

PYP Unit and Central Idea: **Patterns and Cycles Occur Throughout the Natural World**

Prioritized Standards Addressed This Week:

On Level Math

Unit 1 Place Value 4.NBT.2 Comparing numbers

Advanced Math

Unit 4 Operations with Fractions 4.NF.4 multiply fractions by whole numbers; equivalent fraction

Accelerated Math

MGSE 5. OA.1 and 5.NBT.1, 2, 5, 6 Unit 1 Order of Operations and Whole Numbers



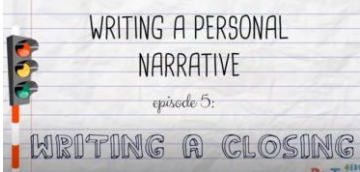
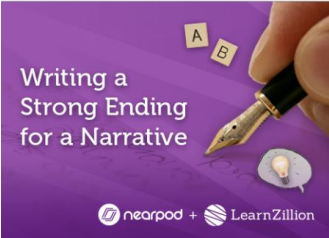
Reading/ ELA - RF3,4 RL2,3 SL1 W3 Supporting Standards: RL4;L1,4,5; SL2


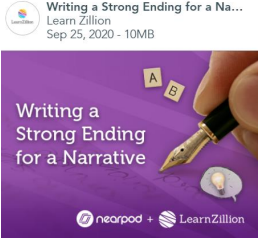
Science/ Social Studies S4E3b water cycle/clouds/climate

***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

<p>Math Time: 8:30-9:15 On MyMath Book Volume 1</p> <p>Advanced MyMath Book Volume 2</p>	<p><u>Lesson</u></p> <p>Begin reviewing for Unit 1 Test using Nearpod</p> <p>Unit 1 Test Tuesday 10/6</p>	<p><u>Independent</u></p> <p>Students will complete activities in the Nearpod</p> <p>Weekly Spiral Optional</p>	<p><u>Lesson</u></p> <p>Complete Review Nearpod</p> <p>Unit 1 Test Tuesday 10/6</p>	<p><u>Independent</u></p> <p>Students will finish activities in Unit 1 Review Nearpod</p> <p>Weekly Spiral Optional</p>	<p><u>Lesson</u></p> <p>Asynchronous Day- Utilize Review Nearpod to begin working on Unit 1 Review Guide</p> <p>Unit 1 Test Tuesday 10/6</p>	<p><u>Independent</u></p> <p>Work on Unit 1 Review Guide</p> <p>Weekly Spiral Optional</p>	<p><u>Lesson</u></p> <p>Begin going over Review guide together</p> <p>Unit 1 Test Tuesday 10/6</p>	<p><u>Independent</u></p> <p>Continue to work on Unit 1 Review Guide, making corrections if needed</p> <p>Weekly Spiral Optional</p>	<p><u>Lesson</u></p> <p>Go over Unit 1 Review Guide</p> <p>Unit 1 Test Tuesday 10/6</p>	<p><u>Independent</u></p> <p>Continue to study/make corrections to Unit 1 review guide</p> <p>Weekly Spiral Optional</p>
	<p><u>Lesson</u></p> <p>Equivalent Fractions (unit 3 refresh)</p> <p>WB pages 505 -506</p> <p>Unit 4 test Tuesday 10/6</p>	<p><u>Independent</u></p> <p>Equivalent Fractions 507-508</p> <p>Weekly Spiral Optional</p>	<p><u>Lesson</u></p> <p>Review answers equivalent fractions pages 507-508</p> <p>Unit 4 Review Nearpod</p>	<p><u>Independent</u></p> <p>Unit 4 review Nearpod</p> <p>Weekly Spiral Optional</p>	<p><u>Lesson</u></p> <p>None-asynchronous day</p> <p>Unit 4 test Tuesday 10/6</p>	<p><u>Independent</u></p> <p>Complete Unit 4 study guide numbers 1-8</p> <p>Weekly Spiral Optional</p>	<p><u>Lesson</u></p> <p>Review unit 4 study guide questions 1-8</p> <p>Unit 4 test Tuesday 10/6</p>	<p><u>Independent</u></p> <p>Complete unit 4 study guide questions 9-14</p> <p>Weekly Spiral</p>	<p><u>Lesson</u></p> <p>Review unit 4 study guide questions 9-14</p> <p>Unit 4 test Tuesday 10/6</p>	<p><u>Independent</u></p> <p>Study all notes. WB pages, study guide for test</p>

