

Lesson Plans 2017-2018 Pam VanZee Grade 5

Feb 13-16 2018	Reading	Writing/Grammar	Spelling	Math	Science
Monday PE 10:05-10:35 Band 11-11:45	No School Conferences comp day	No School Conferences comp day	No School Conferences comp day	No School Conferences comp day	No School Conferences comp day
Tuesday Music 10:00-10:30	Level Reader Mysterious teacher Clever Dog Surprise Party/ WS Literature circles Write a summary	Tall Tale Google Docs 2 Columns WS 86 -87Pronoun verb agreement	p103-104 homographs	10.2 Estimating sums and differences 254-255 wb 10.2	Food Chains TB 162-165 Questions 4-11
Wednesday PE 10:05-10:35 Band 11-11:45	Unit 4 Week 3 Build Background TB 262-263 Read Aloud" Fighting for a change" Vocab WS171 TB 264-269	Tall Tale Picture; Write summary for Fighting for a change in Comp JN ws88	105	Valentine Math	Packet Food chains and Food webs What's for Dinner Symbaloo ecosystem games
Thursday Music 10:00-10:30 Computers 2:25-2:55	Skills Pages 270-273 Read "Rosa" 298-314 Do Questions 315	Claudette Colvin Info, Time Magazine video The Fable of Rosa Parks ws89 14 errors write paragraph	106	valentine math 10.3 Modeling use fraction bars TB 258-259	Food chain Pyramid WS How do organisms interract WS symbaloo food web games

Friday PE 10:05-10:35 Band 11-11:45	Partner Read 316-319 Discuss Questions Kahoot Review Selection Test	Tall Tales Due Today ws 90 test	107 Test	Geometry 16.5 Patterns and graphing Rules TB 403 do in class WB 16.5 alone	Starburst Energy Pyramid game

Lang arts

- **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. **[7 lessons]**
-
- **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). **[7 lessons]**
-
- **L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **[3 lessons]**
-
- **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]**
-
- **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]**
-
- **RF.5.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[5 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.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **[5 lessons]**
-
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **[1 lesson]**
-

- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **[2 lessons]**
-
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **[1 lesson]**
-
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **[5 lessons]**
-
- **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]**
- **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.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles. **[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. **[2 lessons]**
-
- **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[7 lessons]**
-
- **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.5.3e** Provide a conclusion that follows from the narrated experiences or events. **[1 lesson]**
-
- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **[1 lesson]**
-
- **W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **[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. [1 lesson]

Math

CCSS.MATH.CONTENT.5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*

CCSS.MATH.CONTENT.5.NF.A.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division.

CCSS.MATH.CONTENT.5.NF.B.3

Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

