

<p>Week of: September 12-16 *for additional curriculum information, please visit the district's resource Elementary Teaching Resources or Georgia Standards of Excellence</p>	<p style="text-align: center;">READING</p>	<p style="text-align: center;">WRITING</p>	<p style="text-align: center;">PHONICS</p>	<p style="text-align: center;">MATH</p>	<p style="text-align: center;">SCIENCE Science and Social Studies instruction alternates between weeks</p> <p>GSE Science Standard: S5 E1 Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.</p>	<p style="text-align: center;">SOCIAL STUDIES Science and Social Studies instruction alternates between weeks</p>
<p>Monday</p>	<p>Standard(s): ELAGSE5RL4; RL1 Weekly Focus Skill: ELAGSE5L4: a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>LT: I can learn more about a topic through inquiry. SC: I can generate and write questions about a video and a photo. I can evaluate my thinking questions with a partner.</p> <p>Mini-Lesson 1 Lesson/Activity: Interactive Read-Aloud- "Energy from the Sun" (Read before Day 2 mini-lesson).</p> <p>Introduce Unit 1: "Partners in Survival" -Show cover of mentor text and read title.</p>	<p>Standard(s):ELAGGSE5L1, ELAGSE5L2, ELAGSE5L3 LT: I can write an informational science piece.. SC: I will try out a new type of informational writing by taking on the role of a scientist. Lesson/Activity: U1S1 Students will do a "Writing on the Spot" piece with a prompt and a checklist to gather information for the given topic.</p>	<p>Standard(s): ELAGSE5RF3 ELAGSE5RF4</p> <p>LT: I can read and spell words. SC: I can review short vowels and read and write words using these vowels. Lesson/Activity: Students will study words with short vowel sounds. Students will divide words into syllables.</p> <p>Standard(s): ELAGGSE5L1, ELAGSE5L2, ELAGSE5L3 LT: I can design sentences. SC: I can create compound sentences. Lesson/Activity: Lesson 13 Students will write about a topic of their choice using</p>	<p>Standard(s): NBT.7 LT: I can solve word problems using decimal operations. SC: I am successful when I can use strategies for adding, subtracting, multiplying and dividing decimals to solve word problems.</p> <p>Lesson 16 Lesson/Activity: Fluency Practice, Application Problem SPRINT Fluency PPT Concept Development Zearn Lesson 16 Problem Set: 1-3 Homework: 1-3 IXL: Lesson 16</p>	<p>Learning Target: Communicate how surface features on the Earth are caused by destructive processes.</p> <p>Success Criteria: I can construct an argument supported by evidence to identify 3 examples of features being caused by destructive processes in my town (S5E1a).</p> <p>I can identify cause and effect relationships associated with destructive processes (S5E1c).</p> <p>Activity: Example Images of Erosion and</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>

	<p>-Play the video with and without sound. -Model thinking about the text through the photos in the book. -Students will generate targeted questions and write them on sticky notes. -Create an anchor chart.</p> <p>-Small-group Conferring/Independent Reading</p>		<p>compound sentences. Pages 26-27</p>		<p><u>Deposition</u> + guided discussion. Student pairs return to large paper (posters) and revise, redraw, and rewrite their explanations and key vocabulary (erosion, deposition, weathering, destructive processes). *leave posters for use as word/visual walls</p> <p>Evaluation tool: Teacher offers prompts for writing and discussions such as: There is a mound of dirt in the schoolyard. How will it change over time? What forces will change it?</p>	
<p>Tuesday</p>	<p>Standard(s): ELAGSE5RL4; RL1</p> <p>LT: I can write questions about a text before and after reading. SC: I can use questions to clarify information and deepen my understanding of the text.</p> <p>Mini-Lesson 2 Lesson/Activity: Interactive Read-Aloud-Teacher's Choice (also have mentor text)</p>	<p>Standard(s):ELAGGSE5L1, ELAGSE5L2, ELAGSE5L3 LT: I can study and identify the features and techniques used in a scientific informational mentor text. I can reflect on my own writing. SC: I will generate and plan ideas for informational writing from areas of science. I will structure my writing intentionally to support the meaning. I will use scientific details</p>	<p>Standard(s): ELAGSE5RF3 ELAGSE5RF4 LT: I can study words with two short vowels. SC: I can divide words with two short vowel sounds and divide them into syllables. Lesson/Activity: Students will study words with two short vowel sounds. Students will divide these words into syllables to pronounce</p>	<p>Standard(s): NBT.1/NBT.2: NBT3 NBT.4 NBT.7 MD1.1 LT: <ul style="list-style-type: none"> • I can reason concretely & pictorially using place value understanding to relate adjacent base ten units from millions to thousandths. • I can reason abstractly using place value understanding to relate </p>	<p>Learning Target: Obtain information on the types of weathering that change the Earth's surface.</p> <p>Success Criteria: I can investigate different forms of erosion on rocks in different climate conditions (S5E1a).</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>

