

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.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.

MGSE4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

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

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 – RI.2, RI.3, RI.5 W3 Supporting Standards: RL.4;L1,4,5; SL2

Science/ Social Studies S.4E2.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	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 On MyMath Book Volume 1</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>
	Review pages 378-379 Distributive Property and Partial Quotients	Meet: Review pages 378-379 Distributive Property and Partial Quotients	Addition and Subtraction Rules (Input/Output Tables) WB 439-440 Vocabulary: Numeric Pattern (419) Rule (419)	Meet: Addition and Subtraction Rules (Input/Output Tables) WB 439-440	Multiplication and Division Rules (Input/Output Tables) WB 445-446	Meet: Multiplication and Division Rules (Input/Output Tables) WB 445-446	Unit 2 Review Guide Unit 2 Test Next Wed. 12/16	Unit 2 Review Guide At seat: Unit 2 Review Guide; Daily Spiral	Unit 2 Review Guide Unit 2 Test Next Wed. 12/16	Unit 2 Review Guide At seat: Unit 2 Review

Advanced
MyMath
Book
Volume 2

At seat:
Division
Quick
Check WB
385-386;
Daily Spiral

Technology
IReady
Math

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

Input
Output

At seat:
WB 441-442
Daily Spiral

**Technolog
y:**
None

**Hands
clean** 😊
None

At seat: WB
Pages 427-
428.
Daily Spiral

Technology
IReady Math

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

**Technology
: iReady**
Math

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

Guide;
Daily Spiral

**Technolog
y:**
IReady
Math

**Hands
clean** 😊
project/
Nearpod

Lesson

Unit 6 test
in
Illuminate
Geometry

Independent

Meet: none
At seat:
assessment

Technology
iReady

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

Lesson

Unit 7 pretest
in Illuminate

Independent

Meet:
none

At seat:
Daily Spiral
Q3:9

**Technolog
y:**
IReady

Lesson

Unit 6 post
and Unit 7
preassessment
Data
sheets

Independent

Meet:
Complete
data sheets
for Unit 6
post and
unit 7 pre
At seat:
Data sheets

Daily Spiral
Q3:9

Technology:

Lesson

Measuring
Angles in
circles

Independent

Meet:
WB 887-888

At seat:
WB 889-890
Daily Spiral
Q3:9

Technology
IReady

**Hands
clean** 😊

Lesson

Measuring
Angles in
circles and
clocks with
fractions
equal
degree
measureme
nt

Independent

Meet:
Check
889-890
Use
"Angles in
Clocks
and
circles" to
review
fractions
of circles
and

				Hands clean 😊 project/ nearpod/ choice board		IReady Hands clean 😊 project/ nearpod/ choice board		project/ nearpod/ choice board		clocks degree measures At seat: self-grade Daily Spiral Q3:9 Technolog y: 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 T- Technology (I-Ready)	<u>Focused Lesson</u> Dividing Decimals Review *Follow PPT for the week	<u>Student Independent Practice</u> <u>Practice</u> Dividing Decimals Nearpod Students can do the self- paced version https://share.nearpod.com/e/MLd0oPFOxbb Weekly Spiral Math Choice Board	<u>Focused Lesson</u> Divide Decimals Review *Follow PPT for the week	<u>Student Independent Practice</u> <u>Practice</u> Dividing Decimals Nearpod Students can do the self- paced version https://share.nearpod.com/e/MLd0oPFOxbb Weekly Spiral	<u>Focused Lesson</u> Unit Mixed Practice Rev.	<u>Student Independent Practice</u> Unit Review Sheet Weekly Spiral	<u>Focused Lesson</u> Unit Mixed Review	<u>Student Independent Practice</u> Unit Review Sheet Weekly Spiral	<u>Focused Lesson</u> Unit Assessment	<u>Student Independent Practice</u> Unit Assessment Weekly Spiral

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.

Review Lesson

Session 20: Connecting
Evidence, Reasons and
Thesis Statements

STUDENT VIDEO



		Grade 4				Grade 5			
		W	W	W	W	W	W	W	W
Standard	Definition								
W.1	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence.								
W.2	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence. The opinion should be supported by relevant reasons and evidence.								
W.3	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence. The opinion should be supported by relevant reasons and evidence.								
W.4	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence. The opinion should be supported by relevant reasons and evidence.								
W.5	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence. The opinion should be supported by relevant reasons and evidence.								

Unit 2, Session 20
Mini-Lesson:
**Getting Ready to Put Your
Opinions into the World**
Teach students that
writers get their essays
ready for the world by
carefully checking their
spelling, punctuation, and
other conventions.

Finish Persuasive Essays

Language Arts skill of the week: Using Verb Tenses

Session 21:
Hey World, Listen Up

Session 21

STUDENT VIDEO



Students will work on
completing their Persuasive
Essays.

		Grade 4				Grade 5			
		W	W	W	W	W	W	W	W
Standard	Definition								
W.1	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence.								
W.2	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence. The opinion should be supported by relevant reasons and evidence.								
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W.4	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence. The opinion should be supported by relevant reasons and evidence.								
W.5	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence. The opinion should be supported by relevant reasons and evidence.								

Finish Persuasive Essays

Session 21:
Hey World, Listen Up

Session 21

STUDENT VIDEO



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W.5	Write an opinion that states a clear position on a topic or issue, supported by relevant reasons and evidence. The opinion should be supported by relevant reasons and evidence.								

