

What's Happening this Week:

MATH

Module 1: Place Value, Rounding, Algorithms for Multi-Digit Addition and Subtraction

Vocabulary: digit, place, place value, period, word form, standard form, expanded form, unit form, multiplicative comparison, comparing ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, greater than $>$, less than $<$, equal $=$, equivalent, sum, difference, product, quotient, factors, operations, rounding

M- August 20	Tu.- August 21	W- August 22	Th- August 23	F- August 24
<p>Standard: 4.OA.1, 4.NBT.1 Objective: Recognize a digit represents 10 times the value of what it represents in the place to its right.</p>	<p>Standard: 4.OA.1, 4.NBT.1, 4.NBT.2 Objective: Read and write multi-digit numbers in various forms</p>	<p>Standard: 4.OA.1, 4.NBT.1, 4.NBT.2 Objective: Read and write multi-digit numbers in various forms</p>	<p>Standard: 4.OA.1, 4.NBT.1, 4.NBT.2 Objective: Compare multi-digit numbers to the millions place</p>	<p>Standard: 4.OA.1, 4.NBT.1, 4.NBT.2 Objective: Compare multi-digit numbers to the millions place</p>
<p>Warm Up: 1. SR Wk2, D1</p> <p>Concept Development: 2. Review SR Quiz results 3. <u>A Place for Zero</u> *Importance of zero in our place value system *Recognize numbers to the left are 10 times larger 10 times as many as... *Place Value Rap https://youtu.be/t_RCtcqha5U</p> <p>Arts Integration Activities: *Place Value Rap https://youtu.be/t_RCtcqha5U</p> <p>Technology: Chromebooks</p> <p>Materials: journals, SR Wk2, p.v. charts</p>	<p>Warm Up: 1. SR Wk2, D2</p> <p>Concept Development: 2. Review SR, D1 3. Place Value- a number is 10 times the value of the digit to its right interactive notes 10 times as many as... 4. Reading and writing multi-digit numbers in various forms *Bubble map</p> <p>Arts Integration Activities:</p> <p>Technology: Chromebooks</p> <p>Materials: journals, SR Wk2, Bubble map, flipchart</p>	<p>Warm Up: 1. SR Wk2, D3</p> <p>Concept Development: 2. Review SR, D2 3. Number forms Matching Game 4. Number Names on P.V. Chart 5. How do we compare numbers? *strategies</p> <p>Arts Integration Activities: *Number Names on P.V. Chart (kinesthetic)</p> <p>Technology: Chromebooks</p> <p>Materials: journals, SR Wk2, # cards,</p>	<p>Warm Up: 1. SR Wk 2, D4</p> <p>Concept Development: 2. Review SR, D3 3. Review Homework 4. Interactive notes- Comparing Multi-digit #s</p> <p>Arts Integration Activities:</p> <p>Technology: Chromebooks</p> <p>Materials: journals, SR Wk2</p>	<p>Warm Up: 1. Review SR, D4</p> <p>Concept Development: 2. Facts Test (0-12)-100 problems in 5 minutes. 50 point Test grade 3. Review Homework 4. Place value Yahtzee</p> <p>Arts Integration Activities:</p> <p>Technology: Chromebooks</p> <p>Materials: Test copies, journals, SR Wk2, Yahtzee recording sheets, number cubes</p>

What's Happening this Week:

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 Friday 8/24/18 covering Science Lab Safety and Expectations (they will bring home their interactive notebook to study on Wednesday 8/22/18)*****

Monday 8/20	Tuesday 8/21	Wednesday 8/22	Thursday 8/23	Friday 8/24 *QUIZ
<p>Objective: Cause and effect relationships are routinely identified, tested, and used to explain change.</p> <p>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.</p> <p>Explore: -Students will create 3 out of 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</p>	<p>*Social Studies Day</p>	<p>Objective: Cause and effect relationships are routinely identified, tested, and used to explain change.</p> <p>Engage: -Students will begin by Working with their table to completing part 2 of their Lab Tools scramble. -Students will be back to back for this activity (focusing on "see" strategy) -They will continue working 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.</p> <p>Explore: -Students will</p>	<p>*Social Studies Day</p>	<p>Objective: Cause and effect relationships are routinely identified, tested, and used to explain change.</p> <p>Engage: -Students will prepare for their lab procedure/safety quiz -Students will have 20 minutes to complete the quiz (30 minutes for students who receive time and a half)</p> <p>Explore: -Students will design a safety poster that will be posted throughout the classroom to ensure understanding of the Engineering</p>

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<p>the class. The class as a whole will determine which expectation their scenario represents.</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><u>Explain:</u> Students will complete case scenarios for students to better understand lab expectations through their own explanation of the proper procedures.</p> <p><u>Materials:</u> -Pencil -Mini Foldables -Post-Its -Interactive Notebook -Lab Tools</p> <p><u>Assessment</u> -Student created scenarios</p>		<p>create and complete the remaining 2 mini foldables that focus on safely using the lab expectations while completing the Engineering Design Process.</p> <p>-Students will complete a science scoot that presents them with lab scenarios and they must specify how the right way to handle the scenario.</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><u>Explain:</u> Students will complete case scenarios for students to better understand lab expectations through their own explanation of the proper procedures.</p> <p><u>Materials:</u> -Pencil -Mini Foldables -Post-Its -Interactive Notebook -Lab Tools</p> <p><u>Assessment</u> -Student created scenarios</p>		<p>Design Process and Safety Procedures through cause and effect.</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><u>Explain:</u> -Students will create questions for each groups poster as they tour them in the classroom. -During presentations, each group will collaborate with their group partners to construct answers to other students questions. -Students will present their poster to the class and share their answers to students questions.</p> <p><u>Materials:</u> -Pencil -Mini Foldables -Post-Its -Interactive Notebook -Lab Tools</p> <p><u>Assessment</u> -Student created scenarios</p>
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What's Happening this Week:

