

**PYP Unit and Central Idea: HOW WE ORGANIZE OURSELVES; Systems and cooperation can create a balanced community.**

**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 3 Grade 5 Operations with Decimals**

**5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**Accelerated Math**

**MGSE5.MD.1** Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.

**MGSE5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume

**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**

<b>Login/ Morning Meeting</b> <b>8:10- 8:20 am</b>	<b>MONDAY</b> - Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	<b>TUESDAY</b> - Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	<b>WEDNESDAY</b> -Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	<b>THURSDAY</b> -Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	<b>FRIDAY</b> -Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson
	<b>REMOTE LEARNING</b>	<b>REMOTE LEARNING</b>	<b>REMOTE LEARNING</b>		

<b>Math:</b> <b>8:20-</b> <b>9:25</b> On MyMath Book Volume 2	<u>Lesson</u> Convert Customary Units of Length WB 703-704 Vocabulary: Foot (f) Inch (in) Yard (yd) Mile (mi) <b>Homework:</b> WB 707-708	<u>Independent</u> <b>Meet:</b> Convert Customary Units of Length WB 703-704 <b>At seat:</b> WB 705-706; Daily Spiral <b>Technology</b> iReady Math <b>Hands clean</b> Project/ <u>Customary Measurement</u> †Nearpod/ choice board	<u>Lesson</u> Convert Customary Units of Capacity WB 715-716 *Use gallon man notes Vocabulary : Ounce (oz) Cup (c) Pint (pt.) Quart (qt) Gallon (gal) <b>Homework:</b> WB 719-720	<u>Independent</u> † <b>Meet:</b> Convert Customary Units of Capacity WB 715-716 <b>At seat:</b> WB 717-718; Daily Spiral <b>Technology</b> IReady Math <b>Hands clean</b> ☺ <u>Customary Measurement</u>	<u>Lesson</u> Convert Customary Units of Weight WB 729-730 Vocabulary: Ounce (oz.) Pound (lbs.) Tons (T) <b>Homework:</b> WB 733-734	<u>Independent</u> <b>Meet:</b> Convert Customary Units of Weight WB 729-730 <b>At seat:</b> WB 731-732; Daily Spiral <b>Technology</b> IReady Math <b>Hands clean</b> ☺ <u>Customary Measurement</u> †Nearpod/	<u>Lesson</u> Review WB pages for customary measurement Customary Measurement Word Problems <b>Homework:</b> Customary Measurement Word Problems	<u>Independent</u> <b>Meet:</b> Review WB pages for customary measurement WB 721-722 "Check My Progress"; Daily Spiral <b>Technology</b> iReady Math <b>Hands clean</b> ☺ <u>Customary Measurement</u> †Nearpod/	<u>Lesson</u> Review 721-722 Elapsed Time on a Number Line Examples	<u>Independent</u> <b>Meet:</b> Review 721-722 Elapsed Time on a Number Line <b>At seat:</b> Elapsed Time on a Number Line Worksheet; Daily Spiral <b>Technology</b> iReady Math <b>Hands clean</b> ☺ <u>Customary Measurement</u>
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<p><b>Advanced</b> MyMath Book 5<sup>th</sup> Grade Volume 1</p>				Nearpod/ choice board		choice board		choice board		nt Nearpod/ choice board
	<p><b>Lesson</b> Divide Decimals by Whole Numbers Using Models</p> <p><b>Meet:</b> Review NBT7 graded formative where needed</p> <p>Complete WB 437-438</p> <p><b>Homework</b> WB 441-442</p> <p><b>Unit 3 test- Friday 4/30</b></p>	<p><b>Independent</b></p> <p><b>At seat:</b> WB 439-440</p> <p>Continue Daily Spiral Q1:5</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean😊</b> project/ nearpod /choice board</p>	<p><b>Lesson</b> Divide Decimals by Whole Numbers Using Standard Algorithm</p> <p><b>Meet:</b> Check 439-442</p> <p>Complete WB 443- 444</p> <p><b>Homework</b> WB 447- 448</p>	<p><b>Independent</b></p> <p><b>At seat:</b> WB 445-446</p> <p>Continue Daily Spiral Q1:5</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean😊</b> project/ nearpod /choice board</p>	<p><b>Lesson</b> Divide Decimals by Decimals using models (helpful video <a href="https://www.youtube.com/watch?v=n6nK-ilGaEo">https://www.youtube.com/watch?v=n6nK-ilGaEo</a>)</p> <p><b>Meet:</b> Check 445- 448</p> <p>Complete WB 449-450</p> <p><b>Homework</b> WB 453-454</p>	<p><b>Independent</b></p> <p><b>At seat:</b> WB 451-452</p> <p>Continue Daily Spiral Q1:5</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean😊</b> project/ nearpod /choice board</p>	<p><b>Lesson</b> Divide Decimals by Decimals Using Standard Algorithm</p> <p><b>Meet:</b> Check 451-454</p> <p>Complete WB 455- 456</p> <p><b>Homework</b> WB 459- 460</p>	<p><b>Independent</b></p> <p><b>At seat:</b> WB 457-458</p> <p>Continue Daily Spiral Q1:5 <b>Technology</b> IReady</p> <p><b>Hands clean😊</b> project/ Dividing Decimals Review NearPod <a href="https://share.nearpod.com/e/enxfQpY2rfb">https://share.nearpod.com/e/enxfQpY2rfb</a> /choice board</p>	<p><b>Lesson</b> Review NBT concepts for this week</p> <p><b>Meet:</b> Check 457- 460</p> <p>Continue Dividing Decimals Review NearPod <a href="https://share.nearpod.com/e/enxfQpY2rfb">https://share.nearpod.com/e/enxfQpY2rfb</a></p>	<p><b>Independent</b></p> <p><b>At seat:</b> NBT7 divide decimals graded formative</p> <p><b>Technology</b> Ready</p> <p><b>Hands clean😊</b> project/ nearpod/ choice board</p> <p><b>Unit 3 test- next Friday 4/30</b></p>

