

PYP Unit and Central Idea: WHERE WE ARE IN PLACE AND TIME; Exploration leads to new ideas.

Prioritized Standards Addressed This Week:

On Level Math

Unit 7 Measurement

MGSE4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec.

MGSE4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

MGSE4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

MGSE4.MD.8 Recognize area as additive.

MGSE4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit.

MGSE4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement

MGSE4.MD.6 Measure angles in whole-number degrees using a protractor.

MGSE4.MD.7 Recognize angle measure as additive.

Advanced Math

Unit 4 Grade 5 Operations with Fractions

5.NF.2 Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators

5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem..

5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions

Accelerated Math

MGSE.5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

Reading/ ELA – ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details. **ELAGSE4RI3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **ELAGSE4RI5** Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Science/ Social Studies S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.

a. Ask questions to compare and contrast technological advances that have changed the amount and type of information on distant objects in the sky.

b. Construct an argument on why some stars (including the Earth's sun) appear to be larger or brighter than others.

(Clarification statement: Differences are limited to distance and size, not age or stage of evolution.)

c. Construct an explanation of the differences between stars and planets.

d. Evaluate strengths and limitations of models of our solar system in describing relative size, order, appearance and composition of planets and the sun.


(Clarification statement: Composition of planets is limited to rocky vs. gaseous.)

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

| 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 | Milestones Testing Math Day 1 | Milestones Testing Math Day 2 | -Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson | -Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson |

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| Math: 8:20- 9:25 On MyMath Book Volume 2 | <u>Lesson</u> Review Area & Perimeter Practice pages #1 and #2 from (Thursday) Homework: Daily Spiral-Monday/Assigned iReady Math Lesson | <u>Independent</u> Meet: Review Area & Perimeter Practice pages #1 and #2 At seat: Area & Perimeter Formative; Daily Spiral Technology iReady Math Hands clean Project/Area and Perimeter Nearpod/choice board | <u>Lesson</u> Milestones Testing Math Day 1 Math after lunch & recess: Introduce Area as Additive Using Notes Page Homework: Finish Area & Perimeter as Additive Practice/Tu | <u>Independent</u> Milestones Testing Math Day 1 Meet: Introduce Area as Additive Using Notes Page At seat: Area & Perimeter as Additive Practice; Daily Spiral | <u>Lesson</u> Milestones Testing Math Day 2 Math after lunch & recess: Review Area as Additive Practice Homework: Wednesday Daily Spiral | <u>Independent</u> Milestones Testing Math Day 2 Meet: Review Area as Additive Practice At seat: Area as Additive Practice #2; Daily Spiral Technology iReady Math | <u>Lesson</u> Introduce Line Plots using Interactive Notebook and/or Line Plots Notes Homework: Thursday Daily Spiral | <u>Independent</u> Meet: Introduce Line Plots using Interactive Notebook and/or Line Plots Notes At seat: Line Plots Practice; Daily Spiral Technology iReady Math Hands clean Project/Area | <u>Lesson</u> Review Line Plots Practice | <u>Independent</u> Meet: Introduce Line Plots using Interactive Notebook and/or Line Plots Notes At seat: Line Plots Practice #2; Daily Spiral Technology iReady Math Hands clean Project/Area and Perimeter |
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| <p>Advanced MyMath Book 5th Grade Volume 2</p> | | | <p>esday Daily Spiral</p> | <p>Technology iReady Math</p> <p>Hands clean Project/<u>Area and Perimeter</u> Nearpod/choice board</p> | | <p>Hands clean Project/<u>Area and Perimeter</u> Nearpod/choice board</p> | | <p><u>Area and Perimeter</u> Nearpod/choice board</p> | | <p><u>Nearpod/</u> choice board</p> |
| | <p>Lesson Review LCM/LCD. Review simplest form. Add and sub fractions with unlike denominators.</p> <p>Meet: WB 637-638 And WB 651-652</p> <p>Homework WB 655-656</p> | <p>Independent</p> <p>At seat: Complete Unit 3 test data sheet</p> <p>WB 639-640 even #'s and WB 653-654 even #'s</p> <p>Technology: IReady</p> <p>Hands clean project/ Nearpods /choice board</p> | <p>Lesson Milestones Testing Math Day 1</p> <p>Review converting to/from and improper fractions. https://share.nearpod.com/e/nQCUXiuYpfb</p> <p>Adding mixed numbers with regroup (ex: 2 1/2 + 2 3/4)</p> <p>Meet:</p> | <p>Independent 1 Milestones Testing Math Day 1</p> <p>At seat: WB 679-680</p> <p>Technology IReady</p> <p>Hands clean project/ nearpod/ choice board</p> | <p>Lesson Milestones Testing Math Day 2</p> <p>Subtract mixed numbers with unlike denominators</p> <p>Meet: Check 679-682</p> <p>WB 683-684</p> <p>Homework WB 687-688</p> | <p>Independent Milestones Testing Math Day 2</p> <p>At seat: WB 685-686</p> <p>Technology IReady</p> <p>Hands clean project/ nearpod/ choice board</p> | <p>Lesson</p> <p>Subtract mixed numbers with regrouping and converting to improper (ex: 2 1/2 - 1 3/4)</p> <p>Meet: WB 689-690</p> <p>Homework WB 693-694</p> | <p>Independent At seat: WB 691-692</p> <p>Technology IReady</p> <p>Hands clean project/ nearpod/ choice board</p> | <p>Lesson Review all</p> <p>Meet: Check 691-694</p> <p>Review NearPod-Add/sub find LCD and convert or regroup mixed numbers</p> <p>https://share.nearpod.com/e/ke0tI3VyPfb</p> | <p>Independent At seat: WB 695-696 formative graded</p> <p>Technology IReady</p> <p>Hands clean project/ nearpod/ choice board</p> |

