

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

Science/ Social Studies S4E3b water cycle/clouds

***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 <i>MyMath Book Volume 1</i></p> <p>Advanced <i>MyMath Book Volume 2</i></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>
	Solve multi-step addition and subtraction word problems (Use CUBES strategy) Pgs. 113-114	Solve multi-step addition and subtraction word problems Pgs. 115-116 <u>Weekly Spiral Optional</u>	Review Solve multi-step addition and subtraction word problems Pgs. 115-116 <u>Weekly Spiral Optional</u>	Solve multi-step addition and subtraction word problems Pg. 117-118 <u>Weekly Spiral Optional</u>	Use Place Value to Round Pgs. 37-38	Use Place Value to Round Practice pgs. 39-40 <u>Weekly Spiral Optional</u>	Review Use Place Value to Round Practice pgs. 39-40	Use Place Value to Round Practice pgs. 41-42 <u>Weekly Spiral Optional</u>	Review multi-step word problems and rounding	Review multi-step word problems and rounding
	<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>
	Multiply Fractions by Whole Numbers by using a number line (not	Multiply Fractions by Whole Numbers by using a number line	Review Multiply Fractions by Whole Numbers by using a number line pgs. 609-610	Multiply Fractions by Whole Numbers pgs. 611-612	Multiply Fractions by Whole Numbers pgs. 613-614	Multiply Fractions by Whole Numbers Independent Practice 615-616	Review Multiplying Fractions by Whole Numbers	Multiplying Fractions by Whole numbers pgs. 617-618	Review Multiplying Fractions by Whole Numbers and by using a	Multiplying Fractions by Whole Numbers

	<p>fraction files as on the page) pgs. 607-608</p> <p>Understand $3 \times 2/5 = 6 \times 1/5$</p>	<p>Independent Practice pgs. 609-610</p> <p><u>Weekly Spiral Optional</u></p>	<p>Understand $3 \times 2/5 = 6 \times 1/5$</p> <p><u>Weekly Spiral Optional</u></p>			<p>pgs. 615-616</p> <p><u>Weekly Spiral Optional</u></p>	<p><u>Weekly Spiral Optional</u></p>	<p>number line (using pages 609-610 & 613-644)</p> <p><u>Weekly Spiral Optional</u></p>	<p>Quick Check</p> <p>*review equivalent fractions next week 😊</p> <p><u>Weekly Spiral Optional</u></p>	
<p>Accelerate</p> <p>d Essential Questions:</p>	<p><u>Lesson</u></p> <p>Focused Lesson <i>Estimating Quotients</i></p> 	<p><u>IND</u></p> <p><u>Illuminate (Practice)</u></p> <p><u>I-Ready</u></p> <p><u>Weekly Spiral Optional</u></p>	<p><u>Lesson</u></p> <p>Focused Lesson Place the First Digit WBp. 209-210</p>	<p><u>IND</u></p> <p><u>Student Independent Practice</u></p> <p>WBp. 211-212</p> <p><u>I-Ready</u></p> <p><u>Weekly Spiral Optional</u></p>	<p><u>Lesson</u></p> <p>Focused Lesson  Quotients with Zeros WBp. 215-216</p>	<p><u>IND</u></p> <p><u>Student Independent Practice</u></p> <p>WBp. 217-218</p> <p><u>I-Ready</u></p> <p><u>Weekly Spiral Optional</u></p>	<p><u>Lesson (TAG)</u></p> <p><u>Focused Lesson</u></p> <p>Review Day Word Problem Trouble Shooting Day</p>	<p><u>IND (TAG)</u></p> <p><u>Review Division</u></p> <p><u>Review Day</u></p> <p>Review Day Word Problem Trouble Shooting Day <u>I-Ready</u></p> <p><u>Weekly Spiral Optional</u></p>	<p><u>Lesson</u></p> <p>Assessment</p>	<p><u>IND</u></p> <p>Assessment</p> <p><u>I-Ready</u></p> <p><u>Weekly Spiral Optional</u></p>
<p>BREAK 9:15-9:30</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	
	<p>Unit 1 Session 9: Orienting Readers with Setting</p>		<p>Unit 1 Session 9: Orienting Readers with Setting</p>	<p>Writescore Wednesdays (Craft)</p>	<p>TAG DAY (PLC Work)</p>	<p>FUN IN WRITING FRIDAYS <u>Nearpod</u></p>				

**Writing/
ELA
9:30-
10:00**

TP: Remind students that writers “stay in scene,” making sure the action and dialogue are grounded in the setting.

Mentor Text: “My Rotten Red Headed Older Brother” Pages – 1-2 (highlight dialogue between Trisha and Richard)

Introduce: Dialogue PPT
(Slides 1-6)
Have students take notes
You may opt to put the PPT in their files for them to access it during independent Practice.

TP: Remind students that writers “stay in scene,” making sure the action and dialogue are grounded in the setting.

