

# 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.12	Tu.- Nov.13	W- Nov. 14	Th- Nov. 15	F- Nov. 16
<p><u>Standard:</u> 4.MD.3, 4.OA.1, 3.MD.C.7.D, 4.NBT.5</p> <p><u>Objective:</u> Solve for area &amp; perimeter of irregular rectangles by decomposing the shape into multiple rectangles</p>	<p><u>Standard:</u> 4.MD.3, 4.OA.1, 3.MD.C.7.D, 4.NBT.5</p> <p><u>Objective:</u> Solve for area &amp; perimeter of irregular rectangles by decomposing the shape into multiple rectangles</p>	<p><u>Standard:</u> 4.MD.3, 4.OA.1, 3.MD.C.7.D, 4.NBT.5</p> <p><u>Objective:</u> Solve for area &amp; perimeter of irregular rectangles by decomposing the shape into multiple rectangles</p>	<p><u>Standard:</u> 4.MD.3, 4.OA.1, 3.MD.C.7.D, 4.NBT.5</p> <p><u>Objective:</u> demonstrate mastery of Module 3, Topic A</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></p> <p>FIELD TRIP- Cajun Swamp Tour</p>
<p><u>Warm up:</u> 1. Cumulative Skill Review Weeks 1-9 Numbers 1-4</p> <p><u>Concept Development:</u> Use 3rd grade Eureka Module 4, Topic D, Lesson 13 for reference 2. Finding the A &amp; P of Irregular rectangles 3. Workstations: *Teacher- Mr. Peabody's Garden *Choice Board</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice boards, Chromebooks</p>	<p><u>Warm up:</u> 1. Cumulative Skill Review Weeks 1-9 Numbers 5-8</p> <p><u>Concept Development:</u> Use 3rd grade Eureka Module 4, Topic D, Lesson 13 for reference 2. Finding the A &amp; P of Irregular rectangles 3. Workstations: *Teacher- Mr. Peabody's Garden *Choice Board</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice boards, Chromebooks</p>	<p><u>Warm Up:</u> 1. Cumulative Skill Review Weeks 1-9 Numbers 9-12</p> <p><u>Concept Development:</u> Eureka Module 3, Topic A-Review 2. Review Game 3. Workstations: *Choice Board</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice Boards, Chromebook</p>	<p><u>Warm Up:</u> 1. Cumulative Skill Review Weeks 1-9 Numbers 13-16</p> <p><u>Concept Development:</u> Eureka Module 3, Topic A TEST</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> TEST</p>	<p><u>Warm Up:</u> 1. Cumulative Skill Review Weeks 1-9 Numbers 17-20</p> <p><u>Concept Development:</u> FIELD TRIP- Cajun Swamp Tour  2. Workstations: *Choice Board</p> <p><u>Arts Integration:</u> Calculating Area &amp; Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice Board, Chromebook</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.

**Weathering, Erosion, and Deposition Quiz on Wednesday, 11/14/18. Students should study "Rock and Roll" question sheet in their notebook along with the "Erosion Task" example.**

Monday 11/12  **This lesson will last 2 Class periods**	Tuesday 11/13	Wednesday 11/14  **This lesson will last 2 Class periods** <b>Weathering, Erosion, and Deposition Quiz</b>	Thursday 11/15  **This lesson will last 2 Class periods**	Friday 11/16
<p><b>*Social Studies Day</b></p>	<p><b>*Social Studies Day</b></p>	<p><b>Objective:</b> Predict and research reasonable outcomes about how living things affect the physical characteristics of their environment.</p> <p>*This lesson was not done the week prior due to Project Based Learning Activity being completed, And re-teaching of weathering, erosion, and deposition</p> <p><b>Engage:</b> -Students and teacher will have a discussion based on "See, Think, and Wonder" to introduce and analyze invasive species in Louisiana.</p> <p><b>Explore:</b> -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</p>	<p><b>Objective:</b> Predict and research reasonable outcomes about how living things affect the physical characteristics of their environment.</p> <p>*This lesson was not done the week prior due to Project Based Learning Activity being completed, And re-teaching of weathering, erosion, and deposition</p> <p><b>Engage:</b> -Students and teacher will have a discussion based on "See, Think, and Wonder" to further analyze invasive species in Louisiana.</p> <p><b>Explore:</b> -Students will continue their visual art project based on their research of the effects of invasive/non-native species in Louisiana.</p> <p><b>Explain:</b> -Students will use the following items to research their species and the</p>	<p>FIELD TRIP- Cajun Swamp Tour</p>

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		<p>that their particular species will have on our environment.</p> <p><b>Explain:</b>          -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 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><b>Materials:</b>          -Pencil          -Cardboard Canvas          -Markers          -Colored Paper          -Interactive Notebook          -Chromebook          -Encyclopedia          -Science Textbook</p> <p><b>Assessment</b>          -Document Based Questions</p>	<p>effects that it has on the local environment:          -Online Resources          -Encyclopedia          -Textbook          -Students will create a collage that depicts a visual 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><b>Materials:</b>          -Pencil          -Cardboard Canvas          -Markers          -Colored Paper          -Interactive Notebook          -Chromebook          -Encyclopedia          -Science Textbook</p> <p><b>Assessment</b>          -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?