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| | | | Check 639-656 WB 677- 678 <u>Homework</u> <u>k</u> WB 681- 682 | | | | | | | |
| <p>Accel</p> <p>Essential Questions</p> <p>How can I use place value and properties to divide decimals?</p> <p>Small Groups T- Word Problems/ Inquiry work S- Spiral Work T- Technology (I-Ready)</p> <p>Spiral Skill:</p> <p><i>(Taskwork and links posted on each channel)</i></p> | <p>Math Inquiry</p> <p><u>Focused Lesson</u> Ordered Pairs WBp. 525</p> <p><u>Student Independent Practice</u> WBp. 527-528</p> <p>HW: WBp. 529-530</p> | <p><u>Student Work</u></p> <p><i>(Work is posted in each channel daily)</i></p> <p><u>Spiral</u></p> <p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p> | <p>Math Inquiry</p> <p>Milestones Testing Math Day 1</p> <p><u>Focused Lesson</u> Ordered Pairs Practice</p> <p><u>Student Independent Practice</u> Solving Problems on the Coordinate Plane WS</p> <p>HW: Coordinate Grid-City Planner</p> | <p><u>Student Practice</u></p> <p>Milestones Testing Math Day 1</p> <p><i>(Work is posted in each channel daily)</i></p> | <p>Math Inquiry</p> <p>Milestones Testing Math Day 2</p> <p>Graph Patterns WBp. 531</p> <p><u>Student Independent Practice</u> WBp. 533-534</p> <p>HW: WBp. 535-536</p> | <p><u>Student Independent Practice</u></p> <p>Milestones Testing Math Day 2</p> <p><i>(Work is posted in each channel daily)</i></p> | <p>Math Inquiry</p> <p><u>Focused Lesson</u> Coordinate Plane graphing and word problems practice</p> <p><u>Student Independent Practice</u> Graph Points on a Coordinate Plane</p> | <p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i></p> | <p>Math Inquiry</p> <p>Coordinate Plane Quiz Summative</p>  | <p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i></p> <p><u>Spiral</u></p> <p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p> |

