

PYP Unit and Central Idea: HOW WE EXPRESS OURSELVES; Different perspectives and conflicts can lead to change

Prioritized Standards Addressed This Week:

On Level Math

MGSE4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.

Advanced Math

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.

Accelerated Math

MGSE.5.NBT.7 multiply, and divide decimals to hundredths, using concrete models or drawings and strategies. MGSE.5.NBT.2

Reading/ ELA – RI2, RI3, RI5 W3 Supporting Standards: RL4;L1,4,5; SL2

Science/ Social Studies SS4H1C Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.

***An asterisk or highlight indicates items that will be graded**

Login/ Morning Meeting 8:10- 8:20 am	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	- Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson

<p>Math: 8:20-9:25 On MyMath Book Volume 1 Advanced</p>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>
	Divide with Remainders WB 353-354	Meet: Divide with Remainders WB 353-354 At seat: WB 355-356 Daily Spiral Technology IReady Math	Interpret Remainders WB 359-360	Meet: Interpret Remainders WB 359-360 At seat: 361-362 Daily Spiral Technology: None	Place the First Digit WB 367-368	Meet: Place the First Digit WB 367-368 At seat: WB Pages 369-370 Daily Spiral Technology IReady Math	Distributive Property and Partial Quotients WB 373-378	Meet: Distributive Property and Partial Quotients WB 373-378 At seat: Check My Progress WB 365-366	School-Wide Spelling Bee 8:30-9:30	Meet: School-Wide Spelling Bee 8:30-9:30 At seat: None Technology:

MyMath
Book
Volume 2

Hands clean 😊
project/
Nearpod/
choice
board

Hands clean 😊
None

Hands clean 😊
project/
Nearpod/
choice
board

Technology : Ready
Math

Hands clean 😊
project/
Nearpod/
choice
board

iReady
Math

Hands clean 😊
project/
Nearpod

Lesson

**G.3
Symmetry**

Vocab:
Symmetry
line

Line of
Symmetry
Symmetri
cal

Vertical

Horizontal

Independent

Meet: WB
931-932
Write
definitions
and
examples
At seat:
WB 933-934
Daily Spiral
Q3:8

Technology
iReady

Hands clean 😊
project/
nearpod/
choice
board

Lesson
**G.3
Symmetry**

Vocab:
Symmetry
line

Line of
Symmetry

Symmetrical
Vertical

Horizontal

Independent

Meet:
check WB
933-934

At seat: WB
935-936;
Symmetry
Monster;
Symmetry
Letters
Daily Spiral
Q3:8

**Technolog
y:**
iReady

Hands clean 😊
project/
nearpod/

Lesson

**Unit 6
Review**

All Vocab

Independent

Meet: check
symmetry
letters; begin
unit 6 review
At seat:
Unit 6 review
#1-7 and WB
review 943-
945
Daily Spiral
Q3:8

