

# What's Happening This Week

## MATH: Module 6: Decimal Fractions

Vocabulary: equivalent, tenths, hundredths, decimal point, decimal fraction, decimal number, decimal expanded form, fraction expanded form

M- March 18	Tu.- March 19	W- March 20	Th- March 21	F- March 22
<p><u>Standard:</u> 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4, 4.MD.4</p> <p><u>Objective:</u></p>	<p><u>Standard:</u></p> <p><u>Objective:</u></p> <p>Math- LEAP 360* INTERIM TEST</p>	<p><u>Standard:</u></p> <p><u>Objective:</u></p> <p><b>EARLY DISMISSAL @ 12:45</b></p>	<p><u>Standard:</u> 4.NF.5</p> <p><u>Objective:</u> Apply understanding of fraction equivalence to add tenths and hundredths.</p> <p>ELA- LEAP 360* Interim</p>	<p><u>Standard:</u> 4.NF.5</p> <p><u>Objective:</u> Apply understanding of fraction equivalence to add tenths and hundredths.</p> <p>ELA- LEAP 360* Interim</p>
<p><u>Warm Up:</u> 1. SR #16/D4 2. Review Day 3</p> <p><u>Concept Development:</u> Module 5 2. Complete Test from Friday 3. Workstations: *Study Island *Line plots *LEAP CR</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> SR Quiz, journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. Review SR Day 4</p> <p><u>Concept Development:</u> 2. Art activity 3. Study Island</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, Interim</p>	<p><u>Warm Up:</u> 1. LEAP Task</p> <p><u>Concept Development:</u> 2. Workstations: *Review Test results *Study Island *LEAP practice</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. LEAP Task</p> <p><u>Concept Development:</u> Module 6, Topic D, Lesson 12 2. Create equivalent fractions for tenths and hundredths in order to solve addition and subtraction word problems. 3. Workstations: *Study Island *LEAP practice *Fact Fluency *Art activity</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. LEAP Task</p> <p><u>Concept Development:</u> Module 6, Topic D, Lesson 12 2. Create equivalent fractions for tenths and hundredths in order to solve addition and subtraction word problems. 3. Workstations: *Study Island *LEAP practice *Fact Fluency *Art activity</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or Mixed number</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> Test, Chromebook</p>

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## SCIENCE: Using Energy Transformations: Transfer of Energy in Collision.

The students will:

\*Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-2

\*Ask questions and predict outcomes about the changes in energy that occur when objects collide. (4-PS3-3)

**Transferring Energy Test postponed until further notice**

Monday 3/18	Tuesday 3/19	Wednesday 3/20 Early Dismissal at 12:45	Thursday 3/21	Friday 3/22
<p><b>Objective:</b> Make observations to provide evidence that energy can be transferred from place to place during collisions.</p> <p><b>Engage:</b> -Students will prepare for test on transferring energy</p> <p><b>Explore:</b> -Students will participate in transferring energy centers.</p> <p><b>Explain:</b> -Students will complete closed vs. open circuit task and review activities.</p> <p>*Students will complete the following Study Island lesson(s) this week: *U.S. Programs *4th Grade NGSS Science *Lessons 6a and 6b and 7a</p> <p><b>Materials:</b> -Interactive Notebook -Transferring energy activity -Closed vs. Open circuit task challenge</p> <p><b>Assessment</b> -Task Challenge</p>	<p>Social Studies Day</p>	<p><b>Objective:</b> Make observations to provide evidence that energy can be transferred from place to place during collisions.</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on collision.</p> <p><b>Explore:</b> -Students will complete a lab activity where they will observe, measure and describe what happens when toy cars collide on and off of a ramp.</p> <p><b>Explain:</b> -Students will complete lab report requiring them to record diagrams and measurements of car distances. -Students will participate in questioning forum based on data collected during the experiment. -Students will complete read aloud notes as a class.</p>	<p>Social Studies Day</p>	<p><b>Objective:</b> Make observations to provide evidence that energy can be transferred from place to place during collisions.</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on collision.</p> <p><b>Explore:</b> -Students will use the scientific knowledge they have gained as well as the 21st Century Skill of collaboration to design and construct a collision machine.</p> <p><b>Explain:</b> -Students will complete the following challenge: Students have entered a contest to create a "collision machine for the state fair. The state fair committee shows students a picture of a Rube Goldberg machine to give them an idea of what they are looking for.</p>

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		<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 6a and 6b and 7a</b></p> <p><b><u>Materials:</u></b></p> <p>-Pencil -Interactive Notebook -Guided Notes -StemScope video -Explore activity template/data sheet -Exit Ticket</p> <p><b><u>Assessment</u></b></p> <p>-Lab Report -Exit Ticket</p>		<p>The committee tells them that in order to win, their machine must have at least four different collisions and be the most unique and entertaining.</p> <p>-Students will focus on the Engineering Design Process.</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 6a and 6b and 7a</b></p> <p><b><u>Materials:</u></b></p> <p>-Pencil -Interactive Notebook -Chromebook -StemScope video -Engineering Design Process Template -Dominoes</p> <p><b><u>Assessment</u></b></p> <p>-Design Product</p>
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## **SOCIAL STUDIES: People and Land; Regions of the United States**

**Guiding Question:** What are the physical and human characteristics of each United States region?

<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>• Compare and contrast the distinguishing physical characteristics of the five regions of the United States 4.5.1</li> <li>• Identify and explain how the physical characteristics of a region influenced human settlement 4.5.3</li> <li>• Analyze how physical characteristics of a region shape its economic development 4.5.2</li> <li>• Explain how early explorations affected the expansion of boundaries and development in the United States 4.2.1</li> </ul>

Students will receive the Northeast Region State Map Tuesday, March 19th. They should begin memorizing each state and capital. On each region assessment they will be required to label each state in that region. They will NOT be given a word bank for the states, but will have a word bank for the capitals only.

