

<b>Week: 1</b>		<b>Date: August 30-September 2</b>	
	<b>Monday 8-29-22</b>	<b>Tuesday 8-30-22</b>	<b>Wednesday 8-31-22</b>
<b>Math</b>	<b>Unit    Big Idea</b>		
	<b>Vocabulary:</b>		
	<b>Workday No School</b>		
<b>Journey's Selection</b>	<b>Unit:</b>		<b>Lesson:</b>
	<b>Lesson Topic:</b>		<b>Spelling:</b>
	<b>Target Skill:</b>		<b>Phonics:</b>
	<b>Target Strategy:</b>		<b>Fluency:</b>
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
<b>Grammar:</b>			
	<b>Workday No School</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
		<b>Spelling:</b>	<b>Spelling:</b>
		<b>Reading:</b>	<b>Reading:</b>
<b>Writing</b>	<b>Review "The Writing Process"</b>		
<b>Science</b>	<b>Reserved for Teaching Procedures</b>		
<b>Social Studies</b>			

	Thursday 9-1-22	Friday 9-2-22	Notes
<b>Math</b>	<b>Unit    Big Idea</b>		
	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>	
<b>Journey's Selection</b>	<b>Unit:    Lesson:</b>		
	<b>Lesson Topic:</b>	<b>Spelling:</b>	
	<b>Target Skill:</b>	<b>Phonics:</b>	
	<b>Target Strategy:</b>	<b>Fluency:</b>	
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
<b>Grammar:</b>			
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Reading:</b>		
<b>Writing</b>			
<b>Science</b>	<b>Reserved for Teaching Procedures</b>		
<b>Social Studies</b>			

Week: 2      Date: September 5-9			
	Monday 9-5-22	Tuesday 9-6-22	Wednesday 9-7-22
Math	<b>Unit 2: Adding and Subtraction Fractions/Big Idea 1: Read and write whole numbers and Decimals</b>		
	<b>Vocabulary:</b> decimal, tenth, hundredth, thousandth, standard form, word form, expanded form, equivalent decimal		
	No School	Unit 2 Pretest	Unit 2, Lesson 1: Decimals as Equal Division
Journey's Selection	<b>Unit: 1 Lesson: 1</b> Wayside School is Falling Down (Humorous Fiction)/Questioning Gravity (Readers Theater)		
	<b>Lesson Topic:</b> Experiments <b>Target Skill:</b> Story Structure <b>Target Strategy:</b> Story Structure		<b>Spelling:</b> Short Vowels <b>Phonics:</b> VCV syllable pattern <b>Fluency:</b> expression
	<b>Vocabulary:</b> disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted		
	<b>Spelling:</b> breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy		
	<b>Grammar:</b> complete sentences		
	No School	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>
Writing	<p style="text-align: center;"><b>Writing Form: Narrative Short Story</b></p> <ul style="list-style-type: none"> <li>- Focus on how to write a good paragraph</li> </ul> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.</p>		
Science	<p style="text-align: center;"><b>Mystery Science – Observing and Asking Questions: How much do Scientists Know?</b></p> <p style="text-align: center;">Students will learn about the Scientific Method.</p>		
Social Studies	<p style="text-align: center;"><b>Regions of North America</b></p> <p>5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.</p> <p>5. SS.2.1.2 Identify the regions of the United States and their resources.</p> <p>5. SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map.</p> <p>5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories</p> <p>5.SS.2.1.5 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian</p>		

	Thursday 9-8-22	Friday 9-9-22	Notes
Math	<b>Unit 2: Adding and Subtraction Fractions/Big Idea 1: Read and write whole numbers and Decimals</b>		
	<b>Unit 2, Lesson 2:</b> Thousands to Thousandths	<b>Teacher Directed</b>	
Journey's Selection	<b>Unit: 1 Lesson: 1 Wayside School is Falling Down (Humorous Fiction)/Questioning Gravity (Readers Theater)</b>		
	<b>Lesson Topic:</b> Experiments	<b>Spelling:</b> Short Vowels	
	<b>Target Skill:</b> Story Structure	<b>Phonics:</b> VCV syllable pattern	
	<b>Target Strategy:</b> Story Structure	<b>Fluency:</b> expression	
	<b>Vocabulary:</b> disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted		
	<b>Spelling:</b> breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy		
<b>Grammar:</b> complete sentences			
Writing	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Reading:</b>		
Science			
Social Studies Notes			

