



Monday 12/07/2020	Tuesday 12/08/2020	Wednesday 12/09/2020	Thursday 12/10/2020	Friday 12/11/2020
<p>Special Area 8:00am - 9:20am</p> <p>AGRI SCIENCE DRAMA</p>	<p>Special Area 8:00am - 9:20am</p> <p>CHARACTER COUNTS RECESS</p>	<p>Special Area 8:00am - 9:20am</p> <p>FILM STEM</p>	<p>Special Area 8:00am - 9:20am</p> <p>DANCE MUSIC</p>	<p>Special Area 8:00am - 9:20am</p> <p>SPANISH PE</p>
<p>Writing 9:20am - 10:20am</p> <p>Spelling/Vocabulary Q2W5: asterisk, asteroid, astronaut, astronomer, astronomical, dilemma, diverse, bilingual, trio, trilogy</p> <p>Winter Themed Writing Prompts: Students will work to complete 2-3 winter themed writing prompts over the next 2 weeks. Students will work through the writing process with teacher modeling to create 2-3 published writings. 1. Gingerbread House for sale. 2. Reindeer Needed (help wanted ad for Santa's reindeer) 3. Life if a snow globe</p> <p>Standards LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar</p>	<p>Writing 9:20am - 10:20am</p> <p>Spelling/Vocabulary Q2W5: asterisk, asteroid, astronaut, astronomer, astronomical, dilemma, diverse, bilingual, trio, trilogy</p> <p>Winter Themed Writing Prompts: Students will work to complete 2-3 winter themed writing prompts over the next 2 weeks. Students will work through the writing process with teacher modeling to create 2-3 published writings. 1. Gingerbread House for sale. 2. Reindeer Needed (help wanted ad for Santa's reindeer) 3. Life if a snow globe</p> <p>Standards LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar</p>	<p>Writing 9:20am - 10:20am</p> <p>Spelling/Vocabulary Q2W5: asterisk, asteroid, astronaut, astronomer, astronomical, dilemma, diverse, bilingual, trio, trilogy</p> <p>Winter Themed Writing Prompts: Students will work to complete 2-3 winter themed writing prompts over the next 2 weeks. Students will work through the writing process with teacher modeling to create 2-3 published writings. 1. Gingerbread House for sale. 2. Reindeer Needed (help wanted ad for Santa's reindeer) 3. Life if a snow globe</p> <p>Standards LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar</p>	<p>Writing 9:20am - 10:20am</p> <p>Spelling/Vocabulary Q2W5: asterisk, asteroid, astronaut, astronomer, astronomical, dilemma, diverse, bilingual, trio, trilogy</p> <p>Winter Themed Writing Prompts: Students will work to complete 2-3 winter themed writing prompts over the next 2 weeks. Students will work through the writing process with teacher modeling to create 2-3 published writings. 1. Gingerbread House for sale. 2. Reindeer Needed (help wanted ad for Santa's reindeer) 3. Life if a snow globe</p> <p>Standards LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar</p>	<p>Writing 9:20am - 10:20am</p> <p>Spelling/Vocabulary Q2W5: asterisk, asteroid, astronaut, astronomer, astronomical, dilemma, diverse, bilingual, trio, trilogy</p> <p>Spelling Formative Assessment Vocabulary Formative Assessment</p> <p>Winter Themed Writing Prompts: Students will work to complete 2-3 winter themed writing prompts over the next 2 weeks. Students will work through the writing process with teacher modeling to create 2-3 published writings. 1. Gingerbread House for sale. 2. Reindeer Needed (help wanted ad for Santa's reindeer) 3. Life if a snow globe</p>



and usage when writing or speaking. (DOK 2)

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.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (DOK 3)

LAFS.5.W.1.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (DOK 3)

Reading 10:20am - 11:30am

THEME UNIT: Students will continue working with poems in Ready Reading Book to identify

and usage when writing or speaking. (DOK 2)

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.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (DOK 3)

LAFS.5.W.1.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (DOK 3)

Reading 10:20am - 11:30am

Theme in poetry review
Students will take formative assessment to

and usage when writing or speaking. (DOK 2)

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.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (DOK 3)

LAFS.5.W.1.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (DOK 3)

Reading 10:20am - 11:30am

REVIEW: Students will engage in a variety of activities to review skills learned over the last few

and usage when writing or speaking. (DOK 2)

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.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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LAFS.5.W.1.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (DOK 3)

Reading 10:20am - 11:30am

REVIEW: Students will engage in a variety of activities to review skills learned over the last few

Standards

LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK 2)

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.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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LAFS.5.W.1.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (DOK 3)

Reading 10:20am - 11:30am



themes and find evidence to support.

