



Monday 01/24/2022	Tuesday 01/25/2022	Wednesday 01/26/2022	Thursday 01/27/2022	Friday 01/28/2022
----------------------	-----------------------	-------------------------	------------------------	----------------------



3rd Grade MATH 8:30am - 10:30am	3rd Grade MATH 8:30am - 10:30am	3rd Grade MATH 8:30am - 10:30am	3rd Grade MATH 8:30am - 10:30am	3rd Grade MATH 8:30am - 10:30am
Lesson 23, Session 1	Lesson 23, Session 2	Lesson 23, Session 3	Lesson 23, Session 4	Lesson 23, Session 5
<ul style="list-style-type: none"> Number Rock: Equivalent Fractions <ul style="list-style-type: none"> http://numberock.com/lessons/equivalent-fractions/ Write equivalent fractions for the shaded parts of the models. 	<ul style="list-style-type: none"> Write two different fractions that describe the shaded part of the area model. 	<ul style="list-style-type: none"> Write the missing fraction labels. 	<ul style="list-style-type: none"> Use fraction tiles to model the whole number 2 with halves, thirds, and fourths. Then write the missing numerators. <ul style="list-style-type: none"> $2 = \frac{\quad}{2}$ $2 = \frac{\quad}{3}$ $2 = \frac{\quad}{4}$ 	<ul style="list-style-type: none"> Use the number line to write a fraction that is equivalent to $\frac{4}{1}$.
<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.NF.3B I can recognize and generate simple equivalent fractions. 3.NF.3B I can explain why fractions are equivalent by using a visual fraction model. 3.NF.3C I can express whole numbers as fractions. 3.NF.3C I can recognize fractions that are equivalent to whole numbers. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.NF.3B I can recognize and generate simple equivalent fractions. 3.NF.3B I can explain why fractions are equivalent by using a visual fraction model. 3.NF.3C I can express whole numbers as fractions. 3.NF.3C I can recognize fractions that are equivalent to whole numbers. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.NF.3B I can recognize and generate simple equivalent fractions. 3.NF.3B I can explain why fractions are equivalent by using a visual fraction model. 3.NF.3C I can express whole numbers as fractions. 3.NF.3C I can recognize fractions that are equivalent to whole numbers. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.NF.3B I can recognize and generate simple equivalent fractions. 3.NF.3B I can explain why fractions are equivalent by using a visual fraction model. 3.NF.3C I can express whole numbers as fractions. 3.NF.3C I can recognize fractions that are equivalent to whole numbers. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.NF.3B I can recognize and generate simple equivalent fractions. 3.NF.3B I can explain why fractions are equivalent by using a visual fraction model. 3.NF.3C I can express whole numbers as fractions. 3.NF.3C I can recognize fractions that are equivalent to whole numbers.
<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 495-496 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 499-501 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 505-507 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 511-513 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 517-520
<p>Check for Understanding</p> <ul style="list-style-type: none"> Why does it make sense that $\frac{1}{2}$ and $\frac{2}{4}$ can name the same amount? 	<p>Check for Understanding</p> <ul style="list-style-type: none"> Which models or strategies do you like best for finding equivalent fractions? Explain. 	<p>Check for Understanding</p> <ul style="list-style-type: none"> Which models or strategies do you like best for writing a whole number as a fraction? Explain. 	<p>Check for Understanding</p> <ul style="list-style-type: none"> Which models or strategies do you like best for writing a whole number as a fraction with a denominator of 1? Explain. 	<p>Check for Understanding</p> <ul style="list-style-type: none"> Write two fractions equivalent to 4 using the denominators 1 and 3. Use a number line to show how you found your answers.
<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Book pages 497-498 Watch Explore: Equivalent Fractions video 45 minutes of I-Ready Math 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Book pages 502-504 Watch Develop video Finding Equivalent Fractions 25 minutes of ST Math 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Book pages 508-510 Watch Develop video Writing a Whole Number as a Fraction 25 minutes of ST Math 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Book pages 514-516 Watch Develop video 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Lesson 23 Quiz 25 minutes of ST Math



<ul style="list-style-type: none">• 100th Day Base Ten Activity (Optional)			<ul style="list-style-type: none">• Writing a Whole Number as a Fraction with a Denominator of 1• 25 minutes of ST Math	
--	--	--	--	--