		Unit 4 test Tuesday 10/6			Optional		Weekly Spiral Optional
BREAK 9:15-9:30	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
Writing/ ELA 9:30- 10:00	<p>Unit 1, Session 10 <u>Mini-Lesson:</u> Improving theories by reaching for precise academic language</p> <p>Students will read independently and practice strategies from today's mini lesson.</p> <p>-Students will work all week to respond to the prompt "How is my character as a person" They will work to collect evidence to support the character trait.</p> <p>Hook: Video (Run- On Sentences) Flocabulary</p> 	<p>Unit 1 Session 11: Revision: Rereading with a Lens</p> <p><u>TP:</u> Teach children that when revising, writers don't simply reread; they reread with a lens. Writers vary their lenses according to what they value for their work.</p> <p>Independent: (Run- On Sentences) Flocabulary</p> 	<p>Writescore Wednesdays (Craft) ASYNCHRONOUS WORK Video: Conclusions https://youtu.be/GJMQWnDI8I8</p>  <p>Your Narrative should already have the following:</p> <ul style="list-style-type: none"> • Lead • Establish setting • Introduce Character • Include Dialogue • Show Actions (at least 2-3 events) • Include lots of description • Problem • Solution <p>Today's Focus:</p> <ul style="list-style-type: none"> • Conclusion <p>Submit your rough draft to the teacher in Teams.</p>	<p>TAG DAY (PLC Work)</p> <p>Strategy Groups</p> <ul style="list-style-type: none"> • Conclusions • Strong Endings • Sentence structure <p>Strategy Groups/ Grammar</p> <p>Focus: Run- On Sentences</p>	<p><u>FUN IN WRITING FRIDAYS</u></p> <p>Nearpod</p> <p>CONCLUSIONS</p>  <p>Writing a Strong Ending for a Narrative Learn Zillion Sep 25, 2020 - 10MB</p> <p>Engagement strategy: 3-2-1</p>		
	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	<u>Student Independent Practice</u>	
	Answer Journal Question: Writer's Journal:	Answer Journal Question: Writer's Journal:	Today's Focus:		Flocabulary		

	<p>How is my character as a Person?</p> <p>Students will take notes/ jots in their journal to indicate How their characters' traits are revealed- thoughts, actions, speech</p>	<p>How is my character as a Person?</p> <p>Students will take notes/ jots in their journal to indicate How their characters' traits are revealed- thoughts, actions, speech</p>	<p>Submit your rough draft (THE ENTIRE NARRATIVE) to the teacher in Teams.</p>	 <p>Run-On Sentences Language Arts Grades 4 to 6</p>	 <p>Writing a Strong Ending for a Narrative LearnZillion Sep 25, 2020 - 10MB</p>
<p>BREAK 10:00-10:15</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>
<p>Reading /Phonics</p> <p>10:15-11:00</p>	<p><u>Unit 1: Session 17</u> <u>A method for crystallizing central interpretations (RL2, RL3)</u> TP: "When readers want to build a central interpretation, they often consider big life issues that relate to lots of people and lots of stories, decide on one of those that pertains to the particular book in hand, and then figure out what the book has to say about that issues"</p> <ul style="list-style-type: none"> Read through Ch 27 in Tiger Rising Issues that matter to kids Anchor Chart How characters in Tiger Rising Deal with Loss Chart New Chart- Building a Central Interpretation <p><u>Independent Practice</u></p>	<p><u>Unit 1: Session 18</u> <u>Finding Meaning in Recurring Images, Objects and Details (RL2, RL3)</u> TP: "Today let's investigate these important questions "Why might Kate DiCamillo have decided to make things recur? And what bigger meaning could they perhaps represent?"</p> <ul style="list-style-type: none"> Read the rest of Tiger Rising at the end of the lesson Threads that Weave through Tiger Rising Chart Reflect on the ending of Tiger Rising (share) <p><u>Independent Practice</u> "Readers, as you read today, I want you to reflect on all that you have learned about reading interpretively. I want you to take time to think of the</p>	<p><u>Unit 1 Review (RL 2, RL3)</u></p> <p>Asynchronous Work Day</p> <p><u>Independent Practice</u> ReadWorks: The Magic Glasses</p> <p>Read independently when complete</p> <p>Log in to iReady Reading Independently.</p>	<p><u>Unit 1 Review (RL 2, RL3)</u></p> <p>Reading Interim in Illuminate</p> <p><u>Independent Practice</u> Students will complete the Reading Interim in Illuminate. When they finish, they will work on I-Ready</p>	<p><u>Unit 1: Session 19- Celebrations! (SL1)</u> TP: "Today is the start of the rest of your reading life! You'll be carrying a suitcase in your head like Rob, but instead of emotional baggage, yours will be a bag of strategies, close at hand for you to call upon whenever you pick up fiction literature. Who are you now? Specifically, who are you now as a reader?"</p> <ul style="list-style-type: none"> Show students copies of Van Gogh and Cezanne's self-portraits. Allow students to create their own self-portraits as readers. Allow time to share the connections between students

