

PYP Unit and Central Idea: Where we are in place and time; Exploration Can Lead to New Ideas

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 Multiplying and Dividing Multi-digits

NBT.1 Recognize powers of ten within numbers using 10xs greater or 1/10 to show less

NBT.2 Multiplying and Dividing by powers of 10 with decimals Example: 83.12×100 $83.12 \times 1/10$

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). **SS4E1** Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west). d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns). f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).

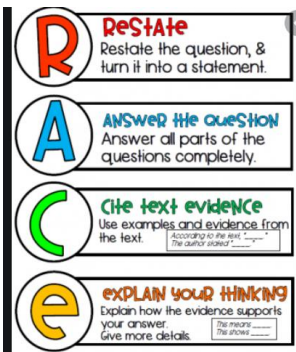
***An asterisk or highlight indicates items that will be graded**

Login/ Morning Meeting 8:10- 8:20 am	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	- Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	- Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Heards 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> Finish Unit 4 Post Assessment/ Begin Unit 5 Pre-Assessment</p> <p>Homework: 15 minutes of iReady Math</p>	<p><u>Independent</u> Meet: Finish Unit 4 Post Assessment/ Begin Unit 5 Pre-Assessment</p> <p>At seat: Finish Unit 4 Post Assessment/ Begin Unit 5 Pre-Assessment; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u> Finish Pre-Assessment/ Graph Test Results</p> <p>Homework: 15 minutes of iReady Math</p>	<p><u>Independent</u> Meet: Finish Pre-Assessment/ Graph Test Results</p> <p>At seat: Finish Pre-Assessment/ Graph Test Results ; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u> Converting Fractions with denominators of 10 and 100 using models</p> <p>Interactive Notebook</p> <p>Homework: Converting Between denominators of 10 and 100 practice</p>	<p><u>Independent</u> Meet: Converting Fractions with denominators of 10 & 100 using models</p> <p>At seat: Interactive Notebook Practice Problems; Daily Spiral</p> <p>Technology IReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u> Adding and Subtracting Fractions with Denominators of 10 and 100</p> <p>Exit Ticket</p> <p>Homework: Finish Adding and Subtracting Fractions with Denominators of 10 and 100 Practice</p>	<p><u>Independent</u> Meet: Adding and Subtracting Fractions with Denominators of 10 and 100</p> <p>At seat: Begin Adding and Subtracting Fractions with Denominators of 10 and 100 Practice; Daily Spiral</p> <p>Technology iReady Math</p> <p>Hands clean 😊 project/ Nearpod/ choice board</p>	<p><u>Lesson</u> Relating Fractions and Decimals</p> <p>WB 637-638</p> <p>Vocabulary Decimal Tenth Hundredth</p>	<p><u>Independent</u> Meet: Relating Fractions and Decimals</p> <p>At seat: WB 639-640; Daily Spiral</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 NBT1-2 Place value Review millions to thousandths Meet: Use "Place Value Chart Millions to Thousandth s" to review- show value compariso n when multiplied/ divided by 10's</p> <p>Place Value Review WB 11-12</p> <p>Vocab- place value, expanded form, hundredth, thousandth</p>	<p>Independen t</p> <p>At seat:</p> <p>WS multiply and divide by 10's</p> <p>Daily Spiral Continue Q1:1</p> <p>Technology y: IReady</p> <p>Hands clean 😊 project/ nearpod /choice board</p> <p>Homework WB 13-14</p>	<p>Lesson NBT1-2 Multiply and Divide with Powers of 10 (exponents) with whole numbers</p> <p>Meet: Check WS multiply and divide by 10's and WB 13-14</p> <p>Complete multiply and divide by powers of 10 notes and practice</p> <p>Vocab: base, exponent, powers of 10</p>	<p>Independen t</p> <p>At seat:</p> <p>Complete WS Powers of 10 chart</p> <p>Daily Spiral Continue Q1:1</p> <p>Technolog y: IReady</p> <p>Hands clean 😊 project/ nearpod /choice board</p> <p>Homework WS Powers of 10 challenge problems</p>	<p>Lesson Multiply with Powers of 10 exponents With decimals</p> <p>Meet: Check WS Powers of 10 chart and challenge problems</p> <p>Complete WB 411-412</p>	<p>Independent</p> <p>At seat: WB 413-414 Daily Spiral Continue Q1:1</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ Nearpod /choice board</p> <p>Homework WB 415-416</p>	<p>Lesson Divide with Powers of 10 exponents With decimals</p> <p>Meet: Check 413-416</p> <p>Complete WB 461- 462</p>	<p>Independent</p> <p>At seat: WB 463-464</p> <p>Daily Spiral Continue Q1:1</p> <p>Technology IReady</p> <p>Hands clean 😊 project/ nearpod/ choice board</p> <p>Homework WB 465-466</p>	<p>Lesson</p> <p>Review NBT1-2</p> <p>Check 259-260 and 265- 268 review all multiplicatio n and division strategies</p>	<p>Independent</p> <p>At seat: NBT.1 and NBT.2 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 Essential</p>	<p><u>Focused Lesson</u></p>	<p><u>Student Independent Practice</u></p>	<p><u>Focused Lesson</u> Divide Whole Numbers by</p>	<p><u>Student Independent Practice</u></p>	<p><u>Focused Lesson</u></p>	<p><u>Student Independent Practice</u></p>	<p><u>Focused Lesson</u></p>	<p><u>Student Independent Practice</u></p>	<p><u>Focused Lesson</u> Unit 4 Review</p>	<p><u>Student Independent Practice</u></p>