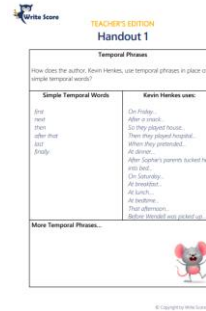
Mentor Text: “My Rotten Red Headed Older Brother” Pages- 3-4 (highlight dialogue)

Teach: Dialogue PPT
(Slides 7-12)

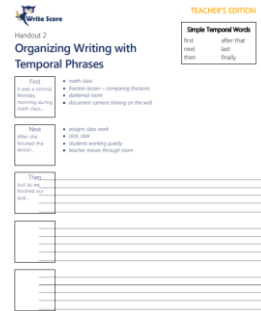
Have students take notes using the PPT.

TRANSITIONS- Using Temporal Phrases

Teach: PPT



Guided:



Strategy Groups

- Types of Sentences
- Using Dialogue

Strategy Groups/ Grammar

Focus: Using Dialogue

English Language Arts
Jennifer Nichols
Grades
4

Using Dialogue
By Jennifer Nichols
Elementary Teacher

(Go into your Nearpod and assign the link to the students)

Email Social Link Embed Google Classroom Remind Microsoft Teams

Engagement strategy:
3-2-1

Student Practice:

Answer Journal Question: Slide #1

Students should now have at least 3 Paragraphs of their work in progress Narrative.

Goal: Writing Long and Strong

Students will go back into their developing story and put in dialogue.
(NO SAID)

Student Practice:

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Goal: Writing Long and Strong

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(NO SAID)
(Refer to the PPT for help)

Student Independent Practice

Flocabulary



Student Independent Practice

Flocabulary



Student Independent Practice

English Language Arts
Jennifer Nichols
Grades
4

Using Dialogue
By Jennifer Nichols
Elementary Teacher

(Refer to the PPT for help)

BREAK
10:00-
10:15

BREAK

BREAK

BREAK

BREAK

BREAK

*Reading/
Phonics*

10:15-11:00

Session 14

Minilesson

**Read through Ch. 19 in
The Tiger Rising.**

**Looking Beyond
Characters: Studying
Other Elements of Story**

TP: When readers want to build a larger understanding, an interpretation, of their book, they don't just think about one thing. To make an interpretation, readers try to add up all the parts, all the elements of the story.

Independent Practice

Turn to a turning point or the beginning of your own book. Reread, paying attention to more than just the character (setting, plot, mood). Ask yourself, "how is this

Session 15

Minilesson

**Read through Ch. 20 in
The Tiger Rising**

**Looking through Many
Lenses at Not Just a
Scene- But at the Whole
Story So Far**

TP: Readers who read interpretively pay attention to parts that stick out. They think about how a particular part might fit with other parts, remembering to think about the whole book. (Use pg. 85 of The Tiger Rising)

Independent Practice

Make connections between a passage that catches your attention and passages that came before it. Focus on a mood/feeling that you get from that scene and find parts that connect.

Session 16

Minilesson

**Read through Ch. 21 in The
Tiger Rising**

**Connecting Thought to
Build Interpretations**

TP: Readers push themselves to have deeper thoughts and build interpretations about a story by looking across their cumulative thinking, finding patterns, and making connections.

Independent Practice

Have students choose a few post-it notes from their independent reading books and lay them side-by-side. Take 2 or 3 and make connections between them. Ask yourself- "How can I put together my thinking about characters and plot and setting to make meaning?"

Review Sessions 14-16

Independent Practice

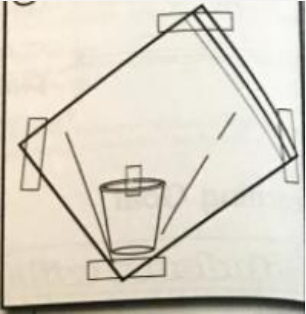
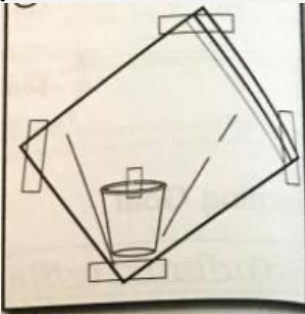
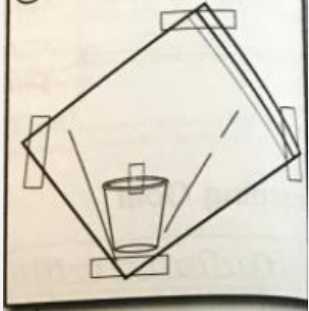
Check in with students to check understanding and comprehension. Discuss the connections that they are making as they read their books independently.

Discuss connections students are making in their own books by paying attention to characters, plot, setting, mood, and feelings. Have students share connections they made with sticky notes from independent practice in session 16.