Finish Persuasive Essays

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.

Using Simple Verb Tenses
LearnZillion
Dec 4, 2020 - 25MB

Using Simple Verb Tenses

10:56

<https://share.nearpod.com/e/7NhAyWIGWbb>

- WORK ON PERSUASIVE PIECES

FUN IN WRITING FRIDAYS

Unit #3 –Session 1

STUDENT VIDEO



The Revolutionary War: Possible Topics

- The Boston Tea Party
- The Boston Massacre
- Paul Revere and Midnight Ride
- Betsy Ross and First Flag
- TJ and Declaration of Indep.
- GW and major event in war (Valley Forge, Crossing Delaware, Trenton, etc.)
- Delegates and Continental Congress
- Surrender at Yorktown
- Battles of Lexington & Concord

TP: Today, students will practice being “wide-awake” readers by paying close attention to the little details in their stories. Then, they will write to grow ideas about these details using thought prompts.

				<ul style="list-style-type: none"> • COMPLETE NEARPOD • WORK ON LANGUAGE PRACTICE SKILL 	
	<p>Students will: Finish Persuasive Essays December writing choice board</p>	<p>Students will: Finish Persuasive Essays December writing choice board</p>	<p>Students will: Finish Persuasive Essays December writing choice board</p>	<p>Student Practice: Complete Nearpod Task Choice Board</p>	<p>Student Practice: Thought Prompts</p>
<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: Unit 3 Lesson 17: Readers Alter Their Strategies Based on the Kind of Text They Are Reading</p> <p>TP: "Today I want to teach you that just as it helps to bring prior knowledge if a topic to your reading of a complex nonfiction text, it also helps to bring prior knowledge of how this kind of text tends to go. To access that prior knowledge of a genre, you need to preview a text (or part of a text) thinking, "What do I know about strategies for reading this sort of text?"</p> <p>Word Work miss,mit=send 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 Lesson 18: Developing a Richer Conceptual Knowledge of Key Vocabulary</p> <p>TP: "Today I want to teach you that getting to know a word well is like getting to know a person or a character in the book. You do not meet the person and then say to yourself "I've got that person completely figured out" It's the same way with words. Getting to know a word well, like getting to know a person well, takes time.</p> <p>Word Work miss,mit=send 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: Unit 3 Lesson 19 : Questioning and Hypothesizing to Reach Deeper Conclusions</p> <p>TP: "Today I want to teach you that researchers don't expect to quickly find answers to every question they have. Instead, they use what they know about a topic to hypothesize possible answers to questions without clear answers.</p> <p>Word Work miss,mit=send TTW review the vocabulary words for the week and play bingo to help review.</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 miss,mit=send TTW review the vocabulary words. Students will complete a choice board activity to complete for their vocabulary work.</p>	<p>Mini-Lesson: Unit 3 Lesson 20: Reading History for Universal Message and Meaning</p> <p>TP: "Today I want to teach you that readers can study history for more than facts. You can study it to think, "What's so important about this moment in life? What big lessons can I learn from it?"</p> <p>Word Work miss,mit=send 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>

<p>SS/Sci 1:35-2:05</p> <p>Lines of Inquiry-</p> <p>~How can a revolution cause change? (<i>cause</i>)</p> <p>~How do events impact a person's perspective? (<i>perspective</i>)</p> <p>~How does position affect the perspective and phases of the moon? (<i>change</i>)</p> <p>Teacher Inquiry Questions-</p> <p>How did the colonists feel about taxes? What are taxes?</p> <p>Are taxes necessary? Why or why not?</p>	<p><u>Focused Lesson</u> Moon Phases</p> <p>BrainPop Moon Phases https://www.brainpop.com/science/space/moonphases/</p> <p>Explain and make moon observation journal and go over moon observation questions</p> <p>Students will observe the moon for 1 week and answer Moon Journal Questions when complete turn in next Monday 12/14 for grade</p> <p>Use <u>Extension activities</u> for Moon phases:</p> <ol style="list-style-type: none"> 1. Studies Weekly (digital only) Earth Science weeks 7-9 2. NearPod https://share.nearpod.com/e/avBkgRwHTbb 3. WB pages 95-97 4. Add a wonder to the wonder board about American Revolution, research and answer another's wonder. 	<p><u>Focused Lesson</u> Moon phases/ Seasons Science Lab 1:15-2:05</p>	<p><u>Focused Lesson</u> Moon Phases https://www.youtube.com/watch?v=f4ZHdzl6ZWg</p> <p>Students complete moon phase notes in science journal</p> <p>Teacher will discuss moon phases using Moon PPT</p> <p>Vocabulary- new, full, quarter, waxing, waning, gibbous, crescent, orbit</p>	<p><u>Focused Lesson</u> Moon video</p> <p>Safari Montage Bill Nye: The Moon https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=353559&location=local&filetypeid=81&xc=1</p> <p>Complete the Bill Nye Moon questions</p> <p>Or OREO moon phases activity!!!</p>	<p><u>Focused Lesson</u> Moon phases kahoot https://create.kahoot.it/details/duplicate-of-phases-of-the-moon/840ed403-1f0f-4d6a-9e23-1bfe44bd1f47</p> <p>Moon phases quiz graded assignment</p> <p>(next week: Seasons)</p>
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<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 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 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 https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>
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