

<p>Week of: August 29-September 2</p> <p>*for additional curriculum information, please visit the district's resource Elementary Teaching Resources or Georgia Standards of Excellence</p>	<p style="text-align: center;">READING</p>	<p style="text-align: center;">WRITING</p>	<p style="text-align: center;">PHONICS</p>	<p style="text-align: center;">MATH</p>	<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">Science and Social Studies instruction alternates between weeks</p> <p style="text-align: center;">Earth and Change Over Time</p>	<p style="text-align: center;">SOCIAL STUDIES</p> <p style="text-align: center;">Science and Social Studies instruction alternates between weeks</p>
<p>Monday</p>	<p>Standard(s): ELA.GSE.5.RL.4; RL1</p> <p>LT: I can engage in a constructive conversation. SC: I can listen actively and use speaking skills to communicate effectively in constructive conversations. LT: I can use my book bag effectively. SC: I can self-select books for independent reading and organize them in my book bag.</p> <p>Lesson/Activity: -Interactive Read- Aloud 6- pg. 126: Drawing Inferences (<i>The Adventure of the Blue Carbuncle</i>) Model on pgs. 12 and 16</p> <p>-Mini Lesson #13 pgs. 168-169 (Anchor Chart: "How We Use Our Book Bags") -Small-group Conferring/Independent Reading -Share/Reflect</p>	<p>Standard(s): ELA.GSE.5.SL.1 LT: I can share my opinion. SC: I can write my opinion in a review. Lesson/Activity: Lesson 13 Students will think of things that get reviewed and jot them in their notebooks. Students can start writing a review of positives and negatives for their item. Pages 120-123</p>	<p>Standard(s): ELA.GSE.5.RF.3 ELA.GSE.5.L.3c LT: I can sort words for common patterns. SC: I can sort words with Latin number roots. Lesson/Activity: Lesson 4 Routine 4 - Sort Words Page 6 Students will sort words that have the same Latin number roots. After sorting words. Students will figure out what these words mean using the roots. Students will sort words based on categories... People, Animals, Places, Things. Pages 66-67</p> <p>Grammar Standard(s): ELA.GSE.5.L.1, ELA.GSE.5.L.2, ELA.GSE.5.L.3</p>	<p>Standard(s): 5.NBT.7 LT: I can add decimals using place value strategies. SC: I can identify the place values from millions to thousandths. Lesson 9 Avoid saying "Line up the decimals" instead say, "Align the place values." Lesson/Activity: Decimals Baby song https://www.youtube.com/watch?v=M7W0srcxuRg Lesson/Activity: Fluency Practice, Application Problem Sprint A/B Fluency PPT Concept Development Zearn Problem Set 1 abcde, 2 abcd, 3 all Homework: 1 abcde, 2 abcd, 4 IXL Lesson 9 #1 Lesson 9 #2</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): Standard/s: SS.5.E.2 The student will describe the functions of four major sectors in the U. S. economy. a. Describe the household function in providing resources and consuming goods and services. b. Describe the private business function in producing goods and services. c. Describe the bank function in providing checking accounts, savings accounts, and loans. d. Describe the government function in taxation and providing certain goods and services. SS.5.E.3 The student will describe how consumers and businesses interact in the U.S. economy. a. Describe how competition, markets, and prices influence people's behavior. b. Describe how people earn income by selling their labor to businesses. c. Describe how entrepreneurs take risks to develop new goods and services to start a business. SS.5.E.4 The student will identify the elements of a</p>

Small-group focus skill for this week: RL1 and RI1: **CITING EVIDENCE**: Quoting accurately from a text when explaining what the text says and when drawing inferences from the text

LT:
I can compare sentences.
SC:
I can explore simple, compound, and complex sentences discovering the differences between them.
Lesson/Activity:
Lesson 6
Students will compare simple, compound, and complex sentences and discuss the differences between them.
Handout - Unit 1, Session 6 Comparing Sentences:What Do We See?
Pages 12-13

personal budget and explain why personal spending and saving decisions are important

Learning Target/Teaching Point:

-I can describe the functions of the 4 major sectors in the economy.
-I can describe how consumers and businesses interact in the U.S. economy.

Success Criteria:

-I can describe the functions of the household sector, private business sector, banking sector, and government sector in the economy.
-I can describe how prices influence people's behavior.

-I can describe how entrepreneurs take risks.
-I can explain personal spending and discuss why saving decisions are important.

Introduction/ Connection

Go to <https://www.brainpop.com/math/dataanalysis/supplyanddemand/> to introduce ways that prices influence people's behavior.

