

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 5 Fractions and Decimals

MGSE4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100.

MGSE4.NF.6 Use decimal notation for fractions with denominators 10 or 100.

MGSE4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole.

Advanced Math

Unit 1 Grade 5 Order of Operations

5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Accelerated Math

MGSE5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- A. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction
- B. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths

MGSE5.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.

Reading/ ELA – ELAGSE4RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. - Key Ideas and Details • **ELAGSE4RL3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). - Key Ideas and Details • **ELAGSE4RL6** Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations. - Craft and Structure **ELAGSE4SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. - Comprehension and Collaboration

Science/ Social Studies SS4H3 Explain westward expansion in America.

- a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”
- b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)

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

Math:
8:20-
9:25
On
 MyMath
 Book
 Volume 2

<p><u>Lesson</u></p> <p>Teacher Workday</p>	<p><u>Independent</u></p>	<p><u>Lesson</u></p> <p>Comparing Fractions Interactive Notebook Notes & Practice Problems</p> <p>*Focus on using models to Compare*</p> <p>Homework: 677-678</p>	<p><u>Independent</u></p> <p>Meet: Comparing Fractions Interactive Notebook Notes & Practice Problems</p> <p>At seat: Problem Solving Investigation 675-676; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 St. Patrick's Day Fractions, Decimals, and Percents / Nearpod/choice board</p>	<p><u>Lesson</u></p> <p>Comparing and Ordering Decimals WB 669-670</p> <p>Comparing Decimals Exit Ticket</p> <p>*Focus on using Number Lines to Compare*</p> <p>Homework: WB 673-674</p>	<p><u>Independent</u></p> <p>Meet: Comparing and Ordering Decimals WB 669-670</p> <p>At seat: WB 671-672; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 St. Patrick's Day Fractions, Decimals, and Percents/ Nearpod/choice board</p>	<p><u>Lesson</u></p> <p>Review Comparing Decimals Pages 671-672 & 673-674</p> <p>Homework: Comparing Decimals Practice</p>	<p><u>Independent</u></p> <p>Meet: Go over WB pages & Interactive notebook practice</p> <p>At seat: Comparing Decimals Formative; Daily Spiral</p> <p>Technology iReady Math</p> <p>Hands clean 😊 St. Patrick's Day Fractions, Decimals, and Percents / Nearpod/choice board</p>	<p><u>Lesson</u></p> <p>Fractions & Decimals Word Problems Examples</p> <p>Unit 5 Post Test:</p>	<p><u>Independent</u></p> <p>Meet: Fractions & Decimals Word Problems</p> <p>At seat: Fractions & Decimals Word Problems Practice; Daily Spiral</p> <p>Technology iReady Math</p> <p>Hands clean 😊 St. Patrick's Day Fractions, Decimals, and Percents / Nearpod/choice board</p>
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Advanced
MyMath
Book
5th Grade
Volume 1

