

Mr. Norris's Lesson Plans 09/23-09/27

09/23	Math
Mon.	<p>Unit 2: Generate and Analyze Patterns Review (4.OA.5) 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.58-59 to review each lesson. HW: P. 58-59: All #1's in Sets A-F</p> <p style="text-align: center;">Science Lab (HMS Bounty)</p> <p>S4L1c Observing the Effects of Water Observe: Have the students look at the picture of the burned forest on p.336 of their books. What has happened in this picture? What affects do you think this might have on the living things in the area? Question: How are ecosystems affected by lack of rain? By lack of sunlight? Hypothesis: I think we will see these changes... because... Experiment: Place two plants in a sunny spot and two plants in the dark (closet?). Water all four plants until the soil is a little moist. Keep the soil of one sunny plant and one dark plant moist during the whole experiment. Do not water the other plants again. Observe and record data about how each plant looks. Repeat observations three days later and again 7 and 10 days later. Draw Conclusions: What changes did you observe? How are ecosystems affected by lack of rain? Lack of sun?</p>
09/24	Math
Tues.	<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</p> <p style="text-align: center;">Science Lab (HMS Victory)</p> <p>S4L1b Make a Food Chain Observe: Have the students look at the picture of the snake eating the egg on p.324 of their books. What kinds of animals to snakes eat? What do these animals eat? Question: How can we use index cards to show the feeding relationships in ecosystems? Hypothesis: I think we will see these changes... because... 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? Draw Conclusions: I learned that the _____ bag changed the most because... (use your data to support your conclusion).</p>
09/25	Math
Weds.	<p>Pretest-Topic 1 Multiplication and Division: Meanings and Facts (4.OA.1-5) Students will pretest topic 1 using the Topic 1 Test found on p.34-35 of the textbook. (Lesson 1-1: 1,17; Lesson 1-2: 7,9; Lesson 1-3: 2,11; Lesson 1-4: 3,12; Lesson 1-5: 4,16; Lesson 1-6: 5,19; Lesson 1-7: 13,20; Lesson 1-8: 8,18; Lesson 1-9: 6,14; Lesson 1-10: 10,15) HW: none</p>
	Science
Habitats	<p>L4: Predict how changes in the environment would affect a community of organisms. (S4L1c) How do living things affect ecosystems? Introduce the topic by asking the class if anyone has heard the word biotic before? Today we will learn how each living thing affects the organisms around it. Read "Living Things Affect Ecosystems" What is a biotic factor? What is one way animals can affect an ecosystem? What is one way plants can affect an ecosystem? Summarize by having the students give an example of a biotic factor.</p>
09/26	Math
Thurs.	<p>1-1: Interpret a multiplication equation as a comparison. (4.OA.1) How can we use arrays to understand multiplication? 1. Daily Common Core Review 2. Develop the Concept: Interactive Students who got problems 1 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: the meaning of multiplication. 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 1-1. Everyone else will receive a mini lesson on using arrays to solve multiplication 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: P1-1: 1, 3, 5, and 7</p>

Food Chains and Webs	Science
	<p>L4: Predict how changes in the environment would affect a community of organisms. (S4L1c) How do nonliving things affect ecosystems? Introduce the topic by reviewing the concept of biotic factors. Then ask, what the students think an abiotic factor might be? Read “Nonliving Things Affect Ecosystems” What is an abiotic factor? What can lack of rain do to an ecosystem? How does pollution affect an ecosystem? Read “Climate Affects Ecosystems” In which climate do you live? What are the two most important factors that influence climate? Summarize by having the students give an example of an abiotic factor.</p>
09/27	Math
Fri.	<p>1-2: Identify apparent features of a pattern that are not explicit in the rule itself. (4.OA.5) What patterns can help you remember multiplication facts for 2’s and 5’s? 1. Daily Common Core Review 2. Develop the Concept: Interactive Students who got problems 7 and 9 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today’s topic: multiples of 2 and 5. 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 1-2. Everyone else will receive a mini lesson on using a 100’s chart to see patterns in multiples of 2 and 5. 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: P1-2: 12, 13, 14, and 15</p>
	Science
	<p>Review Food Energy in Ecosystems We will review for Monday’s test by playing Food Energy in Ecosystems Jeopardy. Students will select clues from one of five categories: Ecosystems, Prod/Con/Decom, Energy Flow, Influential Factors, or Hodgepodge. HW: Study for Monday’s Test</p>
Energy Pyramid	

Topic 2 Math Vocabulary: repeating pattern

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: environment, ecosystem, population, community, producer, consumer, herbivore, carnivore, omnivore, decomposer, habitat, niche, food chain, food web, prey, predator, energy pyramid, biotic and abiotic factors.