

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	<p>ELD</p> <p><i>ELD Standard(s):</i> PII. 5.3b Using Verbs & Verb Phrases Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.</p> <p>ELD Activity: Modal Verbs & Opinion Writing</p>	<p>Fine Arts 8:25 - 9:10</p>	<p>ELD</p> <p><i>ELD Standard(s):</i> PII. 5.3b Using Verbs & Verb Phrases Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.</p> <p>ELD Activity: Modal Verbs & Opinion Writing</p>	<p>ELD</p> <p><i>ELD Standard(s):</i> PII. 5.3b Using Verbs & Verb Phrases Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.</p> <p>ELD Activity: Modal Verbs & Opinion Writing</p>	<p>ELD</p> <p><i>ELD Standard(s):</i> PII. 5.3b Using Verbs & Verb Phrases Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.</p> <p>ELD Activity: Modal Verbs & Opinion Writing</p>
9:00	<p>Math</p> <p><i>Xtra Math/ST Math/</i></p> <p>CCSS 5.OA.2</p> <p>Assessment: Common Core Quick Check</p> <p>Chapter Review (p.____)</p> <p>CHAPTER 7 , LESSON 3 WRITE NUMERICAL EXPRESSIONS</p> <p>Objective: Use numbers and operation symbols to write verbal phrases as numerical expressions</p> <p>Independent Practice: Approaching: 3, 5, 7, 9-11 On Level: 2 - 6 (even), 7-11 Beyond Level: 2-11</p>	<p>Math</p> <p><i>Xtra Math/ST Math/</i></p> <p>CCSS 5.NBT.7</p> <p>Assessment: Common Core Quick Check</p> <p>Chapter Review (p.____)</p> <p>CHAPTER 7, LESSON 4 PROBLEM-SOLVING INVESTIGATION: WORK BACKWARD</p> <p>Objective: Solve problems by working backward</p> <p>Independent Practice: Approaching: 1-9 odd On Level: 2-10 even Beyond Level: 1 - 10</p>	<p>Math</p> <p><i>Xtra Math/ST Math/</i></p> <p>CCSS 5.OA.2</p> <p>Assessment: Common Core Quick Check</p> <p>Chapter Review (p.____)</p> <p>CHAPTER 7 , LESSON 5 HANDS ON: GENERATE PATTERNS</p> <p>Objective: Students will generate numerical patterns and identify pattern relationships.</p> <p>Independent Practice: Approaching: 3 - 13 odd On Level: 2 - 12 (even), 14-16 Beyond Level: 8-16</p>	<p>Math</p> <p><i>Xtra Math/ST Math/</i></p> <p>CCSS 5.OA.2</p> <p>Assessment: Common Core Quick Check</p> <p>Chapter Review (p.____)</p> <p>CHAPTER 7 , LESSON 6 PATTERNS</p> <p>Objective: Have students identify and extend patterns and sequences</p> <p>Independent Practice: Approaching: 3 - 13 odd On Level: 2 - 12 (even), 14-16 Beyond Level: 8-16</p>	<p>Math</p> <p><i>Xtra Math/ST Math/</i></p> <p>CCSS 5.OA.2</p> <p>Assessment: Common Core Quick Check</p> <p>Chapter Review (p.____)</p> <p>CHAPTER 7 , LESSON 7 HANDS ON: MAP LOCATIONS</p> <p>Objective: Students will plot points on a grid to solve real-world problems</p>
10:15	Recess until 10:30 (Outdoors, weather permitting)				
10:30	<p>ELA</p> <p>Fluency: <input type="checkbox"/> p. 99</p> <p>Phonics: <input type="checkbox"/> p.95</p> <p>Reading Selection 1: Mom's Best Friend - 1st Read (p.368) Reading Selection 2: Maniac Magee</p> <p>Small Group: They Brain: Our Nervous System by Seymour Simon</p> <p>Spelling: <input type="checkbox"/> SP22/23/24 <input type="checkbox"/> Spelling Relay Day 1 <input type="checkbox"/> Spelling Sentences Day 1</p>	<p>ELA</p> <p>Fluency: <input type="checkbox"/> p. 99</p> <p>Phonics: <input type="checkbox"/> p.95</p> <p>Reading Selection 1: Mom's Best Friend - 1st Read (p.368) Reading Selection 2: Maniac Magee</p> <p>Small Group: The Brain: Our Nervous System by Seymour Simon</p> <p>Spelling: <input type="checkbox"/> SP22/23/24 <input type="checkbox"/> Spelling Relay Day 2 <input type="checkbox"/> Spelling Sentences Day 2</p>	<p>ELA</p> <p>Fluency: <input type="checkbox"/> p. 99</p> <p>Phonics: <input type="checkbox"/> p.95</p> <p>Reading Selection 1: Mom's Best Friend - 1st Read (p.368) Reading Selection 2: Maniac Magee</p> <p>Small Group: The Brain: Our Nervous System by Seymour Simon</p> <p>Spelling: <input type="checkbox"/> SP22/23/24 <input type="checkbox"/> Spelling Relay Day 3 <input type="checkbox"/> Spelling Sentences Day 3</p>	<p>ELA</p> <p>Fluency: <input type="checkbox"/> p. 99</p> <p>Phonics: <input type="checkbox"/> p.95</p> <p>Reading Selection 1: Mom's Best Friend - 1st Read (p.368) Reading Selection 2: Maniac Magee</p> <p>Small Group: The Brain: Our Nervous System by Seymour Simon</p> <p>Spelling: <input type="checkbox"/> SP22/23/24 <input type="checkbox"/> Spelling Relay Day 4 <input type="checkbox"/> Spelling Sentences Day 4</p>	<p>ELA</p> <p>Fluency: <input type="checkbox"/> p. 99</p> <p>Phonics: <input type="checkbox"/> p.95</p> <p>Reading Selection 1: Mom's Best Friend - 1st Read (p.368) Reading Selection 2: Maniac Magee</p> <p>Small Group: The Brain: Our Nervous System by Seymour Simon</p> <p>Spelling: <input type="checkbox"/> Spelling Test <input type="checkbox"/> Spelling Relay (Turn in) <input type="checkbox"/> Spelling Sentences Day 5 (Turn in)</p>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Notes:
12:15	LUNCH (and recess for children)					
1:00						
1:30	<p>SOCIAL STUDIES</p> <p>Chapter 6, Lesson 3: <i>The Southern Colonies</i> <i>(p. 202)</i></p> <p>Objective: Explain early democratic practices in Virginia</p> <ul style="list-style-type: none"> • Cornell Notes/ Reflection • BrainPop <p>Ongoing Assessment: Lesson Quiz</p> <p>GEOGRAPHY <i>Study Northeast Region States & Capitals</i></p> <p>PLTW Infection Detection Introduction - Activity 3: Infection Fighters</p> <p>SCIENCE Chapter 4 Review</p> <ul style="list-style-type: none"> • PowerPoint • Cornell/Interactive Notes • BrainPop: "Plant Growth", "Pollination" 	<p>SOCIAL STUDIES</p> <p>Chapter 6, Lesson 4: <i>Life in the South</i> <i>(p. 210)</i></p> <p>Objective: Identify the importance of agriculture to the Southern Colonies' economy. Describe enslaved African's lives, work, and culture</p> <ul style="list-style-type: none"> • Cornell Notes/ Reflection • BrainPop <p>Ongoing Assessment: Lesson Quiz</p> <p>GEOGRAPHY <i>Study Northeast Region States & Capitals</i></p> <p>PLTW Infection Detection Introduction - Activity 3: Infection Fighters</p> <p>SCIENCE SMART Lab</p>	<p>SOCIAL STUDIES</p> <p>Chapter 6, Lesson 4: <i>Life in the South</i> <i>(p. 210)</i></p> <p>Objective: Identify the importance of agriculture to the Southern Colonies' economy. Describe enslaved African's lives, work, and culture</p> <ul style="list-style-type: none"> • Cornell Notes/ Reflection • BrainPop <p>Ongoing Assessment: Lesson Quiz</p> <p>GEOGRAPHY <i>Study Northeast Region States & Capitals</i></p> <p>PLTW Infection Detection Introduction - Activity 4: Mystery At School</p> <p>SCIENCE Chapter 4 Test</p>	<p>SOCIAL STUDIES</p> <p>Chapter 6 Review</p> <p>Ongoing Assessment: Lesson Quiz</p> <p>GEOGRAPHY <i>Study Northeast Region States & Capitals</i></p> <p>PLTW Infection Detection Introduction - Activity 4: Mystery At School</p> <p>SCIENCE Chapter 4 Lesson 1 <i>How Do Plants Make Food?</i></p> <p>Objective: Describe the structures and processes involved in the food-making process of plants.</p> <ul style="list-style-type: none"> • PowerPoint • Cornell/Interactive Notes: Foldable • BrainPop: <i>Photosynthesis</i> 	<p>SOCIAL STUDIES</p> <p>Chapter 6 Test</p> <p>Ongoing Assessment: Lesson Quiz</p> <p>GEOGRAPHY <i>Study Northeast Region States & Capitals</i></p> <p>PLTW Infection Detection Introduction - Activity 5: Disease Detectives</p> <p>SCIENCE Chapter 4 Lesson 3 <i>How Do Vascular Plants Reproduce Sexually?</i></p> <p>Objective: Describe structures that make up the reproductive systems of flowering plants.</p> <ul style="list-style-type: none"> • PowerPoint • Cornell/Interactive Notes: Foldable • BrainPop: <i>Pollination</i> 	
2:15	P.E.	Mon./Wed./Th.				
3:05	Dismissal					

Notes: Academic Award Assembly - Thursday