

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. 25	Tu.- Feb. 26	W- Feb. 27	Th- Feb. 28	F- March 1
<p><u>Standard:</u> 4.NF.3b <u>Objective:</u> decompose and rename fractions greater than 1 and mixed numbers</p>	<p><u>Standard:</u> 4.NF.3c <u>Objective:</u> Add and subtract mixed numbers with like denominators</p>	<p><u>Standard:</u> 4.NF.3c <u>Objective:</u> Add and subtract mixed numbers with like denominators</p>	<p><u>Standard:</u> 4.NF.4ab <u>Objective:</u> Add and multiply unit fractions to build fractions greater than 1 using visual models.</p>	<p><u>Standard:</u> 4.NF.1-4 <u>Objective:</u> mastery of fractions concepts</p> <p style="text-align: center;">MARDI GRAS PARADE @ 2:00</p>
<p><u>Warm Up:</u> 1. Review homework 2. Skill review 15/D1</p> <p><u>Concept Development:</u> Mod 5, Top E, Lessons 24-25 3. Mini-lesson on converting improper fractions to a mixed number and vice versa 4. Workstations *Converting Improper fractions and Mixed number *Face Math/Study Island/Quiz review *Comparing fractions</p> <p><u>Arts Integration:</u> Face Math-division Due Thursday 3/7</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. SR #15/D2 2. Review homework & SR</p> <p><u>Concept Development:</u> Mod 5, Top F, Lessons 30-31 3. Mini-lesson on Adding mixed numbers and improper fractions w/wo regrouping</p> <div style="text-align: center;">  </div> <p>4. Workstations *Adding Mixed numbers *Converting *SI/Face Math</p> <p><u>Arts Integration:</u> Face Math-division Due Thursday 3/7</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. SR #15/D3 2. Review homework & SR</p> <p><u>Concept Development:</u> Mod 5, Top F, Lessons 32-34 3. Mini-lesson on Subtracting mixed #s & improper frac w/wo regrouping</p> $8\frac{1}{10} - \frac{8}{10} = 7\frac{11}{10} - \frac{8}{10} = 7\frac{3}{10}$ <p>4. Workstations *Subtracting Mixed numbers *Converting *Study Island/Face Math</p> <p><u>Arts Integration:</u> Face Math-division Due Thursday 3/7</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. SR #15/D4 2. Review homework & SR</p> <p><u>Concept Development:</u> Mod 5, Top E & F, Lesson 3. Workstations *Add/Subtracting mixed #s & improper frac w/wo regrouping *Converting *Comparing frac</p> <p><u>Arts Integration:</u> Face Math-division Due Thursday 3/7</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. Review homework & SR</p> <p><u>Concept Development:</u> 2. FRACTIONS TEST -decomposing frac -equivalents frac -comparing frac -ordering frac - adding & subtracting like fractions -Converting mixed numbers and improper fractions -Add/Sub mixed numbers and improper fractions w/wo regrouping</p> <p><u>Arts Integration:</u> Face Math-division *Due Thursday 3/7</p> <p><u>Technology:</u> Study Island, Mobymax, Zearn</p> <p><u>Materials:</u> SR, Chromebook</p>

What's Happening This Week

SCIENCE: FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES

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)

Monday 2/25	Tuesday 2/26	Wednesday 2/27	Thursday 2/28	Friday 3/01
<p>Objective: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents</p> <p>Engage: -Students will prepare for unit pretest</p> <p>Explore: -Students will complete Energy Unit pretest (required by student teacher for data. This pretest is NOT a grade).</p> <p>Explain: -Students will create a document for analysis through visual art integration once finished with their pretest.</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>Materials: -Pencil -Interactive Notebook -Crayons</p>	<p>*Social Studies Day</p>	<p>Objective: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents</p> <p>Engage: -Students will complete "See, Think, Wonder" exercise focusing on electric currents.</p> <p>Explore: -Students explore how energy works by using batteries to make a lightbulb light up and make a buzzer sound.</p> <p>Explain: -Students will complete a lab report. -Students (once their lab is completed) will begin their CER activity</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>Materials: -Interactive Notebook -Lab Report</p>	<p>*Social Studies Day</p>	<p>Objective: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents</p> <p>Engage: -Students will complete "See, Think, Wonder" exercise focusing on sound.</p> <p>Explore: -Students will complete an "explore" activity from stemsopes that challenges them to consider what life would be like without energy through sound, light, heat, and electric currents.</p> <p>Explain: -Students will complete read aloud notes as a class. -Students will complete their CER task from the previous class period.</p> <p>*Students will complete the following Study Island lesson(s) this week: *U.S. Programs</p>

