

## Week of August 25, 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>READING</b>	<ul style="list-style-type: none"> <li>• Anthology- Read about characteristics of expository texts pg 34-35 TE</li> <li>• Read out of Anthology - Close Encounters of the Bear Kind - pg 39-42</li> <li>• Complete wks 10-11 in group</li> <li>• Teacher go over pages 35c-35D - Phonics - Long vowels, multi syllable words</li> </ul> <p><b>Assign Lit Vocabulary -</b> Note Cards</p> <ul style="list-style-type: none"> <li>• Idiom,</li> <li>• Homophone</li> <li>• Fiction,</li> <li>• Inference</li> <li>• ,Literary Device,</li> <li>• Main Idea,</li> <li>• Meter,</li> <li>• Setting</li> <li>• Hyperbole</li> </ul> <p>whole Group- go over wks 4 - figurative Language sheet.. complete it in class and clip into binder!</p>	<p>Read Real Survivor - pages 36-37</p> <p>Discuss inferences, idioms, adages.</p> <p>Complete the reading and wks 12/13 in our small reading groups with teacher.</p> <p>Assign Vocab Blocks over words from story</p> <ul style="list-style-type: none"> <li>• injury</li> <li>• couple</li> <li>• mournful</li> <li>• sympathy</li> <li>• delivering</li> <li>• shrieks</li> <li>• decency</li> </ul> <p>Whole Group - discuss idioms with students. Have students complete wks 32 over idioms.</p>	<p>Read Shiloh pages 38-51 Read in small group with teachers. complete wks 13 - Graphic Organizer, and wks 15 together in our groups.</p> <p>Go over ALL Vocabulary in small groups led by teacher.</p> <p>Assign wks 33 -" My Idiom Story" Students will have until Friday to complete this.</p>	<p>Read pages 54-57 Love at First Sight - Read in small groups with teacher</p> <p>Complete wks 16/17 on own</p> <p>Study Vocab words</p> <p>Idiom Story due Friday</p>	<p>Review for Weekly Test over Shiloh</p> <p>Review for Weekly Vocab Quiz</p> <p>Take test and quiz</p> <p>Idiom Story Due!</p>

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<b>SPELLING</b>	<p>Shiloh</p> <p>Long Vowels</p> <ol style="list-style-type: none"> <li>1. paste</li> <li>2. bride</li> <li>3. shave</li> <li>4. spice</li> <li>5. greed</li> <li>6. plead</li> <li>7. greet</li> <li>8. heap</li> <li>9. paid</li> <li>10. coach</li> <li>11. theme</li> <li>12. type</li> <li>13. oak</li> <li>14. growth</li> <li>15. yolk</li> <li>16. folks</li> <li>17. aim</li> <li>18. prey</li> <li>19. tow</li> <li>20. grind</li> <li>21. tenth</li> <li>22. damp</li> <li>23. stuff</li> <li>24. decay</li> <li>25. lifetime</li> </ol> <p>Write each word 3xs on notebook paper on cursive</p>	<p>page 7,8,9 Find Rhyming, Phonics long vowels</p>	<p>pretest</p>	<p>10-11 wks</p> <p>Definitions and passages with misspelled words</p>	<p>Final test</p>

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<b>Math -6</b>	Lesson 6 - Fractional Parts <ul style="list-style-type: none"> <li>• Manipulative Kit - color tiles</li> <li>• Fraction Posters</li> </ul> <ol style="list-style-type: none"> <li>1. Power UP</li> <li>2. Mental Math</li> <li>3. Problem Solving</li> <li>4. Grade Lesson 5/ go over questions</li> <li>5. Teach New concept 32-35</li> <li>6. Record new info into Math Notebook</li> <li>7. Assign 1-30 page 34-35</li> </ol>	Lesson 7 - Lines, Segments, and Rays, Linear Measure <ul style="list-style-type: none"> <li>• Need rulers, tag board strips per students ( 6 inch and 1 inch)</li> </ul> <ol style="list-style-type: none"> <li>1. Power UP</li> <li>2. Mental MATH</li> <li>3. Problem Solving</li> <li>4. Check Lesson 6 / go over questions</li> <li>5. Teach New Concept - put Units of measurement cheat chart in notebook</li> <li>6. Complete practice set put into notebook</li> <li>7. Assign 1-30 page 40-41</li> </ol>	Lesson 8 Perimeter of objects <ul style="list-style-type: none"> <li>• Rulers</li> </ul> <ol style="list-style-type: none"> <li>1. Power UP</li> <li>2. Mental Math</li> <li>3. Problem Solving</li> <li>4. Correct Lesson 7/ go over questions</li> <li>5. Record equations into Math</li> <li>6. Assign 1-30 page 45</li> </ol>	Lesson 9 - number line and comparing <ul style="list-style-type: none"> <li>• Bring Ruler</li> </ul> <ul style="list-style-type: none"> <li>• Power Up</li> <li>• Mental Math</li> <li>• Problem Solving</li> <li>• Correct Lesson 8/ go over questions</li> <li>• Assign 1-30 pages 48-49</li> </ul>	Lesson - 10 <ul style="list-style-type: none"> <li>• sequence</li> <li>• scales</li> </ul> -Power Up Mental Math Problem Solving Examples - 1-3 do together. Written Practice #1-30 assign pg52-53

