

Miss Graham's Weekly Lesson

The Week of: January 23-27th

Monday

Tuesday

Wednesday

Thursday

Friday

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning Work 8:30-9:00</p> <p>9:00-9:30 Phonograms: (ui, a, ai, th, e, ie, ed, i, ei, o, ti, u, si, y, ph, er, qu, or, ow, ou)</p> <p>Reading 9:30-10:00 Students will understand that poetry is text that uses patterns of rhyme and rhythm to express a speaker's ideas about a particular subject. 10:00-10:15</p> <p>RECESS 10:15-10:30</p>	<p>Arrive at school 8:00-8:30 Breakfast 8:45 Announcements/Pledge Morning Jumpstart –We go over it together while they eat breakfast at their desks. hand in to the green container at front of the room. Rules/procedures Oral and written phonogram review (OPR, WPR) and Spelling. Enter Spelling words #20 in blue Spalding notebook List 19 test A:instance, license, liquid, locate, main, method, modern, planet, prairie, plenty</p> <p>English Language Arts Practice set 1 and 2 5th grade Literary Texts 5-21 Choose students to read the story out loud. They are allowed to pair up as long as they work quietly with their partner. Students read a book of their choice quietly RECESS 10:15-10:30</p>	<p>Arrive at school 8:00-8:30 Breakfast 8:45 Announcements/Pledge Morning Jumpstart –We go over it together while they eat breakfast at their desks. hand in to the green container at front of the room. Rules/procedures Oral and written phonogram review (OPR, WPR) and Spelling. Enter Spelling words #20 in blue Spalding notebook List 19 innocent, instrument, leisure, located, minerals, mystery, ordinary, plentiful, prevent, relieve</p> <p>100th day of school</p> <p>English Language Arts Practice set 1 and 2 5th grade Literary Texts 5-21 Choose students to read the story out loud. They are allowed to pair up as long as they work quietly with their partner. Students read a book of their choice quietly RECESS 10:15-10:30</p>	<p>Arrive at school 8:00-8:30 Breakfast 8:45 Announcements/Pledge Morning Jumpstart –We go over it together while they eat breakfast at their desks. hand in to the green container at front of the room. Rules/procedures Oral and written phonogram review (OPR, WPR) and Spelling. Enter Spelling words #20 in blue Spalding notebook List 19 test B:instrumental, location, magnificent, mysterious, occasion, ordinarily, personality, physically, powerful, prepared</p> <p>English Language Arts Practice set 1 and 2 5th grade Literary Texts 5-21 Choose students to read the story out loud. They are allowed to pair up as long as they work quietly with their partner. Students read a book of their choice quietly RECESS 10:15-10:30</p>	<p>Arrive at school 8:00-8:30 Breakfast 8:45 Announcements/Pledge Morning Jumpstart –We go over it together while they eat breakfast at their desks. hand in to the green container at front of the room. Rules/procedures Oral and written phonogram review (OPR, WPR) and Spelling. Pre test if they receive a 90 or better they do not have to retake the test on both phonograms and spelling.</p> <p>English Language Arts Practice set 1 and 2 5th grade Literary Texts 5-21 Choose students to read the story out loud. They are allowed to pair up as long as they work quietly with their partner. Students read a book of their choice quietly RECESS 10:15-10:30</p>	<p>Arrive at school 8:00-8:30 Breakfast 8:45 Announcements/Pledge 8:45 Morning Jumpstart –We go over it together while they eat breakfast at their desks. hand in to the green container at front of the room. Rules/procedures Oral and written phonogram review (OPR, WPR) and Spelling and Phonogram Test</p> <p>English Language Arts Practice set 1 and 2 5th grade Literary Texts 5-21 Choose students to read the story out loud. They are allowed to pair up as long as they work quietly with their partner. HAND IN ALL PAPERWORK TO BE GRADED Students read a book of their choice quietly RECESS 10:15-10:30</p>

