

Lesson Plans 2017-2018 Pam VanZee Grade 5

March 19-24	Reading	Writing/Grammar	Spelling	Math	Science
Monday PE 10:05-10:35 Band 11-11:45	Level Readers/ Write Summary The Golden Door Reader's Theater	Poetry-toolbox Personal Poem	Contest words	Facts ws 4 Topic 11.4 283 #23-31 TB 284 #32-42	Test back Chapter 5 Water cycle and Weather Topic Opener TB 199 Fulgurites Ls 1 204-209 Questions 1-9
Tuesday Music 10:00-10:30 DARE 2:45-3:30	Unit 4 Assessment must pass with 80% The Golden Door	Personal poem/self portrait	Contest words	Topic 11.5 Area of a Rectangle TB 286-287	Lesson 2 Earth's Spheres Tb 210-215 Questions 1- 10
Wednesday PE 10:05-10:35 Band 11-11:45	Time For Kids- Droughtstoppers Summary Scholastic News March 5/WS	How to write poetry book pages 1-10 info	Contest words	Topic 11.6 Multiplying Mixed numbers WB 11.6	Lesson 3 Weather Explore It TB 216 Weather Forecasts TB 217-219 Questions 1-4

Thursday Music 10:00-10:30 Computers 2:25-2:55	Unit 5 Week 1 What's Next? Tb 306-307 View From Here.Interactive REad Aloud A change of heart Vocab 308-309 Vocab Ws 201	How to write poetry pages 11-12 Cinquain,couplet, Haiku	Unit 5 Week 1 Suffixes WS 121 Hilite base word	Topic 11.7 Multiplication as Scaling TB 290-291	Tb 220-223 Weather tools Questions 5-11
Friday PE 10:05-10:35 Band 11-11:45	WB 201 Read 310-313 Character Analysis WS Skills pages 314-317 Venn Diagram compare/contrast	How to write poetry 13,15,16 Limerick and invented poetry	Ws 122	WB 11.7/ Partner Coordinate plane WS	Lesson 4 Clouds and precipitation pages 224 Explore It How does a cloud form? TB 225-227 Questions 1-6

CCSS.MATH.CONTENT.5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)*

CCSS.MATH.CONTENT.5.NF.A.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, 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. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division.

CCSS.MATH.CONTENT.5.NF.B.3

Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

CCSS.MATH.CONTENT.5.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

CCSS.MATH.CONTENT.5.NF.B.4.A

Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = (ac)/(bd)$.*

CCSS.MATH.CONTENT.5.NF.B.4.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. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

CCSS.MATH.CONTENT.5.NF.B.5

Interpret multiplication as scaling (resizing), by:

CCSS.MATH.CONTENT.5.NF.B.5.A

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

CCSS.MATH.CONTENT.5.NF.B.5.B

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

CCSS.MATH.CONTENT.5.NF.B.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.

CCSS.MATH.CONTENT.5.NF.B.7

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1

CCSS.MATH.CONTENT.5.NF.B.7.A

Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*

CCSS.MATH.CONTENT.5.NF.B.7.B

Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*

CCSS.MATH.CONTENT.5.NF.B.7.C

Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?*

Lang Arts

- **L.5.1a** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. **[6 lessons]**
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- **L.5.2e** Spell grade-appropriate words correctly, consulting references as needed. **[6 lessons]**
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- **L.5.4a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **[11 lessons]**

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- **L.5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). **[1 lesson]**
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- **L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **[3 lessons]**
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- **L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). **[10 lessons]**
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- **RF.5.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **[7 lessons]**
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- **RF.5.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[6 lessons]**
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- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **[1 lesson]**
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- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[10 lessons]**
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- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **[13 lessons]**
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- **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **[1 lesson]**
- **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described. **[1 lesson]**
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- **RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **[4 lessons]**
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- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. **[4 lessons]**
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- **SL.5.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **[1 lesson]**
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- **SL.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **[1 lesson]**
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- **SL.5.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **[1 lesson]**
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- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[1 lesson]**
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- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **[1 lesson]**
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- **W.5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **[6 lessons]**
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- **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **[1 lesson]**
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- **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **[1 lesson]**
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- **W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **[1 lesson]**

Science

5-ESS2-1 Develop a model to describe the interaction of geosphere, biosphere, hydrosphere, and/or atmosphere. (SEP: 2; DCI: ESS2.A; CCC: Systems)

5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (SEP: 5; DCI: ESS2.C; CCC: Scale/Prop.) 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (SEP:8; DCI: ESS3.C; CCC: Systems)

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