PBL: **How can we help to rebuild after a disaster?**

**EDP: Ask, Imagine, Plan, Create, Improve**

**5Es:Engage, Explore, Explain, Extend/Elaborate, Evaluate**

Weekly Topics/Activities Overview

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| Week of | All Teachers | Science | Social Studies/Writing | Reading | Math |
| October 16th | Engaging Activity: Students build structures out of cards. Someone blows down the structures....a disaster is created. Visual PowerPoint and discussion will occur to relate this activity to the devastation in Puerto Rico. Guest Speaker: A parent, who is a structural engineer, will be doing a presentation to the class. He will discuss Puerto Rico and struggles that they are and will face during their rebuilding. | **Engaging activity with all teachers:** House of Cards, PowerPoint Visual, Guest Speaker: (engineer)  Michael Smith.  (Price/Storck/Ellis/ Peterkin: Will present the science information (step-by-step), chunking for clarification. If needed, provide one-on-one support.)  **Explore: Brainstorm these questions (whole group)**  (Price/Storck/Ellis/ Peterkin: During discussion, we will explore by asking open-ended questions regarding the House of Cards activity. Will record the responses a brainstorm web.)  **1. What is done first?** (Such as medical needs of people, search and rescue of people, the power grid.)  **2. What do the category levels mean according to wind speed**?  (What is a cat 1-5 hurricane?)  **3. What is a meteorologist?**  **4. How do they predict hurricanes?**  **5. How would you feel, if it was your house in a hurricane?**  **Explain**: In small groups/pairs, students will find answers to their questions. They will write the answers on one poster per group.  (Price/Storck/Ellis/ Peterkin: Will assist small groups with research.)  **Extend/Elaborate:**  Students can research other types of storms, such as tornados, blizzards, etc. How are these related to hurricanes.  Students can research other hurricanes and see how they relate to Hurricane Maria. (Irma, Sandy, Katrina)  **Resources:**  Chromebooks, books, Destiny and Safe searches.  Launchpad: https://clever.com/in/dekalb?skip=1  <https://www.timeanddate.com/weather/puerto-rico/san-juan/historic>  Chromebooks  iPads  Laptops  Books from the library  Books from classroom:   * *The Hurricane Hero* * *Hurricanes* * *Eye Witness: Hurricanes* * *Everything Weather* * *Violent Weather* * *Hurricane Watch* * *Blue Planet Hurricanes*   Readworks.org activities .  What is a Hurricane?  <https://newsela.com/read/lib-nasa-what-is-hurricane/id/22628>  What is a Tornado?  <https://www.readworks.org/article/What-Is-a-Tornado/154a88f2-f422-44df-9f17-0202ac709d28#!articleTab:content/> | **Engaging Activity: House of Cards, PowerPoint Visual-**  Students will create a T-Chart to describe the before and after effects of the Hurricane to Puerto Rico.  **Explore: Using a K-W-L-**students will as a class fill out what they know about disasters, what they want to know and as we progress what the students learned.  Connecting the disaster of Hurricane Maria in Puerto Rico to disasters throughout history  (Price/Storck/Ellis/Peterkin (IEP/developing learners) will provide instructional support in asking open-ended questions:  brainstorming (what is a disaster? what might have caused a disaster?) Are disasters preventable?  **What is a disaster?** Students will frame this question.  **Explain:** Students will answer the question: How did you feel when the leaf blower ruined your house of cards. Teacher will hand out a rubric so students know how this will be graded.  Price/Storck/Ellis/Peterkin (IEP/developing learners)  Will continue to provide instructional support in reviewing cause and effect of disaster situations (step by step). Students will work in pair/share groups to collaborate in answering the HOC question.  **Essential Question: How did Westward Expansion affect all Americans?** (This can include all sub-topics and be connected to our overall question for this unit)  (IEP/developing learners) How did the Westward Expansion, have an impact on Americans?  **Westward Expansion: SS4H3-Explain westward expansion in America.**   1. Describe the causes and events of the "War of 1812" including the burning of the Capitol and the White House and the writing of "The Star-Spangled Banner."   **Essential Question:**  **What Would You Save?**  (IEP/developing learners) If provided with a limited amount of time, what would you try to save**?**  **Engage:**  Show students pictures of the fires burning in CA.  **Explore:**  Have students explore why the War of 1812 began leading up to the British burning the capitol/white house.  Price/Storck/Ellis/Peterkin (IEP/developing learners) will provide instructional support in reviewing the background info of the (cause) War of 1812 (textbook/worksheet). The students will develop an understanding of the (effects) of the war  **Resources:**  Books,  **Internet Sites:**  <http://www.pbs.org/wned/war-of-1812/classroom/elementary/what-would-you-save/>  <http://mrnussbaum.com/war1812/>  Teacher will read the book: Dolly Madison Saves George Washington  Students will be answering the question: Why events led up to the War of 1812? Students will research this topic  **Explain:**  Connecting this to the question: **What would you save in a disaster?**  The major event of the war most remembered is when the British burned the capitol and the White House and how Dolly Madison saved the portrait of G. Washington, silver, important documents.  Price/Storck/Ellis/ Peterkin (IEP/developing learners) will provide instructional support in reviewing/developing an association with (present day vs historical era) retrieving items during a disaster (present day) vs a historical figure retrieving items before the British attacked (historical era) (venn diagram-extension).  **Extend/Elaborate:**  Students will research using **primary documents** reasons for the war and Dolly Madison's letter she wrote describing this event.  Price/Storck/Ellis/Peterkin (IEP/developing learners) will (read-aloud) in reviewing the historical events (chunking the information) (using mentored documents/letters).  **Evaluate: What would you save faced with disaster?