

Dec.2-Dec 6 Lesson Plans

Standards	Monday	Tuesday	Wednesday	Thursday	Friday
	7:40-8:35 Word Study <ul style="list-style-type: none"> • Lesson 4.17 	7:40-8:35 Word Study <ul style="list-style-type: none"> • Lesson 4.18 	7:40-8:35 Word Study <ul style="list-style-type: none"> • Lesson 4.18 	7:40-8:35 Small group	7:40-8:35 Small group
	8:35-8:55 Morning Math Buzz/	8:35-8:55 Morning Math Buzz/	8:35-8:55 Morning Math Buzz/	8:35-8:55 Morning Math Buzz/	8:35-8:55 Morning Math Buzz/
Prep 8:55-9:40					

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.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, $\frac{1}{2}$, 1).

**9:45-10:30
Essential Learning
Math**

- Equivalent fractions on the number line
- unit 2 lesson 8
- Cool down
- IXL's

**9:45-10:30
Essential Learning
Math**

- Explain Equivalence
- Unit 2 lesson 9
- Cool down
- IXL's

**9:45-10:15
Essential Learning
Math**

- Use Multiples to find Equivalent Fractions
- Unit 2 lesson 10

**9:45-10:15
Essential Learning
Math**

- Use factors to find equivalent fractions
- Unit 2 lesson 11

**9:45-10:15
Essential Learning
Math**

- Check point B quiz
- Fraction equivalence and comparison

- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2, 4-PS3-3)
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.

10:30-10:55
Science

- Lesson 2.2
- Group activity

10:30-10:45
Science

- Lesson 2.3
 - Group activity

10:30-10:45
Science

- Lesson 2.3 cont.
- Group activity

10:30-10:45
Science

- Lesson 2.4
- worksheet

10:30-10:45
Science

- Lesson 2.4 cont

(4-PS3-2, 4-PS3-4)					
	<p>10:45-11:00 IXL/RTI Groups/Centers</p> <p>Students will work on IXL's/unfinished work</p>	<p>10:45-11:00 IXL/RTI Groups/Centers</p> <p>Students will work on IXL's/unfinished work</p>	<p>10:45-11:00 IXL/RTI Groups/Centers</p> <p>Students will work on IXL's/unfinished work</p>	<p>10:45-11:00 IXL/RTI Groups/Centers</p> <p>Students will work on IXL's/unfinished work</p>	<p>10:45-11:00 Fun Friday</p> <p>RTI/Small group</p>
Lunch 11:05-11:35					
Recess 11:35-11:55					
	<p>11:55-12:05</p> <p>Bathroom/Drinks Agenda/Reading</p>	<p>11:55-12:05</p> <p>Bathroom/Drinks Agenda/Reading</p>	<p>• 11:55-12:05</p> <p>Bathroom/Drinks Agenda/Reading</p>	<p>11:55-12:05</p> <p>Bathroom/Drinks Agenda/Reading</p>	<p>11:55-12:05</p> <p>Bathroom/Drin ks Agenda/Reading</p>

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.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, $\frac{1}{2}$, 1).

**12:05-12:45
Essential Learning
Math**

- Equivalent fractions on the number line
- unit 2 lesson 8
- Cool down
- IXL's

**12:05-12:45
Essential Learning
Math**

- Explain Equivalence
- Unit 2 lesson 9
- Cool down
- IXL's

**12:05-12:45
Essential Learning
Math**

- Use Multiples to find Equivalent Fractions
- Unit 2 lesson 10

**12:05-12:45
Essential Learning
Math**

- Use factors to find equivalent fractions
- Unit 2 lesson 11

**12:05-12:45
Essential Learning
Math**

- Ways to compare fractions
- Unit 2 lesson 12
- Check point B quiz
- Fraction equivalence and comparison

- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2, 4-PS3-3)
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2, 4-PS3-4)

12:45-1:10
Science

- Lesson 2.2
- Group activity

12:45-1:10
Science

- Lesson 2.3

12:45-1:10
Science

- Lesson 2.3 cont
- Workbook activity

12:45-1:10
Science

- Lesson 2.4
- Work Sheet

12:45-1:05
Science

- Lesson 2.5
- Work sheet

	1:10-1:50 IXL/Centers/ Small Group	1:10-1:50 IXL/Centers/ Small Group	1:10-1:50 IXL/Centers/ Small Group	1:10-1:50 IXL/Centers/ Small Group	1:05-1:35 IXL/Centers/ Small Group
Recess 1:50-2:10					
	2:10-2:55 RTI/ Independent work/Small Groups	2:10-2:55 RTI/ Independent work/Small Groups	2:10-2:55 RTI/ Independent work/Small Groups	2:10-2:55 RTI/ Independent work/Small Groups	2:10-2:55 RTI/ Independent work/Small Groups 2:40-2:55 Fun Friday