<p>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: <i>(Taskwork and links posted on each channel)</i></p>	<p><u>Focused Lesson</u> Division with Unit Fractions 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><u>WB Pages</u> 761</p>	<p>Unit Fractions and Unit Fractions by Whole Numbers WBp. 765-772</p> <p>HW: WBp. 769 and 775 *can skip models and do standard algorithm Quiz Tomorrow</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>Divide Mixed Numbers</p> <p>HW: Divide Mixed Numbers Review WS</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>Divide Fractions Review</p> <p>HW: Word Problems Add Fractions Review</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>Add and Subtract Fractions Game</p> <p>https://jeopardylabs.com/play/adding-and-subtracting-fractions</p>	<p>Work on add and subtract fractions review packet</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>Read Aloud 9:30-9:50</p>	<p>Read Aloud Mystery Reader</p> <p>This week we will have a mystery reader each day who signs onto our virtual meetings or sends in a</p>	<p>Read Aloud Mystery Reader</p> <p>This week we will have a mystery reader each day who signs onto our virtual meetings or sends in a video of them reading.</p>	<p>Read Aloud Mystery Reader</p> <p>This week we will have a mystery reader each day who signs onto our virtual meetings or sends in a video of them reading.</p>	<p>Read Aloud Mystery Reader</p> <p>This week we will have a mystery reader each day who signs onto our virtual meetings or sends in a video of them reading.</p>	<p>Read Aloud Mystery Reader</p> <p>This week we will have a mystery reader each day who signs onto our virtual meetings or sends in a video of them reading.</p>					

<p>*READ ACROSS AMERICA WEEK</p>	<p>video of them reading.</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><small>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</small></p> <p>Reading All 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> <p>Focus: Constructed Responses</p> <p>Objective: Improving a response to a constructed response question.</p>	<p>Writescore</p> <p>Review RACE & TEACH</p>  <p>Text: Water Conservation</p>	<p>TAG DAY</p> <p>Constructed Responses REVIEW</p> <p>Remind students that writersTEACH information through CRs. .</p> <p>REVIEW DAY Teacher Autonomy (extension tasks)</p> <p>Constructed Response</p> <p>https://quizizz.com/admin/quiz/5e83aaa7131b02001cdbe557</p>	<p>Writing With RACE</p> <p>Hook: https://youtu.be/C2ttTZmDUY UY (Video of your choice)</p> <p>Task: Color coding our responses using RACE.</p> <p>Text: Cell Phones in Schools</p> <p>Task: Students will read the text and use the RACE</p>

sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

[PowerPoint Presentation.pptx](#)

Single Text:: Why Build A Pyramid

T.E.A.C.H.
A Constructed-Response Should TEACH Your Readers about the Topic

T – Topic Sentence: Write a beginning sentence that repeats key words from the question and introduces your main idea.

E – Evidence: Use evidence from the text(s) and elaborate that evidence.

A – Add: Add in your explanations and thoughts about the evidence you included/cited.

C – Conclude: Write a conclusion or ending that restates your topic sentence and add a thought, feeling, or give advice.

H – Have: Have another look at what you wrote. Be sure you answered the question and that your response makes sense. Check your spelling, capitalization, and punctuation.

Task: Students will decompose the question

Highlight evidence in the text that supports the question response

Annotate the text

Water Conservation Constructed Response Graded Task

STUDENTS SHOULD BE FOCUSING ON FINALIZING INFORMATIONAL BOOKS

Vocabulary Choiceboard

Writing Choice Board:

February

(Students will select an item to complete)

Nearpod – Language Practice

FEBRUARY WRITING CHOICE BOARD

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

strategy – color coding each component of the strategy.

Cell Phones in Schools

As smartphones become more and more common, the debate about whether students in schools should be able to use their phones on. Some say that cell phones can be used for positive reasons like research and student safety. Students can use their phones for many productive purposes using the calculator, looking up the definitions of words, organizing their assignments in a calendar, and using apps to study. They also argue that allowing students to use cell phones in school promotes students to study more, which they will use technology skills.