<p><b>Accel</b></p> <p><b>Essential Questions</b></p> <p>How can I use place value and properties to divide decimals?</p> <p><b>Small Groups</b> T- Word Problems/ Inquiry work S- Spiral Work T- Technology (I-Ready)</p> <p><b>Spiral Skill:</b></p> <p>(Taskwork and links posted on each channel)</p>	<p><u>Math Inquiry</u></p> <p>Focused Lesson Three Dimensional Figures WBp. 941-942</p> <p><u>Student Independent Practice</u> WBp. 943-944</p> <p><b>HW: WBp. 945-946</b></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><u>Math Inquiry</u></p> <p>Focused Lesson Volume of Prisms WBp. 955-956</p> <p><u>Student Independent Practice</u> WBp. 957-958</p> <p><b>HW: WBp. 959-960</b></p>	<p><u>Student 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>	<p><u>Math Inquiry</u></p> <p>Focused Lesson Volume of Composite Figures WBp. 967-968</p> <p><u>Student Independent Practice</u> WBp. 969-970</p> <p><b>HW: WBp. 971-972</b></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>	<p><u>Math Inquiry</u></p> <p>Focused Lesson Volume Review</p> <p><u>Student Independent Practice</u> Volume Sort <b>*Will need to print.</b></p> <p><b>HW: Volume Word Problems</b></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>	<p><u>Math Inquiry</u></p> <p>Volume Review</p> <p><u>Student Independent Practice</u> <b>*Volume Quiz.</b> <b>Formative Grade</b></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>
<p><b>Read Aloud</b></p> <p><b>9:30-9:50</b></p>	<p><b>Milestones Stress Test</b></p> <p><b>9:30-10:30am</b></p>	<p><b>Read Aloud</b></p> <p><b>Piggie Pie by Margie Palantini</b></p> <p>Today, we will be reading "Piggie Pie" by Margie Palantini. As we read this story, you</p>	<p><b>Read Aloud</b></p> <p><b>Sally Jean Bicycle Queen by Carl Best</b></p> <p>Today, we will be reading "Sally Jean, Bicycle Queen" by Carl Best. The main</p>	<p><b>Read Aloud</b></p> <p><b>Those Darn Squirrels by Adam Rubin</b></p> <p>Today, we will be reading "Those Darn Squirrels" by Adam Rubin. The main</p>	<p><b>Read Aloud</b></p> <p><b>Dragons Love Tacos by Adam Rubin</b></p> <p>Today we will be reading "Dragons Love Tacos" by Adam Rubin. This is a story about a</p>					

