

# What's Happening This Week

## MATH: Module 4: Geometry

Vocabulary: parallel, perpendicular, intersecting lines, acute, obtuse, right angles, symmetry, two dimensional, attribute, line, line segment, rays, point, protractor, quadrilaterals, polygons, parallelogram, rhombus, trapezoid, pentagon, hexagon, degree, vertex

M- April 1	Tu.- April 2	W- April 3	Th- April 4	F- April 5
<p><u>Standard:</u> 4.G.1 <u>Objective:</u> Draw points, lines, line segments, rays, perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	<p><u>Standard:</u> 4.G.1 <u>Objective:</u> Draw and identify angles (right, acute, obtuse, straight) Identify these in two-dimensional figures.</p>	<p><u>Standard:</u> 4.G.1 <u>Objective:</u> Draw and identify angles (right, acute, obtuse, straight) Identify these in two-dimensional figures.</p>	<p><u>Standard:</u> 4.G.1, 4.G.2 <u>Objective:</u> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.</p>	<p><u>Standard:</u> 4.G.3, 4.G.1, 4.G.2 <u>Objective:</u> Recognize and identify a line of symmetry for a two-dimensional figure and draw lines of symmetry.</p>
<p><u>Warm Up:</u> 1. SR#17-D1 2. Kahoot (decimals)</p> <p><u>Concept Development:</u> Module 4, Top A, Lessons 1, 3, 4 3. identify lines as parallel, perpendicular, or intersecting (interactive notes-vocab foldable and alphabet scavenger hunt) Powerpoint Flipchart: Line, parallel, perpendicular 4. Workstations: *Types of Lines *Decimals *Review SR Quiz/Study Island 5. Simon Says 6. Exit ticket-</p> <p><u>Arts Integration:</u> Cartoon/Joke-personification of Improper fraction or</p>	<p><u>Warm Up:</u> 1. SR#17-D2</p> <p><u>Concept Development:</u> Module 4, Top A, Lessons 1-4 2. Identify types of angles as acute, obtuse, or right in 2-D figures 3. Workstations: *Types of angles *Decimals *Study Island</p> <p><u>Arts Integration:</u> Abstract Line/Angle Art</p> <p><u>Technology:</u> Study Island</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. SR#17-D3</p> <p><u>Concept Development:</u> Module 4, Top A, Lessons 1-4 2. Identify types of angles as acute, obtuse, or right in 2-D figures 3. Workstations: *Types of angles *Decimals *Study Island</p> <p><u>Arts Integration:</u> Abstract Line/Angle Art</p> <p><u>Technology:</u> Study Island</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. SR#17-D4</p> <p><u>Concept Development:</u> Module 4 Top A, Lessons 1-4 2. Identify types of angles and lines in 2D figures 3. Workstations: *Study Island *Decimals *Polygons</p> <p><u>Arts Integration:</u> Abstract Line/Angle Art</p> <p><u>Technology:</u> Study Island</p> <p><u>Materials:</u> journals, Chromebook, wkbk</p>	<p><u>Warm Up:</u> 1. LEAP Task</p> <p><u>Concept Development:</u> Module 4, Top A, Lesson 4 2. Workstations: *Lines of symmetry *Decimals *Study Island</p> <p><u>Arts Integration:</u> Egg/Flower/lines of symmetry with geometric shapes</p> <p><u>Technology:</u> Study Island</p> <p><u>Materials:</u> journals, wkbk, Chromebook</p>

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Mixed number

Technology: Study  
Island

Materials: journals,  
Chromebook, wkbk

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## SCIENCE: Using Stored Energy

### Phenomena Question: "If it's not plugged in, how is it lighting up?"

The students will.

