4th Grade News and Lessons for the Week of May 11-15

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math 4.GM.9, 4.GM.10					

Science					
Literacy Arts & Letters	**Lesson 17: Reveal** Students will: • Analyze the effect of Negro League baseball in We Are the Ship. • Brainstorm ideas to share research with a specific audience.	**Lesson 18: Organize** Students will: • Explain different positions about the integration of Major League Baseball. • Explain how two writing models share information. *Prologue Lesson	**Lesson 19: Reveal and Organize** Students will: • Determine why Jackie Robinson was chosen to integrate the major leagues as depicted in We Are the Ship. • Describe Joie de Vivre.	**Lesson 20: Distill and Reveal** Students will: • Explain the legacy of Jackie Robinson and the Negro Leagues in We Are the Ship. • Examine balance and harmony in Joie de Vivre	**Lesson 21: Know** Students will: • Reflect on knowledge gained from studying We Are the Ship. • Describe connections among Harmonizing, Joie de Vivre, and Icarus.
Upcoming Events	*4th grade AWARDS Thursday, May 21st 1:20-2:20 pm				

4th Grade News and Lessons for the Week of May 4-8

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Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math 4.GM.9, 4.GM.10	L 28 S 1 **Explore** the idea that different strategies can be used to solve word problems about time. **Understand** that converting different units of time to the same unit can help you solve word problems about time.	L 28 S 2 **Develop** strategies for solving word problems involving amounts of time given as fractions of an hour. **Recognize** that converting fractions of an hour to minutes can help you solve word problems about time.	iReady diagnostic	iReady diagnostic	iReady diagnostic

Science					
Literacy Arts & Letters	**Lesson 17: Reveal** Students will: • Analyze the effect of Negro League baseball in We Are the Ship. • Brainstorm ideas to share research with a specific audience.	**Lesson 18: Organize** Students will: • Explain different positions about the integration of Major League Baseball. • Explain how two writing models share information. *Prologue Lesson	**Lesson 19: Reveal and Organize** Students will: • Determine why Jackie Robinson was chosen to integrate the major leagues as depicted in We Are the Ship. • Describe Joie de Vivre.	**Lesson 20: Distill and Reveal** Students will: • Explain the legacy of Jackie Robinson and the Negro Leagues in We Are the Ship. • Examine balance and harmony in Joie de Vivre	**Lesson 21: Know** Students will: • Reflect on knowledge gained from studying We Are the Ship. • Describe connections among Harmonizing, Joie de Vivre, and Icarus.
Upcoming Events	*4th grade AWARDS Thursday, May 21st 1:20-2:20 pm *Annual Mother-Son Sneaker Ball May 8th				

4th Grade News and Lessons for the Week of April 27- May 1

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

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Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Units 3-5** **Atlas Math Testing**	ATLAS Review **4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers. **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with four-digits by one-digit divisors; quotients should be with and without whole number remainders. **4.CAR.6** Multiply a fraction by a whole number using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.CAR.10** Solve real-word problems involving the multiplication of a fraction by a whole number using visual fraction models or equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.CAR.9** Solve real-world problems involving the addition and subtraction of fractions; include mixed numbers with like denominators, using visual fraction models or equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.6** Compare two decimals to the hundredths place, using symbols (=, ≠, >) to record the results of comparisons. **4.NPV.10** Apply decimal notation for fractions with denominators 10 or 100. **4.GM.1**	Atlas Testing	Atlas Testing	Atlas Testing	Atlas Testing

	Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree. 4.GM.2 Measure angles in whole-number degrees, using a protractor, drawing angles of specified measure. 4.GM.3 Solve real-word problems finding unknown angle measures, using addition and subtraction when an angle is decomposed into non-overlapping parts.				
Science	**Review Standards for ATLAS**	**Review Standards for ATLAS**	**Review Standards for ATLAS**	**Review Standards for ATLAS**	**Review Standards for ATLAS**

Literacy **Arts & Letters** **Module 4 Baseball**		ATLAS TESTING	ATLAS TESTING	ATLAS TESTING	ATLAS TESTING
Upcoming Events					

4th Grade News and Lessons for the Week of April 20- 24

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

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Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math	ATLAS Review Multiplication **4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	ATLAS Review Division **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with four-digits by one-digit divisors; quotients should be with and without whole number remainders.	ATLAS Review Fraction Addition/Subtraction/Multiplication/Improper to Proper fractions **4.CAR.6** Multiply a fraction by a whole number using visual fraction models and equations.	ATLAS Review Fractions as decimals/Decimal comparisons **4.NPV.6** Compare two decimals to the hundredths place, using symbols (<, =, >) to record the results of comparisons. **4.NPV.10**	ATLAS Review Geometry **4.GM.1** Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree.

Units 3-5			• Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.CAR.10** Solve real-word problems involving the multiplication of a fraction by a whole number using visual fraction models or equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.CAR.9** Solve real-world problems involving the addition and subtraction of fractions; include mixed numbers with like denominators, using visual fraction models or equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100	Apply decimal notation for fractions with denominators 10 or 100.	**4.GM.2** Measure angles in whole-number degrees, using a protractor, drawing angles of specified measure. **4.GM.3** Solve real-word problems finding unknown angle measures, using addition and subtraction when an angle is decomposed into non-overlapping parts.

Science	**Review Standards for ATLAS**	**Review Standards for ATLAS**	**Review Standards for ATLAS**	**Review Standards for ATLAS**	**Review Standards for ATLAS**
Literacy Arts & Letters **Module 4** **Baseball**	**Lesson 11: Organize** Students will: • Describe the Negro League team owners in "4th Inning" of We Are the Ship. • Take notes about Rube Foster from a print source. *Prologue Lesson	**Lesson 12: Organize** Students will: • Describe the qualities of the Negro League all-stars in "5th Inning" of We Are the Ship. • Take notes about Rube Foster from a print source. *Prologue Lesson	**Lesson 13: Organize** Students will: • Summarize the Negro League players' Latin American experiences in "6th Inning" of We Are the Ship. • Take notes about Rube Foster from a digital source.	**Lesson 14: Reveal** Students will: • Analyze the effect of a first-person narrator's point of view in We Are the Ship. • Identify areas that require more information to answer the research question.	**Lesson 15: Organize** Students will: • Examine the exhibition games between the Negro League teams and White teams described in "7th Inning" of We Are the Ship. • Locate relevant information on a website to close a research gap. *Prologue Lesson
Upcoming Events					

4th Grade News and Lessons for the Week of April 13- 16

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Class	Monday	Tuesday	Wednesday	Thursday	Friday

Math Unit 5 Lesson 30-34	Lesson 31 Session 2 •**Develop** a strategy for measuring an angle with a protractor. •**Recognize** that there are two scales on a protractor and that the same scale should be used to line up one ray with 0° and to read the measure of the angle. **4.GM.1** Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree. **4.GM.2** Measure angles in whole-number degrees, using a protractor, drawing angles of specified measure.	Lesson 32 Session 2 •**Develop** strategies for finding the measure of a larger angle composed of two or more smaller angles. •**Recognize** that adding angle measures is similar to adding whole numbers but that each angle measure includes a degree symbol. **4.GM.3** Solve real-word problems finding unknown angle measures, using addition and subtraction when an angle is decomposed into non-overlapping parts.	Lesson 32 Session 3 •**Develop** strategies for finding the unknown measure of one of the smaller angles that compose a larger angle. •**Recognize** that when an angle is composed of smaller angles, you can find the unknown measure of one of the smaller angles by subtracting from the measure of the composed angle. **4.GM.3** Solve real-word problems finding unknown angle measures, using addition and subtraction when an angle is decomposed into non-overlapping parts.	Lesson 33 Session 2 / 3 •**Develop** strategies for classifying two-dimensional shapes based on parallel and perpendicular sides. •**Recognize** that shapes can be sorted for having either parallel or perpendicular sides and also for having both or neither. •**Develop** strategies for classifying two-dimensional shapes based on their angles. •**Recognize** that shapes can be sorted based on acute, right, and obtuse angles. **4.GM.5** Classify two-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, or angles of a specified size, involving quadrilaterals and triangles. • Shapes include: quadrilaterals (trapezoid, parallelogram, rectangle, square, rhombus) and triangles (right, acute, obtuse)	No school

Science	**Go over ATLAS Practice Questions from Friday**	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection **REVIEW PAST STANDARDS** **ATLAS Practice**
Literacy Arts & Letters **Module 4** **Baseball**	**Lesson 9: Reveal** Students will: • Analyze the etymology of a word in "3rd Inning" of We Are the Ship. • Examine the criteria for an effective research question.	**Lesson 10: Know** Students will: • Reflect on knowledge gained from the first three chapters of We Are the Ship. • Develop an understanding of how to determine research categories. *Prologue Lesson	**Lesson 11: Organize** Students will: **• Describe the Negro League team owners in "4th Inning" of We Are the Ship.** **• Take notes about Rube Foster from a print source.** *Prologue Lesson	**Lesson 12: Organize** Students will: • Describe the qualities of the Negro League all-stars in "5th Inning" of We Are the Ship. • Take notes about Rube Foster from a print source. *Prologue Lesson	**No School**
Upcoming Events	NO SCHOOL Friday, April 17th				

4th Grade News and Lessons for the Week of April 6- April 10, 2026

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4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 5** **Lesson 30-34**	Lesson 30 Session 1/2 • **Explore** the idea that a rectangle has specific attributes that define the figure. • **Understand** that there are specific geometric terms that are used to describe and name geometric figures. **Develop** strategies for identifying points, rays, lines, line segments, and angles in a given shape. **Recognize** that geometric figures are represented using specific models and symbols. **4.GM.1** Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a	Lesson 30 Session 3 **Develop** strategies for identifying acute, right, and obtuse angles. **Recognize** that there are different ways to name angles using the rays that form the angle. **4.GM.1** Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree. **4.GM.4** Identify and draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, identifying these in quadrilaterals and triangles.	Lesson 30 Session 4 **Develop** strategies for identifying parallel and perpendicular lines. **Recognize** that parallel lines are always the same distance apart and never meet and that perpendicular lines cross at right angles. **4.GM.1** Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree. **4.GM.4** Identify and draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel	Lesson 30 Session 5 **Refine** strategies for solving problems that involve reasoning about geometric figures. **Refine** understanding of attributes of geometric figures. **4.GM.1** Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree. **4.GM.4** Identify and draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, identifying these in quadrilaterals and triangles.	Lesson 30 Quiz **4.GM.1** Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree. **4.GM.4** Identify and draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, identifying these in quadrilaterals and triangles.

	circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree. **4.GM.4** Identify and draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, identifying these in quadrilaterals and triangles.		lines, identifying these in quadrilaterals and triangles.		
Science	**Go over ATLAS Practice Questions from Friday**	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection **REVIEW PAST STANDARDS** **ATLAS Practice**

Literacy Arts & Letters **Module 4** **Baseball**	**Lesson 5: Reveal** Students will: • Analyze Rube Foster's metaphor for the Negro National League by using details from We Are the Ship. • Examine the composition of Harmonizing. *Prologue Lesson	**Lesson 6: Reveal and Distill** Students will: • Using details from We Are the Ship, determine what the bunt-and-run reveals about Rube Foster. • Conclude what Harmonizing communicates about harmony.	**Lesson 7: Organize** Students will: • Explain what made Negro League baseball exciting according to We Are the Ship. • Express knowledge gained from studying Harmonizing. *Prologue Lesson	**Lesson 8: Organize** Students will: • Describe life in the Negro Leagues based on details in "3rd Inning" of We Are the Ship. • Examine the steps of the research process. *Prologue Lesson	**ATLAS Reading Lab**
Upcoming Events					

4th Grade News and Lessons for the Week of March 30- April 3, 2026

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Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 4** **Lesson 17-29** **Start Unit 5 Lesson 30-34**	Lesson 25/26 Session review •**Explore** the idea that decimals can be compared if they refer to the same whole. •**Understand** that using what you know about comparing whole numbers and comparing fractions can help you compare decimals. •**Develop** strategies for comparing decimals in hundredths. •**Recognize** that you can compare decimals in hundredths by using the relationship between decimals in hundredths and fractions with a denominator of 100. **4.NPV.9**	Lesson 27 Session 1/2 •**Explore** the idea that decimals can be compared if they refer to the same whole. •**Understand** that using what you know about comparing whole numbers and comparing fractions can help you compare decimals. •**Develop** strategies for comparing decimals in hundredths. •**Recognize** that you can compare decimals in hundredths by using the relationship between decimals in hundredths and fractions with a denominator of 100. **4.NPV.9**	Lesson 25-27 Session Review •**Explore** the idea that decimals can be compared if they refer to the same whole. •**Understand** that using what you know about comparing whole numbers and comparing fractions can help you compare decimals. •**Develop** strategies for comparing decimals in hundredths. •**Recognize** that you can compare decimals in hundredths by using the relationship between decimals in hundredths and fractions with a denominator of 100. **4.NPV.9**	Lesson 25-27 Quiz **4.NPV.9** Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100. **4.NPV.10** Apply decimal notation for fractions with denominators 10 or 100. **4.NPV.6** Compare two decimals to the hundredths place, using symbols (<, =, >) to record the results of comparisons.	Lesson 30 Session 1 •**Explore** the idea that a rectangle has specific attributes that define the figure. •**Understand** that there are specific geometric terms that are used to describe and name geometric figures. **4.GM.1** Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree. **4.GM.4** Identify and draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel

	Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100.	Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100.	Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100.		lines, identifying these in quadrilaterals and triangles.
Science	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection **Stemscopedia with Linking Literacy** **Epic- Animal Adaptations - Eyes**	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection **Light and Vision Digital Quiz**	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. **Bundle 4**- Communicating Using Wave Energy **Scope 3**: Light Reflection **REVIEW PAST STANDARDS** **ATLAS Practice**

Literacy Arts & Letters **Module 4** **Baseball**	**<u>Lesson 1: Opening Bookend</u>** Students will: • Share knowledge about baseball and Negro League baseball. • Explore the module topic.	**<u>Lesson 2: Know</u>** Students will: • Analyze the text structure of the article “Baseball.” • Build knowledge about baseball from the article “Baseball.”	**<u>Lesson 3: Wonder</u>** Students will: • Notice and wonder about We Are the Ship. • Notice and wonder about Harmonizing.	**<u>Lesson 4: Organize</u>** Students will: • Identify the chronological events that led to the creation of the Negro National League in We Are the Ship. • Describe Harmonizing. *Prologue Lesson	**ATLAS Writing Lab**
Upcoming Events					

4th Grade News and Lessons for the Week of March 16-20, 2026

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Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 4** **Lesson 17-29**	Lesson 25 cont. Session 1/2 •**Explore** the idea that fractions with a denominator of 10 can be rewritten as equivalent fractions with a denominator of 100. •**Understand** that you can write a number of tenths as a number of hundredths by multiplying the numerator and denominator by 10. •**Develop** strategies for adding a fraction with a denominator of 10 and a fraction with a denominator of 100. •**Recognize** that you can add fractions with denominators of 10 and 100 by rewriting the fraction with the denominator of 10 as an	Lesson 25/26 Session 1 •**Explore** the idea that you can use money to relate equivalent fractions and decimals. •**Understand** that there are equivalent decimals for fractions with denominators of 10 and 100. **4.NPV.9** Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100. **4.NPV.10** Apply decimal notation for fractions with denominators 10 or 100.	Lesson 26 Session 2 •**Refine** strategies for adding fractions with denominators of 10 and 100. •**Refine** understanding that an equivalent fraction can help you add fractions with denominators of 10 and 100. •**Develop** strategies for using fractions and decimals in tenths and hundredths to name the same amount. •**Recognize** that decimals equivalent to tenths use 1 place after the decimal point and decimals equivalent to hundredths use 2 places after the decimal point.	Lesson 26 Session 3 •**Refine** strategies for adding fractions with denominators of 10 and 100. •**Refine** understanding that an equivalent fraction can help you add fractions with denominators of 10 and 100. •**Develop** strategies for using fractions and decimals in tenths and hundredths to name the same amount. •**Recognize** that decimals equivalent to tenths use 1 place after the decimal point and decimals equivalent to hundredths use 2 places after the decimal point. **4.NPV.9** Add two fractions with denominators of 10 and 100 by expressing the	NO SCHOOL

	equivalent fraction with a denominator of 100. **4.NPV.9** Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100.	**4.NPV.6** Compare two decimals to the hundredths place, using symbols (<, =, >) to record the results of comparisons.	**4.NPV.9** Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100 **4.NPV.10** Apply decimal notation for fractions with denominators 10 or 100. **4.NPV.6** Compare two decimals to the hundredths place, using symbols (<, =, >) to record the results of comparisons.	denominator of 10 as an equivalent fraction with a denominator of 100 **4.NPV.10** Apply decimal notation for fractions with denominators 10 or 100. **4.NPV.6** Compare two decimals to the hundredths place, using symbols (<, =, >) to record the results of comparisons.	
Science	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy

	Stemscopedia with Linking Literacy		**Scope 2**: Wavelength and Amplitude	**Scope 2**: Wavelength and Amplitude **REVIEW PAST STANDARDS**	**Scope 1**: Motion of Waves **ATLAS Practice**
Literacy **Arts & Letters** **Module 3 American Revolution**	**Lesson 38: Know** Students will: • For the End-of-Module Task, revise an opinion essay. • Provide feedback to a peer on a draft of the End-of-Module Task opinion essay.	**Lesson 39: Know** Students will: • For the End-of-Module Task, revise an opinion essay. • For the End-of-Module Task, share an opinion essay.	Atlas reading workshop	parent/teacher conferences Atlas writing workshop	**No school**
Upcoming Events	Parent/teacher conferences March 19th-2:30-8 No school Friday, March 20th Spring Break March 23- 27				

4th Grade News and Lessons for the Week of March 9-13, 2026

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Class	Monday	Tuesday	Wednesday	Thursday	Friday

Math **Unit 4** **Lesson 17-29**	Lesson 23/24 Session 2 •**Explore** the idea of multiplying a fraction by a whole number using repeated addition. •**Understand** that the fraction being multiplied is an equal group being copied or added repeatedly. •**Develop** strategies for solving word problems that involve multiplying a fraction by a whole number. •**Recognize** that there is more than one way to model the product of a fraction and a whole number. **4.CAR.6** Multiply a fraction by a whole number using visual fraction models and equations. Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. **4.CAR.10**	Lesson 23/24 Session 3 •**Develop** the idea that area models and number lines can be used to multiply a fraction by a whole number. •**Understand** how to represent the product of a fraction and a whole number by showing equal fractional parts repeated in area models and on number lines. •**Refine** strategies to model and solve word problems involving multiplication of a fraction by a whole number. **4.CAR.6** Multiply a fraction by a whole number using visual fraction models and equations. Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	Lesson 23/24 Session 4 •**Refine** understanding of multiplying a fraction by a whole number using models and by writing related multiplication equations with the same product. •**Refine** understanding of writing equations when solving word problems that involve multiplying fractions by whole numbers. **4.CAR.6** Multiply a fraction by a whole number using visual fraction models and equations. Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. **4.CAR.10** Solve real-word problems involving the multiplication of a fraction by a whole number using visual fraction models or equations. Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100	Lesson 23/24 Quiz **4.CAR.6** Multiply a fraction by a whole number using visual fraction models and equations. Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. **4.CAR.10** Solve real-word problems involving the multiplication of a fraction by a whole number using visual fraction models or equations. Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100	SURGE EVENT Lesson 25 Session 1 •**Explore** the idea that fractions with a denominator of 10 can be rewritten as equivalent fractions with a denominator of 100. •**Understand** that you can write a number of tenths as a number of hundredths by multiplying the numerator and denominator by 10. **4.NPV.9** Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100.

