

Week of: Aug. 9-12 *for additional curriculum information, please visit the district's resource Elementary Teaching Resources or Georgia Standards of Excellence	READING	WRITING	PHONICS	MATH	SCIENCE Science and Social Studies instruction alternates between weeks	SOCIAL STUDIES Science and Social Studies instruction alternates between weeks Government Rights and Responsibilities
Monday - no school	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: SC: Lesson/Activity:
Tuesday	Standard(s): LT: I can learn new 5th grade procedures and routines. SC: I can follow the procedures and routines I have learned. Lesson/Activity: Beginning of the Year Routines and Procedures PBIS Lesson Plans	Standard(s): LT: I can learn new 5th grade procedures and routines. SC: I can follow the procedures and routines I have learned. Lesson/Activity: Beginning of the Year Routines and Procedures PBIS Lesson Plans	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: I can learn new 5th grade procedures and routines. SC: I can follow the procedures and routines I have learned. Lesson/Activity: Beginning of the Year Routines and Procedures PBIS Lesson Plans	Standard(s): LT: SC: Lesson/Activity:	Standard(s): LT: I can learn new 5th grade procedures and routines. SC: I can follow the procedures and routines I have learned. Lesson/Activity: Beginning of the year routines and procedures, PBIS Lesson Plans.
Wednesday	Standard(s): ELAGSE5RL10 ELAGSE5RL4 LT: I can follow instructions on moving to the meeting area. SC: I can gather all my needed materials in a timely manner. I can walk to the meeting area quietly. LT: I can identify reasons for reading and ways to build a strong reading community. SC: I can read every day at school and at home. I can discuss my readings	Standard(s): ELAGSEW9 LT: I can choose an idea and write as much as I can about it. SC: *I can think of a topic. *I can think of what to write about that topic. *I can list all of my ideas for writing across my fingers. *I can choose an idea and begin writing. Lesson/Activity: Lesson 1 We can write all sorts of writing! Collect samples	Standard(s): LT: SC: Lesson/Activity:	Standard(s): NBT.1/NBT.2, MD1.1 LT: I can reason concretely & pictorially using place value understanding to relate adjacent base ten units from millions to thousandths. SC: I can name the value of each digit in a number. I can explain the value of one digit compared to one next to it. Lesson 1 Lesson/Activity: Fluency Practice,	Standard(s): LT: SC: Lesson/Activity:	Standard(s): CG1a,b Citizens' Rights, Protecting civil rights in the Constitution, Due process LT: I can explain the rights and responsibilities of citizens in the United States. I can explain how a citizen's rights are protected under the U.S. Constitution. I can explain the concept of due process. I can describe how due process protects citizens' rights.

with my classmates.

Lesson/Activity: Lesson 1

- Routine #1- pg. 76
- Read Aloud
- Mini Lesson- pg. 144 (Anchor Chart- "Our Reasons for Reading")
- Small-group Conferring/ Independent Reading
- Share/Reflect

Standard(s): ELAGSE5RL4

LT: I can follow instructions on how to choose a classroom seat.

SC: I can choose to sit with someone who makes it easy to learn.

Lesson/Activity: Lesson 2

- Routine #2- pg. 77
- Read Aloud
- Mini Lesson- pg. 146 (Anchor Chart- "Ways to Read a Book")
- Small-group Conferring/ Independent Reading
- Share/Reflect

of favorite writing. Begin Inspiration Board.

Write a bit to see what writers do.
Pgs. 44-47

Standard(s):ELAGSEW9

LT:I can practice coming up with a bunch of ideas, and then use my Writer's Notebook to explore those ideas further.

SC:

*I can think about a few topics on which I consider myself an expert.

*I can name those topics across my fingers.

* I can jot this list on paper in my Writer's Notebook titled "Expert Topics."

Lesson/Activity: Lesson 2

Look closer at the writing. Categorize the types of writing on the inspiration Board by stories, teaching text, opinion pieces, poems, etc.

Shared writing: Model how to come up with ideas, list those ideas, and then use a notebook to explore those ideas.

