Unit 1 W2

Lesson Plans 2017-2018   Pam VanZee Grade 5

Aug 28-Sept 1	Reading	Writing/Grammar	Spelling	Math	Science
Monday PE 10:05-10:30 Band 11-11:45	Work on Selfie Poster Review "One Hen" Read Tb 16-23, 24-25 Discuss Hungbu & Nolbu Trouble in the Oceans/WS	Reader's to writers TB 30-31 Wb 10 Draft Model Packet WS 4 proofread Thank you note due to Mr. Trefz	Card Sort Packet WS 4-5	Calculator practice TB 11 Topic 1.3 Thousanths Tb 12-13 Do WB 1.3 CC Ws 1.3	Measure Real height/compare to shadow height Computer: SHADOW acrostic /picture Suntracker-recreate shadows inside
Tuesday Music 10:05-10:35	Test: One Hen Paired Reading p 26-29 "Banks" WB 7-8	Test Sentences: WS 5	Test short Vowels Ws6	Topic 1.4 Decimal Place Value TB 14-15 Do WB 1.4 CCws 1.4	Construct Solar Ovens: Wait for a warm day to make s'mores or other food in oven
Wednesday PE10:05-10:35 Band 11-11:45 Dentist app in Huron@4--leave at 3pm	Level Readers: Can-do Canines Cleaning up Competition Parker's Plan WS Story elements	Unit 1 Week 2 Subjects and Predicates Ws 6	U1Wk2 Long Vowels Ws 7-intro to words	Topic 1.5 Comparing and ordering Decimals Do TB 17 Quick check 1.5	Read: Solar 6-9 Grandmother spider Shadow puppets
Thursday Music 10:05-10:35 Computers 2:25-2:55	Unit1 Wk 2 Background Tb 32-33 Interactive Read "Shelter in the Storm" Tb 34-35 Vocab/WS Group Read: Tb 36-39 "White Water Rafting"	WS 7 Compound Subjects & predicates & conjunctions	Ws 8-9 Rhyme words & patterns	SLO Pretest Coordinate Plane	Cook in Solar Ovens (If weather is hot)

Unit 1 W2

Friday 10:05-10:35 Band 11-11:45	No School	No School	No School	No School	No School

Language Arts Standards	Math Standards	Science 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	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. SLO Standard: CCSS.MATH.CONTENT.5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. (SEP: 4; DCI: ESS1.B ; CCC: Patterns)

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,	(the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). CCSS.MATH.CONTENT.5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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]**		
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[4 lessons]**		
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). **[7 lessons]**		
RL.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]**		
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. **[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]**		