	Solve real-word problems involving the multiplication of a fraction by a whole number using visual fraction models or equations. Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100	**4.CAR.10** Solve real-word problems involving the multiplication of a fraction by a whole number using visual fraction models or equations. Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100			
Science	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude **Stemscopedia with Linking Literacy**	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude **REVIEW PAST STANDARDS**	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 1**: Motion of Waves **ATLAS Practice**

Literacy Arts & Letters **Module 3** **American Revolution**	**Lesson 35: Responsive Teaching** Students will: • Analyze relevant questions on Reading Comprehension Assessment 2.	**Lesson 36: Know** Students will: • Apply knowledge of how values inspire people. • For the End-of-Module Task, develop a thesis.	**Lesson 37: Know** Students will: • For the End-of-Module Task, plan an opinion essay. • For the End-of-Module Task, draft an opinion essay.	**Lesson 38: Know** Students will: • For the End-of-Module Task, revise an opinion essay. • Provide feedback to a peer on a draft of the End-of-Module Task opinion essay.	**Lesson 39: Know** Students will: • For the End-of-Module Task, revise an opinion essay. • For the End-of-Module Task, share an opinion essay.
Upcoming Events	Parent/teacher conferences March 19th-2:30-8 No school Friday, March 20th Spring Break March 23- 27				

4th Grade News and Lessons for the Week of March 2-6, 2026

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 4**	Lesson 21 Session 2 **Develop** strategies for adding mixed numbers. **Recognize** that the whole-number parts and fractional parts of mixed numbers can be added separately	Lesson 21 Session 3 **Develop** strategies for adding mixed numbers. **Recognize** that you can rewrite mixed numbers in a different form, such as fractions greater than 1, to make subtraction easier.	Lesson 21 Session 4 **Refine** strategies for adding and subtracting mixed numbers to solve problems. **Refine** understanding of how the relationship between mixed numbers	Lesson 21 Quiz **4.CAR.5** Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations.	Lesson 23/24 Session 1 •**Explore** the idea of multiplying a fraction by a whole number using repeated addition. •**Understand** that the fraction being multiplied is an equal group being

Lesson 17-29	**4.CAR.5** Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** • Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	**4.CAR.5** Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	and fractions greater than 1 can be applied to help add and subtract mixed numbers. **4.CAR.5** Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** • Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	• Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** • Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	copied or added repeatedly. •**Explore** the idea that word problems about combining equal-size parts can be solved by multiplying a fraction by a whole number. •**Understand** that when you multiply a fraction by a whole number, the answer may be a fraction less than 1 or greater than 1. **4.CAR.6** Multiply a fraction by a whole number using visual fraction models and equations. ☐ Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.CAR.10** Solve real-word problems involving the multiplication of a fraction by a whole number using visual fraction models or equations.

					• Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100
Science	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude **Stemscopedia with Linking Literacy**	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 2**: Wavelength and Amplitude **REVIEW PAST STANDARDS**	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 1**: Motion of Waves **ATLAS Practice**
Literacy **Arts & Letters** **Module 3**	**Lesson 30: Organize** Students will: • Summarize A Spy Called James. • For the End-of-Module Task, gather evidence to form an opinion. *Prologue Lesson	**Lesson 31: Reveal** Students will: • Examine primary and secondary sources to gain a deeper understanding of James Lafayette in A Spy Called James. • For the End-of-Module Task, gather evidence to form an opinion.	**Lesson 32: Distill** Students will: • Determine how James Lafayette contributed to the American Revolution. • For the End-of-Module Task, gather evidence to form an opinion. *Prologue Lesson	**Lesson 33: Know** Students will: • Express knowledge gained from studying A Spy Called James. • Use progressive verb tenses in sentences.	**Lesson 34: Reading Comprehension Assessment 2** Students will: • Demonstrate knowledge of the American Revolution and apply reading comprehension skills to a new

American Revolution		*Prologue Lesson			text related to the American Revolution.
Upcoming Events					

4th Grade News and Lessons for the Week of February 23-27, 2026

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 4** **Lesson 17-29**	Lesson 19/20 Session 2 •**Develop** the idea that fractions with the same denominator can be broken into unit fractions to add or subtract the fractions. •**Understand** how to join equal parts to add fractions and take away equal parts to subtract fractions. •**Develop** strategies for adding fractions with like denominators. •**Recognize** that adding fractions with like	Lesson 19/20 Session 3 •**Refine** understanding of addition and subtraction of fractions as joining or separating equal parts of the same whole. **Develop** strategies for subtracting fractions with like denominators. **Recognize** that subtracting fractions with like denominators is subtracting parts from the same whole: the numerators (parts) are subtracted and the denominator (whole) does not change	Lesson 19/20 Quiz **4.CAR.5** Add and subtract fractions, including mixed numbers, with like	Lesson 21 Session 1 **Explore** the idea that a sum of fractions can be greater than 1. **Understand** that a fraction greater than 1 or a mixed number can be broken apart into a sum of fractions in different ways. **4.CAR.5** Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations.	Lesson 21 Session 2 **Develop** strategies for adding mixed numbers. **Recognize** that the whole-number parts and fractional parts of mixed numbers can be added separately **4.CAR.5** Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations.

	denominators is adding parts from the same whole: the numerators (parts) are added and the denominator (whole) does not change. **4.CAR.5** Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** • Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3,	**4.CAR.5** Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** • Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. **4.CAR.9** • Solve real-world problems involving the addition and subtraction of fractions; include mixed numbers with like denominators, using	denominators, using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** • Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. **4.CAR.9** • Solve real-world problems involving the addition and subtraction of fractions; include mixed numbers with like denominators, using visual fraction models or equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100	• Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** • Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	• Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** • Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

	4, 5, 6, 8, 10, 12, and 100. **4.CAR.9** • Solve real-world problems involving the addition and subtraction of fractions; include mixed numbers with like denominators, using visual fraction models or equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100	visual fraction models or equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100			
Science	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 1**: Motion of Waves	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 1**: Motion of Waves	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy **Scope 1**: Motion of Waves	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. **Bundle 4**- Communicating Using Wave Energy

	Stemscopedia with Linking Literacy			**Scope 1**: Motion of Waves	**Scope 1**: Motion of Waves
Literacy Arts & Letters **Module 3 American Revolution**	**Lesson 25: Organize** Students will: • Describe a character from The Scarlet Stockings Spy. • Describe Washington Crossing the Delaware. *Prologue Lesson	**Lesson 26: Reveal** Students will: • Analyze setting in The Scarlet Stockings Spy. • Analyze the composition of Washington Crossing the Delaware.	**Lesson 27: Distill** Students will: • Determine what The Scarlet Stockings Spy communicates about the Patriots. • Conclude what Washington Crossing the Delaware communicates about a historical event. *Prologue Lesson	**Lesson 28: Know** Students will: • Reflect on knowledge gained from studying The Scarlet Stockings Spy. • Express knowledge gained from studying Washington Crossing the Delaware. *Prologue Lesson	**Lesson 29: Wonder** Students will: • Notice and wonder about A Spy Called James. • For the End-of-Module Task, plan the steps to create an opinion.
Upcoming Events					

4th Grade News and Lessons for the Week of February 16-20, 2026

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday

Math **Unit 4** **Lesson 17-29**	Presidents Day NO SCHOOL	Lesson 18 Session 2 cont. •**Develop** strategies for comparing two fractions with different numerators and different denominators. •**Recognize** that there is more than one way to compare fractions with different numerators and different denominators. **4.NPV.5** Compare two fractions with different numerators and different denominators using symbols (<, =, >) to record the results of comparisons (e.g., by creating common denominators or numerators or by comparing to a benchmark of 0, ½, 1)	Lesson 18 Review **4.NPV.5** Compare two fractions with different numerators and different denominators using symbols (<, =, >) to record the results of comparisons (e.g., by creating common denominators or numerators or by comparing to a benchmark of 0, ½, 1)	Lesson 18 Quiz **4.NPV.5** Compare two fractions with different numerators and different denominators using symbols (<, =, >) to record the results of comparisons (e.g., by creating common denominators or numerators or by comparing to a benchmark of 0, ½, 1)	Lesson 19/20 Session 1 •**Explore** the idea that adding and subtracting fractions is similar to adding and subtracting whole numbers. •**Understand** addition of fractions as joining parts of the same whole and subtraction of fractions as separating parts of the same whole. •**Explore** the idea that adding and subtracting fractions is like adding and subtracting whole numbers. •**Understand** that adding fractions means joining equal parts of a whole and subtracting fractions means taking away equal parts of a whole. **4.CAR.5** Add and subtract fractions, including mixed numbers, with

					like denominators, using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100 **4.NPV.7** • Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. **4.CAR.9** • Solve real-world problems involving the addition and subtraction of fractions; include mixed numbers with like denominators, using visual fraction models or equations.

					• Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100
Science	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision

Literacy Arts & Letters **Module 3 American Revolution**	**No school**	**Lesson 21: Know** Students will: • Express knowledge gained from studying the introduction and preamble to the Declaration of Independence. • For Module Task 2, revise an opinion essay. *Prologue Lesson	**Lesson 22: Reading Comprehension Assess. 1** Students will: • Demonstrate knowledge of the American Revolution and apply reading comprehension skills to a new text related to the American Revolution.	**Lesson 23: Responsive Teaching** Students will: • Analyze relevant questions on Reading Comprehension Assessment 1	**Lesson 24: Wonder** Students will: • Notice and wonder about The Scarlet Stockings Spy. • Notice and wonder about Washington Crossing the Delaware.
Upcoming Events					

4th Grade News and Lessons for the Week of February 9-13, 2026

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math	Lesson 17 Session 3 •**Refine** understanding of equivalent fractions by analyzing the relationship between the numerators and denominators of fractions representing the same amount.	Lesson 17 Review	Lesson 17 Quiz	Lesson 18 Session 1 •**Explore** the idea that you can compare fractions using models that show the number and size of the equal parts being compared.	Lesson 18 Session 2 •**Develop** strategies for comparing two fractions with different numerators and different denominators. •**Recognize** that there is more than one way to compare fractions with

