: Study Island, Chromebooks Materials: journals	Warm Up: 1. Skill Review ?s Concept Development 2. Skill Review 1 Quiz <u>Arts Integration Activities:</u> Technology: Study Island, Chromebooks Materials: journals

SCIENCE:

Science & Engineering Practices for this week will continue to focus on:

The students will:

*Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. They will investigate those relationships as they pertain to laboratory procedures.

***** Students will have a short QUIZ on Wednesday 8/22/18 covering Science Lab Safety and Expectations (they will bring home their interactive notebook to study on Monday 8/20/17)*****

Monday 8/13	Tuesday 8/14	Wednesday 8/15	Thursday 8/16	Friday 8/17
*Social Studies Day	<u>Objective:</u> Cause and effect relationships are	*Social Studies Day	<u>Objective:</u> Cause and effect relationships are	*Social Studies Day

routinely identified, tested, and used to explain change.

Engage:

-Students will begin by designing the cover for and setting up their Interactive Notebook.

Explore:

-Students will complete the Science Pre-Test given by the district (EADMS).
-When students complete this assessment, they will begin their Science Study Island Pretest.

*Students will complete their Study Island PreTest over the next two weeks.
*The PreTest MUST be completed by 8/24/18

Materials:

- Pencil
- Post-Its (Tabs)
- Interactive Notebook
- Study Island
- Chromebook

Assessment

-Science Pretest (EADMS) 2018-19

routinely identified, tested, and used to explain change.

Engage:

-Students will begin by Working with their table to complete a Lab Tools scramble.
-They will work together to pair the name of the lab tool with the proper tool based only on the verbal description of the item by their table mates.

Explore:

-Students will create and complete 5 mini foldables, and a graphic foldable that include lab expectations
-Students will also create a scenario for their group to act out in front of the class. The class as a whole will determine which expectation their scenario represents.

*Students will complete their Study Island PreTest over the next two weeks.
*The PreTest MUST be completed by 8/24/18

Explain:

Students will complete case scenarios for students to better understand lab expectations

			<p>through their own explanation of the proper procedures.</p> <p>Materials: -Pencil -Mini Foldables -Post-Its -Interactive Notebook -Lab Tools</p> <p>Assessment -Student created scenarios</p>	
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SOCIAL STUDIES: GEOGRAPHY; Maps and Globes

<u>This week will focus on:</u>
<p>The students will:</p> <ul style="list-style-type: none"> Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe (4.4.1) Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale (4.4.6)

*****Students will have a Map Skills test on Thursday, August 23rd. They will be required to identify the types of maps and/or describe them, label the continents and oceans, label and use a compass rose to identify the directions of locations, and describe the Five Themes of Geography. ALL study materials can be located in your child's Interactive Notebook.*****

Monday 4/23	Tuesday 4/24	Wednesday 4/25	Thursday 4/26	Friday 4/27
<p>Objective: Students use map skills to construct and interpret geographical representations of the world.</p> <p>Engage: *Students will begin by setting up their interactive notebooks</p> <p>Explore: *Students will identify and describe the Five Themes of Geography by</p>	<p>Science Day</p>	<p>Objective: Students use map skills to construct and interpret geographical representations of the world.</p> <p>Engage: *Students will work on their Study Island Pretest upon entering the classroom</p> <p>Explore: *Students will Construct a foldable identifying and</p>	<p>Science Day</p>	<p>Objective: Students use map skills to construct and interpret geographical representations of the world.</p> <p>Engage: *Students will</p> <p>Explore: *Students will locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe.</p>

