

What's Happening This Week

MATH: Module 3: Multi-Digit Multiplication and Division

Vocabulary: multiplication, factors, product, multiplication, multiplicative comparisons, formula, area, perimeter, area model, tape diagram, partial products, prime, composite, multiples, factor pair, dimensions, length, width

M-Nov. 5	Tu.- Nov. 6	W- Nov. 7	Th- Nov. 8	F- Nov. 9
<p><u>Standard:</u> 4.MD.3, 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.5</p> <p><u>Objective:</u> Solve multiplicative comparison area and perimeter problems</p>	<p><u>NO SCHOOL</u></p>	<p><u>Standard:</u> 4.MD.3, 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.5</p> <p><u>Objective:</u> Solve multiplicative comparison area & perimeter word problems</p>	<p><u>Standard:</u> 4.MD.3, 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.5</p> <p><u>Objective:</u> Solve multiplicative comparison area & perimeter word problems</p>	<p><u>Standard:</u> 4.MD.3, 4.OA.1, 4.OA.2, 4.OA.3, 4.NBT.5</p> <p><u>Objective:</u> Solve multi-step multiplicative comparison area & perimeter word problems</p>
<p><u>Warm up:</u> 1. Review SR Wk 9/Day 4</p> <p><u>Concept Development:</u> Eureka Module 3, Topic A, Lesson 2 2. Area and perimeter multiplicative comparisons word problems 3. Workstations: *Teacher *Choice Board</p> <p><u>Arts Integration:</u> Calculating Area & Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 2a, 2b Mobymax, Zearn</p> <p><u>Materials:</u> journals, workbooks, Chromebooks</p>		<p><u>Warm Up:</u> 1. SR Review Quiz #9</p> <p><u>Concept Development:</u> Eureka Module 3, Topic A, Lesson 2 2. Area and perimeter multiplicative comparisons word problems 3. Workstations: *Teacher *Choice Board</p> <p><u>Arts Integration:</u> Calculating Area & Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 2a, 2b Mobymax, Zearn</p> <p><u>Materials:</u> Quizzes, journals, workbooks, Choice Boards, Chromebooks</p>	<p><u>Warm Up:</u> 1. Application problem</p> <p><u>Concept Development:</u> Eureka Module 3, Topic A, Lesson 2 2. Area and perimeter multiplicative comparisons word problems 3. Workstations: *Teacher *Choice Board</p> <p><u>Arts Integration:</u> Calculating Area & Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island-2a Mobymax, IXL, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice Boards, Chromebooks</p>	<p><u>Warm Up:</u> 1. Application Problem</p> <p><u>Concept Development:</u> Eureka Module 3, Topic A, Lesson 3 2. Solving Area & Perimeter multi-step problems 3. Workstations: *Teacher *Choice Board</p> <p><u>Arts Integration:</u> Calculating Area & Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island-2a Mobymax, IXL, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice Board, Chromebooks</p>

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SCIENCE: Earth's System

Anchor Phenomenon: The Sinking City (A Closer Look at New Orleans' Nutria Rats)

The students will.

*Ask questions that can be investigated and predict reasonable outcomes about how living things affect the physical characteristics of their environment. (4-ESS2-3)

*Cause and effect relationships are routinely identified, tested, and used to explain change.

* Asking questions and defining problems: Asking questions (science) and defining problems (engineering) in 3-5 builds on K-2 experiences and progresses to specifying qualitative relationships.

<p>Monday 11/6</p> <p>**This lesson will last 2 Class periods**</p>	<p>Tuesday 11/7</p>	<p>Wednesday 11/8</p>	<p>Thursday 11/9</p> <p>**This lesson will last 2 Class periods**</p>	<p>Friday 11/10</p>
<p>Objective: Predict and research reasonable outcomes about how living things affect the physical characteristics of their environment.</p> <p>Engage: -Students and teacher will have a discussion based on "See, Think, and Wonder" to introduce and analyze invasive species in Louisiana.</p> <p>Explore: -Students will make a prediction about the effects of invasive species on the Louisiana environment. -Each student will choose (at random) on non-native species that can currently be found in Louisiana and make predictions about the effects that their particular species will have on our environment.</p> <p>Explain: -Students will use the following items to research their species and the effects that it has on the local environment:</p>	<p>*No School: Voting Day</p>	<p>*Social Studies Day</p>	<p>Objective: Predict and research reasonable outcomes about how living things affect the physical characteristics of their environment.</p> <p>Engage: -Students and teacher will have a discussion based on "See, Think, and Wonder" to further analyze invasive species in Louisiana.</p> <p>Explore: -Students will continue their visual art project based on their research of the effects of invasive/non-native species in Louisiana.</p> <p>Explain: -Students will use the following items to research their species and the effects that it has on the local environment: -Online Resources -Encyclopedia -Textbook -Students will create a collage that depicts a visual</p>	<p>*Social Studies Day</p>

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<p>-Online Resources -Encyclopedia -Textbook -Students will create a collage that depicts a visual representation of the species and its effects on the environment. -Students will complete questions during their research</p> <p>*Students will complete the following Study Island lesson(s) this week: 6b (Maps and Geologic Features)</p> <p><u>Materials:</u> -Pencil -Cardboard Canvas -Markers -Colored Paper -Interactive Notebook -Chromebook -Encyclopedia -Science Textbook</p> <p><u>Assessment</u> -Document Based Questions</p>			<p>representation of the species and its effects on the environment.</p> <p>*Students will complete the following Study Island lesson(s) this week: 6b (Maps and Geologic Features)</p> <p><u>Materials:</u> -Pencil -Cardboard Canvas -Markers -Colored Paper -Interactive Notebook -Chromebook -Encyclopedia -Science Textbook</p> <p><u>Assessment</u> -Student Created Art Work -Research Packet</p>	
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SOCIAL STUDIES: EARLY AMERICA: The road to the Revolutionary War

Guiding Question: What were the main colonial grievances that led to rebellion?

