

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>	<p><b>ELD</b></p> <p><i>ELD Standard(s):</i>  <b>PII. 5.4b Using Nouns and Noun Phrases</b> Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc..</p> <p>ELD Activity:            Nouns &amp; Noun Phrases: <u>Storms</u> by Seymour Simon</p>	<p><b>Fine Arts 8:25 - 9:10</b></p>	<p><b>ELD</b></p> <p><i>ELD Standard(s):</i>  <b>PII. 5.4b Using Nouns and Noun Phrases</b> Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc..</p> <p>ELD Activity:            Nouns &amp; Noun Phrases: <u>Storms</u> by Seymour Simon</p>	<p><b>ELD</b></p> <p><i>ELD Standard(s):</i>  <b>PII. 5.4b Using Nouns and Noun Phrases</b> Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc..</p> <p>ELD Activity:            Nouns &amp; Noun Phrases: <u>Storms</u> by Seymour Simon</p>	<p><b>ELD</b></p> <p><i>ELD Standard(s):</i>  <b>PII. 5.4b Using Nouns and Noun Phrases</b> Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc..</p> <p>ELD Activity:            Nouns &amp; Noun Phrases: <u>Storms</u> by Seymour Simon</p>
<b>9:00</b>	<p><b>Math</b></p> <p><i>Xtra Math/ST Math/ Singapore Math:</i>  <b>Addition</b>  <b>CCSS 5.NBT.6</b></p> <p><b>Assessment:</b> Check My Progress</p> <p><b>CHAPTER 3 , LESSON 13 PROBLEM-SOLVING INVESTIGATION</b></p> <p><b>Objective:</b>  <i>Students will identify extra information missing information needed to solve a problem.</i></p> <p><b>Independent Practice:</b>  <b>Approaching:</b> 1 - 9 (odd)  <b>On Level:</b> 2 - 8 (even)  <b>Beyond Level:</b> 1 - 9</p>	<p><b>Math</b></p> <p><b>CHAPTER 3 TEST</b></p>	<p><b>Math</b></p> <p><i>Xtra Math/ST Math/ Singapore Math:</i>  <b>Addition</b>  <b>CCSS 5.NBT.6</b></p> <p><b>CHAPTER 4 , LESSON 1 ESTIMATE QUOTIENTS</b></p> <p><b>Objective:</b>  <i>Estimate quotients with two-digit divisors.</i></p> <p><b>Independent Practice:</b>  <b>Approaching:</b> 3 - 13 (odd), 16-18  <b>On Level:</b> 2 - 12 (even), 15 - 18  <b>Beyond Level:</b> 5- 7, 11 - 18</p>	<p><b>Math</b></p> <p><i>Xtra Math/ST Math/ Singapore Math:</i>  <b>Addition</b>  <b>CCSS 5.NBT.6</b></p> <p><b>Assessment:</b> Check My Progress</p> <p><b>CHAPTER 4, LESSON 2 HANDS ON: DIVIDE USING BASE TEN BLOCKS</b></p> <p><b>Objective:</b>  <i>Explore dividing by two-digit divisors using models.</i></p>	<p><b>Math</b></p> <p><i>Xtra Math/ST Math/ Singapore Math:</i>  <b>Addition</b>  <b>CCSS 5.NBT.6</b></p> <p><b>Assessment:</b> Check My Progress</p> <p><b>CHAPTER 4 , LESSON 3 DIVIDE BY A TWO DIGIT DIVISOR</b></p> <p><b>Objective:</b>  <i>Divide up to a three-digit number by a two-digit divisor</i></p> <p><b>Independent Practice:</b>  <b>Approaching:</b> 3 - 9 (odd), 15, 17-19  <b>On Level:</b> 2 - 12 (even), 14-19  <b>Beyond Level:</b> 8 - 19</p>
<b>10:15</b>	<b>Recess</b> until 10:30 (Outdoors, weather permitting)				
<b>10:30</b>	<p><b>ELA</b></p> <p><i>CCSS SL.5.1, RL.5.1, RL.5.1, RL.5.3, RL.5.4</i></p> <p><b>MODULE 1: UNIT 2 LESSON 3 - CHAPTER 3 LAS PAPAYAS</b></p> <p><b>Objective:</b> Inferring about characters based on how they respond to challenges</p> <p><b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>Comprehension Quiz, Chapter 3: "Las Papayas/Papayas" (entrance ticket)</li> <li>Triad discussions</li> <li>Exit Ticket: Independent answer to text-dependent question</li> </ul>	<p><b>ELA</b></p> <p><i>CCSS RI.5.2, RL.5.4, RI.5.5</i></p> <p><b>MODULE 1: UNIT 2 LESSON 4 - CHAPTER 4 "LOS HIGOS"</b></p> <p><b>Objective:</b> Inferring about characters based on how they respond to challenges.</p> <p><b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>Comprehension Quiz, Chapter 4: "Los Higos/Figs" (entrance ticket)</li> <li>Triad discussions</li> <li>Exit Ticket: Independent answer to text-dependent question</li> </ul>	<p><b>ELA</b></p> <p><i>CCSS SL.5.1, RL.5.1, RL.5.1, RL.5.3, RL.5.4</i></p> <p><b>MODULE 1: UNIT 2 LESSON 5 - CHAPTER 5 "LAS UVAS"</b></p> <p><b>Objective:</b> Connecting informational text with literature: building background knowledge about Mexican immigration, California, and the great depression.