

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.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.

Accelerated Math

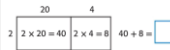
MGSE.5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths

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

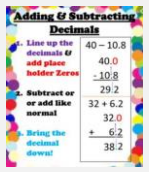


Science/ Social Studies SS4H1 Explain the causes, events, and results of the American Revolution.


***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 -Hears Ferry Live -Student Success Skills: Lesson	-Teacher Work Day	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson

	Lesson	Independent	Lesson	Independent	Lesson	Independent	Lesson	Independent	Lesson	Independent
Math: 8:20-9:25 On MyMath Book Volume 1 Advanced MyMath Book Volume 2	Multiples of 10, 100, and 1,000 WB Pages 197-198	Meet: WB Pages 197-198 Multiples of 10, 100, and 1,000 At seat: WB 199-200 Daily Spiral Technology IReady Math Hands clean ☺ project/ Nearpod/ choice board	Student Holiday Meet: None At seat: None Technology: None Hands clean ☺ None	Use Place Value to Multiply WB Pages 209-210	Meet: Use Place Value to Multiply WB Pages 209-210 At seat: WB Pages 211-212 Daily Spiral Technology IReady Math Hands clean ☺	Introduce Area Model for Multi-Digit Multiplication on WB Pages 215-216	Introduce Area Model for Multi-Digit Multiplication WB Pages 215-216 At seat: WB Pages 217-218 Daily Spiral Technology: Ready Math	Practice Multiplying by 2 Digit Numbers WB 223-224 *Use Area Model* 24x2: 	Meet: Practice Multiplying by 2 Digit Numbers WB 223-224 At seat: Check My Progress WB 221-222 Daily Spiral D Technology y:	

						project/ Nearpod/ choice board		Hands clean 😊 project/ Nearpod/ choice board		IReady Math Hands clean 😊 project/ Nearpod
	Lesson Unit 5 review	Independent Meet: Check Unit 5 Review and WB 682-683 review At seat: Complete Unit 5 review and Daily Spiral NearPod review https://share.nearpod.com/e/pITf9wQa0ab Technology iReady Hands clean 😊 project/ nearpod/ choice board	Lesson No school	Independent Meet: At seat: Technology: iReady Hands clean 😊 project/ nearpod/ choice board	Lesson Unit 5 test 11/2	Independent Meet: none At seat: Complete Unit 5 test Technology: iReady Hands clean 😊 project/ nearpod/ choice board	Lesson Unit 6 Pretest Vocabulary:	Independent Meet: At seat: Technology: iReady Hands clean 😊 project/ nearpod/ choice board	Lesson Unit 5 test Data Vocabulary:	Independent Meet: At seat: NearPod review and self-grade spiral Technology: iReady 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><u>Focused Lesson</u> Nearpod</p> <p>Adding and Subtracting Decimals</p> <p>https://share.nearpod.com/YRAYb8UM0ab</p> <p>Small Groups Spiral Review</p> <p><u>I- Ready</u></p> <p><u>Teacher</u></p>	<p><u>Student Independent Practice</u></p>  <p>Small Groups Spiral Review</p> <p><u>I- Ready</u></p> <p><u>Teacher</u></p>	<p>NO SCHOOL ELECTION DAY</p> <p>Instructional Video: https://youtu.be/PnwLv6khwk8</p> 	<p>NO SCHOOL ELECTION DAY</p>	<p><u>Focused Lesson</u> Addition Properties WBp. 341-342</p> <p>*Use PPT for lessons this week</p> <p>Small Groups Spiral Review</p> <p><u>I- Ready</u></p> <p><u>Teacher</u></p>	<p><u>Student Independent Practice</u> WBp. 343-344</p> <p>*Take as summative grade</p>	<p>TAG DAY</p> <p><u>Nearpod Part-B</u></p> <p>https://share.nearpod.com/jDIC9yj0pab</p> <p>Check My Progress *Do short review with class on addition with decimals and properties</p>	<p>TAG DAY</p> <p>Check My Progress *Do short review with class on addition with decimals and properties</p> <p>Small Groups Spiral Review</p> <p><u>I- Ready</u></p> <p><u>Teacher</u></p>	<p><u>Focused Lesson</u> Subtracting Decimals Using Models WBp. 355-356</p> <p>Small Groups Spiral Review</p> <p><u>I- Ready</u></p> <p><u>Teacher</u></p>	<p><u>Student Independent Practice</u> WBp. 357-358</p> <p>HW: Safari Restaurant Menu Activity</p> 
<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud <i>Hoot Owl, Master of Disguise</i> by Sean Taylor The class will listen to the story and answer questions during the reading, engaging in a range of collaborative discussions to build on other ideas, and express their own thoughts and opinions. (Standard: RL.3)</p>	<p>No School-Election Day</p>	<p>Read Aloud <i>Owl Passage in TEAMS</i></p> <p>The class will share their prior knowledge about owls on a KWL chart. The class will read the article about owls and answer questions, being sure to answer in complete sentences and using the text as evidence. The class will add their new</p>	<p>Read Aloud <i>Hoot Owl and Owl Passage Reread</i></p> <p>The class will reread the book from Monday and the article on Owls and compare the two paired texts and answer questions about the two texts. (Standard RL.6)</p>	<p>Read Aloud Little Owl's Day</p> <p>The teacher will read the book and the students will find the problems and two possible solutions in the book. The class will review text structure as well as the common words associated with problem and solution</p>					

