

PYP Unit and Central Idea: HOW WE ORGANIZE OURSELVES; Systems and cooperation can create a balanced community.

Prioritized Standards Addressed This Week:

<p>On Level Math Unit 3 NF.1: Equivalent Fractions: LT:1 introduce equivalent fractions using models LT:2</p>	<p>Advanced Math Unit 7a Measurement of Angles 4.MD.5 Recognize angles as fractions of circles 4.MD.6 Measure and sketch angles using a protractor- 4.MD.7 Recognize angles measurements as additives Unit 7b Unit measurements 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. a. Understand the relationship between gallons, cups, quarts, and pints. (conversions) b. Express larger units in terms of smaller units within the same measurement system. (conversions) c. Record measurement equivalents in a two-column table. (conversions)</p>	<p>Accelerated Math MGSE.5.NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators MGSE.5.NF.2 Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>
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Reading/ ELA – RL2 Determine the theme of a story, drama or poem from details in the text; summarize the text. **RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **SL.1** Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Science/ Social Studies S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.
 a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. (Clarification statement: Students are not expected to identify the different types of consumers – herbivores, carnivores, omnivores and scavengers.)
 b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
 c. Design a scenario to demonstrate the effect of a change on an ecosystem. (Clarification statement: Include living and non-living factors in the scenario.)
d. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or over-abundant.

***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 - <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

<p>Math: 8:20- 9:25</p>	<p><u>Lesson</u> None- iReady Diagnostic</p>	<p><u>Independen</u> † IReady Diagnostic</p>	<p><u>Lesson</u> Strategies for Generating Equivalent Fractions:</p>	<p><u>Independen</u> † Meet: Strategies for</p>	<p><u>Lesson</u> Strategies for Generating Equivalent Fractions:</p>	<p><u>Independent</u> Meet: Strategies for Generating</p>	<p><u>Lesson</u> Comparing Fractions WB 517-518</p>	<p><u>Independent</u> Meet: Comparing Fractions WB 517-518</p>	<p><u>Lesson</u> Go over WB pages 519- 520</p>	<p><u>Independe</u> nt Meet: Go over WB</p>
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<p>On MyMath Book **Change to Volume 2</p> <p>Advanced MyMath Book Volume 2</p>		<p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p>Multiplying and Dividing by a Whole Number WB 505-506</p>	<p>Generating Equivalent Fractions: Multiplying and Dividing by a Whole Number WB 505-506</p> <p>At seat: WB 507-508; Daily Spiral</p> <p>Technology y IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p>Butterfly Method Use Fraction Butterfly Anchor Chart</p>	<p>Equivalent Fractions: Butterfly Method Use Fraction Butterfly Anchor Chart and Examples</p> <p>At seat: Equivalent Fractions Worksheet; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>		<p>At seat: WB519-520; Daily Spiral</p> <p>Technology : None</p> <p>Hands clean 😊 None</p>		<p>pages 519-520</p> <p>At seat: Comparing Fractions with Cookie Recipes Worksheet; WB 501-502; Daily Spiral</p> <p>Technology: IReady Math</p> <p>Hands clean 😊 project/ Nearpod</p>
	<p><u>Lesson</u> None</p>	<p><u>Independent</u> IReady Diagnostic</p>	<p><u>Lesson</u> Review MD5-7 Meet: go over MD5-7</p>	<p><u>Independent</u> At seat: 7a review Continue last week's</p>	<p><u>Lesson</u> Unit 7a review answers as needed</p>	<p><u>Independent</u> At seat: Unit 7a test questions 14-21 in illuminate</p>	<p><u>Lesson</u> Unit 7b Know Sizes of Measurement Metric:</p>	<p><u>Independent</u> At seat: WB 777-778 Continue last week's Daily Spiral Q4:5</p>	<p><u>Lesson</u> Unit 7b Know Sizes of Measurement Metric:</p>	<p><u>Independent</u> At seat: WB 789-790</p>

