

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

Prioritized Standards Addressed This Week:

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| <p>On Level Math Unit 2 OA.1 Interpret multiplicative comparison OA.2 Solve word problems with multiplicative comparison OA.3 Solve multi-step word problems OA.4 Find factor pairs/ prime and composite numbers OA.5 Generate number patterns using a given rule NBT.5 Multi-digit multiplication NBT.6 Multi-digit division MD.2 Solve word problems involving measurement</p> | <p>Advanced Math Unit 6 test 4.G.1-3 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</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</p> |
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Reading/ ELA – RI2, RI3, RI5 W3 Supporting Standards: RL4;L1,4,5; SL2

Science/ Social Studies S4E2.b Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth. Develop a model based on observations to describe the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).

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

16

| Login/ Morning Meeting 8:10- 8:20 am | MONDAY -Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson | TUESDAY - Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson | WEDNESDAY -Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson | THURSDAY -Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson | FRIDAY -Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson |
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| <p>Math: 8:20-9:25 On MyMath Book</p> | <p><u>Lesson</u> Review using Unit 2 Review Guide Unit 2 Test Wed. 12/16</p> | <p><u>Independent</u> Meet: Review using Unit 2 Review Guide At seat: Unit 2 Review</p> | <p><u>Lesson</u> Review using Unit 2 Review Guide Unit 2 Test Wed. 12/16</p> | <p><u>Independent</u> Meet: Review using Unit 2 Review Guide</p> | <p><u>Lesson</u> Unit 2 Post Assessment in Illuminate</p> | <p><u>Independent</u> Unit 2 Post Assessment in Illuminate</p> | <p><u>Lesson</u> Unit 3 Pre-Assessment & Unit 2 reteach/ corrections if needed</p> | <p><u>Independent</u> Meet: Unit 3 Pre-Assessment & Unit 2 reteach/ corrections if needed</p> | <p><u>Lesson</u> Graph unit 2 post assessment and unit 3 preassessment results on data sheets; Unit 2</p> | <p><u>Independent</u> Meet: Graph unit 2 post assessment and unit 3 preassessment results</p> |
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Volume 1

Advanced
MyMath
Book
Volume 2

Guide or
Unit 2
Review
Nearpod;
Daily Spiral

Technolog
IReady
Math

**Hands
clean** 😊
project/
Nearpod/
choice
board

At seat:
Unit 2
Review
Guide or
Unit 2
Review
Nearpod;
Daily Spiral

Technolog
y:
None

**Hands
clean** 😊
None

At Unit 3 Pre-
Assessment;
Daily Spiral

Technology
: iReady
Math

**Hands
clean** 😊
project/
Nearpod/
choice
board

reteach/
corrections if
needed

on data
sheets; Unit
2 reteach/
corrections
if needed

At seat:
Finish
pretest/
corrections;
Daily Spiral

Technolog
y:
IReady
Math

**Hands
clean** 😊
project/
Nearpod

Lesson

**Measure
Angles
using
protracto
rs and
rulers**

Meet:
Website:
[khan
academy
measure](https://www.khanacademy.com/measure)

Independent

At seat:
901-902

Daily Spiral
Q4:1

Technology
: iReady

**Hands
clean** 😊
project/

Lesson

**Measure
Angles
using
protractors
and rulers**

Meet:
check 901-
902
Complete
Measure

Independen
t

At seat:
903-904

Daily Spiral
Q4:1

Technolog
y:
IReady

Lesson

**Draw
Angles
using
protractors
and rulers**

Meet:
Check 903-
904
Complete
905-906

Independent

At seat: 907-
908

Daily Spiral
Q4:1

Technology:
IReady

**Hands
clean** 😊
project/

Lesson

**Draw
Angles
using
protractor
s and
rulers**

Meet:
Check 907-
908
Complete
Drawing

Independent

At seat:
909-910

Daily Spiral
Q4:1

Technology
IReady

**Hands
clean** 😊
project/
nearpod/

Lesson



**Review
angle
concepts
with Angles
project**

Meet:
NearPod
[https://shar
e.nearpod.
com/e/Q1
mnd2BY6bb](https://share.nearpod.com/e/Q1mnd2BY6bb)