\*Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.  
(4-PS3-4)

Monday 4/01	Tuesday 4/02	Wednesday 4/03 <b>**Modified Lesson</b>	Thursday 4/04	Friday 4/05
<p><b>Objective:</b> Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p><b>Engage:</b> -Students will complete "Investigative Phenomena" activity from Stemscoptes.</p> <p><b>Explore:</b> -Students will participate in "More Energy, Please!" lab (Center 1). -Students will complete CER tasks independently (Center 2) -Students will participate in LEAP review (Instructional plan-Center 3)</p> <p><b>Explain:</b> -Whole group: Students will complete guided notes focusing on converting energy -Center 1: Students will investigate how stored energy can be converted into a desired form for practical use. -Center 2: Students will work</p>	<p><b>Social Studies Day</b></p>	<p><b>Objective:</b> Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p><b>Engage:</b> -Students will complete "Investigative Phenomena" activity from Stemscoptes.</p> <p><b>Explore:</b> -Students will participate in part 2 of previous lab: Design, Test, Refine activity.</p> <p><b>Explain:</b> -Students will present their "Design, Test, Refine" activity to the class. Students will complete feedback/rubric assessments for each group during presentations. -Students will be assessed on their understanding of design, test, refine process of devices that convert energy from one form to another. They will be allowed to choose their assessment which will be turned in at the end of class.</p>	<p><b>Social Studies Day</b></p>	<p><b>Objective:</b> Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p><b>Engage:</b> -Students will complete "Investigative Phenomena" activity from Stemscoptes.</p> <p><b>Explore:</b> -Students will participate in "Wild Weather" lab/activity.</p> <p><b>Explain:</b> -Whole group: Students will complete reading integrated activity. -Center 1: Students will investigate energy found in extreme weather -Center 2: Students will work on varying informal assessments at their own pace and choice using a choice board. -Center 3: Students will work in a small group with a teacher (or student teacher) to complete</p> <p><b>*Students will complete the</b></p>

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<p>on varying informal assessments at their own pace and choice using a choice board. -Center 3: Students will work in a small group with a teacher (or student teacher) to complete</p> <p><b>*Students will complete the following Study Island lesson(s) this week:</b> <b>*U.S. Programs</b> <b>*4th Grade NGSS Science (all lessons should be completed by Friday, April 12th).</b></p> <p><b><u>Materials:</u></b> -Pencil -Interactive Notebook -Chromebook -StemScope video -More Energy, Please! Lab report -Styrofoam balls -plastic spoons -Water -Skewers -15 day instructional lesson -Choice board</p> <p><b><u>Assessment</u></b> -Lab Sheet</p>		<p><b>*Students will complete the following Study Island lesson(s) this week:</b> <b>*U.S. Programs</b> <b>*4th Grade NGSS Science (all lessons should be completed by Friday, April 12th).</b></p> <p><b><u>Materials:</u></b> -Pencil -Interactive Notebook -Chromebook -StemScope video - "History of Transportation" activity sheet -15 day instructional lesson -Student Choice Boards</p> <p><b><u>Assessment</u></b> -Student choice -Group Design, Test, Refine activity -Peer rubrics</p>	<p><b>following Study Island lesson(s) this week:</b> <b>*U.S. Programs</b> <b>*4th Grade NGSS Science (all lessons should be completed by Friday, April 12th).</b></p> <p><b><u>Materials:</u></b> -Pencil -Interactive Notebook -Chromebook -StemScope video -Wild Weather Day Reading passage and questions -Lightning makers -Student Choice Boards -15 day instructional lesson -Water</p> <p><b><u>Assessment</u></b> -Choice board</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 style="text-align: center;"><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 4.51</li> <li>• Identify and explain how the physical characteristics of a region influenced human settlement 4.53</li> <li>• Analyze how physical characteristics of a region shape its economic development 4.52</li> <li>• Explain how early explorations affected the expansion of boundaries and development in the United States 4.21</li> </ul>
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**Midwest Region test on Tuesday, April 1st. Students should study the Midwest Region booklet. Students must be able to also identify and spell all 12 states in the Midwest Region. They will NOT**

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be required to know the capitals on this regions test.

