

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

Prioritized Standards Addressed This Week:

<p>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.</p>	<p>Advanced Math Unit 7b Unit measurements 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 4.MD.8 Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots</p>	<p>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.</p>
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Reading/ ELA – RL2 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 others' ideas and expressing their own clearly.

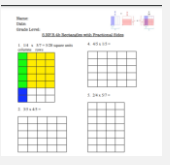

Science/ Social Studies SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.
SS4CG3 Describe the structure of government and the Bill of Rights.
a. Describe how the three branches of government interact with each other (checks and balances and separation 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 No School- President's Day	TUESDAY - Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson	WEDNESDAY -Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson	THURSDAY -Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson	FRIDAY -Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson
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<p>Math: 8:20-9:25 On MyMath Book <i>**Change to Volume 2</i></p> <p>Advanced MyMath Book Volume 2</p>	<p><u>Lesson</u></p> <p>No School-President's Day</p>		<p><u>Lesson</u></p> <p>Writing Fractions as Multiples of a Unit Fraction WB 607-608</p> <p>Ex: 5/8 = 5 x 1/8 2 x 4/6 = 8 x 1/6</p> <p>Homework: 611-612</p>	<p><u>Independent</u></p> <p>Meet: Writing Fractions as Multiples of a Unit Fraction WB 607-608</p> <p>At seat: WB 609-610; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u></p> <p>Review Homework</p> <p>Adding Mixed Numbers WB 593-594</p> <p>(Interactive Notebook pages can also be used to supplement WB pages)</p> <p>Homework: WB 597-598</p>	<p><u>Independent</u></p> <p>Meet: Adding Mixed Numbers WB 593-594</p> <p>At seat: WB 595-596/Interactive Notebook Independent Practice; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u></p> <p>Review Homework</p> <p>Subtracting Mixed Numbers WB 599-600</p> <p>Homework: 603-604</p>	<p><u>Independent</u></p> <p>Meet: Mixed Numbers and Improper Fractions Nearpod</p> <p>At seat: WB 601-602; Daily Spiral</p> <p>Technology iReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u></p> <p>Review Homework</p> <p>Adding & Subtracting Mixed Numbers Word Problems</p>	<p><u>Independent</u></p> <p>Meet: Adding & Subtracting Mixed Numbers Word Problems</p> <p>At seat: Check My Progress 605-606; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>
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	<p><u>Lesson</u> No School- President's Day</p>	<p><u>Independent</u></p>	<p><u>Lesson</u> Unit 7B Review all standards</p> <p>Meet: Check line plots Practice</p> <p>Complete Review #1</p>	<p><u>Independent</u></p> <p>At seat: Review #2</p> <p>Daily Spiral Q4:4</p> <p>Line Plot pizza contest (Optional)</p> <p>Technology y: IReady</p> <p>Hands clean😊 project/ nearpod /choice board</p> <p>Homework Review #3</p>	<p><u>Lesson</u> Unit 7B Review all standards</p> <p>Meet: Check review #2 and #3</p>	<p><u>Independent</u></p> <p>At seat: Review #4</p> <p>Daily Spiral Q4:4</p> <p>Technology: IReady</p> <p>Hands clean😊 project/ line plot Nearpod</p> <p>https://share.nearpod.com/e/GJfbnqVUBdb /choice board</p> <p>Homework Study reviews 1-4</p>	<p><u>Lesson</u> Unit 7B Review all standards</p> <p>Meet: Check Review #4</p>	<p><u>Independent</u></p> <p>At seat: BEGIN Unit 7 assessment QUESTIONS 1-13 in Illuminate</p> <p>Technology IReady</p> <p>Hands clean😊 project/ nearpod/ choice board</p> <p>Homework Study reviews 1-4</p>	<p><u>Lesson</u> CONTINUE Unit 7 assessment QUESTIONS 1-13 in Illuminate</p>	<p><u>Independent</u></p>
<p>Accel</p> <p>Essential Questions</p> <p>How can I use place value and properties to divide decimals?</p>	<p><u>Focused Lesson</u></p> <p>No School- President's Day</p>	<p><u>Student Independent Practice</u></p> <p>No School- President's Day</p>	<p><u>Focused Lesson</u></p> <p>Day 1</p> <p>Focused Lesson</p> <p>Find the area of a rectangle with fractional</p>	<p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i></p>	<p><u>Focused Lesson</u></p> <p>Day 2</p> <p>Focused Lesson</p>	<p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i></p>	<p><u>Focused Lesson</u></p> <p>Day 3</p> <p>TAG DAY / REVIEW Focused Lesson</p>	<p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i> Spiral</p>	<p><u>Focused Lesson</u></p> <p>Day 4</p> <p>Focused Lesson</p> <p>Multiplication as Scaling</p>	<p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i> Spiral</p>

