Lesson Plans 2017-2018   Pam VanZee Grade 5

Jan 22-26	Reading	Writing/Grammar	Spelling	Math	Science
Monday Music 10:05-10:35 Band 11-11:45	Unit 3 assessment online Level reader *The Anasazi*	Reader's theater *A Thousand Miles to Freedom* TE 327 Discussion Questions	Time for Kids Animal Survivors: Write a summary	Go over SLO mid test results. TB 395 Mixed Problem solving SumDog Contest	Lesson 4 quiz online Oobleck Story cornstarch: 1 cup and water: ½ cup Video: Non Newtonian substances
Tuesday PE 10:05-10:35	Unit 4 Introduction Week 1 Build Background TB 234-235; Interactive read aloud: John Henry Video John Henry Vocab TB 236-237 WS vocab 151 Read 238-241 *Mighty Kate*	pronouns Antecedents Ws 76-77	Final /el/ /en/ schwa sounds List ws 91-92	Topic 9.6 Common Denominators Drawings to show common Denominators TB 232-233 Fruit splat-LCD sumdog contest	Ls 5 How does matter change TB 34 activity bottle/balloon Read 35-37 questions 1-4 Milk rainbow activity
Wednesday Music 10:05-10:35 Band 11-11:45 counselor 2:25	Summary WS *Mighty Kate* Skills pages:242-245 Wb 151 Read Anth 262-275-*Davy Crockett Saves the World*	78 Agreement	ws 93 sorting	Quick check 9.6 Topic 9.7-Adding Unlike denominators Practice on whiteboards WB9.7-show work on paper Sumdog contest	**Counselor 2:25** Pages 38-39 Questions 5-10 Glow sticks Apples with water/lemon juice discuss milk rainbow results

Thursday PE 10:05-10:35 Computers 2:25-2:55	WB 153-155 Partner Wb 156-157 Tall tale activities/plays	ws 79 Proofread	WS 94 same meaning WS 95-not assignmed	Topic 9.8 Subtracting fractions TB 236-237 #15-32	**Computers 2:25** Make Gluep-chemical reaction Ls 5 ws
Friday Music/PE 10:05-10:35 Band 11-11:45	Snews Selection Test Level Readers: Paul Bunyan Pecos Bill An Extraordinary Girl	Test 80	Test 96	Geometry Friday Topic 16.2 Distances on Coordinate Plane TB397 and WB 16.2 Battleship game online	RTI collaboration 12:30-2:00 LS5 quiz online Test Review for Ch 1 test Quizlet

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• **RF.5.4a** Read on-level text with purpose and understanding. **[1 lesson]** • • **RF.5.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[1 lesson]** • • **RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[1 lesson]**	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 =*	science Fifth Grade Physical Science Standards 5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen. (SEP: 2; DCI: PS1.A; CCC: Scale/Prop.) 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change

- **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]**

- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **[1 lesson]**

- **RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. **[4 lessons]**
- **RL.5.10** 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. **[1 lesson]**

- **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]**

- **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]**

- **W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and

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$8/12 + 15/12 = 23/12$. (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 ($a/b = a ÷ b$). 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,*

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that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. (SEP: 5; DCI: PS1.A, PS1.B; CCC: Scale/Prop.) 5-PS1-3 Make observations and measurements to identify materials based on their properties. (SEP: 3; DCI: PS1.A; CCC: Scale/Prop.) 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (SEP: 3; DCI: PS1.B; CCC: Cause/Effect) 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) 5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. (SEP: 2; DCI: PS3.D, LSI.C ; CCC: Energy/Matter) Fifth Grade Life Science Conceptual Understanding: Food provides animals with the materials and energy they need for body repair, growth,

publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. **[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.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **[1 lesson]**

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, $(a/b) \times (c/d) = (ac)/(bd)$).

Graph points on the coordinate plane to solve real-world and mathematical problems.
CCSS.MATH.CONTENT.5.G.A.1

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).

CCSS.MATH.CONTENT.5.G.A.2

Represent real world and mathematical problems by

graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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.	