

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.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.

Advanced Math

4.G.1 Draw and label points, lines, line segments, rays,) and angles (right, acute, obtuse). Identify these in two-dimensional figures
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.

Accelerated Math

MGSE.5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths

Reading/ ELA – RI2, RI3, RI5 W3 Supporting Standards: RL4;L1,4,5; SL2


Science/ Social Studies SS4H1b Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.

***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 -Hears Ferry Live - <u>Student Success Skills:</u> Lesson	- Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Hears Ferry Live - <u>Student Success Skills:</u> Lesson

Math: 8:20- 9:25 On <i>MyMath Book Volume 1</i> Advanced <i>MyMath Book Volume 2</i>	<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>
	Distributive Property of Multiplication Practice (Area Model) WB 235-236	Meet: Distributive Property of Multiplication Practice (Area Model) WB 235-236 At seat: WB 237-238 Daily Spiral Technology IReady Math	Multiply with Regrouping WB 241-242 Meet: Multiply with Regrouping WB 241-242 At seat: 243-244 Daily Spira Technology: None	Multiply by a Multi-Digit Number (Partial Products) WB 247-248 Meet: Multiply by a Multi-Digit Number (Partial Products) WB 247-248 At seat: WB Pages 249-250 Daily Spiral Technology IReady Math	Multiply by Tens (with 2 digit numbers) WB 279-278 Meet: Multiply by Tens (with 2 digit numbers) WB 279-278 At seat: WB Pages 279-280 Daily Spiral Technology: Ready Math	Use Distributive Property to Multiply (by a two digit number) WB 293-294 Meet: Use Distributive Property to Multiply (by a two digit number) WB 293-294 At seat: Check My Progress WB 253-254 Daily Spiral				

		Hands clean project/ Nearpod/ choice board		Hands clean None		Hands clean project/ Nearpod/ choice board		Hands clean project/ Nearpod/ choice board		Technology: IReady Math Hands clean project/ Nearpod
	Lesson Unit 6 pretest data	Independent Meet: Complete data sheet using illuminate data, write a goal for unit 6 geometry At seat: Daily Spiral Q3.6 Technology iReady Hands clean project/ nearpod/ choice board	Lesson Geometry- Draw and label points, line segments , rays Vocab: Ray Endpoint Line Line segment (Could use MyMath Vocabulary cards)	Independent Meet: WB 873-874 Write definition and examples in math journals At seat: WB 875-876 Daily Spiral Q3.6 Technology y: IReady Hands clean project/ nearpod/	Lesson Draw and label angles Vocab: Angle Right Obtuse acute	Independent Meet: check WB 875-876 Complete 893-894 Write definition and examples in math journals At seat: WB 895-896 Daily Spiral Q3.6 Technology: IReady Hands clean project/ nearpod/ choice board	Lesson Parallel and Perpendicular lines Vocabulary: Parallel Intersecting Perpendicular	Independent Meet: check 895-896 Complete 879-880 Write definition and examples in math journals At seat: WB 881-882 Technology: IReady Hands clean project/ nearpod/ choice board	Lesson Review geometry vocab/ concepts so far	Independent Meet: check 881-882 review all geometry vocab. At seat: Complete check my progress WB 885-886 for grade self-grade spiral Technology: IReady Hands clean

				choice board						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>Focused Lesson Subtracting Decimals Using Models WBp. 355-356</p> <p>Spiral Review</p> <p>I- Ready</p> <p>Teacher</p>	<p>Student Independent Practice</p> <p>HW: Safari Restaurant Menu Activity</p>  <p>Small Groups Spiral Review</p> <p>I- Ready</p> <p>Teacher</p>	<p>Focused Lesson Multiply Decimals Using Models WB p. 397-398</p> <p>Use PPT for the week</p> <p>Student Independent Practice WB p. 399-400</p>	<p>Student Independent Practice WB p. 399-400</p>	<p>Focused Lesson Multiply Decimals WB p. 403-404</p> <p>Student Independent Practice WB p. 405-406</p> <p>Small Groups Spiral Review</p> <p>I- Ready</p> <p>Teacher</p>	<p>Student Independent Practice WB p. 405-406</p>	<p>Focused Lesson Multiply Decimals Day 2</p>	<p>Student Independent Practice</p> <p>*Multiply Decimals Quiz. Summative grade.</p> <p>Small Groups Spiral Review</p> <p>I- Ready</p> <p>Teacher</p>	<p>Focused Lesson Multiply Decimals by Powers of 10 WB p. 411-412</p> <p>Student Independent Practice WB p. 413-414</p> <p>Small Groups Spiral Review</p> <p>I- Ready</p> <p>Teacher</p>	<p>Student Independent Practice WB p. 413-414</p>
<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud Turk and Rut by Lisa Wheeler</p> <p>The class will listen to the story and answer questions during the</p>	<p>Read Aloud Turk and Rut by Lisa Wheeler</p> <p>The class will reread the story and complete a story</p>	<p>Read Aloud Turkey Passage in TEAMS (for a grade)</p> <p>The students will read the article about turkeys and answer questions,</p>	<p>Read Aloud Turk and Rut and Turkey Passage Reread</p> <p>The class will reread the book from</p>	<p>Read Aloud How to Catch a Turkey by Adam Wallace</p> <p>The teacher will read the book and the students will create a</p>					