**  Have students write a story about what they would save faced with a disaster. Students will be given a rubric so they know how paper will be graded. This can be done either in realistic fiction format, journaling, etc. Teacher will present options using Mentor Texts. | Engaging Activity: House of Cards, Power Point Visual (Before and After)  KWL Chart about Natural Disasters  SETs/para: P**rovide instructional support throughout the writing activity (writing organizers to brainstorm lists of what students know and want to know about natural disasters, ex in the news-earthquakes, hurricanes, and wildfires)**  Also show EdPuzzle – Island of Puerto Rico destroyed. Use together in class as whole group.  T Chart – what did you notice (before and after)- Write a couple paragraphs to compare and contrast  SETs/para: Model think-aloud strategy and **ask/answer questions to gain understanding. Continue working in small groups to complete Venn Diagram or double bubble graphic organizer before writing. After writing, employ C.U.P.S. checklist strategy with highlighters (4 colors) for caps, understanding, punctuation and spelling.**  Vocabulary – week 6 quiz  Vocabulary – Tier II – week 7 – Lionfish (activity each day - Associating Words, Vocabulary in My Life, and Word Relationships) SETs/para: Read-aloud vocabulary words and sentences with context clues and define/explain any unknown references with small groups.  Students who aced the CLOZE reading last Friday will do a Frayer Model on Higher Level Vocabulary each day)  CLOZE reading on Friday – week 8  Explore and Evaluate  Reading Informational Articles through;  Newsela, ReadWorks, EdPuzzle Comprehension and skills 4.RI 1-10  ReadWorks: (Friday) Differentiate reading based on MAP scores  Earth Science: Hurricanes 580 L  Hurricanes: Spinning Storms 410L  SETs/para: As time permits with IEP/developing learners, print off Readworks.org results and conference 1:1 or small groups with students about their answers. Model complete and accurate constructed responses so students can compare their answers.  EdPuzzle: (Thursday)  Hurricanes  Island of Puerto Rico 'destroyed' by Hurricane Maria  NewsEla: (next week???)  Hurricane Maria knocks out power, triggers flooding in Puerto Rico  Are natural disasters worse, or are we just paying more attention?  Explore and Explain:  Guided Reading: Informational Text about Hurricanes and Tornadoes  Severe Storms – Level R  Hurricanes – Level Q  Hurricanes and Tornadoes - Level S  **SETs/para: Review step-by-step reading strategies (chunking the reading material and identify the important reading information) to ensure reading understanding (modify if required).**  Introduce Cornell Note Taking in Groups – Use RR journals to write down notes. Students can use model when using EdPuzzle – All About Hurricanes  SETs/para: Discuss step-by-step how to use Cornell method of notetaking, check for understanding and provide explicit model in small groups.  Extend -  Reading Response Journals will be used to collect data (numbers that they can eventually use for Math) and information (eventually used for writing or science) SETs/para: Model critical thinking about data and assist students in identifying and highlighting, then classifying/sorting important information using graphic organizers.  BrainPop Videos: (Wednesday)  Natural Disasters - students can explore and evaluate (quiz)  Login: oake305  Password: dekalb  SETs/para: Discuss quiz results in small group. Revisit KWL charts to complete the "L": what students have learned about natural disasters.  Mentor Sentence: Focus: Relative Pronouns (that, who, what, which) and Prepositions (noun and Verbs for review) SETs/para: Discuss in small group: re-teach relative pronouns. Provide interactive example to cut and paste in ELA notebook. Step-by-step work the examples provided.  Hurricanes start with an area of low air pressure with winds that move in a circular motion around it. | Students will use data from science and social studies relating to Puerto Rico. Students will look at the number of people who have been impacted on the island of Puerto Rico. Provide more detailed information about the number people who were evacuated, loss homes, number of schools destroyed, etc. Students will compare statistics, use comparison language, and create thoughtful words problems. |
| October 23rd |  | **Continue Hurricane and Tornado study**  **Centers:**  **1) Newslea.com leveled passages for differentiation. These are over hurricanes and tornadoes, Hurricane Maria in Puerto Rico.**  **2) Kahoot Game:**  <https://play.kahoot.it/#/k/3a0f5363-8fc9-4a5d-aaa6-349a475c4565>    **3) Flipchart on the Promethean Board**  **"Severe Weather"**  **4) Comparing/**  **Contrasting tornadoes and hurricanes (Venn Diagram)**  **Evaluate:** <https://www.readworks.org/article/Water-Water-Everywhere!/1f1ab187-6b14-4959-b4d0-41fa248201bc#!articleTab:content/questionsetsSection:871/answerKey:true/>  **Engage**:  <https://www.sciencelearn.org.nz/resources/611-looking-at-water-solid-liquid-or-gas>  Do the activities in the **Engage l**ink to study water, solid liquid, gas.  **Study of The Water Cycle**  **Center Activities with differentiated components:**  **S4E3.**  Obtain, evaluate, and  communicate information  to demonstrate the water cycle.  a. Plan and carry out investigations to observe water as it changes states from solid (ice) to liquid  (water) to gas (water vapor) and changes from gas liquid to solid.  **Explore:** <https://www.youtube.com/watch?v=Pu0uZUKSC-s>    **Explain/Evaluate:**  <http://www.uen.org/Lessonplan/preview.cgi?LPid=11082>    Readworks.org Article <https://www.readworks.org/article/Water-Water-Everywhere!/1f1ab187-6b14-4959-b4d0-41fa248201bc#!articleTab:content/questionsetsSection:871/answerKey:true/>  Present ice, water, and evaporating water from a hotpot in a demonstration.  **Plan:**  Students will create models of a gas, liquid, and solid with cubes. Students will put the cubes in a container.  **Create and Evaluate:**  Students will draw pictures in journals representing solid, liquid, and gas forms of water.  **Ask:** Have you ever gotten out of the shower and tried to look in the mirror to comb your hair and the mirror was all covered with water? You probably rubbed off the water with your hand or a towel so that you could see yourself, but did you ever wonder how it happened?  **Ask**: Have you noticed all your windows with fog, because someone is cooking soup, chili, or something boiling? This happens especially if it is cold outside.  **Discuss** evaporation and condensation.   Have students give examples of the processes of evaporation and condensation that they may have seen (e.g., water boiling, rain puddles shrinking, water vapor from our breath condensing on the windows, looking like clouds of smoke on a cold winter day, etc.).   