

**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 3**

NF.1: **Equivalent Fractions:**

**LT:1** introduce **equivalent** fractions using models

NF.2: compare two fractions with different numerators and different denominators

**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)**

**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.

**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.)

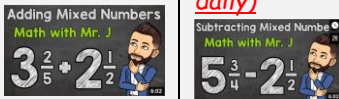
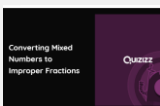

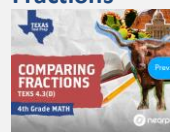
**d. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or over-abundant.**

**\*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

<b>Math:</b> <b>8:20-</b> <b>9:25</b> <b>On</b>	<u>Lesson</u>		<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>
	No School- MLK Day		Use Benchmark Fractions to Compare  WB 523-524	<b>Meet:</b> Use Benchmark Fractions to Compare; WB 523-524	Unit 3 Review- Finding Equivalent Fractions &	<b>Meet:</b> Unit 3 Review- Finding Equivalent Fractions &	Go over Unit 3 Review- Finding Equivalent Fractions &	<b>Meet:</b> Go over Unit 3 Review- Finding Equivalent Fractions &

<p>MyMath Book **Change to Volume 2</p> <p>Advanced MyMath Book Volume 2</p>				<p><b>At seat:</b> WB 525-526; Daily Spiral</p> <p><b>Technology</b> IReady Math</p> <p><b>Hands clean</b> 😊 project/ Nearpod/ choice board</p>	Comparing Fractions	Comparing Fractions	Comparing Fractions	Comparing Fractions		<p><b>At seat:</b> Comparing Fractions with Cookie Recipes Worksheet; WB 501-502; Daily Spiral</p> <p><b>Technology:</b> IReady Math</p> <p><b>Hands clean</b> 😊 project/ Nearpod</p>
	<p><b>Lesson</b> No School-MLK Day</p>	!	<p><b>Lesson</b> Convert metric units: <b>Length Capacity Mass</b></p> <p><b>Meet:</b> metric units and abbreviations; check</p>	<p><b>Independent</b> <b>At seat:</b> Check My Progress WB 793-794 graded assignment WB 803-804 Daily Spiral Q4:1</p>	<p><b>Lesson</b> Convert metric units: <b>Length Capacity Mass</b></p> <p><b>Meet:</b> check 803-804;</p>	<p><b>Independent</b> <b>At seat:</b> WB 805-806</p> <p>Daily Spiral Q4:1</p> <p><b>Technology:</b> IReady</p>	<p><b>Lesson</b> <b>Metric measurement word problems</b></p> <p><b>Meet:</b> Check 805-806; complete 807-808</p>	<p><b>Independent</b> <b>At seat:</b> WB 809-810</p> <p>Daily Spiral Q4:1</p> <p><b>Technology</b> IReady</p> <p><b>Hands clean</b> 😊</p>	<p><b>Lesson</b> <b>Metric measurement word problems</b></p> <p><b>Meet:</b> check 809-810 and homework</p>	<p><b>Independent</b> <b>At seat:</b> Metric word problems reteach worksheet</p>