Unit 4 Lesson 17-29	**4.NPV.8** Explain why a fraction a/b is equivalent to a fraction $(n \cdot a)/(n \cdot b)$, using visual fraction models, generating equivalent fractions using the principle $a/b = (n \cdot a)/(n \cdot b)$. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	**4.NPV.8** Explain why a fraction a/b is equivalent to a fraction $(n \cdot a)/(n \cdot b)$, using visual fraction models, generating equivalent fractions using the principle $a/b = (n \cdot a)/(n \cdot b)$. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	**4.NPV.8** Explain why a fraction a/b is equivalent to a fraction $(n \cdot a)/(n \cdot b)$, using visual fraction models, generating equivalent fractions using the principle $a/b = (n \cdot a)/(n \cdot b)$. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	•**Understand** that accurate fraction comparisons are based on same-size wholes. **4.NPV.5** Compare two fractions with different numerators and different denominators using symbols (<, =, >) to record the results of comparisons (e.g., by creating common denominators or numerators or by comparing to a benchmark of 0, ½, 1).	different numerators and different denominators. **4.NPV.5** Compare two fractions with different numerators and different denominators using symbols (<, =, >) to record the results of comparisons (e.g., by creating common denominators or numerators or by comparing to a benchmark of 0, ½, 1)
Science	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in

	energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	outcomes about the changes in energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision
Literacy **Arts & Letters** **Module 3 American Revolution**	**Lesson 16: Know** Students will: • Express knowledge gained from studying Colonial Voices. • For Module Task 2, develop a thesis.	**Lesson 17: Wonder** Students will: • Notice and wonder about the Declaration of Independence. • For Module Task 2, collect evidence for an opinion essay. *Prologue Lesson	**Lesson 18: Organize** Students will: • Paraphrase the introduction and preamble of the Declaration of Independence. • For Module Task 2, elaborate on evidence for an opinion essay. *Prologue Lesson	**Lesson 19: Reveal** Students will: • Examine key words to deepen understanding of the intentions of the signers of the Declaration of Independence. • For Module Task 2, draft an introductory paragraph for an opinion essay	**Lesson 20: Reveal** Students will: • Compare primary and secondary source documents. • For Module Task 2, draft a concluding paragraph for an opinion essay. *Prologue Lesson
Upcoming Events	Valentines Day class parties, 2/13!				

4th Grade News and Lessons for the Week of February 2-6, 2026

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Class	Monday	Tuesday	Wednesday	Thursday	Friday

Math **Unit 3** **Lesson 11-16** **Start Unit 4** **Lesson 17-29**		Unit 3 Review **4.CAR.1, 4.CAR.3, 4.CAR.4, 4.CM.7**	Unit 3 Quiz **4.CAR.1, 4.CAR.3, 4.CAR.4, 4.CM.7**	Lesson 17 Session 1 •**Explore** the idea that visual models of equivalent fractions show the same amount of the whole shaded. •**Understand** that dividing a visual model of a fraction into a greater number of equal parts results in a model of an equivalent fraction. **4.NPV.8** Explain why a fraction a/b is equivalent to a fraction $(n \cdot a)/(n \cdot b)$, using visual fraction models, generating equivalent fractions using the principle $a/b = (n \cdot a)/(n \cdot b)$. Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	Lesson 17 Session 2 •**Develop** the idea that multiplying or dividing a numerator and denominator by the same non-zero number results in an equivalent fraction. •**Understand** how to use this relationship to generate equivalent fractions. **4.NPV.8** Explain why a fraction a/b is equivalent to a fraction $(n \cdot a)/(n \cdot b)$, using visual fraction models, generating equivalent fractions using the principle $a/b = (n \cdot a)/(n \cdot b)$. ● Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Science	**Snow Day**	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **Bundle 3**- Using Energy Transformations **Scope 2**: Energy Transfer and Electric Currents Multiple Choice, Open Ended Response, CER **MAKE UP ALL MISSING ASSESSMENTS	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. **Bundle 3**- Using Energy Transformations **Scope 3**: Transfer of Energy in Collision

Literacy Arts & Letters **Module 3 American Revolution**	Finish Module Task 1- In your opinion should the British soldiers be held accountable for their actions?	Finish Module Task 1- In your opinion should the British soldiers be held accountable for their actions?	**Lesson 14: Distill** Students will: • Determine a theme of Colonial Voices. • For Module Task 1, revise an opinion essay. *Prologue Lesson	**Lesson 15: Know** Students will: • Build knowledge about the Boston Tea Party from the song “Ballad of the Tea Party.” • For Module Task 2, gather information to form an opinion.	**Lesson 16: Know** Students will: • Express knowledge gained from studying Colonial Voices. • For Module Task 2, develop a thesis.
Upcoming Events					

4th Grade News and Lessons for the Week of January 19-23

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4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 3** **Lesson 11-16**	MLK Day	Lesson 16 Session 1 & 2 TSW **Explore** the idea that an unknown side length of a rectangle can be found if the other side length and the perimeter are known. **Understand** that different strategies involving addition and multiplication can be used to find an unknown dimension of a rectangle when one dimension and the perimeter are known. **Develop** strategies for finding the perimeter or an unknown side length of a rectangle. **Recognize** that there is more than one way to write and use the formula for the perimeter of a rectangle to solve perimeter problems. **4.GM.7** Apply the area and perimeter formulas for rectangles and figures composed of two or more rectangles in real-world situations.	Field Trip **4.GM.7** Apply the area and perimeter formulas for rectangles and figures composed of two or more rectangles in real-world situations.	Lesson 16 Session 3 & 4 TSW **Develop** strategies for finding the area or an unknown side length of a rectangle. **Recognize** that the formula for the area of a rectangle can be used to find the area or an unknown side length of a rectangle. **Refine** strategies for finding the perimeter and area or an unknown side length of a rectangle. **Refine** understanding of how and when to use the formulas for the perimeter and area of a rectangle to solve problems. **4.GM.7** Apply the area and perimeter formulas for rectangles and figures composed of two or more rectangles in real-world situations.	Lesson 16 Quiz **4.GM.7** Apply the area and perimeter formulas for rectangles and figures composed of two or more rectangles in real-world situations.

Science	**MLK DAY - No School**	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy Transfer and Electric Currents Wind Turbines Article and questions	**FIELD TRIP**	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy Transfer and Electric Currents Finish Wind Turbine Questions, Multiple Choice, Open Ended Response, CER	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy Transfer and Electric Currents Multiple Choice, Open Ended Response, CER
Literacy **Arts & Letters** **Module 3 American Revolution**	MLK Day/No School	**Lesson 11: Organize** Students will: • Organize story elements from Colonial Voices. • For Module Task 1, elaborate on evidence. *Prologue Lesson	**Field Trip**	**Lesson 12: Reveal** Students will: • Examine the words and actions of characters in Colonial Voices. • For Module Task 1, draft an introduction.	**Lesson 13: Reveal** Students will: • Analyze what the figurative meaning of idioms reveals about characters in Colonial Voices. • For Module Task 1, finish drafting an opinion

Upcoming Events	

4th Grade News and Lessons for the Week of January 12-16

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 3** **Lesson 11-16**	Lesson 15 Session 1 **Explore/** TSW **Explore** the idea that thinking of division as equal sharing can help you divide greater numbers. **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with four-digits by one-digit divisors; quotients should be	Lesson 15 Session 2 & 3 **Develop** TSW **Develop** strategies for dividing a three-digit number by a one-digit number and interpreting the remainder. **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with four-digits by one-digit divisors; quotients should be	Lesson 15 Quiz **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with four-digits by one-digit divisors; quotients should	iReady Math Diagnostic	Cont. iReady math diagnostic (if needed) Spiral review/extensions

	with and without whole number remainders	with and without whole number remainders	be with and without whole number remainders		
Science	**4-PS3-1** Use evidence to construct an explanation relating the speed of an object to the energy of that object. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy and Speed CER and Open Ended Responses	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy Transfer and Electric Currents Stemscopes	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy Transfer and Electric Currents	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy Transfer and Electric Currents	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy Transfer and Electric Currents
Literacy **Arts & Letters** **Module 3 American Revolution**	Iready reading diagnostic/finish lesson 6	**Lesson 7: Know** Students will: • Build knowledge about the poet's opinion of the Boston Massacre from the poem "On the Affray in King Street." • For Module Task 1, develop reasons to support an opinion.	**Lesson 8: Know** Students will: • Express knowledge gained from studying "Massacre in King Street" and The Boston Massacre. • Examine the opinion, reasons, and evidence in the Writing Model for Module 3. *Prologue Lesson	**Lesson 9: Know** Students will: • Build knowledge of the Boston Tea Party from "Detested Tea." • Analyze how the Painted Essay® supports a writer in sharing an opinion. *Prologue Lesson	**Lesson 10: Wonder** Students will: • Notice and wonder about Colonial Voices. • For Module Task 1, select evidence that supports a thesis and reasons.

