

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.1 Draw and label points, lines, line segments, rays,) and angles (right, acute, obtuse). Identify these in two-dimensional figures
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 8:15- 8:30 am	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	- Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson

	Lesson	Independent	Lesson	Independent	Lesson	Independent	Lesson	Independent	Lesson	Independent
Math: 8:20-9:25 On MyMath Book Volume 1 Advanced MyMath Book Volume 2	Multiply by a Two-Digit Number (Review using Area Model, Partial Products, and Standard Algorithm)	Meet: Multiply by a Two-Digit Number (Review using Area Model, Partial Products, and Standard Algorithm)	Divide by 10, 100, and 1,000 WB 329-330	Meet: Divide by 10, 100, and 1,000 WB 329-330	Estimate Quotients WB 335-336	Meet: Estimate Quotients WB 335-336	Review WB 329-330 and 335-336	Meet: Review WB 329-330 and 335-336	Use Place Value to Divide WB 341-342	Meet: Use Place Value to Divide WB 341-342
		At seat: WB 301-302 Daily Spiral	At seat: 331-332 Daily Spiral	At seat: WB Pages 337-338 Daily Spiral	At seat: WB Pages 337-338 Daily Spiral	Technology: IReady Math	At seat: WB Pages 337-338 Daily Spiral	Technology: Ready Math	At seat: WB 343-344 Daily Spiral	Technology:

		<p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>		<p>Hands clean 😊 None</p>		<p>Hands clean 😊 project/ Nearpod/ choice board</p>		<p>Hands clean 😊 project/ Nearpod/ choice board</p>		<p>IReady Math</p> <p>Hands clean 😊 project/ Nearpod</p>
	<p><u>Lesson</u></p> <p>Review angles and vocabulary</p>	<p><u>Independent</u></p> <p>Meet: Review angles</p> <p>At seat: Check Progress Angles WB 917-918 graded assignment</p> <p>Technology iReady</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>	<p><u>Lesson</u> G.2 Identify and classify 2D figures- triangles based on angles and sides</p> <p>Vocab: Right triangle Acute triangle Obtuse triangle</p>	<p><u>Independent</u></p> <p>Meet: WB 919-920 Write definition and examples At seat: 921-922 Daily Spiral Q3.7</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>	<p><u>Lesson</u></p> <p>G.2 Identify and classify 2D figures- triangles based on angles and sides</p> <p>Vocab: *Scalene triangle *Isosceles triangle *Equilateral triangle *not in WB</p>	<p><u>Independent</u></p> <p>Meet: check 921-922 "Classify triangles cheat sheet" At seat: "Triangle Practice 2" Daily Spiral Q3.7</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>	<p><u>Lesson</u></p> <p>G.2 Identify and classify 2D figures- quadrilaterals based on parallel and perpendicular lines and angles</p> <p>Vocabulary: Parallelogram Rectangle Rhombus</p>	<p><u>Independent</u></p> <p>Meet: Check "triangle practice 2" WB 925-926 Write definition and examples in math journals</p> <p>At seat: WB 927-928</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ nearpod/</p>	<p><u>Lesson</u></p> <p>G.2 Identify and classify 2D figures- quadrilaterals based on parallel and perpendicular lines and angles</p> <p>Vocabulary: Parallelogram Rectangle Rhombus Square trapezoid</p>	<p><u>Independent</u></p> <p>Meet: check 927-928 review all geometry vocab. At seat: WB 929-930</p> <p>self-grade spiral</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ nearpod/</p>

							Square trapezoid	choice board		choice board
<p>Accel</p> <p>Essential Questions</p> <p>How can I use place value and properties to add and subtract decimals?</p> <p>Small Groups T- Word Problems/ Inquiry work S- Spiral Work T- Technology (I-Ready)</p>	<p><u>Focused Lesson</u> <u>Focused Lesson</u></p> <p>Multiply Decimals by Powers of 10 WBp. 411-412</p>	<p><u>Student Independent Practice</u></p> <p>WBp. 413-414</p> 	<p><u>Focused Lesson</u></p> <p>Hook Video: Decimal Multiplication</p>  <p>https://youtu.be/Nwqbllyayd0</p>  <p>More Multiplying Decimals Practice</p>	<p><u>Student Independent Practice</u></p> <p>*Multiply Decimals WS. Take as summative grade.</p>	<p><u>Focused Lesson</u></p>  <p>Multiplication Properties WBp. 423-424</p> <p>Properties of Multiplication https://share.nearpod.com/rCKqBCSWhab</p> 	<p><u>Student Independent Practice</u></p>  <p>WBp. 425-426</p>	<p><u>Focused Lesson</u></p>  <p>Estimating Quotients with Decimals WBp. 429-430</p> 	<p><u>Student Independent Practice</u></p> <p>WBp. 431-432</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>Read Aloud 9:30-9:50</p>	<p>Read Aloud Sarah Listening Comprehension Activity</p> <p>The class will listen to the informational text</p>	<p>Read Aloud Thankful Nearpod</p> <p>The class will read a story about thankfulness on</p>	<p>Read Aloud Thank You Sarah</p> <p>The class will share their prior knowledge about Sarah on a KWL chart. The class will read the</p>	<p>Read Aloud Balloons Over Broadway</p> <p>The class will read the book and create their balloons for the</p>	<p>Read Aloud The Turkey We Saved from Thanksgiving</p> <p>The class will read the book together on Nearpod and describe</p>					

