

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:10</b>	<b>Arrival.</b> Students get their math materials, unpack and meet at front of the class for class pledge and morning meeting.				
<b>8:15</b>	<b>ELD</b> <i>ELD Standard:</i> Sentence Unpacking	<b>Fine Arts</b> 8:25 - 9:10	<b>ELD</b> <i>ELD Standard:</i> Sentence Unpacking	<b>ELD</b> <i>ELD Standard:</i> Sentence Unpacking	<b>Fine Arts</b> 9:25 - 10:10  <b>ELD</b> <i>ELD Standard:</i> Sentence Unpacking
<b>9:00</b>	<b>Math</b> <i>Xtra Math/ST Math/</i> Singapore Math: <b>Addition</b> <b>CCSS 5.NBT.2</b> <b>CHAPTER 2 ,</b> <b>LESSON 4</b> <b>MULTIPLICATION</b> <b>PATTERNS</b>  <b>Objective:</b> <i>Students will use basic facts and patterns to multiply multiples of 10, 100, and 1,000 mentally.</i>	<b>Math</b> <i>Xtra Math/ST Math/</i> Singapore Math: <b>Addition</b> <b>CCSS 5.NBT.2</b> <b>CHAPTER 2 ,</b> <b>LESSON 5</b> <b>PROBLEM-SOLVING</b> <b>INVESTIGATION</b>  <b>Objective:</b> <i>Students will make a table to solve problems.</i>	<b>Math</b> <i>Xtra Math/ST Math/</i> Singapore Math: <b>Addition</b> <b>CCSS 5.NBT.2</b> <b>CHAPTER 2 ,</b> <b>LESSON 6</b> <b>USE PARTIAL</b> <b>PRODUCTS&amp; THE</b> <b>DISTRIBUTIVE</b> <b>PROPERTY</b>  <b>Objective:</b> <i>Students explore multiplication by using area models</i>	<b>Math</b> <i>Xtra Math/ST Math/</i> Singapore Math: <b>Addition</b> <b>CCSS 5.NBT.2</b> <b>CHAPTER 2 ,</b> <b>LESSON 7</b> <b>THE DISTRIBUTIVE</b> <b>PROPERTY</b>  <b>Objective:</b> <i>Students will use the distributive property to multiply mentally.</i>	Introduction to Chess
<b>10:15</b>	<b>Recess</b> until 10:30 (Outdoors, weather permitting)				
<b>10:30</b>	<b>ELA</b> CCSS RI.5.1, RL.5.6, L.5.4, W.5.10 <b>MODULE 1:UNIT 1</b> <b>LESSON 8</b> <b>SUMMARIZING</b> <b>COMPLEX IDEAS:</b> Comparing the Original UDHR and the “Plain Language” Version  <b>Objective:</b> <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>  <b>Ongoing Assessment:</b> <ul style="list-style-type: none"> <li>UDHR Article Anchor Charts</li> <li>Exit Ticket</li> </ul>	<b>ELA</b> <b>Reading:</b> Volcanoes p.84-99 (1st Read) <b>Vocabulary:</b> Academic Vocabulary/Strategies Practice Book p. 43 <b>Writing:</b> Summarizing Using IVF topic sentences <b>Grammar:</b> Conjunctions, Compound Sentences, and Complex Sentences <b>Spelling:</b> circ-, sphere, -tion	<b>ELA</b> CCSS RI.5.2, RL.5.4, RI.5.4, RI.5.4 <b>MODULE 1:UNIT 1</b> <b>LESSON 9</b> <b>MAIN IDEAS IN</b> <b>INFORMATIONAL</b> <b>TEXT:</b> Analyzing a Firsthand Human Rights Account  <b>Objective:</b> <i>I can determine the main idea(s) of an informational text based on key details.</i>  <b>Ongoing Assessment:</b> <ul style="list-style-type: none"> <li>Students’ annotated text of “Teaching Nepalis to Read, Plant, and Vote”</li> </ul>	<b>ELA</b> CCSS RI.5.2, RL.5.4, RI.5.4, RI.5.4 <b>MODULE 1:UNIT 1</b> <b>LESSON 10</b> <b>MAIN IDEAS IN</b> <b>INFORMATIONAL</b> <b>TEXT:</b> Analyzing a Firsthand Human Rights Account for Connections to Specific Articles of the UDHR  <b>Objective:</b> <i>I can determine the main idea(s) of an informational text based on key details.</i>  <b>Ongoing Assessment:</b> <ul style="list-style-type: none"> <li>Students’ annotated text of “Teaching Nepalis to Read, Plant, and Vote”</li> </ul>	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Notes:
12:15	<b>LUNCH</b> (and recess for children)					
1:00						
1:30	<p><b>SCIENCE</b> Cell Article Close Read</p> <p><b>Chapter 1 Lesson 2</b> <i>How do Body Systems Transport Materials?</i> (p. A14) 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"> <li>• PowerPoint</li> <li>• Interactive Notes</li> <li>• Cornell Notes/Summary</li> <li>• BrainPop</li> <li>• Human Body App</li> </ul> <p><b>HUMAN BODY SYSTEMS DRAWING</b></p>	<p><b>SOCIAL STUDIES</b></p> <p><b>Lesson 1 Quiz</b></p> <p><b>Tenochtitlan p.44, 45</b></p> <p><b>Chapter 2, Lesson 2:</b> <i>Peoples of the Northwest</i> (p. 46) <b>Objective:</b> Describe the influence of geography on Pacific Northwest peoples.</p> <ul style="list-style-type: none"> <li>• Cornell Notes/ Summary</li> <li>• BrainPop</li> <li>• Lesson Quiz</li> </ul> <p><b>GEOGRAPHY</b> <i>Western Region</i></p>	<p><b>SCIENCE</b> <b>Chapter 1 Lesson 3</b> <i>How Muscles Cause Movement</i> (p.A22) Objective: Describe the structure 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"> <li>• PowerPoint</li> <li>• Interactive Notes</li> <li>• Cornell Notes/ Summary</li> <li>• BrainPop</li> <li>• Human Body App</li> </ul> <p><b>HUMAN BODY SYSTEMS DRAWING</b></p>	<p><b>SOCIAL STUDIES</b></p> <p><b>Lesson 2 Quiz</b></p> <p><b>Chapter 2, Lesson 3:</b> <i>Peoples of the Southwest</i> (p. 54) <b>Objective:</b> Describe the influence of geography on peoples of the desert Southwest. Describe Hopi culture.</p> <ul style="list-style-type: none"> <li>• Cornell Notes/ Summary</li> <li>• BrainPop</li> <li>• Lesson Quiz</li> </ul> <p><b>GEOGRAPHY</b> <i>Western Region: States &amp; Capitals Test</i></p>		
2:15	P.E.	Mon./Wed./Th.				
3:05	Dismissal					

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