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| Teacher: Walker | | | Week: Dec. 9-13 | | |
| Social Studies | | | | | |
| Standard  LO | Standard: 4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.  LO: I can the significance of major ideas reflected in the Declaration of Independence. |  |  |  |  |
| Activator | Ask students to think about their worst teacher. Students will make a list of grievance (complaints) about that teacher. Allow a few students to share. Teacher should ask follow up questions based on student response. |  |  |  |  |
| I Do | The teacher will use a ppt to review the key ideas mentioned in the Declaration of Independence.  CFU: Questions throughout the ppt. |  |  |  |  |
| We Do | Students will work in small groups to take a side. In their groups students will write a short explanation to support their stance. | Students will work in small groups to review for their quiz using Kahoot. |  |  |  |
| You Do | Students have notebook questions included in the ppt that should be answered independently in their notebook. |  | Quiz |  |  |
| Closure | Allow several students to share their response to the questions and have students rate their learning for the day on a scale of 1-4. |  |  |  |  |
| Science | | | | | |
| Standard  LO |  |  |  | Standard: 4.P.4: The student will demonstrate an understanding of the properties of light and sound as forms of energy  LO: I can describe how changed in vibration affects pitch and volume. | Field Trip |
| Activator |  |  |  | Students will revisit previous lesson with the teacher to co-create an anchor chart about how sound is produced. |  |
| I Do |  |  |  | Teacher will use a ppt to define pitch and volume and explain how the change when vibrations are changed. |  |
| We Do |  |  |  | Students will work in small groups, with teacher assistance, to create sound boards made from rubber bands to interact with volume and pitch changing.  T: Students will answer true or false questions using their color cards to respond. |  |
| You Do |  |  |  | Students will work independently to answer the following questions in their notebooks:  -What does pitch measure?  -What does volume measure?  -How does the speed of the vibrations relate to the pitch produced? |  |
| Closure |  |  |  | -Teacher and students will review questions above.  -Students will rate their learning on a scale of 1-4. |  |