

Teachers report at 8:10 and may leave at 3:50

	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>Fine Arts</b>	
<b>9:15</b>	<b>Math</b> Standards; Multiplication 5OA.2 Number of the Day 5NBT.7 Singapore Math: 5OA.1 <b>Quotitive Division</b> 5NBT.1 <i>CCSS 5.NBT.2/5.NBT.7</i> 5NBT.2 <b>Module 2/Lesson 19</b> <b>Objective:</b> <i>Divide two- and three-digit dividends by multiples of 10 with single-digit quotients and make connections to a written method.</i>	<b>Math</b> Multiplication Number of the Day Singapore Math: <b>Quotitive Division</b> <i>CCSS 5.NBT.2/5.NBT.7</i> <b>Module 2/Lesson 20</b> <b>Objective:</b> <i>Divide two- and three-digit dividends by two-digit divisors with single-digit quotients and make connections to a written method.</i>	<b>Math</b> Multiplication Number of the Day Singapore Math: <b>Quotitive Division</b> <i>CCSS 5.NBT.2/5.NBT.7</i> <b>Module 2/Lesson 21</b> <b>Objective:</b> <i>Divide two- and three-digit dividends by two-digit divisors with single-digit quotients and make connections to a written method.</i>	<b>Math</b> Multiplication Number of the Day Singapore Math: <b>Quotitive Division</b> <i>CCSS 5.NBT.2/5.NBT.7</i> <b>Module 2/Lesson 22</b> <b>Objective:</b> <i>Divide three- and four-digit dividends by two-digit divisors resulting in two- and three-digit quotients, reasoning about the decomposition of successive remainders in each place value.</i>	<b>Math</b> Multiplication Number of the Day Singapore Math: <b>Quotitive Division</b> <i>CCSS 5.NBT.2/5.NBT.7</i> <b>Module 2/Lesson 23</b> <b>Objective:</b> <i>Divide three- and four-digit dividends by two-digit divisors resulting in two- and three-digit quotients, reasoning about the decomposition of successive remainders in each place value.</i>	
10:15-	<b>Recess until 10: 30 (Outdoors, weather permitting)</b>					
<b>10:30</b>	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Reading:</b> Katie's Trunk p.293-303 (1st Read) <b>Vocabulary:</b> Academic Vocabulary/Strategies Practice Book p. 159 <b>Grammar:</b> Verb Phrases with Have 309K <b>Spelling:</b> Pre-Assessment 309G	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Reading:</b> Katie's Trunk p.293-303 (2nd Read) Practice Book p. 164 <b>Vocabulary:</b> Academic Vocabulary/Strategies <b>Grammar:</b> Practice Book, p. 169 <b>Writing:</b> 1. Spelling Sentences 2. Informational Writing - Ancient Indians IVF Summary - Universal Declaration of Human Rights Multi-Paragraph Essay	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Reading:</b> Katie's Trunk p.293-303 (2nd Read) Practice Book p.162,163 <b>Vocabulary:</b> Academic Vocabulary/Strategies <b>Grammar:</b> <b>Writing:</b> 1. Spelling Sentences 2. Informational Writing - Ancient Indians IVF Summary - Universal Declaration of Human Rights Multi-Paragraph Essay	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Reading:</b> And Then What Happened Paul Revere? <b>Vocabulary:</b> Academic Vocabulary/Strategies Practice Book p.168 <b>Grammar:</b> Practice Book, p. 170 <b>Writing:</b> 1. Spelling Sentences 2. Informational Writing - Ancient Indians IVF Summary - Universal Declaration of Human Rights Multi-Paragraph Essay	<b>ELA</b> <b>Read Aloud:</b> Frindle <b>Reading:</b> Assessment <b>Vocabulary:</b> Assessment <b>Grammar:</b> Assessment <b>Writing:</b> 1. Spelling Sentences 2. Informational Writing - Ancient Indians IVF Summary - Universal Declaration of Human Rights Multi-Paragraph Essay	
<b>11:30</b>	<b>Close Read:</b> Immigrant Kids	<b>Close Read:</b> Immigrant Kids	<b>Close Read:</b> Immigrant Kids	<b>Close Read:</b> Immigrant Kids	<b>Close Read:</b> Immigrant Kids	

	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	<b>Social Studies</b> Chapter 2 Review	<b>Science</b> End of Human Body Systems Unit <b>Objective:</b> Students will show evidence as to how all the human body systems work together - PowerPoint - BrainPop - iPad app <b>Lab:</b> Students will create a stop motion animation video of a different human body system in action.	<b>Social Studies</b> Chapter 2 Test	<b>Science</b> Chapter 1, Lesson 3 <b>Objective:</b> Students will describe the structures that make up the skeletal and muscular systems. - PowerPoint - BrainPop - iPad app <b>Lab:</b> Students will create a stop motion animation video of a different human body system in action.	<b>Social Studies</b> <b>Unit 2 Opener</b> <b>Chapter 3, Lesson 1: World Travel &amp; Trade</b> <b>Objective:</b> Describe early Chinese trade, inventions, and exploration <b>Geography:</b> North America - Flash cards - Interactive game <b>Independent Practice:</b> Lesson 1 Quiz	
2:30		<b>Computer Lab</b> (2:00 – 3:00)	<b>Science</b> Scientist of the Month: November <b>Thomas Edison</b> Keynote BrainPop Video			
2:45	<b>Daily 5</b>					
3:00		(2:20 – 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 Tuesday 2:00 – 3:00 p.m.  
 Wednesday 11:00 – 11:45 a.m. (as needed)