

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 3 NF.1: Find equivalent fractions LT:1 Introduce equivalent fractions using models NF.2: compare two fractions with different numerators and different denominators</p> <p>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.</p>	<p>Advanced Math Unit 7b Unit measurements 4.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. a. Understand the relationship between gallons, cups, quarts, and pints. (conversions) b. Express larger units in terms of smaller units within the same measurement system. (conversions) c. Record measurement equivalents in a two-column table. (conversions)</p>	<p>Accelerated Math MGSE.5.NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators MGSE.5.NF.2 Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</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 S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.
 a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. (Clarification statement: Students are not expected to identify the different types of consumers – herbivores, carnivores, omnivores and scavengers.)
 b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
 c. Design a scenario to demonstrate the effect of a change on an ecosystem. (Clarification statement: Include living and non-living factors in the scenario.)
d. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or over-abundant.

***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 -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	- Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson

Math: 8:20- 9:25	<u>Lesson</u>		<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>
	Unit 3 Post Assessment in Illuminate	Meet: Unit 3 Post Assessment in Illuminate	Unit 4 Pre-Assessment & Graph Post	Meet: Unit 4 Pre-Assessment	Simplifying Fractions WB 511-512	Meet: Simplifying Fractions WB 511-512	Adding and Subtracting Fractions with Like	Meet: Adding Fractions with Like Denominator	Adding and Subtracting Fractions with Like	Meet: Adding and

<p>On MyMath Book **Change to Volume 2</p> <p>Advanced MyMath Book Volume 2</p>		<p>At seat: Unit 3 Post Assessment in Illuminate</p> <p>Technology: IReady Math</p> <p>Hands clean 😊 project/ Nearpod</p>	<p>Assessment Results</p>	<p>& Graph Post Assessment Results</p> <p>At seat: Unit 4 Pre-Assessment & Graph Post Assessment Results</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p>Vocabulary: Simplify/ Simplest Form</p> <p>Homework: WB 515-516</p> <p>All homework due the following day</p>	<p>At seat: WB 513-514; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p>Denominators- Interactive Notebook</p> <p>Homework: WB 571-572</p>	<p>Interactive Notebook</p> <p>At seat: Interactive Notebook Independent Practice; Daily Spiral</p> <p>Technology : IReady Math</p> <p>Hands clean 😊 Project Choice Board/ Nearpod</p>	<p>Denominator's Interactive Notebook- Review & Check Independent Practice & HW</p> <p>Homework: WB 583-584</p>	<p>Subtracting Fractions with Like Denominators Interactive Notebook- Review & Check Independent Practice</p> <p>At seat: Adding and Subtracting Like Fractions Nearpod; Daily Spiral</p> <p>Technology: IReady Math</p> <p>Hands clean 😊 project/ Nearpod</p>
	<p><u>Lesson</u> Convert metric units review:</p>	<p><u>Independent</u> At seat: Review</p>	<p><u>Lesson</u> Convert Customary units: Weight</p>	<p><u>Independent</u> At seat: WB 731-732</p>	<p><u>Lesson</u> Customary units: Length *need ruler</p>	<p><u>Independent</u> At seat: WB 699-700</p>	<p><u>Lesson</u> Convert Customary units: Length</p>	<p><u>Independent</u> At seat: WB 705-706 Daily Spiral continue</p>	<p><u>Lesson</u> Convert Customary units: Capacity</p>	<p><u>Independent</u> At seat: WB 717-718 and</p>