<p><u>Small Groups</u> T- Word Problems/ Inquiry work S- Spiral Work T- Technology (I-Ready)</p> <p><i>(Taskwork and links posted on each channel)</i></p>	<p>NO PROJECT THIS WEEK</p> <p>Spiral Topic of the week : Multiplying Fractions / Dividing Fractions (Word Problems)</p>		<p>side lengths by using a model. (Review)</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>Multiply Mixed Numbers WBp. 745-746</p> <p>Student Independent Practice WBp. 747-748</p> <p>HW: WBp. 749-750</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>Multiply Mixed Numbers Review</p> <p>Quizziz Link https://quizz.com/join?gc=64913564</p>	<p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p> <p>Student Independent Practice Multiply Fractions and Mixed Numbers Quiz. Summative Grade.</p>	<p>WBp. 751-752</p> <p><u>Student Independent Practice</u> WBp. 753-754</p> <p>HW: WBp. 755-756</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 No School- President's Day</p>	<p>Read Aloud Full Cicada Moon by Marilyn Hilton Pages 69-88</p> <p>The class will read from the daily pages and discuss themes, characters, and the historical relevance</p>	<p>Read Aloud Full Cicada Moon by Marilyn Hilton Pages 89-112</p> <p>The class will read from the daily pages and discuss themes, characters, and the historical relevance</p>	<p>Read Aloud Full Cicada Moon by Marilyn Hilton Review</p> <p>The class will review the pages for the week and create connections, timelines, and research to deepen their understanding of what is happening</p>	<p>Read Aloud The Invisible Boy by Trudy Ludwig</p> <p>The class will read the IB Learner Profile Book, The Invisible Boy, and talk about the profile of the month, caring.</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>SECTION 1</p>	<p>Units of Study No School- President's Day.</p>	<p>Language Skill of the Week: (Writescore data –Sentence Formation) 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> <div data-bbox="619 1024 957 1500" style="border: 1px solid black; padding: 5px;"> <p>Session 20 Using Confusion to Guide Research</p> <p>Teach students that non-fiction writers don't always start out as experts on the topic they're writing about, but instead work to become short-term writers on their topic. They start with their musings, then turn those into research</p> </div>	<p>Units of Study</p> <div data-bbox="999 716 1350 1279" style="border: 1px solid black; padding: 5px;"> <p>Session 20 Using Confusion to Guide Research</p> <p>Teach students that non-fiction writers don't always start out as experts on the topic they're writing about, but instead work to become short-term writers on their topic. They start with their musings, then turn those into research questions, and see what they can learn.</p> </div>	<p>TAG DAY</p> <div data-bbox="1377 716 1696 781" style="border: 1px solid black; padding: 2px;"> <p>Drafting REVIEW</p> </div> <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>Vocabulary Choiceboard Writing Choice Board: February (Students will select an item to complete) Nearpod - Language Practice</p> <p>FEBRUARY WRITING CHOICE BOARD</p> <ul style="list-style-type: none"> • COMPLETE NEARPOD • WORK ON LANGUAGE PRACTICE SKILL 	<p>Units of Study</p> <div data-bbox="1732 721 2062 886" style="border: 1px solid black; padding: 5px;"> <p>Session 21 Questions Without a Ready Answer</p> </div> <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>1. Cover/Title page- (5pts) _____</p> <p>2. Table of Contents- (5pts) _____</p> <p>3. Author page autobiography (_____)</p> <p>4. All About AR Chapter 1 – (20 _____)</p> <p>SECTION 2</p> <p>_____</p> <p>_____</p> <p>All About AR Chapter 1 – (20 _____)</p> <ul style="list-style-type: none"> • 1-3 paragraphs explain _____ Each paragraph includi _____ • Topic sentence _____ • 3 supporting detail sen _____ • Conclusion sentence _____ 		<p>questions, and see what they can learn.</p> <p>Checklist Focus: Section #1</p>	<p>Checklist Focus: Section 2</p>	<ul style="list-style-type: none"> • ALPHABET WRITING BOOK 	
		<p>Students will:</p> <ul style="list-style-type: none"> • Work on producing informational books • Language Skill Practice • Choiceboard • Vocabulary Choiceboard 	<p>Students will:</p> <ul style="list-style-type: none"> • Work on producing informational books. • Language Skill Practice • Choiceboard • Vocabulary Choiceboard 	<p>Student Practice:</p> <ul style="list-style-type: none"> • Work on producing informational books • Language Skill Practice • Choiceboard • Vocabulary CB 	<p>Student Practice:</p> <ul style="list-style-type: none"> • Work on producing informational books • Language Skill Practice • Choiceboard • Vocabulary CB
<p>Lunch</p> <p>11:45-12:15</p> <p>Reading /Phonics</p> <p>12:45-1:35</p> <p>Standards</p> <p>RL. 2</p> <p>RL. 3</p> <p>SL. 1</p>	<p><u>Mini-Lesson:</u></p> <p>No School- President's Day</p>	<p><u>Mini-Lesson:</u></p> <p>Unit 4: Lesson 17: Celebrations</p> <p>In this session you will celebrate the learning that has occurred during this unit. You will let students select a project to show their learning by giving them a choice of what they</p>	<p><u>Mini-Lesson:</u></p> <p>Unit 4 Assessment</p> <p>In this session students will take the Unit 4 assessment to show their growth and learning during this unit. If there is time, some students will begin to share their celebration of learning projects with the class.</p>	<p><u>Mini-Lesson:</u></p> <p>Unit 4: Lesson 17: Celebrations (cont.)</p> <p>In this session the class will continue to work on their celebrations and some will share their celebration projects with the class.</p> <p>Word Work</p>	<p><u>Mini-Lesson:</u></p> <p>4th Grade Virtual Field Trip</p> <p>Students will go on a virtual field trip to learn more about Frederick Douglas.</p> <p>Word Work</p> <p>Bio=life</p>