		<p>will be able to make connections. Good readers make connections when reading. Connecting with the text happens when something you read reminds you of something you have read, seen, or heard before. Listen carefully to this story and see if it reminds you of any other story or song that you have heard before.</p> <p>Book Link:  <a href="https://www.youtube.com/watch?v=oxryN2TAI0">https://www.youtube.com/watch?v=oxryN2TAI0</a></p> <p>Quiz Link:  <a href="https://quizizz.com/admin/quiz/595faeb2b58ae11100424ad8">https://quizizz.com/admin/quiz/595faeb2b58ae11100424ad8</a></p>	<p>character in this story has loved riding bicycles from the time she was one year old. When he turned four, she got the bicycle of her dreams from a yard sale. Sally Jean loved her bike! One day she realized she has grown too big to ride her boke. Listen as I read the story of how Sally Jean turned a problem into something great.</p> <p>Book Link:  <a href="https://www.youtube.com/watch?v=tS_GKO_cK8A">https://www.youtube.com/watch?v=tS_GKO_cK8A</a></p> <p>Quiz Link:  <a href="https://quizizz.com/admin/quiz/6075a8c6bfd404001b12f165">https://quizizz.com/admin/quiz/6075a8c6bfd404001b12f165</a></p>	<p>character in this story is an old man who loves to watch the birds around his house. He wants the birds to stay and never leave. So, he builds bird feeders and fills them with tasty treats to keep the birds close by. Unfortunately, the squirrels love the treats just as much as the birds do. The old man tries to keep the squirrels out of the food, but it's not as easy as he thought it would be.</p> <p>Book Link:  <a href="https://www.youtube.com/watch?v=ubDYqA1gaql">https://www.youtube.com/watch?v=ubDYqA1gaql</a></p> <p>Quiz Link:  <a href="https://quizizz.com/admin/quiz/5ff85273e8cb87001e868960">https://quizizz.com/admin/quiz/5ff85273e8cb87001e868960</a></p>	<p>group of dragons that love tacos but not all tacos. The narrator in the story tries to host the perfect taco party for the dragons. There are many reasons that an author writes a story. This book was written to entertain. The author uses humor to create a fun story that he hopes readers will love. As we read the story, listen for examples of humor in the story.</p> <p>Book Link:  <a href="https://www.youtube.com/watch?v=GMTCZ7p3RbQ">https://www.youtube.com/watch?v=GMTCZ7p3RbQ</a></p> <p>Quiz Link:  <a href="https://quizizz.com/admin/quiz/5ee1cd5f18effb001b1ce9f4">https://quizizz.com/admin/quiz/5ee1cd5f18effb001b1ce9f4</a></p>
<p><b>Specials 9:55-10:40</b></p>	<p>Stockard-Spanish  Collins- Art  Rutledge- Art  Hunt- PE</p>	<p>Stockard-PE/Coach K  Collins- PE/Coach K  Rutledge-  Music/LeSaicherre  Hunt- Art/Strom</p>	<p>Stockard-PE/Braddock  Collins- PE/Coach K  Rutledge-Spanish  Hunt-  Music/LeSaicherre</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>