			learning to the KWL chart. (Standard RI.2)		(Standard RI.5)
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	<p>Language Arts skill of the week: Using Context Clues</p> <p>I-Ready Toolbox Page 212-213</p>  <p>Using Context Clues Student p. 212-213 2015</p> <p>Unit 2 Session 8: Composing and Sorting Mini-Stories</p> <p>ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. .</p> <p>ELAGSE4L4: Determine or</p>	<p>Language Arts skill of the week: Using Context Clues</p> <p>NO SCHOOL</p> <ul style="list-style-type: none"> ELECTION DAY 	<p>Language Arts skill of the week: Using Context Clues</p> <p><i>Apply: Use context clues to help you with unfamiliar words in your texts. (See reference guide)</i></p> <p>Unit #2 Session #9- Creating Parallelism in Lists</p> <p>Materials</p> <ul style="list-style-type: none"> Sample student text Teacher list to support topic model Student essay writing materials 	<p>TAG DAY Language Arts skill of the week: Using Context Clues</p> <p>REVIEW DAY</p> <ul style="list-style-type: none"> Context Clues Have students review Context Clues PPT w/ practice examples <p>Quizizz- FUN PRACTICE Context clues https://quizizz.com/join?gc=60114280</p>	<p>FUN IN WRITING FRIDAYS</p> <p>Unit 2- Session 10 Mini-Lesson: Organizing for Drafting Teach children that writers organize for drafting by checking that their evidence is supportive and varied.</p> <p>Objective: Writers organize for drafting by checking that their evidence is supportive and varied.</p> <p>Materials: pg 94</p> <p>Teaching Point – Before writers put any project</p>

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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

(Writing to Learn)

Materials:

- **Opinion Writing Checklist**
- **Checklist for each student**
- **Sample student thesis statements**
- **Teacher thesis statement model**
- **Step by Step Mini-story**

Objective: We will learn that writers draw on narrative writing and use mini-stories to support the ideas they want to advance.

Display: Mini-story exemplar

Model: Create mini-stories that are angled to illustrate the bulleted topic sentence.

Teaching Point: Some of the most important materials writers collect when writing essays are – stories!

GUIDED: TELLING THE STORY STEP BY STEP – BIT BY BIT (rather than summarizing)

Small Group Focus: Angling stories to support thesis statements

Inquiry: Why are lists important?

Objective: We will learn that writers use lists to support the reasons in their essays.

Model: Demonstrate how you use a list in stories to support an idea.

Display: Student example of thesis and a list of ideas that support it.

TP: Just as builders build with boards and lumber and windowpanes too, so too, writers build with not only stories but with other stuff as well. And lists are one of the most important materials that writers use when building essays.

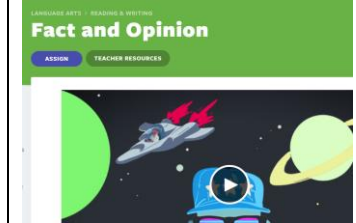
GUIDED: GENERATING Parallel list items

Shared: Students will collaborate and share how their list ideas support their thesis statements.

Small Group Focus: Revising lists

together, they organize their materials and make sure they have the right amount of materials. They test out whether all of the materials “fit” with the project plan.