CENTERS:

IXL
IREAD
NEWSELA
CURSIVE PACKET
SPELLING/
VOCABULARY
READWORKS

Standards

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (DOK 3)

LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 2)

Social Studies 11:30am - 12:00pm

13 COLONIES UNIT: 2 days

find themes of poems (assessment was pushed from Friday)

CENTERS:

IXL
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CURSIVE PACKET
SPELLING/
VOCABULARY
READWORKS

Social Studies 11:30am - 12:00pm

13 COLONIES UNIT: 2 days

Brainpop Video - Building the Thirteen Colonies

Lesson 1 Colonial America Scavenger Hunt - Students will be able to work independently or in pairs to explore a power point on Colonial America. Students will be able to answer several questions about colonial America and record the answers on their scavenger hunt

weeks including Comparing and Contrasting characters, settings, and events in a drama, poem, story and finding the theme of a drama, poem, or story.

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Standards

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LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 2)

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama,

weeks including Comparing and Contrasting characters, settings, and events in a drama, poem, story and finding the theme of a drama, poem, or story.

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LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama,

Quarter 1 Summative

A: Students will take a summative assessment to demonstrate what they have learned about comparing and contrasting characters, settings, and events and finding and supporting the theme of story, drama, or poem.

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Standards

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (DOK 3)

LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 2)



Brainpop Video -
Building the Thirteen
Colonies

Lesson 1 Colonial
America Scavenger
Hunt - Students will be
able to work
independently or in pairs
to explore a power point
on Colonial America.
Students will be able to
answer several
questions about colonial
America and record the
answers on their
scavenger hunt
recording sheet.
Teacher will review
whole together whole
group to check for
correctly answers and to
have students
collaborate with each
other.

Standards

SS.5.A.4.1 Identify the
economic, political and socio-
cultural motivation for colonial
settlement.

SS.5.A.4.2 Compare
characteristics of New
England, Middle, and
Southern colonies.

recording sheet.
Teacher will review
whole together whole
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correctly answers and to
have students
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Standards

SS.5.A.4.1 Identify the
economic, political and socio-
cultural motivation for colonial
settlement.

SS.5.A.4.2 Compare
characteristics of New
England, Middle, and
Southern colonies.

SS.5.A.4.3 Identify
significant individuals
responsible for the
development of the New
England, Middle, and
Southern colonies.

SS.5.A.4.4 Demonstrate an
understanding of political,
economic, and social aspects
of daily colonial life in the
thirteen colonies.

SS.5.A.4.6 Describe the
introduction, impact, and role
of slavery in the colonies.

SS.5.A.4.5 Explain the
importance of Triangular
Trade linking Africa, the West
Indies, the British Colonies,
and Europe.

drawing on specific details in
the text (e.g., how characters
interact). (DOK 2)

**Social Studies 11:30am -
12:00pm**

**13 COLONIES UNIT: 2
days**

Lesson 2: Students will
be able to explain what
a colonist and colony is
and explain how colonist
arrived in North
America.
DAY1: Introduce and
explain vocabulary
words colony and
colonist. Students will
work in small groups to
read through a Readers
Theater Script title 'A
New Home'. Once
students have read
through twice in their
small groups volunteers
from each group will
perform the reader's
theater for the the class.
Teacher will lead
students in discussion
about the reasons found
in the text that led to the
colonist coming to North
America.

drawing on specific details in
the text (e.g., how characters
interact). (DOK 2)

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Teacher will lead
students in discussion
about the reasons found
in the text that led to the
colonist coming to North
America.

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)

**Social Studies 11:30am -
12:00pm**

New England Colonies
Reading Packet:
Students will work
through a packet with
passages and activities
to learn about the New
England Colonies and
use that information to
complete a Collaborative
Poster with their desk
group.



SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.

SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

DAY 2: Teacher will review discussion points from yesterday. Students will complete an ordering activity with the events leading to start of the colonies and the people who came to the New World. Students will create a timeline showing the founding date of each colony. This will go into their student journals.

Standards

SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.

SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies.

SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

DAY 2: Teacher will review discussion points from yesterday. Students will complete an ordering activity with the events leading to start of the colonies and the people who came to the New World. Students will create a timeline showing the founding date of each colony. This will go into their student journals.

Timeline and ordering activity will be taken as a grade.

Standards

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