What's Happening This Week

<p>-Document Grid -Energy Pretest</p> <p>Assessment -Pretest</p>	<p>-10 cm pieces of wire (per group) -Circuit buzzer (per group) -Small light bulb (per group) -1 C size battery holder (optional) (per group) -1 Container (per group) -1 Pencil (per student)</p> <p>Assessment -Lab Report -CER</p>	<p>*4th Grade NGSS Science *Lessons 6a and 6b and 7a</p> <p>Materials: -Pencil -Interactive Notebook -Guided Notes -StemScope video -Explore activity template/data sheet -CER</p> <p>Assessment -Explore data sheet -CER</p>
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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 and how did the nations undeveloped terrain through the regions affect the pioneers?

<u>This week will focus on:</u>
<p>The students will:</p> <ul style="list-style-type: none"> • Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States 4.12 • Identify and explain how the physical characteristics of a region influenced human settlement 4.53 • Explain how early explorations affected the expansion of boundaries and development in the United States 4.21

Monday 2/25	Tuesday 2/26	Wed- 2/27	Thursday 2/28	Friday 3/01
<p>*Science Day</p>	<p style="text-align: center;">Objective: Explain the expansion of the boundaries and development of democracy in the United States and the effect of US region on that expansion.</p> <p>Engage: -Students will Complete a "See, Think, Wonder" activity focusing on Westward Expansion</p> <p>Explore: -Students will participate in a simulation activity based on the game "The Oregon Trail"</p> <p>Explain: -Students will begin guided notes that focus on the effects of physical features</p>	<p>*Science Day</p>	<p style="text-align: center;">Objective: Explain the expansion of the boundaries and development of democracy in the United States and the effect of US region on that expansion.</p> <p>Engage: -Students will Complete a "See, Think, Wonder" activity focusing on geographic features in the United States</p> <p>Explore: -Students will complete the simulation activity based on the game "Oregon Trail"</p> <p>Explain:</p>	<p>*Science Day</p>

What's Happening This Week

	<p>that each of the regions had on the expansion of US boundaries</p> <ul style="list-style-type: none">-Students will complete document based question (part A/part B format) checking for understanding of migration across the varying terrain. <p>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</p> <p><u>Materials:</u></p> <ul style="list-style-type: none">-Interactive Notebook-Chromebook-Document Based Question-Guided Notes-Powerpoint-Oregon Trail Simulation Activity <p><u>Assessment</u></p> <ul style="list-style-type: none">-DBQ		<ul style="list-style-type: none">-Students will complete guided notes that focus on the effects of physical features that each of the regions had on the expansion of US boundaries-Students will complete document based question (part A/part B format) checking for understanding of migration across the varying terrain. <p>Study Island, US Programs (4th Grade (National Social Studies Standards): 5b, 5c, 5d**</p> <p><u>Materials:</u></p> <ul style="list-style-type: none">-Interactive Notebook-Chromebook-Document Based Question-Guided Notes-Powerpoint <p><u>Assessment</u></p> <ul style="list-style-type: none">-DBQ	
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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: How do I choose the strongest evidence? How do I choose and explain the strongest evidence when writing an explanatory paragraph about Greek myths?

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 2/25	Tuesday 2/26	Wednesday 2/27	Thursday 2/28	Friday 3/1
<p>Read "The Lightning Thief" Chapter one by today.</p> <p>The Lightning Thief chapter 1 comprehension questions/vocabulary</p> <p>The Lightning Thief chapter packet: Chapter one: Characters and setting</p> <p>Greek Gods and Goddesses Fan</p> <p>Study Island-Figurative Language AR</p> <p>Small Groups: LEAP practice</p> <p>Writing: Structure of text: prose vs. poetry</p>	<p>Read Chapter 2 in class</p> <p>Chapter 2 comprehension questions/vocabulary</p> <p>Chapter packet: chapter 2</p> <p>Greek gods and goddesses fan</p> <p>Study Island-Figurative Language AR</p> <p>Small Groups: LEAP practice</p> <p>Writing: Structure of Text: prose vs. poetry</p>	<p>Cold Read Test</p>	<p>Float Presentations</p> <p>Study Island-Figurative Language AR</p> <p>Small Groups: LEAP practice</p>	<p>Float Presentations</p> <p>Study Island-Figurative Language AR</p> <p>Small Groups: LEAP practice</p>