

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

Prioritized Standards Addressed This Week:

<p>On Level Math 4.OA.1 Interpret a multiplication equation as a comparison 4.OA.2 Multiply or divide to solve word problems with multiplicative comparison</p>	<p>Advanced Math 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with a denominator of 100. Use this technique to add two fractions with denominators of 10 & 100. 4.NF.6 Use decimal notation for fractions with denominators of 10 & 100.</p>	<p>Accelerated Math MGSE 5.NBT.1, 3, 4, 7 Add/Subtract Decimals</p>
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Reading/ ELA – RI2, RI3, RI5 W3 Supporting Standards: RL4;L1,4,5; SL2

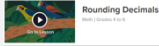
Science/ Social Studies SS4H1 Explain the causes, events, and results of the American Revolution.

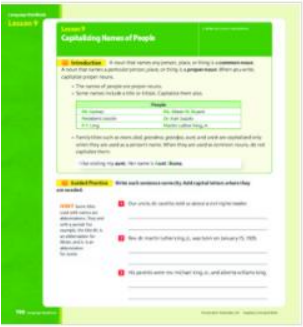


***An asterisk or highlight indicates items that will be graded**

Login/ Morning Meeting 8:15- 8:30 am	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson

Math: 8:20-9:25 On MyMath Book Volume 1 Advanced MyMath Book Volume 2	<u>Lesson</u> Use "Word Problems with Multiplicative Comparison" Worksheet to review Multiplicative Comparison	<u>Independent</u> Meet: Review "Word Problems with Multiplicative Comparison" Worksheet At seat: Finish/correct multiplicative comparison worksheet Daily Spiral	<u>Lesson</u> Use WB pages 173-174 to introduce factors and multiples Vocab: Factor Multiple Decompose	<u>Independent</u> Meet: Use WB pages 173-174 to introduce factors and multiples At seat: WB Pages 175-176 Daily Spiral Technology: IReady Math	<u>Lesson</u> WB pages 179-180 Relating Multiplication and Division-Problem Solving Investigation	<u>Independent</u> Meet: WB pages 179-180 Relating Multiplication and Division-Problem Solving Investigation At seat: WB Pages 181-182 Daily Spiral Technology IReady Math	<u>Lesson</u> Review and go over WB Pages from the week	<u>Independent</u> Meet: Review and go over WB Pages from the week At seat: Make corrections to WB pages if needed Finish Daily Spiral	<u>Lesson</u> WB Pages 161-162 Multiplication Properties and Division Rules	<u>Independent</u> Meet: WB Pages 161-162 Multiplication Properties and Division Rules At seat: WB Pages 163-164 Check Daily Spiral Technology:
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		<p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>		<p>Hands clean 😊 project/ Nearpod</p>		<p>Hands clean 😊 project/ Nearpod/ choice board</p>		<p>Technology: IReady Math</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>		<p>IReady Math</p> <p>Hands clean 😊 project/ Nearpod</p>
	<p><u>Lesson</u></p> <p>Unit 5 Place Value</p>	<p><u>Independent</u></p> <p>Meet: Pages 631-632</p> <p>At seat: Complete Pages 633-634 and Spiral</p> <p>Technology IReady and XtraMath</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>	<p><u>Lesson</u></p>	<p><u>Independent</u></p> <p>Meet: Pages 637-638</p> <p>At seat: Complete Pages 639-640 and Spiral</p> <p>Technology: IReady and XtraMath</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>	<p><u>Lesson</u></p> <p>Unit 5 pretest data sheets</p>	<p><u>Independent</u></p> <p>Meet: Pages 643-644</p> <p>At seat: Complete Pages 645-646 and Spiral</p> <p>Technology: IReady and XtraMath</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>	<p><u>Lesson</u></p> <p>Using place value and models to add decimals</p> <p>Page 663-664</p> <p>Vocabulary: Decimal Tenths Hundredth</p>	<p><u>Independent</u></p> <p>Meet: Review and Go Over Workbook Pages</p> <p>At seat: spiral</p> <p>Technology: IReady and XtraMath</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>	<p><u>Lesson</u></p> <p>Adding decimals with 10ths and 100ths word problems</p> <p>Vocabulary: Decimal Tenths Hundredth Use CUBES</p>	<p><u>Independent</u></p> <p>Meet: Workbook pages 675-676 with teacher</p> <p>At seat: Complete Check My Progress for a Grade pages 649-650 and self-grade spiral</p> <p>Technology: IReady and XtraMath</p>