		Homework Unit 7a review due tomorrow	graded assignment and Unit 7a Review homework	Daily Spiral Q4:5 Technology: IReady Hands clean 😊 project/ nearpod/ choice board		Continue last week's Daily Spiral Q4:5 Technology: IReady Hands clean 😊 project/ nearpod/ choice board	Length Capacity Mass **need rulers Meet: Go over measurement chart and vocab. Then WB 775-776 Vocab: Metric system Mass Capacity Length	Technology IReady Hands clean 😊 project/ nearpod/ choice board Homework WB 781-783 due tomorrow	Length Capacity Mass **need rulers Meet: Check 777-778 and 781-783 Complete 787-788	self-grade Daily Spiral Q4:5 Technology: IReady Hands clean 😊 project/ nearpod/ choice board
Accel Essential Questions How can I use place value and properties to divide decimals? Small Groups T- Word Problems/ Inquiry work S- Spiral Work	<u>Focused Lesson</u> None	<u>Student Independent Practice</u> I – Ready Diagnostic	<u>Focused Lesson</u> NF.1 Finding LCF and creating common denominator to subtract unlike fractions. 677 – 688 Adding and Subtracting	<u>Student Independent Practice</u> <u>Spiral</u> <u>Hands Clean</u> <u>Technology I-Ready</u> <i>(Taskwork and links posted on each channel)</i>	<u>Focused Lesson</u> NF.1 Finding LCF and creating common denominator to subtract unlike fractions. 677 – 688 Adding and Subtracting	<u>Student Independent Practice</u> <u>Spiral</u> <u>Hands Clean</u> <u>Technology I-Ready</u>	<u>Focused Lesson</u> NF.1 Finding LCF and creating common denominator to add and subtract Mixed Numbers with	<u>Student Independent Practice</u> <u>Spiral</u> <u>Hands Clean</u> <u>Technology I-Ready</u>	<u>Focused Lesson</u> Least Common Multiple WBp. 577-578 <u>Student Independent Practice</u> WBp. 579	<u>Student Independent Practice</u> <u>Spiral</u> <u>Hands Clean</u> <u>Technology I-Ready</u>

<p>T- Technology (I-Ready)</p>			<p>Mixed Number</p>		<p>Mixed Number</p>		<p>regrouping fractions. 689 – 694 Subtracting with unlike den. And regrouping</p> <p>CW grade – Review my progress 669-670</p>			
<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud Number the Stars by Lois Lowry Pages 1-2</p> <p>The teacher will introduce the story to the class and make predictions about what they think the book might be about, the characters, the setting, etc. on an anchor chart. You will read the first two pages today, saving</p>	<p>Read Aloud Number the Stars by Lois Lowry Chapters 1 and 2</p> <p>The class will review the reading from the previous day and finish through chapter 2. Allow a place in the classroom for students to post their wonderings, predictions or questions as you read the book together.</p>	<p>Read Aloud Number the Stars by Lois Lowry Chapter 1 Review</p> <p>The class will think about the perspective in the story they have read so far and find instances of where the characters acted differently than they would have. Students will answer questions from Chapters 1 using the novel guide.</p>	<p>Read Aloud Number the Stars by Lois Lowry Chapter 2 Review</p> <p>The class will think about the perspective in the story they have read so far and find instances of where the characters acted differently than they would have. Students will answer questions</p>	<p>Read Aloud Number the Stars by Lois Lowry Compare and Contrast Activity</p> <p>Students will compare themselves to Annamarie using character traits to find similarities and differences.</p>					

	the rest of the chapter for tomorrow.			from Chapter 2 using the novel guide.	
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

ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

ON DEMAND WRITING PRE-ASSESSMENT

(Informational Writing)

Instructions:

“You will have 45 minutes to write an informational (or all about) text that teaches others interesting and important information and ideas about that topic. Please keep in mind that you will have 45 minutes to complete this. You’ll need to plan, draft, revise, and edit in one sitting.”

Language Skill of the

Week: (Writescore data – Sentence Formation)

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

Units of Study Session 3

Planning and Writing with Greater Independence

Remind students that writers take strategies they’ve learned in the past and apply them to new situations, working with more independence and skill each time.

Units of Study Session 4

Unit 3 Session 4

Teaching as a Way to Rehearse for Information Writing

Teach students that when writing to teach, it helps writers to do some actual teaching about their topic.

