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|  |  | **8:30-10:00****READING** |  | **10:45-11:30 11:30-12:15 1:00-1:50****Social Studies** |  | **1:50-3:00****MATH** |
| **MONDAY 4/7** | **Morning Math** | **Objective:** Can I connect information and events in a text to experience and to related text sources?**TTW:** monitor “Talk with an Astronaut” test**Assessment:** Test | **P.E.** | **DBQ Causes of the civil war****Standards:** Strand 1, Concept 5, PO 5, Concept 6, PO 1,2Strand 3, Concept 3, PO 4, 5**Objective:** Can I analyze and explain a series of events that led to the southern states seceding from the Union?**TTW:** review the expectations for the DBQ task and have the students start their papers**TSW:** Write a 5 paragraph essay on the reasons why the southern states seceded from the union**Assessment/Activity:** 5 paragraph essay | **LUNCH 12:15-1:00** | **ACE: 5MP.1-8****Objective:** Can I make sense of a problem and persevere to solve it?**TTW:** Guide students to select appropriate information in a problem**TSW:** Highlight information in problem**Assessment:** ACE rubric on FridayMountain Math**Reviews 3 4.2.2**Lesson 19-5 Symmetry**Objective:** Can I explore figures that have symmetry and rational symmetry?**TTW:** Walk students through the Interactive Learning**TSW:** Practice Skill using whiteboard**Assignment:** pg. 474 1-25Take the photo of students and create the symmetrical view of the other half.  |
| **TUESDAY 4/8** | **Morning Math** | IT4,W8,L1, 4, 3**Day 1****Objective:** Can I use background knowledge and text evidence to make a generalization of the text?**TTW:** * read the poem together to introduce the story, p. 284j.
* Read aloud “ By the Great Horn Spoon” p. 285b.

**Amazing Words (285a)****TTW:** Reread sentences from the Read Aloud (pg.169a)and expose stu. To exuberance*, claim, miners, sluice box***Comprehension:** **TTW:** read pg. 286 to introduce Generlization and questioning. **TSW:** Students read *The Gold Rush* pg. 287 and apply skills/ Use notebook lesson to create generalization map(Brace Map)**Assignment/Assessment:**R/W p. 360**Vocabulary:** (288e, 288-289)**Objective:** Can I determine the meaning of vocabulary words that have prefixes over- in-? **TTW:** * read p.289 *The sky’s the limit*
* Reinforce meaning of vocabulary words using SB page then practice words on SB game
* Students record vocab. In WWJ

**TSW:** complete vocabulary activity on NTBK**Assignment/Assessment:**R/W p. 362 | **P.E.** |   **DBQ Causes of the civil war****Standards:** Strand 1, Concept 5, PO 5, Concept 6, PO 1,2Strand 3, Concept 3, PO 4, 5**Objective:** Can I analyze and explain a series of events that led to the southern states seceding from the Union?**TTW:** review the expectations for the DBQ task and have the students start their papers**TSW:** Write a 5 paragraph essay on the reasons why the southern states seceded from the union**Assessment/Activity:** 5 paragraph essay | **LUNCH 12:15-1:00** | **ACE: 5MP.1-8****Objective:** Can I make sense of a problem and persevere to solve it?**TTW:** Guide students to select appropriate information in a problem**TSW:** Highlight information in problem**Assessment:** ACE rubric on FridayMountain MathMountain Math**5.MD.1**Lesson 14-6 Elapsed Time**Objective**: Can I use models and computational procedures to find elapsed time, start time, or end time involving hours and minutes?**TTW:** Instruct students on how to compute elapsed time by using a clock, counting on fingers, and using mathematical computations. **TSW:** Use different modalities when computing elapsed time. **Assignment:** pg. 359 1-25 odd**Assessment:** ticket-out |

Chelsea Harman

Week of April 7th

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|  |  | **8:30-10:00****READING** |  | **10:45-11:30 11:30-12:15 1:00-1:50****Social Studies** |  | **1:50-3:00****MATH** |
| **WEDNESDAY 4/9** | **Morning Math** | **Day 2****RL5.3****Objective:** Can I create generalizations over the story ghost twon?**Amazing Words (288b)****TTW:** reread sentences from the Read Aloud (pg.172b) and expose stu. to *trailblaze, and panning***Comprehension (290-303)****TTW:** * Introduce genre, preview and predict, and purpose using 290a
* Read story, use Access Text to monitor and adjust as you read the story
* Students read the story individually.
* Read story with students, stopping to check for understanding,
* finish reading the story
* have students create 3 generalizations from the story and explain how they got the generalizations.
* If time allows share students generalization with the class.

