Lesson Plans 2017-2018   Pam VanZee Grade 5

April 9-14	Reading	Writing/Grammar	Spelling	Math	Science
Monday PE 10:05-10:35 Band 11-11:45	Rustler Roundup 8:20 Unit 5 week 3 TB 334-335 Interactive Read Aloud *Changing Climate* Vocabulary 336-337 Vocab ws 221 Read *Forests on Fire 338-341* Write Summary	Adjectives ws 111 Research project GReat Depression	TEst Unit 5 Week 2 Spelling City New List Unit 5 Week 3 Prefixes 133 Last Week Sentences-revise and add complex sentences.	Test Review Tb 302-304 performance task	Vocabulary cards/Definitions 245-250 Extra Recess 3:00
Tuesday Music 10:05-10:35 ART: Water color	Skill Pages 342-345 Informational Expository TExt Read Global Warming 384-389 Venn Diagram WB 221,226	number/color adjectives ws 112 REsearch Project Natural Disasters	134-135 Spelling city Games	Test chapter 11 Fractions	D-Step Testing Session 1 5S 11:00 5V 1:15 Chapter Review 252-254
Wednesday PE 10:05-10:35 Band 11-11:45	Read 390-398 Venn Diagram Questions 399 222-225 Partner	acronyms ws113 Texting Acronyms	Quizlet use with 136	Topic 8 Numerical Expressions 8.1 Variables TB 194-195	D-Step Testing session 2 5S 11:00 5V 1:15 quizlet Vocab review
Thursday Music 10:05-10:35	Read When Volcanoes Erupt 400-402 Wb 227-228	SNews Videos Ws 114 proofread	137	8.2 Order of operations TB 197 Rows down #7/32 #9/34	D-Step Testing session 3 5S 11:00 5V 1:15 Bill Nye Weather video (my Website)

Friday PE 10:05-10:35 Band 11-11:45	Kahoot Test Review Test GLobal Warming SNews/ March 26	Test ws115 adjectives and articles	138 Test Unit 5 Week 3 Spelling City	TB 198 and Geometry activity	Test chapter 5

Lang Arts

- **.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **[1 lesson]**
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- **L.5.2d** Use underlining, quotation marks, or italics to indicate titles of works. **[3 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. **[9 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). **[2 lessons]**
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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.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[5 lessons]**
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- **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. **[14 lessons]**
- **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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- **RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. **[1 lesson]**
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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. **[5 lessons]**
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- **SL.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles. **[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.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **[1 lesson]**
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  - **W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[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]**
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  - **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **[1 lesson]**

SOUTH DAKOTA > SCIENCE > 2005 > CONTENT STANDARDS

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  - **5.L.2.2** Students are able to describe structures and processes involved in plant reproduction. **[7 lessons]**

math

CCSS.MATH.CONTENT.5.OA.B.3

Write and interpret numerical expressions.
CCSS.MATH.CONTENT.5.OA.A.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product*.

Analyze patterns and relationships.

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so*.