Monday 04/01	Tuesday 04/02 <b>Midwest Region Test</b>	Wednesday 04/03	Thursday 04/04	Friday 04/05
<p>Science Day</p>	<p><u>Objective:</u> Identify and explain how the physical characteristics of a region influenced human settlement</p> <p><u>Engage:</u> -Students will prepare for their regions test.</p> <p><u>Explore:</u> -Students will complete their regions test. -Students who complete their test will begin LEAP review tasks</p> <p><u>Explain:</u> -Students will complete their test which focuses on the Midwest region focusing on the students information booklet. -Upon completion of the assessment by all students, they will rotate to centers. -Center 1: Small group instruction with student teacher (LEAP tasks) -Center 2: 15 day instructional mini lesson with teacher -Center 3: Graphic Novel Book Club</p> <p><b>**Early Finishers:</b> <b>Study Island, US Programs (4th Grade (National Social Studies Standards):</b> <b>All lessons should be complete by Wednesday, April 17th.</b></p> <p><u>Materials:</u> -Midwest Region Test -Interactive Notebook -Chromebook -15 day instructional lesson -Chromebook -Graphic Novels (Social Studies Content)</p>	<p>Science Day</p>	<p><u>Objective:</u> Identify and explain how the physical characteristics of a region influenced human settlement</p> <p><u>Engage:</u> -Students will complete "See, Think, Wonder" exercise focusing on a map of the West Region (Map Skills).</p> <p><u>Explore:</u> -Students will create the third part of a U.S. Regions Lapbook. -Part 3 will include maps and information about the West Region.</p> <p><u>Explain:</u> -Students will begin read aloud notes (guided notes) as a class. -Students will complete an exit ticket focusing on Map Skills regarding the Midwest Region. -Guided notes will be completed at Center 1 with the student teacher. -Center 2: 15 day instructional mini lesson with teacher -Center 3: Graphic Novel Book Club</p> <p><b>**Early Finishers:</b> <b>Study Island, US Programs (4th Grade (National Social Studies Standards):</b> <b>All lessons should be complete by Wednesday, April 17th.</b></p> <p><u>Materials:</u> -West Region booklet</p>	<p>Science Day</p>

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	<b>Assessment</b> -Midwest Region Test		-Highlighters -Crayon -Interactive Notebook -Graphic Novels (Social Studies Content) -15 day instructional lesson -Chromebooks  <b>Materials:</b> -Exit Ticket	
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## 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 the story "Sally's Rescue" from the seal's point of view. Connect illustrations to text 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 4/1	Tuesday 4/2	Wednesday 4/3	Thursday 4/4	Friday 4/5
<p><b>Warm up:</b> ELA 4 Today</p> <p><b>Whole Group:</b> Lightning Thief chapter discussions and summaries</p> <p><b>Workstations:</b> 1. Writers workshop</p> <ul style="list-style-type: none"> <li>• Sally's Rescue Persona narrative</li> </ul> <p>2. Leap Practice Book: Reading and Responding: Research task (Wild Horses)</p> <p>3. Study Island: Visual elements, graphic features</p>	<p><b>Warm up:</b> ELA 4 Today</p> <p><b>Whole Group:</b> Lightning Thief chapter discussions and summaries</p> <p><b>Workstations:</b> 1. Writers workshop</p> <ul style="list-style-type: none"> <li>• Sally's Rescue Persona narrative</li> </ul> <p>2. Leap Practice Book Reading and Responding: Research task (Wild horses)</p> <p>3. Study Island: Visual elements, graphic features</p>	<p><b>Warm up:</b> ELA 4 Today</p> <p><b>Whole Group:</b> Lightning Thief chapter discussions and summaries</p> <p><b>Workstations:</b> 1. Writers workshop</p> <ul style="list-style-type: none"> <li>• Sally's Rescue Persona narrative</li> </ul> <p>2. Leap Practice Book: Reading and Responding: Research task (Wild Horses)</p> <p>3. Study Island: Visual elements, graphic features</p>	<p><b>Cold Read Test</b></p>	<p><b>Warm up:</b> ELA 4 Today Exit Ticket</p> <p><b>Whole Group:</b> Lightning Thief chapter discussions and summaries</p> <p>WW13 A-D due</p> <p><b>Workstations:</b> 1. Writers workshop</p> <ul style="list-style-type: none"> <li>• Sally's Rescue Persona narrative</li> </ul> <p>2. Leap Practice Book: Reading and Responding: Research task (Wild Horses)</p>

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				<b>3. Study Island: Visual elements, graphic features</b>