<p><b>Recess</b> <b>10:45-11:15</b></p>					
<p><b>Writin</b> <b>g/</b> <b>ELA</b> <b>11:15-11:45</b> <b>&amp;</b> <b>12:15-12:30</b></p> <p><b>(Test – Prep Units)</b></p> <p><small>ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</small></p>	<p><b>Units of Study</b></p> <p><b>Bend III- Writing an Opinion Essay Based on Two Passages</b></p> <p><i>(As Per grade level discussion)</i></p> <p>Session 4- Review Day (Students will be working to finalize submission of their Opinion Essays)</p> <p><b>Making Sure You Have Included Details from Both Passages</b></p> <p><b>Options</b> Text: School Lunches Passages 1 &amp; 2</p> <p><b>Minilesson:</b> Modeling how to include opposing opinions in your essay.</p> <p><b>Review:</b> Opinion Writing Targets/Checklist - this is for the kids to understand what they need.</p>	<p><b>Units of Study</b></p> <p><b>Bend IV- Writing an Informational Essay Based on Two Passages</b></p> <p>Session- 1 Launching Informational writing and setting yourself up to think about the prompt.</p> <p><b>Getting Started</b> <a href="https://share.nearpod.com/e/ATdyUTPZufb">https://share.nearpod.com/e/ATdyUTPZufb</a></p> <p><b>Mini-Lesson-</b> Show students how you locate the prompt, read it, then begin to read the first passage keeping in mind what you will soon teach about.</p> <p><b>Teaching Point</b> “Today, I want to teach you that you want to set yourself up for success on the informational writing task. One way to do that is to read the prompt</p>	<p><b>Units of Study</b></p> <p><b>Bend IV- Writing an Informational Essay Based on Two Passages</b></p> <p>Session- 2 Planning and drafting informational essays with a focus on starting with a strong introduction.</p> <p><b>Teaching Point</b> “Today, I want to teach you that when you are writing an informational text, it really helps to write an effective introduction. And there are at least three ways to do that. You can ask a question; you can help readers picture the scene and you can make a connection to something similar that readers already know. Either way, after you do that, you’ll want to tell readers exactly what they can learn from you.</p>	<p><b>TAG DAY</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>REVIEW</b></p> </div> <p>Review <b>The Thin Line Between Including Text Details and Plagiarism</b> You may want to quickly review the difference between citing and paraphrasing.</p> <p><b>REVIEW DAY</b> <b>Teacher Autonomy (extension tasks)</b></p> <p><b>STUDENTS SHOULD BE FOCUSING ON Short Response Questions</b></p> <p>Suggested Activities:</p> <p><b>Research IB Country of Study:</b> Animals/Landmarks / National Parks</p> <p><b>Small groups</b> – Teacher will meet with small groups to assist with the drafting and organization of the essays.</p>	<p><b>Units of Study</b></p> <p><b>Bend IV- Writing an Informational Essay Based on Two Passages</b></p> <p>Session- 3 <b>ALERT, ALERT –WATCH OUT!</b> Be careful not to make predictable errors.</p> <p><b>Teaching Point:</b> “Today I want to teach you some things that writers of essays on the Georgia Milestones need to especially WATCH OUT FOR ALERT ALERT WATCH OUT to make sure you don’t have details from only one passage. And ALERT ALERT WATCH OUT to make sure you DONT PLAGIARIZE THE PASSAGES.”</p> <p><b>Minilesson:</b> Explain a bit more about the trouble with plagiarizing and let students know that</p>

Statement of Purpose/Focus and Organization	Development of Language and Elaboration of Evidence	Conventions
<p>1. I provided a thesis of what my writing will be about.</p> <p>2. I have some support for my argument/thesis.</p>	<p>1. I used a strong introduction, topic and conclusion.</p> <p>2. My evidence is clearly stated and organized.</p> <p>3. My evidence is clearly stated and organized.</p> <p>4. I used a strong conclusion.</p>	<p>1. I used 50% of the appropriate grade level conventions (grammar and usage, mechanics and spelling) are correct.</p>
<p>1. I provided a thesis of what my writing will be about.</p> <p>2. I have some support for my argument/thesis.</p>	<p>1. I used a strong introduction, topic and conclusion.</p> <p>2. My evidence is clearly stated and organized.</p> <p>3. My evidence is clearly stated and organized.</p> <p>4. I used a strong conclusion.</p>	<p>1. I used 50% of the appropriate grade level conventions (grammar and usage, mechanics and spelling) are correct.</p>
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**Teaching Point:**

“Today I am going to teach you two ways to use sources that mostly disagree with your point of view (The Cons Side of your T-Chart) because you can’t only pay attention to what you agree on in life! For your essay, you can take the parts with which you do agree – if there is a part like that – or you can take a part you think is wrong and say why you disagree with it.”