			WB 789-790; complete WB 801-802 **may want to reference conversion chart (KHDBDCM King henry died by drinking chocolate milk)	<b>Technology:</b> IReady  <b>Hands clean</b> 😊 project/ nearpod <a href="https://share.nearpod.com/e/mk3y1Xlz1cb">https://share.nearpod.com/e/mk3y1Xlz1cb</a> /choice board	continue metric conversions *reference chart (KHDBDCM King henry died by drinking chocolate milk)	<b>Hands clean</b> 😊 project/ nearpod/ <a href="https://share.nearpod.com/e/8bpFMd7y1cb">https://share.nearpod.com/e/8bpFMd7y1cb</a> /choice board  <b>Homework</b> Converting cm to mm worksheet due Friday		project/ nearpod/ choice board  <b>Homework</b> WB 811-812 due Friday		self-grade Daily Spiral Q4:1  <b>Technology:</b> IReady <b>Hands clean</b> 😊 project/ nearpod/ choice board
<b>Accel</b>  <b>Essential Questions</b>  How can I use place value and properties to divide decimals?  <b>Small Groups</b> <b>T- Word Problems/ Inquiry work</b> <b>S- Spiral Work</b> <b>T- Technology (I-Ready)</b>	<u>Focused Lesson</u>  No School- MLK Day	<u>Student Independent Practice</u>	<u>Focused Lesson</u>  <b>Adding and Subtracting Mixed Numbers</b>  <b>Kahoot Review</b> <a href="https://kahoot.it/challenge/07114045?challenge-id=844190b6-ffdf-474e-ba92-c3eb12f7db82_1610568522665">https://kahoot.it/challenge/07114045?challenge-id=844190b6-ffdf-474e-ba92-c3eb12f7db82_1610568522665</a>  <u>Spiral:</u> Least Common Multiple	<u>Student Independent Practice</u>  <i>(Work is posted in each channel daily)</i>  <b>Spiral</b>  <b>Hands Clean</b>  <b>Technology I-Ready</b>  <b>Meet-Teacher</b>	<u>Focused Lesson</u>  <b>Converting Improper Fractions to Mixed Numbers</b>  <b>Quizizz</b> <a href="https://quizizz.com/admin/quiz/5f73427b4b08da001b9739d0">https://quizizz.com/admin/quiz/5f73427b4b08da001b9739d0</a>   <u>Spiral:</u> Adding / subtracting Fractions w/	<u>Student Independent Practice</u>  <i>(Work is posted in each channel daily)</i>  <b>Spiral</b>  <b>Hands Clean</b>  <b>Technology I-Ready</b>  <b>Meet - Teacher</b>	<u>Focused Lesson</u>  <b>Comparing Fractions</b>   <a href="https://youtu.be/KNdUJQ_qd4U">https://youtu.be/KNdUJQ_qd4U</a>  <u>Spiral:</u> Converting improper fractions to mixed numbers	<u>Student Independent Practice</u>  <i>(Work is posted in each channel daily)</i> <b>Spiral</b>  <b>Hands Clean</b>  <b>Technology I-Ready</b>  <b>Meet-Teacher</b>	<u>Focused Lesson</u>  <b>Comparing Fractions</b>   <a href="https://share.nearpod.com/iU5XzaJo1cb">https://share.nearpod.com/iU5XzaJo1cb</a>  <u>Spiral:</u> Least Common Denominator  Equivalent Fractions	<u>Student Independent Practice</u>  <i>(Work is posted in each channel daily)</i> <b>Spiral</b>  <b>Hands Clean</b>  <b>Technology I-Ready</b>  <b>Formative Comparing Fractions</b>

			Quiz Tomorrow Adding and Subtracting Fractions (Including Mixed Numbers)	(Taskwork and links posted on each channel)	unlike denominators				
<b>Read Aloud</b> <b>9:30-9:50</b>	<b>Read Aloud</b> No School- MLK Day	<b>Read Aloud</b> Number the Stars by Lois Lowry Chapter 3  The class will read chapter 3 aloud and revisit chapter 10 from Tiger Rising to use as a comparison.	<b>Read Aloud</b> Number the Stars by Lois Lowry Chapter 4  The class will read chapter 4 and have a discussion on themes, perspectives and important clues the author is leaving them.	<b>Read Aloud</b> Number the Stars by Lois Lowry Chapter 3-5 Review  The class will think about the perspective in the story they have read so far and review chapters 3-5.	<b>Read Aloud</b> Mystery Reader  ???				
<b>Specials</b> <b>9:55-10:40</b>	No School- MLK Day	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>	No School- MLK Day								

# 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.

No School- MLK Day

## Language Skill of the Week:

**(Writescore data – Sentence Formation)**  
 ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. **Use correct capitalization.**

## Units of Study

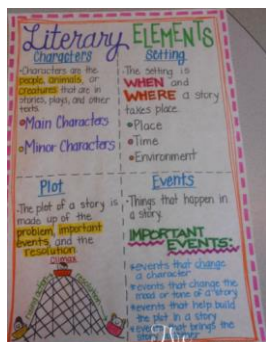
Session 6

### Unit 3 Session 6

#### Bringing Information Alive: Stories Inside Nonfiction Texts

Teach students that writers who are writing a story about a time in history think about the three most important elements in any story: character, setting, and conflict.