	<p>“Energy from the Sun” for today’s lesson)</p> <p>-Link to previous learning -Model how to ask a question before reading. -Create an anchor chart while modeling. -Guided practice-generate questions from pg. 6 and jot them in the margin of their booklet.</p> <p>-Small-group Conferring/Independent Reading</p>	<p>to clearly explain my topic. I will use conventions intentionally. I can turn to partners to give and receive feedback. Lesson/Activity: U1S2 I will analyze the mentor text “The Great Barrier Reef” and study the author’s craft. I can complete Writing Goals Chart.</p>	<p>and spell them.</p> <p>Standard(s): ELAGGSE5L1, ELAGSE5L2, ELAGSE5L3 LT:I can mimic a sentence. SC: I can mimic a complex sentence using a mentor text. Lesson/Activity: Lesson 14 Students will use mentor text sentences to mimic sentences of their own. Pages 28-29</p>	<p>adjacent (next to) base ten units from millions to thousandths</p> <ul style="list-style-type: none"> • I can use exponents to name place value units, and explain patterns in placement of the decimal point. • I can use exponents to denote powers of 10 with metric conversions • I can name the decimal fractions in expanded, unit, and word forms. • I can round a given decimal to any place. <p>Lesson/Activity: End-of-Module Review Problem Set In partners or whole group, complete the End-of-Module Review #1 Homework: End-of-Module Review #2</p>	<p>Activity: Gizmos Lab: Weathering - students work in pairs to investigate the types of weathering</p> <p>Evaluation tool: Gizmos student exploration sheet (modified to fit student levels)</p>	
<p>Wednesday</p>	<p>Standard(s): ELAGSE5RL4; RL1; RI2 Mini-Lesson 3 LT: I can infer central (main) ideas. SC: I can identify supporting evidence and details in a text. I can evaluate details read to determine key or central ideas. I can draw inferences and use evidence to support understanding.</p> <p>Lesson/Activity: Interactive Read-Aloud- “The Three Sisters Farming Method” (read BEFORE Day 4</p>	<p>Standard(s):ELAGGSE5L1, ELAGSE5L2, ELAGSE5L3 LT:I can study a mentor’s text using a writer’s eye. I can study ways writers categorize information. SC:I will generate and plan ideas for informational writing from areas of science. I will structure my writing intentionally to support the meaning. I will use scientific details to clearly explain my topic. I will use conventions</p>	<p>Standard(s): ELAGSE5RF3 ELAGSE5RF4 LT: I can read a mentor text. SC: I can read a mentor text with short vowel sound words and retell the story. Lesson/Activity: Students will read a mentor text “The Mango” and write a retell of the story.</p> <p>Standard(s): ELAGGSE5L1,</p>	<p>Standard(s):NBT.1/NBT.2: NBT3 NBT.4 NBT.7 MD1.1</p> <ul style="list-style-type: none"> • LT: I can reason concretely & pictorially using place value understanding to relate adjacent base ten units from millions to thousandths. • I can reason abstractly using place value understanding to relate adjacent (next to) base ten units from millions to thousandths 	<p>Learning Target: Evaluate human impacts on Earth’s surface.</p> <p>Success Criteria: Construct a model of how Providence Canyon formed through human interference (S5E1c).</p> <p>I can use evidence to argue how human interference can cause weathering and</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>

	<p>mini-lesson) Mentor Text- “Energy from the Sun” -Model reading and annotating key details in the text. -Create an anchor chart- “Evaluate Key Details to Determine Central Ideas” -Partners work together to underline details, infer central ideas, and write them in the margin.</p>	<p>intentionally. I can turn to partners to give and receive feedback.</p> <p>Lesson/Activity:U1S3 I can study the mentor tex “Mutualism: Animal Partners” and compare similarities and differences with the mentor text “The Great Barrier Reef.” I will think about my informational writing piece and how I will organize and teach my audience.</p>	<p>ELAGSE5L2, ELAGSE5L3 LT:I can design sentences. SC: I can write about a topic using complex sentences of my own. Lesson/Activity: Lesson 15 Students will write about a topic using complex sentences. Students will use sentence destroyers or subordinating conjunctions. Pages 30 - 31</p>	<ul style="list-style-type: none"> • I can use exponents to name place value units, and explain patterns in placement of the decimal point. • I can use exponents to denote powers of 10 with metric conversions • I can name the decimal fractions in expanded, unit, and word forms. • I can round a given decimal to any place. <p>Module 1 End-of-Module Assessment Lesson/Activity: Complete End-of-Module Assessment.</p> <p>Work on IXL Eureka lessons or Zearn lessons after assessment.</p>	<p>erosion on Earth’s surface (S5E1c).</p> <p>Activity: Farmer Bob + question stems</p> <p>Students work in groups of 3 to conduct research on Providence Canyon and create a 2D model of how this Georgia landform was created due to human impact. Students conduct a gallery walk to analyze one another’s findings. At close, show video</p> <p>Evaluation tool: 2D model with emphasis on destructive forces vocabulary usage.</p>	
<p>Thursday</p>	<p>Standard(s): ELAGSE5RL4; RL1; R12 ELAGSE5RI5</p> <p>Mini-Lesson 4 Standard(s): ELAGSE5RL4; RL1; R12 LT: I can build my vocabulary. SC: I can identify context clues within a sentence. I can use context clues to determine the meaning of unfamiliar words.</p> <p>Lesson/Activity: Interactive Read-Aloud-Teacher’s Choice Mentor Text- “The Three Sisters Farming Method”</p>	<p>Standard(s):ELAGGSE5L1, ELAGSE5L2, ELAGSE5L3</p> <p>LT:I can study how a scientist structures a piece of writing compared to another scientist. I can try out various ways to organize categories of information. SC:I will generate and plan ideas for informational writing from areas of science. I will structure my writing intentionally to support the meaning. I will use scientific details</p>	<p>Standard(s): ELAGSE5RF3 ELAGSE5RF4 LT: I can read big words. SC:I can use my “Big Word” to pronounce multisyllabic words. Lesson/Activity: Students will read the mentor text “The Ocean Floor.” They will use their big word strategies to tackle multisyllabic words.</p> <p>Standard(s): ELAGGSE5L1,</p>	<p>Standard(s): NBT.5 LT: I can multiply multi-digit whole numbers and multiples of 10 using place value patterns and the distributive and associative properties. SC: I am successful when I am familiar with my basic multiplication facts and can use them to multiply multi-digit numbers. MODULE 2 Lesson 1 Lesson/Activity: Fluency Practice, Application Problem SPRINT</p>	<p>Learning Target: Obtaining and communicating information to suggest how surface features on Earth are caused</p> <p>Success Criteria: I can ask questions to find out how rocks change over time. (S3E1a)</p> <p>I can collect data to illustrate the pattern of where volcanoes</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>

