

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 4

MGSE.4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.

MGSE4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Advanced Math

Unit 1 Grade 5 Multiplying and Dividing Multi-digits

5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2-digit factor.

5.NBT.6 Fluently divide up to 4-digit dividends and 2-digit divisors

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 SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.

SS4CG3 Describe the structure of government and the Bill of Rights.

- a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.
- b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.

SS4H2 Analyze the challenges faced by the framers of the Constitution.

- c. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).
- d. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three- Fifths Compromise).


***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

<p>Math: 8:20- 9:25 On <i>MyMath Book</i> <i>**Change to Volume 2</i></p>	<p><u>Lesson</u> Adding and Subtracting Mixed Numbers Word Problems</p> <p>Homework: Begin Unit 4 HW Review Guide</p>	<p><u>Independent</u> Meet: Adding and Subtracting Mixed Numbers Word Problems</p> <p>At seat: Finish 605-606 if needed; Begin Unit 4 Review Guide; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u> Go over 1st half of Unit 4 Review Guide (#1-7)</p> <p>Homework: Continue Unit 4 Review Guide</p>	<p><u>Independent</u> Meet: Go over 1st half of Unit 4 Review Guide (#1-7)</p> <p>At seat: Unit 4 Review Guide; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u> Finish going over Unit 4 Review Guide (#7-14)</p> <p>Homework: Continue Unit 4 Review Guide</p>	<p><u>Independent</u> Meet: Finish going over Unit 4 Review Guide</p> <p>At seat: Finish Review Guide; Unit 4 <u>Review</u> <u>Nearpod</u>; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u> Review Unit 4 HW Review Guide</p> <p>Homework: Study!</p>	<p><u>Independent</u> Meet: Review Unit 4 HW Review Guide</p> <p>At seat: Unit 4 <u>Review</u> <u>Nearpod</u>; Daily Spiral</p> <p>Technology iReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u> Unit 4 Post Assessment in Illuminate</p>	<p><u>Independent</u> Meet: Unit 4 Post Assessment in Illuminate</p> <p>At seat: Unit 4 Post Assessment in Illuminate</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>
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<p>Advanced MyMath Book 5th Grade Volume 1</p>	<p>Lesson Unit 7 data sheets and multidigit (3 by 1) multiplication review</p> <p>Meet: Complete unit 7 data sheets and reflect</p> <p>WB 131-132</p> <p>Vocab- factor, product</p> <p>***New math workbook</p>	<p>Independent</p> <p>At seat: Unit 1 Grade 5 Pretest in Illuminate</p> <p>Daily Spiral Q1:1</p> <p>Technology: IReady</p> <p>Hands clean ☺ project/nearpod /choice board</p> <p>Homework WB 133-134</p>	<p>Lesson Multiply multidigit by multidigit (3 by 2 and 2 by 2) numbers</p> <p>Meet: Discuss standards on 5.1 data sheet</p> <p>Check 133-134</p> <p>Complete WB 137-138</p> <p>***New math workbook</p>	<p>Independent</p> <p>At seat: Complete 5.1 pretest data sheet</p> <p>WB 139-140</p> <p>Daily Spiral Q1:1</p> <p>Technology: IReady</p> <p>Hands clean ☺ project/nearpod /choice board</p> <p>Homework WB 141-142</p>	<p>Lesson Long Division, models, partial quotient review (1 into 3)</p> <p>Meet: Check 139-142</p> <p>Complete WB 195-196 (partial quotient)</p> <p>WB 209-210 (long division)</p> <p>Vocab- dividend, divisor, remainder</p>	<p>Independent</p> <p>At seat: WB 197-198 (even numbers)</p> <p>WB 211-212 (even numbers)</p> <p>Daily Spiral Q1:1</p> <p>Technology: IReady</p> <p>Hands clean ☺ project/Nearpod /choice board</p> <p>Homework WB 213-214</p>	<p>Lesson Multidigit Division (2 into 4) strategies (models, partial quotient, long division)</p> <p>Meet: Check 197-198 and 211-214</p> <p>WB 257 (models/partial quotient)</p> <p>WB 263-264 (long division/standard algorithm)</p>	<p>Independent</p> <p>At seat: WB 259-260 (even numbers)</p> <p>WB 265-266 (even numbers)</p> <p>Daily Spiral Q1:1</p> <p>Technology IReady</p> <p>Hands clean ☺ project/nearpod/choice board</p> <p>Homework WB 267-268</p>	<p>Lesson</p> <p>Review multiplication and division strategies</p> <p>Check 259-260 and 265-268 review all multiplication and division strategies</p>	<p>Independent</p> <p>At seat: NBT.5 and NBT.6 formative graded</p> <p>Self Grade Daily Spiral Q1:1</p> <p>Technology Ready</p> <p>Hands clean ☺ project/nearpod/choice board</p>
<p>Accel</p> <p>Essential Questions</p> <p>How can I use place value and</p>	<p><u>Focused Lesson</u></p> <p><u>Focused Lesson</u> Division with Unit Fractions</p>	<p><u>Student Independent Practice</u></p> <p><u>WB Pages</u> <u>761</u></p>	<p><u>Focused Lesson</u></p> <p>Divide Whole Numbers by Unit Fractions and Unit Fractions by Whole</p>	<p><u>Student Independent Practice</u></p> <p>WB- Pg 767-768</p> <p><i>(Work is posted in</i></p>	<p><u>Focused Lesson</u></p> <p>Divide Mixed Numbers</p>	<p><u>Student Independent Practice</u></p> <p>Divide Mixed Numbers WS</p> <p><i>(Work is posted in</i></p>	<p><u>Focused Lesson</u></p> <p>Divide Fractions Review</p>	<p><u>Student Independent Practice</u></p> <p>*Divide Fractions Quiz. Summative</p>	<p><u>Focused Lesson</u></p> <p>Unit 4 Review Add and Subtract Fractions Game</p>	<p><u>Student Independent Practice</u></p> <p>Work on add and subtract fractions review packet</p>

