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**

**STAR 360 TESTING 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: Surface Area, Statistics, Triangle Classification, Pi Day, Life Science (Plants & Food Webs)

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

**Mon:**

Math:

* Complete a Stretch Question
* Grade/Discuss Homework from Friday (D-40/45)
* Surface Area Activity on Grid Paper
* STAR 360
* NO HOMEWORK

Science:

* Science Stretch
* **You and the Food Chain (Safari Montage Video)**
* TLW create a diagram of food items consumed over the past 24 hour period trace energy from each item back to the
* **Science Spiral Check**

I/E:

* NONE

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

Math:

* Complete a Warm-up
* CW: Mode, Median, Mean, and Range Activity/Notes
* **CW/HW: Finding MMMR ½ sheet**

Science:

* Science Stretch
* Read A-50 to A-55 in old science textbooks
* CW/HW: A.2.1 Study Guide (Plants)

I/E:

* NONE

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

Math:

* Complete a Warm-up
* Constructing Triangles Activity
* **CW/HW: Classifying Triangles based on Angles and Sides WS**

Science:

* Science Stretch
* Read p. 70-71 over Using Models
* CLASSWORK: The student will use print and digital sources to gather information about a producer and at least two consumers in a food chain. Students will then prepare a model of the food chain and present it to the class. (Continued Tomorrow)

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

Math:

* Complete a Warm-up
* Pi Day Activities!!!!!!!
* NO HOMEWORK

Science:

* Science Stretch
* Continue Model Presentations from yesterday over food chains
* NO HOMEWORK

I/E:

* NONE

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

NO SCHOOL