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Monday 3/18	Tuesday 3/19	Wednesday 3/20	Thursday 3/21	Friday 3/22
<p><b>Science Day</b></p>	<p>Identify and explain how the physical characteristics of a region influenced human settlement</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on a map of the Northeast Region (Map Skills).</p> <p><b>Explore:</b> -Students will create the first part of a U.S. Regions Lapbook. -Part 1 will include maps and information about the Northeast Region.</p> <p><b>Explain:</b> -Students will complete read aloud notes (guided notes) as a class. -Students will complete an exit ticket focusing on Map Skills regarding the Northeast Region.</p> <p><b>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</b></p> <p><b>Materials:</b> -Interactive Notebook -Chromebook -5 part Manila Folders -Region Cutouts -Powerpoint for guided notes</p> <p><b>Assessment</b> -Exit Ticket</p>	<p><b>Science Day</b></p>	<p>Identify and explain how the physical characteristics of a region influenced human settlement</p> <p>*This lesson was pushed to this week due to students "Northeast Region Landscape" paintings that were completed last week</p> <p><b>Engage:</b> -Students will complete "See, Think, Wonder" exercise focusing on a map of the Northeast Region (Map Skills).</p> <p><b>Explore:</b> -Students will create floor maps to be used by each group for "Twister". -Students must identify states, state capitals, resources, landforms, and landmarks.</p> <p><b>Explain:</b> -Students will complete read aloud notes (guided notes) as a class. -Students will participate in one round of "Twister" to begin review for this region.</p> <p><b>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</b></p> <p><b>Materials:</b> -Interactive Notebook -Chromebook -Twister Board (Jumbo Maps) -Powerpoint for guided notes</p> <p><b>Assessment</b> -Twister Board</p>	<p><b>Science Day</b></p>

# What's Happening This Week

## ELA:

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

*The Lightning Thief by Rick Riordan*

*Essential Questions: What do myths and stories from different cultures have in common?*

*Writing/Craft questions: Write an essay that explains the differences in the structural elements between the passage and the poem.*

*Point of view constructed response*

*Character Traits constructed response*

*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 3/18	Tuesday 3/19	Wednesday 3/20	Thursday 3/21	Friday 3/22
<p><u>Warm up:</u> ELA 4 Today</p> <p><u>Whole Group:</u> Discuss the main events of chapters 1-5. Make an outline</p> <p><u>Workstations:</u> 1. Writers workshop</p> <ul style="list-style-type: none"> <li>Complete structural elements essay</li> <li>Sally's Rescue Persona narrative</li> </ul> <p>2. Leap Practice Book: Reading and Responding: Research task</p> <p>3. Study Island: Writing Standards</p>	<p>Math- LEAP 360* INTERIM TEST</p> <p><u>Warm up:</u> ELA 4 Today</p> <p><u>Whole Group:</u> Discuss the main events of chapter 6</p> <p><u>Workstations:</u> 1. Writers workshop</p> <ul style="list-style-type: none"> <li>Complete structural elements essay</li> <li>Sally's Rescue Persona narrative</li> </ul> <p>2. Leap Practice Book Reading and Responding: Research task</p> <p>3. Study Island: Writing Standards</p>	<p><u>Warm up:</u> ELA 4 Today</p> <p><u>Workstations:</u> 1. Writers workshop</p> <ul style="list-style-type: none"> <li>Complete structural elements essay</li> <li>Sally's Rescue Persona narrative</li> </ul> <p>2. Leap Practice Book: Reading and Responding: Research task</p> <p>3. Study Island: Writing Standards</p>	<p>ELA- LEAP 360* Interim</p> <p><u>Warm up:</u> ELA 4 Today</p> <p><u>Whole Group:</u> Discuss the main events of chapter 7</p> <p><u>Workstations:</u> 1. Writers workshop</p> <ul style="list-style-type: none"> <li>Complete structural elements essay</li> <li>Sally's Rescue Persona narrative</li> </ul> <p>2. Leap Practice Book: Reading and Responding: Research task</p> <p>3. Study Island: Writing Standards</p>	<p>Finish ELA- LEAP 360* Interim</p> <p><u>Warm up:</u> ELA 4 Today</p> <p>WW12E due</p> <p><u>Workstations:</u> 1. Writers workshop</p> <ul style="list-style-type: none"> <li>Complete structural elements essay</li> <li>Sally's Rescue Persona narrative</li> </ul> <p>2. Leap Practice Book: Reading and Responding: Research task</p> <p>3. Study Island: Writing Standards</p>