Upcoming Events	

4th Grade News and Lessons for the Week of January 5-9

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 3** **Lesson 11-16**	Lesson 14 Session 1 **Explore/** TSW **Explore** the idea that thinking of division as equal sharing can help you divide greater numbers. **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with	Lesson 14 Session 2 **Develop** TSW **Develop** strategies for dividing a three-digit number by a one-digit number and interpreting the remainder. **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with	Lesson 14 Session 3 **Develop** TSW **Develop** strategies for dividing a three-digit number by a one-digit number and interpreting the remainder **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with	Lesson 14 Session 4 **Refine** **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with	Lesson 14 Session 4 AWARDS **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with four-digits by one-digit

	four-digits by one-digit divisors; quotients should be with and without whole number remainders	four-digits by one-digit divisors; quotients should be with and without whole number remainders	four-digits by one-digit divisors; quotients should be with and without whole number remainders	four-digits by one-digit divisors; quotients should be with and without whole number remainders	divisors; quotients should be with and without whole number remainders
Science	**4-PS3-1** Use evidence to construct an explanation relating the speed of an object to the energy of that object. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy and Speed	**4-PS3-1** Use evidence to construct an explanation relating the speed of an object to the energy of that object. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy and Speed	**4-PS3-1** Use evidence to construct an explanation relating the speed of an object to the energy of that object. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy and Speed	**4-PS3-1** Use evidence to construct an explanation relating the speed of an object to the energy of that object. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy and Speed	**4-PS3-1** Use evidence to construct an explanation relating the speed of an object to the energy of that object. **Bundle 3**- Using Energy Transformations **Scope 5**: Energy and Speed
Literacy **Arts & Letters** **Module 3** **American Revolution**	**Lesson 1: Opening Bookend** Students will: • Share experiences about the American Revolution. • Explore the module topic.	**Lesson 2: Know** Students will: • Build knowledge from the article “Seeds of Revolution” about the events that led to the American Revolution.	**Lesson 3: Wonder** Students will: • Notice and wonder about “Massacre in King Street.” • Notice and wonder about The Boston Massacre.	**Lesson 4: Organize** Students will: • Summarize “Massacre in King Street.” • Describe The Boston Massacre. *Prologue Lesson	**Lesson 5: Reveal** Students will: • Analyze language in “Massacre in King Street.” • Examine the balance and composition of The Boston Massacre. *Prologue Lesson

Upcoming Events	

4th Grade News and Lessons for the Week of December 15-19

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 3** **Lesson 11-16**	Lesson 14 Session 1 & 2 **Explore/Develop** TSW **Explore** the idea that thinking of division as equal sharing can help you divide greater numbers. **Develop** strategies for dividing a three-digit number by a one-digit number. **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between	Lesson 14 Session 3 **Develop** TSW **Develop** strategies for dividing a three-digit number by a one-digit number and interpreting the remainder. **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between	Lesson 14 Session 4 **Refine** TSW **Refine** strategies for dividing three-digit numbers by one-digit numbers. **4.CAR.4** Use strategies based on place value, the properties of operations, and the relationship between	Class Christmas Party Math Spiral review Multiplication and division pixel art	Surge Event Math Spiral review Multiplication and division pixel art

	multiplication and division to divide whole numbers with four-digits by one-digit divisors; quotients should be with and without whole number remainders	multiplication and division to divide whole numbers with four-digits by one-digit divisors; quotients should be with and without whole number remainders	multiplication and division to divide whole numbers with four-digits by one-digit divisors; quotients should be with and without whole number remainders		
Science	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC *ATLAS REVIEW*	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC *ATLAS REVIEW* Revised schedule - Only seeing 1st and 2nd Period	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC *ATLAS REVIEW* Revised schedule - Only seeing 3rd and 4th Period	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC *ATLAS REVIEW* Revised schedule - Only seeing 1st and 2nd Period	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC *ATLAS REVIEW* Revised schedule - Only seeing 3rd and 4th Period

Literacy **Arts & Letters** **Module 2 myths**	RCA 2- Show what you know Grow What you know Fluency	Hugo Movie- Listening activity/compare and contrast/ closing Bookend	Hugo Movie- Listening activity/compare and contrast/ closing Bookend	Go over RCA/Finish End of Module Task	Record Narrative/ peer feedback/ Share with the class
Upcoming Events					

4th Grade News and Lessons for the Week of December 8-12

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 3** **Lesson 11-16**	Lesson 13 Session 2 Develope TSW **Develop** strategies for converting larger units of weight and mass to smaller units.	ATLAS Lesson 13 Session 3 Develop TSW **Develop** strategies for converting larger units of liquid volume to smaller units in the	ATLAS Cont Lesson 13 Session 3 Develop TSW **Develop** strategies for converting larger units of liquid volume to smaller units in the	ATLAS Lesson 13 Session 4 Refine TSW **Refine** strategies for solving word problems that involve converting from	ATLAS Cont Lesson 13 Session 4 Refine TSW **Refine** strategies for solving word problems that involve converting from

	Recognize that larger units can be converted to smaller units by multiplying the number of larger units by the number of smaller units in one larger unit. **4.GM.8** Convert measurements of length, weight/mass, and liquid volume within the same system of measurement, metric and customary, expressing measurements from a larger unit in terms of a smaller unit.	metric and customary systems of measurement. **Recognize** that it takes more of a smaller unit than a larger unit to represent the same quantity. **4.GM.8** Convert measurements of length, weight/mass, and liquid volume within the same system of measurement, metric and customary, expressing measurements from a larger unit in terms of a smaller unit.	metric and customary systems of measurement. **Recognize** that it takes more of a smaller unit than a larger unit to represent the same quantity. **4.GM.8** Convert measurements of length, weight/mass, and liquid volume within the same system of measurement, metric and customary, expressing measurements from a larger unit in terms of a smaller unit.	larger to smaller units of measurement. **Refine** understanding of how to use the multiplicative relationship between units when converting measurements within the metric and customary systems. **4.GM.8** Convert measurements of length, weight/mass, and liquid volume within the same system of measurement, metric and customary, expressing measurements from a larger unit in terms of a smaller unit	larger to smaller units of measurement. **Refine** understanding of how to use the multiplicative relationship between units when converting measurements within the metric and customary systems. **4.GM.8** Convert measurements of length, weight/mass, and liquid volume within the same system of measurement, metric and customary, expressing measurements from a larger unit in terms of a smaller unit
Science	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC *ATLAS REVIEW*	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes OER/CER/MC *ATLAS REVIEW*

	ATLAS REVIEW	*ATLAS REVIEW* Revised schedule - Only seeing 1st and 2nd Period	*ATLAS REVIEW* Revised schedule - Only seeing 3rd and 4th Period	Revised schedule - Only seeing 1st and 2nd Period	Revised schedule - Only seeing 3rd and 4th Period
Literacy **Arts & Letters** **Module 2 myths**	**<u>Lesson 31: Organize</u>** Students will: Describe the events in part 2, chapters 11–12 of The Invention of Hugo Cabret. • For the End-of-Module Task, plan the climax and resolution of a narrative.	**<u>Lesson 32: Reveal</u>** Students will: • Examine how a mythological reference helps deepen understanding of a character's experiences in The Invention of Hugo Cabret. • For the End-of-Module	**<u>Lesson 33: Distill</u>** Students will: • Determine how a character in *The Invention of Hugo Cabret* experiences freedom. • Draft a narrative using the Narrative Writing Planner for the End-of-Module Task.	**<u>Lesson 33: Distill</u>** Students will: • Determine how a character in *The Invention of Hugo Cabret* experiences freedom. • Draft a narrative using the Narrative Writing Planner for the End-of-Module Task.	**<u>Lesson 34: Know</u>** Students will: • Describe the dreamlike parts of A Trip to the Moon. • Reflect on knowledge you gained about storytelling from studying The Invention of Hugo Cabret, part 2,
Upcoming Events					

<u>4th Grade News and Lessons for the Week of December 1-5</u>

Mrs. Britt's website:https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday

Math **Unit 3** **Lesson 11-16**	Lesson 12 Session 1 Explore TSW **Explore** the idea that numbers can be broken apart by place value to help you multiply 2 two-digit numbers. **Understand** that the same strategies used to multiply by a one-digit number can be used to multiply 2 two-digit numbers. **4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	Lesson 12 Session 2 Develop TSW **Develop** strategies for multiplying a two-digit number by a two-digit number. **Recognize** that the product of 2 two-digit numbers can be found using partial products no matter how the numbers are broken apart. **4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	Lesson 12 Session 3 Refine TSW **Refine** strategies to model and solve problems involving products of 2 two-digit numbers. **Refine** understanding of the role of place value when multiplying 2 two-digit numbers. **4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	Lesson 12 Lesson 12 Quiz **4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	Lesson 13 Session 1 TSW **Explore** the idea that the relationship between a smaller unit of measurement and a larger unit of measurement can be expressed using multiplication or addition. **Understand** that you can use multiplication to convert from larger units to smaller units. **4.GM.8** Convert measurements of length, weight/mass, and liquid volume within the same system of measurement, metric and customary, expressing measurements from a larger unit in terms of a smaller unit.

Science	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources OER/CER/MC	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes Stemscopespedia	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes Close Reading: Earthquake Proof Buildings	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes Natural Hazards Virtual Field Trip Google Classroom Assignment	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Bundle 2**- Changes over time to Earth's surface and resources **Scope 5**: Natural Processes Natural Hazards Virtual Field Trip Google Classroom Assignment
Literacy **Arts & Letters** **Module 2 myths**	**Lesson 23: Organize** Students will: • Summarize part 2, chapters 1–2 of The Invention of Hugo Cabret. • For Module Task 2, use descriptive language to strengthen a narrative. *Prologue Lesson	**Lesson 21: Reading Comprehensive Assessment 1** Students will: • Demonstrate knowledge of myths and stories and apply reading comprehension skills to a new text related to myths.	**Lesson 22: Responsive Teaching** Students will: • Analyze relevant questions on Reading Comprehension Assessment 1.	**Lesson 24: Organize** Students will: • Identify similarities and differences between texts. • For Module Task 2, use and order adjectives appropriately. *Prologue Lesson	**Lesson 25: Reveal** Students will: • Examine writers' craft in Hugo: The Shooting Script and The Invention of Hugo Cabret. • Explain how writers use punctuation for effect.
Upcoming Events					

4th Grade News and Lessons for the Week of November 17-21

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Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 3** **Lesson 11-16**	Lesson 11 Session 3 Develop TSW **Develop** Develop strategies for multiplying a four-digit number by a one-digit number. **Recognize** that you can find the product of a four-digit number and a one-digit number by using place value and partial products.	Lesson 11 Session 4 Refine TSW **Refine** strategies for multiplying three- or four-digit numbers by one-digit numbers. **Refine** understanding that a multi-digit whole number can be broken apart by place value to multiply it by a one-digit number.	Lesson 11 Review	Lesson 11 Lesson 11 Quiz	Multi-digit multiplication Gingerbread stations
	4.CAR.3 Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	**4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	**4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	**4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	**4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.