Discuss how heat is involved in these processes. For example, if you heat water to 100° C (at sea level), it turns into water vapor. As it cools, the molecules slow down and return to a liquid state. Remind students that the sun is the main source of heat that causes these processes to occur.  **Explore:**   1. Have students sit in groups of three or four and take turns completing the steps in the activity. 2. Have one student pour a half-spoonful of vanilla into a small bowl and place it in the center of the group. Instruct the group to lean their heads over the bowl and see if they can smell the vanilla. 3. Have an inquiry session. Ask them how it was possible for them to smell the scent of the liquid vanilla? (The molecules float through the air into our nose.)   Discoveryeducation.com  Students will complete activities on teacher-made board.  **Explain:** Compare how the vanilla evaporates and the molecules travel through the air in the same way that water vapor does.  **Extend/Elaborate:**  PowerPoint interactive activity  <https://view.officeapps.live.com/op/view.aspx?src=https://coast.noaa.gov/data/SEAMedia/Presentations/Powerpoints/Grade%203%20Unit%204%20Lesson%202%20The%20Water%20Cycle.ppt>  **Ask:** What would happen if heat and wind were applied to the vanilla?   The teacher can demonstrate using a hair dryer to provide heat and wind, making the vanilla evaporate quickly.  **Imagine** how this process is like the sun as it creates heat and wind causing water to evaporate.  **Water and Weather**  **Ask:** How is solid, liquid, and gas forms of water related to weather?  **b**. Develop models to illustrate multiple pathways water may take during the water cycle.  **Engage:** <https://www.khanacademy.org/science/biology/ecology/biogeochemical-cycles/v/the-water-cycle>  **Explore:**  **Water Cycle:**  **Guest Presenter:** Watershed model. This model discusses conservation/water pollution.  Video Clips:  [*http://www.enviroscapes.com/models/watershed-nonpoint-source-model.html*](http://www.enviroscapes.com/models/watershed-nonpoint-source-model.html)  [ttps://pmm.nasa.gov/education/water-](http://www.mrsperryman.com/water-cycle.htmlhttps://pmm.nasa.gov/education/water-) | **Need to do last week's plans for Social Studies. (Friday is a field trip)**  **Writing: Students will be handed back their realistic fiction stories that have been rubric. Teacher will conference with each and every student over the next 2 days to ask them whether they are happy with grade or not. If not students will be making a plan based on rubric to fix their story and turn it in again. This along with finishing Declaration of Independence will happen on Monday and Tuesday. Differentiation for students will be occurring. Spec. Ed teachers will be conferencing with their students. SETs/para: Conference with students using character graphic organizer: Ask what details can I include to know more about your character? Model using think-aloud strategy to include thought-shot to understand character motivation (several students have used ONLY dialogue to tell the story).**  **Engage:**  **I will be reading actually FB posts from a former student teacher of mine who owns a B&B in Puerto Rico. This will give a 1st hand account of what is happening there.**  **Explore:**  **Essential Question: What hardships did the Native Americans endure on the "Trail of Tears".** (for a specific topic)  The Cherokee Indians had to rebuild their lives for a different reason that Puerto Ricans had to. SETs/para support: Provide educational support to complete graphic organizer (double bubble map) as we discuss the present in Puerto Rico and contrast the past in the Trail of Tears.  Resources:  Students will research, compare and contrast using information from a variety of sources, I.e., internet, books, news, primary sources from  newspapers back in the time period or even analyzing paintings expressing westward movement.  Internet sites to be used for differentiation will be Front Row which has articles that are grade level specific so it can be used to differentiate different levels of reading.  **Explain:**  **ELAAGSE4W3-Write narratives to develop real/imagined experiences or events using technique, descriptive details, and clear event sequences.**  Activity:  This can be connected to writing through journals. Students can take a side being the Native American or the military who were in charge of moving NA from GA to OK. This can be ongoing as the student's research information and learn more about the topic.  Students will be reading books on these topics in partners to get background information.  Essential Question: How  can different landforms affect the journey westward? Hardships? Disasters?  **Engage:**  Students explore geographical maps noting different hardships on the way west. SETs/para support students in sorting/classifying the landforms affecting the journey westward in notetaking. Scaffold student answers to why these landforms affected the journey.  Debate: For/Against settlements in the west.  (Positive/Negative impacts on Native Americans)  EDP-construct 3-D models of different landforms out west noting the hardships of moving across in covered wagons.  (???students might be able to break up in groups and some build landforms and some build wagons)  This can be directly related to the landforms that were destroyed in Puerto Rico and how are they getting from one part of the island to another when the infrastructure is destroyed. | Continue to work on Reading from above:  <http://kids.nationalgeographic.com/explore/science/hurricane/#hurricane-floyd.jpg>  Reading Response Journals will be used to collect data (numbers that they can eventually use for Math) and information (eventually used for writing or science)  (Monday) Introduction article from MensaForKids.org - article on "The Great Storm of 1900". Box the title, number the paragraphs and read with the students. Students should underline vocabulary words. Discuss thick and thin questions. Students need to write 2 thin and 2 thick questions on the back.  Price/Storck/Ellis/  para support will segment (number the paragraphs) and review the reading passage. Guided Reading-the story will be read-aloud and the teachers will stop to ask/inquire open-ended reading questions related to the passage to clarify understanding. SET's/para will identify and explain the differences of thin and thick questions.  If time – The Name Game. Pull up the website for students to view – higher level thinking questions.  