	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)	Nearpod and share what they are thankful for about their classmates. (Standard SL 3)	book to learn more about this fascinating woman. The class will discuss the main idea and details of the text. The class will add their new learning to the KWL chart. (Standard RI.2)	Thanksgiving Parade using balloons and paper to decorate them. (Standard RI.6)	key ideas and details in the text. (Standard RL 2)
Specials 9:55-10:40	Stockard-Spanish Collins- Art/Rizzo Rutledge-Art- Strom Hunt- P.E.- Coach K	Stockard-PE/Coach K Collins- PE/Coach K Rutledge- Music/LeSaicherre Hunt- Art/Strom	Stockard-PE/Braddock Collins- PE/Coach K Rutledge-Spanish Hunt- Music/LeSaicherre	Stockard- Music/LeSaicherre Collins- Spanish Rutledge-PE/Coach K Hunt- P.E.- Braddock	Stockard-Art/Strom Collins- Music/LeSaicherre Rutledge-PE/Coach K Hunt- Spanish
Recess 10:45-11:15					

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.

Language Arts skill of the
week: **RUN ON
SENTENCES AND
FRAGMENTS**

I-Ready Toolbox
Page 194-195



Run-on Sentences
Student
p. 194-195
2015

Unit 2, Session 14
**Revising Our Work With
Goals In Mind**

Teach children to self-
assess their writing, using
the opinion writing
checklist.

TP: Today I want to
remind you that it helps to
pause sometimes and to
look back at your progress
as writers and ask “Am I
Living Up to The Goals I
set for myself?” Am I
getting better? What
should I do next? You can
use checklist charts and
even personal goals to
help you.

Language Arts skill of the
week: **RUN ON SENTENCES
AND FRAGMENTS**

Unit 2, Session 15
Mini-Lesson:
**Correcting Run-On
Sentences and Sentence
Fragments.**

Teach children that writers:

- Reread for sense
and missing words
- Edit for
punctuation
- Check for capital
letters at the
beginning of new
sentences, when
using proper nouns
or when giving
someone’s title
- Check that known
high frequency
words are spelled
correctly.

**Personal Opinion Essays –
Summative Grade**

Introduction to Persuasive
Writing Video
(Optional)



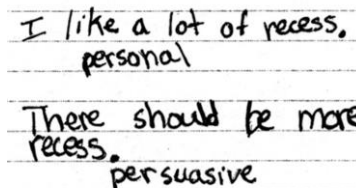
<https://youtu.be/hD9arWXldM>

Unit 2, Session 16
Mini-Lesson:
**Moving from Personal to
Persuasive**

Objective: Teach writers to be
brave and turn their personal
essays into persuasive
opinions.

TP: Today I want to teach you
that when you are writing
persuasive essays you need to
be brave. You need to take
risks to develop strong
opinions that others could
disagree with.

Generate personal to
persuasive statements



View and analyze sample
writing to highlight topic /
reasons/ support

TAG DAY

REVIEW DAY

Identifying elements of ...
Learn Zillion
Nov 12, 2020 - 10MB



<https://share.nearpod.com/e/bisHULpslbb>

Review/ Practice
FLOCABULARY – Run-On
Sentences



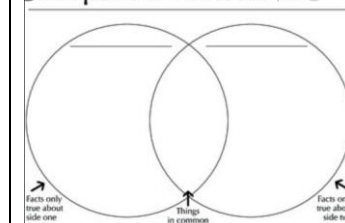
FUN IN WRITING FRIDAYS

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.

Compare and Contrast

Compare & Contrast



**Persuasive & Personal
Essays**

Text: Uniforms

WRITING ABOUT READING: LITERARY ESSAYS
SESSION 17

No Uniforms!

Imagine everyone in the world looking exactly the same. Well, if you go to a school with school uniforms that is what you see! School uniforms are terrible! School uniforms are terrible because they make everyone look the same, they are expensive, and they do not allow you to express yourself. Everyone should try to stop school uniforms and get schools to go back to letting kids wear their own clothes!

The first reason why everyone should think school uniforms are terrible is because they make you look the same as everyone else. You will look the same as everyone else on picture day. You will look the same as everyone else on field trips. You will even look the same as everyone else on your birthday. You will never look special. Also, if everyone looks the same, people can get mixed up. For example, my friend Cassie told me that last week she was calling down the hallway to our other friend Emily. “Emily, Emily!” she kept calling, but the person didn’t turn around. Then she did and it turns out it wasn’t even Emily! This shows that wearing uniforms can make everyone look the same and that is a reason why they are bad.