Science	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources Stemscopespedia	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources Stemscopespedia	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources
Literacy **Arts & Letters** **Module 2 myths**	**Lesson 15: Reveal** Students will: • Examine the figurative language that is used to describe a character in *The Invention of Hugo Cabret*. • For module 1 task, revise a narrative.	**Lesson 16: Organize** Students will: • Explain what is happening in chapter 9 of the *Invention of Hugo Cabret*. • For module 1 task, share a narrative	**Lesson 17: Organize** Students will: • Summarize what happens in chapter 12 of The Invention of Hugo Cabret. • Identify the purpose of dialogue in a story. *Prologue Lesson	**Lesson 18: Reveal** Students will: • Analyze how the author creates suspense in The Invention of Hugo Cabret. • For Module Task 2, revise a narrative to include dialogue.	**Lesson 19: Distill** Students will: • Determine an important lesson from part 1 of *The Invention of Hugo Cabret.* • For Module Task 2, use dialogue to show how characters interact and respond to situations. *Prologue Lesson
Upcoming Events	Penny War				

4th Grade News and Lessons for the Week of November 10-14

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 2** **Lesson 6-10** **Starting Unit 3** **Wednesday**	Unit 2 Review TSW complete a study guide over L1-L5	Unit 2 Test TSW complete a unit test over L1-L5	Prerequisite on iReady Multiplication Fluency	Lesson 11 Session 1 Explore TSW **Explore** the idea that breaking apart a factor can help you multiply. **Understand** that you can break apart a number by place value to multiply it by a one-digit number.	Lesson 11 Session 2 Develop TSW **Develop** strategies for multiplying a three-digit number by a one-digit number. **Recognize** that you can multiply the value of each digit in a three-digit number by a one-digit number and then add the partial products.
	4.CAR.1 **4.CAR.2** **4.CAR.7** **4.CAR.8**	**4.CAR.1** **4.CAR.2** **4.CAR.7** **4.CAR.8**	**4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	**4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	**4.CAR.3** Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.

Science	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources Stemscopespedia	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources Stemscopespedia	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 4**: Renewable and Nonrenewable Resources
Literacy **Arts & Letters** **Module 2 myths**	Reading and answering questions about Myths	Reading and answering questions about Myths	**Lesson 12: Organize** Students will: • Summarize chapter 5 of The Invention of Hugo Cabret. • For Module Task 1, plan the events of a narrative.	**Lesson 13: Organize** Students will: • Describe how a character reacts to events in The Invention of Hugo Cabret. • For Module Task 1, draft a narrative.	**Lesson 14: Organize** Students will: • Explain what is happening in chapter 8 of The Invention of Hugo Cabret. • For Module Task 1, draft a narrative. *Prologue Lesson
Upcoming Events	Penny War				

4th Grade News and Lessons for the Week of November 3-7

Mrs. Britt's website:https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 2** **Lesson 6-10**	Lesson 10 Session 1 Explore TSW Explore the idea that a two-step word problem can be modeled and solved in different ways. **4.CAR.8** Solve multi-step, real-world problems posed with whole numbers and having whole-number answers, using addition, subtraction, multiplication, and division; include problems in which remainders must be interpreted and represent these problems using equations with symbols standing for the unknown quantity.	Lesson 10 Session 2 Develop TSW Develop strategies for writing and solving equations to represent multi-step word problems. **4.CAR.8** Solve multi-step, real-world problems posed with whole numbers and having whole-number answers, using addition, subtraction, multiplication, and division; include problems in which remainders must be interpreted and represent these problems using equations with symbols standing for the unknown quantity.	Lesson 10 Session 3 Develop TSW Develop strategies for writing and solving an equation to represent a multi-step problem. **4.CAR.8** Solve multi-step, real-world problems posed with whole numbers and having whole-number answers, using addition, subtraction, multiplication, and division; include problems in which remainders must be interpreted and represent these problems using equations with symbols standing for the unknown quantity.	Lesson 10 Session 4 Refine TSW Refine strategies to model and solve multi-step word problems involving addition, subtraction, multiplication, and division of whole numbers. **4.CAR.8** Solve multi-step, real-world problems posed with whole numbers and having whole-number answers, using addition, subtraction, multiplication, and division; include problems in which remainders must be interpreted and represent these problems using equations with symbols standing for the unknown quantity.	Lesson 10 Lesson 10 Quiz **4.CAR.8** Solve multi-step, real-world problems posed with whole numbers and having whole-number answers, using addition, subtraction, multiplication, and division; include problems in which remainders must be interpreted and represent these problems using equations with symbols standing for the unknown quantity.

Science	11/3/25 4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Plate Tectonics National Geographic Kids: Volcanos	11/4/25 4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Plate Tectonics National Geographic Kids: Volcanos	**11/5/25** **4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 3**: Plate Tectonics Stemscopes Passage Reading Maps	**11/6/25** **4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 3**: Plate Tectonics Finish Stemscopes Reading Maps	**11/7/25** **4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 3**: Plate Tectonics Claim, Evidence, Reasoning Open Ended Response Multiplic Choice
Literacy **Arts & Letters** **Module 2 myths**	**<u>Lesson 7: Know</u>** Students will: • Reflect on the knowledge gained from studying Gifts from the Gods and "The Myth of Prometheus." • Describe the knowledge gained from studying Winged Victory.	**<u>Lesson 8: Wonder</u>** Student will: • Notice and wonder about The Invention of Hugo Cabret. • Analyze the narrative structure of the Writing Model for Module 2. *Prologue Lesson	**<u>Lesson 9: Organize</u>** Students will: • Organize story elements in The Invention of Hugo Cabret. • Establish an understanding of the words nemesis and victory to understand the prompt for Module Task 1. *Prologue Lesson	**<u>Lesson 10: Organize</u>** Students will: • Describe what is happening in *The Invention of Hugo Cabret*. • Plan how a nemesis contributes to a problem.	**<u>Lesson 11: Reveal</u>** Students will: • Analyze how a character responds to the notebook in *The Invention of Hugo Cabret* to deepen understanding of the character. *Prologue Lesson

Upcoming Events	Penny War

4th Grade News and Lessons for the Week of October 27-31

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 2** **Lesson 6-10**	Lesson 9 Session 1 & 2 Explore/Develop TSW explore the idea that a rule that describes a number pattern can be used to extend the pattern. **4.CAR.11** Generate a number or shape pattern that follows a given rule, identifying apparent features of the pattern that are not explicit in the rule itself.	Lesson 9 Session 3 Develop TSW Develop strategies for generating and analyzing shape patterns that follow a given rule **4.CAR.11** Generate a number or shape pattern that follows a given rule, identifying apparent features of the pattern that are not explicit in the rule itself.	Lesson 9 Session 4 Refine TSW Refine understanding that rules can describe patterns and that a pattern may have features not apparent in the rule. **4.CAR.11** Generate a number or shape pattern that follows a given rule, identifying apparent features of the pattern that are not explicit in the rule itself.	Lesson 9 Quiz **4.CAR.11** Generate a number or shape pattern that follows a given rule, identifying apparent features of the pattern that are not explicit in the rule itself.	ROCK YOUR SCHOOL DAY

Science	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Claim Evidence Reasoning	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Open Ended Response Questions	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 3**: Plate Tectonics Stemscopes Passage	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 3**: Plate Tectonics Finish Stemscopes	ROCK YOUR SCHOOL DAY
Literacy **Arts & Letters** **Module 2 myths**	**Lesson 3: Organize** Students will: • Identify elements of a myth in Gifts from the Gods. • Notice and wonder about Winged Victory. *Prologue Lesson	**Lesson 4: Organize** Students will: • Summarize the elements of a myth from Gifts from the Gods. • Describe Winged Victory. *Prologue Lesson	**Lesson 5: Reveal** Students will: • Explain how the etymology of a word helps readers better understand new texts. • Examine the use of lines in Winged Victory.	**Lesson 6: Reveal and Distill** Students will: • Analyze evidence in Gifts from the Gods. • Conclude what Winged Victory communicates about victory. *Prologue Lesson	Rock Your School Fun day of learning activities to close out our last module and introduce our new module!
Upcoming Events	Wear Pink October 28th- Tuesday Wear Red October 29th- Wednesday Rock Your School - October 31				

4th Grade News and Lessons for the Week of October 21-24

Mrs. Britt's website:https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 2** **Lesson 6-10**	No School	Lesson 8 Session 4 Develop TSW Use multiples and factors to solve problems **4.CAR.1** Find the factor pairs for a given number in the range of 1-100, identifying whether a number is prime or composite; determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.	Lesson 8 Session 5 Refine TSW Refine strategies for solving problems involving multiples, factors, factor pairs, and prime and composite numbers. **4.CAR.1** Find the factor pairs for a given number in the range of 1-100, identifying whether a number is prime or composite; determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.	Lesson 8 Quiz	Lesson 9 Session 1 Explore TSW Explore the idea that a rule that describes a number pattern can be used to extend the pattern. **4.CAR.11** Generate a number or shape pattern that follows a given rule, identifying apparent features of the pattern that are not explicit in the rule itself.

Science	NO SCHOOL	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Research Project *Put completed papers into notebooks	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Presentations/Mulitple Choice Assessment	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Presentations/Open Ended Questions	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Presentations/Claim Evidence Reasoning
Literacy **Arts & Letters** **Module 1** **A great heart**	**No school**	**<u>Lesson 36 (Know)</u>** Students will: • Synthesize knowledge about what having a great heart means. • For the End-of-Module Task, write a thesis that responds to the prompt.	**<u>Lesson 37(Know)</u>** Students will: • For the End-of-Module Task, use elaboration to develop evidence that supports the points in the thesis. • Begin writing an informative essay in response to the End-of-Module Task.	**<u>Lesson 38 (Know)</u>** Students will: • For the End-of-Module Task, write a draft of an informative essay in response to the prompt. • Provide feedback to a peer on a draft of the End-of-Module Task essay.	**<u>Lesson 39 (Know)</u>** Students will: • For the End-of-Module Task, write an informative essay.
Upcoming Events	Picture Day October 24th!				

