

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, divisor, dividend, quotient, remainders

M- Jan. 21	Tu- Jan. 22	W- Jan. 23	Th- Jan. 24	F- Jan. 25
<p><u>Standard:</u> <u>Objective:</u></p> <p>NO SCHOOL</p>	<p><u>Standard:</u> 4.NBT.6, 4.OA.3</p> <p><u>Objective:</u> solving for quotients of up to 4-digit numbers with a 1-digit divisor</p>	<p><u>Standard:</u> 4.NBT.6, 4.OA.3</p> <p><u>Objective:</u> solving for quotients of up to 4-digit numbers with a 1-digit divisor</p>	<p><u>Standard:</u> 4.NBT.6, 4.OA.3</p> <p><u>Objective:</u> solving for quotients of up to 4-digit numbers with a 1-digit divisor</p>	<p><u>Standard:</u> 4.NBT.6, 4.OA.3</p> <p><u>Objective:</u> solving for quotients of up to 4-digit numbers with a 1-digit divisor</p>
<p>Warm up:</p> <p><u>Concept Development:</u></p> <p><u>Arts Integration:</u></p> <p><u>Technology:</u></p> <p><u>Materials:</u></p>	<p><u>Warm Up:</u> 1. SR Wk13/Day 1</p> <p><u>Concept Development:</u> Mod 3/Topic G</p> <p>2. Workstations: Dividing up to *4-digit dividend by 1-digit divisor with & without remainders using the box method or algorithm *Study Island 3g, 3f, 2d *Face Math</p> <p><u>Technology:</u> *Study Island 3g, 3f, 2d due Monday 1/28 @85% or higher</p> <p>Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook</p>	<p><u>Warm Up:</u> 1. SR Wk13/Day 2 2. Review homework & Skill Review</p> <p><u>Concept Development:</u> Mod 3/Topic G</p> <p>3. Workstations: Dividing up to *4-digit dividend by 1-digit divisor with & without remainders using the box method or algorithm *Study Island 3g, 3f, 2d *Face Math</p> <p><u>Technology:</u> *Study Island 3g, 3f, 2d due Monday 1/28 @85% or higher</p> <p>Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook</p>	<p><u>Warm Up:</u> 1. SR Wk13/Day 3 2. Review homework & Skill Review</p> <p><u>Concept Development:</u> Mod 3/Topic G</p> <p>3. Review for TEST tomorrow. 4. Study Island 3g, 3f, 2d 5. Face Math</p> <p><u>Technology:</u> *Study Island 3g, 3f, 2d due Monday 1/28 @85% or higher</p> <p>Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook</p>	<p><u>Warm Up:</u> 1. SR Wk13/Day 4 2. Review homework & Skill Review</p> <p><u>Concept Development:</u> 3. Division TEST 4. Study Island 3g, 3f, 2d 5. Face Math</p> <p><u>Technology:</u> *Study Island 3g, 3f, 2d due Monday 1/28 @85% or higher</p> <p>Mobymax-Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook</p>

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SCIENCE: FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES

The students will:

*Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction (4-LS1-1)

Monday 1/21	Tuesday 1/22	Wednesday 1/23	Thursday 1/24	Friday 1/25
*MLK Jr Day; No School	*Social Studies Day	<p>Objective: investigate and predict how plants and animals have internal and external structures that function to support survival</p> <p>Engage: -Students will complete "See, Think, Wonder" exercise focusing on plant structure for survival</p> <p>Explore: -Students will complete the continuing parts of their lab focusing on plant structure (the lab observations and data collection lasts for 4 days)</p> <p>Explain: -Students will complete CER activity focusing on providing evidence and reasoning for their experiment in written form</p> <p>*Students will complete the following Study Island lesson(s) this week: LA Science Edition 2, Lessons 7a and 7b</p> <p>Materials: -Pencil -Containers</p>	*Social Studies Day	<p>Objective: investigate and predict how plants and animals have internal and external structures that function to support survival and growth</p> <p>Engage: -Students will complete "See, Think, Wonder" exercise focusing on internal vs. external animal structure for survival/growth/re production</p> <p>Explore: -Students will create an anchor chart of an animal of their choice that includes a diagram which identifies all internal and external structures needed for survival and growth (they will also identify whether or not the animal gives live birth or birth by egg).</p> <p>Explain: -Students will complete CER activity focusing on providing evidence and reasoning for their experiment in written form</p>

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		<ul style="list-style-type: none"> -Water -Potted Plant -Flowers (cut) -Celery -Plastic Knives -Markers -Copy Paper -Interactive Notebook -Chromebook -CER -STEMscope Program <p><u>Assessment</u></p> <ul style="list-style-type: none"> -Lab CER 		<p>*Students will complete the following Study Island lesson(s) this week: LA Science Edition 2, Lessons 7a and 7b</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> -Pencil -Anchor Chart Posters -Interactive Notebook -Chromebook -Markers -Crayons -12 animal cards (for students to choose from) -CER -STEMscope Program <p><u>Assessment</u></p> <ul style="list-style-type: none"> -CER activity -Anchor Chart
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SOCIAL STUDIES: EARLY AMERICA: The expansion of DEMOCRACY

Guiding Question: What were the main reasons for the Westward Expansion that was fueled by democracy?