Direct Instruction

Continue [Haugen Economics 2 2021-2022](#)

Continue Word Wall.

Guided Practice:

As you go through PPT., students will take notes on the concepts using the note-taking guide.

Summarize:

						What are producers and consumers?
Tuesday	<p>Standard(s):ELAGSE5SL4 LT: I can work collaboratively with my partner. SC: I can take turns sharing ideas and responsibilities. LT: I can take responsibility for my reading. SC: I can share responsibilities with a partner, including holding my partner accountable during reading and discussion.</p> <p>2 LESSONS TODAY- 14 and 15 Lesson/Activity: -Interactive Read- Aloud 7- pg. 128: Check Understanding While Reading (<i>Take Off! A Pilot's Memoir</i>) Model on pgs. 4 and 20.</p> <p>-Mini Lesson #14 pgs. 170-171 (Anchor Chart: "When Reading with a :Partner") -Mini-Lesson #15 pgs. 172-173 (Anchor Chart: "Working with Partners")</p> <p>-Small-group Conferring/Independent Reading</p>	<p>Standard(s):ELAGSE5SL1 LT:I can revise an entry. ST: I can choose an entry in my notebook to improve and revise. LT: I can make my writing stronger. SC: I can look at the Inspiration Board to make my writing stronger.</p> <p>Lesson/Activity: Lesson 14 Students will choose one of their writings to add to and revise. Strategy - Check for Capitalization Pages 124 - 127</p> <p>Lesson 15 Using the Inspiration Board, students will gather ideas to make their piece stronger. Pages 128 - 131</p>	<p>Standard(s):: ELAGSE5RF3 ELAGSE5RF4 LT:I can read and respond to a passage. SC:I can read and spell words with Latin number roots. I can write a response to reading. Lesson/Activity: Lesson 5 Routine 10: Building Fluency from Mastery Syllable Fluency Word Fluency Sentence Fluency Page 12 Students will independently whisper read "The Age of Dinosaurs." After reading, they will write a summary with at least three details. Pages 68-69</p> <p>Grammar Standard(s): ELAGGSE5L1, ELAGSE5L2, ELAGSE5L3 LT:I can create different types of sentences. SC:I can recognize the differences between a simple, compound, and complex sentence. Lesson/Activity: Lesson 7 Students will use their mentor texts "The</p>	<p>Standard(s): 5.NBT.7 LT: I can subtract decimals using place value strategies. SC: I can identify the place values from millions to thousandths. Lesson 10 Complete Exit Ticket 9 for a grade. Lesson/Activity: Decimals Baby song https://www.youtube.com/watch?v=M7W0srcxuRg Fluency Practice, Application Problem Fluency PPT Concept Development Zearn Problem Set 1 ab, 2 abc, 3 abc, 4 Homework: 1 ab, 2 abc, 3 abc, 4 IXL Lesson 10 #1 Lesson 10 #2 Lesson 10 #3</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): Standard/s: SS5E2 The student will describe the functions of four major sectors in the U. S. economy. a. Describe the household function in providing resources and consuming goods and services. b. Describe the private business function in producing goods and services. c. Describe the bank function in providing checking accounts, savings accounts, and loans. d. Describe the government function in taxation and providing certain goods and Services. SS5E3 The student will describe how consumers and businesses interact in the U.S. economy. a. Describe how competition, markets, and prices influence people's behavior. b. Describe how people earn income by selling their labor to businesses. c. Describe how entrepreneurs take risks to develop new goods and services to start a business. SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important. Learning Target/Teaching Point: I can describe the functions of the 4 major sectors in the economy. I can describe how consumers and businesses interact in the U.S. economy.</p> <p>Success Criteria:</p>

			<p>Giant Squid” and “Sal’s Search” and find three sentence types in the text. How can this help with your writing? Page 14 - 15</p>			<p>I can describe the functions of the household sector, private business sector, banking sector, and government sector in the economy I can describe how prices influence people’s behavior. I can describe how entrepreneurs take risks. I can explain personal spending and discuss why saving decisions are important.</p> <p>Introduction/ Connection Go to https://www.brainpop.com/math/dataanalysis/budgets/ on budgets. Direct Instruction Continue Haugen Economics 2 2021-2022</p> <p>Continue Word Wall.</p> <p>Guided Practice: As you go through PPT., students will take notes on the concepts using the note-taking guide.</p> <p>Summarize: Discussion: Why is it important to budget and save?</p>
Wednesday	<p>Standard(s):ELAGSE5RL4 LT: I can participate in constructive conversations following agreed-upon rules for discussion. SC: I can stay on topic, listen to the person who is speaking, take turns talking, and ask questions politely. LT: I can interact independently with text</p>	<p>Standard(s):ELAGSE5SL1 LT:I can polish my writing. SC:I can check my writing for capitalization, spelling, and punctuation. Lesson/Activity: Students will edit their writing. They will focus on editing their writing for spelling, punctuation, and capitalization. Pages 132-135</p>	<p>Standard(s): ELAGSE5RF3 ELAGSE5RF4 LT: I can read and interact with a text. I can write words. SC:I can read an interactive text and check for comprehension. I can write words and sentences dictated to me. Lesson/Activity:</p>	<p>Standard(s): NBT.7 LT: I can multiply a decimal fraction by single-digit whole numbers, relate to a written method through application of the area model and place value understanding, and explain the reasoning used. SC: I can multiply numbers. I can use the area model to multiply.</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): Standard/s: SS5E2 The student will describe the functions of four major sectors in the U. S. economy. a. Describe the household function in providing resources and consuming goods and services. b. Describe the private business function in producing goods and services. c. Describe the bank function in providing checking</p>

and determine when it is time to select a new book.
SC: I can abandon my book if I have trouble following it or it no longer interests me.

Lesson/Activity:
-Interactive Read #8
Aloud 7- pg. 130:
Constructive
Conversation
(*The Adventure of the Blue Carbuncle*) **Model on pgs. 23 and 30.**

-Mini Lesson #16 pgs. 174-175 (Anchor Chart: "Why Readers Abandon Books")

-Small-group
Conferring/Independent
Reading

Lesson 6
Routines - Spelling and Dictation
Page 7
Students will write words and a sentence dictated by the teacher.
Students will whisper read a text then choral read the text. Teacher will question students for comprehension.
Pages 70-71

Grammar
Standard(s):
ELAGGSE5L1,
ELAGSE5L2,
ELAGSE5L3
LT:I can sort sentences.
SC:I can sort sentences based on simple, compound, and complex sentences.
Lesson/Activity:
Lesson 8
Students will cut and sort sentences based on type of sentence, simple, compound, or complex.
Handout - Sentence Sort - Graded
Pages 16-17

Lesson 11
Complete Exit Ticket 10 for a grade.
Lesson/Activity:
Fluency Practice, Application Problem
[Fluency PPT](#)
Concept Development
[Zearn](#)
Problem Set
1 abcd, 2a, 3
Homework:
1 abcd, 2a, 3
IXL
[Lesson 11 #1](#)
[Lesson 11 #2](#)

accounts, savings accounts, and loans.
d. Describe the government function in taxation and providing certain goods and services.
SS5E3 The student will describe how consumers and businesses interact in the U.S. economy.
a. Describe how competition, markets, and prices influence people's behavior.
b. Describe how people earn income by selling their labor to businesses.
c. Describe how entrepreneurs take risks to develop new goods and services to start a business.
SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.
Learning Target/Teaching Point:
I can describe the functions of the 4 major sectors in the economy.
-I can describe how consumers and businesses interact in the U.S. economy.

Success Criteria:
-I can describe the functions of the household sector, private business sector, banking sector, and government sector in the economy.
-I can describe how prices influence people's behavior.
-I can describe how entrepreneurs take risks.
-I can explain personal spending and discuss

						<p>why saving decisions are important.</p> <p>Direct Instruction Review concepts before taking assessment. Lesson/Activity:</p> <p>After review, students will take the Economics assessment.</p> <p>Summarize: Go over any problem areas on test.</p>
<p>Thursday</p>	<p>Standard(s): ELAGSE5RL4 LT: I can explain the importance of volume while reading. SC: I can read with appropriate volume, pacing, and stress.</p> <p>Lesson/Activity: DAY 15 Shared Reading #3- pg. 140: Inflection/Intonation-Volume (<i>The Adventure of the Blue Carbuncle</i>) Use pg. 20 to model using volume to convey emotion as you read to the kids.</p> <p>-Mini Lesson #17 pgs. 176-177 (Anchor Chart: "Responding to Reading in Your Reader's Notebooks") -Small-group Conferencing/Independent Reading</p>	<p>Standard(s):ELAGSE5SL1 LT: I can write a letter to a classmate. SC:I can write a letter to a classmate about the hard work we do to become better writers. Lesson/Activity: Lesson 17 Students will write a letter to a classmate, sharing their favorite work and why it is their favorite. Pages 136-139</p>	<p>Standard(s): ELAGSE5RF3 ELAGSE5RF4 LT:I can read big words. SC:I can use reading strategies to read big words. Lesson/Activity: Lesson 7 Routine 6 - Reading Big Words Page 8 Students will use the chart for reading big words. They will practice this strategy to determine how to pronounce the words. They will highlight the meaning of the Latin number roots. Pages 72 - 73</p> <p>Grammar Standard(s): ELAGGSE5L1, ELAGSE5L2, ELAGSE5L3 LT:I can create sentences using word cards. SC:I can create</p>	<p>Standard(s): 5.NBT.7 LT: I can multiply a decimal fraction by single-digit whole numbers, including using estimation to confirm the placement of the decimal point. SC: I can multiply numbers I can use the area model to multiply. I can estimate numbers. Lesson 12 Complete Exit Ticket 11 for a grade. Lesson/Activity: Fluency Practice, Application Problem Sprint A/B Fluency PPT Concept Development Zearn Problem Set 1 abc, 3 Homework: 1 abc, 3 IXL Lesson 12 #1 Lesson 12 #2</p>	<p>GSE Science Standard: S5E1: Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive forces. Learning Target: I can obtain and communicate information to suggest how surface features on Earth are caused.</p> <p>Success Criteria: I can ask questions to find out how rocks change over time. (S5E1a)</p> <p>Activity: Engage: Weathering and Erosion time-lapse + question stems Explore: MS Lesson: Will a mountain last forever (Watch 3 short Video segments-</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>

			<p>sentences using word cards making a simple, compound, and complex sentence. Lesson/Activity: Lesson 9</p> <p>Students will take word cards and create simple, compound, and complex sentences. Encourage them, if the sentences are incorrect, to look over the grammar notebooks to find the correct way to complete them. Handout - Word Cards Pages 18 -19</p>		<p>with discussion question @ end of each segment (2;52, 4:53, 3:25) (WHOLE GROUP - on board)</p> <p>Evaluation tool: Teacher asks open ended probing questions to elicit discussion at stop points throughout video.</p> <p>PPT 1: Constructive and Deconstructive Forces</p>	
Friday	<p>Standard(s):ELAGSE5RI - 1-10 LT: I can use strategies to help me score a 75% or higher on an Achieve article. SC: I can use the highlighter tool to note important information. -I can use vocabulary/definitions to help me in my comprehension of the article. -I can use my notes to cite evidence in my Thought Question response.</p> <p>Lesson/Activity: -Go through an Achieve article on the Promethean and guide students as you do an article with them. -Small-group -Conferring/Independent Reading</p>	<p>Standard(s):ELAGSE5RI - 1-10 LT: I can use strategies to help me score a 75% or higher on an Achieve article. SC: I can use the highlighter tool to note important information. -I can use vocabulary/definitions to help me in my comprehension of the article. -I can use my notes to cite evidence in my Thought Question response.</p> <p>Lesson/Activity: -Go through an Achieve article on the Promethean and guide students as you do an article with them. -Small-group -Conferring/Independent Reading</p>	<p>Standard(s):ELAGSE5RI - 1-10 LT: I can use strategies to help me score a 75% or higher on an Achieve article. SC: I can use the highlighter tool to note important information. -I can use vocabulary/definitions to help me in my comprehension of the article. -I can use my notes to cite evidence in my Thought Question response.</p> <p>Lesson/Activity: -Go through an Achieve article on the Promethean and guide students as you do an article with them. -Small-group -Conferring/Independent Reading</p>	<p>Standard(s): 5.NBT.7 LT: I can show what I know about adding and subtracting decimals and multiplying a decimal by a single-digit number. Lesson/Activity: Exit Tickets 9-12 plus review worksheet for a grade.</p> <p>Students should work on individual IXL or Zearn lessons as they complete the graded assignment.</p>	<p>Standard(s): Learning Target: Evaluate and communicate about surface features on the Earth caused by destructive processes.</p> <p>Success Criteria: I can construct an argument supported by evidence for how caves form. (S5E1a)</p> <p>I can develop models to predict how changes in the surface features are/were caused by the destructive process of weathering. (S5E1b)</p> <p>Activity: Achieve Article (Earth's underground caves)</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>

			<p>Students will take a quiz about simple, compound, and complex sentences.</p>		<p>*This will be done in the Reading Classroom the week prior.</p> <p>On large paper, students work in pairs to draw a mountain and how it changes over time due to wind and water (extension caves). *leave posters for use as word/visual walls</p> <p>Evaluation tool: Encourage students to label their model with entry-level vocabulary (students will update in the days following)</p>	
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