4th Grade MATH 8:30am - 10:30am	4th Grade MATH 8:30am - 10:30am	4th Grade MATH 8:30am - 10:30am	4th Grade MATH 8:30am - 10:30am	4th Grade MATH 8:30am - 10:30am
Lesson 23, Session 1	Lesson 23, Session 2	Lesson 23, Session 3	Lesson 24, Session 1	Lesson 24, Session 2
<ul style="list-style-type: none"> Number Rock: Multiplying Whole Numbers by Fractions <ul style="list-style-type: none"> http://numberock.com/lessons/multiple-fractions-whole-numbers Write a multiplication equation and an addition equation for the model. 	<ul style="list-style-type: none"> Count aloud by $3/10$ to find $5 \times 3/10$. Count aloud by $5/10$ to find $3 \times 5/10$. Are the last numbers in the lists the same or different? 	<ul style="list-style-type: none"> Draw a model to show $5 \times 2/6$. Then write the product. 	<ul style="list-style-type: none"> Number Rock: Multiplying Whole Numbers by Fractions <ul style="list-style-type: none"> http://numberock.com/lessons/multiple-fractions-whole-numbers $2 \times 2/10 = \underline{\quad}$ 	<ul style="list-style-type: none"> Draw a model to show $3 \times 4/5$. Then write the product.
Objective/Standard	Objective/Standard	Objective/Standard	Objective/Standard	Objective/Standard
<ul style="list-style-type: none"> 4.NF.4A I can recognize a fraction as a multiple of a unit fraction. 4.NF.4B I can multiply a fraction by a whole number. 	<ul style="list-style-type: none"> 4.NF.4A I can recognize a fraction as a multiple of a unit fraction. 4.NF.4B I can multiply a fraction by a whole number. 	<ul style="list-style-type: none"> 4.NF.4A I can recognize a fraction as a multiple of a unit fraction. 4.NF.4B I can multiply a fraction by a whole number. 	<ul style="list-style-type: none"> 4.NF.4C I can solve word problems involving multiplication of a fraction by a whole number. 	<ul style="list-style-type: none"> 4.NF.4C I can solve word problems involving multiplication of a fraction by a whole number.
I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)	I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)	I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)	I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)	I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)
<ul style="list-style-type: none"> Book pages 491-492 	<ul style="list-style-type: none"> Book pages 495-496 	<ul style="list-style-type: none"> Book pages 499-500 	<ul style="list-style-type: none"> Book pages 503-504 	<ul style="list-style-type: none"> Book pages 507-509
Check for Understanding	Check for Understanding	Check for Understanding	Check for Understanding	Check for Understanding
<ul style="list-style-type: none"> Look at your answers to problems 3 and 4. Why can you use addition or multiplication to describe each model? 	<ul style="list-style-type: none"> How are the area models and number line models alike and different in showing fraction multiplication? 	<ul style="list-style-type: none"> How are $4 \times 2/6$ and $8 \times 1/6$ the same? Use a model or words to show how you know. 	<ul style="list-style-type: none"> Which models or strategies do you like best for multiplying a fraction by a whole number to solve a word problem? Explain. 	<ul style="list-style-type: none"> Which models or strategies do you like best for multiplying a fraction by a whole number to solve a word problem? Explain.
You Do: Independent Practice (Asynchronous)	You Do: Independent Practice (Asynchronous)	You Do: Independent Practice (Asynchronous)	You Do: Independent Practice (Asynchronous)	You Do: Independent Practice (Asynchronous)
<ul style="list-style-type: none"> Lesson 22 Quiz 45 minutes of I-Ready Math 100th Day Base Ten Activity (Optional) 	<ul style="list-style-type: none"> Book pages 493-494 Interactive Tutorial: Multiply a Unit Fraction by a Whole Number 25 minutes of ST Math 	<ul style="list-style-type: none"> Book pages 497-498 Watch Develop video Understanding of Fraction Multiplication 25 minutes of ST Math 	<ul style="list-style-type: none"> Describe a real situation when you might want to multiply a fraction by a whole number. Lesson 23 Quiz Watch Explore: Multiplying Fractions by a Whole Number 25 minutes of ST Math 	<ul style="list-style-type: none"> Book pages 505-506 Interactive Tutorial: Multiply a Fraction by a Whole Number 25 minutes of ST Math



