

Lesson Plans 2017-2018 Pam VanZee Grade 5

April 16-20	Reading	Writing/Grammar	Spelling	Math	Science
<p><b>Monday</b>                      Music 10:05-10:35                      Band 11-11:45</p>	<p>Kahoot Tst Review                      wb 227-228                      SNews Ws Sugar in food</p> <p>Ocean Threats Level Reader/WS group questions</p>	<p>Test 110 adjectives</p> <p>Comparative and Superlative adjectives                      Ws 116</p>	<p>Test-spelling city</p> <p>Suffixes-less;-ness                      139- 140 Hiite suffixes</p>	<p>Ws Volume of rectangular prism                      video on volume</p> <p>TB 198-199                      Problem Solving</p>	<p>Test Chapter 5                      Weather and Climate                      online quiz; vocab quiz online at quizlet.com                      Level REader                      Underwater evaporation</p>
<p><b>Tuesday</b>                      PE 10:05-10:35</p> <p><b>RTI 8:30</b></p>	<p>Unit 5 week 4                      TB 348-349 How can scientific knowledge change over time?                      REad Aloud: <i>The Sun Our STar</i>                      vocabulary TB 350-351;vocab ws 231                      Read 352-355</p>	<p>Ws 117                      more and most</p>	<p>ws 141 syllables-large group do in class</p>	<p>8.3 Simplify expressions                      200-201 order of operations</p>	<p>Respiratory system                      Video Bill Nye                      Respiration                      Discuss/ Questions</p>
<p><b>Wednesday</b>                      Music 10:05-10:35                      Band 11-11:45</p>	<p>Wb 231                      Skill pages:356-359                      Greek roots;                      cause/effect                      expository                      WS cause/effect                      REad Anth. 404-414</p>	<p>Ws 118                      -er,-est words</p>	<p>ws142- use quizlet for definitions</p>	<p>8.4 Evaluating Expressions 202-203                      Do WB 8.4</p>	<p>Respiration Packet                      Parts and functions                      Steps to breathing</p>

Thursday PE 10:05-10:35 Computers 2:25-2:55  RTI 8:30	Read 415-420 WB 236-238 SNews 3/19 and WS SNews videos	119 proofread =6 errors	143 proofread	8.5 Addition and Subtraction expressions 204-205	WS Pat Circulatory system/ respiratory system
Friday Music/PE 10:05-10:35 Band 11-11:45	Read 422-423 New Moon Kahoot Review Selection Test “When is a planet not a Planet?”	TEst 120 Adjectives that compare	Ws 144 Test Spelling City Test	Geometry Coord plane and plane figures Online Activity Shapes/tangrams	Air capacity-bubbles measure size of bubble Respiration Worksheet number the steps

### Lang Arts

- **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. **[6 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). **[5 lessons]**
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- **L.5.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **[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. **[1 lesson]**
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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.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **[3 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.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[6 lessons]**
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- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[4 lessons]**
- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **[12 lessons]**
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- **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **[1 lesson]**
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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. **[5 lessons]**
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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. **[1 lesson]**
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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. **[2 lessons]**
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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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- **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. **[7 lessons]**
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- **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **[1 lesson]**

## SOUTH DAKOTA > SCIENCE > 2005 > CONTENT STANDARDS

- **5.E.2.1.a** Relative size [\[1 lesson\]](#)
- **5.E.2.1.c** Describe the relative scale of the Earth to the Sun, planets, and the Moon. [\[1 lesson\]](#)

## NATIONAL > ENGLISH LANGUAGE PROFICIENCY > 2014 > ELPA21 ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

- **ELP.4-5.1.1.1** By the end of this English language proficiency level, an ELL can . . . use a very limited set of strategies to: identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. [\[1 lesson\]](#)
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- **ELP.4-5.1.3.3** By the end of this English language proficiency level, an ELL can . . . use a developing set of strategies to: retell familiar stories from read-alouds, simple written texts, and oral presentations. [\[1 lesson\]](#)
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- **ELP.4-5.2.1.1** By the end of this English language proficiency level, an ELL can . . . use a very limited set of strategies to: participate in short conversations about familiar topics. [\[1 lesson\]](#)
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- **ELP.4-5.2.1.3** By the end of this English language proficiency level, an ELL can . . . use a very limited set of strategies to: actively listen to others about familiar topics. [\[1 lesson\]](#)
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- **ELP.4-5.2.2.1** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: participate in short conversations about familiar topics and texts. [\[1 lesson\]](#)
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- **ELP.4-5.2.2.3** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: actively listen to others about familiar topics and texts. [\[1 lesson\]](#)
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- **ELP.4-5.2.3.1** By the end of this English language proficiency level, an ELL can . . . use a developing set of strategies to: participate in short conversations and discussions about familiar topics and texts. [\[3 lessons\]](#)
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- **ELP.4-5.2.4.1** By the end of this English language proficiency level, an ELL can . . . use an increasing range of strategies to: participate in conversations and discussions about a variety of topics and texts. [\[3 lessons\]](#)

