

Lesson Plans 2018-2019 Pam VanZee Grade 5

Aug 27-31	Math	Writing/Grammar	Spelling	Reading	Science
Monday PE 9:10-9:40 Band 10:15-11:00	RUSTLER Round-UP 8:20 Kid President video <i>pep talk</i> Mystery Doug weekly video Topic 1.2 Tenths and hundredths Tb 8-9	Elephant artists Video Comic Strips-find types of sentences Interactive games Daily Lang Activity Writing prompt-Descriptive-when you helped someone Do Ws 3	Quizlet U1 Wk1 spelling Ws 3 sorting	Placement test Part 2 Interactive Read Aloud T13 Genre Realistic Fiction Vocabulary Tb 20-21 Worktext20-21 Fresh Idea-Work Text 22-25 Vocab ws 1	Topic Opener Vocab hypothesis/observation (351) TB 314-317 Activity What Questions to Scientists ask? WS cut apart and sort questions
Tuesday Music 9:10-9:40	Problem solving p.10-11 Use calculators	Note cards 3 nouns/3 verbs /write sentences	Ws 4 definitions	Skills pages 26-29 Read One Hen Anth. p. 10-24 WS Character/Setting	Read TB 322-327 Questions 1-7 Ws part 1 Ls 1 check Mystery Doug scientist video
Wednesday PE 9:10-9:40 Band 10:15-11:00	Topic 1.3 Thousandths Tb 12-13 Do WB 1.3	Do Ws 4 in class--analogies	Ws 5	Unfamiliar words list Find definitions WB1&6 Fresh Idea Summary WS Partnetr Read Anth 26-29 <i>Banks</i> P. 30-31 Readers to writers	Fun Fact Planet Diary Video Tube Worms/Thermal Vents Lesson 1 Quiz online Check bread activity Fill out Explore it WS for bread activity

Thursday Music 9:10-9:40 Computers 2:00-2:30	Calculator Fun WS CC ws 1.34	Ws 5 Test	Test Unit 1 Week 1 Test WS 6	Wb 7-8	Computers 2-2:30 Lesson 2 328-333 Steps for investigation Ws Ls 2
Friday Music/PE alternate Fridays 9:10-9:40 Band 10:15-11:00	No School State Fair	No School State Fair	No School State Fair	No School State Fair	No School State Fair

Lang 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). [\[1 lesson\]](#)

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. [\[12 lessons\]](#)

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. [\[1 lesson\]](#)

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). [\[13 lessons\]](#)

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. [\[2 lessons\]](#)

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. [\[5 lessons\]](#)

RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [\[1 lesson\]](#)

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [\[6 lessons\]](#)

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.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [\[4 lessons\]](#)

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 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). [\[7 lessons\]](#)

RI.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [\[2 lessons\]](#)

RI.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [\[1 lesson\]](#)

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. [\[5 lessons\]](#)

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. [\[1 lesson\]](#)

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles. [\[1 lesson\]](#)

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [\[1 lesson\]](#)

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [\[1 lesson\]](#)

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [\[1 lesson\]](#)

W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [\[1 lesson\]](#)

W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [\[1 lesson\]](#)

W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [\[1 lesson\]](#)

W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. [\[8 lessons\]](#)

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [\[1 lesson\]](#)

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [\[1 lesson\]](#)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. [\[1 lesson\]](#)

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. [\[6 lessons\]](#)

Math standards

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 $\frac{1}{10}$ of what it represents in the place to its left.

CCSS.MATH.CONTENT.5.NBT.A.2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

CCSS.MATH.CONTENT.5.NBT.A.3

Read, write, and compare decimals to thousandths.

CCSS.MATH.CONTENT.5.NBT.A.3.A

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

CCSS.MATH.CONTENT.5.NBT.A.3.B

Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CCSS.MATH.CONTENT.5.NBT.A.4

Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

CCSS.MATH.CONTENT.5.NBT.B.5

Fluently multiply multi-digit whole numbers using the standard algorithm.

CCSS.MATH.CONTENT.5.NBT.B.6

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

CCSS.MATH.CONTENT.5.NBT.B.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Science Standards

Scientific Method