Technology:
iReady

Hands clean 😊
project/
nearpod/
choice
board

Lesson

**Unit 6
Review**

All Vocab

**Unit 6 test
Monday**

Independent

Meet:
Check unit 6
review #1-7
and WB
review

At seat:
Unit 6
review #8-
13 and WB
review 943-
945
Daily Spiral
Q3:8

Technology
: iReady

Hands clean 😊
project/
nearpod/

Lesson

**Unit 6
Review**

All Vocab

**Unit 6 test
Monday**



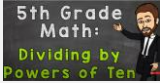
Independent

Meet:
check Unit
6 reviews

At seat:
self-grade
Daily Spiral
Q3:8

**Technolog
y:** iReady

Hands clean 😊
project/
nearpod/
choice
board

				choice board				choice board		
<p>Accel</p> <p>Essential Questions</p> <p>How can I use place value and properties to divide decimals?</p> <p>Small Groups T- Word Problems/ Inquiry work S- Spiral Work T- Technology (I-Ready)</p>	<p><u>Focused Lesson</u></p> <p>Divide Decimals by Whole Numbers WBp. 443-444</p> 	<p><u>Student Independent Practice</u></p> <p><u>WB p. 445-446</u></p>  <p>Weekly Spiral</p> <p>Math Choice Board</p>	<p><u>Focused Lesson</u></p> <p>Divide Decimals WBp. 455-456</p> <p>*Follow PPT for the week</p>	<p><u>Student Independent Practice</u></p> <p><u>Student Independent Practice</u> WBp. 457-458</p> <p>Weekly Spiral</p> <p>Math Choice Board</p>	<p><u>Focused Lesson</u></p>  <p>https://youtu.be/E8b5pDvt2AE</p> <p>Divide Decimals by Powers of 10 WBp. 461-462</p>	<p><u>Student Independent Practice</u></p> <p>WBp. 463-464</p> <p>Weekly Spiral</p> <p>Math Choice Board</p>	<p><u>Focused Lesson</u></p> <p>Divide Decimals Review Jeopardy</p>	<p><u>Student Independent Practice</u></p> <p><u>Student Independent Practice</u> *Divide Decimals Quiz</p> <p>Weekly Spiral</p> <p>Math Choice Board</p>	<p><u>Focused Lesson</u></p> <p><u>Focused Lesson</u> Unit 3 Review kahoot https://create.kahoot.it/details/b64fc7a7-b532-4a55-b8ac-3034efaacbdd</p> <p>Weekly Spiral</p> <p>Math Choice Board</p>	<p><u>Student Independent Practice</u></p> <p><u>Student Independent Practice</u> Unit 3 Review Worksheet</p> <p>Weekly Spiral</p> <p>Math Choice Board</p>
<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud <i>The Trees of the Dancing Goats by Patricia Pollacco</i></p>	<p>Read Aloud <i>The Trees of the Dancing Goats by Patricia Pollacco</i></p>	<p>Read Aloud <i>Hanukkah Passage</i></p> <p>The class will share their prior knowledge about Hanukkah on a KWL</p>	<p>Read Aloud Holidays Around the World: Celebrate Hanukkah (on Epicbooks)</p>	<p>Read Aloud Student Posters</p> <p>The students will get back in their groups to create a 3D model of</p>					

	<p>The class will listen to the informational text and answer questions during the reading, engaging in a range of collaborative discussions to build on other ideas, and express their own thoughts and opinions. The class will complete a turkey design based on their listening comprehension. (Standard: RL.3)</p>	<p>The class will reread the story and complete a story map filling in the characters, setting, problem and solution of the story. (Standard RL. 3)</p>	<p>chart. The class will read the article about Hanukkah and answer questions, being sure to answer in complete sentences and using the text as evidence. The class will add their new learning to the KWL chart. (Standard RI.2)</p>	<p>The students will work in groups to draw a symbol of Hanukkah out of a cup. They must research their symbol and create a poster explaining what the symbol is, what it represents and why it is important (Standard RI.6)</p>	<p>their symbols. Then they will share their symbols and posters with the class. (Standard RL 2)</p>
<p>Specials 9:55-10:40</p>	<p>Stockard-Spanish Collins- Art/Rizzo Rutledge-Art- Strom Hunt- P.E.- Coach K</p>	<p>Stockard-PE/Coach K Collins- PE/Coach K Rutledge- Music/LeSaicherre Hunt- Art/Strom</p>	<p>Stockard-PE/Braddock Collins- PE/Coach K Rutledge-Spanish Hunt- Music/LeSaicherre</p>	<p>Stockard- Music/LeSaicherre Collins- Spanish Rutledge-PE/Coach K Hunt- P.E.- Braddock</p>	<p>Stockard-Art/Strom Collins- Music/LeSaicherre Rutledge-PE/Coach K Hunt- Spanish</p>
<p>Recess 10:45-11:15</p>					

**Writing/
ELA
11:15-
11:45 &
12:15-
12:45**


ELAGSE4W1:
Write opinion
pieces on topics
or texts,
supporting a
point of view with
reasons. .

ELAGSE4L4:
Determine or
clarify the
meaning of
unknown and
multiple-meaning
words and
phrases based on
grade 4 reading
and content,
choosing flexibly
from a range of
strategies.

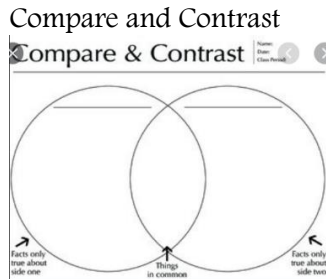
Review Lesson

Session 17

STUDENT VIDEO



**Unit 2, Session 17
Mini-Lesson:
Inquiry into Persuasive
Writing**
Teach students that
writers transfer all they
know about one genre of
writing into another
genre.

