

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

**Prioritized Standards Addressed This Week:**

<p><b>On Level Math</b>  <b>Unit 4</b>  <b>MGSE.4.NF.3</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.  <b>a.</b> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.  <b>b.</b> Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.  <b>MGSE4.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	<p><b>Advanced Math</b>  <b>Unit 7b Unit measurements</b>  <b>4.MD.3</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems.  <b>4.MD.8</b> 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.  <b>4.MD.2.</b> Use the four operations to solve word problems involving distances, intervals of time</p>	<p><b>Accelerated Math</b>  <b>MGSE5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.  <b>A.</b> Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction  <b>B.</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  <b>MGSE5.NF.6</b> 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 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.**

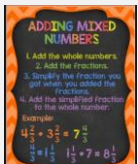
- c. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).
- d. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), 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 -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	<b>Professional Development Day</b>

<p><b>Math:</b> <b>8:20-9:25</b> <b>On</b> <i>MyMath Book</i> <b>**Change to Volume 2</b></p> <p><b>Advanced</b> <i>MyMath Book</i> <b>Volume 2</b></p>	<p><b>Lesson</b></p> <p>Introduce Multiples of a Unit Fraction using Models &amp; Number Line (Anchor Chart &amp; Examples)</p> <p><b>Homework:</b> Multiplying Fractions on a Number Line Practice</p> <p><b>All homework due the following day</b></p>	<p><b>Meet:</b> Introduce Multiples of a Unit Fraction</p> <p><b>At seat:</b> Multiply Whole Numbers by Unit Fractions Worksheet; Daily Spiral</p> <p><b>Technology:</b> IReady Math</p> <p><b>Hands clean</b> 😊 project/ Nearpod</p>	<p><b>Lesson</b></p> <p><b>Math Interim in Illuminate</b></p>	<p><b>Independent</b></p> <p><b>Meet:</b> <b>Math Interim in Illuminate</b></p> <p><b>At seat:</b> <b>Math Interim in Illuminate</b></p> <p><b>Technology</b> IReady Math</p> <p><b>Hands clean</b> 😊 project/ Nearpod/ choice board</p>	<p><b>Lesson</b></p> <p>Multiplying a Whole Number by a Fraction Word Problems (Interactive Notebook)</p> <p><b>Homework:</b> Word Problems Worksheet</p>	<p><b>Independent</b></p> <p><b>Meet:</b> Multiplying a Whole Number by a Fraction Word Problems (Interactive Notebook)</p> <p><b>At seat:</b> Interactive Notebook Independent Practice; Daily Spiral</p> <p><b>Technology</b> IReady Math</p> <p><b>Hands clean</b> 😊 project/ Nearpod/ choice board</p>	<p><b>Lesson</b></p> <p>Review Homework</p> <p>Mixed Numbers and Improper Fractions Nearpod</p> <p><b>Homework:</b> Finish 619-621 if needed; Review Nearpod Student-Paced</p>	<p><b>Independent</b></p> <p><b>Meet:</b> Mixed Numbers and Improper Fractions Nearpod</p> <p><b>At seat:</b> <b>WB 619-621;</b> Daily Spiral</p> <p><b>Technology</b> IReady Math</p> <p><b>Hands clean</b> 😊 project/ Nearpod/ choice board</p>	<p><b>Lesson</b></p> <p><b>Professional Development Day</b></p>	<p><b>Independent</b></p>
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	<p><b>Lesson</b> Area and perimeter word problems</p> <p><b>Meet:</b> check area and perimeter as additive practice</p> <p>Complete/ model area and perimeter word problems #1-3</p> <p><b>All Homework due the following day</b></p> <p>Unit 7b test date change: 2/18-19</p>	<p><b>Independent</b> t</p> <p><b>At seat:</b> Continue area and perimeter word problems #4-7</p> <p>Daily Spiral Q4:3</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean</b> 😊 project- create a timeline project</p> <p><b>Homework</b> 15 minutes iReady</p>	<p><b>Lesson</b> Math Interim in Illuminate</p> <p><b>Meet:</b></p> <p>Unit 7b test date change: 2/18-19</p>	<p><b>Independent</b> t</p> <p><b>At seat:</b> Math Interim in Illuminate</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean</b> 😊 project/ nearpod /choice board</p> <p><b>Homework</b> 15 minutes iReady</p> <p>Unit 7b test date change: 2/18-19</p>	<p><b>Lesson</b> Line plots</p> <p><b>Meet:</b> Check area and perimeter word problems</p> <p>Complete WB 743-744</p>	<p><b>Independent</b></p> <p><b>At seat:</b> WB 745-746</p> <p>Daily Spiral Q4:3</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean</b> 😊 project/ line plot Nearpod</p> <p><a href="https://share.nearpod.com/e/GJfbnqVUBdb">https://share.nearpod.com/e/GJfbnqVUBdb</a> /choice board</p> <p><b>Homework</b> Line plots WB 747-748</p> <p>Unit 7b test date change: 2/18-19</p>	<p><b>Lesson</b> Line plots</p> <p><b>Meet:</b> Check 745-748</p> <p>Complete line plots notes</p>	<p><b>Independent</b></p> <p><b>At seat:</b> Complete line plots practice</p> <p>Daily Spiral Q4:3</p> <p><b>Technology</b> IReady</p> <p><b>Hands clean</b> 😊 project/ nearpod/ choice board</p> <p><b>Homework</b> None</p> <p>Unit 7b test date change: 2/18-19</p>	<p><b>Lesson</b></p> <p>Professional Development Day</p>	<p><b>Independent</b></p>

