

Lesson Plans 2018-2019 Pam VanZee Grade 5

October 8-12	Reading	Writing/Grammar	Spelling	Math	Science
Monday PE 9:10-9:40 Band 10:15-11:00	<i>Snapshot! Worksheet</i> Assessment Unit 1 week 4; computer History of bicycles	TB 86-87 Vary Sentence Structure Ws 21 Run on and fragments	Unit 1 week 5 R controlled Vowel /ur/ Ws 25 word list	Topic 2,8 Problem Solving Multiple Step problems Doodling in Math Video	What Kind of Scientist are You?? Drawing
Tuesday Music 9:10-9:40	Unit 1 week 5 Build Background "New Technology" TB 74-75 Point; Counterpoint Persuasive Article Video: Sophia Learns to walk TB 76-77 Vocabulary Vocab WS 41	Ws 22 -23 Fragments Floyd Danger Adventure: online game https://www.education.com/game/floyd-danger-sorting-sentences/	Ws 26	TB 52 Tb 53 (Use Calculator)	Tb Chapter 1 Properties of Matter Page Try It 2-3 activity Planet Diary Tb 8
Wednesday PE 9:10-9:40 Band 10:15-11:00	TB 78-81 WB 41 Point/ Counterpoint WS	Writing Traits and Genre online Activity	Ws 27	Test Review 58-59	Lesson 1 Read and do pages 9 -11 Hilite answers
Thursday Music 9:10-9:40 Computers 2:00-2:30	Summary WS Electronic Devices Read Anth. 90-93 Future of Transportation Skills TB 82-85 WB47-48	Ws 24 Proofread	Ws 28 use quizlet fo definitions	Test topic 2	Tb 12-15 read and do questions Assign: Chap 1 Ls 1 WS

Friday Music/PE alternate Fridays 9:10-9:40 Band 10:15-11:00	Anth 94-95 Wb 46 Kahoot Test Review Selection Test	Test Ws 25	Ws 29 paragraph 1 simple 1 compound 2 complex sentences Written test ws 30	Geometry Friday	Quiz Lesson 1
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Lang Arts

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [\[5 lessons\]](#)

L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). [\[6 lessons\]](#)

L.5.2e Spell grade-appropriate words correctly, consulting references as needed. [\[10 lessons\]](#)

L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. [\[1 lesson\]](#)

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

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). [\[6 lessons\]](#)

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

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). [\[10 lessons\]](#)

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. [\[2 lessons\]](#)

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

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. [\[3 lessons\]](#)

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. [\[1 lesson\]](#)

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [\[5 lessons\]](#)

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [\[11 lessons\]](#)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [\[5 lessons\]](#)

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. [\[1 lesson\]](#)

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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles. [\[1 lesson\]](#)

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

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

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically

Science

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 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.

Math

CCSS.MATH.CONTENT.5.NBT.A.1

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.

CCSS.MATH.CONTENT.5.NBT.A.2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

CCSS.MATH.CONTENT.5.NBT.A.3

Read, write, and compare decimals to thousandths.

CCSS.MATH.CONTENT.5.NBT.A.3.A

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

CCSS.MATH.CONTENT.5.NBT.A.3.B

Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CCSS.MATH.CONTENT.5.NBT.A.4

Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

CCSS.MATH.CONTENT.5.NBT.B.5

Fluently multiply multi-digit whole numbers using the standard algorithm.

CCSS.MATH.CONTENT.5.NBT.B.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.

CCSS.MATH.CONTENT.5.NBT.B.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.