ReadWorks: (Tuesday)  Students will read and listen to the passage The Children of the Storm. Teacher will work with small groups (lowest reading group first) to discuss how to find comprehension answers. Discuss cause and effect, opinion.  Price/Storck/Ellis/  para support will conduct a Guided Reading segment (reading the storm passage). The students will segment (number the paragraphs). The teacher will review the required reading questions (prior to reading passage) to identify the reading elements of the story (how, when, what, and/or). In reviewing the cause and effect, the teachers will provide a t-chart and provide cause examples and the students express the effect and/or providing the effect and providing the actual cause.  BrainPop Videos: (Wednesday)  Hurricane - students can explore, extend and evaluate (quiz)  Login: oake305  Password: dekalb  Students will actively take notes about Hurricanes in their RR Journals. They will listen/watch video several times, take quiz, make a concept map, and explore BrainPOP buttons – FYI, games, Challenge, Primary Sources (print out document – students will view photographs on website etc.)  Price/Storck/Ellis  Para support will support in reviewing and explaining the Brain pop resource. Throughout the brain pop activities, the students will record reading notes in the journal (for reference).  Explore/Evaluate:  Paper Comprehension: (Thursday AND Friday)  Hurricanes: Nature's Wildest Storms, Furious Hurricanes, Wild, Wicked Hurricanes Packet – students will read and answer questions using highlighters to find information. Work with small groups to discuss (ASK) what the main idea and supporting details are within the text.  Price/Storck/Ellis/  para support will implement guided reading- reading the passage aloud, reviewing the reading questions (step by step), and identify the important information (highlight key words/phrases) in relation to the main idea and details  Explore: Book Clubs: Comparing Text – read with groups and discuss how to answer questions - when time permits  Mentor Sentence:  Once winds reach 74 miles per hour, the storm is officially classified as a hurricane.  (complex sentence, declarative, prepositional phrases nouns, verbs, prep.)  Journal info on prepositions and independent/dependent phrases  Price/Storck/Ellis/  Para support will review (step by step) the mentored grammar sentence- dissecting the parts of speech  Vocabulary -  Monday – Quiz week 7 and story for week 8 – The Car With No Driver  Guided Reading- reading aloud the (weekly) reading vocab. Worksheet (stop to identify and highlight the vocab. Words-throughout the reading).  Tuesday – Associating Words – highlight key words (reviewing the worksheet- step by step and referring to the reading vocab. worksheet as a reference).  Wednesday – Frayer model for extraordinary  Wednesday – Vocabulary in My Life Practice  Review the Frayer Model (step by step- whole group/small group) check for understanding  Thursday – STEMS quiz list 7  Friday – CLOZE reading for Week 9 | Students will use resources from science, social studies, and reading to create word problems that are fact based. These questions will be used to create student generated homework assignments and classwork. These questions will be single and multi-step. |
| October 30th |  | **Engage**: Weather Instruments:  <http://teacher.scholastic.com/activities/wwatch/gather_data/>  **S4E4**  . Obtain, evaluate, and communicate information using weather charts/maps and collect weather data to predict weather events and infer weather patterns  .  **S4E4.**  **a.**  Ask questions to explain how weather instruments (thermometer, rain gauge, barometer, wind  vane, and anemometer) are used in gathering weather data and making forecasts.  **b.**  Interpret data a from weather maps to identify fronts (warm, cold, and stationary), temperature,  and precipitation to make an informed prediction about tomorrow's weather.  **d.**  CONSTRUCT an  Explanation based on research to  COMMUNICATE  the differences between  Weather and  climate.  **Essential Questions**  How does the meteorologist  make predictions of  weather patterns?  How can we use weather patterns to help explain the world that we live in?  **Explore:** Use a data sheet and collect data from 5 days before Hurricane Maria, 5 days during and after.  Data sheet  <http://teacher.scholastic.com/activities/wwatch/pdfs/Gather.pdf>  Use a data sheet and collect data for this week:  Oak Grove Weather Station: <https://www.wunderground.com/personal-weather-station/dashboard?ID=KGADECAT11>  **Explore:**  Students will play a water cycle game. They become water and travel around the world.  Students will work together and complete a large drawing of the water cycle. | **Still never touched on War of 1812. I will begin with my Engage activity on 10/30. It's a perfect activity to peak interest and we have a shortened rotation due to Book Character Parade.**  **Engage:** What is a disaster? Is a disaster when Washington D.C. was burned by the British? How would you put out a fire in Aug. (24) of 1814? Students will be taken to the courtyard and given buckets of water to form a bucket brigade.  **Essential Question:**  **What Would You Save?**  (IEP/developing learners) If provided with a limited amount of time, what would you try to save**?**  **Engage: Day 2**-relate to current events happening today.  Show students pictures of the fires burning in CA.  **Explore:**  Have students explore why the War of 1812 began leading up to the British burning the capitol/white house.  Price/Storck/Ellis/Peterkin (IEP/developing learners) will provide instructional support in reviewing the background info of the (cause) War of 1812 (textbook/worksheet). The students will develop an understanding of the (effects) of the war  **Resources:**  Books,  **Internet Sites:**  <http://www.pbs.org/wned/war-of-1812/classroom/elementary/what-would-you-save/>  <http://mrnussbaum.com/war1812/>  Teacher will read the book: Dolly Madison Saves George Washington  Students will be answering the question: Why events led up to the War of 1812? Students will research this topic  **Explain:**  Connecting this to the question: **What would you save in a disaster?**  The major event of the war most remembered is when the British burned the capitol and the White House and how Dolly Madison saved the portrait of G. Washington, silver, important documents  **Engage: Westward Movement-Oregon Trail**  **Explore:** Why would pioneers want to leave everything behind and move to an unknown place? What hardships did they encounter?  