<p>Lesson Teacher Workday</p>	<p>Independent</p>	<p>Lesson REVIEW PEMDAS; - Write Numerical Expressions</p> <p>Meet: Check 489</p> <p>Complete 493-494</p> <p>Vocab- expression , evaluate, parentheses, order, operations</p> <p>Homework WB 497- 498 Unit 1 TEST Wed. 3/24</p>	<p>Independent t At seat:</p> <p>WB 495-496</p> <p>Daily Spiral Continue Q1:2</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ nearpod PEMDAS review https://share.nearpod.com/e/oj9mmlKGxeb /choice board</p>	<p>Lesson Order of Operations- write numerical expressions to solve word problems</p> <p>Meet: Check 495- 498</p> <p>Complete "Write Numerical Expressions from word problems" reteach notes and begin practice problems</p> <p>Homework "Numerical to written expressions match"</p> <p>Unit 1 TEST Wed. 3/24</p>	<p>Independent</p> <p>At seat: Continue "Write Numerical Expressions from word problems" practice problems</p> <p>Daily Spiral Continue Q1:2</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ PEMDAS nearpod /choice board</p>	<p>Lesson Order of Operations create numerical expressions for a given answer.</p> <p>Meet: Check "write numerical expression word problems" practice problems</p> <p>Begin "create numerical expressions" for a given answer</p> <p>Homework Insert Parentheses PEMDAS</p>	<p>Independent At seat: Complete "create numerical expressions." "</p> <p>Daily Spiral Continue Q1:2</p> <p>Technology IReady</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>	<p>Lesson Order of Operations review</p> <p>Meet: Check "create numerical expressions" and "insert parentheses".</p> <p>Unit 1 TEST Wed. 3/24</p>	<p>Independent At seat: WB 505-506 formative graded assignment</p> <p>Daily Spiral Grade Q1:2</p> <p>Technology Ready</p> <p>Hands clean 😊 project/ nearpod/ choice board</p>
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							Unit 1 TEST Wed. 3/24			
<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: (Taskwork and links posted on each channel)</p>	<p><u>Focused Lesson</u></p> <p>Teacher Workday</p>	<p><u>Student Independent Practice</u></p>	<p><u>Focused Lesson</u></p> <p>Focused Lesson 2D Shapes Review</p> <p>Follow Review PPT.</p> <p><u>Student Independent Practice</u> Work on Review PKT.</p> <p>*labeled GeometryWorksheets5th Grade in resource folder. Pick what fits your class needs.</p> <p>HW: Complete Review PKT.</p> <p>Assessment Tomorrow</p>	<p><u>Student Independent Practice</u></p> <p>WB- Pg 767-768</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>Focused Lesson</u></p> <p>Divide Mixed Numbers</p> <p>HW: Divide Mixed Numbers Review WS</p>	<p><u>Student Independent Practice</u></p> <p>Divide Mixed Numbers WS</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>Focused Lesson</u></p> <p>Divide Fractions Review</p> <p>HW: Word Problems Add Fractions Review</p>	<p><u>Student Independent Practice</u></p> <p>*Divide Fractions Quiz. Summative</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>Focused Lesson</u></p>	<p><u>Student Independent Practice</u></p>

<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud Teacher Workday</p>	<p>Read Aloud My Rotten Red-Headed Brother by Patricia Polacca Today, we will be reading "My Rotten Red-Headed Older Brother" by Patricia Polacco. This main character has an older brother that she can't stand. It just seems like he can do everything better than her. She makes a wish on a shooting star that she could do just one thing better than her brother. Let's see if her wish comes true. After we read the story, we will look at our main character and how she changes from the beginning of the story to the end. Book Link: https://www.youtube.com/watch?v=zljh4hYkhrI</p>	<p>Read Aloud Fiona's Luck by Teresa Bateman Today, we will be reading "Fiona's Luck" by Teresa Bateman. This story takes place in Ireland. Ireland is an island nation on the western edge of Europe. The country of Ireland is known for their storytellers. Some of Ireland's best-known stories are about leprechauns. According to the folklore, leprechauns are miniature men with the magical powers of a fairy. Listen to find out how leprechauns use their magic in this story. Book Link: https://www.youtube.com/watch?v=2E8S18Y4Ur0</p>	<p>Read Aloud Tops and Bottoms by Janet Stevens Today, we will be reading "Tops and Bottoms" by Janet Stevens. The main characters in the story are a bear and hare. Bear and Hare are very different, but they also have some things in common. As you listen to the story, listen for at least one thing that Bear and Hare have in common and one thing that is different about them. Book Link: https://www.youtube.com/watch?v=zljh4hYkhrI</p>	<p>Read Aloud 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?</p>					

		com/watch?v=PYjLJoq2f0c			
Specials 9:55-10:40	Stockard-Spanish Collins- Art Rutledge- Art Hunt- PE	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 (Test – Prep Units) 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	<i>Teacher Work Day</i>	Units of Study <u>Bend 1:</u> Crafting Powerful Answers to Short Response Questions Session 4: Using knowledge of How Tests Are Scored to Evaluate and Improve Your Answer. Teaching Point- Today I want to teach you that test takers often find out how their answers will be scored and use that information to self-assess and improve their responses.	Units of Study <u>Bend 1:</u> Crafting Powerful Answers to Short Response Questions Session 5: <i>The Special Challenge of Answering Part to Whole Short Response Questions.</i> Teaching Point- Today, I want to teach you that test-takers notice when questions ask about how a part of the text fits with the whole text. When they find those questions, they make sure their answers references the whole text and the specific part.	TAG DAY REVIEW Remind students that writers draw on all they know as information writers to draft new information. REVIEW DAY Teacher Autonomy (extension tasks) STUDENTS SHOULD BE FOCUSING ON Short Response Questions Suggested Activities:	Units of Study <u>Bend 1:</u> Crafting Powerful Answers to Short Response Questions Mini-Lesson: Review concepts 1. Scoring short response checklist 2. Part to Whole Questions Text: “From Fear to Hope” Article Task: Students will read the article and produce a constructed response for

useful to aiding comprehension.