Fact & Opinion Flocabulary



Submit quiz for a grade

Opinion Writing Choice board

W	R	I	T	E
Should students have to longer research before writing an essay that clearly supports your opinion?	Should you rather write an opinion that is more opinionated or be more neutral? Write an essay that clearly supports your opinion.	Do you think schools should have more areas in the cafeteria? Write an essay that clearly supports your opinion.	Should field trips be only educational or only fun? Write an essay that clearly supports your opinion.	What is the most important subject in school? Write an essay that clearly supports your opinion.
Do you think all students should be allowed to use calculators in math class? Write an essay that clearly supports your opinion.	Some people think students should wear uniforms. What do you think? Write an essay that clearly supports your opinion.	Computers are very important in today's society. Should we be required that all children have a computer? Write an essay that clearly supports your opinion.	When do you think school should be getting longer? Or shorter? Write an essay that clearly supports your opinion.	As a community member in your town, is supporting that a park and the other center the best thing to do? Write an essay that clearly supports your opinion.
Writing is an important process when you learn. Will you choose to write in an opinionated way or an essay that clearly supports your opinion?	Do you prefer to write to get a grade or to help others? Write an essay that clearly supports your opinion.	At what age should children be given their first cell phone? Write an essay that clearly supports your opinion.	Write a letter to your school board suggesting more activities or time off from school this year.	Your principal is considering taking away recess from 1st and 2nd graders because they spend too much time in the playground. Write a letter to the principal with your opinion.

	<p>Shared: Listen and critique stories using the guidelines checklist.</p>				
	<p>Student Practice: Practice creating mini-stories by angling them to support thesis statements.</p> <p>Session 8 HW- Practice angling another story. Tell it to someone before writing it down. Write out the story – reference the guidelines checklist.</p> <p>Use digital class notebook for entries / class notebook</p>	<p>NO SCHOOL</p>	<p>Student Practice: Work on collecting ideas for your stories.</p> <p>Session 9 HW practice - Collect specific information that relates to your topic in list form.</p>	<p>Student Practice: Complete graphic organizer on article Opinion statement/ supporting details</p> <p>Complete Nearpod Task</p>	<p>Student Practice: Choose an activity of choice from the OPINION Writing Choice board.</p>
<p>Lunch 11:45-12:15</p>					
<p>Reading /Phonics 12:45-1:35</p> <p>Standards RI.2 RI.3 RI.5 RI.6</p>	<p>Mini-Lesson: Unit 3 Lesson 7: Readers Develop Strategies for reading primary sources.</p> <p>TP: "Today I want to teach you that readers of history value primary sources, and they know that just as there are strategies to draw upon when reading narrative texts or persuasive texts, there are also strategies that pay off when reading primary source documents.</p> <p>Safari Video on Analyzing Nonfiction: Chapter 1: Introduction</p> <p>Word Work: dict= speak</p>	<p>No School- Election Day</p>	<p>Mini-Lesson: Unit 3 Lesson 8: Readers Bring Their Topics to Life</p> <p>TP: "Today I want to teach you that the important thing about reading history is that it requires both imagination and factual knowledge. Readers need to use their factual knowledge to help them do the imaginative work of envisioning a, of putting themselves into the historical scene."</p> <p>Safari Video on Analyzing Nonfiction: Chapter 2: Types of Nonfiction</p> <p>Word Work: dict=speak</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>Safari Video on Analyzing Nonfiction: Chapter 3: Features of Nonfiction</p> <p>Word Work: dict= speak 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 9: A Celebration of Learning</p> <p>TP: "Today I want to teach you that when you teach someone all you have learned about your topic, your oral teaching needs to reflect all that you know about good informational writing. Above all, information writing is structured—and that structure is clearly evident to your readers."</p> <p>Safari Video on Analyzing Nonfiction: Chapter 4: Critically Evaluating Nonfiction</p> <p>Nearpod on Finding the Main Idea of Nonfiction</p> <p>Word Work: dict=speak</p>

