

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10	Arrival. Students get their math materials, unpack and meet at front of the class for class pledge and morning meeting.				
8:15	ELD <i>ELD Standard:</i> Sentence Unpacking	Fine Arts 8:25 - 9:10	ELD <i>ELD Standard:</i> Sentence Unpacking	ELD <i>ELD Standard:</i> Sentence Unpacking	Fine Arts 9:25 - 10:10
9:00	Math <i>Xtra Math/ST Math/</i> Singapore Math: Addition CCSS 5.NBT.2 CHAPTER 2 , LESSON 1 PRIME FACTORIZATION Objective: <i>Students will find the prime factorization of numbers</i>	Math <i>Xtra Math/ST Math/</i> Singapore Math: Addition CCSS 5.NBT.2 CHAPTER 2 , LESSON 2 HANDS ON: PRIME FACTORIZATION Objective: <i>Students will explore patterns in prime factorization</i>	Math <i>Xtra Math/ST Math/</i> Singapore Math: Addition CCSS 5.NBT.2 CHAPTER 2 , LESSON 3 POWERS & EXPONENTS Objective: <i>Students will use powers and exponents in expressions</i>	Math <i>Xtra Math/ST Math/</i> Singapore Math: Addition CCSS 5.NBT.2 CHAPTER 2 , LESSON 4 MULTIPLICATION PATTERNS Objective: <i>Students will use basic facts and patterns to multiply multiples of 10, 100, and 1,000 mentally.</i>	Math <i>Xtra Math/ST Math/</i> Singapore Math: Addition CCSS 5.NBT.2 CHAPTER 2 , LESSON 5 PROBLEM-SOLVING INVESTIGATION Objective: <i>Students will make a table to solve problems.</i>
10:15	Recess until 10:30 (Outdoors, weather permitting)				
10:30	ELA CCSS SL.5.1b, RI.5.2, RI.4, RI.5.3 MODULE 1:UNIT 1 LESSON 7 CLOSE READING: Becoming Experts on Specific Articles of the UDHR Objective: <i>I can effectively engage in a discussion with my peers. I can determine the main ideas of an informational text based on key details. I can make inferences using quotes from the text. I can determine the meaning of content words or phrases in an informational text. I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately.</i> Ongoing Assessment: <ul style="list-style-type: none"> UDHR Article Anchor Charts Exit Ticket 	ELA Reading: Volcanoes p.84-99 (1st Read) Vocabulary: Academic Vocabulary/Strategies Practice Book p. 43 Writing: Summarizing Using IVF topic sentences Grammar: Conjunctions, Compound Sentences, and Complex Sentences Spelling: circ-, sphere, -tion	ELA CCSS RI.5.1, RI.5.6, L.5.4, W.5.10 MODULE 1:UNIT 1 LESSON 8 SUMMARIZING COMPLEX IDEAS: Comparing the Original UDHR and the "Plain Language" Version Objective: <i>I can effectively engage in a discussion with my peers. I can determine the main ideas of an informational text based on key details. I can make inferences using quotes from the text. I can determine the meaning of content words or phrases in an informational text. I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately.</i> Ongoing Assessment: <ul style="list-style-type: none"> UDHR Article Anchor Charts Exit Ticket 	ELA CCSS RI.5.2, RI.5.4, RI.5.4, RI.5.4 MODULE 1:UNIT 1 LESSON 9 MAIN IDEAS IN INFORMATIONAL TEXT: Analyzing a Firsthand Human Rights Account Objective: <i>I can determine the main idea(s) of an informational text based on key details.</i> Ongoing Assessment: <ul style="list-style-type: none"> Students' annotated text of "Teaching Nepalis to Read, Plant, and Vote" 	ELA CCSS RI.5.2, RI.5.4, RI.5.4, RI.5.4 MODULE 1:UNIT 1 LESSON 10 MAIN IDEAS IN INFORMATIONAL TEXT: Analyzing a Firsthand Human Rights Account for Connections to Specific Articles of the UDHR Objective: <i>I can determine the main idea(s) of an informational text based on key details.</i> Ongoing Assessment: <ul style="list-style-type: none"> Students' annotated text of "Teaching Nepalis to Read, Plant, and Vote"

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Notes:
12:15	LUNCH (and recess for children)					
1:00						
1:30	<p>SOCIAL STUDIES <i>Chapter 1 Review (p. 34)</i></p> <p>GEOGRAPHY <i>Western Region</i></p>	<p>SCIENCE Cell Article Close Read</p> <p><i>Ch.1L2:How do Body Systems Transport Materials? (p.A14)</i> Objective: Recognize that many-celled organisms have specialized structures that transport materials. Describe how the blood, heart, and lungs work together to help the body take in oxygen and give off carbon dioxide. Analyze how the parts of the digestive system function. Explain the role of the excretory system, and identify its organs.</p> <ul style="list-style-type: none"> • PowerPoint • Interactive Notes • Cornell Notes/ Summary • BrainPop • Human Body App <p>HUMAN BODY SYSTEMS DRAWING</p> <p>SOCIAL STUDIES <i>Chapter 1 Test</i></p>	<p>SCIENCE <i>Ch.1L2:How do Body Systems Transport Materials? (p.A14)</i> Objective: Recognize that many-celled organisms have specialized structures that transport materials. Describe how the blood, heart, and lungs work together to help the body take in oxygen and give off carbon dioxide. Analyze how the parts of the digestive system function. Explain the role of the excretory system, and identify its organs.</p> <ul style="list-style-type: none"> • PowerPoint • Interactive Notes • Cornell Notes/ Summary • BrainPop • Human Body App <p>HUMAN BODY SYSTEMS DRAWING</p> <p>SOCIAL STUDIES <i>Ch.1L4: People and the Land (p. 28)</i> Objective: Explain ow geograpy affects people. Describe ways in which the environment can be changed.</p> <ul style="list-style-type: none"> • Cornell Notes/ Summary • BrainPop • Lesson Quiz <p>GEOGRAPHY <i>Western Region</i></p>		<p>SCIENCE <i>Ch.1L3:How Muscles Cause Movement (p.A22)</i> Objective: Describe the structures that make up the skeletal system. Identify and describe the structures that make up the muscular system. Explain how the parts of the nervous system work to carry messages through the body.</p> <ul style="list-style-type: none"> • PowerPoint • Interactive Notes • Cornell Notes/Summary • BrainPop • Human Body App <p>HUMAN BODY SYSTEMS DRAWING</p> <p>GEOGRAPHY <i>Western Region</i></p>	
2:15	P.E.	Mon./Wed./Th.				
3:05	Dismissal					

Notes: Character Counts! Assembly 9/24 at 9:50 a.m.