Students will use various resources to explore this topic.    **Explain:**  **ELAGSE4SL4-Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas, or themes, speak clearly at an understandable pace.**  **Students will pick a topic that they can write a report about withi**n  Define and Plan what topics students want to choose.  Westward Movement. (Trail of Tears, Battle of Little Big Horn, Alamo, Oregon Trail etc.) Teacher will use engaging Mentor Text so that students model their writing after.  **Extend/Elaborate:** Students will examine primary documents to understand and discover the hardships of the Oregon Trail. | Monday – GUIDANCE with all 4th Grade Classes. Students will continue to work on Hurricane packet from last week after lesson.  Read articles on Floods  Friday: ReadWorks:  Explain:  Everyone will be reading After the Floods. They will answer comprehension questions. SETs/para: Discuss answers to questions. Model constructed responses as complete sentences with text evidence.  Work on Restate and Answer. Introduce Cite to the class and ask students to put in the written responses.  Students will also complete one of the following passage (differentiated):  Below: Li Bing and the Floods – given audio support and ebook  On Level: Reducing the Impact of Flooding  Above Level: Earth Science – Floods  Tuesday:  EdPuzzle – using videos from National Geographic. The students will watch two videos on Floods – Floods 101 and Doomed New Orleans. Discuss cause and effect with the class at the end. SETs/para: Complete cause and effect graphic organizer/worksheet with small group students.  Wednesday:  Explore  BrainPop Floods - Students will explore and take notes on Floods. SETs/Para: As students record notes in reading response journal, model notetaking important facts (dates, names, etc.)  The students will take quiz over Floods. They can work on Primary Source (print out of assignment – images online). in FYI – students need to read article about Delta Works in Netherlands (In Practice). Using GALILEO, students will research the Delta Works in Netherlands, Explore website for a Virtual Tour on the Delta Works  [www.deltawerken.com/English/10.html?setlanguage=en](http://www.deltawerken.com/English/10.html?setlanguage=en)  Group Reading: Use Natural Disaster Non-fiction text. SETs/para: In small group, read aloud by paragraph and highlight key words. Have students box the title, subtitles, and graphic titles (if any) and number the paragraphs. Students can read together and gather information. They will need to come up with 1 Thin and 1 Thick Question (each day) - 3 days of reading.  Thursday: STEMS Quiz lists 7 and 8  using Quizlet  Thursday:  Using Reading A-Z – Floods – Students will read in small groups and answer the comprehension questions together.  SETs/para: In small group, read aloud by paragraph and highlight key words. Have students box the title, subtitles, and graphic titles (if any) and number the paragraphs. Go over answers using the projectable view. Groups can also work on Cause and Effect wkst. For practice  Login: lhecker4  Password: reading4  Vocabulary – On hold – due to guidance, parade, sub, STEM training for SPED  Friday – CLOZE reading Voc. Week 9 | Students will use resources from science, social studies, and reading to create word problems that are fact based. These questions will be used to create student generated homework assignments and classwork. These questions will be single and multi-step. |
| November 6th |  | **Weather Instruments**  **Continued**  **Engage:** Today, I begin by placing a [weather instrument card](https://betterlesson.com/lesson/resource/3156305/weather-instrument-card) face down on each students desk. I instruct the students not to look at the card in order to peak their interest and curiosity.  With that, I pose the following questions: "How do meteorologists collect data on all the changes and interactions in the atmosphere? and How do you they use that data to predict future forecasts?" I am not looking for an answer now, but plant the questions and instruct them to keep these questions in their mind as we explore how meteorologists collect information about the changes and interactions in the atmosphere.  I now instruct them to turn their card over and examine the instrument on it. Then with their group members, I ask students to [turn and talk](http://www.theteachertoolkit.com/index.php/tool/turn-and-talk) , following [turn and talk norms](https://betterlesson.com/lesson/resource/3175284/turn-and-talk-norms) about the [weather instrument card](https://betterlesson.com/lesson/resource/3156305/weather-instrument-card) each member has been given. I walk around during this time to monitor group discussions. I listen to students make inferences about the instrument he or she has and about instruments other group members have.  Once group discussions are done, I bring students attention back as a whole class and ask them to share some of their observations. As they share, I splash key words on the board that are relevant to further developing their understanding of these weather instruments. These words include: hot air temperatures, cold air temperatures, amount of rain, direction of wind.  After previewing our cards, I share with them they are observing six weather instruments today: a barometer, anemometer, thermometer, wind vane, hygrometer, and rain gauge and noting how they are used to collect data to forecast weather in an area. I tell them to hold on to their [weather instrument card](https://betterlesson.com/lesson/resource/3156305/weather-instrument-card) to transition into stations.  I selected these six instruments because they collect data from the air and atmosphere to forecast weather. Students are examining them today to develop an understanding for their use and purpose so they are ready to learn about forecasting in our next lesson.  **Explore:**  I instruct students to take the [weather instruments observations graphic organizer](https://betterlesson.com/lesson/resource/3154923/weather-instruments-observations) from the center of their table. I direct them the first part of the organizer and explain "in part one, you are observing each instrument's characteristics and writing three observations on the [weather instruments observations](https://betterlesson.com/lesson/resource/3154923/weather-instruments-observations) graphic organizer. Then you are writing two facts you think you know about the instrument, and finally, make an inference on how the tool works by using a sentence frame "Based on my observation and what I know, I believe (name the tool)...