	<p>-Model using context clues from paragraph 1 in mentor text. -Create an anchor chart ("Context Clues"). -Guided Practice (paragraph 2 on pg. 9 of mentor text) -Annotate/Pair/Share</p> <p>-Small-group Conferring/Independent Reading</p>	<p>to clearly explain my topic. I will use conventions intentionally. I can turn to partners to give and receive feedback.</p> <p>Lesson/Activity:U1S4 I can study the similarities and differences of the two mentor texts with a partner using sticky notes to identify how they are both structured. I will use two different templates and apply my topic to each and organize my information.</p>	<p>ELAGSE5L2, ELAGSE5L3 LT: I can discover what prepositions do. SC:I can discover prepositional phrases and how they provide details and when an event happened. Lesson/Activity: Lesson 16 Students will explore the handout "What Do Prepositions Do?" They will explore them in simple, compound, and complex sentences. Pages 32-33</p>	<p>Fluency PPT Concept Development Zearn Problem Set 1 abc, 2 abcde, 5 Homework: 1 abc, 2 abcd, 5 IXL: Lesson 1</p>	<p>exist on Earth through constructive processes (S3E1b).</p> <p>Activity: Phenomena: Mount Helen Eruption Mystery Science Lab: Could a Volcano pop up where you live?</p> <p>Evaluation tool: MS Lesson Formative Assessment in student journal</p>	
Friday	<p>Standard(s):ELAGSE5RI - 1-10 LT: I can use strategies to help me score a 75% or higher on an Achieve article. SC: I can use the highlighter tool to note important information. -I can use vocabulary/definitions to help me in my comprehension of the article. -I can use my notes to cite evidence in my Thought Question response.</p> <p>Lesson/Activity: ACHIEVE -Go through an Achieve article on the Promethean and guide students as you do an article with them. -Small-group</p>	<p>Standard(s):ELAGGSE5L1, ELAGSE5L2, ELAGSE5L3 I can use strategies to help me score a 75% or higher on an Achieve article. SC: I can use the highlighter tool to note important information. -I can use vocabulary/definitions to help me in my comprehension of the article. -I can use my notes to cite evidence in my Thought Question response.</p> <p>Lesson/Activity: ACHIEVE Go through an Achieve article on the Promethean and guide students as you do an article with them. -Small-group -Conferring/Independent Reading</p>	<p>Phonics Standard(s): ELAGSE5RF3 ELAGSE5RF4 LT: I can spell words. SC: I can spell words and write sentences with my spelling words with short vowels. Lesson/Activity: Students will take a spelling and dictation test on words with short vowels.</p> <p>Grammar Standard(s): ELAGSE5RI - 1-10 LT: I can use strategies to help me score a 75% or higher on an Achieve article. SC: I can use the highlighter tool to note important information. -I can use</p>	<p>Standard(s): OA.1, ,OA., NBT.5 LT: I can estimate multi-digit products by rounding factors to a basic fact and use place value patterns. SC: I am successful when I am familiar with my basic multiplication facts and can use them to estimate products of multi-digit numbers using place value patterns. Lesson 2 Lesson/Activity: Fluency Practice, Application Problem SPRINT Fluency PPT Concept Development Zearn Problem Set 1 abc, 2 abc, 5 Homework: 1 abc, 2 abc, 5</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>

-Conferring/Independent Reading

vocabulary/definitions to help me in my comprehension of the article.

-I can use my notes to cite evidence in my Thought Question response.

Lesson/Activity:

-Go through an Achieve article on the Promethean and guide students as you do an article with them.

-Small-group

-Conferring/Independent Reading

IXL

[Lesson 2](#)