	reading, engaging in a range of collaborative discussions to build on other ideas, and express their own thoughts and opinions. (Standard: RL.3)	map filling in the characters, setting, problem and solution of the story. (Standard RL 3)	being sure to answer in complete sentences and using the text as evidence. This will be turned in for a grade. (Standard RI.2)	Monday and the article on Turkeys and compare the two paired texts and answer questions about the two texts. (Standard RL.6)	marble maze using the given materials to help the turkey reach the stage. (Standard RL 2)
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**

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.

Language Arts skill of the
week: Similies & Metaphors

I-Ready Toolbox
Page 218-219



Similes and Metaphors
Student
p. 218-219
2015

**Unit 2, Session 11
Mini-Lesson:**

Building a Cohesive Draft

Teach children that writers
create cohesion with
logically sequenced
information, transition
words, and repeated phrases.

**Student Practice: Practice
organizing the evidence in
their essays and tape material
together.**

**Use digital class notebook for
entries / class notebook**

Language Arts skill of
the week: Similes &
Metaphors

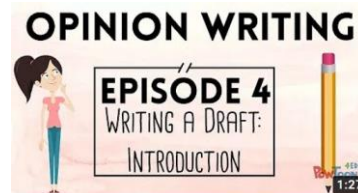
**Unit 2, Session 12
Mini-Lesson:**

**Becoming Our Own Job
Captains**

Teach children that
writers solve their own
problems, taking
ownership of the writing
process by developing
their own systems.

**Student Practice:
Students will work on
completing their body
paragraphs.**

Hook: Video
Introductions



<https://youtu.be/JmEWpwB85EQ>

**Unit 2, Session 13
Mini-Lesson:**

**Writing Introductions and
Conclusions**

Teach children the different
ways writers commonly open
and close essays, and that
writers try out multiple leads
and conclusions before
deciding which works best
for their essay

Students will practice
working on their
introductions using ways to
start essay resource.

TAG DAY

REVIEW DAY



<https://share.nearpod.com/e/UJW5iFLWbbbb>

Review/ Practice
Similes & Metaphors

<https://quizizz.com/admin/quiz/58bd95bad8922f5b1864cade>

Student Practice:
Complete Nearpod Task
Quizizz
Continue working on
writing piece.

FUN IN WRITING FRIDAYS

Unit 2, Session 14

Mini-Lesson:

**Writing Introductions and
Conclusions**

Teach children the
different ways writers
commonly open and close
essays, and that writers try
out multiple leads and
conclusions before
deciding which works best
for their essay

**Conclusions: Summative
Grade**

Students will Practice
working on their
conclusions.