Monday

Tuesday

Wednesday

Thursday

Friday

<p>Writing 10:30-11:00</p>	<p>Developing Writing Skills - 5th Grade book pages 5-14 https://learn.teachingchannel.com/video/analyzing-text-brainstorming</p>	<p>Music 10:45-11:30 Organizing Ideas Writing Prompt 6 Pages 15-21 100 second challenge</p>	<p>Writing Prompt 12 Pages 23-28</p>	<p>MUSIC 10:45-11:30 Set 4 Introducing the Topic pages 29-36 Have students take turns reading out loud the instructions and then have them start on doing the packet.</p>	<p>Finish all writing and hand in to be graded. Have students take turns reading out loud the instructions and then have them start on doing the packet. Hand in packet for grade</p>
<p>Math 5th Grade 11:00-12:00(Monday, Wednesday and Friday) 11:30-12:00(Tuesday & Thursday) 12:40-1:00 (Tuesday and Thursday)</p> <p>6th Grade Ms. Young in Resource teaches</p>	<p>Saxon Lesson 77 Converting Units of Weight and Mass Fact Test (5min) Flashcards (5min) Go over the lesson with class then allow them time to work on the Mixed Practice (hand it in when finished) Give out matching homework.</p> <p>Saxon Lesson 77</p>	<p>Saxon Lesson 78 Exponents and Powers Color By Number Puzzle fact Test(5min) Flashcards (5min) Go over the lesson with class then allow them time to work on the Mixed Practice (hand it in when finished) Give out matching homework.</p> <p>Count by 100s to 10,000</p> <p>Saxon Lesson 78</p>	<p>Saxon Lesson 79 Finding Equivalent Fractions by Multiplying by 1 Fact test (5min) Flash cards (5min). Go over the lesson with class then allow them time to work on the Mixed Practice (hand it in when finished) Give out matching homework. Saxon Lesson 79</p>	<p>Saxon Lesson 80 Prime and Composite Numbers Fact Test (5 min) Flash Cards (5min) Go over the lesson with class then allow them time to work on the Mixed Practice (hand it in when finished) Give out matching homework.</p> <p>Saxon Lesson 80</p>	<p>Saxon Lesson Cumulative Test 15 (5 min) Flash Cards (5min) Go over the lesson with class then allow them time to work on the Mixed Practice (hand it in when finished) Give out matching homework. and complete in class because there is no homework on Fridays Saxon Lesson Cumulative Test 15</p>
<p>LUNCH AND RECESS 12:00-12:40</p>	<p>LUNCH AND RECESS 12:00-12:40</p>	<p>LUNCH AND RECESS 12:00-12:40</p>	<p>LUNCH AND RECESS 12:00-12:40</p>	<p>LUNCH AND RECESS 12:00-12:40</p>	<p>LUNCH AND RECESS 12:00-12:40</p>
<p>Grammar 12:40-1:30</p>	<p>Grammar Verbs Students will be given a worksheet from Easy Grammar Workbook to work on.</p>	<p>Grammar Verbs Students will be given a worksheet from Easy Grammar Workbook to work on. verbs</p>	<p>Grammar Verbs Students will be given a worksheet from Easy Grammar Workbook to work on.</p>	<p>Grammar Verbs Students will be given a worksheet from Easy Grammar Workbook to work on.</p>	<p>Make sure students handed in all assignments due this week. Early Release at 1:00</p>

Monday

Tuesday

Wednesday

Thursday

Friday

Science 1:30-2:00	Big Idea 5 Week 1 What do Atoms Look Like? Pages 129-133 Students complete page 129 Performance Science Safety First Lesson 1.6 Students read and then answer the questions.	Big Idea 5 Week 1 What do Atoms Look Like? Pages 129-133 Students complete page 130 Performance Out of This World 1.7 Students read and then answer the questions.	Big Idea 5 Week 1 What do Atoms Look Like? Pages 129-133 Students complete page 131 Performance Science Chapter 1 review. Students read and then answer the questions.	Big Idea 5 Week 1 What do Atoms Look Like? Pages 129-133 Students complete page 132-133 Performance Science The Anatomy of An Atom Chapter 2.1 Students read and then answer the questions. Hand it in to be graded.	Early Release
Social Studies 2:45-3:15	ACES 2:15-2:45. The West Indies packet pages 83-85 Enter vocabulary words in dictionary pages to place in binder: DEPENDENCY GREATER ANTILLES LESSER ANTILLES REGION WEST INDIES Students complete Monday	The West Indies packet pages 83-85 Students complete Tuesday	The West Indies packet pages 83-85 Students complete Wednesday Art 2:45-3:30	The West Indies packet pages 83-85 Students complete Thursday and Friday and do challenge question for extra credit. Hand in to be graded.	
Specials Schedule	ACES 2:15-2:45.	PE 3:00-3:30	Art 2:45-3:30	COMPUTERS 3:00-3:30	
Tutoring		3:30-4:00 Reading		3:30-4:00 Math	

6.NS.B

Compute fluently with multidigit numbers and find common factors and multiples.

6.NS.B.2 Fluently divide multi-digit numbers using a standard algorithm.

6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.

6.NS.B.4

Use previous understanding of factors to find the greatest common factor and the least common multiple.

a. Find the greatest common factor of two whole numbers less than or equal to 100.

b. Find the least common multiple of two whole numbers less than or equal to 12.

c. Use the distributive property to express a sum of two whole numbers 1 to 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9+2)$.

5.NF.A Use equivalent fractions to add and subtract fractions. 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $2/3 + 5/4 = 8/12 + 15/12 = 23/12$). 5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations, equations, and visual models to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g. recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$)

5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.2 Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.

5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5.L.1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

c. Use verb tense to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense.

e. Use correlative conjunctions (e.g., either/or, neither/nor).

f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).

5.L.2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.

b. Use a comma to separate an introductory element from the rest of the sentence.

c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly, consulting references as needed. 6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

6.RL.8 (Not applicable to literature)

6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.