

Mr. Norris's Lesson Plans 09/16-09/20

09/16	Math
Mon.	<p>2-3: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that are not explicit in the rule itself (4.OA.5)</p> <p>What pairs of numbers fit a pattern?</p> <p>1. Daily Common Core Review</p> <p>2. Develop the Concept: Interactive Students who got problems 6 and 13 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic: extending tables.</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 2-3. Everyone else will receive a mini lesson on extending tables to see how pairs of numbers fit patterns.</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.</p> <p>HW: P2-3: 1-4</p>
	Science Lab (HMS Bounty)
	<p>S4L1b Make a Food Chain</p> <p>Observe: Have the students look at the picture of the snake eating the egg on p.324 of their books. What kinds of animals do snakes eat? What do these animals eat?</p> <p>Question: How can we use index cards to show the feeding relationships in ecosystems?</p> <p>Hypothesis: I think we will see these changes... because...</p> <p>Experiment: Have the students choose a place where animals live (forest, desert, wetland, etc). On an index card, have the students draw a living thing that lives in the place they chose. Then, they should draw several more living things (big, small, producers, herbivores, carnivores, etc). Finally, have the students put their cards in an order that shows what eats what.</p> <p>Draw Conclusions: Could the same animal fit into more than one set of cards? What do your cards communicate about the relationships of these living things to one another?</p>
09/17	Math
Tues.	<p>2-4: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that are not explicit in the rule itself (4.OA.5)</p> <p>What is a math rule for the situation?</p>

	<p>1. Daily Common Core Review</p> <p>2. Develop the Concept: Interactive Students who got problems 3 and 5 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic: writing rules for situations.</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 2-4. Everyone else will receive a mini lesson on writing rules.</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: P2-4: 4-7</p>
	<p>Science Lab (HMS Victory)</p>
	<p>S4L1a Decomposing Bananas</p> <p>Observe: Have the students look at the picture of the ladybug eating the aphid on p.310 of their books. What happens to the aphids, the ladybugs, the plants when they die?</p> <p>Question: What changes do you observe? Which banana will change the most?</p> <p>Hypothesis: I think we will see these changes... because...</p> <p>Experiment: Put a banana slice in each bag. Label one bag P for plain. Sprinkle 2/3 a spoonful of dry yeast on the other banana slice. Label this bag D for decomposer. Seal both bags. Put the bags in the same place. Check both bags everyday for a week. Observe and record the changes you see in each bag.</p> <p>Draw Conclusions: I learned that the _____ bag changed the most because... (use your data to support your conclusion).</p>
<p>09/18</p>	<p>Math</p>
<p>Weds.</p>	<p>2-5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that are not explicit in the rule itself (4.OA.5)</p> <p>How can you describe block towers?</p> <p>1. Daily Common Core Review</p> <p>2. Develop the Concept: Interactive Students who got problems 4 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: geometric patterns.</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 2-5. Everyone else will receive a mini lesson on</p>

Producers	<p>continuing geometric patterns. 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: P2-5: 1, 3, 5, and 6</p> <p style="text-align: center;">Science</p> <p>L3: Demonstrate the flow of energy through a food web/chain. (S4L1b) What is a niche? Introduce the topic by asking the class if anyone has heard the word niche before? Today we will learn how each living thing has its own niche. Read “Habitats” What is a habitat? What is a niche? What would happen if all the sagebrush disappeared from a desert? Summarize by having the students give an example of an animal and its niche.</p>
09/19	Math
Thurs.	<p>2-6: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that are not explicit in the rule itself (4.OA.5) How can you solve problems by acting them out and using reasoning? 1. Daily Common Core Review 2. Develop the Concept: Interactive Students who got problems 7 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: acting out problems. 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 2-6. Everyone else will receive a mini lesson on using reasoning to solve problems. 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: P2-6: 2, 4, and 6</p> <p style="text-align: center;">Science</p>
Kinds of Consumers	<p>L3: Demonstrate the flow of energy through a food web/chain. (S4L1b) How is a food web different from a food chain? Review the concepts of habitat and niche.</p>

	<p>Introduce the topic by reminding the class about the lab we completed on Monday. Today we will learn more details about food chains.</p> <p>Read “Food Chains” What is a food chain? What is a predator? How could a predator become prey?</p> <p>Read “Food Webs” What is a food web? What is a first level consumer?</p> <p>Summarize by having the students determine where a squirrel fits in a food chain. Then, have them expand the squirrel’s role into a food web.</p>
09/20	Math
Fri.	<p>Performance Assessment: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that are not explicit in the rule itself (4.OA.5)</p> <p>What relationships can be found in the geometric pattern you created?</p> <ol style="list-style-type: none"> 1. Students will generate a geometric pattern by building a tower out of blocks. 2. Students will then analyze their patterns by putting data into a table. 3. Then students will generate a numeric pattern by planning the house numbers for a neighborhood. 4. Finally, students will analyze the numeric patterns they created by naming the rule that determines the number of the next house.
	Science
Decomposers	<p>L3: Demonstrate the flow of energy through a food web/chain. (S4L1b)</p> <p>What is an energy pyramid?</p> <p>Review the concepts of food chains and food webs.</p> <p>Introduce the topic by asking the class if anyone knows about the food pyramid? Today we will learn how the way energy passes from producers to consumers also fits a pyramid shaped model.</p> <p>Read “Energy Pyramids” What is a decomposer? Do you think bacteria that cause diseases are decomposers?</p> <p>Summarize by having students tell what they think would happen if all the decomposers disappeared.</p>

Topic 2 Math Vocabulary: repeating pattern

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