Lunch

<p>11:45-12:15</p>					
<p>Reading /Phonics</p> <p>12:45-1:35</p> <p>Standards</p> <p>RI.2</p> <p>RI.3</p> <p>RI.5</p> <p>RI.6</p>	<p>Mini-Lesson: Unit 3 Lesson 10: Recognizing Different Perspectives In this session, you will teach students that historians pay careful attention to multiple points of view, so that they can try to form a more complete understanding of what happened in the past.</p> <p>Teaching Point: "Today I want to teach you that historians always keep in mind that every account of history is told from a particular perspective, highlighting a particular side of the story. Just as we needed to seek out all sides of the story about the argument in the cafeteria, historians seek out all sides of the stories they research, and they realize there are always multiple points of view."</p> <p>Word Work ject= throw 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 11: Readers Find and Angel Evidence to Support Their Claim In this session you will teach students that readers study historical evidence to determine their own point of view and then they analyze the evidence to figure out how to make it support their point of view.</p> <p>TP: "Readers, today I want to teach you that readers look at historical evidence and ask themselves, 'What does this tell me? What can I make of this?' And if you have looked at enough evidence to decide on your point of view, the question becomes: 'How can I use this to support my point of view?'</p> <p>Word Work ject= throw 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 12: Rehearsing a Debate In this session you will teach students that debaters research both sides of an issue to present their position effectively with reasons and evidence and rebut the position of their opponent. TP: "Today I want to remind you that when you are debating, you want to be compelling. As a good debater, you'll state a position, give reasons to back up that position, and give evidence to support each of your reasons. A good debater is never wishy-washy!"</p> <p>Word Work: ject= throw TTW review the vocabulary words. The class will play vocabulary bingo.</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: ject=throw 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 13: Staging A Continental Congress Debate</p> <p>Have the class debate in a whole-class format (begin by allowing each side to give an opening statement and closing statement). For the body of the debate, have the Patriots present one of their arguments for two minutes, and then let the Loyalists rebuttal for 2 minutes, and then the Patriots get a one-sentence response. Repeat this format throughout the debate.</p> <p>Word Work: ject=throw 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>Focus Groups</p>	<p>The teacher will pull small groups to work on Theme</p> <p>Reteach/Reinforcing Lesson 7.13 and 7.14 from Reading Strategies Book</p> <p>Enrich Lesson 7.15 and 7.16 from Reading Strategies Book</p>	<p>The teacher will pull small groups to work on Theme</p> <p>Reteach/Reinforcing Lesson 7.13 and 7.14 from Reading Strategies Book</p> <p>Enrich Lesson 7.15 and 7.16 from Reading Strategies Book</p>	<p>The teacher will pull small groups to work on Theme</p> <p>Reteach/Reinforcing Lesson 7.13 and 7.14 from Reading Strategies Book</p> <p>Enrich Lesson 7.15 and 7.16 from Reading Strategies Book</p>	<p>The teacher will pull small groups to work on Theme</p> <p>Reteach/Reinforcing Lesson 7.13 and 7.14 from Reading Strategies Book</p> <p>Enrich Lesson 7.15 and 7.16 from Reading Strategies Book</p> <p>Reading Strategies Book</p>	<p>The teacher will pull small groups to work on Theme</p> <p>Reteach/Reinforcing Lesson 7.13 and 7.14 from Reading Strategies Book</p> <p>Enrich Lesson 7.15 and 7.16 from Reading Strategies Book</p>												
<p>SS/Sci 1:35-2:05 Lines of Inquiry-</p> <p>~How can a revolution cause change? (cause)</p> <p>~How do events impact a person's perspective? (perspective)</p> <p>~How does position affect the perspective and phases of the moon? (change)</p> <p>Teacher Inquiry Questions-</p>	<p><u>Focused Lesson</u></p> <p>Important People of American Revolution</p> <p>Students fill out Important People organizer and fill in appropriate events on timeline</p> <p>Teacher will guide students through Important people PPT</p> <p>Use <u>Extension activities</u> for Important People of American Revolution review:</p> <ol style="list-style-type: none"> 1.Important People Facebook project 2. Continue causes of American Revolution Webquest 3. Studies Weekly newspaper weeks 1-3 4. American Revolution Choice Board 	<p><u>Focused Lesson</u></p> <p>Important People of American Revolution</p> <p>Students fill out Important People organizer and fill in appropriate events on timeline</p> <p>Teacher will guide students through Important people PPT</p>	<p><u>Focused Lesson</u></p> <p>Finish notes and work on extension activities</p> <p><i>Important People of the AR Kahoot Review</i></p> <p>https://create.kahoot.it/share/american-revolution-important-people/58a08551-08b4-4ac7-8b07-e6590700b5b3</p>	<p><u>Focused Lesson</u></p> <p>American Revolution video</p> <p>Safari Montage Liberty Kids "United We Stand"</p> <p>https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=351990&location=local&filetypeid=81&xc=1</p> <p>Write 3 facts you learned about Intolerable Acts and American Revolution or complete chart</p> <table border="1" data-bbox="1388 1300 1692 1430"> <thead> <tr> <th>What are some of the key events or individuals in this episode?</th> <th>Where and When Did They Occur?</th> <th>How did these event or individual shape the American Revolution?</th> </tr> </thead> <tbody> <tr> <td>•</td> <td></td> <td></td> </tr> <tr> <td>•</td> <td></td> <td></td> </tr> <tr> <td>•</td> <td></td> <td></td> </tr> </tbody> </table> <p>AR Spies NearPod extension</p>	What are some of the key events or individuals in this episode?	Where and When Did They Occur?	How did these event or individual shape the American Revolution?	•			•			•			<p><u>Focused Lesson</u></p> <p>Important People of American Revolution</p> <p>George vs George reading passage graded assignment</p> <p>(next week: A.R. battles)</p>
What are some of the key events or individuals in this episode?	Where and When Did They Occur?	How did these event or individual shape the American Revolution?															
•																	
•																	
•																	

<p>How did the colonists feel about taxes? What are taxes? Are taxes necessary? Why or why not?</p>	<p>5. WB pages 25-35 6. Add a wonder to the wonder board about American Revolution, research and answer another's wonder.</p>			<p>https://share.nearpod.com/e/EhnuyBKs0ab</p>	
<p>How did the colonists feel about taxes? What would we do if we did not have taxes? What are some ways people persuade others to change sides? How does perspective change outcome?</p>	<p><u>Student Independent Practice</u> 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> 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> 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> 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> Research landmarks and cities of IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>