- Mini Lesson:**
1. Reviewing the Short Response Practice Checklist
 2. Score a sample response

Suggested Resource:
 “Hattie Big Sky”

Day 4- Introduce the short response practice checklist and score sample responses.

- Mini Lesson:**
1. Model how to answer a part to whole question.
 2. Mark up parts of the text to demonstrate part to whole strategy.

Suggested Resource:
 “Excerpt from Hattie Big Sky”

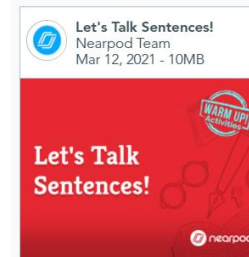
- Any familiar text
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Day 5- Using the Part to Whole Questions strategy to answer test questions.

Research IB Country of Study: Animals/ Landmarks / National Parks

- Produce a summary of information.

Nearpod:



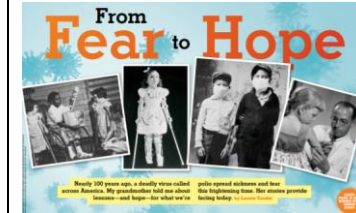
Language Practice:

Complete Sentences/
Types of Sentences

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

question #10 Using the article to support their response.

Article:



Graded: Quiz Questions 1-8 and 10

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

9. How do the photographs in the article help you understand what life was like during a public outbreak?

10. How is today's Covid-19 pandemic similar to earlier public outbreaks? Use evidence from the article to support your answer.

SCHOLASTIC

Scholastic Practice Assessment

March/April 2021

Name _____ Date _____

"From Fear to Hope" Quiz

Directions: Read the feature "From Fear to Hope" in the March/April 2021 issue of Scholastic. Then fill in the bubble next to the best answer to each question below.

1. Why did Betty need to wear braces on her legs?
 - Her back had too many braces.
 - Her legs were damaged by polio.
 - She needed to stand for long periods.
 - Children at that time usually wore braces.
2. Read this sentence from the article: "Without antibiotics, we ran the risk of a simple cut could turn deadly." What word has a similar meaning to antibiotic?
 - medicine
 - treatment
 - disease
 - soap
3. What are TWO things that happened during a public outbreak?
 - more people died
 - schools shut down
 - families quarantined
 - kids played video games
4. Who did polio most often infect?
 - children
 - elderly people
 - teachers
 - factory workers
5. What did the polio vaccine do?
 - allowed kids to play
 - stopped the spread of polio
 - helped people cure the polio
 - reduced the number of cases of polio
6. Which sentence from the article supports the answer to question 5?
 - "Without it, a few parents and librarians were somewhere trying to develop a vaccine."
 - "By the time I was born, in the 1960s, polio had almost disappeared in the United States."
 - "The vaccine couldn't keep people like Betty, but later with polio, I felt her with confidence in the use of the vaccine."
 - "This is the job that the polio has to be kept away from."
7. What does the section "Polio Plagues" describe that "Polio Myelitis" doesn't?
 - what happened inside your whole body
 - outbreaks occurred in a town
 - what parents' fears were in the hospital with polio now like
 - what scientists learned about the cause of polio and how to prevent it
 - what the most severe symptoms of polio were
8. The author most likely wrote this article to give readers...
 - information on how healthy
 - reasons for their achievements
 - hope we will beat Covid-19

Students will:
Practice sample short response questions.

Students will:
Use familiar text/ Hattie Big Sky to demonstrate their understanding of the Part to Whole Strategy.

Students will:
-Vocabulary Choiceboard
-Language Skill Practice
-Nearpod/ Quizizz

Student Practice:
Students will work on their graded writing task.

Lunch 11:45-12:15

Reading /Phonics

12:45-1:35

Standards

RL. 2- Determine the theme of a story, drama, or poem from details in the text. Summarize the text.