Task work:

1. Yoshi’s Notes review
2. Generating the TO-DO LIST
3. Anchor Chart: Questions Teachers ask When Planning to TEACH
4. Review 4th Informational Writing Checklist
5. Review revolutionary war PPT to help generate ideas for book

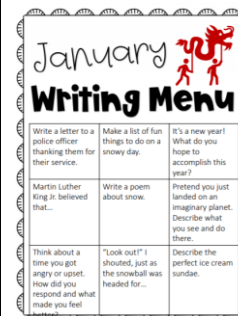
[American Revolutionppt.pptx](#)

6. Mentors: Edward’s/ Greyson’s Detailed Passage

TAG DAY

REVIEW DAY

Writing Choice Board: January
(Students will select an item to complete)



- COMPLETE NEARPOD
- WORK ON LANGUAGE PRACTICE SKILL

<https://share.nearpod.com/e/vg0hchZnScb>



Units of Study Session 5

Unit 3 Session 5

Elaboration: The Details that Let People Picture What Happened Long Ago and Far Away

Teach students that writers improve their writing by adding details. History writers often try to include details that help readers picture what happened long ago.

	<p>Students will: (If finished early with On-Demand Assessment)</p> <ul style="list-style-type: none"> Work on producing informational books Language Skill Practice Choiceboard Vocabulary Choiceboard 	<p>Students will:</p> <ul style="list-style-type: none"> Work on producing informational books Language Skill Practice Choiceboard Vocabulary Choiceboard 	<p>Students will:</p> <ul style="list-style-type: none"> Work on producing informational books Language Skill Practice Choiceboard Vocabulary Choiceboard 	<p>Student Practice:</p> <ul style="list-style-type: none"> Work on producing informational books Language Skill Practice Choiceboard Vocabulary Choiceboard 	<p>Student Practice:</p> <ul style="list-style-type: none"> Work on producing informational books Language Skill Practice Choiceboard Vocabulary Choiceboard
<p>Lunch 11:45-12:15</p>					
<p>Reading /Phonics 12:45-1:35</p> <p>Standards RL. 2 RL. 3 SL. 1</p>	<p><u>Mini-Lesson:</u></p> <p>Unit 4 Lesson 2: Monitoring for Sense: Fitting the Pieces Together</p> <p>Teaching Point: "Today I want to teach you that at the start of a complex text, readers often tack up important information they need to know on mental bulletin boards. Specifically, they make note of who, what, where, when, and why of the book."</p> <p><u>Word Work</u> cred=believe Introduction-</p>	<p><u>Mini-Lesson:</u></p> <p>Unit 4 Lesson 3: Thinking Across Timelines</p> <p>Teaching Point: "Today I want to teach you that in historical fiction, there can be more than on timeline. There is the main character's timeline; there is also a historical timeline—and the two are entwined. To understand anyone, it helps to know the way that person's timeline intersects with the timeline of world events.</p> <p><u>Word Work</u> cred=believe</p>	<p><u>Mini-Lesson:</u></p> <p>Unit 4 Lesson 4: Character's Perspectives are Shaped by their Roles</p> <p>Teaching Point: "Today I want to teach you that in historical fiction, there can be more than on timeline. There is the main character's timeline; there is also a historical timeline—and the two are entwined. To understand anyone, it helps to know the way that person's timeline intersects with the timeline of world events.</p> <p>Students will complete a Readworks Passage and question set to show their</p>	<p><u>Mini-Lesson:</u></p> <p>Character Analysis Nearpod Review</p> <p>Review previous sessions work and identify any areas of concern or work with students who may need additional support.</p> <p>Complete the Nearpod activity on Analyzing a Character</p> <p><u>Word Work</u> cred=believe Quizez Review: Have students review the vocabulary words and</p>	<p><u>Mini-Lesson:</u></p> <p>I-Ready Reading Diagnostic</p> <p>The class will take the I-Ready Reading Diagnostic</p> <p><u>Word Work</u> cred=believe Vocabulary Quiz- Students will take their vocabulary quiz to check for understanding.</p>