Read Aloud
9:30-9:50

Read Aloud

Today, we will be reading "I'm Trying to Love Math" by Bethany Barton. As an invisible narrator begins to express a distaste for math, a three-eyed purple alien arrives in a flying saucer to make a case for why math is important and helpful. Unconvinced, the narrator makes several attempts to love math but these efforts seem to prove that math is boring. All of these arguments are rebuffed by the alien, who shows that math is a crucial part of cooking, music, nature, and navigation. By the end of the book, both the narrator and the reader come to the realization that math is connected to many things that they enjoy, so maybe they already love it.

Book Link:
https://www.youtube.com/watch?v=afOn9r_xiv8

Milestones Testing Math Day 1

Read Aloud

Today we will be reading "Math Curse" by Jon Scieszka. Did you ever wake up to one of those days where everything is a problem? You have 10 things to do, but only 30 minutes until your bus leaves. Is there enough time? You have 3 shirts and 2 pairs of pants. Can you make 1 good outfit? Then you start to wonder: Why does everything have to be such a problem? Why do 2 apples always have to be added to 5 oranges? Why do 4 kids always have to divide 12 marbles? Why can't you just keep 10 cookies without someone taking 3 away? Why? Because you're the victim of a Math Curse. That's why. But don't despair. This is

Milestones Testing Math Day 2

Read Aloud

Today, we will be reading "The Girl with a Mind for Math" by Julia Finley Mosca. After touring a German submarine in the early 1940s, young Raye set her sights on becoming an engineer. Little did she know sexism and racial inequality would challenge that dream every step of the way, even keeping her greatest career accomplishment a secret for decades. Through it all, the gifted mathematician persisted—finally gaining her well-deserved title in history: a pioneer who changed the course of ship design forever.

Book Link:
<https://www.youtube.com/watch?v=L0tM4NbOM1k>

Read Aloud

Today, we will be reading "What Do You Do With a Problem" by Kobi Yamada. This is the story of a persistent problem and the child who isn't so sure what to make of it. The longer the problem is avoided, the bigger it seems to get. But when the child finally musters up the courage to face it, the problem turns out to be something quite different than it appeared. *What Do You Do With a Problem?* is a story for anyone, at any age, who has ever had a problem that they wished would go away. It's a story to inspire you to look closely at that problem and to find out why it's here. Because you might discover something amazing about your problem... and yourself

Book Link:
<https://www.youtube.com/watch?v=L0tM4NbOM1k>

Mystery Reader

Today, we will be having a mystery reader join us. Can you use the clues to guess who our mystery reader will be?

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| | | <p>one girl's story of how that curse can be broken. Book Link: https://www.youtube.com/watch?v=Enh9Cu-bS0s</p> | | com/watch?v=MNgLbzvWyYw | |
| Specials 9:55-10:40 | <p>Stockard-Spanish Collins- Art Rutledge- Art Hunt- PE</p> | <p>Milestones Testing Math Day 1</p> <p>Lunch at 10:00am Specials at 1:25pm</p> | <p>Milestones Testing Math Day 2</p> <p>Lunch at 10:00am Specials at 1:25pm</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> |
| Recess 10:45-11:15 | | <p>Milestones Testing Math Day 1</p> <p>Recess at Regular Time</p> | <p>Milestones Testing Math Day 2</p> <p>Recess at Regular Time</p> | | |
| Writing/ELA 11:15-11:45 & 12:15-12:30 | <p>Mini-Lesson: Lesson 1: Civil War</p> <p>Task: Answer short Response Questions</p> <p>Language: Metaphor (Social Studies Weekly) (Nearpod)</p> | <p>Milestones Testing Math Day 1</p> <p>Lunch at 10:00am Specials at 1:25</p> <p>Tuesday Lesson 2 : Slavery in America Task: Answer short Response Questions Task: Disagreements that</p> | <p>Milestones Testing Math Day 2</p> <p>Lunch at 10:00am Specials at 1:25</p> <p>Wednesday Lesson 3 : A Divided Nation Task: Write a one pager detailing everything you</p> | <p>TAG DAY (REVIEW)</p> <p>Students will work on completing the Nearpod writing activities for the week)</p> | <p>WRITING TASK</p>  <p>COMPLETE FLOCABULARY (CIVIL WAR)</p> <p>SUMMATIVE GRADE (READ AND RESPOND)</p> |