Teachers, however, argue that phones are too distracting. They say that kids are often too tempted to play games, text each other, and take pictures during instructional time. They can also cheat on assignments by looking up the answers online. Teachers do not want that students will use their phones responsibly or appropriately if they have them. They believe that phones are too much of a distraction and take away from a student's overall education.

Use the RACE strategy to answer the following question, using the checklist as you write.
Do you think kids should have phones? Explain using reasons from the text.

_____ R
_____ A
_____ C
_____ E

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

Reading /Phonics

**Mini-Lesson:
Read-A-Thon**

In this session, students will participate in reading challenges,

**Mini-Lesson:
Whodunnit Reading
Mystery**

In this session the class will work together and

**Mini-Lesson:
March Madness: A
Tournament of Reading**

**Mini-Lesson:
Digital Reading
Escape Room**

**Mini-Lesson:
Book Tasting**

In this session, students will have the

<p>12:45-1:35</p> <p>Standards RL. 2 RL. 3 SL. 1</p> <p>*READ ACROSS AMERICA WEEK</p>	<p>games, and enjoy some good old fashioned reading time! Winners for the week will be announced and prizes will be given.</p> <p>Word Work fect, flex = bend Vocabulary – The class will go over the new vocabulary words for the week</p> <p>Digital Flash Cards:</p>	<p>solve a series of puzzles and clues to try to solve the case! Will the class be able to figure out who is the culprit?</p> <p>Word Work fect, flex = bend Vocabulary Sort – The class will review the words and practice sorting them</p>	<p>In this session students will pit books against each other with the best books moving on to compete. Students will vote for their favorites in this basketball themed competition.</p> <p>Word Work fect, flex = bend Vocabulary Sort- Students will match the correct definition with the correct vocabulary words.</p>	<p>In this session students will review important reading skills as they solve the puzzles to escape the room! Will they do it in before time runs out?</p> <p>Word Work fect, flex = bend Students will review for the vocabulary quiz.</p> <p>Quizziz Review:</p>	<p>opportunity to read a variety of books and sample some new kinds of literature. They will visit different areas of the room and “taste” a little sample of a certain genre of literature. Students will record their “tastings” in their tasting menu brochure.</p> <p>Word Work fect, flex = bend 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>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:

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 civilizations, from local and global perspectives.

Central Idea:

Exploration leads to new ideas.

Key concepts and lines of inquiry

~How does expansion impact the people and the

Focused Lesson

Read Across America- Westward Expansion The Star- Spangled Banner

Historic newsreel footage recounting the writing and adopting of "The Star-Spangled Banner" as the national anthem for the United States of America. <https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=334154&location=local&filetypeid=81&xc=1>

Students will read and watch video in Studies Weekly week 14 "Star-Spangled Banner" article and complete the "Star Spangled Banner Activity"

Extensions

1. Research IB Country of Study

March: animals, plants, national parks

Connection:

What National Parks do we have because of expansion? What animals and plants habitats have changed because of expansion?
2. Add a wonder to the wonder board

Focused Lesson

Westward Expansion

Provocation: Observe, Think, Wonder

Manifest Destiny Workshop Artwork

The teacher will present "American Progress" painting (an allegorical representation of the modernization of the new US West) by John Gast to students. In groups, the students will work together to create a list of everything they notice in the painting (people, places, things, nature, and any prior knowledge from content curriculum). The students will predict how Westward Expansion (exploration) is shown in the painting, and an inquiry into how it changed our nation, its citizens, and the idea of **Manifest Destiny** (widely held cultural belief in 19th century US that settlers were destined to expand across North America).

Relate to and discuss lines of inquiry.



Focused Lesson

Westward Expansion

Safari Montage Manifest Destiny: Westward Migration <https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=353191&location=local&filetypeid=81&xc=1>

Use westward expansion map and timeline to fill in events, US land territory, and westward trails as learned throughout unit

***review 13 colonies and Treaty of Paris land gained after American Revolution as first territories on map**

Go over Westward Expansion Choice Board- Use Studies Weekly weeks 14-20 and Westward Expansion Articles/Timeline Interactive Notebook to complete Westward Expansion choices over next 3 weeks

Focused Lesson

Westward Expansion

Safari Montage "Westward Expansion of the U.S." <https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=349057&location=local&filetypeid=81&xc=1>

Complete accompanying quiz

Focused Lesson

Westward Expansion

<https://www.brainpop.com/socialstudies/ushistory/westwardexpansion/>

Read week 14 "The War of 1812" article to complete War of 1812 **formative graded assignment**

(next week: Louisiana Purchase, Lewis and Clark; begin 1st choice boards column)

surrounding area? (Causation) ~How does movement shape position and perspective? (perspective) ~How do observable features help identify similarities and differences? (form)	3. Research and answer another's wonder 4. WB 75-105				
	<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