

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, place value

M- Dec. 3	Tu.- Dec. 4	W- Dec. 5	Th- Dec. 6	F- Dec. 7
<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u></p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Multiply 3-4 digit numbers by 1 digit using area model, partial products and the standard algorithm</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Multiply 3-4 digit numbers by 1 digit using area model, partial products and the standard algorithm</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u> Multiply 2 two-digit numbers using area model, partial products and the standard algorithm</p>	<p><u>Standard:</u> 4.NBT.5, 4.OA.1, 4.OA.2</p> <p><u>Objective:</u></p> <p style="background-color: yellow; text-align: center;">ART PROJECT DUE</p>
<p>Warm up: 1. SR Wk10/Day 1</p> <p><u>Concept Development:</u></p> <p>MATH LEAP 360* INTERIM</p> <p><u>Arts Integration:</u> Calculating Area & Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice Boards, Chromebook</p>	<p>Warm up: 1. SR Wk10/Day 2 2. Review SR Test Results</p> <p><u>Concept Development:</u> Eureka Mod 3, Topic C, Lessons 9-10 3. Solving multi-step word problems that involve multiplying multi-digit numbers by 1 digit 4. Workstations ~Choice boards</p> <p><u>Arts Integration:</u> Calculating Area & Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice boards, Chromebooks</p>	<p><u>Warm Up:</u> 1. SR Wk10/Day 3 2. Review hmwk</p> <p><u>Concept Development:</u> Eureka Mod 3, Topic D, Lessons 34-38 3. Multiply a 2-digit multiple of 10 by another 2-digit multiple of 10 using the area model to model thinking 4. Workstations ~Choice boards</p> <p><u>Arts Integration:</u> Calculating Area & Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice Boards, Chromebook</p>	<p><u>Warm Up:</u> 1. SR Wk10/Day 4 2. Review hmwk</p> <p><u>Concept Development:</u> Eureka Mod 3, Topic D, Lessons 34-38 3. Multiply a 2-digit multiple of 10 by another 2-digit multiple of 10 using the area model to model thinking 4. Workstations ~Choice boards</p> <p><u>Arts Integration:</u> Calculating Area & Perimeter with Piet Mondrain Art</p> <p><u>Technology:</u> Study Island 5e Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, workbooks, Choice Boards, Chromebook</p>	<p>SOUTH DOWNS FIELD TRIP 4th Grade Robotics Field Trip 9-12</p> <p><u>Concept Development:</u> Choice boards</p> <p><u>Arts Integration:</u> ART PROJECT DUE</p> <p><u>Technology:</u> Study Island 5e Mobymax-Fact fluency, Zearn</p> <p><u>Materials:</u> choice boards</p>

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SCIENCE: Earth's System and Human Activity

Anchor Phenomenon: Louisiana loses about 75 square kilometers of land annually.

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)

* Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment (4-ESS3-1)

Monday 12/3	Tuesday 12/4	Wednesday 12/5	Thursday 12/6	Friday 12/7
	STEM project Day 1		STEM project Day 2	
<p>LEAP 360 Math interim test in homeroom</p> <p>Christmas luncheon decorations</p>	<p>Objective: investigate and predict reasonable outcomes about how living things affect the physical characteristics of their environment</p> <p>Engage: -Students will begin a STEM project focusing on predicting what scientists and engineers doing to try to decrease the rate of the loss of the land -Next students will create a structure that they predict will help decrease the rate of land loss in Louisiana</p> <p>Explore: -Students will research Louisiana land loss over the past 50-100 years</p> <p>Explain: -Students will work on creating a presentation that explains how their design will help decrease the rate of land loss in Louisiana</p> <p>*Students will complete the following Study Island lesson(s)</p>	<p>*Social Studies Day</p>	<p>Objective: investigate and predict reasonable outcomes about how living things affect the physical characteristics of their environment</p> <p>Engage: -Students will begin a STEM project focusing on predicting what scientists and engineers doing to try to decrease the rate of the loss of the land -Next students will create a structure that they predict will help decrease the rate of land loss in Louisiana</p> <p>Explore: -Students will research Louisiana land loss over the past 50-100 years</p> <p>Explain: -Students will work on creating a presentation that explains how their design will help decrease the rate of land loss in Louisiana</p> <p>*Students will complete the following Study Island lesson(s)</p>	<p>*Social Studies Day</p>

