Lesson Plans 2017-2018 Pam VanZee Grade 5

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| Aug 21-25 | Reading | Writing/Grammar | Spelling | Math | Science |
| MondayMusic 10:05-10:35Band 11-11:45 | Ice breaker Find someone who…snapshots of students for star student;Read” What is a solar Eclipse?” | Solar eclipse webquestMr. Eclipse websiteGroup workGo Over Rules: Lunchroom, classroom, playground | Video: Why a total eclipse is a big deal? | Go outside and view eclipse 11:45(following band) | Solar EclipsePath of totality WS |
| TuesdayPE 10:05-10:35 | You Tube: What I am.Reading Diagnostic test | Classroom rules 2017(Youtube)Speak Out Activity-introducing students | M&M sharing ideasWhole Class | Math Placement Test | Solar EclipseSolar Eclipse Flip bookMarshmallow tower/Stem activity |
| WednesdayMusic 10:05-10:35Band 11-11:45 | Unit 1 Week 1 Build Background TB 18-19Interactive Read AloudIntro Vocabulary Vocab WS 1 | Types of SentencesWS 1Statement;Question; fragment | Unit 1 week 1Short VowelsWS 1 Intro words/write words | Basic facts WS 1Topic opener 1.1TE 6-7Do Wb1.1Roll Some Brain Breaks | Solar Energy UnitHand out shadow Poem;Science notebookNotebook questionsDraw Shadows on pavementShadow Acrostic |
| ThursdayPE 10:05-10:35Computers 2:25-2:55 | Read 22-25 Fresh Idea, Summary WS ;TB 26-28 SkillsWB 1 In classWB 6 | Ws 2Command; exclamation | WS 2 Rhyme words | Topic 1.1Tb 8 AloneTb 9 partnerRoll Some brain breaks |  Song-Brighter than the SunRead and discuss p 1-5 “The sun” |
| FridayMusic/PE 10:05-10:35Band 11-11:45 | TB 29 SkillsRead “One Hen” 11-15Fill Out Wb 2 (Graphic organizer) | Ws3 Punctuate | Spelling Word cards-sort | TB 10 Problem SolvingRoll Some brain breaks | Shadow poem first stanzaQuestions/Answers Part2 Shadow tracking |

[www.Jeopardylabs.com/play/back-to-school-20165](http://www.Jeopardylabs.com/play/back-to-school-20165)

ART: Ready Set Soar posters

Computer: Create name tags for desks.

<https://www.youtube.com/watch?v=RwlhUcSGqgs> Kid President

<http://www.mreclipse.com/Special/SEprimer.html> Webquest

<https://www.youtube.com/watch?v=9iQg16bEGGM> Classroom rules

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| Math Standards[CCSS.MATH.CONTENT.5.NBT.A.1](http://www.corestandards.org/Math/Content/5/NBT/A/1/)Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. | Language arts standards* **L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  **[1 lesson]**
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**L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).  **[1 lesson]***

**L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).  **[1 lesson]***

**L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  **[1 lesson]***

**L.5.2c** Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).  **[5 lessons]***

**L.5.2e** Spell grade-appropriate words correctly, consulting references as needed. **[6 lessons]***

**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]** |