</p> <p><b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>Comprehension Quiz, Chapter 5: "Las Guayabas/Guavas" (entrance ticket)</li> <li>Getting the Gist note-catchers</li> <li>Exit Ticket: Independent answer to text-dependent question</li> </ul>	<p><b>ELA</b></p> <p><i>CCSS SL.5.1, RL.5.1, RL.5.1, RL.5.3, RL.5.4</i></p> <p><b>MODULE 1: UNIT 2 LESSON 6 - CHAPTER 6 "LOS MELONES"</b></p> <p><b>Objective:</b> Contrasting two settings; metaphors, and theme</p> <p><b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>Comprehension Quiz, Chapter 6: "Los Melones/Cantaloupes" (entrance ticket)</li> <li>Observe where students place their evidence flags</li> <li>Triad discussions</li> <li>Exit Ticket: Independent answer to text-dependent question</li> </ul>	<p><b>ELA</b></p> <p><i>CCSS SL.5.1, RL.5.1, RL.5.1, RL.5.3, RL.5.4</i></p> <p><b>MODULE 1: UNIT 2 LESSON 7 - CHAPTER 7: "LAS CEBOLLAS"</b></p> <p><b>Objective:</b> Point of View: Comparing Esperanza's and Isabel's perspectives about life in the camp.</p> <p><b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>Comprehension Quiz, Chapter 7: "Las Cebollas/Onions" (entrance ticket)</li> <li>Character T-chart (Isabel)</li> <li>Triad discussion</li> <li>Exit ticket: Independent answer to text-dependent question</li> </ul>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Notes:
12:15	<b>LUNCH</b> (and recess for children)					
1:00						
1:30	<p><b>SOCIAL STUDIES</b></p> <p><b>Chapter 3, Lesson 2: <i>New Ideas in Europe</i></b> (p. 90)  <b>Objective:</b> Describe the effects of technological developments on early exploration.</p> <ul style="list-style-type: none"> <li>• Cornell Notes/ Reflection</li> <li>• BrainPop</li> </ul> <p><b>Ongoing Assessment:</b> Lesson Quiz</p> <p><b>GEOGRAPHY</b> Set up notes and study <i>South Region States and Capitals Test</i></p> <p><b>SCIENCE</b></p> <p><b>Chapter 2 Lesson 1 <i>How Do Scientists Classify Living Things?</i></b>  <b>Objective:</b> Identify reasons why scientists classify living things. Identify the five kingdoms of living things</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Cornell/Interactive Notes</li> <li>• BrainPop</li> </ul>	<p><b>SOCIAL STUDIES</b></p> <p><b>Chapter 3, Lesson 3: <i>Europeans Arrive in the Americas</i></b> (p. 96)  <b>Objective:</b> Trace the routes of and evaluate the significance of Columbus’s voyages</p> <ul style="list-style-type: none"> <li>• Cornell Notes/ Reflection</li> <li>• BrainPop</li> </ul> <p><b>Ongoing Assessment:</b> Lesson Quiz</p> <p><b>GEOGRAPHY</b> Set up notes and study <i>South Region States and Capitals Test</i></p> <p><b>SCIENCE</b></p> <p><b>Chapter 2 Lesson 2 <i>How Are Some Animals Classified?</i></b>  <b>Objective:</b> Identify the two main groups of animals. Describe how vertebrates and invertebrates differ.</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Cornell/Interactive Notes</li> <li>• BrainPop</li> </ul>	<p><b>SOCIAL STUDIES</b></p> <p><b>Chapter 3, Lesson 4: <i>Conquest of the Americas</i></b> (p. 104)  <b>Objective:</b> Evaluate the effects of the Spanish encounter with the Aztecs.</p> <ul style="list-style-type: none"> <li>• Cornell Notes/ Reflection</li> <li>• BrainPop</li> </ul> <p><b>Ongoing Assessment:</b> Lesson Quiz</p> <p><b>GEOGRAPHY</b> Study <i>South Region States and Capitals Test</i></p> <p><b>SCIENCE</b></p> <p><b>Chapter 2 Lesson 3 <i>How Are Plants Classified?</i></b>  <b>Objective:</b> Describe the two main groups of plants. Give examples of vascular and nonvascular plants.</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Cornell/Interactive Notes</li> <li>• BrainPop</li> </ul>	<p><b>SOCIAL STUDIES</b></p> <p><b>Chapter 3, Lesson 5: <i>New Spain</i></b> (p. 110)  <b>Objective:</b> Describe the Spanish colonial system. Evaluate the impact of Spanish colonization on American Indians</p> <ul style="list-style-type: none"> <li>• Cornell Notes/ Reflection</li> <li>• BrainPop</li> </ul> <p><b>Ongoing Assessment:</b> Lesson Quiz</p> <p><b>GEOGRAPHY</b> Study <i>South Region States and Capitals Test</i></p> <p><b>SCIENCE</b></p> <p><b>Chapter 2 Review and Test Preparation</b> (p. 58)</p>	<p><b>SOCIAL STUDIES</b></p> <p><b>Chapter 3 Assessment</b></p> <p><b>GEOGRAPHY</b> South Region States &amp; Capitals Test</p> <p><b>SCIENCE</b></p> <p><b>Chapter 3 Test</b></p>	
2:15	P.E.	Mon./Wed./Th.				
3:05	Dismissal					

**Notes:** NGSS Meeting: Tuesday, 12:30pm – 3:30pm