

Week of January 18, 2016

	Mon, Jan 18 (111)	Tue, Jan 19 (112)	Wed, Jan 20 (113)	Thu, Jan 21 (114)	Fri, Jan 22 (115)
Reading	<p>.</p> <ul style="list-style-type: none"> • Read Anthology with teacher in our groups - The Circle and the Poles pg 101-103. Discuss together. • wks 136 Complete this in our group. words with Final el and en sounds. • Complete wks 137 Vocab individually. • Use story vocab and write them in sentences/ definitions. <p>Go over NESAs Vocabulary</p>	<p>Read in our teacher led groups page 388-389 Ice and More Ice Complete graphic organizer together over Problem and Solution pg 139 together. Go over sentences and definitions of story vocab with teachers. Complete wks 143- Root words</p> <p>Review vocab words from NESAs Terms</p> <p>*</p>	<p>Read in our teacher led groups - Spirit of Endurance pg 390-407 Focus on Genre - Expository and Problem Solution. Complete Graphic Organizers on pg 139 and 138</p> <p>Review 10 NESAs Vocab Terms Random</p>	<p>Read Exploring the Earth Top to Bottom in our teacher led groups. pg 408-409</p> <ul style="list-style-type: none"> • Persuasive Writing • Primary Sources <p>Wks 141- Author's Purpose do individually wks 142 - Primary/journal</p> <p>Study NESAs Vocab</p>	<p>No School Teacher In-Service SSC</p>

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Spelling	Spirit of Endurance 1. slogan 2. woolen 3. listen 4. heron 5. frighten 6. lengthen 7. captain 8. mountain 9. sandal 10. signal 11. global 12. bushel 13. marvel 14. barrel 15. practical 16. pretzel 17. fable 18. chuckle 19. angle 20. nozzle 21. scissors 22. pillar 23. governor 24. dungeon 25. salmon 3x's Cursive	wks 92 Word study final el and en sounds	wks 93-94 Sorting words by syllables Definitions of words	wks 95 Looking for errors	No School Teacher In-Service SSC
NOVEL	Because of Mr. Terupt wks 13-14 vocab	Read in groups if time permits pages 77-88	Complete wks 15-16 Because of Mr. Terupt - summary and chapter questions	REad pages 89-100 Hand out Book project information.	No School Teacher In-Service SSC

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Math 5th Grade	Test 10	<p>Lesson 56 - Multiplying by three digit numbers that include zero.</p> <p>objectives:</p> <ul style="list-style-type: none"> • Multiply by three digit numbers that include zero. • Identify and use the Commutative Property of Multiplication. <p>pages 354-358</p> <p>Assign 1-30</p>	<p>Lesson 57 - Probability</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Describe an event as certain, likely, unlikely, or impossible. • Use a fraction or percent to describe the chance that an even will occur or not occur. • Find the probability of an outcome of an experiment. <p>page 359-365</p> <p>vocab 56-60</p> <ol style="list-style-type: none"> 1. estimate 2. probability 3. sample space 4. outcome 5. chance 6. congruent 7. quadrilateral 8. polygon 9. vertex 10. perimeter 	<p>Lesson 58 - Writing quotients with Mixed numbers.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Write quotient as a mixed number by writing the remainder as a fraction. • Interpret the remainder of a given context. <p>pg 366-370</p> <p>Assign 1-30</p>	No School Teacher In-Service SSC

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Math Grade 6	Test 10 and Vocab	<p>Lesson 56 - Common Denominators part 2</p> <p>Objectives</p> <ul style="list-style-type: none"> • Rename two fractions so that they have common denominators. • add or subtract two fractions that do not have common denominators by renaming both fractions. • compare two fractions that do not have common denominators by renaming both fractions. <p>pg 289-294</p> <p>Assign 1-30</p>	<p>Lesson 57- Adding and subtracting fractions - three steps</p> <p>Objectives:</p> <ul style="list-style-type: none"> • follow three steps- shape, operate, simplify- to add or subtract fractions. <p>pg 295-298</p> <p>Assign 1-30</p> <p>Vocab 56-60</p> <ol style="list-style-type: none"> 1. circumference 2. decimal point 3. chance 4. outcome 5. probability 6. sector 7. percent 8. mixed number 9. quotient 10. product 	<p>Lesson 58 - Probability and Chance</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Express the probability that an event will occur as a reduced fraction, a decimal or percent. • Express the probability that an event will not occur as a reduced fraction, a decimal, or a percent. • Find the probability of an event by dividing the number of outcomes in the event by the number of possible outcomes. <p>Assign 1-30</p> <p>pg 299-305</p>	No School Teacher In-Service SSC