

Lesson Plans 2017-2018 Pam VanZee Grade 5

Feb 19-23, 2018	Reading	Writing/Grammar	Spelling	Math	Science
<p>Monday PE 10:05-10:35 Band 11-11:45</p>	<p>ReRead Frederick Douglass 266-2659 Write a summary 5-8 Sentences in Comp Journal Include title of story in first sentence Kahoot Test Review <i>Rosa</i> Selection Test/answer sheet WB 172-175 with partner WB 177 Anth. 316-319 pair reading</p>	<p>Finish Tall Tale/ artwork Hand in FFA coloring Sheets  WS91 possessive pronouns</p>	<p>Go to my website watch video and read about Rosa Parks and Claudette Colvin Write down facts  Hand out list for planners Ws 109-110 words with /cher/ /zher/</p>	<p>Topic 10.4 Adding mixed numbers Use Fraction strips ws TB 260-261</p>	<p>We will work on Food Webs on Tuesday. Lesson 3 Ecosystems change Read TB 166-173 in class. do questions 1-13.</p>
<p>Tuesday Music 10:00-10:30</p>	<p>Mystery Doug video Level Reader Jane Addams/WS  Unit 4 week 4 TB 276-279 Vocab WS 181</p>	<p>Americanism Essay 250-300 words "What can I personally do to promote Americanism In your school or community? Due Friday  ws 92-93</p>	<p>ws 111</p>	<p>Topic 10.5 Subtracting Mixed numbers  WB 10.5</p>	<p>Finish food webs with partner. Arrows should be drawn in different colors to show different chains. Introduction to owl pellets Lesson 3 finish pages and questions Ws LS 3 Quiz LS 3 online</p>

<b>Wednesday</b> PE 10:05-10:35 Band 11-11:45	Read Power of Nature 280-283 Write summary Skill Pages 284-287 WB181. 186-187	WS 94 9 errors	ws 112-113	Topic 10.6 adding and subtracting Mixed numbers 264-265 #20-32	Virtual owl pellet lab on teacher computer Video of pellet dissection  ABC WS-find words from chapter Activity OH DEAR
<b>Thursday</b> 10:00-10:30 Music Computers 2:25-2:55	Read One Well Anth.320 -336 Doi questions page	WS 95 test Possessive pronouns	Test ws 114	Mystery Picture Coordinate plane topic 16.6 tb 404-405	Dissect owl pellets in partners/ fill out lab sheet
<b>Friday</b> PE 10:05-10:35 Band 11-11:45	No School State Wrestling	No School State Wrestling	No School State Wrestling	No School State Wrestling	No School State Wrestling

- **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. **[13 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.5.6** 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. **[1 lesson]**
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- **RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[5 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. **[6 lessons]**
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- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **[4 lessons]**
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- **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). **[6 lessons]**
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- **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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- **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. **[4 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]**
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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. **[2 lessons]**
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- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **[1 lesson]**
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- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **[1 lesson]**
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- **W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). **[6 lessons]**
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- **W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **[1 lesson]**
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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]**

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

## NATIONAL > ENGLISH LANGUAGE PROFICIENCY > 2014 > ELPA21 ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

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- **ELP.4-5.1.2.2** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: retell a few key details from read-alouds, simple written texts, and oral presentations. [\[1 lesson\]](#)
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- **ELP.4-5.1.3.2** By the end of this English language proficiency level, an ELL can . . . use a developing set of strategies to: retell a few key details from read-alouds, simple written texts, and oral presentations. [\[1 lesson\]](#)
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- **ELP.4-5.2.3.1** By the end of this English language proficiency level, an ELL can . . . use a developing set of strategies to: participate in short conversations and discussions about familiar topics and texts. [\[1 lesson\]](#)
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- **ELP.4-5.2.4.1** By the end of this English language proficiency level, an ELL can . . . use an increasing range of strategies to: participate in conversations and discussions about a variety of topics and texts. [\[1 lesson\]](#)
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- **ELP.4-5.2.5.1** By the end of this English language proficiency level, an ELL can . . . use a wide range of strategies to: participate in extended conversations and discussions about a variety of topics and texts. [\[1 lesson\]](#)
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- **ELP.4-5.3.2.2** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: compose written texts about familiar texts, topics, and experiences. [\[1 lesson\]](#)
- **ELP.4-5.3.3.2** By the end of this English language proficiency level, an ELL can . . . including a few details, compose written narratives or informational texts about familiar texts, topics, and experiences. [\[1 lesson\]](#)
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- **ELP.4-5.3.4.2** By the end of this English language proficiency level, an ELL can . . . including some details, compose written narratives or informational texts about a variety of texts, topics, and experiences. [\[1 lesson\]](#)
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- **ELP.4-5.3.5.2** By the end of this English language proficiency level, an ELL can . . . including details and examples to develop a topic, compose written narrative or informational texts about a variety of texts, topics, and experiences. [\[1 lesson\]](#)
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- **ELP.4-5.4.1.1** By the end of this English language proficiency level, an ELL can . . . use a very limited set of strategies to: express an opinion about a familiar topic. [\[1 lesson\]](#)
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- **ELP.4-5.6.2.2** By the end of this English language proficiency level, an ELL can . . . use an emerging set of strategies to: agree or disagree with the author or speaker. [\[1 lesson\]](#)

## Math

Use equivalent fractions as a strategy to add and subtract fractions.

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?*

CCSS.MATH.CONTENT.5.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

CCSS.MATH.CONTENT.5.NF.B.4.A

Interpret the product  $(a/b) \times q$  as  $a$  parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = (ac)/(bd)$ ).

CCSS.MATH.CONTENT.5.NF.B.4.B

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

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

Interpret multiplication as scaling (resizing), by:

CCSS.MATH.CONTENT.5.NF.B.5.A

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

CCSS.MATH.CONTENT.5.NF.B.6



Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

CCSS.MATH.CONTENT.5.NF.B.7

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1

CCSS.MATH.CONTENT.5.NF.B.7.A

Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .*

CCSS.MATH.CONTENT.5.NF.B.7.B

Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .*

CCSS.MATH.CONTENT.5.NF.B.7.C

Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?*