This week will focus on:

The students will:

- 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 Tuesday, August 28th. 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 8/20	Tuesday 8/21	Wednesday 8/22	Thursday 8/23	Friday 8/24
Science Day	<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 creating a foldable: Location, Place, Human/Environmental Interaction, Movement, and Region.</p> <p>*Students will complete their Study Island PreTest over</p>	Science Day	<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 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>	Science Day

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	<p>the next two weeks.</p> <p>*The PreTest MUST be completed by 8/24/18</p> <p>Materials:</p> <ul style="list-style-type: none"> -Composition Notebooks -Cover Art for Notebooks -Crayons -Pencils -5 Themes of Geography Foldable -Glue <p>Assessment</p> <p>*Students will construct written responses to questions based on analyzing map skills in class.</p>		<p>Assessment</p> <p>*Students will construct written responses to questions based on analyzing map skills in class.</p>	
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ELA:

<p>Objectives for the week:</p> <p>Reading: reading and responding -character traits, context clues, summarizing</p> <p>Writing: Malala's Magic Pencil: What would you do if you had a magic pencil?</p> <p>Grammar: 4 types of sentences, sentences vs. fragments</p> <p>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</p> <p>Vocabulary: advertising, combination, advantages, vanish, impressed, satisfied, mugged, perched, supervise, rearrange</p> <p>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 8/20	Tuesday 8/21	Wednesday 8/22	Thursday 8/23	Friday 8/24
<p><u>Reading:</u></p> <p>Tales of a Fourth Grade Nothing</p> <p>Introduce Novel with Poem: "I Saw in Louisiana a Live Oak Growing"</p>	<p><u>Reading:</u></p> <p>Tales of a Fourth Grade Nothing</p> <p>Poetry connections</p> <p>Chapter 1 summary in a</p>	<p><u>Reading:</u></p> <p>Quiz: Punctuating for effect</p> <p>Practice Annotating with WW1E: What is it and what is</p>	<p><u>Reading:</u></p> <p>Wordly Wise Unit 1 Vocabulary/Spelling quizzes</p> <p>Chapters 3-4</p>	<p>Grammar Quiz: Run-on sentences</p> <p><u>Reading:</u></p> <p>Add to Character traits chart.</p> <p>Character/trait/evid</p>

What's Happening this Week:

<p>Preview different covers of Tales of a 4th grade Nothing. What do you see, think, wonder? Which cover stands out to you the most and why?</p> <p>Begin interactive notebook for novel unit.</p> <p>Review and discuss chapter 1</p> <p>Setting Powerpoint: New York City. Compare and Contrast how it is the same and different than Baton Rouge</p> <p>Character traits discussion with powerpoint</p> <p>Begin character traits chart for main characters: traits vs. emotions</p> <p><u>Writing:</u> Complete from last week: What would you do if you had a magic pencil? Arts integration: Students create their own "magic pencil" to illustrate their writing.</p> <p>Homework: Read Chapter 2</p>	<p>sentence</p> <p>Practice Annotating WW1E: What is it and what is expected?</p> <p>Add to Character traits chart. Character/trait/evidence</p> <p>Discuss context clues and different types. Chapter 1-2 vocabulary chart: context clues</p> <p>Grammar: Sentences and fragments, run-on sentences</p> <p><u>Writing:</u> Complete from last week: What would you do if you had a magic pencil? Arts integration: Students create their own "magic pencil" to illustrate their writing.</p> <p>Technology: Study Island pretest</p>	<p>expected?</p> <p>Add to Character traits chart. Character/trait/evidence</p> <p>Chapter 1-2 vocabulary chart: context clues</p> <p>Chapter 2 summary in a sentence</p> <p>Grammar: Sentences and fragments, run-on sentence</p> <p><u>Writing:</u> What would you do if you had a magic pencil? Arts integration: Students create their own "magic pencil" to illustrate their writing.</p> <p>Technology: Study Island pretest</p> <p>Homework: Read Chapters 3-4</p>	<p>Discussion</p> <p>Prediction/Connections</p> <p>Add to Character traits chart. Character/trait/evidence</p> <p>Chapter 3-4 vocabulary chart: context clues</p> <p>Grammar: Sentences and fragments, run-on sentence</p> <p><u>Writing:</u> Complete from last week: What would you do if you had a magic pencil? Arts integration: Students create their own "magic pencil" to illustrate their writing.</p> <p>Technology: Study Island pretest</p>	<p>ence</p> <p>Chapter 3-4 vocabulary chart: context clues</p> <p>Chapters 3-4 summary in a sentence</p> <p><u>Writing:</u> Complete from last week: What would you do if you had a magic pencil? Arts integration: Students create their own "magic pencil" to illustrate their writing.</p> <p>Technology: Study Island pretest</p> <p>Homework: Read Chapter 5 (Quiz Monday)</p>

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