

Lesson Plans 2017-2018 Pam VanZee Grade 5 **I will be gone on Tues, Wed- (GIS Class in Sioux Falls), and on Friday for EMT convention in Spearfish Joan Niederauer will be the Sub.**

October 23-27	Reading	Writing/Grammar	Spelling	Math	Science
Monday Band 11-11:45	No School Pheasant Day	No School Pheasant Day	No School Pheasant Day	No School Pheasant Day	No School Pheasant Day
Tuesday Music 10:05-10:35 <b>RED RIBBON WEEK START</b> Sunglasses Day	Leveled Readers The Talking Eggs/WS Done on computer	Plural Nouns and Collective Nouns Ws 36	Unit 2 Week 3 Inflectional endings Ws 43-44	Triangle Activity WS  Ls Topic 3.7 Go over information <b>Do TB 78 #7-23</b> use graph paper and pre written problems <b>Do tb-79 all</b>	Activity Tb 276 do questions Read 277-283- Do questions in book
Wednesday PE 10:05-10:35 Band 11-11:45 Pajama Dress up Day	Discuss The Talking Eggs in whole group	Ws 37 Irregular and collective nouns	Spelling City <i>Boy Who Drew Birds</i> Do Hang mouse and alphabetize Record your percentage	Sum Dog Contest on Computer 10:30-11 WS 3.2 CC & Quick Check	Planet Scavenger Hunt/WS Planet signs are hung in the Hallways do in partners
Thursday Music 10:05-10:35 Computers 2:25-2:55 School Spirit Day- Wear Green	Unit 2 Week 3 Build Background TB 118-119 Interactive Read Aloud <i>Thomas Moran</i> Vocabulary WS 71 Tb 120-121	Collective Noun Poster	Word Card Sort Ws 45	Ls 3.9 Multiplying greater numbers <b>Do TB 80 Do Rows 7- 11 and 22-26- use graph paper</b> <b>Do TB 81 all</b>	Computer Activities for Lesson 3

<p>Friday PE 10:05-10:35 Band 11-11:45 <b>Sports Jersey Day</b></p>	<p>Scholastic News Oct 16 Surviving the storm 2 worksheets:- Powerful Words &amp; Rating Hurricanes</p> <p>Students can go to website and watch the videos</p>	<p>Ws 38 Plural and oppositives</p>	<p>Ws 46</p>	<p>Geometry Activity Sorting Shapes Cut and sort by: Color Size, how many edges-corners,- curves,-only straight edges,etc Color and curved, color and straight edges After Activity, make picture using all shapes glue on white paper Go to library for sorting activity</p>	<p>Astrology Word Find LS 3 Check WS</p> <p>If Time:Work on Zodiac Poster 5V class will only get ½ hr of class</p> <p>Red Ribbon Week Activity: 2:30-3:30 6<sup>th</sup> grade vs staff basketball game in the elem gym</p>

Standards

<p>Language Arts</p> <p><b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed. <b>[6 lessons]</b></p> <p><b>L.5.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). <b>[1 lesson]</b></p>	<p>Math</p> <p><u>CCSS.MATH.CONTENT.5.NBT.B.5</u> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>CCSS.MATH.CONTENT.5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that</p>	<p>Science</p> <p>Fifth Grade Earth and Space Science Standards 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to distances from the Earth. (SEP: 7; DCI: ESS1.A; CCC: Scale/Prop.) 5-ESS1-2 Represent data in graphical displays to reveal patterns of daily</p>
---	---	---

<p><b>L.5.5a</b> Interpret figurative language, including similes and metaphors, in context. <b>[13 lessons]</b></p> <p><b>L.5.5c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <b>[1 lesson]</b></p> <p><b>L.5.6</b> 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). <b>[11 lessons]</b></p> <p><b>RF.5.3a</b> 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. <b>[7 lessons]</b></p> <p><b>RF.5.4b</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <b>[1 lesson]</b></p>	<p>category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>CCSS.MATH.CONTENT.5.G.B.4</p> <p>Classify two-dimensional figures in a hierarchy based on properties.</p>	<p>changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. (SEP: 4; DCI: ESS1.B ; CCC: Patterns) 5-ESS2-1 Develop a model to describe the interaction of geosphere, biosphere, hydrosphere, and/or atmosphere. (SEP: 2; DCI: ESS2.A; CCC: Systems) 5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (SEP: 5; DCI: ESS2.C; CCC: Scale/Prop.) 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. (SEP:8; DCI: ESS3.C; CCC: Systems)</p>
---	---	---

**RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[5 lessons]**

**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[7 lessons]**

**RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **[11 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. **[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.5.1c** 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.5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [1 lesson]

**W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [1 lesson]

**W.5.2e** Provide a concluding statement or section related to the information or explanation presented. [1 lesson]

**W.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [7 lessons]

**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.5.7** 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, purposes, and audiences. **[6 lessons]**