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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 1,2  Strand 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 Friday  Mountain 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 1-25  Take 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 1,2  Strand 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 Friday  Mountain Math  Mountain 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 1,2  Strand 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 Friday  Mountain 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 1,2  Strand 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 Friday  Mountain 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 Friday  Mountain 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 |