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	<p>this week: LA Science Edition 2, Lessons 7a and 7b</p> <p>Materials:</p> <ul style="list-style-type: none"> -Pencil -Tracing Paper -Markers -Copy Paper -Interactive Notebook -Chromebook -Encyclopedia -Science Textbook <p>Assessment</p> <ul style="list-style-type: none"> -Student Design -Student Research -Exit Ticket 		<p>this week: LA Science Edition 2, Lessons 7a and 7b</p> <p>Materials:</p> <ul style="list-style-type: none"> -Pencil -Soil -Containers -Water -Paperclips -Pipe Cleaners -Popsicle Sticks -Rocks -Hotglue -Markers -Copy Paper -Interactive Notebook -Chromebook -Encyclopedia -Science Textbook <p>Assessment</p> <ul style="list-style-type: none"> -STEM construction -Student Research 	
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SOCIAL STUDIES: EARLY AMERICA: The road to DEMOCRACY

Guiding Question: What were the main colonial grievances that led to writing of the U.S. Constitution?

<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 12/03	Tuesday 12/04	Wednesday 12/05	Thursday 12/06	Friday 12/07
<p>LEAP 360 Math interim test in homeroom</p> <p>Christmas luncheon decorations</p> <p>**Students will receive their invitation to our class "Constitutional Convention"</p>	<p>*Science Day</p>	<p>Objective: 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 will prepare to take their "Road to the Revolution"</p> <p>Explore:</p>	<p>*Science Day</p>	<p>Objective: 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 participate in their own "Continental Congress" taking on the roles of the</p>

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<p>which will be held on Friday</p>		<p>-Students will take their "Road to the Revolution" test.</p> <p><u>Explain:</u> *When students complete their assessment, they will work on Study Island, U.S. Programs "Graphic Planet" lessons and should have all "American Revolution" and "Boston Tea Party" lessons done by Friday 12/07/18</p> <p><u>Materials:</u> - "Road to the Revolution" test - Privacy boards - pencils</p> <p><u>Assessment</u> - "Road to the Revolution" test</p>	<p>original authors of the U.S. Constitution.</p> <p><u>Explore:</u> -Students will work with their classmates to complete their constitution.</p> <p><u>Explain:</u> -Students will read "We the People" in class. -Class will discuss how the items discussed in the U.S. Constitution are upheld today (2018)</p> <p>*When students complete their assessment, they will work on Study Island, U.S. Programs "Graphic Planet" lessons and should have all "American Revolution" and "Boston Tea Party" lessons done by Friday 12/07/18</p> <p><u>Materials:</u> -Composition Notebooks -Copy of "We the People" chapter book -Primary Sources -Ink pens for signatures -Glue -Chromebooks</p> <p><u>Assessment</u> *Exit Ticket (Student Questions)</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: Compare and Contrast

Technology: Study Island

Finding textual evidence, Context Clues, multiple meaning words

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

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Monday 12/3	Tuesday 12/4	Wednesday 12/5	Thursday 12/6	Friday 12/7
<p>LEAP 360 Math interim test in homeroom</p> <p>Christmas luncheon decorations</p> <p>Finish Despereaux heart activity</p> <p>ELA 4 Today</p>	<p>Wordly Wise Unit 7 spelling and vocabulary quizzes</p> <p>Finish Christmas luncheon decorations</p> <p>ELA 4 Today</p>	<p><u>Tale of Despereaux</u> <u>Movie Day!!</u></p> <p>Note sheet comparing and contrasting characters and setting in book and movie</p> <p>ELA 4 Today</p>	<p><u>Tale of Despereaux</u> <u>Movie Day!!</u></p> <p>Note sheet comparing and contrasting characters and setting in book and movie</p> <p>ELA 4 Today</p>	<p>Compare and contrast TOD novel to the movie using a venn diagram using notes from movie days.</p> <p>Use venn diagram to write a three paragraph essay.</p> <p>ELA 4 Today</p>