#### REVIEW: Story Elements



## Units of Study Session 7

### Essays Within Information Texts

Teach students that when writers are writing essays about historical topics, they think about all they know about essay writing: the structure, the thesis, and the supports. They also need to do research to find facts to develop and support their idea.

#### Task work:

1. Greyson's detailed Passage
2. Creating Micro-story
3. Review Edward's Draft
4. Milo's Draft
5. REVIEW Session #7 Active ENGAGEMENT
6. Overview of Essay plan
7. Transition Words
8. Informational Writing Checklist 4 and 5

## TAG DAY

### Essays Within Information Texts REVIEW

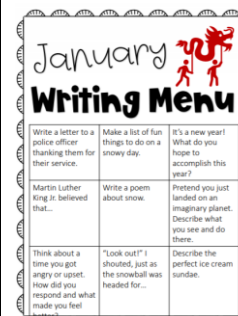
Teach students that when writers are writing essays about historical topics, they think about all they know about essay writing: the structure, the thesis, and the supports. They also need to do research to find facts to develop and support their idea.

#### REVIEW DAY

#### Writing Choice Board:

January

(Students will select an item to complete)



- COMPLETE NEARPOD
- WORK ON LANGUAGE PRACTICE SKILL

<https://share.nearpod.com/e/CIL3xg1m1cb>

## Units of Study Session 8

### Taking Stock and Setting Goals: A Letter to Teachers

Teach students that writers step back from their writing to reflect on how they are doing, asking themselves, "What have I accomplished as a writer and what do I still need to work on?"

Correct Capitalization Quill.org Jan 13, 2021 - 10MB



		<b>Students will:</b> <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>	<b>Students will:</b> <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>	<b>Student Practice:</b> <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>	<b>Student Practice:</b> <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>
<b>Lunch</b> <b>11:45-</b> <b>12:15</b>	No School- MLK Day				
<b>Reading /Phonics</b> <b>12:45-</b> <b>1:35</b>  <b>Standards</b> <b>RL. 2</b> <b>RL. 3</b> <b>SL. 1</b>	<u>Mini-Lesson:</u> No School- MLK Day	<u>Mini-Lesson:</u> Unit 4 Lesson 5: Making Significance  Teaching Point: “: “Today I want to teach you that readers don’t wait for someone else to decide which passages are worth pausing over. Readers read alertly, poised to say “Wow this part seems like it is written in bold” Readers then ask, How does this connect to other parts of the text? And What	<u>Mini-Lesson:</u> Unit 4 Lesson6: Seeing Big Ideas in Small Details  Teaching Point: “Today I want to teach you that when you are thinking, talking, or writing about big ideas—as you are doing today--- its wise to lodge your big ideas in small moments, small details, and small objects.  Students will complete a Readworks Passage and question set to show	<u>Mini-Lesson:</u> Theme Nearpod Review  Review previous sessions work and identify any areas of concern or work with students who may need additional support.  Complete the Nearpod activity on Theme  <b>Word Work</b>	<u>Mini-Lesson:</u> Unit 4 Lesson 7: Determining Theme  Teaching Point: “Today I want to remind you that once you have paused to develop an interpretation of a book, you almost wear that idea—that interpretation—like a pair of glasses, like a lens. You can read through that lens, saying, “Ah yes this goes with my interpretation!” or “Huh this makes me think of something new.”