	<p>Length Capacity Mass</p> <p>Meet: Enrich Convert Metric Units worksheet</p> <p>reference conversion chart (KHDBDCM)</p> <p>All Homework due the following day</p>	<p>WB 813-815 graded assignment</p> <p>Daily Spiral continue Q4:1</p> <p>Technology: IReady</p> <p>Hands clean ☺ project/ nearpod</p> <p>Homework Customary units of weight WB 723-725</p>	<p>Vocab: customary Ounce Pound ton</p> <p>Meet: check WB 723-725 Complete 729-730</p>	<p>Daily Spiral continue Q4:1</p> <p>Technology: IReady</p> <p>Hands clean ☺ project/ nearpod capacity and weight https://share.nearpod.com/e/fy8r0epMedb /choice board</p> <p>Homework WB 733-734</p>	<p>Vocab: Customary Inch Foot yard mile</p> <p>Meet: Check 731-734 Complete 697-698</p>	<p>Daily Spiral continue Q4:1</p> <p>Technology: IReady</p> <p>Hands clean ☺ project/ nearpod/ /choice board</p> <p>Homework WB 701-702</p>	<p>Meet: Check 699-702 Complete 703-704</p>	<p>Q4:1</p> <p>Technology IReady</p> <p>Hands clean ☺ project/ nearpod/ customary length https://share.nearpod.com/e/vYlwZzOledb choice board</p> <p>Homework Customary capacity WB 709-711</p>	<p>Vocab: Ounce Cup Pint Quart Gallon</p> <p>Meet: check 705-706 and 709-711 Complete 715-716</p>	<p>make "Land of Gallon" or "Gallon King" activities</p> <p>self-grade Daily Spiral Q4:1</p> <p>Technology: IReady Hands clean ☺ project/ nearpod/ choice board</p>
<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</p>	<p><u>Focused Lesson</u></p> <p>Comparing Fractions</p>  <p>https://share.nearpod.com/jU5XzaJo1cb</p>	<p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i></p> <p>Spiral</p> <p>Hands Clean</p> <p>Technology</p>	<p><u>Focused Lesson</u></p> <p>Adding and Subtracting Mixed Numbers</p>  <p>Word Problems With Adding and</p>	<p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i></p> <p>Spiral</p> <p>Hands Clean</p>	<p><u>Focused Lesson</u></p> <p>Mixed Review Test Prep</p>	<p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i></p> <p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p>	<p><u>Focused Lesson</u></p> <p>Mixed Review Test Prep</p>	<p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i></p> <p>Hands Clean</p> <p>Technology I-Ready</p>	<p><u>Focused Lesson</u></p> <p>FRACTIONS TEST TODAY!</p>	<p><u>Student Independent Practice</u></p> <p><i>(Work is posted in each channel daily)</i></p> <p>Hands Clean</p> <p>Technology</p>

<p>S- Spiral Work T- Technology (I-Ready)</p>	<p>Spiral: Least Common Denominator</p> <p>Equivalent Fraction</p>	<p><u>I-Ready</u></p> <p><u>Meet - Teacher</u></p>	<p>Subtracting Fractions</p> <p>CW Graded on Word Problems</p>	<p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p> <p>(Taskwork and links posted on each channel)</p>		<p><u>Meet - Teacher</u></p>		<p><u>Meet-Teacher</u></p>		<p><u>I-Ready</u></p>
<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud</p> <p>Number the Stars by Lois Lowry Chapter 8</p> <p>The class will read aloud Chapter 8 and discuss what wonderings, questions, and small details they notice.</p>	<p>Read Aloud</p> <p>Number the Stars by Lois Lowry Chapter 9</p> <p>The class will read aloud Chapter 9 and discuss what wonderings, questions, and small details they notice.</p>	<p>Read Aloud</p> <p>Number the Stars by Lois Lowry Chapters 10 and 11</p> <p>The class will read aloud Chapters 10 and 11 and discuss what wonderings, questions, and small details they notice.</p>	<p>Read Aloud</p> <p>Number the Stars by Lois Lowry Chapters 6-11 Review</p> <p>The class will think about the theme in the story they have read so far and review chapters 6-11</p>	<p>Read Aloud</p> <p>Mystery Reader</p> <p>????</p>					
<p>Specials 9:55-10:40</p>	<p>Stockard-Spanish Collins- Art/ Rizzo Rutledge- Art/ Strom Hunt- PE- Braddock</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>					

Recess
10:45-
11:15

Writing
/ ELA
11:15-
11:45 &
12:15-
12:45

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.

Units of Study
Unit 3 Session 9
Writers Plan for their Research
Remind students that when tackling a new piece of informational writing, non-fiction writers come up with a research plan

Language Skill of the Week: (*Writescore data – Sentence Formation*)
ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.**

Unit 3 Session 10
The Intense Mind-Work of Note-taking
Teach students that note-taking is not the easy part of research writing. When writers take notes, they need to understand what they are writing well enough that they are able to explain their notes to someone else.

Cornell Note-taking
Graphic Organizer

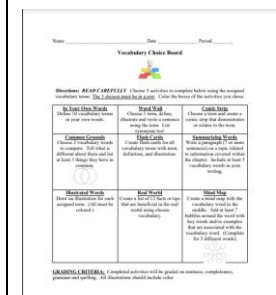
<https://share.nearpod.com/e/VY1T4C0Afd>

Units of Study
Unit 3 Session 11
Drafting is Like Tobogganing: First the Preparation, the Positioning... The Whoosh!
Remind students that writers draw on all they know as information writers to draft new information books

- *Review: Suggestions for Drafting*
- *Review Information Writing Rubric*
- *Review Informational Book*
- *Checklist*

TAG DAY
Drafting
REVIEW
Remind students that writers draw on all they know as information writers to draft new information.

