

Teachers report at 8:10 and may leave at 3:45

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	THEME
8:15 - 8:25	<b>Arrival.</b> Students get their math materials, unpack and meet at front of the class for class pledge and morning meeting.					
8:25 - 9:15	<b>P.E.</b>	<b>Fine Arts</b>	<b>P.E.</b>	<b>P.E.</b>	<b>Math</b> Multiplication Number of the Day Singapore Math: <b>Quotitive Division 5</b> <b>Dividing Decimals - Assessment</b> <b>Objective:</b> <i>Divide whole numbers and decimals using a variety of strategies.</i>	
<b>9:15</b> Standards: 5OA.2 5NBT.7 5OA.1 5NBT.1 5NBT.2 5NBT.4 5NBT.5 5NBT.6	<b>Math</b> Multiplication Number of the Day Singapore Math: <b>Quotitive Division 1</b> <i>CCSS 5.NBT.2/5.NBT.7</i> <b>Multiply multi-digit whole numbers and multiples of 10 - Module 2/Lesson 1</b> <b>Objective:</b> <i>Multiply multi-digit whole numbers and multiples of 10 using place value patterns and the distributive and associative properties</i>	<b>Math</b> Multiplication Number of the Day Singapore Math: <b>Quotitive Division 2</b> <i>CCSS 5.NBT.2/5.NBT.7</i> <b>Estimate multi-digit products - Module 2/Lesson 2</b> <b>Objective:</b> <i>Estimate multi-digit products by rounding factors to a basic fact and using place value patterns.</i>	<b>Math</b> Multiplication Number of the Day Singapore Math: <b>Quotitive Division 3</b> <i>CCSS 5.NBT.2/5.NBT.7</i> <b>Write &amp; Interpret Numerical Expressions - Module 2/Lesson 3</b> <b>Objective:</b> <i>Write and interpret numerical expressions and compare expressions using a visual model.</i>	<b>Math</b> Multiplication Number of the Day Singapore Math: <b>Quotitive Division 4</b> <i>CCSS 5.NBT.2/5.NBT.7</i> <b>Connect Visual Model - Module 2/Lesson 5</b> <b>Objective:</b> <i>Connect visual models and the distributive property to partial products of the standard algorithm without renaming.</i>	<b>Fine Arts</b> (9:25:10:15)	
10:15-	<b>Recess until 10: 30 (Outdoors, weather permitting)</b>					
<b>10:30</b> 5L.1 5L.2 5L.4 5L.5 5RI.2 5RI.4 W5.2	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Reading:</b> And Then What Happened Paul Revere? p.262-270 (1st Read) <b>Vocabulary:</b> Academic Vocabulary/Strategies Practice Book p. 139 <b>Writing:</b> Informational Writing Spelling Sentences 285G <b>Grammar:</b> Subject/Verb Agreement 285K <b>Spelling:</b> Pre-Assessment	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Reading:</b> And Then What Happened Paul Revere? p.271-278 (1st Read) Practice Book p.141 <b>Vocabulary:</b> Academic Vocabulary/Strategies <b>Grammar:</b> Practice Book, p. 149 <b>Writing:</b> Informational Writing Spelling Sentences	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Reading:</b> The Tale of Desperaux <b>Vocabulary:</b> Academic Vocabulary/Strategies <b>Grammar:</b> Regular/Irregular Verbs 285K <b>Writing:</b> Informational Writing Spelling Sentences	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Reading:</b> The Tale of Desperaux <b>Vocabulary:</b> Academic Vocabulary/Strategies Practice Book, p.148 <b>Grammar:</b> Practice Book p. 150 <b>Reteach</b> R20, R21 <b>Writing:</b> Informational Writing Spelling Sentences	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Assessment:</b> Reading Comprehension Vocabulary Grammar Spelling	
<b>11:30</b>	<b>Close Read:</b> <i>EngageNY</i> - Universal Declaration of Human Rights					

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	THEME
12:15 -1:00	<b>LUNCH</b> (and recess for children)					
1-1:30	<b>ELD Inside Reading // Grammar: "Personal Subject and Object Pronouns"</b>					
1:30	<p><b>Social Studies</b>  <b>Chapter 2, Lesson 4:</b>                      Peoples of the Plains  <b>Objective:</b> Describe the influence of geography on nomadic peoples of the Great Plains and describe the Comanche culture.  <b>Geography:</b> The Southern Region</p> <ul style="list-style-type: none"> <li>Flash cards</li> <li>Interactive game</li> </ul> <p><b>Independent Practice:</b>                      Lesson 4 Quiz</p>	<p><b>Science</b>  <b>Chapter 1, Lesson 2:</b>                      How do Body Systems Transport Materials?  <b>Focus: Excretory System</b>  <b>Objective:</b> Understand how waste is removed from the body.</p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>BrainPop</li> <li>iPad app</li> </ul> <p><b>Lab:</b> Draw and color the excretory system activity.</p>	<p><b>Social Studies</b>  <b>Chapter 2, Lesson 5:</b>                      Peoples of the East  <b>Objective:</b> Describe the influence of geography on peoples of the Eastern Woodlands.  <b>Geography:</b> The Southern Region</p> <ul style="list-style-type: none"> <li>Flash cards</li> <li>Interactive game</li> </ul> <p><b>Independent Practice:</b>                      Lesson 5 Quiz</p>	<p><b>Science</b>  <b>Chapter 1, Lesson 2:</b>                      How do Body Systems Transport Materials?  <b>Focus: Excretory System</b>  <b>Objective:</b> Understand how waste is removed from the body.</p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>BrainPop</li> <li>iPad app</li> </ul> <p><b>Lab:</b> Draw and color the excretory system activity.</p>		
2:30		<p><b>Science</b>  <b>Scientist of the Month:</b>  <b>October</b>                      Marie Curie</p> <ul style="list-style-type: none"> <li>Keynote</li> <li>BrainPop</li> <li>Video</li> </ul>		<p><b>Science</b>  <b>Scientist of the Month:</b>  <b>October</b>                      Marie Curie</p> <ul style="list-style-type: none"> <li>Keynote</li> <li>BrainPop</li> <li>Video</li> </ul>	<p><b>Computer Lab</b>                       (2:20 – 3:00)</p>	
2:45	<b>Daily 5</b>	<b>Daily 5</b>				
3:00	<b>Wrap-up:</b> stack chairs, organize personal space, clean and pick up classroom.					
3:05	Dismissal					

**Special Activities this week...** (NOTE: Staff meetings will be every Monday)

Computer Lab Wednesday 11:00 – 11:45 a.m. (as needed)  
 Friday 2:20 – 3:00 p.m.

**KEY:**  
 SSR = Sustained Silent Reading  
 Basal Reading = Houghton Mifflin  
 Basal Math = McMillan, McGraw Hill