3rd Grade SCIENCE 11:30am - 12:00pm	3rd Grade SCIENCE 11:30am - 12:00pm	3rd Grade SCIENCE 11:30am - 12:00pm	3rd Grade SCIENCE 11:30am - 12:00pm	3rd Grade SCIENCE 11:30am - 12:00pm
Objective/Standard <ul style="list-style-type: none"> E.3.7B: Earth's Structure and History 	Objective/Standard <ul style="list-style-type: none"> E.3.7B: Earth's Structure and History 	Objective/Standard <ul style="list-style-type: none"> E.3.7B: Earth's Structure and History 	Objective/Standard <ul style="list-style-type: none"> E.3.7B: Earth's Structure and History 	Objective/Standard <ul style="list-style-type: none"> E.3.7B: Earth's Structure and History
You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Math Connections: Earth's Processes 100th Day Activities (Optional) 	You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Landforms Powerpoint 5 	You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Landforms Powerpoint 6 	You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Watch: Build Earth from the Inside Out Explore: Earth's Layers 	You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Claim-Evidence-Reasoning: Earth's Processes
4th Grade SCIENCE 11:30am - 12:00pm	4th Grade SCIENCE 11:30am - 12:00pm	4th Grade SCIENCE 11:30am - 12:00pm	4th Grade SCIENCE 11:30am - 12:00pm	4th Grade SCIENCE 11:30am - 12:00pm
Objective/Standard <ul style="list-style-type: none"> P.4.6B: Light 	Objective/Standard <ul style="list-style-type: none"> P.4.6B: Light 	Objective/Standard <ul style="list-style-type: none"> P.4.6B: Light 	Objective/Standard <ul style="list-style-type: none"> P.4.6B: Light 	Objective/Standard <ul style="list-style-type: none"> P.4.6B: Light
You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Why Does Light Appear To Bend? Part 1 100th Day Activities (Optional) 	You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Why Does Light Appear To Bend? Part 2 	You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Explore: Can You See Through It? 	You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Writing Prompt: Imagine that you are a wave of light. Tell a story where you interact with different kinds of matter. What makes you reflect off of it? What makes you refract through it, and how does your path change? What finally happens to end your journey? 	You Do: Independent Practice (Asynchronous) <ul style="list-style-type: none"> Claim-Evidence-Reasoning: Light



3rd Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm	3rd Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm	3rd Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm	3rd Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm	3rd Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm
Lesson 14, Session 2	Lesson 14, Session 3	Lesson 14, Session 4	Lesson 15, Session 1	Lesson 15, Session 2
<ul style="list-style-type: none"> Flocabulary: Aesop's Fable <ul style="list-style-type: none"> http://www.flocabulary.com/unit/10-aesops-fable/ 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.RL.5 I can refer to parts of stories, dramas, and poems when writing or speaking about a text. 3.RL.5 I can use terms such as chapter, scene, and stanza to refer to parts of a story, drama, or poem. 3.RL.5 I can describe how each part of a story, drama, or poem builds on earlier parts. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.RL.5 I can refer to parts of stories, dramas, and poems when writing or speaking about a text. 3.RL.5 I can use terms such as chapter, scene, and stanza to refer to parts of a story, drama, or poem. 3.RL.5 I can describe how each part of a story, drama, or poem builds on earlier parts. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.RL.5 I can refer to parts of stories, dramas, and poems when writing or speaking about a text. 3.RL.5 I can use terms such as chapter, scene, and stanza to refer to parts of a story, drama, or poem. 3.RL.5 I can describe how each part of a story, drama, or poem builds on earlier parts. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.RL.5 I can refer to parts of stories, dramas, and poems when writing or speaking about a text. 3.RL.5 I can use terms such as chapter, scene, and stanza to refer to parts of a story, drama, or poem. 3.RL.5 I can describe how each part of a story, drama, or poem builds on earlier parts.
<p>Objective/Standard</p> <ul style="list-style-type: none"> 3.RL.5 I can refer to parts of stories, dramas, and poems when writing or speaking about a text. 3.RL.5 I can use terms such as chapter, scene, and stanza to refer to parts of a story, drama, or poem. 3.RL.5 I can describe how each part of a story, drama, or poem builds on earlier parts. 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Interactive Tutorial Book pages 232-233 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 236-240 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 242-243 Interactive Tutorial 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Spelling Quiz Book pages 244-245
<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Spelling Pre-Quiz Book pages 230-231 	<p>Check for Understanding</p> <ul style="list-style-type: none"> How do Lyla and Sam trick Dr. Blurg? Show how details in Scene 2 lead to Dr. Blurg being fooled. 	<p>Check for Understanding</p> <ul style="list-style-type: none"> How do the events of the play build on each other to show why the hyena is ugly and other animals are not? Use details from different scenes in your answer. 	<p>Check for Understanding</p> <ul style="list-style-type: none"> Reread the last two lines of the poem. How do these lines change how the poem makes you feel? 	<p>Check for Understanding</p> <ul style="list-style-type: none"> How are the ideas in the first stanza and the second stanza connected? How does that help you understand what the poem is about?
<p>Check for Understanding</p> <ul style="list-style-type: none"> How could the events in Scene affect the mission that was described in Scene 1? 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Vocabulary: Aesop's Fable Cursive Handwriting: "M" 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Lesson 14 Quiz Cursive Handwriting: "N" RACE Writing: Recess 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Grammar: Quotation Marks Cursive Handwriting: "O" 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Grammar: Dictionary Skills Watch RL.3.5 Review Video
<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> History Week 3 Power Point 45 minutes of I-Ready Reading 100th Day Writing Activity (Optional) 				



