Mr. Norris's Lesson Plans 09/09-09/13

09/09	Math
Mon.	**Unit 4: Adding and Subtracting Review (4.NBT.3-4)** 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.108-109 to review each lesson. **HW: P. 108-109: All #1's in Sets A-F**
	Science Lab (HMS Bounty)
	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).
09/10	Math
Tues.	**Unit 4: Adding and Subtracting Test (4.NBT.3-4)** Have the students clear their desks of everything but their pencils. Hand out the dividers and Topic 4 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**
	Science Lab (HMS Victory)
	Getting Ready for Science Re-teach (S4CS1-8) Have the students create flash cards to help them study for the other eight questions that will be on tomorrow's retest (8 vocabulary flash cards were already created at the end of last week). With any remaining time, play Getting Ready for Science Jeopardy using the PowerPoint I prepared last week.
09/11	Math
Weds.	**Pretest-Topic 2 Generate and Analyze Patterns (4.NBT.3-4)** Students will pretest topic 2 using the Topic 2 Test found on p.60-61 of the textbook. (Lesson 2-1: 2,9; Lesson 2-2: 1,8,10; Lesson 2-3: 6,13; Lesson 2-4: 3,5; Lesson 2-5: 4,11; Lesson 2-6: 7,12) **HW: none**

	Science
GRforS Re-test	**L2: Identify the roles of producers, consumers, and decomposers in a community. (S4L1a)** **What are producers and consumers?** Introduce the topic by asking the class if anyone knows what a producer or a consumer is? Today we will learn how producers and consumers are alike and how they are different. Read "Producers and Consumers" What are is a producer? What is a consumer? Why is sunlight important to animals that eat other animals? Summarize by having the students give two examples of producers and two examples of consumers.

09/12	Math
Thurs.	**2-1: 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 continue a repeating pattern?** 1. Daily Common Core Review 2. Develop the Concept: Interactive Students who got problems 2 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: repeating 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 2-1. Everyone else will receive a mini lesson on continuing repeating 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: P2-1: 1, 3, 5, and 7**
	Science
What is an Ecosystem?	**L2: Identify the roles of producers, consumers, and decomposers in a community. (S4L1a)** **What are the different kinds of consumers?** Review the concepts of producers and consumers. Read "Kinds of Consumers" What is a herbivore? What is a carnivore? What is an omnivore? Summarize by having the students give two examples of herbivores, two examples of carnivores, and two examples of omnivores.

09/13	Math
Fri.	**2-2: 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)** **What is the rule for the pattern?** Before starting today's lesson, go over last night's homework. 1. Daily Common Core Review 2. Develop the Concept: Interactive Students who got problems 1, 8 and 10 correct on the pretest will be given the Quick Check Master to complete while the other students are introduced to today's topic: determining the rule that creates the pattern. 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 2-2. Everyone else will receive a mini lesson on naming the rule behind a pattern. 4. Close/Assess and Differentiate Summarize by reminding students that it can often be helpful to use a number line when trying to determine the rule for a given number pattern. 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: P2-2: 3, 5, 6 and 13 (optional)**
	Science
What is a community?	**L2: Identify the roles of producers, consumers, and decomposers in a community. (S4L1a)** **What are decomposers?** Introduce the topic by asking the class if anyone knows what a decomposer is? Today we will learn how decomposers help keep the Earth clean. Read "Decomposers" 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.

Topic 4 Math Vocabulary: breaking apart, compensation, counting on, Commutative Property of Addition, Associative Property of Addition, Identity Property of Addition, and inverse operations.

Life Science Vocabulary: producer, consumer, herbivore, carnivore, omnivore, and decomposer.