										Hands clean 😊 project/ nearpod/ choice board
<p>Accel</p> <p>Essential Questions</p> <p>How can I use place value and properties to add and subtract decimals?</p> <p>Small Groups T- Word Problems/ Inquiry work S- Spiral Work T- Technology (I-Ready)</p>	<p>Lesson Chart Unit #1 Data</p> <p>Introduce: Decimal Place Value</p> <p>Students will take notes and review vocabulary and decimal place value chart.</p>	<p>IND Teacher: Word Problems (Unit 1)</p> <p>Seat: Spiral Work</p> <p>Technology: I-Ready Math</p>	<p>Focused Lesson Rounding Decimals WBp. 303-304</p> <p>*Follow PPT for the week</p>	<p>Student Independent Practice WBp. 305-306</p>	<p>Focused Lesson Estimating Sums and Differences WBp. 309-310</p> <p>You can play this game (whole class) for extra practice https://www.abcya.com/games/estimating</p>	<p>Student Independent Practice WBp. 311-312</p>	<p>TAG DAY</p> <p>Quick Review</p> <p>Kahoot Game</p>	<p>TAG DAY</p> <p>Flocabulary Rounding Decimals</p>  <p>Submit for grade</p>	<p>Focused Lesson Add Decimals WBp. 335-336</p>	<p>Student Independent Practice WBp. 337-338</p>
<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud</p> <p><i>It's Hard to Be a Verb</i></p> <p>Theme: Self-Control</p> <p>The class will talk about self-control and create an anchor chart</p>	<p>Read Aloud</p> <p><i>My Mouth is A Volcano</i></p> <p>Theme: Self-Control</p> <p>The class will review self-control and</p>	<p>Read Aloud</p> <p><i>A Little Spot of Patience</i></p> <p>Theme: Self-Control</p> <p>The class will review self-control and use task cards to show self-</p>	<p>Read Aloud</p> <p><i>Interrupting Chicken</i></p> <p>Theme: Self-Control</p> <p>The class will review self-control and complete the self-control sort</p>	<p>Read Aloud</p> <p><i>The Way I Act</i></p> <p>Theme: Self-Control</p> <p>The class will review self-control show their self-control in playing a game.</p>					

	showing instances of self-control at school	complete the STEM volcano experiment.	control or not self-control.		
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	Language Arts skill of the week: Capitalization Names of People  Unit 2 Session 1: Essay Structure Boot Camp Materials:	Language Arts skill of the week: Capitalization <i>Apply: Look for names of people in your entry and make sure that they are capitalized.</i> Unit 2 Session 2: Collecting ideas as Essayists Materials: <ul style="list-style-type: none">Strategies for Generating Essay Entries – Anchor	Language Arts skill of the week: Capitalization Names of Places and Things  Unit #3 Session #3- Writing to Learn <u>Materials</u>	TAG DAY Language Arts skill of the week: Capitalization <i>Apply: Look for names of places and things in your entry</i> REVIEW DAY <ul style="list-style-type: none">Capitalization rulesThesis Statement Box FramesFree-Writing Capitalization Rules Quizizz	<u>FUN IN WRITING FRIDAYS</u> Introduction to Opinion Writing Opinion Writing Nearpod https://share.nearpod.com/e/XSTerUAWCab  