Pgs.
48-51

Application Problem

Sprint 1A, B

[Fluency PPT](#) (students need Template 1 pulled out of their workbook and placed in a clear sleeve)

Concept Development

[Zearn](#) (say "Numbers are 10 times as large or 1/10 as large")

Problem Set

1 bcd, 2 bcd, 3

Homework:

1 bcd, 2 bc, 3

IXL (have students pin Eureka Skill Plan):

[Lesson 1 #1](#)

[Lesson 1 #2](#)

SC:

I can explain the terms citizen, right, responsibility, due process, and civic duty.
Lesson/Activity:

I can discuss the importance of our Constitution and why it was formed.

I can explain what due process means and how it relates to the legal system in our country.

Introduction/ Connection

Open Discussion:

What would our classroom be like without rules? What would a country be like without rules or a constitution? Why is it important for citizens to abide by the laws of their countries? What does it mean to be a citizen?

Watch

"Citizenship"<https://www.brainpop.com/socialstudies/ugovernment/citizenship/>

Direct Instruction and Guided: Opened Notes
[Government 1 PPT](#)

Google Classroom: Quizzez

Summarize:

Watch video clip
<https://www.bing.com/videos/search?q=Due+Process+Explained&view=detail&mid=C59D23313A18A05A4B31C59D23313A18A05A4B31&FORM=VRDGAR&safeSearch=strict&adlt=strict> on due process

<p>Thursday</p>	<p>Standard(s): ELAGSE5R4 LT: I can work collaboratively with my reading partner. SC: I can model listening while maintaining eye contact, thinking about what I am hearing, what I am saying, and responding politely. LT: I can use different strategies for figuring out what unfamiliar words mean. SC: I can use illustrations and text to determine the meaning of unfamiliar words (conjectured, rifled).</p> <p>Lesson/Activity: Lesson 3</p> <ul style="list-style-type: none"> ● Routine #3- pg. 78 ● Read Aloud ● Mini Lesson pg. 148 (Anchor Chart: "Figuring Out Unfamiliar Words") ● Small-group Conferring/ Independent Reading ● Share/Reflect 	<p>Standard(s): ELAGSEW9 LT: I can use my Writer's Notebook as a tool to strengthen my thinking and writing. I can practice taking an idea from our Writer's Notebook and develop it further. SC: I can investigate Writer's Notebooks. I can develop my ideas in my Writer's Notebook. Lesson/Activity: Lesson 3 Students will study examples of Writer's Notebooks. Shared Writing: take an idea from the notebook and develop it. Pgs. 52-55</p> <p>Standard(s): ELAGSEW9 LT: I can develop ideas and organize them in a way that will help me to write about them further. SC: *I can reread what I have written and think about what type of writing I might do on that topic. *I can plan some possible ideas I could develop. Lesson/Activity: Lesson 4 Writers look at examples of Writer's Notebooks and identify different techniques that writers have used. Shared Writing: take a developed idea from the</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): NBT.1/NBT.2, MD1.1 LT: I can reason concretely & pictorially using place value understanding to relate adjacent base ten units from millions to thousandths SC: I can name the value of each digit in a number. I can explain the value of one digit compared to one next to it.</p> <p>Lesson 2 Lesson/Activity: Fluency Practice, Application Problem Exit Ticket 1 (10 minutes) Sprint 2A, B Fluency PPT Concept Development Zearn (numbers are 10 times as large or 1/10 as large Problem Set 1 abcdefgh, 4 Homework: 1 abcdefgh, 4 IXL Lesson 2</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard/s: CG2a: Amendment process in the Constitution LT: I can explain the amendment process in our Constitution. I can explain why having an amendment process is important in our country.</p> <p>Success Criteria: I can explain what amendment means and how it relates to the Constitution.</p> <p>Watch, How to Amend the Constitution https://www.youtube.com/watch?v=FwREAW4SIVY and/or do activity "Take Responsibility" Direct Instruction Begin <i>Government 2</i> PPT. Government 2 PPT</p> <p>Guided Practice: Review Word Wall.</p> <p>Students will use note-taking guide as we go through the concepts in the PPT.</p> <p>Continue adding words to Word Wall.</p> <p>Activity options: "What Would Happen If... and/or "Take Responsibility"</p> <p>Summarize: Option 1:</p>

