

MON: 01/25/16

TUES: 01/26/16

WED: 01/27/16

THUR: 01/28/16

FRI: 01/29/16

| MATH | | | | |
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| <p>Objective: 11-3 Students use compatible numbers and rounding to estimate with fractions</p> <p>Instructional Strategy: p. 258B Pose the problem on the smartboard p. 258 Visual, guided, and independent work</p> <p>Assessment: Formative: Observe collaboration and understanding of the concept</p> <p>Summative: Practice 11-3</p> <p>Extend: Math fast finish practice and math centers</p> | <p>Objective: 11-4 Students give the product of two fractions</p> <p>Instructional Strategy: p. 259 Assign a problem for each student and they will teach the problem p. 260B Pose the problem on the smartboard and paper fold p. 260 Visual, guided, and independent work</p> <p>Assessment: Formative: observe collaboration and understanding of concept</p> <p>Summative: Practice 11-4 Due Thursday</p> <p>Extend: Math fast finish practice and math centers</p> | <p>Objective: 11-4 Students give the product of two fractions</p> <p>Instructional Strategy: p. 261 Whiteboard practice using problems 7-31 p.262 Assign a story problem per group for them to share with the class.</p> <p>Assessment: Formative: observe collaboration and understanding of concept</p> <p>Summative: Finish practice 11-4</p> <p>Extend: Math fast finish practice and math centers</p> | <p>STARBASE</p> | <p>Objective: 11-5 Student will learn how to find area of rectangles</p> <p>Instructional Strategy: p. 264B Pose the problem on the smartboard with graph paper p. 264 visual- Go through 1-12 as a class.</p> <p>Assessment: Formative: observe collaboration and understanding of concept</p> <p>Summative: Practice: 11-5</p> <p>Extend: Math fast finish practice and math centers</p> |

| READING | | | | |
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| <p>Objective: Understand and use the Target Vocabulary Words Listen to fluent reading Listen for facts and opinions Analyze how an author uses facts and opinions</p> <p>Instructional Strategy: T.162 Target Vocabulary T. 160 Teacher Read aloud with comprehension</p> | <p>Objective: Understand and use the Target Vocabulary Words Listen to fluent reading Listen for facts and opinions Analyze how an author uses facts and opinions</p> <p>Instructional Strategy: T. 164 Target vocabulary 1-5 T. 165 Build background using Target Vocabulary Words</p> | <p>Objective: Understand and use the Target Vocabulary Words Listen to fluent reading Listen for facts and opinions Analyze how an author uses facts and opinions</p> <p>Instructional Strategy: T. 164 Target Vocabulary 6-10 T. 187 Analogies using synonymn and antonymns</p> | <p>STARBASE</p> | <p>Objective: Understand and use the Target Vocabulary Words Listen to fluent reading Listen for facts and opinions Analyze how an author uses facts and opinions</p> <p>Instructional Strategy: Skills assessment Scholastic News: vocabulary, visual, reading with</p> |

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| <p>Small group independent and guided reading per powerpoint in binder</p> <p>Assessment: Formative: Observe students as they answer questions and listen/read lessons and the week's story.</p> <p>Formative: Written vocabulary activity Small book comprehension</p> | <p>T. 166 Introduce Comprehension skill Silent read 459-466 Small group independent and guided reading per powerpoint in binder</p> <p>Assessment: Formative: Observe students as they answer questions and listen/read lessons and the week's story.</p> <p>Formative: Written vocabulary activity Small book comprehension</p> | <p>Partner read 459-466</p> <p>Assessment: Formative: Observe students as they answer questions and listen/read lessons and the week's story.</p> <p>Summative: Analogy practice 207</p> | | <p>comprehension, and jeopardy to practice what we learned http://sni.scholastic.com/SN5</p> <p>Assessment: Formative: Observe students as they answer questions and listen/read their reading</p> <p>Summative: Skills assessment Scholastic news</p> |
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| SPELLING/LANGUAGE ARTS | | | | |
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| <p>Objective: Spell words in which final y is changed to i Identify prepositions and prepositional phrases</p> <p>Instructional Strategy: Pretest for spelling words T. 191 Guided and partner word sort T. 190 Smartboard –Projectable or Think Central Activity for prepositions T. 192</p> <p>Assessment:</p> | <p>Objective: Spell words in which final y is changed to i Identify prepositions and prepositional phrases</p> <p>Instructional Strategy: Smartboard –Projectable or Think Central Activity for prepositions T. 193</p> <p>Assessment: Formative: Observe students while working on word sort, studying for the week's</p> | <p>Objective: Spell words in which final y is changed to i Identify prepositions and prepositional phrases</p> <p>Instructional Strategy: Spelling City Smartboard –Projectable or Think Central Activity for prepositions T. 193</p> <p>Assessment: Formative: Observe students while working on word</p> | <p>STARBASE</p> | <p>Objective: Spell words in which final y is changed to i Identify prepositions and prepositional phrases</p> <p>Instructional Strategy: Final spelling test T.191 Skills test over Prepositions</p> <p>Assessment: Summative: Final Spelling test</p> |

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| Formative: Observe students while working on word sort, studying for the week's words and understanding prepositions. Summative: Practice 211 | words and understanding prepositions Summative: P. 212 Prepositions p. 208-210 Spelling due on Wednesday | sort, studying for the week's words and understanding prepositions Summative: P. 213 Prepositions | | Written test over this week's skills |
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SCIENCE

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| x | Objective: How do clouds and precipitation form? Instructional Strategy: P. 279 rain, sleet, and snow formation- Visual on youtube p. 280 formation of clouds http://www.srh.noaa.gov/srh/jetstream/clouds/cloudwise/types.html P. 283 New vocabulary Assessment: Formative: Observe students as they read and explain their understanding of the concept | Objective: What is Climate? Instructional Strategy: Read and do p. 283-287 Assessment: Formative: Observe students as they read and explain their understanding of the concept Summative: Assign pages 296-298 Chapter review with benchmark test | STARBASE | x |
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