Taskwork: Complete your final draft using ALL of what you learned.

**Small Group Work:** Supporting Students with editing and final drafting

**Prompt:** Think about the ideas in BOTH Passages. Should Students eat lunch from home or be required to eat lunch

before you start reading the passages so you can already have in mind what you will be asked to teach about. Then, you read the passages, noting big ideas and key details that you might put into your essay.

**Reminder – Inform student that we will be providing them with a “mock” practice opportunities to write 2 informational essays over the course of the 3 days.**

**Show students an exemplar informational essay.**

**Small Group Work:** Supporting Students with noting main ideas and the supportive details that they may need to embed into their papers.

Taskwork: Students will produce the first informational essay in one class session. Friday will be used for students to look at both essays to see which one they would like to use for submission.

Mini lesson: Demonstrate. The three go-to-ways to write introductions, doing this with a make-believe prompt you create on a topic that the kids and you all know.

**Small Group Work:** Supporting Students with sharing ideas that they will incorporate into their second essay.

Task: Taskwork: Students will produce the 2<sup>nd</sup> informational essay in one class session. Friday will be used for students to look at both essays to see which one they would like to use for submission. Students will work in partnerships to use their checklists/rubrics to edit each other's paper.

Extension Activities:

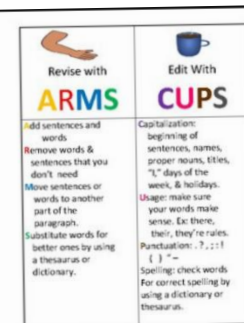
Nearpod- Writing Introductions

<https://share.nearpod.com/e/XbD0Jt7Zufb>

Nearpod: Writing Conclusions

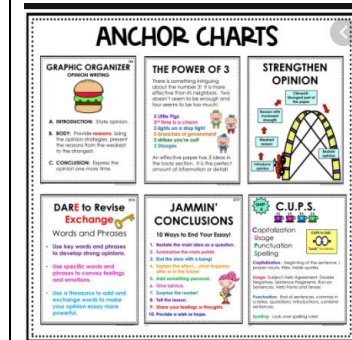
<https://share.nearpod.com/e/QDPvOKb0ufb>

Review Editing



paraphrasing is a way to avoid plagiarism.

**GRADED- Informational Essay is due today.**



Task: Send students off to select their best informational essay and revise it, reminding them to make sure that they have included details from BOTH passages and that they have not plagiarized.

	<p>provided by school? Write an opinion essay supporting one point of view/side . Explain your opinion, and give reasons to support it. Be Sure to use information from BOTH passages.</p> <p><b>GRADED 7–POINT Opinion Essay Due Today Monday -19th .</b></p>	<p>Students will work in partnerships to use their checklists/rubrics to edit each other's paper.</p>			
	<p><b>Students Will:</b> Finalize and submit their opinion essays to their teacher</p>	<p><b>Students will:</b> Produce their first informational essay</p>	<p><b>Students will:</b> Produce their 2<sup>nd</sup> informational essay</p>	<p><b>Students will:</b> Continue working on informational essays -Vocabulary Choiceboard -Language Skill Practice -Nearpod/ Quizizz</p>	<p><b>Student Practice:</b> Finalize and submit their informational essays to the teacher.</p>
<p><b>Lunch</b> <b>11:45-</b> <b>12:15</b></p>					
<p><b>Reading/Phonics</b> <b>12:30-</b> <b>1:35</b></p>	<p><u>Mini-Lesson:</u> <b>Grade 4, Bend 3: Reading Informational Texts</b> <b>Mini-Lesson: Staying Alert to Words and Phrases that Cement Information Together: Pronouns and Transitions</b> Teaching Point- "Today I want teach you that when you are reading nonfiction, you always want to be asking, "How</p>	<p><u>Mini-Lesson:</u> <b>Grade 4, Bend 3: Reading Informational Texts</b> <b>Mini-Lesson: Part to Whole to Informational Texts- Considering How One Part Connects to Another</b> Teaching Point- "Today I want to teach you when you are asked about the</p>	<p><u>Mini-Lesson:</u> <b>Grade 4, Bend 3: Reading Informational Texts</b> <b>Mini lesson: Inferring about Relationships within Informational Texts</b> Teaching Point- "Today I want to teach you when you are asked about how or why</p>	<p><u>Mini-Lesson:</u> <b>Grade 4, Bend 2: Reading Literary Nonfiction</b> <b>Small Group/Centers Work</b> In this session students will work in small groups with the teacher and support their independent learning with centers.</p>	<p><u>Mini-Lesson:</u> <b>Reading Marathon</b> In this session students will have a reading marathon where they are asked to read books of their choosing for extended periods of time, focusing on building their stamina</p>