<p>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>WBp. 759-760</p> <p>*Can use fraction tiles with f2f students for hands-on</p> <p>HW: WBp. 763-764</p> <p>Project this Week</p>		<p>Numbers WBp. 765-772</p> <p>HW: WBp. 769 and 775 *can skip models and do standard algorithm Quiz Tomorrow</p>	<p><u>each channel daily</u></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>HW: Divide Mixed Numbers Review WS</p>	<p><u>each channel daily</u></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>HW: Word Problems Add Fractions Review</p>	<p><u>(Work is posted in each channel daily Spiral</u></p> <p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p>	<p>https://jeopardylabs.com/play/adding-and-subtracting-fractions</p>	<p><u>(Work is posted in each channel daily Spiral</u></p> <p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p>
<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud A Splash of Red: The Life of Horace Pippin by Jen Bryant</p> <p>This week we will focus our Read Aloud time on Famous African Americans throughout history. The class will read the selected book and discuss.</p>	<p>Read Aloud The ABCs of Black History by Rio Cortez</p> <p>This week we will focus our Read Aloud time on Famous African Americans throughout history. The class will read the selected book and discuss.</p>	<p>Read Aloud Counting on Katherine: How Katherine Johnson Saved Apollo 13 by Helaine Becker</p> <p>This week we will focus our Read Aloud time on Famous African Americans throughout history. The class will read the selected book and discuss.</p>	<p>Read Aloud Muhammad Ali: A Champion is Born by Gene Barretta</p> <p>This week we will focus our Read Aloud time on Famous African Americans throughout history. The class will read the selected book and discuss.</p>	<p>Read Aloud Mystery Reader</p> <p>We will be having a mystery reader join our class to share a read aloud with us!</p>					

<p>Specials 9:55-10:40</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>Recess 10:45-11:15</p>					
<p>Writing / ELA 11:15-11:45 & 12:15-12:45</p> <p>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.</p>	<p><i>Units of Study</i> Review Lesson Session 21</p> <p>Questions Without a Ready Answer</p> <p>Teach students that historians don't always find answers to every question they have. They can use all of their research and knowledge to create possible answers to questions for which people can't find ready-made answers.</p> <p><i>This week students will be guided to focus on the editing process.</i></p>	<p>Language Skill of the Week: (Writescore data –Sentence Formation)</p> <p>ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors(e.g., as pretty as a picture) in context.</p> <p>Unit 4 Session 22</p> <p>Editing</p> <p>Remind students that writers edit their writing to make sure it is ready for readers</p>	<p>Units of Study</p> <p>Unit 4 Session 22</p> <p>Editing Remind students that writers edit their writing to make sure it is ready for readers.</p> 	<p>TAG DAY</p> <p>EDITING REVIEW</p> <p>Remind students that writers draw on all they know as information writers to draft new information.</p> <p>REVIEW DAY Teacher Autonomy (extension tasks)</p> <p>STUDENTS SHOULD BE FOCUSING ON FINALIZING INFORMATIONAL BOOKS</p> <p>Vocabulary Choiceboard Writing Choice Board: February</p>	<p>Units of Study</p> <p>Session 23</p> <p>A Final Celebration: An Expert Fair</p> <p>Teach students that information writers share their writing with an audience all they have learned about their topic.</p> <p>Graded: American Revolution Informational Books are due</p>

You may want to revisit:

- *Text Features*
- *Checklist*
- *Researchable questions*
- *Structure & Organization*
- *Transitional words and phrases*



Informational Books are due on Friday.

**(Students will select an item to complete)
Nearpod - Language Practice**

FEBRUARY WRITING CHOICE BOARD

- COMPLETE Quizizz
- WORK ON LANGUAGE PRACTICE SKILL
- ALPHABET WRITING BOOK

**Lunch
11:45-
12:15**

**Reading
/Phonics**

**12:45-
1:35**

Standards

- RL. 2**
- RL. 3**
- SL. 1**

**Mini-Lesson:
Number the Stars
Project Presentations**

Students will share their celebration projects from Unit 4 with the class.

