

10/07	Math
Mon.	<p>1-8: Multiply or divide to solve word problems involving multiplicative comparison. (4.OA.2)</p> <p>What happens when you divide by 1 and 0?</p> <p>1. Daily Common Core Review</p> <p>2. Develop the Concept: Interactive</p> <p>Students who got problems 8 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: dividing by 1.</p> <p>3. Develop the Concept: Visual</p> <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 1-8. Everyone else will receive a mini lesson on dividing using the number 1.</p> <p>4. Close/Assess and Differentiate</p> <p>Summarize by having students explain what the quotient will be when a number is divided by 1. 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: P1-8: 4, 7, 11, and 12</p> <p>*Group Victory will do lesson 1-4. 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.</p> <p>HW: P1-4: 6, 8, 17, 20, and 31</p>
	<p style="text-align: center;">Science Lab (HMS Bounty)</p> <p>S4L2a Eating Like a Bird</p> <p>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?</p> <p>Question: Why do different kinds of birds have different kinds of beaks?</p> <p>Hypothesis: I think the reason birds have different kinds of beaks is because...</p> <p>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.</p> <p>Draw Conclusions: Which kind of "beak" is best for picking up small seeds? Which kind is best for crushing large seeds?</p>

10/08	Math
Tues.	<p>1-9: Multiply or divide to solve word problems involving multiplicative comparison. (4.OA.2) How does multiplication help you divide?</p> <ol style="list-style-type: none"> 1. Daily Common Core Review 2. Develop the Concept: Interactive <p>Students who got problems 6 and 14 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic: using fact families to help with division.</p> <ol style="list-style-type: none"> 3. Develop the Concept: Visual <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 1-9. Everyone else will receive a mini lesson on using fact families to help when solving division problems.</p> <ol style="list-style-type: none"> 4. Close/Assess and Differentiate <p>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: P1-9: 4, 5, 6, 13, and 14 *Group Victory will do lesson 1-5. 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: P1-5: 2, 3, 5, and 7</p>
	Science Lab (HMS Victory)
	<p>Food Energy Test (S4L1a-d) 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>
10/09	Math
Weds.	<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> <ol style="list-style-type: none"> 1. Daily Common Core Review 2. Develop the Concept: Interactive <p>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> <ol style="list-style-type: none"> 3. Develop the Concept: Visual <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 1-10. Everyone else will receive a mini lesson on using bar</p>

	<p>diagrams to help in solving problems.</p> <p>4. Close/Assess and Differentiate</p> <p>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.</p> <p>HW: P1-10: 1, 3, 5, and 6</p> <p>*Group Victory will do lesson 1-6. 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: P1-6: 2, 3, 4, and 5</p>
	Science
	<p>1st big auction of the year</p> <p>Students will have an opportunity to purchase various items up for bid using the “money” they have built up in their accounts over the 1st nine weeks of school.</p>
10/10	Math
Thurs.	4th Grade Field Trip: Living GA History Timeline at the Funk Heritage Center (Reinhardt College)
	Science
	4th Grade Field Trip: Living GA History Timeline at the Funk Heritage Center (Reinhardt College)
10/04	Math
Fri.	Inservice Day
	Science
	Inservice Day

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: habitat, niche, food chain, food web, prey, predator, and energy pyramid.