REVIEW DAY
Vocabulary Choiceboard
Writing Choice Board: January
(Students will select an item to complete)



Units of Study
Unit 4 Session 12
Developing a Logical Structure Using Introductions and Transitions

Remind students that when writing an informational text, writers need to organize information. In an introduction, writers let readers in on their organizational plan.
Task: Write an introduction that gives the reader an overview of what is to come.

Overview Introductory Paragraph

○○○○○○○○○○ ○○○○○○○○○ ○○○○○○○○○ ○○○○○○○○○ ○○○○○○○○○

Sentence (1) 1-8
Hook in your reader
 Paint an image
OR
 Provide a shocking fact
OR
 Ask a thoughtful question

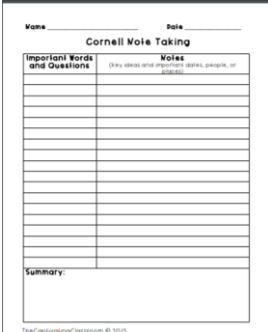
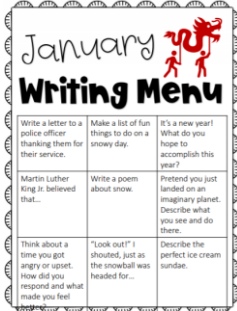
Type here

Sentence (2) 8-8
Background Information
What is the problem you are exploring?
 Who does this problem affect?
 Why is this a problem?

Type here

Sentence 4
Acknowledge Counterclaim
 Some people might think (opposite of your claim)

Type here

		<p>NoteTaking – Nearpod</p> 		 <ul style="list-style-type: none"> • COMPLETE NEARPOD • WORK ON LANGUAGE PRACTICE SKILL 	
		<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 Choiceboard 	<p>Student Practice:</p> <ul style="list-style-type: none"> • Work on producing informational books • Language Skill Practice • Choiceboard • Vocabulary Choiceboard
<p>Lunch 11:45-12:15</p>					
<p>Reading /Phonics 12:45-1:35</p>	<p><u>Mini-Lesson:</u> Unit 4 Lesson 8: Deepening Interpretation through</p>	<p><u>Mini-Lesson:</u> Unit 4 Lesson 9: Attending to Minor Characters</p>	<p><u>Mini-Lesson:</u> Unit 4 Lesson 10: Self-Assessing Using Qualities of a Strong Interpretation</p>	<p><u>Mini-Lesson:</u> Mood and Tone Nearpod Review</p>	<p><u>Mini-Lesson:</u> Unit 4 Lesson 11: Turning to Primary Sources to Better Understand History</p>

<p>Standards RL. 2 RL. 3 SL. 1</p>	<p>Collaboration and Close Reading</p> <p>Teaching Point: “Today I want to teach you that in a good book, as in a good conversation, you can feel your thinking being changed. When you are open to new thinking as you read and as you discuss your ideas with other readers, you can build richer, more powerful interpretations.”</p> <p><u>Word Work</u> Scrib, script</p> <p>The teacher will introduce, teach, and review each of the vocabulary words for the week.</p> <p><u>Digital Flash Cards:</u> https://www.flippity.net/fc.php?k=19PtKwCqoVZ0FDGE77zgxpqtRez-Y6kN8dzBVTewvLUg</p>	<p>Teaching Point: “Today I want to teach you that minor characters are in a story for a reason. They, like the main character help to carry the big message or big ideas of the story. One way to improve your interpretation of a story is to reread it, trying to understand the point of view—the perspective—of a minor character, then to revise your interpretation to include what you learn.”</p> <p><u>Word Work</u> Scrib, script</p> <p>Vocabulary Sort- Students will match the correct definition with the correct vocabulary words.</p>	<p>Teaching Point: “Today I want to teach you that readers also take their interpretations around theme through a process of drafting and revision. One way that readers tackle this work is they have in mind an internalized sense of the qualities of strong theme work- and that guides their revision.”</p> <p>Students will complete a Readworks Passage and question set to show their understanding of the standards.</p> <p><u>Word Work</u> Scrib, script</p> <p>Vocabulary Bingo- Students will play Bingo to review the definitions of the weekly words.</p>	<p>Review previous sessions work and identify any areas of concern or work with students who may need additional support.</p> <p>Complete the Nearpod activity on Mood and Tone</p> <p><u>Word Work</u> Scrib, script</p> <p>Quizzez Review: Have students review the vocabulary words and play the quizzez to help them study.</p> <p><u>Quizziz Review:</u> https://quizizz.com/admin/quiz/5a735979b9586f0020305585</p>	<p>Teaching Point: “Today I want to teach you that readers of historical fiction often study images— photographs and illustrations—from the time period, synthesizing them into relevant parts of their novels, to understand the time period better.</p> <p><u>Word Work</u> Scrib, script</p> <p>Vocabulary Quiz- Students will take their vocabulary quiz to check for understanding.</p>
	<p><u>Independent Practice</u> Students will work on I-Ready Reading.</p>	<p><u>Independent Practice</u> Students will work on I-Ready Reading.</p>	<p><u>Independent Practice</u> Students will work on I-Ready Reading.</p>	<p><u>Independent Practice</u> Students will work on I-Ready Reading.</p>	<p><u>Independent Practice</u> Students will work on I-Ready Reading.</p>

