

Monday 02/04/2019	Tuesday 02/05/2019	Wednesday 02/06/2019	Thursday 02/07/2019	Friday 02/08/2019
<b>Assignments, Lunch count, Attendance 8:30am - 8:45am</b>	<b>Assignments, Lunch count, Attendance 8:30am - 8:45am</b>	<b>Assignments, Lunch count, Attendance 8:30am - 8:45am</b>	<b>Assignments, Lunch count, Attendance 8:30am - 8:45am</b>	<b>Assignments, Lunch count, Attendance 8:30am - 8:45am</b>
Math 8:30am - 9:15am	Math 8:30am - 9:15am	Math 8:30am - 9:15am	Math 8:30am - 9:15am	Math 8:30am - 9:15am
<b>Topic 9.3</b>	<b>Estimating Sums and Differences</b>	<b>LCM</b>	<b>Geometry</b>	
Quick Check 9.2 Topic 9.3 Problem Solving TB 226-227 WB 9.3 Smarter Balanced Test Items	Quick Check 9.3 Topic 9.4 Teaching Tool 5 Tb 228-229 Assign WB 9.4 Smarter Balanced Test Items	Quick Check 9.4 Topic 9.5 TB 230-231 Assign WB 9.5 Do problem solving TB 231 Smarter Balanced Test Items	Topic 16.3 TB 398-399 With A Partner WB 16-3	
<b>Standards</b> 5.NF.2.b 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 $3/7 < 1/2$ .		<b>Standards</b> 5.NF.2.a 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. 5.NF.2.b 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 $3/7 < 1/2$ .		
Music 9:15am - 9:45am	PE 9:15am - 9:45am	Music 9:15am - 9:45am	PE 9:15am - 9:45am	
Math work time 9:45am - 10:15am	Math work time 9:45am - 10:15am	Math work time 9:45am - 10:15am	Math work time 9:45am - 10:15am	

Reading 11:00am - 11:45am	Band 10:15am - 11:00am	Reading 11:00am - 11:45am	Band 10:15am - 11:00am
<p>Snow Flake Bentley Video Borax Snowflakes Level Reader Weather Patterns Paper Snowflakes TB 332-335 Smarter Balanced Test items</p> <hr/> <p><b>Standards</b></p> <p><b>5.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>5.RF.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>5.RF.4.b</b> Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</p> <p><b>5.RI.10.a</b> Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).</p>		<p>Skill Pages 212-215 Expository and Latin Roots summary WS Gulf Spill Heroes Wb 136-137 Read Winter's Tail TB 236-250 Fill Out Graphic organizer Main Idea and Details Smarter Balanced Test Items</p> <hr/> <p><b>Standards</b></p> <p><b>5.L.4.c</b> Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>5.L.4.b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	

Spelling 11:45am - 12:00pm	Reading 11:00am - 11:45am	Spelling 11:45am - 12:00pm	Reading 11:00am - 11:45am
<b>Super Bowl</b>	<b>Unit 3 Week 4</b>	Card Sort	<b>Helping Handas</b>
Finish packet and take test on the Gridiron	<p>Tb 204-205 Art of Working Together REad Aloud "Teamwork in Space"Vocabulary 206-207 Vocab WS 131 REad 208-211 Gulf Spill Heroes Smarter Balanced Test Items</p> <p><b>Standards</b></p> <p><b>5.SL.1.c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>5.L.6</b> 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).</p>	Ws 81	<p>Read TB 252-255 WB 133-135- Partner, WB 138 Selection Test Winter's Tail</p> <p><b>Standards</b></p> <p><b>5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.</p> <p><b>5.RL.2</b> Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>5.RL.3</b> 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).</p> <p><b>5.RL.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5.RI.8</b> Explain and identify how an author uses reasons and evidence to support particular points in a text.</p>

<p>Grammar 12:00pm - 12:15pm</p> <p>Ws 64 Test Ws 65</p> <p><b>Standards</b></p> <p><b>5.L.1.b</b> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked.</p> <p><b>5.L.1.c</b> Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>Spelling 11:45am - 12:00pm</p> <p><b>Unit 3 week 4</b></p> <p>Consonant / le 79-80</p> <p><b>Standards</b></p> <p><b>5.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.</p>	<p>Grammar 12:00pm - 12:15pm</p> <p>Diagram Sentences WS67</p>	<p>Spelling 11:45am - 12:00pm</p> <p>Ws 82-83</p>
<p>Science 5S/5V 1:30pm - 3:00pm</p> <p><b>Chapter 3 Growth and Survival</b></p> <p>Tb 100-101 Scales on animals Tb 103 Jellyfish blooms Lesson 1 Physical Structures 108-113 Questions 1-10</p>	<p>Grammar 12:00pm - 12:15pm</p> <p><b>Linking Verbs</b></p> <p>Ws 66-67</p> <p><b>Standards</b></p> <p><b>5.L.1.c</b> Use verb tense to convey various times, sequences, states, and conditions.</p> <p><b>5.L.6</b> 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).</p>	<p>Science 5S/5V 1:30pm - 3:00pm</p> <p>Ws Lesson 2 Explore It Which Beak can crush seeds? TB 120 Lesson 3 How do adaptations help? Tb 121-125 Questions 1-9</p>	<p>Grammar 12:00pm - 12:15pm</p> <p><b>Titles</b></p> <p>Ws 68 Titles WS</p> <p><b>Standards</b></p> <p><b>5.L.2.d</b> Use underlining, quotation marks, or italics to indicate titles of works.</p>
	<p>Science 5S/5V 1:30pm - 3:00pm</p> <p>Ws Lesson 1 Lesson 2 Adaptations 114-119 questions 1-8</p> <p><b>Counselor alternate weeks 2:00pm - 2:30pm</b></p>	<p>Computers-Mrs. Simpson 2:00pm - 2:30pm</p>	<p>Science 5S/5V 1:30pm - 3:00pm</p> <p>Ws Lesson 3 Lesson 4 Life Cycles tb 127-131 Questions 1-11</p>