

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Flag		Chapel (8:00-8:30)		Flag
8:15-9:00	STEAM-5B PE-5A	PE- 5B STEAM- 5A	1-6 Objective: Use place value to round decimals to different places. Activity: 1. Post decimals around the room. Students must order them from greatest to least. 2. Solve and Share 3. Develop: Visual Learning **Math Notebook 4. Guided Practice 5. Independent Practice	STEAM- 5B PE-5A	PE- 5B STEAM- 5A
9:00-10:05 Math		1-5 Objective: Use place value to compare decimals through thousandths Activity: 1. Daily Review 2. Solve and Share 3. Develop: Visual Learning **Math Notebook 4. Guided Practice 5. Independent Practice	*9:20- ART -5B *9:20- Library- 5A	1-7 Objective: Use the structure of the decimal place value system in order to solve problems involving patterns. Activity: 1. Daily Review 2. Solve and Share 3. Develop: Visual Learning 4. Guided Practice 5. Independent Practice	Review Objective: Review Topic 1 material and highlight sections that need to be reviewed over the weekend. Activity: Intervention: Topic 1 Reteaching On-Level & Advanced: Topic Assessment
10:05-10:25	Recess	Recess	Recess	Recess	Recess
10:25-10:55	Spanish -5B PA -5A	PA-5B Spanish- 5A	Spanish -5B PA -5A	PA-5B Spanish- 5A	PA-5A & 5B
10:55-11:25 Bible		Objective: Christians are called to a life of ups and downs and ultimately of being a part of something much bigger than our own lives. That also describes Abraham's journey—and through his story we can learn what faith is all about. Activity: THE MOVE 1. Sing "Father Abraham Had Many Sons" 2. Discuss how before Abraham was "Father Abraham", he was just an average guy who loved	Objective: Christians are called to a life of ups and downs and ultimately of being a part of something much bigger than our own lives. That also describes Abraham's journey—and through his story we can learn what faith is all about. Activity: THE PROMISE Genesis 15:1-6 • 1. Describe the circumstances surrounding God's promise to Abraham.	Objective: Christians are called to a life of ups and downs and ultimately of being a part of something much bigger than our own lives. That also describes Abraham's journey—and through his story we can learn what faith is all about. Activity: Pastor Darius shares with class (combined)	Objective: Christians are called to a life of ups and downs and ultimately of being a part of something much bigger than our own lives. That also describes Abraham's journey—and through his story we can learn what faith is all about. Activity: 1. https://www.youtube.com/watch?v=K6LINZo5xLQ 2. Create a comic strip of Abraham and his leadership through FAITH

		<p>God. God had a plan and a calling to his life, but Abram had to choose.</p> <p>3. Read Genesis 12:1-7 and discuss God's calling on his life and apply it to how God might be calling you.</p> <p>4. Spend some time in prayer and journal independently</p>	<p>2. Explain why (as time passed) it was so difficult for Abraham and Sarah to believe they would actually have a son.</p> <p>3. Talk about a time that it was hard to trust that God has a plan.</p>		
11:25-12:00 Language		<p>Objective: Students will learn the elements of an explanatory essay, consider purpose and audience, and learn the traits of informative/explanatory writing.</p> <p>Activity: 1. Students will pull out notes on leadership. 2. Whole class, we will read essay examples and discuss 3. Students will look up and define a leader using dictionaries 4. Students will create a Bubble Map in comp. notebooks with leadership in the middle and strategize qualities of a leader. Then define those qualities (dictionary)</p>	<p>Objective: Students will learn the elements of an explanatory essay, consider purpose and audience, and learn the traits of informative/explanatory writing.</p> <p>Activity: 1. Complete pg. 37 in workbook 2. Re-read one essay example, while focusing on body and examples given. 3. Look back at Bubble Map, and add examples and points of their story that will add to essay</p>	<p>Objective: Students will learn the elements of an explanatory essay, consider purpose and audience, and learn the traits of informative/explanatory writing.</p> <p>Activity: 1. Students will look back to examples and identify main points of the essay (hook, intro, thesis, etc...) 2. Students will start to outline their own paper</p>	<p>Objective: Students will learn the elements of an explanatory essay, consider purpose and audience, and learn the traits of informative/explanatory writing.</p> <p>Activity: 1. Students will write introduction paragraph of essay.</p>
12:00-12:45 Reading		<p>Objective: Listen to identify how the author has organized information in a nonfiction selection. Learn academic language: sequence of events, main idea, details, cause and effect.</p> <p>Activity: Teacher Led 1. Teacher Read Aloud- <u>Hurricanes: Weather at its Wildest</u> 2. Read <u>Photographing Wild Weather</u> as a class. Discuss key vocabulary. Independent 3.. Student Wkbk pgs. 22-23 (pg. 21 for Lion Paw).</p>	<p>Objective: Listen to identify how the author has organized information in a nonfiction selection. Learn academic language: sequence of events, main idea, details, cause and effect.</p> <p>Activity: 1. Whole class reading <u>Eye of the Storm</u> pgs. 57-58. 2. Wkbk pg. 24</p>	<p>Objective: Listen to identify how the author has organized information in a nonfiction selection. Learn academic language: sequence of events, main idea, details, cause and effect.</p> <p>Activity: Teacher Led 1. Read <u>Eye of the Storm</u> pgs. 69-75 Independent 2. Wkbk pg. 26-27</p>	<p>Objective: Listen to identify how the author has organized information in a nonfiction selection. Learn academic language: sequence of events, main idea, details, cause and effect.</p> <p>Activity: 1. AR test on <u>Eye of the Storm</u> 2. Wkbk pg. 28</p>
12:45-1:25	Lunch	Lunch	Lunch	Lunch	Lunch
1:25-2:40 History or		<p>Objective: Students will learn that most of Earth's water is salt water</p>	<p>Objective: Students will learn that most of Earth's water is salt water</p>	<p>Objective: Students will learn that most of Earth's water is salt water</p>	<p>Objective: Students will learn that most of Earth's water is salt water</p>

<p>Science</p>		<p>Students will understand that water moves in a cycle from Earth's surface to the atmosphere and back again Students will learn that the availability of water can be limited Students will examine ways of conserving water Activity: 1. Students will make aqueducts to transport water from one area to the other</p>	<p>Students will understand that water moves in a cycle from Earth's surface to the atmosphere and back again Students will learn that the availability of water can be limited Students will examine ways of conserving water Activity: 1. Students test aqueducts in their ability to transport water from one area to the other. 2. Students will journal about what went well and what didn't in their designs and what they learned</p>	<p>Students will understand that water moves in a cycle from Earth's surface to the atmosphere and back again Students will learn that the availability of water can be limited Students will examine ways of conserving water Activity: 1. Students will Read pages 124-126 and discuss 2. Make a diagram for understanding groundwater levels</p>	<p>Students will understand that water moves in a cycle from Earth's surface to the atmosphere and back again Students will learn that the availability of water can be limited Students will examine ways of conserving water Activity: 1. In groups, students will re-read Lesson 2 and answer Reading Review Questions on page 127 Discuss as a class</p>
-----------------------	--	---	--	---	--