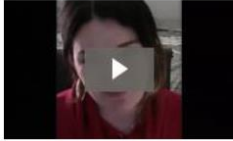


Students will practice
developing their thesis
statement for their
persuasive pieces.

Language Arts skill of the
week: **Punctuating Direct
Quotes**
**Session 18: Broader
Evidence**

Session 18

TEACHER VIDEO



**Unit 2, Session 18
Mini-Lesson:
Broader Evidence**

Teach students that writers
draw on evidence from a
variety of sources to be
more convincing and
persuade their audience of
their opinion


Students will continue to use
evidence from sources to
develop their persuasive
essay.

Session 19: Using Research to
incorporate evidence into our
writing
**Persuasive Language
Quiz
FLOCABULARY**

Persuasive Language
Language Arts | Grades 3 to 12

Session 19

STUDENT VIDEO



**Unit 2, Session 19
Mini-Lesson:
Connecting Evidence,
Reason, and Thesis**
Teach students that writers
link their evidence to their
reasons and thesis
statement so that there are
no gaps in their logic or
reasoning.

Students will practice
developing their thesis
statement.

TAG DAY

REVIEW DAY

**Unit 2, Session 19
Mini-Lesson:
Connecting Evidence,
Reason, and Thesis**
Teach students that
writers link their
evidence to their
reasons and thesis
statement so that there
are no gaps in their
logic or reasoning.


- WORK ON PERSUASIVE PIECES
- COMPLETE NEARPOD
- WORK ON LANGUAGE PRACTICE SKILL

Student Practice:
Complete Nearpod Task

FUN IN WRITING FRIDAYS

Session 20: Connecting
Evidence, Reasons and
Thesis Statements

STUDENT VIDEO



**Unit 2, Session 20
Mini-Lesson:
Getting Ready to Put
Your Opinions into the
World**

Teach students that
writers get their essays
ready for the world by
carefully checking their
spelling, punctuation,
and other conventions.

Finish Persuasive Essays

- Work on Finishing Persuasive Essays

<p>Lunch 11:45-12:15</p>					
<p>Reading /Phonics 12:45-1:35</p> <p>Standards RI.2 RI.3 RI.5 RI.6</p>	<p>Mini-Lesson: Unit 3 Lesson 14: Building Prior Knowledge that Makes Texts Accessible</p> <p>TP: "Today I want to tell you that when researchers find the texts on a topic are just too hard to read, they can get some other texts that are way easier. If you read an easier text first—really studying the words, the ideas, so that you master them—those easier texts can give you the prior knowledge you need to handle the hard texts.</p> <p>Word Work port=carry TTW Introduce, teach, and review each of the vocabulary words for the week. Students record the words in their reading notebook.</p>	<p>Mini-Lesson: Unit 3 Lesson 15: Strategies for Tackling Increasingly Complex Texts</p> <p>TP: "Today I want to teach you that if you make a choice to persist in reading a text that is too hard, you will want to really preview the text, and then read a chunk, pausing to paraphrase what you have just read. As you read the next chunk, ask "Does this go with what I just read or something new?"</p> <p>Word Work: port=carry TTW review the vocabulary words. The class will play vocabulary bingo.</p> <p><i>Read Studies Weekly week 4 and Complete Declaration of Independence graded assignment</i></p>	<p>Mini-Lesson: Fall Interim Assessment</p> <p>The class will take the fall interim assessment on Illuminate.</p> <p>Word Work port=carry TTW review the vocabulary words for the week. Students will sort the vocabulary words and the definitions correctly in their reading notebook.</p>	<p>Mini-Lesson: Review Day</p> <p>Review previous session and work with students in small group to support identified areas of concern or with students that may need additional support.</p> <p>Nearpod: Main Idea in Nonfiction</p> <p>Word Work: port=carry TTW review the vocabulary words. Students will complete a choice board activity to complete for their vocabulary work.</p>	<p>Mini-Lesson: Unit 3 Lesson 16: Readers study all parts of a text to determine the main idea</p> <p>TP: "Researchers, what I want to teach you today is this. There are specific places that a nonfiction reader can look to figure out the main ideas that the author of a text deems to be the most important. These places include the introductions and conclusions to a section, and any text features that go with the information.</p> <p>Word Work: port=carry The students will take a vocabulary quiz.</p>
	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record</p>	<p>Independent Practice Students will work on I-Ready Reading.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record</p>	<p>Independent Practice *Vocabulary Quiz</p> <p>Students will work on I-Ready Reading.</p>