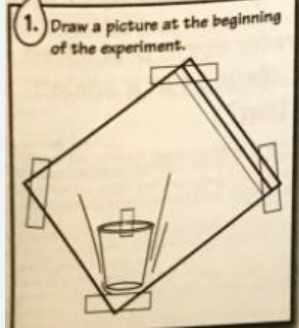
**ReadWorks: Complete
How Charlie Got Her
Chopsticks and Question
Set**

Independent Practice
Read independently
when complete

Log in to iReady
Reading

	helping me understand what the whole book is about?" Carry that idea with you as you read.	Use the prompt "I'm starting to realize..." to grow ideas.			
LUNCH 11:00-12:00					
SS/Sci 12:00-12:30 Inquiry Questions- -What are some examples of cycles? -How could a cycle affect our community? -How do patterns help us make predictions? -How do patterns differ throughout the natural world? -How do patterns interact with populations and communities	<p>Focused Lesson Water Cycle Watch Study Jams water cycle-discuss http://studyjams.scholastic.com/studyjams/jams/science/weather-and-climate/water-cycle.htm</p> <p>Watch your teacher make a "mini water cycle" (use large Ziplock, small clear cup, fill cup 1/2 with water, tape to window)</p> <p>Title Sept. 21,2020 experiment beginning observation in science journal and draw what</p>	<p>Focused Lesson Water Cycle</p> <p>Watch BrainPop water cycle- discuss https://www.brainpop.com/science/weather/watercycle/</p> <p>Title Sept. 22,2020 experiment day 2 observation in science journal-draw observation</p>  <p>Use yesterday's definitions to answer question 2 in "Water Cycle Observation Questions" assignment due Friday 9/ 25</p>	<p>Focused Lesson Water cycle</p> <p>Wach BrainPop humidity-discuss https://www.brainpop.com/science/weather/humidity/</p> <p>Title Sept. 23,2020 experiment day 3 observation in science journal-draw observation</p>  <p>Use what you have learned to answer questions 3-7 in "Water Cycle Observation Questions" due Friday 9/ 25</p>	<p>Focused Lesson Water cycle</p> <p>Bill Nye</p> <p>optional weather choice board extension activities</p> <p>Optional Add a wonder, answer a wonder, research geography of IB country</p>	<p>Focused Lesson</p> <p>Title Sept. 24,2020 experiment day 5 observation in science journal-draw observation</p>  <p>optional weather choice board extension activities</p> <p>Review WB pages 131-133</p> <p>Optional Add a wonder, answer a wonder, research geography of IB country</p>

you see



Answer question 1 to
“Water Cycle Observation
Questions” assignment
due Friday 9/ 25

<https://sciencing.com/easy-homemade-weather-instruments-kids-7974126.html>

Student Independent Practice



Use page 62-63 in online science book to write 5 water cycle definitions and

[Atlanta Daily Weather](#)
September daily weather calendar **patterns in weather- due 10/1**

optional weather choice board extension activities

Optional Add a wonder, answer a wonder, research geography of IB country

Student Independent Practice



Use page 62-63 in online science book to draw water cycle diagram in science journal

[Atlanta Daily Weather](#)
September daily weather calendar **patterns in weather- due 10/1**

optional weather choice board extension activities

Student Independent Practice



WB pages 131-133

optional weather choice board extension activities

Optional Add a wonder, answer a wonder, research geography of IB country

[Atlanta Daily Weather](#)
September daily weather calendar **patterns in weather- due 10/1**

Student Independent Practice
Complete the note taker

[Atlanta Daily Weather](#)
September daily weather calendar **patterns in weather- due 10/1**

Student Independent Practice

[Atlanta Daily Weather](#)
September daily weather calendar **patterns in weather- due 10/1**

		Optional Add a wonder, answer a wonder, research geography of IB country			
BREAK 12:30- 12:45	BREAK	BREAK	BREAK	BREAK	BREAK
Special s 12:45- 1:15	Stockard-Spanish McCannon- Art/Rizzo Rutledge-Art- Strom Hunt- P.E.- Coach K	Stockard-PE/Coach K McCannon-PE/Coach K Rutledge-Music/LeSaicherre Hunt- Art/Strom	Stockard-PE/Braddock McCannon- PE/Coach K Rutledge-Spanish Hunt-Music/LeSaicherre	Stockard-Music/LeSaicherre McCannon- Spanish Rutledge-PE/Coach K Hunt- P.E.- Braddock	Stockard-Art/Strom McCannon-Music/LeSaicherre Rutledge-PE/Coach K Hunt- Spanish
BREAK 1:15-1:30	BREAK	BREAK	BREAK	BREAK	BREAK
Independent Work 1:30-2:15	Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly). Read and record in reading log. Complete XtraMath lesson.	Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly) Read and record in reading log. Complete XtraMath lesson.	Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly) Read and record in reading log. Complete XtraMath lesson.	Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly) Read and record in reading log. Complete XtraMath lesson.	Complete any unfinished work. IReady Reading and Math (45 minutes in each weekly) Read and record in reading log. Complete XtraMath lesson.

**Small
Group
Intervention**

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(PLC)

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