<p>ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p>	<ul style="list-style-type: none"> Anchor Chart (Let's Write an Essay) Exemplar Essay Thesis Statement Frame Box <p>Objective: We will learn that writers use an essay fram to help structure their writing.</p> <p>Display: Exemplar Essay</p> <p>Teaching Point: Communicate with thesis statement, ideas and reasons for thesis statement. This is also called "Boxes and Bullets"</p> <p>Model: Generate a thesis statement and box frame</p> <p>Thesis Statement Box Frame Ex: Thesis statement because (reason 1), (reason 2), and most of all (reason 3)</p> <p>Ex: I love Icecream</p> <p>Shared: Generate Reasons as a class</p>	<p>Objective: Writer's use several strategies for growing insightful ideas including using important people, places, objects, and inspiration.</p> <p>Display: Example of a person of great importance –</p> <p>TP: Essayists use the outline strategy to list specific ideas about a topic and then take ONE of those ideas to generate</p> <p>Model: Select a person of importance – list specific ideas about that person – CHOOSE 1 seed idea to develop</p> <p>Shared: Tag and Talk about who various students chose, list of ideas and identify the one idea to develop</p>	<ul style="list-style-type: none"> <u>Qualities of Good Free-writing anchor</u> <p>Objective: We will get oriented into the genre of writing to learn.</p> <p>Inquiry: What is good free writing?</p> <p>Model: Demonstrate how you started with an idea and wrote about it.</p> <p>Guided Practice: Use the model paper to show writers how the qualities of good free writing are applied.</p> <p>Shared: Students will evaluate eachother's entries using the qualities of good free writing.</p>	<p>https://quizizz.com/admin/quiz/5c701851da0015001d01e92</p> <p>Thesis Statement BOX FRAME - Practice</p> <p>Have students generate ideas: EX:</p> <p>Math is the best academic subject.</p> <p>Fortnite is the best game ever invented.</p> <p>1st - generate reasons 2nd - place the reasons in the frame in the correct sequence 3rd- rewrite the entire thesis sentence in the frame.</p>	<p>Proper Noun Quiz https://www.softschools.com/quizzes/grammar/proper_noun/quiz223.html</p> <p>(Have students provide you with their grade – for gradebook)</p> <p>Free-Writing Sample: SUBMIT FOR GRADE</p> <p>(Evaluate using 9 qualities of free writing checklist 10 points for submitting on time)</p>
	<p>Student Practice: Practice the thesis statement box frame-</p> <p>Finish flash drafting the class shared essay</p>	<p>Student Practice: Develop An entry about a person of importance and use one reasons to expand upon to write long and strong.</p> <p>Write in writer's notebook</p>	<p>Student Practice: Continue to take your ideas about something and write freely about it.</p>	<p>Student Practice: Continue to take your ideas about something and write freely about it.</p>	<p>Student Practice: Continue to take your ideas about something and write freely about it.</p>

	Write in writer's notebook				SUBMIT IN TEAMS FOR TEACHER REVIEW
Lunch 11:45- 12:15					
Reading /Phonics 12:45-1:35	<p>Mini-Lesson: Unit 3 Lesson 1: Researchers Orient Themselves</p> <p>TP: "Today I want to remind you that readers take time to plan before plunging into a research project. Readers locate easy sources and plan to read those first. It also helps to scan for subtopics that come up again and again in the resources. If you list those subtopics you give yourself a way to plan your reading.</p> <p>Word Work: manu=hand 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 2: Readers Use Structures to Organize Incoming Information and Notes</p> <p>TP: "Today I want to remind you that when you look over a nonfiction text thinking, "How is this structured?" it helps to have a handful of optional text structures in mind. Often history texts are structured either chronologically, in a cause and effect structure or in a problem-solution structure. "</p> <p>Word Work: manu=hand TTW review the vocab words. Students will sort the vocab words and definition.</p>	<p>Mini-Lesson: A Day for Assessing</p> <p>The class will set aside time to engage students as active agents of their own reading development. By studying the rubrics and learning progressions next to your assessments of their work, students can see what is expected of them, clarifying next steps so they can work expediency to move forward. They can approach a new chapter and think "Wait, what should I be doing as I read today?" Then they can work with resolve to achieve those goals.</p> <p>Word Work: manu=hand TTW review the vocabulary words. The class will play read and 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: manu=hand 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 3: Special Challenges of Researching History (Who, Where and When)</p> <p>TP: "Today I want to teach you that people read differently based on the discipline in which they are reading. Readers of science texts read differently that readers of history texts, because different sorts of things are important in science than in history. Researchers of history pay close attention to who, where, and when.</p> <p>Word Work: manu=hand 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</p> <p>*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>*Reading Log Turned In for a Grade.</p>