(state what you think it does.)" By having students make inferences based on their features and how it works, provides students better understanding of how these tools accurately collect weather data.  I continue, explaining that in part 2, they are reading the [weather instrument passage](https://betterlesson.com/lesson/resource/3159421/weather-instrument-passage) at each station, recording details about how the instrument works on the graphic organizer, and drawing a model the instrument in the box.  At this point, I direct students to transition to the station that matches their [weather instrument card](https://betterlesson.com/lesson/resource/3156305/weather-instrument-card) they received at the start of class. I instruct them to walk quietly to that station and get ready to begin. I watch the students locate the instrument and begin observations and study of the six weather instruments: wind vane, anemometer, barometer, thermometer, hygrometer, and rain gauge.  While they are at stations, I walk around the room watching them observe instruments like the [wind vane](https://betterlesson.com/lesson/resource/3159090/wind-vane), [thermometer](https://betterlesson.com/lesson/resource/3159091/thermometer), [anemometer](https://betterlesson.com/lesson/resource/3159092/anemometer) and listening them note characteristics. I continue walking around observing students reading. I notice some are doing shared reading, while others are reading to themselves. I check in at each station making sure the details are accurately recorded on the graphic organizer  At the end of the first station, I ask the students to look and listen as I model how we move to the next station. I ask for a thumbs up if they can move this way. With all thumbs up, students move to the next station. I ask students to pay attention to the instrument name and to make sure observations are being written under the correct tool heading on the [weather instruments observations](https://betterlesson.com/lesson/resource/3154923/weather-instruments-observations) graphic organizer.  **SETs/para: Introduce the 3 states of matter of water: solid-ice, liquid-water, gas-water vapor. Provide model of molecules with graph paper and markers. (molecules in every box for solid, every other one for liquid, a few scattered for gas). Glue in science journal.**  **Water Table from DNR will be at Oak Grove for the month of Nov. SETs/para: Provide educational support (step-by-step) directions about small group activity as facilitated by Kendall Xides**  **SETs/paras: In small group, discuss vocabulary from the water cycle as it appears in the non-fiction passage below. Ask students to highlight vocabulary words and answer questions about factual details.**  **\*\*\*Differentiated passages on water cycle:**  <https://dcsd-my.sharepoint.com/personal/e20072475_dekalbschoolsga_org/_layouts/15/guestaccess.aspx?docid=1aaf2294b339b468b96a8505ea3334449&authkey=AcTKieMt10qM3nKsr-F48es&e=447676231ff44f1f8987acd02bc94932>  Water Table from DNR activities will be in Koepke's homeroom.  Discussion about pollution in our world. What can we do to make a difference?  This water table is interactive. | Writing will continue researching topics and reading books for background knowledge along with research on the internet.  What other disaster happened in the United States that can be compared to Puerto Rico?  War of 1812-the burning of Washington D.C. capital and the White House. How difficult would it be to rebuild compared to today? Are we experiencing any fires elsewhere in the country? (can bring in fires in the west) | Read articles on Tornadoes  (SET's/Para): In small group, the differentiated articles will be reviewed (step by step) stop to clarify the reading information.  Discuss Tornado that hit near my hometown Sunday  <https://weather.com/news/news/2017-11-05-severe-thunderstorms-midwest-early-november-impacts>  MONDAY:  Tornado Readings:  Split half the class – Teacher reads Tornadoes: introduction with one group on the carpet while the second half on the class is working on Tornado Lab Investigation – They can work together to complete – use atlas and agendas to help with geography  Switch after 20-25 minutes  (  ReadWorks: (Neededto do Spelling Bee Participants instead)  FRIDAY 11/10  Above Level: Tornado Scientist  R4.1, 4.2, 4.10  On Level: Earth Science – Tornadoes  R4.1,4.2, 4.10  Below Level:  Protecting Against Tornadoes  R4.1, 4.2, 4.10  Students will answer comprehension question and submit answers for assessment grade. They can take notes in their RR Journals.  BrainPop: (WEDNESDAY)  Tornadoes  Engage: Students will watch video several times if needed. They will take the quiz and then Explore FYI section. The activities will be a bonus for students. They will take notes in Reading Response Journals in Reading Information Tab  SETs/para: **Model Inference**. Use short online webpages such as news articles and model the clues that help students make inferences.  -Take a "picture walk" through the website.  -Use the "think-aloud" technique.  -Highlight examples of “reading between the lines”  -Ask yourself: What am I **thinking**?  What is the **evidence**?  (TUESDAY)  Comparing Tornadoes and Hurricanes – leveled text – place in 3 groups and discuss  Below Level: Reading A-Z:Tornadoes with comprehension - students should be able to work independently but can work in a small group if needed.  On Level: Crazy Twisters – Description text structure (read together as a group and fill in Graphic Organizer – Bubble Map)  Above Level: Tornado Alley and Cause and Effect Text Structure – have students read together and get them started on Graphic Organizer – Flow Chart  THURSDAY: STEM Quiz Lists 9  Studies Weekly – Science – Natural Disasters WEEK 5– students will explore all the different articles dealing with tornadoes – they can take quiz and use highlighters within text (LaunchPad) Use to Explore Natural Disasters – write notes in Reading Response Journals.  Additional Websites for Research:  <http://www.weatherwizkids.com/weather-tornado.htm>  <http://www.sciencekids.co.nz/sciencefacts/weather/tornado.html>  <https://bur-haywardusd-ca.schoolloop.com/disasters>  Grammar – review FRAGMENT and Complete Sentences then move into Simple sentences, compound sentences, and complex sentences  Vocabulary:  Monday – story for week 9 – Ben Finally Deals with his Problem  Guided Reading- reading aloud the (weekly) reading vocab. Worksheet (stop to identify and highlight the vocab. Words-throughout the reading).  Tuesday – Associating Words – highlight key words (reviewing the worksheet- step by step and referring to the reading vocab. worksheet as a reference).  Wednesday – Frayer model for a vocabulary word  Wednesday – Vocabulary in My Life Practice  Review the Frayer Model (step by step- whole group/small group) check for understanding  Thursday – STEMS quiz list 9  Friday – CLOZE reading for Week 10  Monday next week – quiz over VOC – week 9 | Students will use resources from science, social studies, and reading to create word problems that are fact based. These questions will be used to create student generated homework assignments and classwork. These questions will be single and multi-step. |