		<p>is this part really about?"</p> <p><b>Word Work</b> <b>jur, jus, jud= law; justice</b> 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=1H3IB3Ucv6J-j1h9UDJi3BkbW6cj8fvSSxba_jftiUos">https://www.flippity.net/fc.php?k=1H3IB3Ucv6J-j1h9UDJi3BkbW6cj8fvSSxba_jftiUos</a></p>	<p>their understanding of the standards.</p> <p><b>Word Work</b> <b>jur, jus, jud= law; justice</b> Vocabulary Sort- Students will match the correct definition with the correct vocabulary words.</p>	<p><b>jur, jus, jud= law; justice</b> Quizzez Review: Have students review the vocabulary words and play the quizzez to help them study.</p>	<p><b>Word Work</b> <b>jur, jus, jud= law; justice</b> Vocabulary Quiz- Students will take their vocabulary quiz to check for understanding.</p>
	No School- MLK Day	<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>*Readworks: The British Are Coming</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>*Vocabulary Quiz</p>
<b>Focus Groups</b>		The teacher will pull students for one-on-one assessing with BAS	The teacher will pull students for one-on-one assessing with BAS	The teacher will pull students for one-on-one assessing with BAS	The teacher will pull students for one-on-one assessing with BAS
<b>SS/Sci</b> 1:35-2:05 <b>Unit 3</b> Theme: An inquiry into the interconnectedn	<u>Focused Lesson</u> No School- MLK Day	<u>Focused Lesson</u> <b>Unit 3 kickoff</b> Go through PPT and discuss unit 3 theme, central idea, lines of inquiry, key concepts	<u>Focused Lesson</u> <b>Unit 3 provocation</b> <u>Provocation:</u> Bill of rights and ecosystems real life situations The teacher will give groups of students various unfair changes	<u>Focused Lesson</u> <b>Ecosystems</b> Watch Bill Nye: Biodiversity and write 3 facts	<u>Focused Lesson</u> <b>Ecosystems</b> <a href="https://mysteryscience.com/ecosystems/mystery-1/food-chains-">https://mysteryscience.com/ecosystems/mystery-1/food-chains-</a>

<p>ess 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></p> <p>Systems and cooperation can create a balanced community.</p> <p><b>Lines of Inquiry/ Key Concepts:</b></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><b>Teacher Inquiry Questions-</b></p>		<p>Update IB board (theme, central, idea, key concepts, lines of inquiry)</p> <p><u>Extensions</u></p> <p>1. Research IB Country of Study <b>January:</b> humanitarian and conservation efforts- compare and contrast with US and/or other countries</p> <p>2. Add a wonder to the wonder board</p> <p>3. Research and answer another's wonder</p>	<p>to laws and environmental problems. They will decide how to deal with/react to the new change. <b>(I would make 5 groups and give 1 law and 1 environment situation to each)</b></p> <p>Have class discussion to make connections to new nation to today and how laws and environments connect to each other. (successful systems)</p> <p><u>Extensions</u></p> <p>1. Research IB Country of Study <b>January:</b> humanitarian and conservation efforts- compare and contrast with US and/or other countries</p> <p>2. Add a wonder to the wonder board</p> <p>3. Research and answer another's wonder</p>	<p><a href="https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=355532&amp;location=local&amp;filetypeid=81&amp;xc=1">https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=355532&amp;location=local&amp;filetypeid=81&amp;xc=1</a></p> <p><u>Extensions</u></p> <p>1. Ecosystems Think-Tac-Toe</p> <p>2. Research IB Country of Study <b>January:</b> humanitarian and conservation efforts- compare and contrast with US and/or other countries <b>Connection:</b> How are ecosystems affected? Deforestation? Water cleanliness? Use <u>extinct, scarcity and overabundance</u> vocab.</p> <p>3. Add a wonder to the wonder board</p> <p>4. Research and answer another's wonder</p>	<p><a href="https://www.mysteryscience.com/teachers/predators-herbivores-carnivores/119?r=939780">predators-herbivores-carnivores/119?r=939780</a> <b>Mystery Science "Why would a hawk move to New York city?"</b></p> <p>Students will play "Eat or Be Eaten" ecosystem card game found in Mystery Science lesson</p> <p>(next week: Continue ecosystems; hopefully dissect owl pellets if they arrive:))</p> <p><u>Extensions</u></p> <p>1. Ecosystems Think-Tac-Toe</p> <p>2. Research IB Country of Study <b>January:</b> humanitarian and conservation efforts- compare and contrast with US and/or other countries <b>Connection:</b> How are ecosystems affected? Deforestation? Water cleanliness? Use <u>extinct, scarcity and overabundance</u> vocab.</p> <p>3. Add a wonder to the wonder board</p> <p>4. Research and answer another's wonder</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><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  <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  <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  <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>
---	--	---	---	---	---