SS/Sci

1:35-2:05

Lines of Inquiry-

~How can a revolution cause change? (**cause**)

~How do events impact a person's perspective? (**perspective**)

~How does position affect the perspective and phases of the moon? (**change**)

Teacher Inquiry Questions-

How did the colonists feel about taxes?
What are taxes?
Are taxes necessary? Why or why not?

How did the colonists feel about taxes?

What would we do if we did not have taxes?

Focused Lesson

Unit 2 Kick off

Use Unit 2 Kickoff PPT

SW
ObserveThinkWonder
lines of inquiry

Set up IB board

Explain Provocation Project- Where are We from Project: Students will inquire about their heritage and create a personal flag based on all the origins found. Students will interview family members and research to create personal flag. **SW present to class. DUE FRIDAY.** Teacher will **represent** each student on a world map with sticky note to show **representation** as a nation (class).

What are you wondering now?
Add a wonder to the wonder board.

Focused Lesson

American Revolution

provocation

Skittles Tax Activity- No Taxation Without Representation
****NEED SKITTLES AND CLASS SET OF CUPS****

Students draw roles randomly: King George, tax collectors, and colonists. The students will be divided into the 3 colonial regions, (**North, middle, and southern- review from 3rd grade; glue 13 colonies maps in notebooks**) and will be given taxes to pay. The students will use skittles (maybe use minutes of free time for virtual) as tangible tax manipulatives. The tax collectors will take the skittles and "pay" King George the tax money. The students will **reflect** on how this process made them feel, whether they agreed with the taxes related to each colonial region and discuss the **perspectives** of the colonists versus King George.

What are you wondering now?
Add a wonder to the wonder board.

Focused Lesson

American Revolution

The teacher will show Ben Franklin's *Join or Die* political cartoon, and have students discuss an inquiry into what statement this cartoon is making, why it was written, who it was written to, and how it will tie into how change in position can lead to revolution.



Students fill out "what is a political cartoon" worksheet

What are you wondering now?
Add a wonder to the wonder board.

TW guide students through PPT explaining causes of American Revolution and filling in events on timeline

SW complete guided notes and first 10 events on timeline

Focused Lesson

American Revolution

video

Safari Montage
Liberty Kids
Boston Tea Party

<https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=352297&location=local&filetypeid=81&xc=1>

Write 3 facts you learned about Boston Tea Party and American Revolution

Focused Lesson

American Revolution

Where are We from?
Project Presentations

<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> Optional American Revolution Choice board</p> <p>Optional Add a wonder, answer a wonder, research landmarks and cities of IB country</p> <p>Research landmarks and cities of 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> Optional American Revolution Choice board</p> <p>Optional Add a wonder, answer a wonder to the wonder board</p> <p>Research landmarks and cities of 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> Optional American Revolution Choice board</p> <p>Optional Add a wonder, answer a wonder to the wonder board Research landmarks and cities of 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> Optional American Revolution Choice board</p> <p>Optional Add a wonder, answer a wonder to the wonder board Research landmarks and cities of 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> Optional American Revolution Choice board</p> <p>Optional Add a wonder, answer a wonder to the wonder board Research landmarks and cities of IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>
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