

Lesson Plans 2018-2019 Pam VanZee Grade 5

Sept 4-7	Reading	Writing/Grammar	Spelling	Math	Science
<b>Monday</b> PE 9:10-9:40 Band 10:15-11:00	No School Labor Day	No School Labor Day	No School Labor Day	No School Labor Day	No School Labor Day
<b>Tuesday</b> Music 9:10-9:40	Read pages 26-29 Paired Reading WB 7-8 Level Readers <b>Parkers Run</b> Character/setting WS& Respond to reading Questions <b>Can Do Canines</b> <b>Cleaning up the</b> <b>Competition/Ws</b> Discussion Sheet	Unit 1 Week Simple and Complete Subject Ws 6	Long Vowels WS 7	<b>STARR MATH TEST</b> Basic Math Facts WS Quick Check ws 1.3  <b>10:45 RTI TESTING</b> <b>Mrs. Gross</b>	Mystery Science What do scientists do?  Investigation Fill out Scientific process WS  Catalpa Seeds  5V Share fun Fact

<p>Wednesday PE 9:10-9:40 Band 10:15-11:00</p>	<p><b>STARR READING TEST</b>  Scholastic news</p>	<p>WS 7 Compound Subject and Predicates</p>	<p>Ws 8</p>	<p>Topic 1.4 TB p14-15 Do WB 1.4 as practice on boards Enrichment 1.4 ws Partners</p>	<p>TB 332-338 Set up Apple Lab: which preserves it the best? Fill out Scientific process WS</p> <p>Solar Energy Unit: Hand out shadow poem Unit Outside: draw shadows on cement</p>
<p>Thursday Music 9:10-9:40 Computers 2:00-2:30</p>	<p>U1 Week 2 TB 32-33 <i>On Second Thought</i> Interactive Read Aloud "Shelter In the Storm" Vocab TB 34- 35 Vocab WS</p>	<p>WS 8 commas WS 9 Proofread-Do in Class together</p>	<p>Scrabble Spelling</p>	<p><b>SLO Pretest</b> Coordinate plane</p>	<p>Solar Energy Unit Read pages 1-5 56 things the sun Causes Shadow Acrostic</p>
<p>Friday Music/PE alternate Fridays 9:10-9:40 Band 10:15-11:00</p>	<p>Whitewater Adventures TB 36-38 Make List of Idioms Skill pages 40-43 WB 11-12</p>	<p>Ws 10 Test</p>	<p>Ws 9</p>	<p>Topic 1.5 Comparing Decimals TB p. 17 &amp; Wb 1.5</p>	<p>What kind of Scientist are you DUE Check Apple Scivity</p>

## Lang Arts Standards

**L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). [\[1 lesson\]](#)

**L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). [\[1 lesson\]](#)

**L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). [\[1 lesson\]](#)

**L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). [\[1 lesson\]](#)

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

## Math Standards

Understand the place value system Grade level: 5 Correlating Standard in Previous Year Number Sequence & Standard Correlating Standard In Following Year 4.NBT.1 Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit math. 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represent 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. None Student Friendly Language: I can recognize that every time I multiply by 10, I add a zero to the end of the number. I can make a digit 10 times larger by moving it one place value to the left. I can make a digit 10 times smaller by moving it one place value to the right. Know (Factual) Understand (Conceptual) The students will understand that: Do (Procedural, Application, Extended Thinking) ● Place value in decimals ● Place value in whole numbers ● Place in multi digit numbers ● Digit vs. number ● Powers of 10 ● Exponent ● Place value ● Fractional names of place value positions Placement of a digit in our base 10 number system determines the value of that digit. The reason the magnitude of numbers Tens place is ten times as much as the ones place, and the ones place is 1/10 the size of the tens place... Multiples and Powers of 10. Students will recognize that our number system is a base ten system. Recognize that moving a digit one place to the right or left will change it's value by 10. Use a model of one unit. Express understanding of place value using fractional language. Key Vocabulary: digit number place value exponent powers of 10 Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students t

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

**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. [\[12 lessons\]](#)

**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.5.6** 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). [\[13 lessons\]](#)

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

**RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [\[6 lessons\]](#)

**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [\[4 lessons\]](#)

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [\[4 lessons\]](#)

**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [\[4 lessons\]](#)

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

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

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

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

**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.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [\[1 lesson\]](#)

**W.5.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [\[1 lesson\]](#)

**W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [\[1 lesson\]](#)

**W.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. [\[8 lessons\]](#)

**W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [\[1 lesson\]](#)

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

