

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><br/> <i>PII. 5.1 Understanding Text Structure-Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion</i></p> <p>ELD Activity:<br/> <u>The Polar Express: Text Structure Organizer &amp; Story Hill</u></p> | <p><b>Fine Arts 8:25 - 9:10</b></p>   | <p><b>ELD</b></p> <p><i>ELD Standard(s):</i><br/> <i>PII. 5.1 Understanding Text Structure-Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion</i></p> <p>ELD Activity:<br/> <u>The Polar Express: Text Structure Organizer &amp; Story Hill</u></p>                          | <p><b>ELD</b></p> <p><i>ELD Standard(s):</i><br/> <i>PII. 5.1 Understanding Text Structure-Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion</i></p> <p>ELD Activity:<br/> <u>The Polar Express: Text Structure Organizer &amp; Story Hill</u></p>   | <p><b>ELD</b></p> <p><i>ELD Standard(s):</i><br/> <i>PII. 5.1 Understanding Text Structure-Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion</i></p> <p>ELD Activity:<br/> <u>The Polar Express: Text Structure Organizer &amp; Story Hill</u></p> |
| <b>9:00</b>  | <p><b>Math</b></p> <p><i>Xtra Math/ST Math/ Singapore Math:</i><br/> <b>Addition</b><br/> <b>CCSS 5.NBT.6</b></p> <p><b>Assessment:</b><br/> <b>CHAPTER 4 TEST</b></p>   | <p><b>Math</b></p> <p><i>Xtra Math/ST Math/ Singapore Math:</i><br/> <b>Addition</b><br/> <b>CCSS 5.NBT.4</b></p> <p><b>Assessment:</b> Common Core Quick Check</p> <p><b>CHAPTER 5 , LESSON 1 ROUND DECIMALS</b><br/> <b>Objective:</b><br/> <i>Round Decimals</i><br/> <b>Independent Practice:</b><br/> <b>Approaching:</b> 3 - 13(odd), 14, 16-18<br/> <b>On Level:</b> 2 - 12 (even), 14-18<br/> <b>Beyond Level:</b> 11- 18</p>   | <p><b>Math</b></p> <p><i>Xtra Math/ST Math/ Singapore Math:</i><br/> <b>Addition</b><br/> <b>CCSS 5.NBT.4</b></p> <p><b>Assessment:</b> Common Core Quick Check</p> <p><b>CHAPTER 5 , LESSON 2 ESTIMATE SUMS AND DIFFERENCES</b><br/> <b>Objective:</b><br/> <i>Estimate sums and differences by rounding</i><br/> <b>Independent Practice:</b><br/> <b>Approaching:</b> 3 - 13 (odd), 16, 18, 19<br/> <b>On Level:</b> 4 - 12 (even), 15-19<br/> <b>Beyond Level:</b> 7 - 19</p>   | <p><b>Math</b></p> <p><i>Xtra Math/ST Math/ Singapore Math:</i><br/> <b>Addition</b><br/> <b>CCSS 5.NBT.4</b></p> <p><b>Assessment:</b> Common Core Quick Check</p> <p><b>CHAPTER 5 , LESSON 3 PROBLEM SOLVING INVESTIGATION: ESTIMATE OR EXACT ANSWER</b><br/> <b>Objective:</b><br/> <i>Solve problems by using an estimate or an exact answer.</i><br/> <b>Independent Practice:</b><br/> <b>Approaching:</b> 1 - 9 (odd)<br/> <b>On Level:</b> 2 - 10 (even)<br/> <b>Beyond Level:</b> 1 - 10</p>  | <p><b>Math</b></p> <p><i>Xtra Math/ST Math/ Singapore Math:</i><br/> <b>Addition</b><br/> <b>CCSS 5.NBT.4</b></p> <p><b>Assessment:</b> Common Core Quick Check</p> <p><b>CHAPTER 5 , LESSON 5 HANDS ON: ADD DECIMALS USING MODELS</b><br/> <b>Objective:</b><br/> <i>Explore adding decimals using models</i></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 RL.5.2, RL.5.4, RI.5.5</i><br/> <b>MODULE 1:UNIT 2 LESSON 4 - CHAPTER 4 “LOS HIGOS”</b><br/> <b>Objective:</b> Inferring about characters based on how they respond to challenges.<br/> <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, RI.5.1, RL.5.1, RL.5.3,RL.5.4</i><br/> <b>MODULE 1:UNIT 2 LESSON 5 - CHAPTER 5 “LAS UVAS”</b><br/> <b>Objective:</b> Connecting informational text with literature: building background knowledge about Mexican immigration, California, and the great depression.<br/> <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, RI.5.1, RL.5.1, RL.5.3,RL.5.4</i><br/> <b>MODULE 1:UNIT 2 LESSON 6 - CHAPTER 6 “LOS MELONES”</b><br/> <b>Objective:</b> Contrasting two settings; metaphors, and theme<br/> <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 RL.5.3, RL.5.4, L.5.4</i><br/> <b>MODULE 1:UNIT 2 LESSON 7 - CHAPTER 7 “LOS MELONES”</b><br/> <b>Objective:</b> Point of View: Comparing Esperanza’s and Isabel’s perspectives about life in the camp<br/> <b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>Comprehension Quiz, Chapter 7: “Las Cebollas” (entrance ticket)</li> <li>Observe where students place their evidence flags</li> <li>Character T-chart</li> <li>Triad Discussion</li> <li>Exit Ticket: Independent answer to text-dependent question</li> </ul> | <p><b>ELA</b></p> <p><i>CCSS RL.5.1, RL.5.2, RL.5.1</i><br/> <b>MODULE 1:UNIT 2 LESSON 8 - CHAPTER 8 “LOS MELONES”</b><br/> <b>Objective:</b> Understanding themes in Esperanza Rising<br/> <b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>Comprehension Quiz, Chapter 8: “Las Almendras” (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>                |