<u>This week will focus on:</u>	
<p>The students will:</p> <ul style="list-style-type: none"> • Construct timelines of historical events 4.1.1 • Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States 4.1.2 • Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States 4.2.4 • Explain the voluntary migration of people and its significance in the development of the boundaries of the United States 4.2.3 	

Monday 11/5	Tuesday 11/6	Wednesday 11/7	Thursday 11/8	Friday 11/9
Science Day	*No School:	Objective:	Science Day	Objective:

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	<p>Voting Day</p>	<p>Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States</p> <p>Engage: -Students and teacher will have a discussion based on "See, Think, and Wonder" to analyze a document presenting the Revolutionary War. -Students will create questions that they would like to answer after learning about the Intolerable Acts.</p> <p>Explore: -Students will participate in a mini simulation that challenges them with having their rights taken away from them.</p> <p>Explain: -Students will complete complete the reading of a non-fiction text based on the Intolerable Acts. -Students will predict and discuss the importance of this war on the "Road to The Revolutionary War" using cause and effect to show the impact.</p> <p>*Students will work on Study Island US Programs Social Studies 5a (Native Americans and Exploration) and 5b (Settlements)</p>		<p>Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States</p> <p>Engage: -Students and teacher will have a discussion based on "See, Think, and Wonder" to analyze a document presenting the Revolutionary War. -Students will create questions that they would like to answer after learning about the Intolerable Acts.</p> <p>Explore: *This activity was not done during last weeks lessons* -Students will complete a STEAM activity requiring them to design and create a crate for the Boston Tea Party. -Students will receive their Invitation to the "Boston Tea Party" that will be held in 2 weeks. -Students will be required to research information in order to answer debate questions which will be used during the "Tea Party" debate.</p> <p>Explain: -Students will complete complete the reading of a nonfiction text based on the Boston Tea Party.</p>
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		<p>Materials: -Composition Notebooks -Road To the Revolution Timeline -Printer Paper -Intolerable Acts Power Point -Candy -"Banned" Cards -Crayons -Pencils -Glue -Chromebooks</p> <p>Assessment *Reading Passage Questions *Exit Ticket (Student Questions)</p>		<p>-Students will predict and discuss the importance of this war on the "Road to The Revolutionary War" using cause and effect to show the impact.</p> <p>*Students will work on Study Island US Programs Social Studies 5a (Native Americans and Exploration) and 5b (Settlements)</p> <p>Materials: -Composition Notebooks -Road To the Revolution Timeline -Printer Paper -Boston Tea Party PowerPoint -STEAM activity instructions -Tape -Popsicle Sticks -Yarn -Science Bins (to float crates) -Tea bags -Water -Boston Massacre Text -Crayons -Pencils -Glue -BTP debate Invitations -Chromebooks</p> <p>Assessment *Reading Passage Questions *Exit Ticket (Student Questions) *STEAM rubric</p>
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ELA:

Objectives for the week: *The Tale of Despereaux*

****Essential Questions:** *How does one accept others for who they are? How does one overcome obstacles?*

Reading: cause and effect, problem and solution, character changes, summarizing Grammar: ELA 4 Today

Technology: Study Island

Finding textual evidence, Context Clues, multiple meaning words
 Vocabulary: mutter, consequences, slumbering, vicious, consume

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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 11/5	Tuesday 11/6	Wednesday 11/7	Thursday 11/8	Friday 11/9
<p>Wordly Wise Unit 6 Spelling and Vocabulary Quizzes</p> <p>Introduce Wordly Wise Unit 7</p> <p>ELA 4 Today Exit Ticket</p> <p>Reading: Whole group: <i>See, think, wonder</i></p> <p>Small groups: Review and Discuss Despereaux chapters 33-34</p> <p>Interventions: leveled passages</p> <p>Technology: Study Island</p> <p>Grammar: ELA 4 TODAY</p> <p>Read chapters 35-36</p>	<p>No School: Election Day</p>	<p>Reading:</p> <p>Whole group: Go over Cold Read Test (multiple choice)</p> <p>Cause and Effect powerpoint</p> <p>Small groups: Review and Discuss Despereaux chapters 33-36</p> <p>Cause and Effect trifold activity</p> <p>Interventions: leveled passages</p> <p>Technology: Study Island</p> <p>Grammar: ELA 4 TODAY</p> <p>Read chapters 37-38</p>	<p>Whole group: Go over Cold Read Test (constructed response)</p> <p>Small groups: Review and Discuss Despereaux chapters 37-38</p> <p>Problem and Solution trifold activity</p> <p>Interventions: leveled passages</p> <p>Technology: Study Island</p> <p>Grammar: ELA 4 TODAY</p> <p>Technology: Study Island</p> <p>Read chapters 39-41</p>	<p>Whole group: Finish going over Cold Read Test</p> <p>Small groups: Review and Discuss Despereaux chapters 39-41</p> <p>Character changes over time trifold activity</p> <p>Interventions: leveled passages</p> <p>Technology: Study Island</p> <p>Grammar: ELA 4 Today</p> <p>Read chapters 42-43</p>