	<p>The Teacher will introduce, teach, and review each of the vocabulary words for the week.</p> <p>https://www.flippity.net/fc.php?k=1uwd1r_vDD9BAA4Rqa8Lze2KyPfvHxPUsZB7qEuWODiY</p>	<p>Vocabulary sort- students will cut out and match up the vocabulary words with the definitions.</p>	<p>understanding of the standards.</p> <p>Word Work cred=believe</p> <p>Vocabulary Bingo- Students will write vocabulary words in the bingo boxes and play several rounds of bingo, covering up the word that matches the definition that is stated.</p>	<p>play the quizez to help them study.</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 Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p> <p>*Readworks: Up in the Air</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>*Vocabulary Quiz</p>
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
SS/Sci 1:35-2:05 Unit 3 Theme: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations;	<p><u>Focused Lesson</u> Unit 2 finish and reflect</p> <p>Complete summative if needed Complete IB reflection sheet</p> <p>Complete Graffiti walk reflection: The students will revisit the same graffiti walls, and using same colored marker, per class, and will re-answer the same guiding</p>	<p><u>Focused Lesson</u> Unit 3 kickoff</p> <p>Go through PPT and discuss unit 3 theme, central idea, lines of inquiry, key concepts</p> <p>Update IB board (theme, central, idea, key concepts, lines of inquiry)</p> <p><u>Extensions</u></p>	<p><u>Focused Lesson</u> Unit 3 provocation</p> <p><u>Provocation:</u> Bill of rights and ecosystems real life situations</p> <p>The teacher will give groups of students various unfair changes to laws and environmental problems. They will decide how to deal with/react to the new change. (I would make 5 groups and give 1 law and 1 environment situation to each)</p>	<p><u>Focused Lesson</u> Ecosystems</p> <p>Watch Bill Nye: Biodiversity and write 3 facts https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=355532&location=local&filetypeid=81&xc=1</p> <p><u>Extensions</u></p>	<p><u>Focused Lesson</u> Ecosystems</p> <p>https://mysteryscience.com/ecosystems/mystery-1/food-chains-predators-herbivores-carnivores/119?r=939780 Mystery Science “Why would a hawk move to New York city?”</p> <p>Students will play “Eat or Be Eaten” ecosystem</p>

<p>societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central Idea:</p> <p>Systems and cooperation can create a balanced community.</p> <p>Lines of Inquiry/ Key Concepts:</p> <p>How can changes affect systems? (change)</p> <p>Human impact affects systems. (responsibility)</p> <p>Explain the interaction of systems. (connection)</p> <p>Teacher Inquiry Questions-</p> <p>~How did the tyranny of England's king effect new decisions?</p> <p>~How did the fathers of the constitution work together to establish an</p>	<p>questions as before reflecting on what they have learned.</p> <p>Schedule: Stockard 1:30-1:37 (blue) Collins 1:38-1:45 (red) Rutledge 1:46-1:52 (green) Hunt 1:53-2:00 (black)</p> <p><u>Extensions</u></p> <p>1. Research IB Country of Study January: humanitarian and conservation efforts- compare and contrast with US and/or other countries</p> <p>2. Add a wonder to the wonder board</p> <p>3. Research and answer another's wonder</p>	<p>1. Research IB Country of Study January: humanitarian and conservation efforts- compare and contrast with US and/or other countries</p> <p>2. Add a wonder to the wonder board</p> <p>3. Research and answer another's wonder</p>	<p>Have class discussion to make connections to new nation to today and how laws and environments connect to each other. (successful systems)</p> <p><u>Extensions</u></p> <p>1. Research IB Country of Study January: humanitarian and conservation efforts- compare and contrast with US and/or other countries</p> <p>2. Add a wonder to the wonder board</p> <p>3. Research and answer another's wonder</p>	<p>1. Ecosystems Think-Tac-Toe</p> <p>2. Research IB Country of Study January: humanitarian and conservation efforts- compare and contrast with US and/or other countries</p> <p>Connection:</p> <p>How are ecosystems affected? Deforestation? Water cleanliness? Use <u>extinct, scarcity and overabundance</u> vocab.</p> <p>3. Add a wonder to the wonder board</p> <p>4. Research and answer another's wonder</p>	<p>card game found in Mystery Science lesson</p> <p>(next week: Continue ecosystems; hopefully dissect owl pellets if they arrive:))</p> <p><u>Extensions</u></p> <p>1. Ecosystems Think-Tac-Toe</p> <p>2. Research IB Country of Study January: humanitarian and conservation efforts- compare and contrast with US and/or other countries</p> <p>Connection:</p> <p>How are ecosystems affected? Deforestation? Water cleanliness? Use <u>extinct, scarcity and overabundance</u> vocab.</p> <p>3. Add a wonder to the wonder board</p> <p>4. 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></p> <p>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></p> <p>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></p> <p>Research IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>

effective government? ~How would losing an organism effect an ecosystem?					
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