Lesson Plans 2017-2018   Pam VanZee Grade 5

March 5-9	Reading	Writing/Grammar	Spelling	Math	Science
Monday Music 10:05-10:35 Band 11-11:45 Rustler Round Up 8:20	Discuss The Delta Do Questions Unit 4 Week 5 How do you express something that is Important to You? Tb 290-293 VocabWs 191 Vocab	poet's tool box alliteration Americanism Essay Edit and Print Homophones Ws 96	WS 115 divide into syllables -ance -ence -116	Topic 11.1 Fractions and Division 276-277	Activity 178-179 What Heats up Air DDT information Owl Pellet lab finish Vocab Words finish
Tuesday PE 10:05-10:35 DARE 2:45-3:30	Read 294-297 How do I hold Summer? Skill Pages 298-301 Theme, Lyric Poem, Stanza, Meter, Simile, metaphor WB 191-194	poet's toolbox Assonance consonance Americanism Essay Edit and print Ws 97-98 Dashes, hyphens	Ws 117 syllables do in class	11.2 Multiplying Fractions 278-279	TB 180 Tracking Mgrations Vocab Game Chapter REview 186-187,188
Wednesday Music 10:05-10:35 Band 11-11:45	WB 195-197 Unit 4 Week 5 Assessment online	poet's toolbox repetition WS 99 Do in Class	Quizlet definitions Ws 118-119	11.3 Estimating products WB 11.3	Test Chapter 4 Activity 190-191 Brine Shrimp Eggs
Thursday PE 10:05-10:35 Computers 2:25-2:55	WB 198 Selection Test	poet's toolbox End Rhyme Rhythm Test Ws 100	Test Unit 4 Week 5 TB 408-409 Test Chapter 16	TB 408-409 Test Chapter 16 coordinate Geometry	Wrap up Chapter 4 Video/ Environment Book DDT activity Deadly Links
Friday Music/PE 10:05-10:35 Band 11-11:45	No School State Girls BB	No School State Girls BB	No School State Girls BB	No School State Girls BB	No School State Girls BB

Lang ARTS

- **L.5.2a** Use punctuation to separate items in a series. **[5 lessons]**
-
- **L.5.2e** Spell grade-appropriate words correctly, consulting references as needed. **[6 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. **[6 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). **[1 lesson]**
-
- **L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **[1 lesson]**
-
- **L.5.5a** Interpret figurative language, including similes and metaphors, in context. **[6 lessons]**
-
- **L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **[2 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). **[5 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]**
-
- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[3 lessons]**
-
- **RL.5.2** Determine a theme of a story, drama, or poem from 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. **[15 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. **[5 lessons]**
- **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. **[2 lessons]**
-
- **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described. **[7 lessons]**
-

- **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.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles. **[1 lesson]**

- **SL.5.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **[2 lessons]**

- **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.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. **[7 lessons]**

- **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. **[6 lessons]**

- **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **[1 lesson]**

- **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Math

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.)*

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.

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, 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*) × *q* as *a* parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a* × *q* ÷ *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).)*

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.

Interpret multiplication as scaling (resizing), by:

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.

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]

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.*

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.*

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 not a requirement at this grade.