4th Grade News and Lessons for the Week of October 13th-16th

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 2** **Lesson 6-10**	Lesson 8 Session 1 Explore TSW Find multiples or factor pairs of a number. **4.CAR.1** Find the factor pairs for a given number in the range of 1-100, identifying whether a number is prime or composite; determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.	Lesson 8 Session 2 Develop TSW Use multiples and factors to solve problems **4.CAR.1** Find the factor pairs for a given number in the range of 1-100, identifying whether a number is prime or composite; determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.	Lesson 8 Session 3 Develop TSW Develop strategies for finding all factor pairs of a whole number. **4.CAR.1** Find the factor pairs for a given number in the range of 1-100, identifying whether a number is prime or composite; determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.	Parent teacher conferences 230-830	No School

Science	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Finish Stemscopes Weathering Video with Questions	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Grand Canyon video with questions	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Research Project *Put completed papers into notebooks	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land Research Project *Put completed papers into notebooks	NO SCHOOL
Literacy **Arts & Letters** **Module 1** **A great heart**	**Lesson 32 (Distill)** Students will: •Determine a theme from Love That Dog. • For the End-of-Module Task, collect evidence to support the literal meaning of having a great heart. *Prologue Lesson	**Lesson 33 (Know)** Students will: •Reflect on the knowledge gained from Love That Dog. • For the End-of-Module Task, collect evidence to support the figurative meaning of having a great heart.	**Lesson 34 (Reading Comp. Assessment #2)** Students will: •Demonstrate knowledge of what having a great heart means and apply reading comprehension skills to a new text related to the heart. • For the End-of-Module Task, collect evidence to support the figurative	**Lesson 35 (Responsive Teaching)** Students will: • Analyze relevant questions on Reading Comprehension Assessment 2.	NO SCHOOL

			meaning of having a great heart.		
Upcoming Events	Book Fair Oct. 9-16 Parent/Teacher Conferences October 16th 230-830 No school Oct. 17-20th				

4th Grade News and Lessons for the Week of October 6-10th

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 2** **Lesson 6-10**	Lesson 7 Session 1 & 2 Explore/Develop TSW **Explore** the idea that multiplicative comparisons in word problems can be interpreted using models and drawings & develop strategies **4.CAR.7** Solve real-world problems involving multiplicative comparison, using drawings and/or equations with a symbol for the unknown number, and distinguish between multiplicative comparison and additive comparison.	Lesson 7 Session 3 Develop TSW **Develop** strategies for solving multiplicative comparison word problems in which one of the factors is unknown . **4.CAR.7** Solve real-world problems involving multiplicative comparison, using drawings and/or equations with a symbol for the unknown number, and distinguish between multiplicative comparison and additive comparison.	Lesson 7 Session 4 REFINE TSW •**Refine** strategies for solving word problems involving multiplicative comparisons. **4.CAR.7** Solve real-world problems involving multiplicative comparison, using drawings and/or equations with a symbol for the unknown number, and distinguish between multiplicative comparison and additive comparison.	FIELD TRIP	Lesson 7 Quiz 7 **4.CAR.7** Solve real-world problems involving multiplicative comparison, using drawings and/or equations with a symbol for the unknown number, and distinguish between multiplicative comparison and additive comparison.

Science	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 1**: Rock Layers CER and Multiple Choice Assessment	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 1**: Rock Layers Open Ended Response Question Make-ups for absent students and finish all assessments	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land PowerPoint on Rock Layers Quick and Slow Changes to Earth Earthquakes, Volcanos, Weathering, Erosion, Deposition	FIELD TRIP	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 2**: Changing Land STEMSCOPES Passage
Literacy **Arts & Letters** **Module 1** **A great heart**	**Lesson 28 (Organize)** Students will: • Summarize what is happening in Love That Dog. • For Module Task 3, draft a concluding paragraph for an informative essay. *Prologue Lesson	**Lesson 29 (Reveal)** Students will: • Analyze the effect of first-person point of view in Love That Dog. • For Module Task 3, revise an informative essay. *Prologue Lesson	**Lesson 30 (Organize)** Students will: •Identify what is happening in Love That Dog. • Use a published poem as a model to write an original poem	4th grade-- Field Trip to Parkin State park	**Lesson 31 (Reveal)** Students will: •Analyze a character's inspiration in Love That Dog. • Perform a fluent reading of a poem. *Prologue Lesson

Upcoming Events	Book Fair Oct. 9-16 4th Grade Field Trip- Oct. 9 Parkin Archeological State Park Parent/Teacher Conferences October 16th 230-830

4th Grade News and Lessons for the Week of September 29-Oct 3

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math **Unit 1** 4.NPV.2, 4.NPV.3, 4.NPV.4, 4.CAR.2 **Starting Unit 2**	End of Unit review TSW complete a study guide over L1-L5	End of Unit Test	.End of Unit Test	Lesson 6 Session 1 & 2 Explore & Develop TSW **4.CAR.7** Solve real-world problems involving multiplicative	Lesson 6 Session 3 Develop TSW **4.CAR.7** Solve real-world problems involving multiplicative

on Wednesday				comparison, using drawings and/or equations with a symbol for the unknown number, and distinguish between multiplicative comparison and additive comparison.	comparison, using drawings and/or equations with a symbol for the unknown number, and distinguish between multiplicative comparison and additive comparison.
Science	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 1**: Rock Layers STEMSCOPES- Day 1 with Linking Literacy	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 1**: Rock Layers STEMSCOPES- Day 1 with Linking Literacy	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 1**: Rock Layers Video with Notes PowerPoint on Rock Layers Quick and Slow Changes to Earth Earthquakes, Volcanos, Weathering, Erosion, Deposition	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 1**: Rock Layers	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **Bundle 2**- Changes over time to Earth's surface and resources **Scope 1**: Rock Layers

	Internal and External Structures CFA				
Literacy **Arts & Letters** **Module 1** **A great heart**	**<u>Lesson 26 (Wonder)</u>** Students will: •Notice and wonder about Love That Dog. • For Module Task 3, use elaboration to develop each piece of evidence	**<u>Lesson 27 (Organize)</u>** Students will: • Identify what is happening in Love That Dog. • For Module Task 3, draft proof paragraph 1 and proof paragraph 2, using the thesis as a guide. *Prologue Lesson	**<u>Lesson 28 (Organize)</u>** Students will: • Summarize what is happening in Love That Dog. • For Module Task 3, draft a concluding paragraph for an informative essay. *Prologue Lesson	**<u>Lesson 29 (Reveal)</u>** Students will: • Analyze the effect of first-person point of view in Love That Dog. • For Module Task 3, revise an informative essay. *Prologue Lesson	**<u>Lesson 30 (Organize)</u>** Students will: •Identify what is happening in Love That Dog. • Use a published poem as a model to write an original poem
Upcoming Events	4th grade *boys* basketball tryouts- Sunday, Oct. 5 @3:00- **Parker Park** Book Fair Oct. 9-16 4th Grade Field Trip- Oct. 9 Parkin Archeological State Park Parent/Teacher Conferences October 16th 2-8 approximately				

4th Grade News and Lessons for the Week of September 22-26

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math Unit 1	Lesson 5 Session 2 Develop Subtracting whole numbers TSW develop strategies for subtracting numbers with more than three digits. **4.CAR.2** Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.	Lesson 5 Session 3 Develop Subtracting whole numbers TSW develop strategies for subtracting numbers with more than three digits. **4.CAR.2** Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.	Lesson 5 Session 4 Refine Subtracting whole numbers TSW develop strategies for subtracting numbers with more than three digits. **4.CAR.2** Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.	Quiz 5 Lesson 5 Subtraction with multi digit numbers	End of Unit review TSW complete a study guide over L1-L5

Science	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors Study Guide	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors Study Guide/Kahoot to study in Class	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors CER, Open Ended Questions, Multiple Choice Questions on Stemscopes	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors CER, Open Ended Questions, Multiple Choice Questions on Stemscopes	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors Finish CER, Open Ended Questions, Multiple Choice Questions on Stemscopes EPIC Books on next topic for students that have finished CER- ROCK Patterns
Literacy Arts & Letters **Module 1** A great heart	**Lesson 22 (Wonder)** Students will: • Notice and wonder about "The Legacy of Walter Dean Myers." • Use relative pronouns to express ideas clearly.	**Lesson 23 (Organize)** Students will: • Summarize "The Legacy of Walter Dean Myers." • Use relative adverbs to express ideas clearly. *Prologue Lesson	**Lesson 24 (Reveal)** Students will: • Analyze the concept of legacy, using examples from "The Legacy of Walter Dean Myers." • Clarify the precise meaning of greathearted	**Lesson 25 (Know)** Students will: • Reflect on knowledge gained from "The Legacy of Walter Dean Myers." • For Module Task 3, collect evidence about how Walter Dean Myers was greathearted. *Prologue Lesson	**Lesson 26 (Wonder)** Students will: •Notice and wonder about Love That Dog. • For Module Task 3, use elaboration to develop each piece of evidence

Upcoming Events	Cookie dough fundraiser due Monday, Sept. 29th 4th grade *boys* basketball tryouts- Sunday, Oct. 5 @3:00- **Parker Park**

4th Grade News and Lessons for the Week of September 15-19

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math Unit 1	TSW use strategies to add multi digit numbers to find "WHO DUN IT" **4.CAR.2** Use computational fluency to add and subtract whole numbers	Lesson 4 Session 3 Develop Using strategies to add TSW develop strategies for adding numbers with more than three digits. **4.CAR.2** Use computational fluency to add and subtract whole numbers	Lesson 4 Session 4 Refine Using strategies to add TSW develop strategies for adding numbers with more than three digits. **4.CAR.2** Use computational fluency to add and subtract whole numbers	Concept development Lesson 4 quiz	Lesson 5 Session 1 Develop Subtracting whole numbers TSW develop strategies for subtracting numbers with more than three digits. **4.CAR.2**

	up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.	up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.	up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.		Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.
Science	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -Thermoreception Passage	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -What's That Smell	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -Tasting Lab	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -Whickers Passage and Lab	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors Study Guide

Literacy Arts & Letters **Module 1** A great heart	**Lesson 17 (Wonder)** Students will: • Notice and wonder about The Gross Clinic. • For Module Task 2, use the introductory paragraph structure to draft an introductory paragraph about healthy valves. *Prologue Lesson	**Lesson 18 (Organize)** Students will: • Describe The Gross Clinic. • For Module Task 2, use the questions what? and so what? to write a concluding paragraph. *Prologue Lesson	**Lesson 19 (Reveal)** Students will: • Examine the use of light in The Gross Clinic. • For Module Task 2, revise the introductory and concluding paragraphs of an informative essay.	**Lesson 20 (Distill)** Students will: • Determine what The Gross Clinic communicates about Dr. Gross. • Use a drawing to support an informative essay.	**Lesson 21 (Know)** Students will: • Reflect on the knowledge gained from studying The Gross Clinic. • Use an illustrator statement to describe a drawing and explain its support of complex information. *Prologue Lesson
Upcoming Events					

4th Grade News and Lessons for the Week of September 8-12

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday

Math Unit 1	Lesson 3 Session 2 Develop Round multidigit numbers TSW develop strategies five- and six-digit numbers to different places **4.NPV.3** Use place value understanding to round five-digit and six-digit whole numbers to any place.	Lesson 3 Session 3 Refine Round multidigit numbers TSW refine strategies for solving word problems involving rounding multi-digit numbers. **4.NPV.3** Use place value understanding to round five-digit and six-digit whole numbers to any place.	Lesson 3 concept development	Lesson 3 quiz Rounding multidigit numbers Lesson 4 Session 1 Explore Adding whole numbers TSW explore the idea that place value and regrouping can be used to add numbers with more than three digits. **4.CAR.2** Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.	Lesson 4 Session 2 Develop Using strategies to add TSW develop strategies for adding numbers with more than three digits. **4.CAR.2** Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.