<p>does this information connect with what I read before?" Transition words and phrases, including pronouns will help clue you in on how information connects."</p> <p>Passage: Page 12 "Liberty: How the Revolutionary War Began"</p> <p>Passages for Students to Read and Answer Questions: Stubby the Dog and Rags Passages</p> <p><b><u>Word Work</u></b> <b>tract=pull</b></p> <p>Vocabulary – The class will go over the new vocabulary words for the week</p> <p><b><u>Digital Flash Cards:</u></b> <a href="https://www.flippity.net/fc.php?k=100b3UiRPoBbIpdLUI_RIRqphqUjZhNT-wqIUAB9Men4">https://www.flippity.net/fc.php?k=100b3UiRPoBbIpdLUI_RIRqphqUjZhNT-wqIUAB9Men4</a></p>	<p>importance of a particular part or about how parts are connected, you need to think not just about the part(s) in question, but also the whole of the text.</p> <p>Passage: "Building the Longest, Tallest, Fastest Scream Machines"</p> <p>Passages for Students to Read and Answer Questions: Students will complete ReadWorks "Working Together to Save the Sea Turtles" express question set for a grade that allows for practice with multiple choice questions.</p> <p><b><u>Word Work</u></b> <b>tract=pull</b></p> <p>Vocabulary Match – The class will match the word and its correct definition.</p>	<p>something happened in a text, it is helpful to search for places in the text where that content came up, but the answer will usually not be right in the details. You will need to think about what those details show to help you figure out the relationship.</p> <p>Passage: "Building the Longest, Fastest, Tallest Scream Machine"</p> <p>Passages for students to read and answer questions: Looking out for Lizards and Beware of Frogs</p> <p><b><u>Word Work</u></b> <b>tract=pull</b></p> <p>Vocabulary Sort- Students will sort the vocab words into the correct sentences.</p>	<p>and reading for pleasure.</p> <p><b><u>Word Work</u></b> <b>tract=pull</b></p> <p>Vocabulary Review- Students will review for their vocabulary quiz.</p> <p><b><u>Quizziz Review:</u></b> <a href="https://quizizz.com/admin/quiz/5df12ba3e0636c001bac4844">https://quizizz.com/admin/quiz/5df12ba3e0636c001bac4844</a></p>	<p>and reading for pleasure.</p> <p><b><u>Word Work</u></b> <b>tract=pull</b></p> <p>Students will take their vocabulary quiz.</p>	<p>and reading for pleasure.</p> <p><b><u>Word Work</u></b> <b>tract=pull</b></p> <p>Students will take their vocabulary quiz.</p>
<p><b><u>Independent Practice</u></b> Students will work on I-Ready Reading.</p>	<p><b><u>Independent Practice</u></b> Students will work on I-Ready Reading.</p>	<p><b><u>Independent Practice</u></b> Students will work on I-Ready Reading.</p>	<p><b><u>Independent Practice</u></b> Students will work on I-Ready Reading.</p>	<p><b><u>Independent Practice</u></b> Students will work on I-Ready Reading.</p>	<p><b><u>Independent Practice</u></b> Students will work on I-Ready Reading.</p>

