

Lesson Plans 2017-2018 Pam VanZee Grade 5

Feb 5-9	Reading	Writing/Grammar	Spelling	Math	Science
<p>Monday Music 10:05-10:35 Band 11-11:45</p>	<p>Mystery Doug Level Reader/ WS Write tall tale with Partner Responsibility Song</p>	<p>Proverbs and adages video Pronouns WS 81</p>	<p>Prefixes WS 97 intro to words</p>	<p>9.10 Problem solving TB 241-242</p>	<p>Saving Sam steps to rescue chapter 4 ecosystems 142-145 Ls 1 150-153 Questions 1-4</p>
<p>Tuesday PE 10:05-10:35</p>	<p>Unit 4 Week 2 TB 248-249 Group Read <i>The Mystery Riddle</i> Genre: Mystery Play Read 250-255; Vocab ws 161, <i>Where's Browine?</i> groups</p>	<p>Write a summary of Mystery Riddle Ws 82 subject and object pronouns <i>Don't throw the baby out in the bathwater</i> story</p>	<p>ws 98 Americanism poem 3 stanzas 4 lines each</p>	<p>Test Review 246-247</p>	<p>Leaf parts matching PPT plants and energy photosynthesis 154-157 Questions 5-11</p>
<p>Wednesday Music 10:05-10:35 Band 11-11:45</p>	<p>Skill Pages 256-259 adages and proverbs Anth. Read "<i>A Window Into History</i>" TB 282- 292 WB 161- Point of View WS about cecelia and patricia</p>	<p>Adages and proverbs ws WS 83 Quotation marks in dialogue Quizlet proverbs and adages</p>	<p>ws99 Finish Americanism Poem Write your own analogies</p>	<p>Topic 9 test</p>	<p>WS Planet Diary Lesson 1 WS Lesson 1 online quiz</p>

Thursday PE 10:05-10:35 Computers 2:25-2:55	Partner Read 294-29 WB 163-165	adages and proverbs ws Ws84 proofread 18 errors	ws100-101 analogies quizlet analogies	Topic 10.1 Improper fractions p 253 and WB 10.1	Lesson 2 Moldy Strawberry TB 158 Read 159-161 Food chains and food webs Questions 1-3
Friday Music/PE 10:05-10:35 Band 11-11:45	WB 167-168 Kahoot Review Selection Test	Test WS 85	Tes ws102	Fix paper 16.2 #8-10 WB 16,ENR 16.3 Topic 16.4 WB 16.4 need graph paper	162-165 Food chains and WEbs Activity Questions 4-11

Lang Arts

- **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. **[10 lessons]**
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- **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]**
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- **L.5.5b** Recognize and explain the meaning of common idioms, adages, and proverbs. **[6 lessons]**
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- **L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **[4 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). **[11 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.5.4a** Read on-level text with purpose and understanding. **[1 lesson]**
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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. **[4 lessons]**
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- **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. **[1 lesson]**
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- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[12 lessons]**
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- **RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **[4 lessons]**
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- **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described. **[11 lessons]**
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- **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. **[6 lessons]**
- **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]**
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- **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.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles. **[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. **[1 lesson]**
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- **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]**
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- **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. **[8 lessons]**
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- **W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **[1 lesson]**
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- **W.5.3e** Provide a conclusion that follows from the narrated experiences or events. **[1 lesson]**
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- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **[1 lesson]**
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- **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]**
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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. **[2 lessons]**

Science

Fifth Grade Life Science Conceptual Understanding:

Food provides animals with the materials and energy they need for body repair, growth, warmth, and motion. Plants acquire material for growth chiefly from air, water, and process matter and obtain energy from sunlight, which is used to maintain conditions necessary for survival. Movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.

Fifth Grade Life Science Standards

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

(SEP: 7; DCI: LS1.C; CCC: Energy/Matter)

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5-LS2-1 Develop a model to describe the movement of matter and energy among producers, consumers, decomposers, and the environment. (SEP: 2

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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)*

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?*

1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is