

Monday 01/21/2019	Tuesday 01/22/2019	Wednesday 01/23/2019	Thursday 01/24/2019	Friday 01/25/2019
	Assignments, Lunch count, Attendance	Assignments, Lunch count, Attendance	Assignments, Lunch count, Attendance	Assignments, Lunch count, Attendance

Math	Math	Math	Math
<p><b>Geometry Friday</b></p> <p>TB 394-395 Wb 16.1 Quick check 16.1 Smarter Balanced sample test items</p> <p><b>Standards</b></p> <p><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).</p>	<p>TB 140 Test Review 142 Performance Task SB Sample Items RTI Meetings</p> <p><b>Standards</b></p> <p><b>5.NBT.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Explain the calculation by using equations, rectangular arrays, illustrations, area models, or other representations based on place value.</p>	<p><b>Topic 5 Test</b></p> <p>Test Topic 5</p> <p><b>Standards</b></p> <p><b>5.NBT.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Explain the calculation by using equations, rectangular arrays, illustrations, area models, or other representations based on place value.</p>	<p><b>Geometry Friday</b></p> <p>Topic 16.2 Distances on a coordinate plane TB 396-397 Grid paper</p> <p><b>Standards</b></p> <p><b>5.OA.3</b> Generate two numerical patterns using two given rules. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. Identify the relationship between the two patterns. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p> <p><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</p>

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Music	PE	Music	PE	
Math work time	Math work time	Math work time	Math work time	

Reading	Band	Reading	Band
<p>Pair Reading TB 214-215 Compare texts Fantasy/ Expository Civilization Project Due--Share Show pencils made from old money and blue jeans Selection Test</p>		<p><b>Unit 3 Week 3 Patterns in Nature</b></p> <hr/> <p>TB 190-191 Interactive Rad Aloud "Protective Patterns" Vocabulary 192-193 Vocabulary Ws 121 TB 194-197 Patterns of change</p> <hr/> <p><b>Standards</b></p> <p><b>5.SL.1.d</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</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.RI.3</b> Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.</p>	

Spelling	Reading	Spelling	Reading
<p>Test</p>	<p>Level Readers Over the Top In Drama Valley Welcome to the Wilds Share Civilization Projects</p> <hr/> <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.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.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><b>Unit 3 week 3 Vowel Team Syllables</b></p> <hr/> <p>Ws 73 Divide Syllables- Ws 74</p> <hr/> <p><b>Standards</b></p> <p><b>5.L.2.e</b> Spell grade-appropriate words correctly, consulting references as needed.</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>Skills Pages 198-201 expository and Greek roots WB 121, 126 Introduce Snowflake Bentley</p> <hr/> <p><b>Standards</b></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> <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.RI.10.b</b> With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</p> <p><b>5.RI.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>

<b>Grammar</b>	<b>Spelling</b>	<b>Grammar</b>	<b>Spelling</b>
Scholastic news January 7/WS TEST Ws 60 Tenses	<b>Identity Box</b>	<b>Unit 3 Week 3 Main and Helping Verbs</b>	Ws 75 Matching vowel team pattern
<b>Standards</b> <p><b>5.RI.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.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>5.RI.5</b> Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).</p> <p><b>5.RI.9</b> Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.</p>	<b>Give Instructions for the Identity Box</b>  <b>Standards</b> <p><b>5.SL.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>5.W.6.b</b> interact and collaborate with others.</p>	Ws 61 active and passive voice  <b>Standards</b> <p><b>5.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</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><b>5.L.1.d</b> Recognize and correct inappropriate shifts in verb tense.</p>	

Science 5S/5V	Grammar	Science 5S/5V	Grammar
<b>Design catapults</b>	<b>Identity Box</b>	<b>Test Chapter 2 Forces</b>	<b>progressive, perfect, and participles</b>
<p>Make Catapults</p> <p><b>Standards</b></p> <p><b>3-5-ETS1-2</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p><b>3-5-ETS1-3</b> Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p>Share My Identity Box with the Students</p> <p>Write 3 paragraphs about the Civilization you created.</p> <hr/> <p><b>Standards</b></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>5.W.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>5.W.2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>5.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.</p>	<p>Test Chapter 2 Quizlet Vocabulary Test</p>	<p>Ws 62</p>

Science 5S/5V	Computers-Mrs. Simpson	Science 5S/5V
ABC worksheet Group Activity Chapter 2 Review and Bench Mark Practice 90-92		<b>Rube Goldberg contraptions</b>
<b>Standards</b> 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down. (SEP: 7; DCI: PS2.B; CCC: Cause/Effect)		Watch Video observe contraptions mouse trap game Rub Goldberg worksheets
<b>Counselor alternate weeks</b>		