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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 3/10** | **Morning Math** | **Day 3****RL.5.3****Amazing Words (182b)****TTW:** Expose students to *sinister* and *embark***SGI:** **Objective:** Can I identify character traits?**TTW:** use “Camping for My First Time*”* to guide instruction **TSW:** complete a character map for 2 Mom, Aunt, and Boy and then create a double bubble comparing and contrasting two of the characters**Group 1: SGI****OL**: TSW read the article with a partner and identify character traits for the three characters, then create a character map and double bubble with their partner. **SI:** TSW read along with the teacher and then the group will identify character traits for the three characters and then create a character and double bubble together. **A:**  TSW read the article with a partner and identify character traits for the three characters, then create a character map and double bubble with their partner. **Assessment:** character map and double bubble**L.5****Group 2: Individual Activity****Objective:** Can I identify contractions and Negatives**TSW:** complete page 319 and 326 in R/W Notebooks **Assessment:** 319 and 326 R/W notebooks**Group 3: Choice Boards****Objective:** Can I apply what I’ve learned to complete an independent activity as reinforcement? Goal FolderStudent led sheet Picture colorClean out desk New seating chart | **P.E.** | Standards: Strand 1, Concept 5, PO 1, 2, 3,,4Strand 4, Concept 4, PO 1 & 2 **Objective:** Can I apply what I’ve learned about exploring the west to the assessment?**TTW:** Guide the students through the study guide and the Oregon Trail activity**TSW:** Complete daily Oregon Trail Activity complete study guide**Assignment:** study guide | **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**5.OA.3**Lesson 15-2 Solving Multiplication and Division Equations, Multiple Steps**Objective:** Can I solve one-step equations involving multiplication or division?**TTW:** Guide students through solving equations involving multiplication and division**TSW:** Practice lesson by using whiteboard**Assignment:** copy page**Assessment:** Teacher observation |
| **TUESDAY 3/11** | **Morning Math** | **Day 4****RL5.1****Amazing Words (192b)****TTW:** Expose students to *mundane* and *antics* **SGI: (SG2, SG7, SG12)****Objective:** Can I draw inferences from the text?**TTW:** review inferences and go over the sleuth book with the group**Group 1: SGI****OL**: follow lesson from SG2, **Assessment:** chart and questions. **SI:** follow lesson from SG7, chart and question**Assessment:** chart and question**A:** follow lesson from SG12, chart and questions**Assessment:** chart and question**Group 2: Independent Activity****Objective:** Can I use my knowledge to create a rhyming poems?**TSW:** complete page 317 in R/W notebook and then write their own Rhyming Poem **Assignment/Assessment:** Page 317 and Written Poem**Group 3: Choice Boards****Objective:** Can I apply what I’ve learned to complete an independent activity as reinforcement? **Assignment/Assessment:** Choice Board | **P.E.** |  Standards: Strand 1, Concept 5, PO 1, 2, 3,,4Strand 4, Concept 4, PO 1 & 2 **objective:** Can I apply what I’ve learned about exploring the west to the assessment?**TTW**: Monitor and Facilitate the students during the test.**TSW:** Complete daily Oregon Trail Activity and complete Ch.11 test**Assignment:** Chapter 11 test | **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**5.OA.3**Lesson 15-4 Patterns and Equations**Objective:** Can I complete a table of values for an equation or write an equation to describe the relationship between pairs of numbers in a table?**TTW:** Use the Interactive Learning Recording Sheet 29 to pose the problem. **TSW:** Follow the envision video, with teacher guidance, to better understand the lesson. **Assignment:** pg. 383 1-24**Assessment:** Ticket-Out |

Chelsea Harman

Week of March 10th

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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 3/12** | **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 “The Skunk Ladder” test**Assessment:** TestMath Scale lesson | **P.E** | Standards: Strand 1, Concept 5, PO 1, 2, 3,,4Strand 4, Concept 4, PO 1 & 2 **objective:** Can I apply what I’ve learned about exploring the west to the ace problem?**TTW**: Monitor and Facilitate the students during the ACE problem**TSW:** Complete the ACE problem**Assignment:** Westward expansion ACEIdentify and explain some of the major troubles people faced when exploring the west on the Oregon Trail.  | **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**Topic 15, Quiz 1****5.NF.3**Lesson 16-1 Understanding Ratios**Objective:** Can I read and write ratios and generate equal ratios? **TTW:** Use the smartboard lesson to teach ratios. **TSW:** Follow the interactive smartboard lesson while teacher explains lesson. **Assignment:** pg. 396 1-22**Assessment:** Ticket-Out |
| **THURSDAY 3/13** | **Morning Math** | **½ day** | **MUSIC** | ½ day | **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 MathField Day |
| **FRIDAY 3/14** | **Morning Math** | **½ day** | **ART** |  **½ day** | **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 MathMountain Math**5.NF.3**Lesson 16-2 Understanding Percent**Objective:** Can I write a percent for a given situation and create situations for given percents?**TTW:** Use the interactive learning lesson on page 398B of the teachers guide to set the lesson.**TSW:** Use a hundred chart to graph the number of instruments in a band. Understand that percent is 100 and the sign is %. **Assignment:** pg. 398 1-23**Assessment:** Ticket-Out |