Lesson Plans 2017-2018    Pam VanZee  Grade 5

| October 30-Nov 3 | Reading | Writing/Grammar | Spelling | Math | Science |
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| Monday<br>Music 10:05-10:35<br>Band 11-11:45<br>Rustler Round Up 8:20 | Skill Pages TB 126-129<br>WB 76-77<br>Poetry-Group Read<br>Runny Babbitt<br>Ghost eye Tree<br>(Pintrest project) | Collective Nouns Pics<br>Fractured Fairy Tale | Ws 47 Inflectional endings | Quick Check 3.7<br>Lesson 3.8<br>Multiplying greater numbers WS /3digit by 2 digit Practice problems<br>Do TB 80-Rows down—7,9,11<br>Do tb 81 all | Zodiac Sign<br>Goggle Maps-Planets<br>Lesson3 Quiz<br><br>Share Constellation Story<br>Planet names/Greek Mythology Gods<br>Which god is each planet named after? |
| Tuesday<br>PE 10:05-10:35 | Wb 78<br>Reade Anthology 138-149<br>WB 72-Event<br>Poetry-Group Read<br>Runny Babbitt | WS 39(12 errors 2 commas) | Word Sort<br>Sentence pairs – Google docs | Lesson 3.9 Problem solving/Draw a picture<br>TB 83<br>Teaching tool 1 | Moon phases Activity<br>Styrofoam balls and light bulb<br>Cootie Catcher<br><br>Ls 3Quiz<br>Ls 4<br>Explore It WS |
| Wednesday<br>Music 10:05-10:35<br>Band 11-11:45 | WB 80 Draft Model<br>Questions TB 151<br>Partner 152-155<br>Poetry-Group Read<br>Runny Babbitt | collective Nouns for people<br>Test Ws 40 | Spelling city<br>Test Unit 2 Week 3 | TB 86-87<br>Topic 3 Review | TB 285-289<br>Questions 1-8 |
| Thursday<br>PE 10:05-10:35<br>Computers 2:25-2:55 | Level Reader Norman Borlaug/WS<br>Poetry-Group Read<br>Runny Babbitt<br>Selection Test | Research Bird and Draw<br>WS 41 Unit 2 Week 4 singular possessive nouns | Unit 2 Week 4 intro word List contractions<br>Ws 49 | Test topic 3<br>Multiply whole Numbers | Videos: planets<br>Share 3 Things Learned |

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| Friday<br>Music/PE 10:05-10:35<br>Band 11-11:45 | Scholastic News Sept 4/ WS Put your spin on it<br>Poetry-Group Read Runny Babbitt | Ws 42 | Ws 50 | Geometry Friday<br>Lesson 15.3<br>Quadrilateral WS<br>376-377<br>WB 15.3 | Lesson 5 Asteroids, Meteors, comets, moons<br>Explore It activity WS |

| Lang Arts | Math | Science Standards |
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| **L.5.2e**  Spell grade-appropriate words correctly, consulting references as needed. **[6 lessons]**<br><br>**L.5.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. **[1 lesson]**<br><br>**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]** | 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<br>Read, write, and compare decimals to thousandths. CCSS.MATH.CONTENT.5.NBT.A.3.A<br>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × | 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 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 |

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| **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). **[7 lessons]** | $100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.<br>CCSS.MATH.CONTENT.5.NBT.A.3.B<br>Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.<br>CCSS.MATH.CONTENT.5.NBT.A.4<br>Use place value understanding to round decimals to any place. | about ways individual communities use science ideas to protect the Earth's resources and environment |
| **L.5.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **[1 lesson]** | | |
| **L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **[1 lesson]** | **Perform operations with multi-digit whole numbers and with decimals to hundredths.**<br>CCSS.MATH.CONTENT.5.NBT.B.5<br>Fluently multiply multi-digit whole numbers using the standard algorithm. | |
| **L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **[1 lesson]** | CCSS.MATH.CONTENT.5.NBT.B.6<br>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. | |
| **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). **[11 lessons]** | | |
| **RF.5.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read | CCSS.MATH.CONTENT.5.NBT.B.7<br>Add, subtract, multiply, and divide | |

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| accurately unfamiliar multisyllabic words in context and out of context. **[7 lessons]** | 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. | |
| **RF.5.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[7 lessons]** | | |
| **RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[2 lessons]** | | |
| **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[2 lessons]** | | |
| **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **[12 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.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[2 lessons]** | | |

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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]** | | |
| **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.5.1c** 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]** | | |

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| **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. **[8 lessons]** | | |
| **W.5.2e** Provide a concluding statement or section related to the information or explanation presented. **[1 lesson]** | | |
| **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]** | | |

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| **W.5.9**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  **[1 lesson]**<br><br><br>**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]** | | |

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