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| <p>(Science/ Social Studies Integration)</p> | | <p>led to war graphic organizer (Nearpod)</p> | <p>have learned about the Underground Railroad (Nearpod)</p> | | |
| <p>Lunch 11:45- 12:15</p> | | | | | |
| <p>Reading/Phonics 12:30-1:35</p> <p>Standards: SS4H5 Explain the causes, major events, and consequences of the Civil War</p> | <p>Mini-Lesson: Tensions Between the North and South</p> <p>The teacher will introduce the concept of the Civil War with the Flocabulary Video.</p> <p>Students will complete guided notes to go along with the teacher's presentation on the Causes of the Civil War.</p> | <p>Milestones Testing Math Day 1</p> <p>Mini-Lesson: Tensions Between the North and South</p> <p>The class will go through the presentation on HMH ED Module 9: Introduction together, filling in the timelines of events as they go.</p> | <p>Milestones Testing Math Day 2</p> <p>Mini-Lesson: Module 9 Lesson 1: The Issue with Racism</p> <p>The class will go through the presentation on HMH ED Module 9: Lesson 1 together, filling in the graphic organizer of events as they go.</p> | <p>Causes of the Civil War WebQuest</p> <p>The class will work individually or in small groups to complete the Causes of the Civil War WebQuest.</p> | <p>Mini-Lesson: Module 9 Lesson 2: The Birth of the Republican Party</p> <p>The class will go through the presentation on HMH ED Module 9: Lesson 2 together, filling in the graphic organizer of events as they go. If there is time, students will complete the enrichment activity where they write their own campaign speech expressing the values of a new political party.</p> |
| <p>Small Groups</p> | <p>Literacy Stations</p> <p>Today the class will visit literacy stations (i-Ready Reading, Independent Reading, Responding to Reading, and Word Work)</p> | <p>Literacy Stations</p> <p>Today the class will visit literacy stations (i-Ready Reading, Independent Reading, Responding</p> | <p>Literacy Stations</p> <p>Today the class will visit literacy stations (i-Ready Reading, Independent Reading, Responding to Reading, and Word</p> | <p>Literacy Stations</p> <p>Today the class will visit literacy stations (i-Ready Reading, Independent Reading, Responding to</p> | <p>Literacy Stations</p> <p>Today the class will visit literacy stations (i-Ready Reading, Independent Reading, Responding to Reading,</p> |

