



Monday 11/09/2020	Tuesday 11/10/2020	Wednesday 11/11/2020	Thursday 11/12/2020	Friday 11/13/2020
Special Area 8:00am - 9:20am	Special Area 8:00am - 9:20am	Veterans Day	Special Area 8:00am - 9:20am	Special Area 8:00am - 9:20am
Writing 9:20am - 10:20am	Writing 9:20am - 10:20am		Writing 9:20am - 10:20am	Writing 9:20am - 10:20am
<p>Q2W1 Spelling/ Vocabulary Words: antibiotic, biodegradable, biography, biohazard, biology, psychology, psychologist, claustrophobia, claustrophobe, hydrophobia - Only the first 5 will be tested as spelling words - all words will be tested as vocabulary words.</p> <p>School Differences: Students will work to complete a writing prompt using two short paragraphs about how children in other countries can have difficulty getting access to good schooling. Teacher will continue modeling paragraph and implementing model and</p>	<p>Q2W1 Spelling/ Vocabulary Words: antibiotic, biodegradable, biography, biohazard, biology, psychology, psychologist, claustrophobia, claustrophobe, hydrophobia - Only the first 5 will be tested as spelling words - all words will be tested as vocabulary words.</p> <p>School Differences: Students will work to complete a writing prompt using two short paragraphs about how children in other countries can have difficulty getting access to good schooling. Teacher will continue modeling paragraph and implementing model and</p>		<p>Q2W1 Spelling/ Vocabulary Words: antibiotic, biodegradable, biography, biohazard, biology, psychology, psychologist, claustrophobia, claustrophobe, hydrophobia - Only the first 5 will be tested as spelling words - all words will be tested as vocabulary words.</p> <p>LAUGHTER: Students will work to complete a writing prompt using two short paragraphs about laughter. Students will 1. Read and analyze the prompt - brainstorm what they know about laughter (how it makes you feel, why you laugh, etc.) 2. Set up evidence table using model</p>	<p>Q2W1 Spelling/ Vocabulary Words: antibiotic, biodegradable, biography, biohazard, biology, psychology, psychologist, claustrophobia, claustrophobe, hydrophobia - Only the first 5 will be tested as spelling words - all words will be tested as vocabulary words.</p> <p>Spelling Formative Vocabulary Formative</p> <p>LAUGHTER: Students will work to complete a writing prompt using two short paragraphs about laughter. Students will 1. Read and record relevant information from source #2 Health Screenings. 2. Students will record elaboration</p>



release method for students to begin taking ownership of their writing. Students will work to add an introduction and conclusion to their main body paragraph.

Standards

LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK 2)

LAFS.5.W.1.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

LAFS.5.W.1.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LAFS.5.W.1.2.e Provide a concluding statement or section related to the information or explanation presented.

Reading 10:20am - 11:30am

release method for students to begin taking ownership of their writing. Students will work to edit and finish writing to be published.

Finished Writing will be taken for a formative grade.

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provided by teacher 3. Read and record relevant information from source #1 Laugh to Feel Better.

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LAFS.5.W.1.2.e Provide a concluding statement or section related to the information or explanation presented.

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Reading 10:20am - 11:30am

COMPARE AND CONTRAST

COMPARE AND CONTRAST: Students will use differentiated reading material to read through dramas/plays and compare and contrast the characters,

brainstorm into planning sheet. 3. Students will begin working on main body paragraph.

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Reading 10:20am - 11:30am

COMPARE AND CONTRAST

COMPARE AND CONTRAST: Students will use differentiated reading material to read through dramas/plays and compare and contrast the characters, settings, and events. Teacher



COMPARE AND

CONTRAST: Students will use differentiated reading material to read through dramas/plays and compare and contrast the characters, settings, and events. Teacher will work with groups of students to guide instruction and check for understanding.

CENTERS:

I-READY
IXL
SPELLING CITY / QUIZLET
NEWSLA
TASK CARDS

Standards

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (DOK 2)

LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (DOK 3)

LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (DOK 2)

Reading 10:20am - 11:30am

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Social Studies 11:30am - 12:00pm

EUROPEAN EXPLORATION: Students will work

will work with groups of students to guide instruction and check for understanding.

Compare Characters, Settings, and Events Formative 2

CENTERS:

I-READY
IXL
SPELLING CITY / QUIZLET
NEWSLA
TASK CARDS

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Social Studies 11:30am - 12:00pm



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Formative

Assessment:

Vocabulary terms - explorer, age of exploration, compass, navigate, reasons for European exploration to the Americas

EUROPEAN

EXPLORATION: Students will work independently to research and discover information about 9 different European Explorers to the America's. Students will use ipads and Explorer Flipbooks provided to work through a google slide activity to find the information. 4 days

Standards

SS.5.A.3.1 Describe technological developments that shaped European exploration.

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel,

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SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

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