|       | 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 3: Europeans Arrive in the Americas</b> (p. 96)<br/> <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><br/>Lesson Quiz</p> <p><b>GEOGRAPHY</b><br/>Set up notes and study <i>Northeast Region States Test</i></p> <p><b>SCIENCE</b></p> <p><b>Chapter 2 Lesson 1 How Do Scientists Classify Living Things?</b><br/> <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 4: Conquest of the Americas</b> (p. 104)<br/> <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><br/>Lesson Quiz</p> <p><b>GEOGRAPHY</b><br/>Study <i>Northeast Region States Test</i></p> <p><b>SCIENCE</b></p> <p><b>Chapter 2 Lesson 2 How Are Some Animals Classified?</b><br/> <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 5: New Spain</b> (p. 110)<br/> <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><br/>Lesson Quiz</p> <p><b>GEOGRAPHY</b><br/>Study <i>Northeast Region States Test</i></p> <p><b>SCIENCE</b></p> <p><b>Chapter 2 Lesson 3 How Are Plants Classified?</b><br/> <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>Assessment:</p> <p><b>CHAPTER 2 TEST</b></p> | <p><b>SOCIAL STUDIES</b></p> <p><b>Chapter 3, Lesson 5: New Spain</b> (p. 110)<br/> <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><br/>Lesson Quiz</p> <p><b>CHAPTER 3 TEST</b></p> <p><b>GEOGRAPHY</b><br/>Study <i>Northeast Region States Test</i></p> <p><b>SCIENCE</b></p> <p><b>Chapter 3 Lesson 1 What are the functions of roots, stems, and leaves?</b><br/> <b>Objective:</b> Describe how food is transported in plants. Describe the function of plant leaves.</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 4, Lesson 1: A Northwest Passage</b> (p. 122)<br/> <b>Objective:</b> Describe the aims and accomplishments of English, French, and Dutch explorers.</p> <ul style="list-style-type: none"> <li>• Cornell Notes/ Reflection</li> <li>• BrainPop</li> </ul> <p><b>Ongoing Assessment:</b><br/>Lesson Quiz</p> <p><b>GEOGRAPHY</b><br/>Study <i>Northeast Region States Test</i></p> <p><b>SCIENCE</b></p> <p><b>Chapter 3 Lesson 2 How do plants recycle materials?</b><br/> <b>Objective:</b> Conclude that human activities can upset the balance of the carbon dioxide-oxygen cycle.</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Cornell/Interactive Notes</li> <li>• BrainPop</li> </ul> |        |
| 2:15  | P.E.   | Mon./Wed./Th.  |  |   |  |        |
| 3:05  | Dismissal  |  |  |   |  |        |

**Notes:**  
 Tuesday: PLTW Readiness Training.  
 Wednesday: Nepris Workshop