

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: “Colonization and the Revolutionary War: Introduction to the Revolutionary War”: Verbs & Verb Phrases</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: “Colonization and the Revolutionary War: Introduction to the Revolutionary War”: Verbs & Verb Phrases</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: “Colonization and the Revolutionary War: Introduction to the Revolutionary War”: Verbs & Verb Phrases</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: “Colonization and the Revolutionary War: Introduction to the Revolutionary War”: Verbs & Verb Phrases</p>
9:00	<p>Math</p> <p><i>Xtra Math/ST Math/ Singapore Math:</i></p> <p>Addition CCSS 5.NBT.6</p> <p>Assessment: CHAPTER 5 TEST</p>	<p>Math</p> <p><i>Xtra Math/ST Math/ Singapore Math:</i></p> <p>Addition CCSS 5.NBT.4</p> <p>Assessment: Common Core Quick Check</p> <p>CHAPTER 5 , LESSON 1 ROUND DECIMALS Objective: Round Decimals Independent Practice: Approaching: 3 - 13(odd), 14, 16-18 On Level: 2 - 12 (even), 14-18 Beyond Level: 11- 18</p>	<p>Math</p> <p><i>Xtra Math/ST Math/ Singapore Math:</i></p> <p>Addition CCSS 5.NBT.4</p> <p>Assessment: Common Core Quick Check</p> <p>CHAPTER 5 , LESSON 2 ESTIMATE SUMS AND DIFFERENCES Objective: Estimate sums and differences by rounding Independent Practice: Approaching: 3 - 13 (odd), 16, 18, 19 On Level: 4 - 12 (even), 15-19 Beyond Level: 7 - 19</p>	<p>Math</p> <p><i>Xtra Math/ST Math/ Singapore Math:</i></p> <p>Addition CCSS 5.NBT.4</p> <p>Assessment: Common Core Quick Check</p> <p>CHAPTER 5 , LESSON 3 PROBLEM SOLVING INVESTIGATION: ESTIMATE OR EXACT ANSWER Objective: Solve problems by using an estimate or an exact answer. 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/ Singapore Math:</i></p> <p>Addition CCSS 5.NBT.4</p> <p>Assessment: Common Core Quick Check</p> <p>CHAPTER 5 , LESSON 5 HANDS ON: ADD DECIMALS USING MODELS Objective: Explore adding decimals using models</p>
10:15	Recess until 10:30 (Outdoors, weather permitting)				
10:30	<p>ELA</p> <p>CCSS RL.5.3, RL.5.4, L.5.4</p> <p>MODULE 1:UNIT 2 LESSON 7 - CHAPTER 7 “LOS MELONES” Objective: Point of View: Comparing Esperanza’s and Isabel’s perspectives about life in the camp</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> Comprehension Quiz, Chapter 7: “Las Cebollas” (entrance ticket) Observe where students place their evidence flags Character T-chart Triad Discussion Exit Ticket: Independent answer to text-dependent question 	<p>ELA</p> <p>CCSS RL.5.1, RL.5.2, RL.5.1</p> <p>MODULE 1:UNIT 2 LESSON 8 - CHAPTER 8 “LOS MELONES” Objective: Understanding themes in Esperanza Rising</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> Comprehension Quiz, Chapter 8: “Las Almendras” (entrance ticket) Observe where students place their evidence flags Triad discussions Exit Ticket: Independent answer to text-dependent question 	<p>ELA</p> <p>Fluency: p. _____ Reading Selection: “And Then What Happened Paul Revere?” - 1st Read</p> <p>Vocabulary: constantly (p. 264), liberty (p.267), opposed (p.267), colonies (p. 267), gathering (p.274)</p> <p>Spelling:</p> <ul style="list-style-type: none"> p. _____ Spelling Relay Day 3 Spelling Sentences Day 3 <p>Read Aloud: Esperanza Rising - Chapter 9</p>	<p>ELA</p> <p>Fluency: p. _____ Reading Selection: “And Then What Happened Paul Revere?” - 2nd Read</p> <p>Vocabulary: constantly (p. 264), liberty (p.267), opposed (p.267), colonies (p. 267), gathering (p.274)</p> <p>Spelling:</p> <ul style="list-style-type: none"> p. _____ Spelling Relay Day 4 Spelling Sentences Day 4 <p>Read Aloud: Esperanza Rising - Chapter 10</p>	<p>ELA</p> <p>Fluency: p. _____ Reading Selection: “And Then What Happened Paul Revere?” - Culminating Task</p> <p>Vocabulary: constantly (p. 264), liberty (p.267), opposed (p.267), colonies (p.267), gathering (p.274)</p> <p>Spelling:</p> <ul style="list-style-type: none"> p. _____ Spelling Relay (Turn in) Spelling Sentences Day 5 (Turn in) <p>Read Aloud: Esperanza Rising - Chapter 11</p>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Notes:
12:15	LUNCH (and recess for children)					
1:00						
1:30	<p>SOCIAL STUDIES</p> <p>Chapter 3, Lesson 3: Europeans Arrive in the Americas (p. 96) Objective: Trace the routes of and evaluate the significance of Columbus's voyages</p> <ul style="list-style-type: none"> • Cornell Notes/ Reflection • BrainPop <p>Ongoing Assessment: Lesson Quiz</p> <p>GEOGRAPHY Set up notes and study <i>Northeast Region States Test</i></p> <p>SCIENCE</p> <p>Chapter 2 Lesson 1 How Do Scientists Classify Living Things? Objective: Identify reasons why scientists classify living things. Identify the five kingdoms of living things</p> <ul style="list-style-type: none"> • PowerPoint • Cornell/Interactive Notes • BrainPop 	<p>SOCIAL STUDIES</p> <p>Chapter 3, Lesson 4: Conquest of the Americas (p. 104) Objective: Evaluate the effects of the Spanish encounter with the Aztecs.</p> <ul style="list-style-type: none"> • Cornell Notes/ Reflection • BrainPop <p>Ongoing Assessment: Lesson Quiz</p> <p>GEOGRAPHY Study <i>Northeast Region States Test</i></p> <p>SCIENCE</p> <p>Chapter 2 Lesson 2 How Are Some Animals Classified? Objective: Identify the two main groups of animals. Describe how vertebrates and invertebrates differ.</p> <ul style="list-style-type: none"> • PowerPoint • Cornell/Interactive Notes • BrainPop 	<p>SOCIAL STUDIES</p> <p>Chapter 3, Lesson 5: New Spain (p. 110) Objective: Describe the Spanish colonial system. Evaluate the impact of Spanish colonization on American Indians</p> <ul style="list-style-type: none"> • Cornell Notes/ Reflection • BrainPop <p>Ongoing Assessment: Lesson Quiz</p> <p>GEOGRAPHY Study <i>Northeast Region States Test</i></p> <p>SCIENCE</p> <p>Chapter 2 Lesson 3 How Are Plants Classified? Objective: Describe the two main groups of plants. Give examples of vascular and nonvascular plants.</p> <ul style="list-style-type: none"> • PowerPoint • Cornell/Interactive Notes • BrainPop <p>Assessment:</p> <p>CHAPTER 2 TEST</p>	<p>SOCIAL STUDIES</p> <p>Chapter 3, Lesson 5: New Spain (p. 110) Objective: Describe the Spanish colonial system. Evaluate the impact of Spanish colonization on American Indians</p> <ul style="list-style-type: none"> • Cornell Notes/ Reflection • BrainPop <p>Ongoing Assessment: Lesson Quiz</p> <p>CHAPTER 3 TEST</p> <p>GEOGRAPHY Study <i>Northeast Region States Test</i></p> <p>SCIENCE</p> <p>Chapter 3 Lesson 1 What are the functions of roots, stems, and leaves? Objective: Describe how food is transported in plants. Describe the function of plant leaves.</p> <ul style="list-style-type: none"> • PowerPoint • Cornell/Interactive Notes • BrainPop 	<p>SOCIAL STUDIES</p> <p>Chapter 4, Lesson 1: A Northwest Passage (p. 122) Objective: Describe the aims and accomplishments of English, French, and Dutch explorers.</p> <ul style="list-style-type: none"> • Cornell Notes/ Reflection • BrainPop <p>Ongoing Assessment: Lesson Quiz</p> <p>GEOGRAPHY Study <i>Northeast Region States Test</i></p> <p>SCIENCE</p> <p>Chapter 3 Lesson 2 How do plants recycle materials? Objective: Conclude that human activities can upset the balance of the carbon dioxide-oxygen cycle.</p> <ul style="list-style-type: none"> • PowerPoint • Cornell/Interactive Notes • BrainPop 	
2:15	P.E.	Mon./Wed./Th.				
3:05	Dismissal					

Notes: