

Mr. Norris's Lesson Plans 08/19-08/23

08/19	Math
Mon.	<p>3-5: Use place value understanding to round multi-digit numbers (4.NBT.3)</p> <p>1. Daily Common Core Review</p> <p>2. Develop the Concept: Interactive Students who got problems 7, 10, and 11 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic using number lines.</p> <p>3. Develop the Concept: Visual Students who get 4 of the 5 problems correct on the QCM will be allowed to "test out" of the day's lesson and work in pairs to complete advanced center activity 3-5. Everyone else will receive a mini lesson on rounding whole numbers.</p> <p>4. Close/Assess and Differentiate Give the QCM to the students who have not completed it. Students correctly answering 0-4 problems will receive the Reteaching Master, 5-6 problems the Practice Master, and all 7 problems the Enrichment Master. HW: P3-5: 5, 9, 13, 15, and 17</p> <p style="text-align: center;">Science Lab (HMS Bounty)</p> <p>S4CS4b Testing Beam Strength Observe: Have the students look at the picture of the kids playing on p.30 of their books. How do you know the equipment won't break? Question: Which number of straws will support the most weight? Hypothesis: I think that the more straws you use the (more/less) weight they will hold because... Experiment: Using tape, make three straw bundles: 2 straws, 3 straws, and 4 straws. Hang a cup from the single straw using a paper clip. Predict how many pennies the straw will support. Then, add pennies to the cup until the straw fails. Record results. Repeat for the 2, 3, and 4 straw bundles. Use your data to make a graph. Draw Conclusions: I learned that the more straws you use the more/less weight they will hold because... (use your data to support your conclusion).</p>
08/20	Math
Tues. Graph Paper	<p>3-6: Recognize that a digit in one place represents ten times that of the digit to its right (4.NBT.1)</p> <p>1. Daily Common Core Review</p> <p>2. Develop the Concept: Interactive Students who got problems 4, 9, and 16 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic using organized lists.</p> <p>3. Develop the Concept: Visual Students who get 4 of the 5 problems correct on the QCM will be allowed to "test out" of the day's lesson and work in pairs to complete advanced</p>

	<p>center activity 3-6. Everyone else will receive a mini lesson on using organized lists as a problem solving strategy.</p> <p>4. Close/Assess and Differentiate</p> <p>Give the QCM to the students who have not completed it. Students correctly answering 0-4 problems will receive the Reteaching Master, 5-6 problems the Practice Master, and all 7 problems the Enrichment Master.</p> <p>HW: P3-6: 1, 2, and 3</p>
	Science Lab (HMS Victory)
	See above: Testing Beam Strength
08/21	Math
Weds.	<p>Unit 3: Place Value Review (4.NBT.1-3)</p> <p>1. Have the students complete the Topic 3 Performance Task.</p> <p>2. With any extra time use the questions on p.82-83 to review each lesson.</p> <p>HW: P. 82-83: All #1's in Sets A-F</p>
	Science
	<p>S4CS1 What Are Inquiry Skills?</p> <p>Finish from last week.</p> <p>Read "Compare, Classify, and Use Numbers" What does it mean to classify?</p> <p>Read "Time/Space Relationships and Models" When do scientists use models?</p> <p>Read "Measure and Estimate" How is an estimate different from a measurement?</p> <p>Read "Plan and Conduct an Investigation" What is a hypothesis? What is an experiment?</p> <p>Read "Identify Variables and Gather/Display Data" Why is it important to control variables?</p>
08/22	Math
Thurs.	<p>Unit 3: Place Value Test (4.NBT.1-3)</p> <p>Have the students clear their desks of everything but their pencils. Hand out the dividers and Topic 3 Test from the Assessment Sourcebook.</p> <p>Remind students to put their name and date on their papers. Also, remind them that there is to be no talking during the test.</p> <p>HW: none</p>
Topic 3 Test	Science
	<p>S4CS1 What Are Inquiry Skills?</p> <p>Introduce the topic by asking the class if anyone knows what ways scientists might use graphs? Today we will learn about different types of graphs.</p> <p>Read "Getting Ready to Graph" How are tables useful? What are the parts of a table?</p> <p>Read "Using a Bar Graph" What are bar graphs useful for?</p> <p>Continue on Fri.</p>

08/23	Math
Fri.	Pretest-Topic 4 Addition and Subtraction of Whole #'s (4.NBT.3-4) Students will pretest topic 4 using the Topic 4 Test found on p.110-111 of the textbook. (Lesson 4-1: 6,9,17; Lesson 4-2: 2,11,16; Lesson 4-3: 5,8; Lesson 4-4: 1,10,14; Lesson 4-5: 3,7,13; Lesson 4-6: 4,12,15) HW: none
Topic 4 Pre-test	Science
	S4CS1 What Are Inquiry Skills? Continued from Thurs. Read "Using a Line Graph" What is a line graph useful for? What is an axis? Read "Using a Circle Graph" What are circle graphs useful for? Be sure to discuss percents and what they mean.

Topic 3 Math Vocabulary: digits, place value, standard form, expanded form, word form, and compare.

Topic 4 Math Vocabulary: breaking apart, compensation, counting on, Commutative Property of Addition, Associative Property of Addition, Identity Property of Addition, and inverse operations.