	<p>"Readers as you read today, in addition to all your other thinking, would you think about the ways in which your book might be addressing issues that are important to you and other kids? Think especially about the issues that connect to a lot of different characters or to many parts of the book. Then try to piece together all of the author's little messages to create a central interpretation. (share chart on building a central interpretation.) "Okay readers, get reading!"</p>	<p>charts and examples we discuss in Tiger Rising as well as the notes you jotted down about the book you are reading. Today is a day for you put all that we have learned together. Remember to do high-level work, you're going to think about the whole text."</p>			<p>and to the story Tiger Rising.</p> <ul style="list-style-type: none"> Enjoy and celebrate their accomplishment as readers! <p>Independent Practice Students will work on and complete their own self-portraits as a reader.</p> <p>Students will take the Illuminate RUOS Gr 4 Unit 1 assessment to show their understanding and comprehension in this unit.</p>
<p>LUNCH/ Recess 11:10- 12:15</p>					
<p>SS/Sci 12:15- 12:45 Inquiry Questions- -What are some examples of cycles? -How could a cycle affect our community?</p>	<p>Focused Lesson Clouds</p> <p>https://www.brainpop.com/science/weather/clouds/</p>  <p>Read and discuss page 72-73 in online science book. Write cloud definition and 4 types of cloud</p>	<p>Focused Lesson Weather data/ clouds</p> <p>Go outside to observe types of clouds in the sky (if weather doesn't permit maybe look out window) to complete the cloud observation questions</p> <p>Discuss questions for weather calendar.</p> <p>Students look at completed Daily observation September weather calendar (it's okay that</p>	<p>Focused Lesson None Asynchronous day</p> <p>Go to Safari Montage and watch Bill Nye Water Cycle https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=355695&location=local&filetypeid=81&xc=1</p>	<p>Focused Lesson Clouds</p> <p>Review clouds using http://studyjams.scholastic.com/studyjams/jams/science/weather-and-climate/clouds-and-precipitation.htm</p> <p>Take quiz see how you did</p> <p>Review WB pages 152-153</p> <p>optional weather choice board extension activities</p>	<p>Focused Lesson</p> <p>Kahoot Review for weather test Monday</p> <p>Turn in September daily observation weather calendar and questions</p> <p>optional weather choice board extension activities</p>

<p>-How do patterns help us make predictions?</p> <p>-How do patterns differ throughout the natural world?</p> <p>-How do patterns interact with populations and communities</p>	<p>descriptions and draw examples of each in science journals.</p> <p><u>Student Independent Practice</u></p> <p>Atlanta Daily Weather September daily weather calendar patterns in weather- due 10/1</p>	<p>today and tomorrow's data isn't complete) and answer the questions about the weather data recorded. Due Friday 10/2</p> <p><u>Student Independent Practice</u></p>  <p>Complete page 152- 153 questions 11-15 in your science workbook</p> <p>September daily weather calendar and questions due Friday</p>	<p><u>Student Independent Practice</u></p> <p>Continue WB pages 152-153 questions 11-15 if needed</p> <p>September daily weather calendar and questions due Friday</p>	<p><u>Student Independent Practice</u></p> <p>Complete the note taker</p> <p>September daily weather calendar and questions due Friday</p>	<p><u>Student Independent Practice</u></p> <p>Study for test using kahoot, all notes, and workbook</p>
<p>Specials 12:45-1:15</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>BREAK 1:15-1:30</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>
<p>Independent Work 1:30-2:15</p>	<p>Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly).</p>	<p>Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly) Read and record in reading log. Complete</p>	<p>Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly)</p>	<p>Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly) Read and record in reading log.</p>	<p>Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly) Read and record in reading log. Complete</p>

	Read and record in reading log. Complete Choice Board Activities	Choice Board Activities	Read and record in reading log. Complete Choice Board Activities	Complete Choice Board Activities	Choice Board Activities
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