| November 13th |  | **Engage:**  <http://studyjams.scholastic.com/studyjams/jams/science/weather-and-climate/weather-instruments.htm>  **Explain:**  [Writing Across the Disciplines:](https://betterlesson.com/lesson/reflection/18331/one-minute-sentence-summary) [One Minute Sentence Summary](https://betterlesson.com/lesson/reflection/18331/one-minute-sentence-summary) After the last station, direct students to their seat and say, "Now each group is going to report a [one minute summary](http://www.theteachertoolkit.com/index.php/tool/one-minute-sentence) on a weather instrument. I selected this strategy because it encourages students generate a written summary on what they  have just learned by writing only one sentence that incorporates the main ideas to show their understanding. It is a useful formative assessment tool to check for understanding.  Each group is assigned a different instrument and given [one minute summary template](https://betterlesson.com/lesson/resource/3156135/one-minute-sentence-summary). I tell the students to look at the back of their chair and identify the which number (1,2,3,4) is on it. I point out to them their number corresponds to their task posted on the board:  1.) writes the agreed upon one sentence summary,  2.) records 5 main idea/details as discussed with the group  3.) reads the one summary sentence to the class, and  4.) turns the [weather instrument card](https://betterlesson.com/lesson/resource/3156305/weather-instrument-card) over to reveal assigned instrument and informs the group of the assigned instrument.  I inform them, they have 5 minutes to have one sentence ready to share. During this time, I walk around and [check in with groups](https://betterlesson.com/lesson/resource/3177098/group-1-minute-summary). Then I ask each group to share their one minute sentence summary to the class. I collect the summaries to compile a class set. ([rain gauge](https://betterlesson.com/lesson/resource/3159400/rain-gauge-1min-summary) [wind vane shares](https://betterlesson.com/lesson/resource/3159401/wind-vane-1-min-summary))  Following class summaries, I inform the students that the instruments they investigated today collect data on specific parts of the atmosphere and forecasters use the data to make inferences about future weather.  **Elaborate and Evaluate**  After our summaries, I direct students to look at their [weather instruments observation notes](https://betterlesson.com/lesson/resource/3177628/weather-instruments-observation-notes) from the investigation ask them to select one instrument to further describe and explain. I remind them our [paragraph format](https://betterlesson.com/lesson/resource/3156143/paragraph-format) used for the writing assignments. I review the directions of the assignment with the whole class and instruct them to take out the [transition words reference chart](https://betterlesson.com/lesson/resource/3151649/transition-words-reference-chart) and bring student's attention to the section: to show order, and remind them to select transition words from this section to connect their ideas together.  Once we review the directions, students work independently. Meanwhile, I am walking around the room, stopping randomly to check in with a student. At the end of class, I assign this is to be finished as a homework assignment. I collect it and use as a formative assessment.  **Evaluate:**  **Creative Writing:**  Students will write a story of a raindrop or water molecule that travels around the world.  **Engage:**  <http://studyjams.scholastic.com/studyjams/jams/science/weather-and-climate/weather-and-climate.htm>  **Ask:** What is the difference in weather and climate.  Ask: What is the climate of Puerto Rico?  **Explore:** Students will use resources in the classroom, library, and Chromebooks to answer the question in journals.  Evidence from resources is expected. | **ELAGSE4SL4-Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas, or themes, speak clearly at an understandable pace.**  Students will spend the week working on/or finishing up their "report". All reports need to include a section on how this event can be compared or contrasted to Puerto Rico. | Read articles on Earthquakes and Tsunamis  Monday: Split classes in half. One reads Earthquakes and works on Cause and Effect text Structure and the other half will work on Tsunamis and Problem & Solution text structure. Hecker will work with Tsunamis group – when co-teaching - Price/Storck will work with Earthquakes group.  ReadWorks: FRIDAY:  Below Level and On level reading:  Earth Science – Earthquakes 710L  Above Level: [Earthquakes: Tremors from Below - How Do Scientists Study Earthquakes?](https://www.readworks.org/assignment/YPCSRB/e4abd9d3-ac76-4296-995e-b4ba3d148d1b/assessmentarticle?abu=%2Fassignments%23!assignmentTab%3Af%2FclassCode%3AYPCSRB) 990L  BrainPop: EXTRA Earthquakes and Tsunami  Students will watch movies and take notes in reading response journal. Then they will do quizzes, FYI and activities. Students will explore  THURSDAY:  STEMS quiz lists 9 and 10  Introduce Natural Disaster Choice Board Projects. Students will start  Literature Groups; (TUESDAY AND WEDNESDAY – each day read text, read text and do one job Reading A-Z Leveled Books: Earthquakes, Volcanoes, and Tsunamis (Q, T, and W)  Introduce Lit Circles – Assign groups in each class and then jobs (Discussion Leader, Predictor, Questioner, Connector, Illustrator, Skill Master: Main Idea and Details, Researcher (may be harder to do – eliminate if needed), Summarizer)  HAWKINS:  1) Level Q: Abigail, Matthew, Maddie, and Warren – work with this group  2)Level T: Bella, Kate, Logan, Peter, Claire, Tess  3) Level T: Rowan, Ethan, Carlson  4) Level W: Emile, Ishaan, Ben  5) Level W: Annabelle, Caroline  KAUFMAN:  1) Level Q: Nicolas, Buster, Peter, Jordan, Green – Price works with  2) Level Q: Claire, Dena, Maddie, Aliyah – Hecker works with  3) Level T: Lucas, Cyrus, Amitai, Rowan, Stella  4) Level W: Cadhan, Max, Abia, Calder  KOEPKE:  1)Level Q: Mikey, Katie, Demetre, Morgan  2)Level T: Jack, Connor, Jumi, Jiya  3)Level T: Sage, Ben, Ian, Mary Catherine  4)Level T: Charlie, Jonnie, Grady, Rowan  5)Level W: Taylor, Sam, Amelia  HECKER:  1)Level Q: Peyton, Lea, Hutson, Everest – Storck work with  2)Level Q: Bryan, Oliver, Matthew, Cole – works with Hecker  3)Level T: Jaxson, Wesley, William, Sully  4)Level T: Lily, Sophia, Rodel  5)Level Q: Bella, Adelle, Alex, Anna  THURSDAY: Comprehension from Reading A-Z – can work in group to discuss answers.  