Independe
nt

At seat:
self-grade
Daily Spiral
Q4:1

Technolog
y: IReady
**Hands
clean** 😊
project/
nearpod/

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| | angles instruct WB 899-900 | nearpod/choice board | Angle Reteach | Hands clean 😊 project/nearpod/choice board | | nearpod/choice board | Angles of Specific Measure | choice board | and explain project | 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 T- Technology (I-Ready) | <u>Focused Lesson</u> <u>Unit Assessment</u> | <u>Student Independent Practice</u> <u>Unit Assessment</u> Weekly Spiral Math Choice Board | <u>Focused Lesson</u> Fractions and Division WBp. 551-552 | <u>Student Independent Practice</u> <u>Practice</u> WBp. 553-554 Weekly Spiral Math Choice Board | <u>Focused Lesson</u> https://youtu.be/crWLFqQQtBA  Greatest Common Factor WBp. 557-558 | <u>Student Independent Practice</u> <u>Practice</u> WBp. 559-560 Weekly Spiral Math Choice Board | <u>Focused Lesson</u> Greatest Common Factor Day 2  Greatest Common Factor WBp. 557-558 | <u>Student Independent Practice</u> <u>GCF WS Practice</u> Weekly Spiral Math Choice Board | <u>Focused Lesson</u> Simplest Form Day 2 | <u>Student Independent Practice</u> <u>*Simplest Form Practice WS</u> Weekly Spiral Math Choice Board |
| Read Aloud 9:30-9:50 | Read Aloud <i>The Wild Christmas Reindeer</i> The class will listen to the story and answer questions during the | | Read Aloud <i>Reindeer Passage and Questions</i> The class will share their prior knowledge about Reindeer on a KWL | | Read Aloud <i>Olive the Other Reindeer by Vivian Walsh</i> The class will read the book and create three | | Read Aloud How to Catch an Elf by Adam Wallace The students will listen to the story and then create their own elf | | Read Aloud Santa's Stuck by Rhonda Greene The students will listen to the story and the teacher will stop | |

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| | <p>reading, engaging in a range of collaborative discussions to build on other ideas, and express their own thoughts and opinions. (Standard: RL.3)</p> | <p>chart. The class will read the article about Reindeer 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>designs to try and get them to fly just like Olive. They will test their creations and record their flights on the STEM paper. (Standard RL.3)</p> | <p>traps to try and catch an elf. Students will use Legos, makerspace supplies, or geoboards to create their trap. (Standard RL.2)</p> | <p>before the end of the story. The class will come up with ideas about how to help Santa get unstuck and complete the Help Santa sheet. (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.

**ON Demand
Post Assessment**

**Persuasive Writing
Assessment in TEAMS**

**(Review and Support)
Focus:**

Session 1: Getting the Sense
of informational books

Instructional Video:

[https://youtu.be/-
vNZ1rWC8HE](https://youtu.be/vNZ1rWC8HE)

Revolution Writers (IB)

Project

Session 1 :

Introduction to Propaganda

What is propaganda?

What is a political cartoon?

**Task: Complete Propaganda
Practice Sheet**

Units of Study
Focus:

Session 2: Planning the
Structure of Writing

Revolution Writers (IB)

Project

Session 2 :

Introduction to the task and
Rubric

- What will the product
look like (exemplar)?
- What are the
components of the
Rubric?

Getting Started:

1. Choose any topic or
conflict and a side
(perspective/point of
view/opinion) for that
conflict.
2. Think about how to
convince the other side
(perspective/point of
view/opinion) to join you and
your side instead.

TAG DAY

REVIEW DAY

Writing Choice Board:

December

**(Students will select an item
to complete)**

| December Writing Menu | | |
|---|---|---|
| Write step by step directions to help a friend learn to build a snowman. | Write a funny story about a snowman that goes sledding. | Make a holiday wish list. |
| Design a new holiday candy. Draw what it looks like and describe how it tastes. | Write about your family's holiday traditions. | The taste of hot chocolate reminds me of... |
| What do you like to do when the weather is cold? | What are three things in your home you could not live without? Explain. | Make a list of things you want to do next year. |

- WORK ON
Revolution
Writers
- COMPLETE
NEARPOD
- WORK ON
LANGUAGE
PRACTICE SKILL

[https://share.nearpod.co
m/e/W1rhdQqT7bb](https://share.nearpod.com/e/W1rhdQqT7bb)

Units of Study

Session 2

Part 2

Planning the Structure of
Writing

Revolution Writers (IB)




Project


Session 3 :

- Creating a
propaganda
illustration

Getting Started:

3. Create a propaganda
illustration (political
cartoon) and a written
article that is similar to
what you might find in a
newspaper. You need to
explain the points of view
and reasons of your side,
and the benefits of joining
your side and starting a
revolution.