<p><b>Accel</b></p> <p><b>Essential Questions</b></p> <p>How can I use place value and properties to divide decimals?</p> <p><b>Small Groups</b>  <b>T- Word Problems/ Inquiry work</b>  <b>S- Spiral Work</b>  <b>T- Technology (I-Ready)</b></p>	<p><u>Focused Lesson</u></p> <p><b>Day 1</b>  <u>Focused Lesson</u>  Models to Add Mixed Numbers  WBp. 671-672</p> <p><u>Student Independent Practice</u>  WBp. 673-674</p> <p><b>HW: WBp. 675-676</b></p> <p><b>Spiral Topic of the week :</b>  Multiplying Fractions / Dividing Fractions (Word Problems)</p> <p><b>Project #2</b>  <b>Fraction Stories is Due on Wednesday!</b></p>	<p><u>Student Independent Practice</u></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>Kahoot it <a href="https://create.kahoot.it/share/adding-mixed-numbers/5212fbde-e35f-443d-ac1c-dd7f4db7e785">https://create.kahoot.it/share/adding-mixed-numbers/5212fbde-e35f-443d-ac1c-dd7f4db7e785</a></p>	<p><u>Focused Lesson</u></p> <p><b>Day 2</b>  Add Mixed Numbers  WBp. 677-678</p>  <p><u>Student Independent Practice</u>  WBp. 679-680</p> <p><b>HW: 681-682</b></p> <p><b>Spiral Topic of the week :</b>  Multiplying Fractions / Dividing Fractions (Word Problems)</p>	<p><u>Student Independent Practice</u></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><i>(Taskwork and links posted on each channel)</i></p>	<p><u>Focused Lesson</u></p> <p><b>Day 3</b>  <b>Part II - Multiplying and Dividing Fractions Assessment</b></p> <p><b>Project Due Today</b></p> <p><b>Exit Ticket:</b>  4 Word Problems with Adding W/ Mixed Numbers</p>	<p><u>Student Independent Practice</u></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><b>Day 4</b>  <b>TAG DAY / REVIEW</b>  <u>Focused Lesson</u>  Subtract with Renaming  WBp. 689-690</p> <p><u>Student Independent Practice</u>  WBp. 691-692</p> <p><b>REVIEW LESSON</b>  <a href="https://quizizz.com/admin/quiz/5fffb3d024e3db8001bc8b195">https://quizizz.com/admin/quiz/5fffb3d024e3db8001bc8b195</a></p>	<p><u>Student Independent Practice</u></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>Professional Development Day</u></p>	<p><u>Student Independent Practice</u></p>
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<b>Read Aloud</b> <b>9:30-9:50</b>	<b>Read Aloud</b> Full Cicada Moon by Marilyn Hilton Pages 1-27  The class will read aloud from the book and discuss the book using the novel study.	<b>Read Aloud</b> Full Cicada Moon by Marilyn Hilton Pages 28-42  The class will read aloud from the book and discuss the book using the novel study.	<b>Read Aloud</b> Full Cicada Moon by Marilyn Hilton Pages 43-68  The class will read aloud from the book and discuss the book using the novel study.	<b>Read Aloud</b> Full Cicada Moon by Marilyn Hilton Review  The class will review what has been read and create connections, timelines, and research to deepen their understanding of what is happening.	<b>Read Aloud</b>  Professional Development Day				
<b>Specials</b> <b>9:55-10:40</b>	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				
<b>Recess</b> <b>10:45-11:15</b>									
<b>Writing / ELA</b>	Units of Study Unit 3 Session 17  <div style="border: 1px solid black; padding: 2px;">Session 17</div>	<u>Language Skill of the Week:</u> (Writescore data – Sentence Formation ) ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization,	Units of Study  <div style="border: 1px solid black; padding: 2px;">Unit 3 Session 19</div> <b>Digging Deeper: Interpreting the Life</b>	<b>TAG DAY</b>  <div style="border: 1px solid black; padding: 2px;">Drafting REVIEW</div> Remind students that writers draw on all they	Units of Study  <i>Professional Development Day</i>				



	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Work on producing informational books</li> <li>• Language Skill Practice</li> <li>• Choiceboard</li> <li>• Vocabulary Choiceboard</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Work on producing informational books</li> <li>• Language Skill Practice</li> <li>• Choiceboard</li> <li>• Vocabulary Choiceboard</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Work on producing informational books</li> <li>• Language Skill Practice</li> <li>• Choiceboard</li> <li>• Vocabulary Choiceboard</li> </ul>	<p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>• Work on producing informational books</li> <li>• Language Skill Practice</li> <li>• Choiceboard</li> <li>• Vocabulary CB</li> </ul>	
<p><b>Lunch</b> <b>11:45-12:15</b></p>					
<p><b>Reading /Phonics</b> <b>12:45-1:35</b></p> <p><b>Standards</b> <b>RL. 2</b> <b>RL. 3</b> <b>SL. 1</b></p>	<p><u>Mini-Lesson:</u></p> <p><b>Unit 4 Lesson 16: Finding Thematic Connections Across Texts</b></p> <p>Teaching Point: “Readers, you’ve learned to think hard about people, places and events in the stories you read—and about ideas. Today I want to teach you that when you have developed some thinking about a bug idea in one story, sometimes that thinking helps you find</p>	<p><u>Mini-Lesson:</u></p> <p><b>Unit 4 Catch Up Day</b></p> <p>The class will work on any missed lessons or lessons that may need a repeat for better understanding.</p> <p><u>Word Work</u> <b>mal, male (bad; abnormal; worse)</b> Vocabulary Sort- Students will match the correct definition with the correct vocabulary words.</p>	<p><u>Mini-Lesson:</u></p> <p><b>ELA Interim Assessment</b></p> <p>Students will work on the ELA Interim Assessment to show their growth and learning thus far.</p> <p><u>Word Work</u> <b>mal, male (bad; abnormal; worse)</b> Vocabulary Review- Students will do a quizziz review to help them study for their vocab quiz.</p>	<p><u>Mini-Lesson:</u></p> <p><b>ELA Interim Assessment (Day 2- if needed)</b></p> <p>Allow students who need it additional time to work on Interim Assessment if needed.</p> <p>Students who are finished will work on a Nearpod to deepen their understanding of synthesizing information. <a href="https://share.nearpod.com/e/OHOvCqzHyd">https://share.nearpod.com/e/OHOvCqzHyd</a> <a href="#">b</a></p>	<p><u>Mini-Lesson:</u></p> <p><b>Professional Development Day</b></p>

	<p>similar ideas in another story.”</p> <p><b>Word Work</b> mal, male (bad; abnormal; worse) The teacher will introduce, teach, and review each of the vocabulary words for the week.</p> <p><b>Digital Flash Cards:</b> <a href="https://www.flippity.net/fc.php?k=1Tu1YxF1wUCS9a1CvUVSYkWVNHu7xuaf7q6LacSEAW90">https://www.flippity.net/fc.php?k=1Tu1YxF1wUCS9a1CvUVSYkWVNHu7xuaf7q6LacSEAW90</a></p>			<p><b>Word Work</b> mal, male (bad; abnormal; worse) Students will take their vocabulary quiz.</p> <p><b>Quizziz Review:</b> <a href="https://quizizz.com/admin/quiz/58beac8a37e63813188e3f55">https://quizizz.com/admin/quiz/58beac8a37e63813188e3f55</a></p>	
	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p> <p><b>*Vocabulary Quiz (summative)</b></p>	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>
<b>Small Groups</b>	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.
<b>SS/Sci</b> 1:35-2:05 <b>Unit 3</b>	<p><u>Focused Lesson</u> <b>New Nation</b></p> <p>Constitution NearPod <a href="https://share.nearpod.com/e/Nz6VTIOWBdb">https://share.nearpod.com/e/Nz6VTIOWBdb</a></p>	<p><u>Focused Lesson</u> <b>New Nation</b></p> <p><a href="https://www.brainpop.com/socialstudies/ushistory/usconstitution/">https://www.brainpop.com/socialstudies/ushistory/usconstitution/</a></p>	<p><u>Focused Lesson</u> <b>New Nation</b></p>	<p><u>Focused Lesson</u> <b>Be My Valentine</b></p> <p>Students may exchange cards</p>	<p><u>Focused Lesson</u> <b>Professional Development Day</b></p>



<p><b>Theme:</b> 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.</p> <p><b>Central Idea:</b> Systems and cooperation can create a balanced community.</p> <p><b>Lines of Inquiry/ Key Concepts:</b> How can changes affect systems? (change) Human impact affects systems. (responsibility) Explain the interaction of systems. (connection)</p> <p><b>Teacher Inquiry Questions-</b></p>	<p><u>Extensions</u></p> <ol style="list-style-type: none"> <li>1. SS WB 54-74</li> <li>2. New Nation Choice Board</li> <li>3. <b>BHM class project</b></li> <li>4. Research IB Country of Study</li> </ol> <p><b>February:</b> architecture, art, music</p> <p><b>Connection:</b> What kind of organizations; societal decision making affect the architecture/ art/ music of the New Nation</p> <ol style="list-style-type: none"> <li>5. Add a wonder to the wonder board</li> <li>6. Research and answer another's wonder</li> </ol>	<p>Students work in groups to rewrite the Preamble or solve the License Plate Preamble puzzle</p> <p>Students will work in groups to solve the Bill of Rights sort</p>	<p><b>Complete Levels of Government reading passage- formative graded assignment.</b></p> <p>Watch Liberty Kids- "We the People" and write 3 important events related to New Nation</p> <p><a href="https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=344091&amp;location=local&amp;filetypeid=81&amp;xc=1">https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=344091&amp;location=local&amp;filetypeid=81&amp;xc=1</a></p>		
<p><u>Student Independent Practice</u></p>	<p><u>Student Independent Practice</u></p> <p>Research IB country  <a href="https://kids.nationalgeographic.com/videos/are-we-there-yet/">https://kids.nationalgeographic.com/videos/are-we-there-yet/</a>  Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p> <p><a href="https://kids.nationalgeographic.com/videos/are-we-there-yet/">https://kids.nationalgeographic.com/videos/are-we-there-yet/</a>  Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p> <p><a href="https://kids.nationalgeographic.com/videos/are-we-there-yet/">https://kids.nationalgeographic.com/videos/are-we-there-yet/</a>  Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p> <p><a href="https://kids.nationalgeographic.com/videos/are-we-there-yet/">https://kids.nationalgeographic.com/videos/are-we-there-yet/</a>  Also use MackinVia and Safari Montage resources</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>					
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