	<p>Students will read independently and record their reading on their reading log.</p> <p>Students will read "Scream Machines" independently.</p>	<p>Students will read independently and record their reading on their reading log.</p> <p><b>*"Working Together to Save the Sea Turtles" Express Question Set (Formative)</b></p>	<p>Students will read independently and record their reading on their reading log.</p>	<p>Students will read independently and record their reading on their reading log.</p>	<p>Students will read independently and record their reading on their reading log</p> <p><b>*Vocabulary Quiz (summative)</b></p>
<b>Small Groups</b>	The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.	The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.	The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.	The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.	The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.
<p><b>SS/Sci</b> 1:35-2:05</p> <p><b>Theme:</b> <b>Where we are in place and time-</b> An inquiry into orientation in place and time; personal histories; homes and journeys; <b>the discoveries, explorations and migrations of humankind</b>; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives. <b>Central Idea:</b> <b>Exploration leads to new ideas.</b></p>	<p><u>Focused Lesson</u> <b>Stars and Planets</b></p> <p>Use <b>SCIENCE</b> Studies weekly Earth-Space Science weeks 7-10 articles and videos this unit</p> <p>Watch <b>Science</b> Studies Weekly week 7 "Outer Space Intro" video</p> <p>Introduce "Solar System Choice Board" use the resources this week to complete</p> <p>Read "Stars" PPT to take notes and draw pictures/examples in journal; no guided notes</p> <p><u>Extensions</u></p> <ol style="list-style-type: none"> <li>Solar System choice board extra projects</li> <li>Inspire Science WB 2-59</li> <li>Research IB Country of Study</li> </ol>	<p><u>Focused Lesson</u> <b>Stars and Planets</b></p> <p>BrainPop Constellations <a href="https://www.brainpop.com/science/space/constellations/">https://www.brainpop.com/science/space/constellations/</a></p> <p>Complete WB 21-25</p> <p>Stars and Constellations NearPod <a href="https://share.nearpod.com/e/5rK3xTM4tfb">https://share.nearpod.com/e/5rK3xTM4tfb</a></p> <p>Counting the Stars NearPod <a href="https://share.nearpod.com/e/O60WA4x8tfb">https://share.nearpod.com/e/O60WA4x8tfb</a></p> <p>Choice board project 1</p>	<p><u>Focused Lesson</u> <b>Stars and Planets</b></p> <p>StudyJams: The Universe <a href="https://studyjams.scholastic.com/studyjams/jams/science/solar-system/universe.htm">https://studyjams.scholastic.com/studyjams/jams/science/solar-system/universe.htm</a></p> <p><b>Complete "Comparing Stars and Planets" graded formative assignment.</b></p> <p>Choice board project 1</p>	<p><u>Focused Lesson</u> <b>Stars and Planets</b></p> <p>Watch Safari Montage "Bill Nye: Outer Space" <a href="https://safariexpl.fultonschools.org/SAFARI/montage/login/login.php?xc=1">https://safariexpl.fultonschools.org/SAFARI/montage/login/login.php?xc=1</a></p> <p>Complete accompanying quiz</p> <p>Choice board project 1</p>	<p><u>Focused Lesson</u> <b>Stars</b></p> <p>Cool video of the sun! "NASA Graceful Eruption" <a href="https://www.youtube.com/watch?v=8yPQEE2Dnk&amp;t=11s">https://www.youtube.com/watch?v=8yPQEE2Dnk&amp;t=11s</a></p> <p>BrainPop Life Cycle of Stars <a href="https://www.brainpop.com/science/space/lifecycleofstars/">https://www.brainpop.com/science/space/lifecycleofstars/</a></p> <p>Choice board project 1 And/or Constellation Coordinates (paper copy only) And/or Create constellation using white crayon and black construction paper; write a narrative to explain.</p> <p>(next: inner/outer planets)</p>

<p><b>Key concepts and lines of inquiry</b></p> <p>~How does expansion impact the people and the surrounding area? (Causation)</p> <p>~How does movement shape position and perspective? (perspective)</p> <p>~How do observable features help identify similarities and differences? (form)</p>	<p><b>April:</b> Travel Brochures; plan a trip to your country</p> <p><b>Connection:</b> How are we able to travel and visit other countries/ planets because of expansion? What might travel/exploration be like without expansion? <a href="https://kids.nationalgeographic.com/videos/are-we-there-yet/">https://kids.nationalgeographic.com/videos/are-we-there-yet/</a></p> <p>4. Add a wonder to the wonder board</p> <p>5. Research and answer another's wonder</p>				
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