Word Work
Vit, viv= live, life
Vocabulary – The class will go over the

**Mini-Lesson:
Black History Month
Project**

The class will work on their technology presentation for their famous African American projects.

Word Work
Vit, viv= live, life
Vocabulary Sort – The class will review the words and practice sorting them

**Mini-Lesson:
Analyzing a
Constructed Response
Questions**

In this session students will learn about how to understand a prompt and how to use the text to find evidence that supports their answer of the prompt.

Nearpod:
<https://share.nearpod.com/e/5LCKd3BVXdb>
After the Nearpod, students will complete a

**Mini-Lesson:
Ask and Answer
Questions to Check
Your Own
Understanding in A
Text (Review)**

In this session students will review standard R1 which is asking and answering questions about a text.

Nearpod:
<https://share.nearpod.com/e/Msv1GF1VXdb>
After the Nearpod

**Mini-Lesson:
Black History Month
Project Sharing**

In this session, each class will watch the presentations from the other classes for their black history month presentations. Students will record their learning and thoughts during the presentations.

	<p>new vocabulary words for the week</p> <p>Digital Flash Cards: https://www.flippity.net/fc.php?k=1IEDZqDKTcz31wGvWGbznH14l6jSY4hti4gkwRwpY5 <u>s</u></p>		<p>Readworks Graded Assignment to show their learning - "A Tale of Segregation: Fetching Water"</p> <p>Word Work Vit, viv= live, life Vocabulary Sort- Students will match the correct definition with the correct vocabulary words.</p>	<p>students will work in partners or small groups to write questions about a passage. Then they will give their questions to their partner and see if they are able to answer them.</p> <p>Word Work Vit, viv= live, life Students will review for the vocabulary quiz.</p> <p>Quizziz Review: https://quizziz.com/admin/quiz/57e7da4dc963f8d35accb7e0</p>	<p>Word Work Vit, viv= live, life Students will take their vocabulary quiz.</p>
	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p> <p>*Readworks for a Grade – A Tale of Segregation: Fetching Water"</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p> <p>*Vocabulary Quiz (summative)</p>
<p>Small Groups</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>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>

SS/Sci

1:35-2:05

Unit 3

Theme: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central Idea:

Systems and cooperation can create a balanced community.

Lines of Inquiry/ Key Concepts:
How can changes affect systems? (change)
Human impact affects systems. (responsibility)
Explain the interaction of systems. (connection)

Focused Lesson Unit 3 Summative

Theme: HOW WE ORGANIZE OURSELVES

Central Idea: Systems and cooperation can create a balanced community.

Key Concepts:
How can changes affect systems? (change)
Human impact affects systems. (responsibility)
Explain the interaction of systems. (connection)

Introduce Unit 3 summative project and rubric.

Students will choose 1 system to illustrate and describe successful vs. Unsuccessful!

Extensions
1. Research IB Country of Study
February: architecture, art, music
Connection:
What kind of organizations; societal decision making affect the architecture/ art/

Focused Lesson Unit 3 Summative

Theme: HOW WE ORGANIZE OURSELVES

Central Idea: Systems and cooperation can create a balanced community.

Key Concepts:
How can changes affect systems? (change)
Human impact affects systems. (responsibility)
Explain the interaction of systems. (connection)

Continue Unit 3 summative project.

Students will choose 1 system to illustrate and describe successful vs. Unsuccessful!

Focused Lesson Unit 3 Summative

Theme: HOW WE ORGANIZE OURSELVES

Central Idea: Systems and cooperation can create a balanced community.

Key Concepts:
How can changes affect systems? (change)
Human impact affects systems. (responsibility)
Explain the interaction of systems. (connection)

Continue Unit 3 summative project.

Students will choose 1 system to illustrate and describe successful vs. Unsuccessful!

Focused Lesson Finish summative/ Extensions

Extensions
1. Research IB Country of Study
February: architecture, art, music
Connection:
What kind of organizations; societal decision making affect the architecture/ art/ music of the New Nation
2. Add a wonder to the wonder board
3. Research and answer another's wonder

Focused Lesson Unit 4 Kickoff

Theme: Where We Are in Place and Time

Central Idea: Exploration leads to new ideas

Key concepts and lines of inquiry

~How does expansion impact the people and the surrounding area? (Causation)
~How does movement shape position and perspective? (perspective)
~How do observable features help identify similarities and differences? (form)

Use the Unit 4 Kickoff PPT to create class Observe/Think/wonder inquiry chart

Update IB board with new theme, central idea, key concepts, lines of inquiry

(next week Manifest Destiny provocation/ Westward Expansion)

Teacher Inquiry Questions- ~How did the tyranny of England's king effect new decisions? ~How did the fathers of the constitution work together to establish an effective government? ~How would losing an organism effect an ecosystem?	music of the New Nation 2. Add a wonder to the wonder board 3. Research and answer another's wonder				
	<u>Student Independent Practice</u>	<u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources	<u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources	<u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources	<u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources