

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.

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.2. Use the four operations to solve word problems involving distances, intervals of time

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 – 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.

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:	- Greeting -Review Expectations -Hears Ferry Live	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills:	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills:	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills:

	Lesson	-Student Success Skills: Lesson	Lesson	Lesson	Lesson
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Math:
8:20-9:25
On MyMath Book
***Change to Volume 2*

Advanced MyMath Book Volume 2

Lesson
Adding & Subtracting Fractions Word Problems-Guided practice with teacher provided word problems

Homework: WB 577-578

All homework due the following day

Meet: Adding & Subtracting Fractions Word Problems

At seat: WB 589-590; Daily Spiral

Technology: IReady Math

Hands clean 😊 project/ Nearpod

Lesson
Decomposing Fractions Interactive Notebook

Homework: WB 587-588

Vocabulary: Decomposing Unit Fraction

Independent
Meet: Decomposing Fractions Interactive Notebook

At seat: Decomposing Fractions Interactive Notebook Independent Practice; Daily Spiral

Technology: IReady Math

Hands clean 😊 project/ Nearpod/ choice board

Lesson
Decomposing Fractions & Unit Fractions Nearpod

Homework: Decomposing Fractions worksheet

Independent
Meet: Decomposing Fractions & Unit Fractions Nearpod

At seat: Check My Progress 585-586; Daily Spiral

Technology: IReady Math

Hands clean 😊 project/ Nearpod/ choice board

Lesson
Multiplying a Whole Number by a Fraction Interactive Notebook

(More examples on WB 613-614)

Homework: WB 617-618

Independent
Meet: Multiplying a Whole Number by a Fraction Interactive Notebook

At seat: WB 615-616; Daily Spiral

Technology: IReady Math

Hands clean 😊 Project Choice Board/ Nearpod

Lesson
Review Multiplying a Whole Number by a Fraction workbook pages 615-616 and 617-618

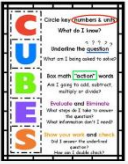
Independent
Meet: Review Multiplying a Whole Number by a Fraction workbook pages 615-616 and 617-618

At seat: ; Daily Spiral

Technology: IReady Math

Hands clean 😊 project/ Nearpod

	<p>Lesson Review Converting customary units</p> <p>Elapsed time</p> <p>Meet: Check 717-718</p> <p>Complete elapsed time word problems #1-2 using timeline (see unit 7 test)</p> <p>All Homework due the following day</p>	<p>Independent</p> <p>At seat: Check my progress 721-722 formative grade</p> <p>Daily Spiral Q4:2</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ create a timeline project</p> <p>Homework Finish Elapsed time word problems #3-4 using timeline</p>	<p>Lesson Measure Perimeter with formula $P=2W+2L$</p> <p>Meet: Go over Formative grade 721-722</p> <p>Check elapsed time word problems with timelines</p> <p>Complete 825-826</p>	<p>Independent</p> <p>At seat: WB 827-828</p> <p>Daily Spiral Q4:2</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ nearpod Perimeter https://share.nearpod.com/e/ezliu30cqdb /choice board</p> <p>Homework Perimeter WB 829-830</p>	<p>Lesson Measure Area with formula $A=LxW$</p> <p>Meet: Check 827-830</p> <p>Complete 845-846</p>	<p>Independent</p> <p>At seat: WB 847-848</p> <p>Daily Spiral Q4:2</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ nearpod/ https://share.nearpod.com/e/44fyNRCeqdb /choice board</p> <p>Homework Area WB 849-850</p>	<p>Lesson Area and perimeter as Additive (composite/nonstandard shapes)</p> <p>Meet: Check 847-850</p> <p>Complete/ model area and perimeter as additive notes</p>	<p>Independent</p> <p>At seat: Complete area and perimeter as additive practice</p> <p>Daily Spiral Q4:2</p> <p>Technology IReady</p> <p>Hands clean 😊 project/ nearpod/ choice board</p> <p>Homework Relate area and perimeter WB 851-854</p>	<p>Lesson Area and perimeter word problems</p> <p>Meet: check area and perimeter as additive practice and 851-854</p> <p>Complete/ model area and perimeter word problems #1-3</p>	<p>Independent</p> <p>At seat: Continue area and perimeter word problems #4-7</p> <p>self-grade Daily Spiral Q4:2</p> <p>Technology: IReady</p> <p>Hands clean 😊 project/ nearpod/ choice board (next week: line plots/ review/ test Feb 10-11)</p>
<p>Accel</p> <p>Essential Questions</p> <p>How can I use place value and</p>	<p>Focused Lesson</p> <p>Day 1 Multiply Fraction by a</p>	<p>Student Independent Practice</p> <p><i>(Work is posted in</i></p>	<p>Focused Lesson</p> <p>Day 2 Multiplying Fractions/ Mixed Numbers</p>	<p>Student Independent Practice</p> <p><i>(Work is posted in</i></p>	<p>Focused Lesson</p> <p>Day 3 Explore Word Problems Multiplying</p>	<p>Student Independent Practice</p> <p><i>(Work is posted in each channel daily</i></p>	<p>Focused Lesson</p> <p>Day 4 Tag Day</p> <p>Review Day</p>	<p>Student Independent Practice</p> <p><i>(Work is posted in each channel daily</i></p>	<p>Focused Lesson</p> <p>Day 5 Find the area of a rectangle</p>	<p>Student Independent Practice</p> <p><i>(Work is posted in each</i></p>

<p>properties to divide decimals?</p> <p>Small Groups T- Word Problems/ Inquiry work S- Spiral Work T- Technology (I-Ready)</p>	<p>whole number.</p> <p>Power Point Let's Get Digital - Multiplying Fractions PPT Day 1 .pptx</p> <p>Spiral Topic of the week : Adding/ Subtracting Fractions</p> <p>Exit Ticket: Multiplying Fractions by a whole number using visual fractions models</p>	<p><i>each channel daily</i></p> <p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p> <p>Meet - Teacher</p>	<p>Power Point Let's Get Digital - Multiplying Fractions PPT Day 1 .pptx</p> <p>Spiral Topic of the week : Adding/ Subtracting Fractions</p>	<p><i>each channel daily</i></p> <p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p> <p>Meet- Teacher</p> <p><i>(Taskwork and links posted on each channel)</i></p>	<p>Fractions/ Mixed Numbers</p> <p>Review Cubes</p>  <p>Worksheet: Word Problems w/ fractions and mixed numbers</p> <p>Exit Ticket: 4 Word Problems with multiplying fractions/ mixed numbers.</p>	<p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p> <p>Meet - Teacher</p>	<ol style="list-style-type: none"> Multiply Fractions by whole # Multiply Fractions by Mixed Numbers CUBES/ Word Problems 	<p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p> <p>Meet- Teacher</p>	<p>w/ fractional side lengths</p> <p>Classwork: Area w/ rectangular fractional sides</p> <p>Multiply and Dividing Fractions Quiz</p>	<p><i>channel daily</i></p> <p>Spiral</p> <p>Hands Clean</p> <p>Technology I-Ready</p>
<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud Number the Stars by Lois Lowry Chapter 14 and 15</p> <p>The class will read aloud Chapter 14 and 15 and discuss what wonderings, questions,</p>	<p>Read Aloud Number the Stars by Lois Lowry Chapters Review 1-15</p> <p>The class will go back and work on Annemarie's timeline for the story.</p>	<p>Read Aloud Number the Stars by Lois Lowry Chapters 16</p> <p>The class will read aloud Chapters 10 and 11 and discuss what wonderings, questions,</p>	<p>Read Aloud Number the Stars by Lois Lowry Chapters Review 1-16</p> <p>The class will think about the theme in the story they have</p>	<p>Read Aloud Number the Stars by Lois Lowry Chapters 17 (Final Chapter)</p> <p>The class will read aloud Chapter 17 and discuss what the book.</p>					

	and small details they notice.		and small details they notice.	read so far and review chapters 1-16	Students will reflect on their time with this novel.
Specials 9:55-10:40	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
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 13

Session 13

Text Features: Popping Out the Important Information

Teach students that writers think about the most important information and ideas that they're trying to convey in a chapter or a section, and they use text features to highlight that information.

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 14

Session 14

Quotations Accentuate Importance: Voices Chime In to Make a Point

Teach students that history writers add quotations to their writing to accentuate a central idea.

Units of Study

Unit 3 Session 15

Session 15

Using All We Know to Craft Essay and Narrative Sections

Remind students that writers always approach new work equipped with a toolkit of strategies that they have learned from previous work.

1. Some of the chapters should be written as stories or essays

TAG DAY

Drafting REVIEW

Remind students that writers draw on all they know as information writers to draft new information.

REVIEW DAY

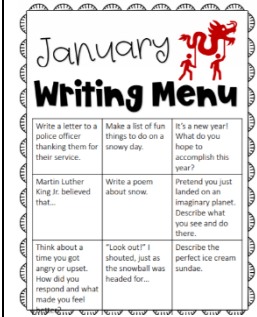
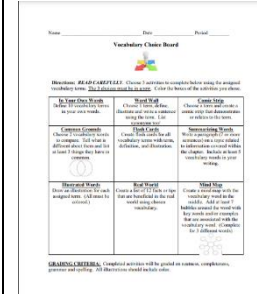
Vocabulary Choiceboard

Writing Choice Board:

January

(Students will select an item to complete)

Nearpod - Language Practice



- COMPLETE NEARPOD

Units of Study

Unit 3 Session 16

The Other Side of the Story

Session 16

The Other Side of the Story

Teach students that to write and think about history well, you need to remember that there is always more than one side to a story. When trying to understand an event in history, it is important to ask, What are some other sides to this story.

Task: Historians go to great lengths to tell the stories that have been lost.

What can you do to make sure that more than one side of your story is told?

Complete the graphic organizer on perspective To write another side to your story.

- WORK ON LANGUAGE PRACTICE SKILL

Students will:

- Work on producing informational books
- Language Skill Practice
- Choiceboard
- Vocabulary Choiceboard

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Student Practice:

- Work on producing informational books
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<p>Lunch 11:45-12:15</p>					
<p>Reading /Phonics 12:45-1:35</p> <p>Standards RL. 2 RL. 3 SL. 1</p>	<p>Mini-Lesson:</p> <p>Unit 4 Lesson 12: Turning Reading into a Project</p> <p>Teaching Point: "Today I want to remind you that readers don't limit themselves to the book in their hands. Readers find resources on the run that will deepen comprehension, one important way to do this work is to read texts alongside your novel—texts that add background knowledge."</p> <p>Word Work ben, bene, bon= good, well</p> <p>The teacher will introduce, teach, and review each of the vocabulary words for the week.</p>	<p>Mini-Lesson:</p> <p>Unit 4 Lesson 13: Readers Learn from Historical Narratives</p> <p>Teaching Point: "Today I want to teach you that readers of historical fiction not only shift between reading fiction and reading related nonfiction. Readers of historical fiction also shift between reading their historical fiction as one reads a story and read it as one reads an informational text. Because here's the thing, you can learn information from historical fiction"</p> <p>Word Work ben, bene, bon= good, well</p> <p>Vocabulary Sort- Students will match the</p>	<p>Mini-Lesson:</p> <p>Unit 4: Lesson 14: Some People's Perspective is Not All People's Perspective</p> <p>Teaching Point: "Today I want to teach you that as readers research character perspectives, it's important to recognize that one person's perspective is not everyone's perspective. Readers, therefore, are cautious about making assumptions and overgeneralizations. "</p> <p>Students will complete a Readworks Passage and question set to show their understanding of the standards.</p> <p>Word Work ben, bene, bon= good, well</p>	<p>Mini-Lesson:</p> <p>Perspective Review</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 Perspective. https://share.nearpod.com/e/Kq3qjbGlodb</p> <p>Word Work ben, bene, bon= good, well</p> <p>Quizziz Review: Have students review the vocabulary words and play the quizziz to help them study.</p> <p>Quizziz Review:</p>	<p>Mini-Lesson:</p> <p>Unit 4: Lesson 15: Seeing Power in Its Many Forms</p> <p>Teaching Point: "Today I want to teach you that looking at our books with the lens of power, leads to all sorts of new thinking. When you investigate who has the power, what form power takes and how power changes, or shifts, that helps you find huge meaning in books."</p> <p>Word Work ben, bene, bon= good, well</p> <p>Vocabulary Quiz- Students will take their vocabulary quiz to check for understanding.</p>

	<p>Digital Flash Cards: https://www.flippity.net/fc.php?k=1iN3y3vPl6bSBdMIMiA92Dsaw4dH2q9KMkbOAPmuGfe8</p>	correct definition with the correct vocabulary words.	Vocabulary Bingo- Students will play Bingo to review the definitions of the weekly words.	https://quizizz.com/admin/quiz/5a0c6f34906261110060b3f2	
	<p>Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log. *Readworks: "Journalism"</p>	<p>Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading. Students will read independently and record their reading on their reading log. *Vocabulary Quiz</p>
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.
<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</p>	<p>Focused Lesson Changes in Ecosystems Continue vocabulary note cards using NearPod and have class discussion (This is a good one I made! 😊) https://share.nearpod.com/e/KpX32lhmqdb CONTINUE STUDY SKILLS PRACTICE!!! For vocab quiz Wednesday Extensions for the week</p>	<p>Focused Lesson Changes in Ecosystems http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/population-growth.htm Discuss https://create.kahoot.it/share/ecosystems-4th-grade/2dae306a-67ab-48c6-a465-8b963aa98749 https://create.kahoot.it/share/4th-grade-ecosystems-and-adaptations/f4a3dae6-</p>	<p>Focused Lesson Changes in Ecosystems https://www.brainpop.com/science/ecologyandbehavior/extinction/ Discuss Students will complete Ecosystems Vocabulary Quiz Summative grade</p>	<p>Focused Lesson Changes in Ecosystems Watch Bill Nye: Dinosaurs and write 3 facts about why changes in an ecosystem may have affected the extinction of dinosaurs and other animals https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=353656&location=local&filetypeid=81&xc=1 Or</p>	<p>Focused Lesson New Nation Intro Review/ Discuss: How did American Revolution end? Now what? Class will create a KnowThinkWonder chart thinking about newly independent US after Revolutionary War and the response to tyranny. Intro New Nation Nearpod https://share.nearpod.com/e/BG3W4Mypqdb</p>

<p>humankind and the environment.</p> <p>Central Idea:</p> <p>Systems and cooperation can create a balanced community.</p> <p>Lines of Inquiry/ Key Concepts:</p> <p>How can changes affect systems? (change)</p> <p>Human impact affects systems. (responsibility)</p> <p>Explain the interaction of systems. (connection)</p>	<p>1. WB 259-261, 263-265; 271-272; 287-289</p> <p>2. Ecosystems Think-Tac-Toe</p> <p>3. Research IB Country of Study</p> <p>January: humanitarian and conservation efforts- compare and contrast with US and/or other countries</p> <p>Connection: How are ecosystems affected? Deforestation? Water cleanliness? Use <u>extinct, scarcity and overabundance</u> vocab.</p> <p>4. Add a wonder to the wonder board</p> <p>5. Research and answer another's wonder</p>	<p>49e3-4fff-b129-f369f7cb91f5</p> <p>CONTINUE STUDY SKILLS PRACTICE!!! For vocab quiz Wednesday</p>		<p>Mystery Science: Why did the dinosaurs go extinct game</p> <p>https://mysteryscience.com/ecosystems/mystery-6/food-webs-flow-of-energy/212?r=939780</p>	<p><u>New Extensions</u></p> <p>1. SS WB 54-74</p> <p>2. New Nation Choice Board</p> <p>3. Research IB Country of Study</p> <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> <p>4. Add a wonder to the wonder board</p> <p>5. Research and answer another's wonder</p>
<p>Teacher Inquiry Questions-</p> <p>~How did the tyranny of England's king effect new decisions?</p> <p>~How did the fathers of the constitution work together to establish an effective government?</p> <p>~How would losing an</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> <p>Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> <p>Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> <p>Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> <p>Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research IB country</p> <p>https://kids.nationalgeographic.com/videos/are-we-there-yet/</p> <p>Also use MackinVia and Safari Montage resources</p>

organism effect on ecosystem?					
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