RL. 3- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

SL. 1- Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.

Mini-Lesson: Teacher Workday

Mini-Lesson: Grade 4, Bend 1: Reading Stories (Fiction, Fables and Folktales, Memoirs) Minilesson: You Pick Two (or more): Tackling Answering Multiple Choice Questions Which Ask for Multiple Answers

In this session, students will learn that some multiple-choice questions on a test might ask you to pick the TWO best answers. When you get a question like that it helps to first answer as you always would, looking to find the best answer. Then ask yourself, "Which other choice also makes sense."

Word Work
junct, join, jug (to join, meet, or link)
Vocabulary – The class will go over the new vocabulary words for the week

Mini-Lesson: Grade 4, Bend 1: Reading Stories (Fiction, Fables and Folktales, Memoirs) Minilesson: Tackling Multi-Part (Part A/Part B) Questions

In this session the class will learn that often questions on an exam will be linked together. There will be Part A that usually asks about something big and a Part B that usually asks you to prove it. When you answer these questions, you've got to be ready to give evidence to prove your idea.

Word Work
junct, join, jug (to join, meet, or link)
Vocabulary Sort-
Students will match the correct definition with the correct vocabulary words.

Mini-Lesson: Grade 4, Bend 1: Reading Stories (Fiction, Fables and Folktales, Memoirs) Small Group/Centers Work

In this session students will work in small groups with the teacher and support their independent learning with centers.

Word Work
junct, join, jug (to join, meet, or link)
Vocabulary Review-
Students will review for their vocabulary quiz.

Quizziz Review
<https://quizizz.com/admin/quiz/5e30b29511e479001f85fea8>

Mini-Lesson:

Reading Marathon

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 and reading for pleasure.

Students will take a Sample Test "One Day" from Bend I (for a grade)

Word Work
junct, join, jug (to join, meet, or link)
Students will take their vocabulary quiz.

		<p>Digital Flash Cards: https://www.flippity.net/fc.php?k=1HSnxX4r = T_XQZe60bjEACZMWs M-grgZfonDCBs9q4Vk</p>			
	Independent Practice	<p>Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log *Vocabulary Quiz (summative) *Sample Test "One Day" (formative)</p>
Small Groups		<p>The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.</p>	<p>The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.</p>	<p>The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.</p>	<p>The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.</p>
<p>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</p>	Focused Lesson Teacher Workday	<p>Focused Lesson Indian Removal Act/ Trail of Tears https://www.brainpop.com/socialstudies/ushistory/americanindians/ Complete Trail of Tears notes in journal using PPT with class discussion. Fill in new land, trails, and new events on map and timeline. Westward Expansion Choice Board 2nd column project choice-</p>	<p>Focused Lesson Indian Removal Act/ Trail of Tears https://www.brainpop.com/socialstudies/ushistory/trailoftears/ Westward Expansion Choice Board 2nd column project choice- Use Studies Weekly week 16 articles and videos and journal notes. And/or</p>	<p>Focused Lesson Indian Removal Act/ Trail of Tears Safari Montage video "Trail of Tears" https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=350577&location=local&filetypeid=81&xc=1 Continue choice board projects. And/or Trail of Tears project</p>	<p>Focused Lesson Indian Removal Act/ Trail of Tears Use the Westward Expansion map and notes in social studies journal to answer questions on "Moving West" Native Americans map formative graded assignment Westward Expansion Choice Board 2nd column project choice- Use Studies Weekly week 16 articles and videos and journal notes.</p>

<p>civilizations, from local and global perspectives.</p> <p>Central Idea: Exploration leads to new ideas.</p> <p>Key concepts and lines of inquiry</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>Use Studies Weekly week 16 articles and videos and journal notes.</p> <p><u>Extensions</u></p> <p>1. Research IB Country of Study</p> <p>March: animals, plants, national parks</p> <p>Connection: What National Parks do we have because of expansion? What animals and plants habitats have changed because of expansion? https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> <p>2. Add a wonder to the wonder board</p> <p>3. Research and answer another's wonder</p> <p>4. WB 75-105</p>	<p>Trail of Tears project</p>		<p>And/or</p> <p>Trail of Tears project</p> <p>(next week: The Battle of Little Bighorn, the Alamo and Oregon Trail)</p>
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