<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

Quiz on Wednesday, January 23rd on the Constitution, Preamble, and Bill of Rights. Review text found in students "Documents of Freedom" LAPBOOK. Questions will come DIRECTLY from the LAPBOOK.

Monday 1/21	Tuesday 1/22	Wednesday 1/23 Quiz: Constitution, Bill of Rights, Preamble	Thursday 1/24	Friday 1/25
*MLK Jr Day; No School	*Science Day	<p>Objective:</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>	*Science Day	<p>Objective:</p> <p>Draw conclusions about the relationship of significant events in the history of the United States to the expansion of</p>

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		<p>Engage: -Students will take their quiz on the Constitution, Preamble, and Bill of Rights.</p> <p>Explore: -Students will complete their Escape Room activity focusing on the United States Constitution and Bill of Rights.</p> <p>Explain: -Students will test their teammates knowledge of the Constitution and Bill of Rights. -Students will deepen their knowledge of the Amendments found in the Bill of Rights by questioning their impact on democracy in 2019.</p> <p>Study Island, U.S. Programs "Graphic Planet" lessons should be complete and students should have all "American Revolution" and "Boston Tea Party" lessons done by Friday 1/14/18</p> <p>Materials: -Composition Notebooks -Copy of escape room clues and decoders -Blank Paper -clipboards -Quiz -Glue -Chromebooks</p>		<p>democracy in the United States</p> <p>Engage: -Students will complete "See, Think, Wonder" activity focusing on the Northeast Region. -Students will watch a short Charlie Brown video as an introduction to Westward Expansion.</p> <p>Explore: -Students will create a LAPBOOK for Westward Expansion.</p> <p>Explain: -Students will complete guided notes about the Westward Expansion (purpose, drive, and results). -Students will complete a document based question that focuses on the cause of Westward Expansion in the United States.</p> <p>Study Island, U.S. Programs "Graphic Planet" lessons should be complete and students should have all "American Revolution" and "Boston Tea Party" lessons</p>
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		Assessment -Quiz	done by Friday 1/14/18 Materials: -LAPBOOK folder -Guided Notes -Primary Sources -Video -Chromebooks Assessment -DBQ (Document Based Question)
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ELA:

Objectives for the week: *Wit and Wisdom Module 4: Myth Making Lessons 3-4*

Essential Questions: *What can we learn from myths and stories?*

Focus Question Lessons 1-7: *What are myths, and why do people create them?*

Content Framing Questions: Lessons 2-4: *What is happening on pages 4-9 in "Understanding Greek Myths? What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?*

Writing/Craft questions: *How do I choose the strongest evidence? How do I choose and explain the strongest evidence when writing an explanatory paragraph about Greek myths?*

Vocabulary: *moral/morality, polytheistic, victory*

Skills: main idea and details, finding evidence in texts, theme, prefixes and suffixes, 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

Monday 1/21	Tuesday 1/22	Wednesday 1/23	Thursday 1/24	Friday 1/25
No School: MLK Day	<p>ELA 4 Today Exit Ticket</p> <p>Wit and Wisdom Module 4: Myth Making</p> <p>Complete god research and posters. Group presentations to the class.</p> <p>Greek Gods and Goddesses Fan</p> <p>Writing: Handout 2B- Evidence in paragraphs, write focus questions, characteristics of myths</p> <p>ELA 4 Today, Day 1</p> <p>Study Island AR</p>	<p>Wit and Wisdom Module 4: Myth Making</p> <p>Handout 3D</p> <p>Lesson 4: Content Framing Question- What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?</p> <p>Welcome/launch: Partner Read a new myth "Victory" from <i>Gifts from the Gods</i></p> <p>Create "Read, Think, Wonder" chart</p> <p>Learn: Handout 4A: Myth Analyzer Re-read "Victory" to answer the questions Is this a morality or creation myth?</p>	<p>Wit and Wisdom Module 4: Myth Making</p> <p>Lesson 5: Content Framing Question- What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?</p> <p>Learn: Students divide into groups. Each group reads a different myth answering questions and making a poster to present. Groups present posters, teaching the class about the myth. Handout 5A</p> <p>Writing: Handout 3B- Evidence Organizer (column 1 and 2) What are the characteristics of myths? Find evidence to support</p>	<p>Wit and Wisdom Module 4: Myth Making</p> <p>Lesson 5: Content Framing Question- What does a deeper exploration of myths reveal about the beliefs of the ancient Greeks?</p> <p>Learn: Students divide into groups. Each group reads a different myth answering questions and making a poster to present. Groups present posters, teaching the class about the myth. Handout 5A</p> <p>Writing: Handout 3B- Evidence Organizer (column 1 and 2) What are the characteristics of myths? Find evidence to support focus</p>

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		<p>Writing: Handout 3B- Evidence Organizer (column 1 and 2) What are the characteristics of myths? Find evidence to support focus question</p> <p>Vocabulary: frequently confused words</p> <p><i>Greek Gods and Goddesses Fan</i></p> <p>ELA 4 Today, Day 3</p> <p><i>Study Island AR</i></p>	<p>focus question</p> <p>Vocabulary: Fate Idioms</p> <p><i>Greek Gods and Goddesses Fan</i></p> <p><i>Study Island AR</i></p>	<p>question</p> <p>Vocabulary: Fate Idioms</p> <p><i>Greek Gods and Goddesses Fan</i></p> <p><i>Study Island AR</i></p>