

# What's Happening This Week

## MATH: Module 5: Fraction Equivalence, Ordering, and Operations

Vocabulary: fraction, unit fraction, non-unit fraction, benchmark fraction, decompose, number bond, tape diagram, numerator, denominator, fraction bar, equivalent, valid comparison, mixed number, improper fraction,

M- Feb. 4	Tu.- Feb. 5	W- Feb. 6	Th- Feb. 7	F- Feb. 8
<p><u>Standard:</u> 4.NF.4 <u>Objective:</u> decomposing fractions using sum of unit fractions &amp; multiplication of whole # by unit fraction</p>	<p><u>Standard:</u> 4.NF.1 <u>Objective:</u> use the area model to show the equivalence of two fractions</p>	<p><u>Standard:</u> 4.NF.1 <u>Objective:</u> use the area model, Multiplication, &amp; division to create equivalent fractions</p>	<p><u>Standard:</u> 4.NF.1 <u>Objective:</u> use the area model, Multiplication, &amp; division to create equivalent fractions</p>	<p><u>Standard:</u> 4.NF.1 <u>Objective:</u> Explain fraction equivalence using a tape diagram and the number line, and relate that to the use of multiplication and division.</p>
<p><u>Warm up:</u> 1. Review Multi-step word problem #2</p> <p><u>Concept Development:</u> 2. Skill Review Quiz on #s 12 &amp; 13, will include a multi-step word problem. 3. Review fraction homework</p> <p><u>Arts Integration:</u></p> <p><u>Technology:</u> Study Island, Mobymax Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, workbooks, Chromebook</p>	<p><u>Warm Up:</u> 1. Skill Review #14, Day 1 2. Review homework</p> <p><u>Concept Development:</u> Mod 5, Top A, Lesson 5 3. Create equivalent fractions by drawing an area model and then dividing the area model into smaller parts 4. Workstations: *Lesson 5 *Skill Review Review *decomposing frac</p> <p><u>Arts Integration:</u></p> <p><u>Technology:</u> Study Island, Mobymax Fact Fluency, Zearn</p> <p><u>Materials:</u> journals, SR Quiz, Chromebook</p>	<p><u>Warm Up:</u> 1. SR #14/Day 2 2. Review homework &amp; SR</p> <p><u>Concept Development:</u> Mod 5, Top B, Lessons 7-10 3. Create equivalent fractions by using multiplication and division 4. Workstations *Equivalent frac practice *decomposing fractions *multiplying frac &amp; whole number</p> <p><u>Arts Integration:</u> Decomposing fractions Mardi Gras Beads</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. SR #14/Day 3 2. Review homework &amp; SR</p> <p><u>Concept Development:</u> Mod 5, Top B, Lessons 7-10 3. Workstations: *Create equiv frac with <math>x/\div</math> *Hands on activity for finding Equivalent Frac using models *decomposing frac</p> <p><u>Arts Integration:</u> Decomposing fractions Mardi Gras Beads</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. SR #14/Day 4 2. Review homework &amp; SR</p> <p><u>Concept Development:</u> Mod 5, Top B, Lesson 11 3. Explain equiv fracs using the number line &amp; benchmark <math>\frac{1}{2}</math> 4. Workstations *Equivalents *Decomposing *Review Skill review quiz</p> <p><u>Arts Integration:</u> Decomposing fractions Mardi Gras Beads</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, SR, Chromebook, wkbk</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)

**Test on Plant and Animal Structures will be Wednesday, February 6th.**

**\*Please study notes found in Interactive Notebook**

Monday 2/4	Tuesday 2/5	Wednesday 2/6 <b>Plant and Animal Structures Test</b>	Thursday 2/7	Friday 2/8
<p><b>*Social Studies Day</b></p> <p><b>Engage:</b> -Students will complete the Leap 2025 Social Studies Practice Test Today</p>	<p><b>Objective:</b> Make claims about how plants and animals have internal and external structures that function for growth and reproduction</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on internal vs. external animal structure for survival/growth/reproduction</p> <p><b>Explore:</b> -Students will create a costume design based on plant or animal selection during class time. -Each student will be allowed to choose from a group of plants and animal.</p> <p><b>Explain:</b> -Students must label all parts of their costume during the creation. -Students will write a detailed explanation of</p>	<p><b>Objective:</b> investigate and predict how plants and animals have internal and external structures that function to support survival</p> <p><b>Engage:</b> -Students will prepare for their test on "Plant and Animal Structures"</p> <p><b>Explore:</b> -Students will complete Their test</p> <p><b>Explain:</b> -Students will work on current Study Island lessons upon completion of their test.</p> <p><b>*Students will complete the following Study Island lesson(s) this week:</b> *U.S. Programs *4th Grade NGSS Science *Lessons 5a and 5b</p> <p><b>Materials:</b> -Pencil -Chromebook -Plant and Animal test</p>	<p><b>*Social Studies Day</b></p>	<p><b>Objective:</b> investigate and predict how plants and animals have internal and external structures that function to support survival and growth</p> <p><b>Engage:</b> -Students will complete Leap 2025 Practice Test during this class period.</p>

