

Mr. Norris's Lesson Plans 10/28-11/01

10/28	Math
<p>Mon.</p> <p>B</p>	<p>5-5: Multiply a whole number up to four digits by a one digit number. (4.NBT.5)</p> <p>How can you use rounding to estimate when you multiply?</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 2, 8, 10, and 18 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic: estimating a product.</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 5-5. Everyone else will receive a mini lesson on using rounding to estimate.</p> <p>4. Close/Assess and Differentiate Summarize by having students explain how to round a number to the thousands place. 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: P5-5: 7, 9, 12, and 13</p> <p>*Group Victory will do 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.</p> <p>HW: P5-1: 1, 4, 7, and 8</p>
	Science Lab (HMS Bounty)
	Sound iPad Lab
10/15	Math
Tues.	<p>5-6: Solve multi-step word problems using the four operations. (4.OA.3)</p> <p>How do you know if your answer is reasonable?</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 7 and 19 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic: using estimation to check for reasonableness.</p> <p>3. Develop the Concept: Visual</p>

A	<p>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 5-6. Everyone else will receive a mini lesson on using estimation to check reasonableness of an answer.</p> <p>4. Close/Assess and Differentiate</p> <p>Summarize by having students explain how to know when an answer is reasonable. 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: P5-6: 1-5 all</p> <p>*Group Victory will do lesson 5-2. 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: P5-2: 3, 11, 14, and 16</p>
	Science Lab (HMS Victory)
	Owl Pellet Lab
10/09	Math
Weds.	<p>Performance Assessment (4.NBT.5 and 4.OA.3)</p> <p>What multiplication skills will be useful when planning a family vacation?</p> <ol style="list-style-type: none"> 1. Students will estimate the cost of four round trip airline tickets. 2. Students will use breaking apart to find the exact cost of the airplane tickets. 3. Students will figure the cost of staying in a hotel room for three nights. 4. Students will calculate the cost of 2 children and one parent going to the water park. 5. Students will use compensation to determine the cost of the entire family going to the amusement park. 6. Students will calculate the amount of spending money the children will have by saving their allowance for 20 weeks. 7. Students will determine whether the family can take this vacation and stay under their \$2,000 budget. <p>HW: none</p> <p>*Group Victory will do lesson 5-3. 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: HW: P5-3: 7, 12, 16, and 18</p>

Instincts	Science
	<p>What is Sound? Investigate how sound is produced (S4P2a) Why are some sounds louder than others? Introduce the topic by asking the class if anyone knows how sounds are produced? Today we will learn how various musical instruments make sound. Read “Sound Energy” What is a vibration? What do we call the loudness of a sound? Summarize by having students tell how sounds are produced.</p>
10/10	Math
Thurs.	<p>Unit 5 Review: Multiplying by 1-Digit Numbers (4.NBT.5 and 4.OA.3) 1. Use the On-Level Center Activities to quiz the students over the topics that will be covered on Friday’s test. 2. With any extra time use the questions on p.130-131 to review each lesson. HW: P. 130-131: All #1’s in Sets A-F</p> <p>*Group Victory will do lesson 5-4. 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: P5-4: 5, 18, 19, and 20</p>
	Science
Migration and Hibernation	<p>What is Sound? Investigate the conditions that cause pitch to vary (S4P2b) How are the terms vibrate, pitch and frequency related? Review the concepts of vibration and volume from yesterday. Introduce the topic by asking the class if anyone knows what pitch is in relation to sound? Today we will learn how various musical instruments change pitches. Read “Sound Waves” What is pitch? Why do shorter strings have a higher pitch? What causes you to hear an echo? Summarize by having students tell how frequency affects pitch.</p>
	Math
10/04	Math
Fri.	<p>Unit 5 Test: Multiplying by 1-Digit Numbers (4.NBT.5 and 4.OA.3) Have the students clear their desks of everything but their pencils. Hand out the dividers and Topic 5 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</p> <p>*Group Victory will test over lesson 5-5. 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: P5-5: 7, 9, 12, and 13 (done in class)</p>

	Science
Extinction	<p>What is Sound? Investigate how sound is produced (S4P2a)</p> <p>How does sound reach you?</p> <p>Review the concepts of pitch and frequency from yesterday.</p> <p>Introduce the topic by asking the class if anyone knows how sounds like speech get from one person's mouth to another's ear? Today we will learn how sounds travel through various mediums.</p> <p>Read "Sound Transmission" What happens to matter as sound waves travel through it? Can sound travel in outer space? Why do you think sound travels faster in solids and liquids than it does through gases?</p> <p>Summarize by having students tell what happens to matter as sound waves pass through it.</p>

Topic 5 Math Vocabulary: partial products and compensation.

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

Physical Science Vocabulary: vibration, volume, frequency, and pitch

DIVE teams:

Tracy-Math Journey (multiply 2 and 3 digit numbers by 1 –digit numbers)

Michele-Mon: basic mult facts, Tues: 2 digit by 1 digit mult, Weds: 3 digit by 1 digit mult.

Me-addition and subtraction (pre/work/post)