

Lesson Plans 2018-2019 Pam VanZee Grade 5

November 19-23	Reading	Writing/Grammar	Spelling	Math	Science
Monday PE 9:10-9:40 Band 10:15-11:00	Leveled Reader Norman Borlaug Timeline/ws summary Comparison with Golden Apple	Ws 38 Appositives Take Recess survey 5 th grade classes Collective nouns poster-pic- word- phrase- sentence	Read From Poetry book Tic tac toe Word Cards/sort Do Ws45	Coordinate Grid Sea of Letters Topic 4 Dividing Multiples of 10 Video: Numberphile 60 Wb 4.1& Tb 93	Lesson 4 Activity Tb 28 Read and do questions Tb p29-33
Tuesday Music 9:10-9:40	Unit 2 week 4 Tb 132-133 Read Aloud <i>Lost Lake and Golden Cup</i> Vocab pages 134-135 Ws <i>Vocab 81</i> Read <i>The Magical Brrocade</i> Tb 136-139	Ws 39 Proofread 12 total errors (3 commas) Compile Data Recess Survey	Poetry book Tic tac toe Ws 46-47 Quizlet review	Coordinate Grid Air Show Pilot Quick Check 4.1 Topic 4.2 Estimating Quotients Wb 4.2 TB 95	Activity: Separating Salt and Pepper Ws
Wednesday PE 9:10-9:40 Band 10:15-11:00	Summary WS Lost Brocade TB Skill pages 140- 142 Folk Tale Wb 81 and 86	Test Ws 40	Poetry book Tic Tac Toe is due Test Ws 48	Coordinate Grid Flowers everywhere Quick check 4.2 Problem Solving Reasonableness Tb 96-97	Triple Venn Solids Liquids gas in notebook. Out at 2:00 Thanksgiving break

Thursday Music 9:10-9:40 Computers 2:00-2:30	Thanksgiving break	Thanksgiving break	Thanksgiving break	Thanksgiving break	Thanksgiving break
Friday Music/PE alternate Fridays 9:10-9:40 Band 10:15-11:00	Thanksgiving break	Thanksgiving break	Thanksgiving break	Thanksgiving break	Thanksgiving break

L.5.2e Spell grade-appropriate words correctly, consulting references as needed. [\[6 lessons\]](#)

L.5.5a Interpret figurative language, including similes and metaphors, in context. [\[14 lessons\]](#)

L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [\[1 lesson\]](#)

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). [\[7 lessons\]](#)

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.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [\[1 lesson\]](#)

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [\[5 lessons\]](#)

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. [\[14 lessons\]](#)

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. [\[2 lessons\]](#)

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. [\[5 lessons\]](#)

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.5.1 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. [\[1 lesson\]](#)

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

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.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. [\[7 lessons\]](#)

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. [\[1 lesson\]](#)

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks