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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 Folder  Student led sheet  Picture color  Clean out desk  New seating chart | **P.E.** | Standards: Strand 1, Concept 5, PO 1, 2, 3,,4  Strand 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,,4  Strand 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:** Test  Math Scale lesson | **P.E** | Standards: Strand 1, Concept 5, PO 1, 2, 3,,4  Strand 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 ACE  Identify 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 Friday  Mountain 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 Friday  Mountain Math  Field 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 Friday  Mountain Math  Mountain Math  Mountain 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 |