

Monday 01/13/2020	Tuesday 01/14/2020	Wednesday 01/15/2020	Thursday 01/16/2020	Friday 01/17/2020
Assignments, Lunch count, Attendance 8:30am - 8:45am	Assignments, Lunch count, Attendance 8:30am - 8:45am	Assignments, Lunch count, Attendance 8:30am - 8:45am	Assignments, Lunch count, Attendance 8:30am - 8:45am	Assignments, Lunch count, Attendance 8:30am - 8:45am
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>Rustler Round Up 8:20-</b>	<b>Topic 6.4</b>	<b>Topic 6.5</b>	Teaching tool 22	<b>Geometry</b>
Topic 6.3 Decimal Multiplication CCCws 6.2 Introduction Problems Rules for Number Sense TB 150-151	CCws 6.3 Teaching tool 21 TB 153-154	CCws 6.4 TB 156 Multiplying a decimal by a whole number	TB 158-159 Multiply two decimals	Topic 16.4 400-401 WB 16.4-Graph on Coordinate plane
<b>Standards</b> <b>5.NBT.7</b> Use the four operations with decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation.				<b>Standards</b> <b>5.G.1</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (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).
Music 9:15am - 9:45am	PE 9:15am - 9:45am	Music 9:15am - 9:45am	PE 9:15am - 9:45am	Music 9:15am - 9:45am

5S Science 9:45am - 10:30am	5S Science 9:45am - 10:30am	5S Science 9:45am - 10:30am	5S Science 9:45am - 10:30am	5S Science 9:45am - 10:30am
<p>Online activities Photosynthesis and Opposite Processes Quiz Lesson 1</p> <hr/> <p><b>Standards</b></p> <p><b>5-LS2-1</b> Develop a model to describe the movement of matter and energy among producers, consumers, decomposers, and the environment. (SEP: 2; DCI:LS2.A, LS2.B ; CCC: Systems)</p> <p><b>5-LS1-1</b> 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)</p>	<p>Leaf Structure Foldable Leaf structure Video</p>	<p>Leaf structure-Purpose Games- link on My website Leaf cube Video Photosynthesis</p>	<p>Photosynthesis foldable Poster</p>	<p>Bill Nye Video Plants</p>
<p>Math work time 9:45am - 10:15am</p>	<p>Math work time 9:45am - 10:15am</p>	<p>Math work time 9:45am - 10:15am</p>	<p>Math work time 9:45am - 10:15am</p>	<p>Math work time 9:45am - 10:15am</p>

Band 10:45am - 10:45am	Language arts/Reading Plus 10:50am - 12:15pm	Band 10:45am - 10:45am	Language arts/Reading Plus 10:50am - 12:15pm	Band 10:45am - 10:45am
	<p>Scholastic news Dec 16 Due with Support your stand ws Opinion writing on re- gifting</p> <p>Unit 3 Week 2 TB 178-179 Vocab Vocab WS 111 Read 180-181 Survivaland and Summary WS</p> <hr/> <p><b>Standards</b></p> <p><b>5.SL.2</b> Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.</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><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>I have a Dream Project</b></p> <hr/> <p>I have a Dream Thought bubble and Picture My Land Project hand out guidelines Scholastic News Jan 13</p>	

Language arts/Reading Plus 11:40am - 12:15pm	Computers-Mrs. Simpson 2:10pm - 2:40pm	Language arts/Reading Plus 11:40am - 12:15pm	Grammar/Spelling 2:15pm - 3:00pm	Language arts/Reading Plus 11:40am - 12:15pm
<p><b>Reading Plus</b></p> <p>Scholastic News Dec 16 do the Write about it-research another planet comparing it to Saturn Remind about regifting paragraph Kahoot Review Test: They don't mean it! Eat With Chopsticks/ Chinese Music WB 106-108</p>		<p>Skill Pages 185-187 Theme and Fantasy Read Weslandia Anthology 200-211</p>	<p>Grammar Ws 59 Proof read 9 errors</p> <p>Spelling--WS 70 Quizlet WS 71 Writing</p>	<p>Kahoo Review Test Weslandia S News WS My Land Project -Due Monday</p>
<p><b>Standards</b></p> <p><b>5.W.1.b</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>5.W.2.a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically,; text features and multimedia when useful to support comprehension for the reader.</p>				<p><b>Standards</b></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.10.b</b> With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</p> <p><b>5.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend a variety of literary text.</p> <p><b>5.RL.10.a</b> Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text</p>

				structure, language/literary features, knowledge demands). <b>5.RL.9</b> Compare and contrast the authors' approach to similar themes and topics within the same genre.
<b>Counselor alternate weeks 2:00pm - 2:30pm</b>	Grammar/Spelling 2:40pm - 3:00pm	Grammar/Spelling 2:15pm - 3:00pm	<b>Study Hall 3:00pm - 3:30pm</b>	Grammar/Spelling 2:15pm - 3:00pm
	Grammar--Review WS Complete Verbs WS 56  Spelling--Open syllables ws 67-68 and intro word  <b>Standards</b> <b>5.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. <b>5.L.1.c</b> Use verb tense to convey various times, sequences, states, and conditions. <b>5.L.1.d</b> Recognize and correct inappropriate shifts in verb tense. <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.	Grammar Ws 57-58 Verb Tenses  Spelling-Ws 69 Sorting		Grammar WS 60 Test Verb Tenses  Spelling--Test ws 72
Grammar/Spelling 2:30pm - 3:00pm	<b>Study Hall 3:00pm - 3:30pm</b>	<b>Study Hall 3:00pm - 3:30pm</b>		<b>Study Hall 3:00pm - 3:30pm</b>
WS 54 Proofread WS 55 Test Action Verbs  Spelling-Sign Language and Cursive WS				
<b>Study Hall 3:00pm - 3:30pm</b>				