4th Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm	4th Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm	4th Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm	4th Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm	4th Grade ELA & SOCIAL STUDIES 12:00pm - 2:00pm
Lesson 19, Session 2	Lesson 19, Session 3	Lesson 19, Session 4	Lesson 20, Session 1	Lesson 20, Session 2
<ul style="list-style-type: none"> Flocabulary: Aesop's Fable <ul style="list-style-type: none"> http://www.flocabulary.com/unit/10-aesops-fable/ 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 4.RL.5 I can explain major differences between poems, drama, and prose. 4.RL.5 I can refer to structural elements such as verse, rhythm, and meter when writing or speaking about a poem. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 4.RL.5 I can explain major differences between poems, drama, and prose. 4.RL.5 I can refer to structural elements such as verse, rhythm, and meter when writing or speaking about a poem. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 4.RL.5 I can explain major differences between poems, drama, and prose. 4.RL.5 I can refer to structural elements such as casts of characters, settings, descriptions, dialogue, and stage directions when writing or speaking about a drama. 	<p>Objective/Standard</p> <ul style="list-style-type: none"> 4.RL.5 I can explain major differences between poems, drama, and prose. 4.RL.5 I can refer to structural elements such as casts of characters, settings, descriptions, dialogue, and stage directions when writing or speaking about a drama.
<p>Objective/Standard</p> <ul style="list-style-type: none"> 4.RL.5 I can explain major differences between poems, drama, and prose. 4.RL.5 I can refer to structural elements such as verse, rhythm, and meter when writing or speaking about a poem. 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 302-303 Interactive Tutorial 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 306-311 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Book pages 312-313 Interactive Tutorial 	<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Spelling Quiz Book pages 314-315
<p>I Do: Input & Modeling/ We Do: Guided Practice (Synchronous)</p> <ul style="list-style-type: none"> Spelling Pre-Quiz Book pages 300-301 	<p>Check for Understanding</p> <ul style="list-style-type: none"> Describe how the poet's use of structural elements adds to the meaning of "A Tragic Story." Use at least two details from the passage to support your response. 	<p>Check for Understanding</p> <ul style="list-style-type: none"> What structural elements do the poets of "Revenge" and "The Crocodile" use to create certain patterns and feelings? Include details from each poem to support your response. 	<p>Check for Understanding</p> <ul style="list-style-type: none"> Share your examples with a partner. <ul style="list-style-type: none"> How are your examples similar and different? How is the script of the play different from the text in a story? 	<p>Check for Understanding</p> <ul style="list-style-type: none"> Describe how the structural elements of a play help you understand what is happening in the play. Use at least two details from the script in your response.
<p>Check for Understanding</p> <ul style="list-style-type: none"> Describe how the structural elements in "Walking Big Willie," including meter, create certain effects, or feelings. 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Vocabulary: Aesop's Fable Cursive Handwriting: "M" 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Grammar: Quotation Marks Cursive Handwriting: "N" 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Lesson 19 Quiz Cursive Handwriting: "O" RACE Writing: Lost In The Woods 	<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> Describe The Structural Elements Of A Poem
<p>You Do: Independent Practice (Asynchronous)</p> <ul style="list-style-type: none"> History Week 3 Power Point 45 minutes of I-Ready Reading 100th Day Writing Activity (Optional) 				