**TSW:** read story on own. TSW create a generalization chart **Assessment/Assignment:** generalization chart | **P.E** | **DBQ Causes of the civil war****Standards:** Strand 1, Concept 5, PO 5, Concept 6, PO 1,2Strand 3, Concept 3, PO 4, 5**Objective:** Can I analyze and explain a series of events that led to the southern states seceding from the Union?**TTW:** review the expectations for the DBQ task and have the students start their papers**TSW:** Write a 5 paragraph essay on the reasons why the southern states seceded from the union**Assessment/Activity:** 5 paragraph essay | **LUNCH 12:15-1:00** | **ACE: 5MP.1-8****Objective:** Can I make sense of a problem and persevere to solve it?**TTW:** Guide students to select appropriate information in a problem**TSW:** Highlight information in problem**Assessment:** ACE rubric on FridayMountain Math**5.MD.1**Lesson 14-7 Elapsed Time in Other Units**Objective:** Can I use computational procedures to find elapsed time, start time, or end time involving minutes, hours, days, and weeks. **TTW:** Use smartboard lesson to demonstrate lesson**TSW:** Use different modalities when computing elapsed time**Assignment:** pg. 362 1-21odd**Assessment:** ticket-out |
| **THURSDAY 4/10** | **Morning Math** | **Day 4****RL5.1****Amazing Words (192b)****TTW:** Expose students to migration exploit.**SGI: (SG2, SG7, SG12)****Objective:** Can identify the mood of the passage.**TTW:** review mood and tone with students Close Read p.300**Group 1: SGI****OL**: follow lesson from SG68, **Assessment:** close read questions **SI:** follow lesson from SG68, **Assessment:** close read questions**A:** follow lesson from SG68**Assessment:** close read questions**Group 2: Independent Activity****Objective:** Can I use my knowledge to make generalizations about the text?**TSW:** complete Counting Sockeye Salmon.**Assignment/Assessment:** Sockeye Salmon**Group 3: Choice Boards****Objective:** Can I apply what I’ve learned to complete an independent activity as reinforcement? **Assignment/Assessment:** Choice Board | **MUSIC** | **DBQ Causes of the civil war****Standards:** Strand 1, Concept 5, PO 5, Concept 6, PO 1,2Strand 3, Concept 3, PO 4, 5**Objective:** Can I analyze and explain a series of events that led to the southern states seceding from the Union?**TTW:** review the expectations for the DBQ task and have the students start their papers**TSW:** Write a 5 paragraph essay on the reasons why the southern states seceded from the union**Assessment/Activity:** 5 paragraph essay | **LUNCH 12:15-1:00** | **ACE: 5MP.1-8****Objective:** Can I make sense of a problem and persevere to solve it?**TTW:** Guide students to select appropriate information in a problem**TSW:** Highlight information in problem**Assessment:** ACE rubric on FridayMountain Math**5.MD.1**Lesson 14-9 Problem Solving: Make a Table**Objective:** Can I make and read tables as a way of solving problems?**TTW:** Propose problem on TE pg. 366B. **TSW:** Work in pairs to create a table to solve the problem.**Assignment:** pg. 366 1-10**Assessment:** Ticket out |
| **FRIDAY 4/11** | **Morning Math** | **Objective:** Can I connect information and events in a text to experience and to related text sources?**TTW:** monitor and facilitate**TSW:** take the “Ghost Town Test” test**Assessment:** Test | **ART** | **Math Review Day****Objective:** Can I analyze and interpret a graph?**TTW:** review graphing with the students and guide them through the lesson and worksheet**TSW:** Complete the Graph worksheet**Assessment/Activity:** Graphing sheet | **LUNCH 12:15-1:00** | **ACE: 5MP.1-8****Objective:** Can I make sense of a problem and persevere to solve it?**TTW:** Guide students to select appropriate information in a problem**TSW:** Highlight information in problem**Assessment:** ACE rubric on FridayMountain Math**5.NF.7****Objective:** Can I apply division strategies to understand fractions? **TTW:** Guide students through the SMART notebook lesson demonstrating how to solve the problems; Monitor student understanding & adjust lesson as needed.**TSW:** Complete problems on white boards; Complete independent practice and ticket-out the door; 4.B.25**HYS:** Non-linguistic representation ( models)**Assignment:** cp. 4.B.28**Assessment:** ticket-out |