

	<p style="text-align: center;">Science Lab (HMS Victory)</p> <p>S4L2a Eating Like a Bird Observe: Have the students look at the picture of a hummingbird eating. Have you noticed that the beaks of a hummingbird, a cardinal, and a duck are different? Why do you think their beaks are so different? Question: Why do different kinds of birds have different kinds of beaks? Hypothesis: I think the reason birds have different kinds of beaks is because... Experiment: Have the students try picking up the various foods (gummy worms, raisins, cooked spaghetti, peanuts, water, cooked rice, and birdseed) with each of the tools (chopsticks, clothespin, pliers, spoon, and forceps). Students should record their observations in a data table. Draw Conclusions: Which kind of “beak” is best for picking up small seeds? Which kind is best for crushing large seeds?</p>
10/09	Math
Weds.	<p>5-2: Multiply a whole number up to four digits by a one digit number. (4.NBT.5) What is the rule when you multiply by multiples of 10 and 100? 1. Daily Common Core Review *Group Victory will work on basic multiplication facts with this time. 2. Develop the Concept: Interactive Students who got problems 1, 14, 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: multiplying by multiples of 10 and 100. 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 5-2. Everyone else will receive a mini lesson on multiplying by multiples of 10 and 100. 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: P5-2: 3, 11, 14, and 16</p> <p>*Group Victory will test over Topic 1. 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
Basic Needs	<p>Review Adaptations We will review for Tuesday’s test by playing Adaptations Jeopardy. Students will select clues from one of five categories: Physical Adaptations, Behavioral Adaptations, Extinction, Human Activities, or Hodgepodge. HW: Study for Thursday’s Test</p>
10/10	Math
Thurs.	<p>5-3: Multiply a whole number up to four digits by a one digit number. (4.NBT.5) How can you use breaking apart to multiply with greater numbers? 1. Daily Common Core Review *Group Victory will work on basic multiplication facts with this time. 2. Develop the Concept: Interactive Students who got problems 3, 11, 13 and 17 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today’s topic: using breaking apart. 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 5-3. Everyone else will receive a mini lesson on using breaking apart. 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: P5-3: 7, 12, 16, and 18</p> <p>*Group Victory will pre-test over Topic 5. 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
Adaptation	<p>Adaptions Test (S4L2a-b) Have the students clear their desks of everything but their pencils. Hand out the dividers and the Chapter 7 Test (p. 61-64 from the Assessment Guide). SPED students will receive a modified version of this same test. Remind students to put their name and date on their papers. Also, remind them that there is to be no talking during the test. Students will have the entire class period to take the test.</p>

10/04	Math
Fri.	<p>5-4: Multiply a whole number up to four digits by a one digit number. (4.NBT.5)</p> <p>What are some ways to multiply mentally?</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 4, 6, and 12 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic: using compensation.</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 5-4. Everyone else will receive a mini lesson on using compensation.</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: P5-4: 5, 18, 19, and 20 (done in class)</p> <p>*Group Victory will test over lesson 5-1. 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: P5-1: 1, 4, 7, and 8 (done in class)</p>
	Science
Camouflage	Discuss Science Fair

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.