Weekly Lesson Plans

BA PASS Correlation:

(OBJ) 5.N.3.1, 5.GM.3.1

Life Science:

5-PS3-1 LS2.B

5-LS1-1

5-LS2-1

PS3.D

LS1.C

Ls2.A

 Week of: February 27-March 3, 2017

 Teacher Name : **J. Duvall**

**READ ACROSS AMERICA WEEK**

5E Lesson Model:

1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate

Please label daily how you are using the 5E Model. (You may use the numbers to help label the steps being used.)

Methods of assessment used:

Classwork/Homework and Projects

Percentage of estimated instruction/learning time weekly:

20 % Direct Instruction/Whole

10% Small Group Instruction

15% Cooperative Learning

15% Individual

25% Worksheet Based

# Differentiated Learning:

**Auditory** **Visual/Spatial**

**Kinesthetic** **Logical/Math**

**Verbal/Linguistic** Musical

Naturalistic Interpersonal

Intrapersonal

# Blooms Taxonomy Levels Targeted: All

Grade Level: **5**  Title/Unit: Estimating Fractions, Measuring Angles/Earth Science

# Curriculum Correlation *(where it correlates to the scope and sequence)*

**Mon:**

Math:

* Complete a Stretch Question
* Grade/Discuss Homework from Friday (TB p. 304/305 1-17 odds)
* White board Practice over Area and Perimeter of Quadrilaterals
* Read aloud book over Area and Perimeter
* NO HOMEWORK

Science:

* Science Stretch
* Read p. 50-59 in Science Textbooks over “What Plants Need”, “How Plants Get Energy”, “Materials for Plant Growth”, and “Growing Crops”
* Read aloud book over Plants

I/E:

* Enrichment Groups

**Tues: (1,2,3,4,5)**

Math:

* Complete a Warm-up
* CW: Area Activity with Irregular Polygons (Using Fruit Loop arrays to calculate area and then devising an equation to find the area)
* **CW/HW: Area of Irregular Shapes Sheet**

Science:

* Science Stretch
* Continue Science lesson from yesterday over plants
* Read p. 62-63 over Supporting an Argument
* Students will then research using their book, Chrome books, and prior knowledge creating a list of what plants need to live and grow. Students will make a list of the evidence they gather for each material.
* Students will then work in groups to compare lists until an agreement can reached about which materials are needed for plants to live and grow.
* NO HOMEWORK

I/E:

* Enrichment Groups

**Wed: (1,2,3,4,5) LATE START PLC DAY**

Math:

* Complete a Warm-up
* Computer Lab 10:00-10:30 and 2:30-3:00
* Use GeoBoards to create polygons and review their area and perimeter

Introduce Volume of Rectangular Prisms and Cubes, Continue Customary Conversion

* Complete a Warm-up over general geometry concepts
* Grade/Discuss Assignment from Thursday
* Video over how to find volume using the formula V=LxWxH
* **CW/HW: Pizzazz D-67 and D-68**

Science:

* Science Stretch
* Continue Presentations from yesterday over plant requirements
* Read p. 64-65 “Why Animals Need Food”
	+ - * + Assign Marzano’s Vocab #9: Producer, Consumer, Food Web, Decomposer, Fungi, and Bacteria
				+ NO HOMEWORK
* Vocabulary Due Monday

**Thurs: (1,2,3,4,5)**

Math:

* Complete a Warm-up
* Grade Pizzazz D-67 and D-68
* Review Perimeter, area, and volume
* PowerPoint over the three topics
* NO HOMEWORK

Science:

* Science Stretch
* Read p. 66-67 Over Desert Food Chain
* Complete Wrap It Up Questions
* Work on Marzano’s Vocabulary due Monday
* Safari Montage over Food Chains
* NO HOMEWORK

I/E:

* Enrichment Groups

**Fri: (1,2,3,4,5)**

Math:

* Complete a Warm-up
* Review 3-D shapes and vocabulary associated with 2-D shapes
* CW/HW: Pizzazz D-40/D-45

Science:

* Complete a Science Warm Up
* Students will use P. 68-69 to Compare and Contrast Two food chains as a group and work together to answer the Wrap It Up questions in their Science spirals
* No Homework

I/E:

* Enrichment Groups