		notebook and start organizing that idea. Pgs. 56-59				<p>“Feather Out the Door” (in PPT)</p> <p>Option 2: “American Graffiti” (in PPT)</p>
Friday	<p>Standard(s):ELAGSE5RL4 LT: I can create charts to help me follow and remember classroom routines, strategies, and skills. SC: I can work collaboratively to create and add ideas to an anchor chart. LT: I can sort texts into two groups: fiction and informational text. SC: I can recognize and analyze literary elements and genre-specific characteristics, structures, and purposes across texts.</p> <p>Lesson/Activity:</p> <ul style="list-style-type: none"> ● Routine #4- pg. 79 ● Read Alouds: (<i>The Adventure of the Blue Carbuncle; Take Off! A Pilot’s Memoir</i>) ● Mini Lesson- pg. 150 (Anchor Chart: “Differences Between Fiction and Informational Text” ● Small-group Conferring/ ● Independent Reading ● Share/Reflect <p>Standard(s):ELAGSE5RL4</p>	<p>Standard(s):ELAGSEW9 LT: I can develop ideas and organize them in a way that will help me to write about them further. SC: *I can reread what I have written and think about what type of writing I might do on that topic. *I can plan some possible ideas I could develop. Lesson/Activity:Lesson 4 Writers look at examples of Writer’s Notebooks and identify different techniques that writers have used. Shared Writing: take a developed idea from the notebook and start organizing that idea. Pgs. 56-59</p> <p>Standards:ELAGSEW9 LT:I can study a few examples of Writer’s Notebooks by naming ways the notebook can be used. SC:I can tell how I am going to share my Writer’s Notebook with others. Lesson/Activity: Lesson 5 After looking at other Writer’s Notebooks, students will record ways other writers use their notebooks. What strategies did you try?</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s):NBT.1/NBT.2, MD1.1 LT: I can show what I know about place value and multiplying and dividing by powers of ten.</p> <p>Lesson/Activity: Exit Tickets 1-3 plus review worksheet for a grade.</p> <p>Students should work on individual IXL or Zearn lessons as they complete the graded assignment.</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): 5CG3 Representative democracy/ republic, Voting rights (15th, 19th, 23rd, 24th, and 26th amendments)</p> <p>:Learning Target/Teaching Point: I can explain how amendments to the Constitution have maintained a representative democracy/republic.</p> <p>I can explain why having an amendment process is important in our country.</p> <p>Success Criteria: I can define the terms representative democracy and republic and discuss their importance in amending the Constitution Lesson/Activity:</p> <p>Introduction/ Connection Watch ; Voting Rights https://www.youtube.com/watch?v=P9VdyPbbzll</p> <p>Direct Instruction Go to https://www.youtube.com/watch?v=GSAZyYBiC7Q (explains representative democracy). Complete PPT 1</p> <p>Rights and Responsibilities worksheet</p>

LT: I can listen actively and respond to a speaker.
SC: I can make eye contact with whomever is speaking and show that I am paying attention.
LT: I can recognize informational text features.
SC: I can use many features fo help me organize information, highlight important ideas, and add supporting information.

Lesson/Activity: Lesson 5

- Routine #5- pg. 80
- Read Alouds: (*Take Off! A Pilot's Memoir*)
- Mini Lesson- pg. 152 (Anchor Chart: "Informational Text Features")
- Small-group Conferring/
- Independent Reading
- Share/Reflect

Students will write a letter to your caregiver about a way to share their writing.
Pgs. 60-63

Guided Practice:

Review Word Wall.

Use note-taking guide as we go through concepts on *Government* PPT.

[Haugen Government 1-SS5CG1ab](#)

[Haugen Government 2-SS5CG2ab](#)

Summarize:

Option 1: "Voting Pins" (in PPT)

Option 2: "Amendment Vote Out the Door" (in PPT)