

Lesson Plans 2018-2019 Pam VanZee Grade 5

Nov 26-30	Reading	Writing/Grammar	Spelling	Math	Science
Monday PE 9:10-9:40 Band 10:15-11:00	Review Magical Lost Brocade Plot Wb 82 Structure; Foreshadowing, imagery Problem Solution Tb 140-143 skill pages Wb 83-85	Unit 2 week 4 Possessive Nouns Ws 41	Sign language spelling Unit 2 week 4 Contractions ws 49	Coord Grid pilot's path Quick check 4.3 Topic 4.4 Intro Problem Use Money Tb 98	Triple Venn review Lesson 4 review Lesson 4 WS
Tuesday Music 9:10-9:40	Blancaflor Tb 156-170 Character chart Video Theme	Plural possessive nouns Ws 42	Ws 50	Coord grid packet Tb 99-100	Lesson 4 quiz online Lesson 5 Explore It activity Tb 34 Read and do questions Tb 35-36
Wednesday PE 9:10-9:40 Band 10:15-11:00	Tb 172-175 Make Bread-set up who brings what chart	Adding s or 's Ws 43	Ws 51 Cursive Worksheet	Coord grid packet Tb101 Algebra Connections Quick check 4.4	Read and do questions Tb 37-39
Thursday Music 9:10-9:40 Computers 2:00-2:30	Mix up bread-make into loaves Wb 87	Ws 44 8 Errors	Ws 52-53	Coord grid packet Topic 4.5 Dividing by 1 digit Divisors Intro problem Tb 103	Glow Sticks video Glow stick activity Ws Lesson 5

Friday Music/PE alternate Fridays 9:10-9:40 Band 10:15-11:00	ReRead Blancaflor Selection Test Kahoot Review	Test Ws 45	Test Ws 54	Coord grid packet <i>Geometry Friday</i> Topic 15.3 Properties of Quads Teaching tool 37 Ws ID Each Type of Quad Math playground matching shapes	Lesson 5 quiz online Polymer ws Make gluep white glue and borax liquid

- **L.5.2e** Spell grade-appropriate words correctly, consulting references as needed. [\[6 lessons\]](#)
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- **L.5.5a** Interpret figurative language, including similes and metaphors, in context. [\[14 lessons\]](#)
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- **L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [\[1 lesson\]](#)
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- **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). [\[7 lessons\]](#)
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- **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. [\[7 lessons\]](#)
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RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [\[6 lessons\]](#)

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

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

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

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

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RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. [\[2 lessons\]](#)

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

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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. [\[4 lessons\]](#)

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

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- **SL.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles. [\[1 lesson\]](#)
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- **SL.5.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [\[1 lesson\]](#)
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- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [\[1 lesson\]](#)
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- **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. [\[1 lesson\]](#)
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- **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. [\[7 lessons\]](#)
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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.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. [\[1 lesson\]](#)
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- **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, purposes, and audiences. [\[6 lessons\]](#)

CC.5.NBT.6 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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models