

Mr. Norris's Lesson Plans 10/14-10/18

10/14	Math
Mon.	Fall Break
	Science Lab (HMS Bounty)
	Fall Break
10/15	Math
Tues.	<p>1-10: Multiply or divide to solve word problems involving multiplicative comparison. (4.OA.2) How can a bar diagram help you solve a problem?</p> <p>1. Daily Common Core Review *Group Victory will work on basic multiplication facts with this time.</p> <p>2. Develop the Concept: Interactive Students who got problems 10 and 15 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic: bar diagrams.</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 1-10. Everyone else will receive a mini lesson on using bar diagrams to help in solving problems.</p> <p>4. Close/Assess and Differentiate Summarize by having students explain how to know when a pattern repeats. 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: P1-10: 1, 3, 5, and 6</p> <p>*Group Victory will do lesson 1-7. Mrs. Frantz and I have split this class into two smaller groups. Mrs. Frantz will take one group next door and I will keep the other so that each group may receive more focused instruction. HW: P1-7: 1, 3, 5, and 6</p>
	Science Lab (HMS Victory)
	<p>Go Over Food Energy Test (S4L1a-d) Half the class did not pass the Food Energy test taken last Tuesday. Today we will go over the test discussing the correct answers as well as poor choices in the multiple choice section. With our remaining time we will complete a cause and effect review activity over information from the unit on food energy</p>

10/09	Math
Weds.	<p>Performance Assessment: Solve multistep word problems posed with whole numbers and having whole number answers using the four operations. (4.OA.3)</p> <p>How do multiplication and division help you solve problems about buying items from a catalog?</p> <ol style="list-style-type: none"> 1. Students will use multiplication and division to solve real world problems about deciding how many containers to buy. 2. Students will then make comparisons to determine which method of buying containers will be most cost effective. 3. Then students will use multiplication to determine the final cost of the containers. 4. Finally, students will create a numeric pattern to describe the number of days it would take to fill another set of containers. <p>HW: none</p> <p>*Group Victory will do lesson 1-8. Mrs. Frantz and I have split this class into two smaller groups. Mrs. Frantz will take one group next door and I will keep the other so that each group may receive more focused instruction.</p> <p>HW: P1-8: 8, 10, 12, and 14</p>
	Science
Food Energy retest	<p>L2: Identify external features of organisms that allow them to survive better (S4L2a)</p> <p>What is an instinct?</p> <p>Review some of the physical adaptations that help animals survive we discussed last week.</p> <p>Introduce the topic by asking the class if anyone knows about some animal behaviors that might also help them survive? Today we will learn how some behaviors that animals are born with help them survive.</p> <p>Read “Instincts” What is an instinct? Do you think all behaviors are instincts?</p> <p>Read “Hibernation” What is hibernation? How does hibernation help some animals survive? How are a hibernating animal’s needs different from its normal needs?</p> <p>Summarize by having students tell how behavioral adaptations are different from physical adaptations.</p>
10/10	Math
Thurs.	<p>Unit 1: Multiplication and Division Meanings Review (4.OA.3)</p> <ol style="list-style-type: none"> 1. Use the On-Level Center Activities to quiz the students over the topics that will be covered on Tuesday’s test. 2. With any extra time use the questions on p.32-33 to review each lesson. <p>HW: P. 32-33: All #1’s in Sets A-G</p> <p>*Group Victory will do lesson 1-9. Mrs. Frantz and I have split this class into two smaller groups. Mrs. Frantz will take one group next door and I will keep the other so that each group may receive more focused instruction.</p>

	HW: P1-9: 11, 12, 13, and 14
	Science
Basic Needs	<p>L2: Identify external features of organisms that allow them to survive better (S4L2a) How are hibernation and migration alike? Review the concept of hibernation. Introduce the topic by asking the class if anyone knows of any animals that migrate? Today we will learn why some animals migrate. Read “Migration” What needs do you think a flock of geese meets by migrating to warmer climates? How do animals know when to migrate? Summarize by having students tell how hibernation and migration are alike.</p>
10/04	Math
Fri.	<p>Unit 2: Generate and Analyze Patterns Test (4.OA.5) Have the students clear their desks of everything but their pencils. Hand out the dividers and Topic 2 Test from the Assessment Sourcebook. Remind students to put their name and date on their papers. Also, remind them that there is to be no talking during the test. HW: none *Group Victory will do The Performance Assessment described on Wednesday earlier this week. Mrs. Frantz and I have split this class into two smaller groups. Mrs. Frantz will take one group next door and I will keep the other so that each group may receive more focused instruction. HW: none</p>
	Science
Adaptations	<p>L2: Identify factors that may have led to the extinction of some organisms. (S4L2b) What is meant by the term extinction? Review the concepts of instincts and adaptations. Introduce the topic by asking the class if anyone knows about an animal that has become extinct? Today we will learn about how some animals have become extinct and that others are in danger of becoming extinct today. Read “Extinction” What does it mean to become extinct? What may have caused the dinosaurs to become extinct? Read “Human Activity” How do human activities contribute to the extinction of species? Summarize by having students tell what they think would happen if people did not try to help animals that have been placed on the endangered species list.</p>

Topic 1 Math Vocabulary: array, product, factors, multiple, Commutative Property of Multiplication, Zero Property of Multiplication, Identity Property of Multiplication, Distributive Property of Multiplication, inverse operations, and fact family.

Life Science Vocabulary: basic needs, adaptation, camouflage, instinct, hibernation, migration, and extinction.