

MON: 12/14/15

TUES: 12/15/15

WED: 12/16/15

THUR: 12/17/15

FRI: 12/18/15

**MATH**

**Objective:** Students will use models and computational procedures to add fractions with unlike denominators.

**Instructional Strategy:**

White board practice with emphasis on simplifying p.208

P. 210 Visual

P. 211 each student will work a problem solving question

**Assessment:**

Formative: Observe collaboration and understanding of the concept

Practice: 9-4

Extend: Math fast finish practice and math centers

**Objective:** Students find equivalent fractions with the LCD to add and subtract fractions with unlike denominators and give the answer in simplest form

**Instructional Strategy:**

Review 9-5

212b Fraction strip model activity

212-213 visual and guided examples

**Assessment:**

Formative: Observe collaboration and understanding of the concept

Practice: 9-5

Extend: Math fast finish practice and math centers

**Objective:** Students find equivalent fractions with the LCD to add and subtract fractions with unlike denominators and give the answer in simplest form

**Instructional Strategy:**

214 partner work 20-28

215 assign each student a word problem to solve

Math Centers

**Assessment:**

Formative: observe collaboration and understanding of concept

Extend: Math fast finish practice and math centers

**Objective:** Students will solve problems involving addition and subtraction of fractions

**Instructional Strategy:**

P216B Problem solving using circle models

P. 216 visual with guided practice

p.216 Do 21-24 in the math journals

**Assessment:**

Formative: Observe collaboration and understanding of the concept

Review with P. 222-223 odd numbers

Extend: Math fast finish practice and math centers

**Objective:** Assessing chapter 9

**Instructional Strategy:**

Assessment test

**Assessment:**

Summative: Written test

Extend: Math fast finish practice and math centers

**READING**

Objective: Students will be able to draw conclusions and make generalizations  
 Paying attention to punctuation when we read  
 VcccV syllable pattern  
 Target Vocabulary

Instructional Strategy:  
 T160 Vocabulary Introduction with cards  
 T158 Teacher Read Aloud with comprehension  
 As per power point: Small group reads and vocabulary

Assessment:  
 Formative: Observe students as they answer questions and listen/read their reading

Summative: Written vocabulary words with definitions  
 Comprehension Packet

Objective: Students will be able to draw conclusions and make generalizations  
 Paying attention to punctuation when we read  
 VcccV syllable pattern  
 Target Vocabulary

Instructional Strategy:  
 T162 Target Vocabulary 1-5  
 T163 Story background discussion  
 T164 Drawing conclusions and generalizations partner activity  
 Read the story " They Called her Molly Pitcher" P. 329 silently  
 As per power point: Small group reads and vocabulary

Assessment:  
 Formative: Observe students as they answer questions and listen/read their reading

Summative: Written vocabulary words with definitions  
 Comprehension Packet

Objective: Students will be able to draw conclusions and make generalizations  
 Paying attention to punctuation when we read  
 VcccV syllable pattern  
 Target Vocabulary

Instructional Strategy:  
 T 162 Target Vocabulary 6-10  
 P. 329 Partner read "They Called her Molly Pitcher"  
 Smartboard lesson on using the Thesaurus  
 As per power point: Small group reads and vocabulary

Assessment:  
 Formative: Observe students as they answer questions and listen/read their reading

Summative: Written vocabulary words with definitions  
 Comprehension Packet  
 Do: sheet 147

Objective: Students will be able to draw conclusions and make generalizations  
 Paying attention to punctuation when we read  
 VcccV syllable pattern  
 Target Vocabulary

Instructional Strategy:  
 Classroom Read aloud with comprehension p. 329-338

Complete persuasive Writing activity from last week

As per power point: Small group reads and vocabulary

Formative: Observe students as they answer questions and listen/read their reading

Summative: Written vocabulary words with definitions  
 Persuasive Writing

Objective: Assess the skills of the week

Instructional Strategy:  
 Skills assessment

Make sure all persuasive writings are complete

As per power point: Small group reads and vocabulary

Formative: Observe students as they answer questions and listen/read their reading

Summative: Written vocabulary words with definitions  
 Persuasive writing

**SPELLING/LANGUAGE ARTS**

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| <p><b>Objective:</b> VV pattern<br/>Active Voice</p> <p><b>Instructional Strategy:</b><br/>T262 Prefest and word sort<br/>Smartboard lesson on active voice</p> <p><b>Assessment:</b><br/>Formative: Observe students while working on word sort and studying for the week's words</p> <p><b>Summative:</b> Prefest and p. 163 active voice</p> | <p><b>Objective:</b> VV pattern<br/>Passive</p> <p><b>Instructional Strategy:</b><br/>Smartboard lesson on passive voice</p> <p><b>Assessment:</b><br/>Formative: Observe students while working on word sort and studying for the week's words</p> <p><b>Summative:</b> Spelling 160-162 P. 164 Passive Voice</p> | <p><b>Objective:</b> VV pattern<br/>Passive</p> <p><b>Instructional Strategy:</b><br/>Spelling City Ipad study<br/>Smartboard lesson on changing passive to active</p> <p><b>Assessment:</b><br/>Formative: Observe students while working on word sort and studying for the week's words</p> <p><b>Summative:</b> p. 165 Changing passive voice to active voice</p> | <p><b>Objective:</b> VV pattern<br/>Passive</p> <p><b>Instructional Strategy:</b><br/>Hands on activities for partner study<br/>Smart Exchange lesson review on Complex Sentences</p> <p><b>Assessment:</b><br/>Formative: Observe students while working on word sort and studying for the week's words</p> <p><b>Summative:</b><br/>p. 166 Complex Sentences</p> | <p><b>Objective:</b> Assess VV pattern and passive and active voice</p> <p><b>Instructional Strategy:</b><br/>Assessments</p> <p><b>Summative:</b><br/>Final written spelling tes<br/>Skills test for language</p> |
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**SCIENCE**

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|  | <p><b>Objective:</b> What is your reaction time?</p> <p><b>Instructional Strategy:</b><br/>p. 178 Explore it: testing reaction time<br/>p. 179 Take notes on vocabulary<br/>Read and Do P. 179-183</p> <p><b>Assessment:</b><br/>Formative: Classroom discussion and observation during experiment or activity.</p> <p><b>Summative:</b> Comprehension on the muscles and bones Due: Thursday</p> | <p><b>Objective:</b> What is the nervous system? What are some other systems?</p> <p><b>Instructional Strategy:</b><br/>Study Jam video on the nervous system<br/>p. 184 Demonstration on "What can speed up digestion?"<br/>Note taking on the vocabulary for lesson 5. P. 185<br/>Partner read and Do p. 185-189</p> <p><b>Assessment:</b><br/>Formative: Classroom discussion and observation during experiment or activity.</p> | <p><b>Objective:</b> Review Chapter 5, preparing for a test.</p> <p><b>Instructional Strategy:</b><br/>Cut and practice vocabulary cards<br/>Study guide review on the smartboard.<br/>Test on Monday</p> <p><b>Assessment:</b><br/>Formative: Classroom discussion and observation during experiment or activity.</p> |  |
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