		<p>project style they want to do</p> <p><u>Word Work</u> Bio=life</p> <p>Vocabulary – The class will go over the new vocabulary words for the week</p> <p><u>Digital Flash Cards:</u> https://www.flippity.net/fc.php?k=19eMLZ8tFrNkF Flt- zXVC12I7dp5mRALew9u Pfu5YXU8</p>	<p><u>Word Work</u> Bio=life</p> <p>Vocabulary Sort- Students will match the correct definition with the correct vocabulary words.</p>	<p>Bio=life</p> <p>Students will review for the vocabulary quiz.</p> <p><u>Quizziz Review:</u> https://quizizz.com/admin/quiz/5a296e95d2c17410007ea424</p>	<p>Students will take their vocabulary quiz.</p>
	<p><u>Independent Practice</u> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p><u>Independent Practice</u> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p><u>Independent Practice</u> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p> <p>*Unit 4 Assessment (summative)</p>	<p><u>Independent Practice</u> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p><u>Independent Practice</u> 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>
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>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	<p><u>Focused Lesson</u> No School- President's Day</p>	<p><u>Focused Lesson</u> New Nation- Bill of Rights and First Amendment</p>	<p><u>Focused Lesson</u> New Nation- Bill of Rights and First Amendment</p>	<p><u>Focused Lesson</u> New Nation</p>	<p><u>Focused Lesson</u> New Nation</p>

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)

	<p>https://share.nearpod.com/e/FnLWbcVkJMdb</p> <p>Guide students to read and watch videos in Studies Weekly weeks 12 and 13 discussing key first amendment/Bill of Rights vocabulary and how it relates to IB theme, central idea, lines of inquiry</p> <p><u>Extensions</u></p> <ol style="list-style-type: none"> 1. SS WB 54-74 2. New Nation Choice Board 3. BHM class project 4. Research IB Country of Study <p>February: architecture, art, music</p> <p>Connection: What kind of organizations; societal decision making affect the architecture/ art/ music of the New Nation</p> <ol style="list-style-type: none"> 5. Add a wonder to the wonder board 6. Research and answer another's wonder 	<p>Students continue to read and watch videos in Studies Weekly weeks 12 and 13 discussing key first amendment/ Bill of Rights vocabulary and how it relates to IB theme, central idea, lines of inquiry</p> <p>Students work in partners to complete First Amendment Petition Activity and/or Illustrate the Bill of Rights activity</p>	<p>Watch Liberty Kids- "We the People" or "Honor and Compromise" and write 3 important events related to New Nation</p> <p>https://safari.fultonschools.org/SAFARI/montage/playlist.php?keyindex=344091&location=local&filetypeid=81&xc=1</p>	<p>Students continue to read and watch videos in Studies Weekly weeks 12 and 13 discussing key first amendment/ Bill of Rights vocabulary and how it relates to IB theme, central idea, lines of inquiry</p> <p>Complete first amendment graded assignment formative grade</p> <p>(next week unit 3 summative/reflection/ unit 4 kickoff)</p>
<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p>

<p>Teacher Inquiry Questions-</p> <p>~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?</p>		<p>https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p>https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p>https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p>https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>
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