	Students will read independently and record their reading on their reading log.	Students will read independently and record their reading on their reading log.	Students will read independently and record their reading on their reading log. *Readworks: "Walking Tall"	Students will read independently and record their reading on their reading log.	Students will read independently and record their reading on their reading log. *Vocabulary Quiz
Small Groups	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.
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.	<u>Focused Lesson</u> Allotting 1 day for owl pellet science lab Collins Friday Stockard Tuesday Hunt Wednesday Rutledge Thursday	<u>Focused Lesson</u> Ecosystems https://mysteryscience.com/ecosystems/mystery-1/food-chains-predators-herbivores-carnivores/119?r=939780 Mystery Science "Why would a hawk move to New York city?" Students will play "Eat or Be Eaten" ecosystem card game found in Mystery Science lesson <u>Extensions</u> 1. WB 259-261, 263-265; 271-272; 287-289 2. Ecosystems Think-Tac-Toe 3. Research IB Country of Study January: humanitarian and conservation efforts- compare and contrast with	<u>Focused Lesson</u> Ecosystems http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/food-chains.htm Use "Ecosystems and food chains" PPT to guide students and discuss key vocabulary discussing examples specified Students write in journal Use "Food Chain Visual" to explain a food chain noticing the arrows means transfer/flow of energy NOT who eats who Students will draw own food chain in journal STUDY SKILLS PRACTICE!!! 😊 Students will begin making note cards using science vocabulary	<u>Focused Lesson</u> Ecosystems Watch Bill Nye: Ocean Life and write 3 facts https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=355396&location=local&filetypeid=81&xc=1 <u>Extensions</u> 1. WB 259-261, 263-265; 271-272; 287-289 2. Ecosystems Think-Tac-Toe 3. Research IB Country of Study January: humanitarian and conservation efforts- compare and contrast with US and/or other countries Connection: How are ecosystems affected? Deforestation? Water cleanliness? Use <u>extinct, scarcity and overabundance</u> vocab.	<u>Focused Lesson</u> Ecosystems http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/food-webs.htm CONTINUE STUDY SKILLS PRACTICE!!! 😊 Graded assignment consumers, producers, decomposers <u>Extensions</u> 1. WB 259-261, 263-265; 271-272; 287-289 2. Ecosystems Think-Tac-Toe 3. Research IB Country of Study January: humanitarian and conservation efforts- compare and contrast with US and/or other countries Connection:

<p>Lines of Inquiry/ Key Concepts: How can changes affect systems? (change) Human impact affects systems. (responsibility) Explain the interaction of systems. (connection)</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>US and/or other countries</p> <p>Connection: How are ecosystems affected? Deforestation? Water cleanliness? Use <u>extinct, scarcity and overabundance</u> vocab. 4. Add a wonder to the wonder board 5. Research and answer another's wonder</p>	<p>Teacher will model how to study for science vocab quiz</p> <p><u>Extensions</u> 1. WB 259-261, 263-265; 271-272; 287-289 2. Ecosystems Think-Tac-Toe 3. Research IB Country of Study January: humanitarian and conservation efforts- compare and contrast with US and/or other countries Connection: How are ecosystems affected? Deforestation? Water cleanliness? Use <u>extinct, scarcity and overabundance</u> vocab. 4. Add a wonder to the wonder board 5. Research and answer another's wonder</p>	<p>4. Add a wonder to the wonder board 5. Research and answer another's wonder</p>	<p>How are ecosystems affected? Deforestation? Water cleanliness? Use <u>extinct, scarcity and overabundance</u> vocab. 4. Add a wonder to the wonder board 5. Research and answer another's wonder</p>
	<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u> Research IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>