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- **ELP.4-5.2.5.1** By the end of this English language proficiency level, an ELL can . . . use a wide range of strategies to: participate in extended conversations and discussions about a variety of topics and texts. **[3 lessons]**
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- **ELP.4-5.2.5.7** By the end of this English language proficiency level, an ELL can . . . use a wide range of strategies to: summarize the key ideas expressed about a variety of topics and texts. **[1 lesson]**
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- **ELP.4-5.3.2.2** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: compose written texts about familiar texts, topics, and experiences. **[1 lesson]**
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- **ELP.4-5.3.3.2** By the end of this English language proficiency level, an ELL can . . . including a few details, compose written narratives or informational texts about familiar texts, topics, and experiences. **[1 lesson]**
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- **ELP.4-5.3.4.2** By the end of this English language proficiency level, an ELL can . . . including some details, compose written narratives or informational texts about a variety of texts, topics, and experiences. **[1 lesson]**
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- **ELP.4-5.3.5.2** By the end of this English language proficiency level, an ELL can . . . including details and examples to develop a topic, compose written narrative or informational texts about a variety of texts, topics, and experiences. **[1 lesson]**
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- **ELP.4-5.4.1.1** By the end of this English language proficiency level, an ELL can . . . use a very limited set of strategies to: express an opinion about a familiar topic. **[2 lessons]**
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- **ELP.4-5.4.2.1** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: construct a simple claim about a familiar topic. **[1 lesson]**
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- **ELP.4-5.4.2.2** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: give a reason to support the claim. **[1 lesson]**
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- **ELP.4-5.4.3.1** By the end of this English language proficiency level, an ELL can . . . including a few details, construct a claim about familiar topics. **[1 lesson]**
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- **ELP.4-5.4.3.3** By the end of this English language proficiency level, an ELL can . . . including a few details, provide a few reasons or facts to support the claim. **[1 lesson]**
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- **ELP.4-5.4.4.1** By the end of this English language proficiency level, an ELL can . . . including some details, construct a claim about a variety of topics. **[1 lesson]**
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- **ELP.4-5.4.4.3** By the end of this English language proficiency level, an ELL can . . . including some details, provide several reasons or facts to support the claim. **[1 lesson]**

- **ELP.4-5.4.5.1** By the end of this English language proficiency level, an ELL can . . . including details and examples to develop a topic, construct a claim about a variety of topics. **[1 lesson]**
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- **ELP.4-5.5.2.3** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: record some information. **[1 lesson]**
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- **ELP.4-5.6.2.2** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: agree or disagree with the author or speaker. **[1 lesson]**
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- **ELP.4-5.7.1.1** By the end of this English language proficiency level, an ELL can . . . use a very limited set of strategies to: recognize the meaning of some words learned through conversations, reading, and being read to. **[2 lessons]**
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- **ELP.4-5.7.2.2** By the end of this English language proficiency level, an ELL can . . . with emerging control, use some words learned through conversations, reading, and being read to. **[2 lessons]**
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- **ELP.4-5.7.3.2** By the end of this English language proficiency level, an ELL can . . . with developing control, use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text. **[2 lessons]**
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- **ELP.4-5.7.4.1** By the end of this English language proficiency level, an ELL can . . . with increasing ease, adapt language choices and style (includes register) according to purpose, task, and audience in speech and writing. **[1 lesson]**
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- **ELP.4-5.7.4.2** By the end of this English language proficiency level, an ELL can . . . with increasing ease, use a wider range of general academic and content-specific words and phrases in speech and writing. **[2 lessons]**
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- **ELP.4-5.7.5.2** By the end of this English language proficiency level, an ELL can . . . including details and examples to develop a topic, use a wide variety of general academic and content-specific words and phrases in speech and writing. **[2 lessons]**
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- **ELP.4-5.8.1.1** By the end of this English language proficiency level, an ELL can . . . relying heavily on context, visual aids, and knowledge of morphology in his or her native language, recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. **[1 lesson]**
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- **ELP.4-5.8.2.1** By the end of this English language proficiency level, an ELL can . . . using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. **[1 lesson]**
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- **ELP.4-5.8.3.1** By the end of this English language proficiency level, an ELL can . . . using context, visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of frequently occurring words and phrases in texts about familiar topics, experiences, or events. **[1 lesson]**
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- **ELP.4-5.8.4.1** By the end of this English language proficiency level, an ELL can . . . using context, reference materials, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words, phrases in texts about a variety of topics, experiences, or events. **[2 lessons]**
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- **ELP.4-5.8.5.1** By the end of this English language proficiency level, an ELL can . . . using context, reference materials, and knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases in texts about a variety of topics, experiences, or events. **[2 lessons]**
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- **ELP.4-5.9.2.2** By the end of this English language proficiency level, an ELL can . . . with support (including visual aids and modeled sentences), recount a simple sequence of events in order with emerging control. **[1 lesson]**
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- **ELP.4-5.9.3.3** By the end of this English language proficiency level, an ELL can . . . with support (including modeled sentences), recount a short sequence of events in order with developing control. **[1 lesson]**
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- **ELP.4-5.9.4.3** By the end of this English language proficiency level, an ELL can . . . using context, reference materials, and an increasing knowledge of English morphology, recount a more detailed sequence of events, with a beginning, middle, and end with increasingly independent control. **[1 lesson]**
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- **ELP.4-5.9.5.3** By the end of this English language proficiency level, an ELL can . . . using context, reference materials, and knowledge of English morphology, recount a more detailed sequence of events, with a beginning, middle, and end. **[1 lesson]**
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- **ELP.4-5.10.2.1** By the end of this English language proficiency level, an ELL can . . . with support (including visual aids and modeled sentences), recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions. **[1 lesson]**
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- **ELP.4-5.10.3.4** By the end of this English language proficiency level, an ELL can . . . use some relative pronouns (e.g., who, whom, which, that), produce and expand simple and compound sentences. **[1 lesson]**
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- **ELP.4-5.10.4.5** By the end of this English language proficiency level, an ELL can . . . using context, reference materials, and an increasing knowledge of English morphology, produce and expand simple, compound, and a few complex sentences. **[1 lesson]**