TP: Today I want to teach
you how to identify what
persuasive essays writers
do that is similar to what
personal essay writers do.

Student Practice:
Evaluate your draft using the opinion writing checklist. Make revisions.

Use digital class notebook for entries / class notebook

Student Practice:
Students will work editing their drafts, to complete their personal opinion drafts.

Students will practice developing their thesis statement.

Student Practice:
Complete Nearpod Task



Run-On Sentences
Language Arts | Grades 4 to 6

- Students will Practice working on their to do list **3 days to complete a draft of their persuasive essay**

					<ul style="list-style-type: none"> Generate boxes and bullet plan for persuasive essay
<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: Review Bend II and Standard RI-3</p> <p>In this session, you will review with students the learning from Bend II in Lucy Calkins. You will also go over Scientific Texts to explain events, procedures, ideas, or concepts using the passage and question sheets to guide your teaching.</p> <p>Word Work sect=cut 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: Classroom Spelling Bee</p> <p>Word Work sect=cut 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 Bend II & Standard RI-3</p> <p>In this session, you will review with students the learning from Bend II in Lucy Calkins. You will also go over Technical Texts to explain events, procedures, ideas, or concepts using the passage and question sheets to guide your teaching.</p> <p>Word Work: sect=cut TTW review the vocabulary words. The class will play vocabulary bingo.</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>Word Work: sect=cut TTW review the vocabulary words. Students will complete a choice board activity to complete for their vocabulary work.</p>	<p>Mini-Lesson: Fall Interim Assessment</p> <p>Students will retake the fall assessment to show their learning from the focus group work.</p> <p>Word Work: sect=cut 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 their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>ReadWorks: The First Thanksgiving Meal Assignment (graded)</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 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 their reading on their reading log.</p>	<p>Independent Practice *Vocabulary Quiz</p> <p>Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>
<p>Focus Groups</p>	<p>The teacher will pull small groups to work on Summarizing</p>	<p>The teacher will pull small groups to work on Summarizing</p>	<p>The teacher will pull small groups to work on Summarizing</p>	<p>The teacher will pull small groups to work on Summarizing</p>	<p>Students will retake the fall assessment to show their learning from the focus group work</p>

	<p>Reteach/Reinforcing Lesson 5.12 from the Reading Strategies Book</p> <p>Enrich Lesson 5.16 from Reading Strategies Book</p>	<p>Reteach/Reinforcing Lesson 5.12 from the Reading Strategies Book</p> <p>Enrich Lesson 5.16 from Reading Strategies Book</p>	<p>Reteach/Reinforcing Lesson 5.12 from the Reading Strategies Book</p> <p>Enrich Lesson 5.16 from Reading Strategies Book</p>	<p>Reteach/Reinforcing Lesson 5.12 from the Reading Strategies Book</p> <p>Enrich Lesson 5.16 from Reading Strategies Book</p>													
<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</p>	<p><u>Focused Lesson</u></p> <p>"Important People of American Revolution Match" graded assignment</p> <p>Teacher will guide students through Battles of A.R. PPT</p> <p>Students fill out Battles of A.R. notes and fill in appropriate events on timeline</p> <p>Use <u>Extension activities</u> for American Revolution review:</p> <ol style="list-style-type: none"> 1. Important People Facebook project 2. Battles of American Revolution Webquests 3. Studies Weekly newspaper weeks 1-3 4. American Revolution Choice Board 5. WB pages 25-35 	<p><u>Focused Lesson</u></p> <p>Battles of American Revolution</p> <p>Safari Montage- Historic Boston Chapter 4 – Lexington, Concord, and Bunker Hill https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=344699&location=local&chapterskeyindex=788156&play=1&xc=1</p> <p>Teacher will guide students through Battles of A.R. PPT</p> <p>Students fill out Battles of A.R. notes and fill in appropriate events on timeline</p>	<p><u>Focused Lesson</u></p> <p>Battles of American Revolution</p> <p>Finish notes and work on extension activities</p> <p><i>Battles of the AR Kahoot Review</i></p> <p>https://create.kahoot.it/detail/american-revolution-battles/96535762-ab2f-4182-af33-d96186e9b960</p>	<p><u>Focused Lesson</u></p> <p>American Revolution video</p> <p>Safari Montage Liberty Kids "Bunker Hill Battle"</p> <p>https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=352322&location=local&filetypeid=81&xc=1</p> <p>Write 3 facts you learned about Intolerable Acts and American Revolution or complete chart</p> <table border="1" data-bbox="1388 1143 1692 1273"> <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>Battles of American Revolution Questions Graded assignment</p> <p>(next week: Declaration of Independence)</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>about taxes? What are taxes? Are taxes necessary? Why or why not?</p>	<p>6. Add a wonder to the wonder board about American Revolution, research and answer another's wonder.</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><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>