

Mr. Norris's Lesson Plans 09/30-10/04

09/30	Math
Mon.	<p>1-3: Interpret a multiplication equation as a comparison. (4.OA.1) What happens when you multiply two numbers and switch the order of the factors? What happens when you multiply by 0? by 1?</p> <p>1. Daily Common Core Review</p> <p>2. Develop the Concept: Interactive Students who got problems 2 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: multiplication properties.</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 1-3. Everyone else will receive a mini lesson on the zero, identity, and commutative properties of multiplication.</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: P1-3: 12, 13, 14, and 15</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>
10/01	Math
Tues.	<p>1-4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors (4.OA.4) How can you break apart facts?</p> <p>1. Daily Common Core Review</p>

	<p>2. Develop the Concept: Interactive Students who got problems 3 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: the Distributive Property of Multiplication.</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 1-4. Everyone else will receive a mini lesson on using the Distributive Property to break apart factors when solving multiplication problems.</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: P1-4: 7-12</p>
	<p style="text-align: center;">Science Lab (HMS Victory)</p>
	<p>S4L1a Decomposing Bananas 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? Question: What changes do you observe? Which banana will change the most? Hypothesis: I think we will see these changes... because... 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. Draw Conclusions: I learned that the ____ bag changed the most because... (use your data to support your conclusion).</p>
<p>10/02</p>	<p style="text-align: center;">Math</p>
<p>Weds.</p>	<p>1-5: Identify apparent features of a pattern that are not explicit in the rule itself. (4.OA.5) How can you use a pattern to help you solve a problem? 1. Daily Common Core Review 2. Develop the Concept: Interactive Students who got problems 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: numeric patterns. 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 1-5. Everyone else will receive a mini lesson on using numeric patterns to help in solving problems.</p>

Producers	<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: P1-5: 2, 3, 5, 6 and 7</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>
10/03	Math
Thurs.	<p>1-6: Multiply or divide to solve word problems. (4.OA.2) How can you use counters to show that division can be taught as repeated subtraction or sharing equally? 1. Daily Common Core Review 2. Develop the Concept: Interactive Students who got problems 5 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: the meaning of division. 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 1-6. Everyone else will receive a mini lesson on using counters 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: P1-6: 1-5</p>
Kinds of Consumers	Science
	<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. Introduce the topic by reminding the class about the lab we completed on Monday. Today we will learn more details about food chains. Read "Food Chains" What is a food chain? What is a predator? How</p>

	<p>could a predator become prey? Read “Food Webs” What is a food web? What is a first level consumer? 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>
10/04	Math
Fri.	<p>1-7: Identify apparent features of a pattern that are not explicit in the rule itself. (4.OA.5) How are multiplication and division related? 1. Daily Common Core Review 2. Develop the Concept: Interactive Students who got problems 13 and 20 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today’s topic: inverse operations (mult/div). 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 1-7. Everyone else will receive a mini lesson on using fact families to help us solve division 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: P1-7: 1-7 (done in class)</p>
	Science
Decomposers	<p>L3: Demonstrate the flow of energy through a food web/chain. (S4L1b) What is an energy pyramid? Review the concepts of food chains and food webs. 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. Read “Energy Pyramids” What is a decomposer? Do you think bacteria that cause diseases are decomposers? Summarize by having students tell what they think would happen if all the decomposers disappeared.</p>

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.