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| | <p>Students will: Complete On Demand Assessment</p> | <p>Students will: Complete Propaganda Practice Sheet</p> | <p>Students will: Brainstorm and select topic Begin drafting an opinion/POV argument Nearpod</p> | <p>Student Practice: Complete Nearpod Task Choice Board Instructional Video</p> | <p>Student Practice: Propaganda Illustration Nearpod Choiceboard</p> |
| <p>Lunch 11:45- 12:15</p> | | | | | |

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| <p>Reading /Phonics 12:45-1:35</p> <p>Standards RI.2 RI.3 RI.5 RI.6</p> | <p>Mini-Lesson: Unit 3 Assessments (RI2 and RI3)</p> <p>In this session, students will show their learning from this Unit by taking the first part of the post-assessment.</p> <p>Word Work graph=writing 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 Assessments (RI5 and RI6)</p> <p>In this session, students will show their learning from this Unit by taking the post-assessment.</p> <p>Word Work graph=writing 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: Gingerbread Story Comparison</p> <p>Students will listen to different versions of the traditional Gingerbread story: The Gingerbread Man and the Gingerbread Boy. The students will work in groups to fill in their Gingerbread Story anchor chart including the characters, setting, the sequence of events and the chant or rhyme that repeats in the story.</p>  <p>Word Work graph=writing TTW review the vocabulary words for the week and play bingo to help review.</p> | <p>Mini-Lesson: Gingerbread Story Comparison</p> <p>Students will listen to different versions of the traditional Gingerbread story: Gingerbread Girl and the Gingerbread Cowboy. The students will work in groups to fill in their Gingerbread Story anchor chart including the characters, setting, the sequence of events and the chant or rhyme that repeats in the story.</p> <p>Word Work graph=writing TTW review the vocabulary words. Students will complete a choice board activity to complete for their vocabulary work.</p> | <p>Mini-Lesson:</p> <p>In this session you will celebrate the winter holidays with your class and enjoy some yummy treats together.</p> <p>Word Work graph=writing 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>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 students for one-on-one assessing with BAS</p> | <p>The teacher will pull students for one-on-one assessing with BAS</p> | <p>The teacher will pull students for one-on-one assessing with BAS</p> | <p>The teacher will pull students for one-on-one assessing with BAS</p> | <p>The teacher will pull students for one-on-one assessing with BAS</p> |

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| <p>SS/Sci 1:35-2:05 Unit 2</p> <p>Theme: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea: Different perspectives and conflicts can lead to change</p> <p>Teacher Inquiry Questions- What are some ways people</p> | <p><u>Focused Lesson</u> Unit 2 review/summative</p> <p>BrainPop Conflict Resolution https://www.brainpop.com/health/personalhealth/conflictresolution/</p> <p>Read conflict article and complete propaganda practice activity-discuss for intro to Unit 2 Summative SW choose perspective on any conflict (or use American Revolution) to create propaganda poster and write persuasive newspaper or web article to change others' perspective</p> <p>Turn in moon phases journal and questions for grade</p> <p><u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> | <p><u>Focused Lesson</u> Unit 2 review /summative</p> <p>BrainPop Reading a Newspaper https://www.brainpop.com/english/studyandreadingskills/readinganewspaper/</p> <p>Review Studies Weekly newspapers for ideas on Unit 2 Summative Newspaper or web article design</p> <p><u>For the week</u> 1.Unit 2 summative 2.Complete all American Revolution and moon activities/assignments 3. Research IB Country of Study topics not completed 4. Add a wonder to the wonder board about unit 2 5. Research and answer another's wonder</p> <p><u>Student Independent Practice</u> Research IB country</p> | <p><u>Focused Lesson</u> Unit 2 review /summative</p> <p><u>For the week</u> 1.Unit 2 summative 2.Complete all American Revolution and moon activities/assignments 3. Research IB Country of Study topics not completed 4. Add a wonder to the wonder board about unit 2 5. Research and answer another's wonder</p> <p><u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> | <p><u>Focused Lesson</u> Unit 2 review /summative</p> <p><u>For the week</u> 1.Unit 2 summative 2.Complete all American Revolution and moon activities/assignments 3. Research IB Country of Study topics not completed 4. Add a wonder to the wonder board about unit 2 5. Research and answer another's wonder</p> <p><u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> | <p><u>Focused Lesson</u> Unit 2 review /summative</p> <p><u>For the week</u> 1.Unit 2 summative 2.Complete all American Revolution and moon activities/assignments 3. Research IB Country of Study topics not completed 4. Add a wonder to the wonder board about unit 2 5. Research and answer another's wonder</p> <p>(next week: Seasons/unit 3 kickoff)</p> <p><u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> |
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| <p>persuade others to change sides?</p> <p>How does perspective change outcome?</p> | <p>Also use MackinVia and Safari Montage resources</p> | <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> <p>Also use MackinVia and Safari Montage resources</p> | <p>Also use MackinVia and Safari Montage resources</p> | <p>Also use MackinVia and Safari Montage resources</p> | <p>Also use MackinVia and Safari Montage resources</p> |
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