|  |
| --- |
| **ARRIVAL after BREAKFAST 7:45 – 7:50** |
| **All students will:**-Bring home and back to school their **PURPLE** Take Home Folder daily-Sign in for lunch, Hang backpack -Have a seat and begin Silently Reading | **The teacher will:**-Check folders for notes and important info-Check attendance/take lunch information**Greeting:** Students and teachers greet one other by name and practice offering hospitality. |
| **\*\*SPECIAL AREA ROTATION every SIX DAYS\*\*** |
| **Time: 7:55 a.m. – 9:20 a.m.** **Day 1: Class/PE** **Day 2: Music/Media** **Day 3: Dance/STEM** **Day 4: Ag/Drama** **Day 5: Class/Puppetry** **Day 6: Art/Computer** |
| **MORNING WORK** |
| Good Morning, SunshineGrammar ExercisesGreek & Latin RootsDaily Cursive WritingInteractive Notebook Reference Pages for ELA and WRITINGKindness 101 |
| **LITERACY BLOCK** |
| **ELA** |
| **ELA BENCHMARK STANDARDS** | **Informative Writing** | **Benchmark Aligned Questions** |
| **ELA.5.V.1.3** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**ELA.5.V.1.1** Use grade-level academic vocabulary appropriately in speaking and writing.**ELA.5.F.1.4** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.**ELA.5.R.3.2** Summarize a text to enhance comprehension.Include plot and theme for a literary text.**ELA.5.R.1.1** Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.**ELA.5.R.1.3** Describe how an author develops a character’s perspective in a literary text.**ELA.5.R.2.2** Explain how relevant details support the central idea(s), implied or explicit. **ELA.5.V.1.3** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. **ELA.5.R.2.1** Explain how text structures and/or features contribute to the overall meaning of texts. **ELA.5.R.3.1** Analyze how figurative language contributes to meaning in text(s).  **ELA.5.R.1.2** Explain the development of stated or implied theme(s) throughout a literary text. |   **Students are writing a text-based informative essay and graded on all five sections. The Final Copy will be a summative grade.****A close-up of a writing process  Description automatically generated** | * What is the central idea(s) of the text?
* What relevant details support the central idea(s)?
* How do the relevant details support the central idea(s)?
* What is the text structure?
* How does the text structure contribute to the overall meaning of the text?
* What text features are present in the text? How do the text features contribute to the overall meaning of the text?
* How does the author’s use of the \_\_\_\_\_ type of text structure contribute to the overall meaning of the text(s)?
* How does the author’s use of the \_\_\_\_\_ text feature contribute to the overall meaning of the text(s)?

“The Banners of Freedom” “Road to Revolution”  |
|  **BENCHMARK STANDARDS** | **WRITING** | **VOCABULARY** |
| **ELA.5.C.1.4** Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.**ELA.5.C.1.5:** Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.**ELA.5.C.2.1:** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. **ELA.5.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **ELA.5.C.5.2:** Use digital writing tools individually or collaboratively to plan, draft, and revise writing.**ELA.5.F.1.3** Use knowledge of grade-appropriate phonics and word-analysis skills to decode. **ELA.5.V.1.3** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.**ELA.5.F.1.4** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. |  **Write an Expository Essay**Types of Hooks/Introductions:Strategies to grab the reader’s attention:List, Question, Quotation, Definition, Description, An interesting Fact, Surprising Statement, Background Information, Cause/Effect Relationship, Restate the Prompt (use if you are stuck!)**Avoid using phrases like these**:My name is…Once upon a time...This essay is about…I am going to tell you about…Types of Endings/Conclusions:Strategies for a final thought/closure:Advice, Action, Question, Challenge, Inference, Quotation, Prediction, Recommendation, If/then Statement, Further Exploration**Avoid using phrases like these:**The end…Bye…gotta go now!That’s all I can think of…Hope you enjoyed reading…”  |   |
| **SOCIAL STUDIES** |
| SS.5.A.3.1: Describe technological developments that shaped European exploration.SS.5.A.3.2: Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.SS.5.A.3.3: Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.SS.5.A.4.1: Identify the economic, political and socio-cultural motivation for colonial settlement.SS.5.A.4.2: Compare characteristics of New England, Middle, and Southern colonies.SS.5.A.4.3: Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.SS.5.A.4.4: Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.SS.5.A.4.5: Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe. | **UPCOMING DATES**2/12-2/16: Kindness Week2/15: 5th Grade Science Fair2/19: No School!2/27: Board Meeting 6 pm2/28: Talent Show Auditions 3/1: PAC Ice Cream3/1: Dress Down Day is now “Favorite Character Day” |

|  |
| --- |
| **RECESS/LUNCH****11:55-12:45 p.m.** |
| **WRITING BLOCK 2, ELA BLOCK 2, SOCIAL STUDIES 2****12:45 – 2:55 p.m.**  |
| **DISMISSAL****3:00** |