Science	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -Thermoreception Passage	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -What's That Smell	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -Tasting Lab	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -Whickers Passage and Lab	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors Study Guide
Literacy Arts & Letters **Module 1** A great heart	**Finish Lesson 12 (Reveal)** Students will: • Examine how illustrations support ideas in The Circulatory Story. • For Module Task 1, collect evidence about why the author uses figurative language. *Prologue Lesson	**Lesson 13 (Distill)** Students will: • Determine a central idea in The Circulatory Story. • Use elaboration to develop evidence in a proof paragraph. *Prologue Lesson	**Lesson 14 (Know)** Students will: • Reflect on knowledge gained from The Circulatory Story. • For Module Task 1, draft proof paragraph 1 and proof paragraph 2, using the thesis as a guide. *Prologue Lesson	**Lesson 15 (Reading Comp. Assessment)** Students will: • Demonstrate knowledge of the heart and apply reading comprehension skills to a new text related to the heart. • For Module Task 1, revise proof paragraph 1 and proof paragraph 2.	**Lesson 16 (Responsive Teaching)** Students will: • Analyze relevant questions on Reading Comprehension Assessment 1.
Upcoming Events					

4th Grade News and Lessons for the Week of September 2-5

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math Unit 1	LABOR DAY	Lesson 2 Session 2 Develop Comparing whole numbers TSW compare multi digit numbers **4.NPV.2** Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms. **4.NPV.4** Compare two five-digit whole numbers and six-digit whole numbers, using symbols (<, =, >) to record the results of comparisons.	Lesson 2 Session 3 Refine Comparing whole numbers TSW compare multi digit numbers **4.NPV.2** Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms. **4.NPV.4** Compare two five-digit whole numbers and six-digit whole numbers, using symbols (<, =, >) to record the results of comparisons.	Quiz 2 Lesson 2 **4.NPV.2** Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms. **4.NPV.4** Compare two five-digit whole numbers and six-digit whole numbers, using symbols (<, =, >) to record the results of comparisons.	Lesson 3 Session 1 Explore Round whole numbers TSW Round whole numbers **4.NPV.3** Use place value understanding to round five-digit and six-digit whole numbers to any place.

Science	**No School**	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Finish Assessments -CER, Open Ended Questions, and Multiple Choice Questions	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -What's That Smell -Stemscopedia	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -Finish Stemscopedia -Vocabulary	**4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Bundle 1: Organism Structures and Behavior Scope: Sense Receptors -Echolocation Passage
Literacy Arts & Letters **Module 1** A great heart	**Labor Day**	**Lesson 9 (Reveal)** Students will: • Analyze the use of similes and metaphors in The Circulatory Story. • Analyze the structure of the Painted Essay®. *Prologue Lesson	**Lesson 10 (Organize)** Students will: • Describe the function of blood vessels by using information from The Circulatory Story. • Analyze proof paragraphs in the Writing Model for Module 1.	**Lesson 11 (Reveal)** Students will: • Examine how illustrations are used to explain information in *The Circulatory Story*. • Use transition words or phrases in informative writing.	**Lesson 12 (Reveal)** Students will: • Examine how illustrations support ideas in The Circulatory Story. • For Module Task 1, collect evidence about why the author uses figurative language. *Prologue Lesson
Upcoming Events	NO SCHOOL MONDAY, SEPTEMBER 1ST SNACK SHACK FRIDAY, SEPTEMBER 5TH!				

4th Grade News and Lessons for the Week of August 25-29

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math Unit 1	Cont L1 S3 Concept development **4.NPV.1** Recognize that a digit in a given place represents ten times what it represents in the place to its right. **4.NPV.2** Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms	Concept development Quiz 1 Lesson 1 Place value **4.NPV.1** Recognize that a digit in a given place represents ten times what it represents in the place to its right. **4.NPV.2** Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms	iReady Math diagnostic	cont iReady Math diagnostic	Lesson 2 Session 1 Explore Comparing whole numbers TSW compare multi digit numbers **4.NPV.2** Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms. **4.NPV.4** Compare two five-digit whole numbers and six-digit whole numbers, using symbols (<, =, >) to record the results of comparisons.

Science	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Explore Activity -Adaptation Match Jigsaw -CER	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Finish CER	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Reading Passage -Fill in Study Guide	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Review	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Assessment
Literacy Arts & Letters **Module 1** A great heart	**Lesson 5 (Distill)** Students will: • Read “Heart to Heart” fluently at an appropriate rate. • Conclude what Mother and Child communicates about motherhood. *Prologue Lesson	**Lesson 6 (Know)** Students will: • Read “Heart to Heart” with fluency. • Reflect on knowledge gained from studying Mother and Child.	**Lesson 7 (Wonder)** Students will: • Notice and wonder about The Circulatory Story. • Determine the meaning of an unknown term.	**Lesson 8 (Organize** Students will: • Describe the human heart by using information from The Circulatory Story. • Analyze a writing model to examine its structure. *Prologue Lesson	**Lesson 9 (Reveal)** Students will: • Analyze the use of similes and metaphors in The Circulatory Story. • Analyze the structure of the Painted Essay®. *Prologue Lesson
Upcoming Events	NO SCHOOL MONDAY, SEPTEMBER 1ST				

4th Grade News and Lessons for the Week of August 18-22

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math Unit 1	Lesson 1 Session 1 Explore Place Value TSW Understand how the value of a digit is related to its place in a number and read and write multi-digit numbers in different forms. **4.NPV.1** Recognize that a digit in a given place represents ten times what it represents in the place to its right. **4.NPV.2** Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms.	Lesson 1 Session 2 Develop Understanding of Place Value TSW Understand how the value of a digit is related to its place in a number and read and write multi-digit numbers in different forms. **4.NPV.1** Recognize that a digit in a given place represents ten times what it represents in the place to its right. **4.NPV.2** Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms.	Continue Lesson 1 Session 2 Understanding place value Start Lesson 1 Session 3 Ideas about place value (If time allows)	Lesson 1 Session 3 Refine Ideas about Place Value TSW Understand how the value of a digit is related to its place in a number and read and write multi-digit numbers in different forms. Quiz 1 **4.NPV.1** Recognize that a digit in a given place represents ten times what it represents in the place to its right. **4.NPV.2** Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms	Concept development Quiz 1 Lesson 1 Place value

Science	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Close read of Stemscopedia -Vocabulary -Driving Question for the week: What plant or animal part would you want to have?	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Engage -Plant and Animal Parts group activity	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Explore -Plant Guts Activity	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Explore -Student CER	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Explore -Adaptation Matchup with Partners
Literacy Arts & Letters **Module 1** A great heart	**Lesson 1 (Opening Bookend)** Students will: • Share experiences about a great heart. • Explore the module topic.	**Lesson 2 (Wonder)** Students will: • Read “Heart to Heart” with accuracy. • Notice and wonder about a work of art.	**Iready reading diagnostic**	**Lesson 3 (Organize)** Students will: • Read “Heart to Heart” with appropriate phrasing. • Describe Mother and Child. *Prologue Lesson	**Lesson 4 (Reveal)** Students will: • Read “Heart to Heart” with expression. • Examine negative space in Mother and Child. *Prologue Lesson
Upcoming Events					

4th Grade News and Lessons for the Week of August 13-15

Mrs. Britt's website: https://sites.google.com/jonesboroschools.net/brittmathscience/home

4th Grade website: https://hwesgrade4.weebly.com/

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	No School	No school	1st day procedures SURGE *Social Contract *Google Classroom *iPad set up *Rules/procedures/ expectations	Lesson 0 Session 1 & 2 Rounding to the nearest hundred TSW round 3 digit numbers to the nearest hundred and explain reasoning	Lesson 0 Session 3 & 4 Using place value strategies to add and subtract Break apart numbers and use place value models to add and subtract 3 digit numbers

Science			Procedures 1st Day of School activities	**Set up Science Notebooks**	**Finish setting up Science Notebooks** **Google Classroom** **4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Bundle 1: Organism Structures and Behavior Scope: Plant and Animal Parts -Close read of Stemscopedia -Vocabulary -Driving Question for the week: What plant or animal part would you want to have? **Create Social contracts**
Literacy **Arts & Letters** **Module 1** **A great heart**	No School	No School	1st Day Procedures Back to school activities	Back to School activities Get familiar with 4th grade literacy routines	Create social contract Assign ipads Back to school activities
Upcoming Events					

Lesson 2
Session 2

Develop
Comparing Multi digit numbers

TSW compare multi digit numbers

4.NPV.2

Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms.

4.NPV.4

Compare two five-digit whole numbers and six-digit whole numbers, using symbols (<, =, >) to record the results of comparisons.