Lesson Plans 2017-2018 Pam VanZee Grade 5

Jan29-Feb 2	Reading	Writing/Grammar	Spelling	Math	Science
Monday Music 10:05-10:35 Band 11-11:45	Unit 3 Opinion Essay responses to analyze All students rewrite/redo assignment SNews(2/5) Videos Assign SNews and WS	Video John Henry and the Railroad Tall Tale Skits-Assign parts	Super bowl words/ Practice words	Tall tale math Stormalong	5V WB 50 Test and Vocabulary Review- Quizlet ice pack reactions Start chemical garden
Tuesday PE 10:05-10:35	Read more tall Tales from Library books	Practice with groups Write your own tale-fill in the blanks #1	Super bowl definitions-Use quizlet	Topic 9.7 Adding fractions with unlike denominators 234-254 #11-28	Science Test Chapter 1 Matter and its Properties (Quizlet) Pearson Site Online
Wednesday Music 10:05-10:35 Band 11-11:45	Present Tall Tale Skits 2 groups Leveled ReaDER Snews/Ws due	Elements of a tall Tale fill in chart Write your own tall tale #2	Write Sentences using Super Bowl Words	Topic 9.8 Subtracting Fractions unlike denominators Fraction strips Wb 9.8	WS Printed test Make Gluep Water borax glue
Thursday PE 10:05-10:35 Computers 2:25-2:55	Present tall tale skits 2 groups Level Reader/ws Paul Bunyan Pecos Bill An Extra Ordinary Girl	Research an unfamiliar Folktale/tall tale from another culture Make an outline chart of the elements of the story	Football brain strainers-use Teams chart	Adding and Subtracting Fractions Teaching tool 28 TB 238	Chapter 4 Ecosystems TB 142, 145 , Read Lesson 1 150-153 Do Questions 1-4 label diagram Cross-section of a leaf

Friday Music/PE 10:05-10:35 Band 11-11:45	Ground Hog's Day Punxsutawney Phil Info Kahoot Davy Crockett Review Selection Test Davy Crockett	Share outline and story elements with the class	**Test Super bowl** Send home Super Bowl scavenger hunt to be done with parents while watching the super bowl	Topic 16.3 Problem Solving TB 398-399	154-157 Questions 5-11 Vocab Cards tb 181 2 words ABC WS find words and page #

Lang Arts

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [3 lessons]

L.5.2e Spell grade-appropriate words correctly, consulting references as needed. [11 lessons]

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. [3 lessons]

L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [2 lessons]

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]

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [1 lesson]

L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [8 lessons]

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]

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]

RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [6 lessons]

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

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [16 lessons]

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [1 lesson]

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. [12 lessons]

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [1 lesson]
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. [4 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]

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]

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.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [1 lesson]

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [1 lesson]

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [7 lessons]

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]

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. [1 lesson]

W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [1 lesson]

W.5.3e Provide a conclusion that follows from the narrated experiences or events. [1 lesson]

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. [1 lesson]

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]

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. [2 lessons]

Math

Use equivalent fractions as a strategy to add and subtract fractions.
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 = 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 ($a/b = a \div b$). 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) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (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) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 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 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (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?*

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.

Science

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:

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) 20 5-LS2-1 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)