	TTW Introduce, teach, and review each of the vocabulary words for the week. Students record the words in their reading notebook.		TTW review the vocabulary words. The class will play vocabulary bingo.		The students will take a vocabulary quiz.
	Independent Practice *Vocabulary Quiz from last week Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.	No School- Election Day	Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.	Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.	Independent Practice *Vocabulary Quiz Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.
Focus Groups	The teacher will pull small groups to work on Characters. Reteach/Reinforcing Lesson 6.6 from Reading Strategies Book Enrich Lesson 6.18 from Reading Strategies Book	No School- Election Day	The teacher will pull small groups to work on Characters. Reteach/Reinforcing Lesson 6.6 from Reading Strategies Book Enrich Lesson 6.18 from Reading Strategies Book	The teacher will pull small groups to work on Characters. Reteach/Reinforcing Lesson 6.6 from Reading Strategies Book Enrich Lesson 6.18 from Reading Strategies Book	The teacher will pull small groups to work on Characters. The students will take a quick check on characters in text to monitor the learning.
SS/Sci 1:35-2:05 Lines of Inquiry- ~How can a revolution cause change? (cause) ~How do events impact a person's	<u>Focused Lesson</u> Finish causes of American Revolution notes and fill in appropriate events on timeline Check this fun NearPod out! https://share.nearpod.com/e/GeFCyY7C0ab	<u>Focused Lesson</u> No school Share Election Activities document with parents- relate to 4 th grade SS standards	<u>Focused Lesson</u> Historical Figures of American Revolution Historical Figures: Graffiti Wall- Portraits of each historical figure (King George III, George Washington, Thomas Jefferson, Benjamin Franklin, Benedict Arnold, Patrick Henry, John Adams) will be posted around the hallway. The students will write in assigned class marker/crayon color their name and any prior	<u>Focused Lesson</u> American Revolution video Safari Montage Liberty Kids Boston Tea Party http://safarimha.fultonschools.org/SAFARI/montage/play.php?keyindex=352297&location=local&filetypeid=81	<u>Focused Lesson</u> Causes of American Revolution Check this fun NearPod out! https://share.nearpod.com/e/GeFCyY7C0ab

<p>perspective? (<i>perspective</i>)</p> <p>~How does position affect the perspective and phases of the moon? (<i>change</i>)</p> <p>Teacher Inquiry Questions-</p> <p>How did the colonists feel about taxes? What are taxes?</p> <p>Are taxes necessary? Why or why not?</p> <p>How did the colonists feel about taxes?</p> <p>What would we do if we did not have taxes?</p> <p>What are some ways people persuade others to change sides?</p> <p>How does perspective change outcome?</p>	<p>Use Extension activities for Causes of American Revolution review:</p> <ol style="list-style-type: none"> 1. Causes of American Revolution Webquest 2. Studies Weekly weeks 1-3 3. American Revolution Choice Board 4. WB pages 25-35 5. Causes of A.R. Kahoot Review <p>https://create.kahoot.it/details/duplicate-of-causes-of-the-american-revolution/8a850892-3810-432a-b134-dc4336fa763f</p> <p>What are you wondering now?</p> <p>Add a wonder to the wonder board.</p> <p>Research and answer another wonder.</p>		<p>knowledge they have to each figure answering the following guiding questions: <i>Who is this famous American? Why are they famous? What was their role during the American Revolution? Where have you heard about this person before?</i></p> <p>Post Unit: The students will revisit the same graffiti wall, and using a different colored marker, will re-answer the same guiding questions as before</p> <p>Schedule: Stockard 1:30-1:37 (blue) Collins 1:38-1:45 (red) Rutledge 1:46-1:52 (green) Hunt 1:53-2:00 (black)</p> <p>Complete Causes of AR review Kahoot and extension activities</p>	<p>Write 3 facts you learned about Boston Tea Party and American Revolution or complete chart</p> <table border="1" data-bbox="1386 341 1690 479"> <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> <p>https://share.nearpod.com/e/EhnuyBKs0ab</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>Use Boston massacre image do discuss the importance of Primary Sources and how they show a perspective.</p> <p>What does this show? Who made it? (Paul Revere-patriot) How do you know?</p> <p>Discuss significance in differences and perspectives between Loyalists and Patriots</p> <p>How is this relevant/ connected to today?</p> <p>Causes of A.R. graded assignment</p> <p>(next week: A.R. Historical Figures notes and moon journal homework science intro)</p>
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	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country</p>	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country</p>	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country</p>	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country</p>	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country</p>												

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

Also use MackinVia and Safari Montage resources

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