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| **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, Sunshine  Grammar Exercises  Greek & Latin Roots  Daily Cursive Writing  Interactive Notebook Reference Pages for ELA and WRITING  Kindness 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.**  **“YouTube in the Classroom”**  **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** | | **Social Studies** |
| **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…  ” | | 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.  A cartoon of soldiers holding a sign  Description automatically generated |
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| County Writing Test Tuesday 2.27  Final Copy of You Tube Writing due 2/29 | | | **UPCOMING DATES**  2/12-2/16: Kindness Week  2/15: 5th Grade Science Fair  2/19: No School!  2/27: Board Meeting 6 pm  2/28: Talent Show Auditions  3/1: PAC Ice Cream  3/1: Dress Down Day is now “Favorite Character Day” |

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| **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** |