	their reading on their reading log.	Students will read independently and record their reading on their reading log.		their reading on their reading log.	Students will read independently and record their reading on their reading log.												
Focus Groups	The teacher will pull students for one-on-one assessing with BAS	The teacher will pull students for one-on-one assessing with BAS	The teacher will pull students for one-on-one assessing with BAS	The teacher will pull students for one-on-one assessing with BAS	The teacher will pull students for one-on-one assessing with BAS												
<p>SS/Sci 1:35-2:05 Lines of Inquiry-</p> <p>~How can a revolution cause change? (cause)</p> <p>~How do events impact a person's perspective? (perspective)</p> <p>~How does position affect the perspective and phases of the moon? (change)</p> <p>Teacher Inquiry Questions- How did the colonists feel about taxes? What are taxes?</p>	<p><u>Focused Lesson</u></p> <p>"Battles of American Revolution Map activity"</p> <p>Teacher will guide students through Declaration of Independence PPT</p> <p>Students fill out Declaration of Independence notes and fill in appropriate events on timeline</p> <p>Use <u>Extension activities</u> for American Revolution review: 1. Important People Facebook project 2. Declaration of Independence Webquest Scavenger hunt (may need to use notes and other sites if some links don't work) 3. Studies Weekly newspaper weeks 1-6</p>	<p><u>Focused Lesson</u></p> <p>Declaration of Independence</p> <p>BrainPop-Declaration of Independence https://www.brainpop.com/socialstudies/ushistory/declarationofindependence/</p> <p>Teacher will guide students through Declaration of Independence PPT</p> <p>Students fill out Declaration of Independence notes and fill in appropriate events on timeline</p>	<p><u>Focused Lesson</u></p> <p>Declaration of Independence</p> <p>Finish notes and work on extension activities</p> <p><i>Declaration of Independence Interactive NearPod</i> https://share.nearpod.com/e/sSr7Xr7Mxbb</p> <p><i>Read Studies Weekly week 4 and Complete Declaration of Independence graded assignment</i></p>	<p><u>Focused Lesson</u></p> <p>American Revolution video</p> <p>Safari Montage Liberty Kids "The First Fourth of July" https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=344050&location=local&filetypeid=81&xc=1</p> <p>Write 3 facts you learned about Declaration of Independence and American Revolution or complete chart</p> <table border="1" data-bbox="1390 1149 1692 1276"> <thead> <tr> <th>What are some of the key events or individuals in this episode?</th> <th>Where and When Did They Occur?</th> <th>How did these event or individual shape the American Revolution?</th> </tr> </thead> <tbody> <tr> <td>•</td> <td></td> <td></td> </tr> <tr> <td>•</td> <td></td> <td></td> </tr> <tr> <td>•</td> <td></td> <td></td> </tr> </tbody> </table> <p>AR Spies NearPod extension https://share.nearpod.com/e/EhnuyBKs0ab</p>	What are some of the key events or individuals in this episode?	Where and When Did They Occur?	How did these event or individual shape the American Revolution?	•			•			•			<p><u>Focused Lesson</u></p> <p>American Revolution Timeline graded assignment</p> <p>(next week: Moon Phases)</p>
What are some of the key events or individuals in this episode?	Where and When Did They Occur?	How did these event or individual shape the American Revolution?															
•																	
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<p>Are taxes necessary? Why or why not?</p> <p>How did the colonists feel about taxes?</p> <p>What would we do if we did not have taxes?</p> <p>What are some ways people persuade others to change sides?</p> <p>How does perspective change outcome?</p>	<p>4. American Revolution Choice Board 5. WB pages 36-42 6. Add a wonder to the wonder board about American Revolution, research and answer another's wonder.</p>				
	<p><u>Student Independent Practice</u></p> <p>Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u> Research IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u> Research IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u> Research IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>