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| | <p>while the teacher meets with students one-on-one or in small groups to complete BAS and other end of year assessments.</p> <p>I-Ready Reading- Students will work on the current lessons assigned to them.</p> <p>Independent Reading- Students will read the articles listed in their Studies Weekly Week 25.</p> <p>Responding to Reading- Students will read a short passage, then using the gameboard they will respond to questions about what they read.</p> <p>Word Work- Students will complete a build a Mystery Word Worksheet, practicing making words with other words.</p> | <p>to Reading, and Word Work) while the teacher meets with students one-on-one or in small groups to complete BAS and other end of year assessments.</p> <p>I-Ready Reading- Students will work on the current lessons assigned to them.</p> <p>Independent Reading- Students will read the articles listed in their Studies Weekly Week 25.</p> <p>Responding to Reading- Students will read a short passage, then using the gameboard they will respond to questions about what they read.</p> <p>Word Work- Students will complete a build a Mystery Word Worksheet, practicing making words with other words.</p> | <p>Work) while the teacher meets with students one-on-one or in small groups to complete BAS and other end of year assessments.</p> <p>I-Ready Reading- Students will work on the current lessons assigned to them.</p> <p>Independent Reading- Students will read the articles listed in their Studies Weekly Week 25.</p> <p>Responding to Reading- Students will read a short passage, then using the gameboard they will respond to questions about what they read.</p> <p>Word Work- Students will complete a build a Mystery Word Worksheet, practicing making words with other words.</p> | <p>Reading, and Word Work) while the teacher meets with students one-on-one or in small groups to complete BAS and other end of year assessments.</p> <p>I-Ready Reading- Students will work on the current lessons assigned to them.</p> <p>Independent Reading- Students will read the articles listed in their Studies Weekly Week 25.</p> <p>Responding to Reading- Students will read a short passage, then using the gameboard they will respond to questions about what they read.</p> <p>Word Work- Students will complete a build a Mystery Word Worksheet, practicing making words with other words.</p> | <p>and Word Work) while the teacher meets with students one-on-one or in small groups to complete BAS and other end of year assessments.</p> <p>I-Ready Reading- Students will work on the current lessons assigned to them.</p> <p>Independent Reading- Students will read the articles listed in their Studies Weekly Week 25.</p> <p>Responding to Reading- Students will read a short passage, then using the gameboard they will respond to questions about what they read.</p> <p>Word Work- Students will complete a build a Mystery Word Worksheet, practicing making words with other words.</p> |
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SS/Sci

1:35-2:05

Theme: Where we are in place and time-

An inquiry into orientation in place and time; personal histories; homes and journeys; **the discoveries, explorations and migrations of humankind**; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.

Central Idea:
Exploration leads to new ideas.
Key concepts and lines of inquiry

~How does expansion impact the people and the surrounding area?
(Causation)

Focused Lesson **Stars and Planets**

Use **SCIENCE** Studies weekly Earth-Space Science weeks 7-10 articles and videos this unit (week 9 discusses technology)

Add planets notes and pictures to science journal using the Planets PPT and planets mnemonic. (no guided notes)

Solar System Choice Board

Extensions

1. Solar System choice board extra projects
2. Inspire Science WB 2-59
3. Research IB Country of Study

April: Travel Brochures; plan a trip to your country

Connection:

How are we able to travel and visit other countries/ planets because of expansion? What might travel/exploration be like without expansion?

<https://kids.nationalgeographic.com/videos/are-we-there-yet/>

4. Add a wonder to the wonder board
5. Research and answer another's wonder

Milestones Testing Math Day 1

Special Area at 1:25pm

Focused Lesson **Stars and Planets/ Space technology**

Earth passage and questions formative graded

Mars passage and questions formative graded

Solar System Choice Board (use Studies Weekly week 9 and WB pages for technology advances)

Milestones Testing Math Day 2

Special Area at 1:25pm

Focused Lesson **Stars and Planets/ Space technology**

Stockard space science lab 12:15-1

Work in groups to complete the Planet Walk project (2 days)
And/or
Solar System Choice Board (use Studies Weekly week 9 and WB pages for technology advances)

Focused Lesson **Stars and Planets/ Space technology**

Safari Montage- Bill Nye: The Planets

<https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=355687&location=local&filetypeid=81&x=1>

Complete accompanying questions

Focused Lesson **Stars and Planets/ Space technology**

Use **SCIENCE** Studies weekly Earth-Space Science weeks 7-10 articles and videos this unit

Work in groups to complete the Planet Walk project (2 days)
And/or
Solar System Choice Board

(Next: finish space-mystery science, science labs, projects, graded assignment; begin force and motion)

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| <p>~How does movement shape position and perspective? (perspective)</p> <p>~How do observable features help identify similarities and differences? (form)</p> | | | | | |
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