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	<p>the structures that they have chosen and the purpose that they serve for that organism.</p> <p><b>*Students will complete the following Study Island lesson(s) this week:</b></p> <p><b>*U.S. Programs</b></p> <p><b>*4th Grade NGSS Science</b></p> <p><b>*Lessons 5a and 5b</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>-Pencil</li> <li>-Interactive Notebook</li> <li>-Chromebook</li> <li>-Markers</li> <li>-Crayons</li> <li>-Costume Design template from the Drama department</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>-Design activity</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>-Plant and Animal test</li> </ul>		
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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?

	<p><b><u>This week will focus on:</u></b></p>
<p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>• Construct timelines of historical events 4.1.1</li> <li>• Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States 4.1.2</li> <li>• 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</li> <li>• Explain the voluntary migration of people and its significance in the development of the boundaries of the United States 4.2.3</li> </ul> <p><b>Wax Museum Timeline:</b></p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks: • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 5.1.4</li> <li>• Construct timelines of historical events 4.1.1</li> </ul>	

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Students will have a test on the Industrial Revolution on Wednesday, February 13th. Please have your child reviewing their notes found in their Interactive Notebook. They will receive a "Study Buddy" on Friday, February 8th.

Monday 2/4	Tuesday 2/5	Wednesday 2/6	Thursday 2/7	Friday 2/8
<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 will complete the Leap 2025 Social Studies Practice Test Today</p>	<p><b>*Science Day</b></p>	<p><b>*Science Day</b></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 will Complete a "See, Think, Wonder" activity with an image of the creation of the Transcontinental Railroad.</p> <p><b>Explore:</b> -Students will complete an activity called "Past vs. Present" -Students will identify which versions of an item today that was created during the industrial revolution. The items must be placed into a pair.</p> <p><b>Explain:</b> -Students will continue with notes about the Industrial Revolution. -Students will continue making connections between the Industrial Revolution and</p>	<p><b>*Science Day</b></p> <p><b>Engage:</b> -Students will complete Leap 2025 Practice Test during this class period.</p>

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			<p>Westward Expansion (purpose, drive, and results).</p> <p><b>Study Island, La Programs:</b> 4a 4b 4d 4e</p> <p><b>Materials:</b> -Composition Notebooks -Copy of items found in both the past and present -Blank Paper -clipboards -Glue -Document Based Question -Chromebooks</p> <p><b>Assessment</b> -DBQ</p>
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## ELA:

Objectives for the week: *Wit and Wisdom Module 4: Myth Making Lessons 7-8*

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

*Focus Question Lessons 1-7: What are myths, and why do people create them? What do myths and stories from different cultures have in common?*

*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 2/4	Tuesday 2/5	Wednesday 2/6	Thursday 2/7	Friday 2/8
<p><b>Cold Read Test moved from Thursday</b></p> <p>Myth presentations and slideshows: note taking</p> <p>Greek Gods and Goddesses Fan</p>	<p>Due date to submit name of mythological character for float project</p> <p>Finish Myth Presentations and slideshows: note taking</p> <p>Mythology persona poem</p> <p>Greek Gods and Goddesses</p>	<p>Mardi Gras float project: Research mythological creature</p> <p>Mythology persona poem</p> <p>Greek Gods and Goddesses Fan</p> <p>Study Island- Point of</p>	<p>Mardi Gras float project: Research mythological creature</p> <p>Mythology persona poem</p> <p>Greek Gods and Goddesses Fan</p>	<p>Greek Gods and Goddesses Fan</p> <p>Study Island- Point of View AR</p> <p>Fate idioms in mythology</p> <p>Wit and Wisdom:</p>

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<p>Study Island- Point of View AR</p> <p>Small Groups: LEAP practice</p>	<p>Fan</p> <p>Study Island- Point of View AR</p> <p>Small Groups: LEAP practice</p>	<p>View AR</p> <p>Small Groups: LEAP practice</p>	<p>Study Island- Point of View AR</p> <p>Small Groups: LEAP practice</p>	<p>Lesson 8 Comparing Types of Literature (poetry, prose, drama)</p> <p>Small Groups: LEAP practice</p>