**This week will focus on:**

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**The students will:**

- Construct timelines of historical events 4.11
- Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States 4.12
- Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States 4.24
- Explain the voluntary migration of people and its significance in the development of the boundaries of the United States 4.23

Monday 11/12	Tuesday 11/13	Wednesday 11/14	Thursday 11/15	Friday 11/16
<p><b>Objective:</b> 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><b>Engage:</b> -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 Taxation without representation!</p> <p><b>Explore:</b> -Students will participate in a mini simulation that challenges them with having zero voice in rules and decisions that are made (that affect them)</p>	<p><b>Objective:</b> 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><b>Engage:</b> -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><b>Explore:</b> *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"</p>	<p><b>Science Day</b></p>	<p><b>Science Day</b></p>	<p>FIELD TRIP- Cajun Swamp Tour</p> <p><b>Objective:</b> 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>

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<p><b>**FOCUSING ON CAUSE AND EFFECT</b></p> <p><b>Explain:</b>          -Students will complete the reading of a non-fiction text based on "Taxation Without Representation"          -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><b>*Students will work on Study Island US Programs Social Studies 5a (Native Americans and Exploration) and 5b (Settlements)</b></p> <p><b>Materials:</b>          -Composition Notebooks          -Road To the Revolution Timeline          -Printer Paper          -Intolerable Acts Power Point          -Candy          -"Banned" Cards          -Crayons          -Pencils          -Glue          -Chromebooks</p> <p><b>Assessment</b>          *Reading Passage Questions          *Exit Ticket (Student Questions)</p>	<p>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><b>Explain:</b>          -Students will complete the reading of a nonfiction text based on the Boston Tea Party.          -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><b>*Students will work on Study Island US Programs Social Studies 5a (Native Americans and Exploration) and 5b (Settlements)</b></p> <p><b>Materials:</b>          -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</p>			
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	-Chromebooks  <b>Assessment</b> *Reading Passage Questions *Exit Ticket (Student Questions) *STEAM rubric			
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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

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 11/12	Tuesday 11/13	Wednesday 11/14	Thursday 11/15	Friday 11/16
<p><u>Reading:</u> Finish LEAP interim</p> <p><b>Whole group:</b> Go over Cold Read Test (multiple choice)</p> <p>Review and Discuss Despereaux chapters up to ch 41.</p> <p>Small groups: <b>Complete cause and effect activity using Social Studies Weekly</b></p> <p>Interventions: leveled passages</p> <p>Technology: Study Island: cause and effect</p> <p>Grammar: ELA 4 TODAY</p> <p style="background-color: #ffeb3b;">Read chapters 42-43</p>	<p><b>Whole group:</b> Go over Cold Read Test (constructed response)</p> <p>Small groups: Review and Discuss Despereaux chapters 42-43</p> <p>Cause and Effect graphic organizer: Cause and effect from Despereaux</p> <p>Interventions: leveled passages</p> <p>Technology: Study Island- cause and effect</p> <p>Grammar: ELA 4 TODAY</p> <p>Technology: Study Island- cause and effect</p> <p style="background-color: #ffeb3b;">Read chapters 44-45</p>	<p><b>ELA 4 Today week 13 Exit ticket</b></p> <p><b>Whole group:</b> Finish going over Cold Read Test</p> <p>Small groups: Review and Discuss Despereaux chapters 44-45</p> <p>Vocabulary soup: students define vocabulary words from <i>The Tale of Despereaux</i></p> <p>Interventions: leveled passages</p> <p>Technology: Study Island- cause and effect</p> <p>Grammar ELA 4 Today</p> <p style="background-color: #ffeb3b;">Read chapters 46-47</p>	<p><b>Thanksgiving Activities</b></p> <p>-Cornucopia story elements</p> <p>-Thankful turkey paragraphs/Tom turkey persuasive letter</p> <p>-Thanksgiving reading and responding</p> <p>Technology: Study Island- cause and effect</p>	<p><b>Swamp Tour Field Trip</b></p> <p>Finish Despereaux next week!</p>