Mentor Sentence: | Students will use resources from science, social studies, and reading to create word problems that are fact based. These questions will be used to create student generated homework assignments and classwork. These questions will be single and multi-step. |
| November 27th |  | **Clouds/Weather/Water Cycle on Earth:**  **Engage:**  S4E4.  **b. Develop models to illustrate multiple pathways water may take during the water cycle.**  **Explore/Explain:**  **Summary:** **The purpose of this activity is to provide students with a hands-on experience of seeing how the processes of condensation and evaporation occur.**  **Describe the relationship between heat energy, evaporation and condensation of water on Earth**  **Materials:**   * Pint-size canning jar with lid * Ice * Hair dryer * Food coloring * Vanilla extract * Spoon * Small bowl * Thermometer * Water * Magnifying glass * Journal * White napkins * Crayons   **Additional Resources**  *Classroom Books*   * *The Search for the Water Cycle*, * *The Wonderful Water Cycle* * *World of Water* * *The Biosphere* * *Weather Station* * *Discover Weather*   *Students can also check out library books.*  **Introduce basic types of clouds: cirrus, cumulus, stratus, cumulonimbus (other types are included in advanced assignments.)**  **Differentiated Activities with Chromebook**  www.discoveryeducation.com  Students will login with student numbers and complete assignments that are differentiated.  Differentiation will Include:   * Basic and advanced cloud types * Cloud identification * Weather predictions based on cloud.   Cloud and temperature observations:    [https://scool.larc.nasa.gov](https://scool.larc.nasa.gov/)  Discuss different types of weather conditions that can be predicted according to the types of clouds.  What types of clouds are seen before during and after a hurricane?  Keep a log of the types of weather information, for the week.  Cloud types,  temperature, wind speed, humidity  Evaluation over Weather and clouds. | **SS4E1-Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchanges, productivity, and price incentive to illustrate historical events.**  Kick off Mini-Society-with students learning immediately about Scarcity. Teacher will bring not enough items to give away. Students will experience the "haves" and "have nots". This can easily be related to Puerto Rico. Next students will create "laws/rules" so they can follow to be able to earn money to open their own business. (This is leading to actually earning money to send to Puerto Rico)  All economics will be tied to Puerto Rico and historical events I.e.-describe opportunity cost and its relationship to decision-making across time e.g., decisions to settle the west). Students will be giving articles and scenarios to read and to make connections. | Read articles on Volcanic eruptions  Newsela:  ReadWorks:  BrainPop: Volcanoes  Guided Reading:  Mentor Sentence:  Use the Natural Disasters High-Interest Nonfiction Text Set | Students will use resources from science, social studies, and reading to create word problems that are fact based. These questions will be used to create student generated homework assignments and classwork. These questions will be single and multi-step. |
| December 4th |  | **Engineering Design Project**  The problem presented:  **ASK:** How will people rebuild after a disaster? How should a home be constructed to withstand winds in categories 1-5.  **IMAGINE:** Students will brainstorm and think about what kind of structure they can build.  **PLAN:** Students will be given paper to draw and design their home, which will be tested with a leaf blower.  **Materials available:**  cardboard, craft sticks, glue, tape, paperclips, paper. Houses can have a foundation of a piece of cardboard or the table. | **Explain how price incentives affect people's behavior and choices: decisions about crops to grow and products to produce**. Students will have to come up with a product based on a market survey to determine what products they create will make money. What are the people of Puerto Rico doing to earn money? Are businesses back up and running?  Students will also be working on making product for their stores. | Read articles on Blizzards/Wildfires/Droughts  Newsela:  ReadWorks:  Start Research on Natural disasters – use rubric – students will write report, use technology and present. They can use BrainPop to explore and learn more about. |  |
| December 11th |  | **EDP** continued:  **Create:** Students will begin the create part of the EDP. They will use their plan to build the house.  Students may test their homes with a hair dryer (the final test will be a leaf blower).  **Improve:** Students will improve their homes after testing them. | Students will gear up to open businesses. They must purchase a business license, and property to open their store. Market will be open on Dec. 13, 14, 15th. | Students will continue to research one. They should start on the technology portion of the project.  What obstacles are caused by a natural disaster? Cause and effect text structure/writing format. Use webs to start – brainstorming ideas. |  |
| December 18th |  | Student will have an opportunity to write about how it felt to watch their homes endure the storm (leaf blower).  Students will watch an updated video of Puerto Rico and see pictures sent to 4th grade personally by an Oak Grove parent. | Last week students will be having an auction so that they can spend their money on real items. Everyone will learn that not everyone has enough money to bid-supply and demand. This concept can easily be connected to the citizens of Puerto Rico. | Students will give reports |  |