	Monday	Tuesday	Wednesday	Thursday	Friday
Math - 5	<p>Lesson 6- Adding Whole Numbers</p> <ul style="list-style-type: none"> <li>• Base 10 Blocks</li> <li>• Power Up</li> <li>• Mental Math</li> <li>• Problem Solving</li> <li>• Check lesson 5/ go over questions</li> <li>• Teach new concepts -Record info into math notebook.</li> <li>• Assign 1-30 page 36-38</li> </ul>	<p>Lesson 7 - Writing and Comparing Numbers Through Hundred Thousands ordinal numbers</p> <ul style="list-style-type: none"> <li>• Money Manipulatives</li> <li>• Index Cards</li> <li>• Lesson Activity 9</li> </ul> <ol style="list-style-type: none"> <li>1. Power Up</li> <li>2. Mental Math</li> <li>3. Problem Solving</li> <li>4. Grade Lesson 6/ go over lessons</li> <li>5. Teach new concept</li> <li>6. Assign 1-30, pages 39-44</li> </ol>	<p>Lesson 8 - Relationship between addition and subtraction</p> <ul style="list-style-type: none"> <li>• Power UP</li> <li>• Mental Math</li> <li>• Problem Solving</li> <li>• Correct Lesson 7/ go over questions</li> </ul> <ol style="list-style-type: none"> <li>1. Power Up</li> <li>2. Mental Math</li> <li>3. Problem Solving</li> <li>4. TEach new concept - 45-49</li> <li>5. Assign 1-30 pg 48-49</li> </ol>	<p>Lesson 9 - practicing the subtraction algorithm</p> <ul style="list-style-type: none"> <li>• Base ten</li> <li>• money manipulatives</li> </ul> <ol style="list-style-type: none"> <li>1. Power Up</li> <li>2. Mental Math</li> <li>3. Problem Solving</li> <li>4. TEach new Concept 50-54</li> <li>5. Assign 1-30 pgs 53-54</li> </ol>	<p>Lesson 10</p> <p>Power Up Mental Math Problem Solving</p> <p>Examples together</p> <p>Assign Written Practice #1-30</p>
NOVEL	<p><b>Hatchet</b></p> <p>Read chapter 5 - We will try to read this together in our groups. Whatever we don't complete students will read independently.</p> <p>do Wks over chpts 1-3 due Tues</p>	<p><b>Hatchet</b></p> <p>Read chapter 6 - read in our small groups and students will read the remainder of the chapter independently if we run out of time.</p> <p>Assign wks over chpts 4-6</p>	<p><b>Hatchet</b></p> <p><b>Read chpt 7 - Students will read this independently or with a partner from class.</b></p>	<p><b>Hatchet</b></p> <p>Read chapter 8 together in our small groups with teacher. Whatever we don't get to the students will have to read the remaining part of the chapter on their own.</p> <p>wks 15 - Answer using complete sentences.</p>	<p><b>Hatchet</b></p> <p>After students are finished with their weekly assessment they will read chpt 9 on their own. Due Monday.</p>

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Daily comprehension/ Daily vocabulary DV/DC	Make Connections - good readers often find that as they read, they are reminded of something they have seen, done, or read before. ws 17 voc Typical - showing the traits or characteristics that are normal for a certain thing	Make connections - You can use that experience to make a connection with the story your are about to read. ws 18 voc - standard - normal or regular	Make Connections Even if you have never seen the Rockettes perform, you probably have seen another group of dancers or athletes practice or perform together. ws 19 voc standard - a model or example used to determine how good other things are	Make Connections - How did making a connection to other successful people help you understand the passage better? ws 20 voc standard - widely accepted as rule or model	REview of making connections - thinking about your experience will help you understand the story you are about to read. ws 21 voc review