<p>creating a foldable: Location, Place, Human/Environmental Interaction, Movement, and Region.</p> <p>*Students will complete their Study Island PreTest over the next two weeks. *The PreTest MUST be completed by 8/24/18</p> <p>Materials: -Composition Notebooks -Cover Art for Notebooks -Crayons -Pencils -5 Themes of Geography Foldable -Glue</p> <p>Assessment *Students will construct written responses to questions based on analyzing map skills in class.</p>		<p>describing the types of maps used in geography</p> <p>Materials: -Composition Notebooks -Cover Art for Notebooks -Crayons -Pencils -5 Themes of Geography Foldable -Glue</p> <p>Assessment *Students will construct written responses to questions based on analyzing map skills in class.</p>		<p>Students will create a world map using the RANGOLI method (Rangolis are special patterns made usually from rice flour and sugar or materials such as cereals, pulses, grains, sand or beads. They combine dots, lines, flower designs to create colorful designs on the ground in homes in India and throughout the world, especially at Diwali time)</p> <p>Materials: -Composition Notebooks -Cover Art for Notebooks -Crayons -Pencils -5 Themes of Geography Foldable -Glue</p> <p>Assessment *RANGOLI Maps</p>
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ELA:

<p>Objectives for the week: Reading: reading and responding -character traits, context clues, summarizing Writing: Malala's Magic Pencil: What would you do if you had a magic pencil? Grammar: 4 types of sentences, sentences vs. fragments Technology: Study Island</p> <p>Tales of a Fourth Grade Nothing Focus Skills: Story elements (Characters, Setting, Problem, Solution; Character Development, Making Inferences, Finding textual evidence, 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</p>

Monday 8/13	Tuesday 8/14	Wednesday 8/15	Thursday 8/16	Friday 8/17
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<p>We will take time to set up interactive notebooks and distribute Wordly Wise books</p> <p>-Wordly Wise: This week students will learn the procedures for how to complete the units. I will introduce the first ten words in unit 1. Their first Wordly Wise test will be next Thursday, August 23rd.</p> <p>-Malala's Magic Pencil. Read and discuss story: students draw pictures of important events and ask questions</p> <p>Writing: What would you do if you had a magic pencil? Arts integration: Students create their own "magic pencil" to illustrate their writing.</p> <p>Grammar: Sentences and fragments -4 types of sentences and their punctuation: Quiz Friday, August 17th</p> <p>-Novel: <i>Tales of a Fourth Grade Nothing!</i> We will begin the novel on Thursday. Each student needs their own copy.</p> <p>Technology: Study Island</p>	<p>-Malala's Magic Pencil. Malala's character traits chart. Emotions vs. Traits</p> <p>Writing: What would you do if you had a magic pencil? Arts integration: Students create their own "magic pencil" to illustrate their writing.</p> <p>Grammar: Sentences and fragments -4 types of sentences and their punctuation: Quiz Friday, August 17th</p> <p>Technology: Study Island</p>	<p>-Malala's Magic Pencil. Complete paragraphs and magic pencils</p> <p>Writing: What would you do if you had a magic pencil? Arts integration: Students create their own "magic pencil" to illustrate their writing.</p> <p>Grammar: Sentences and fragments -4 types of sentences and their punctuation: Quiz Friday, August 17th</p> <p>Read Chapter 1 of <i>Tales of a Fourth Grade Nothing</i> by tomorrow</p> <p>Technology: Study Island</p>	<p>Tales of a Fourth Grade Nothing</p> <p>Focus Skills: Story elements (Characters, Setting, Problem, Solution; Character Development, Making Inferences, Finding textual evidence, Context Clues</p> <p>Begin interactive notebook for novel unit Review and discuss chapter 1</p> <p>Chapter 1 vocabulary chart: context clues</p> <p>Chapter 1 summary</p> <p>Complete Malala activity</p> <p>Technology: Study Island</p>	<p>Wordly Wise Unit 1, A-D due</p> <p>Grammar quiz</p> <p>Tales of a Fourth Grade Nothing</p> <p>Character traits discussion with powerpoint</p> <p>Begin character traits chart: traits vs. emotions</p> <p>Technology: Study Island</p> <p>Complete Malala Activity</p>
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