<b>Week: 3      Date: September 12-16</b>			
	<b>Monday 9-12-22</b>	<b>Tuesday 9-13-22</b>	<b>Wednesday 9-14-22</b>
<b>Math</b>	<b>Unit 2: Adding and Subtraction Fractions/Big Idea 2: Addition and Subtraction</b>		
	<b>Vocabulary:</b> decimal, tenth, hundredth, thousandth, standard form, word form, expanded form, equivalent decimal		
	<b>Unit 2, Lesson 3:</b> Equate and Compare Thousandths	<b>Quick Quiz 1/Strategy Check 3</b>  <b>Unit 2, Lesson 4:</b> Adding and Subtracting Decimals	<b>Unit 2, Lesson 5:</b> Add Whole Numbers and Decimals
<b>Journey's Selection</b>	<b>Unit: 1 Lesson 2: A Royal Mystery (Play)/ The Princess and the Pea (Fairy Tale)</b>		
	<b>Lesson Topic:</b> Performance and Visual Arts <b>Target Skill:</b> Theme <b>Target Strategy:</b> Question		<b>Spelling:</b> Long a and Long e <b>Phonics:</b> Vowel Sounds in VCV syllable pattern <b>Fluency:</b> Accuracy
	<b>Vocabulary:</b> discomfort, primitive, interior, honored, secretive, immersed, bungled, Contagious, brandishing, imprinted		
	<b>Spelling:</b> awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece		
	<b>Grammar:</b> Kinds of Sentences		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p style="text-align: center;"><b>Writing Form: Narrative Description</b></p> <ul style="list-style-type: none"> <li>- Focus on how to write a good paragraph</li> </ul> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.</p>		
<b>Science</b>	<b>Science Activity – Scientific Method</b>		
<b>Social Studies</b>	<b>Eastern Woodland Indians (begin US states)</b>		
	<p>5.SS.1.1.1 Describe the interactions between European colonist and established societies in North America.</p> <p>5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the US.</p> <p>5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.</p> <p>5.SS.1.3.4 Explain that reservations are lands that have been reserved by tribes through treaties and they were not given to them.</p> <p>5.SS.4.1.1 Identify the people and groups who make, apply and enforce laws within tribal governments.</p> <p>5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.</p> <p>5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories</p>		

	Thursday 9-15-22	Friday 9-16-22	Notes
<b>Math</b>	<b>Unit 2: Adding and Subtraction Fractions/Big Idea 2: Addition and Subtraction</b>		
	<b>Unit 2, Lesson 6:</b> Subtract Whole Numbers and Decimals	<b>Teacher Discretion</b>	
<b>Journey's Selection</b>	<b>Unit: 1 Lesson 2:</b> A Royal Mystery (Play) The Princess and the Pea (Fairy Tale)		
	<b>Lesson Topic:</b> Performance and Visual Arts <b>Target Skill:</b> Theme <b>Target Strategy:</b> Question	<b>Spelling:</b> Long a and Long e <b>Phonics:</b> Vowel Sounds in VCV syllable pattern <b>Fluency:</b> Accuracy	
	<b>Vocabulary: Vocabulary:</b> discomfort, primitive, interior, honored, secretive, immersed, bungled, Contagious, brandishing, imprinted		
	<b>Spelling:</b> awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece		
	<b>Grammar:</b> Kinds of Sentences		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			

<b>Week: 4      Date: September 19-23</b>			
	<b>Monday 9-19-22</b>	<b>Tuesday 9-20-22</b>	<b>Wednesday 9-21-22</b>
<b>Math</b>	<b>Unit 2: Adding and Subtraction Fractions/Big Idea 3: Round and Estimate with Decimals</b>		
	<b>Vocabulary:</b> decimal, tenth, hundredth, thousandth, standard form, word form, expanded form, equivalent decimal		
	<b>Unit 2, Lesson 7:</b> Properties and Strategies	<b>Quick Quiz 2/Strategy Check 4</b>  <b>Unit 2, Lesson 8:</b> Day 1, Round and Estimate with Decimals	<b>Unit 2, Lesson 8:</b> Day 2, Round and Estimate with Decimals
<b>Journey's Selection</b>	<b>Unit: 1 Lesson 3:</b> Off and Running (Realistic Fiction)/Vote for Me! (Persuasive Text)		
	<b>Lesson Topic:</b> Politics <b>Target Skill:</b> Compare and contrast <b>Target Strategy:</b> Infer/Predict		<b>Spelling:</b> long I and long o <b>Phonics:</b> VCCV pattern <b>Fluency:</b> intonation
	<b>Vocabulary:</b> debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded		
	<b>Spelling:</b> sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach		
	<b>Grammar:</b> Compound sentences		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Narrative Dialogue</b>		
	<ul style="list-style-type: none"> <li>- Focus on dialogue</li> </ul> 5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc. 5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.		
<b>Science</b>	<b>Spaceship Earth Lesson – Mystery 1: How Fast Does the Earth Spin?</b> Students use their bodies as a kinesthetic model of the Earth to understand how the speed of the Earth's spin affects the length of a day.		
<b>Social Studies</b>	<b>Plains Indians (continue US States)</b> 5.SS.1.1.1 Describe the interactions between European colonist and established societies in North America. 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the US. 5.SS.1.3.3 Define the terms treaty, reservation and sovereignty. 5.SS.1.3.4 Explain that reservations are lands that have been reserved by tribes through treaties and they were not given to them. 5.SS.4.1.1 Identify the people and groups who make, apply and enforce laws within tribal governments. 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories		

	<b>Thursday 9-22-22</b>	<b>Friday 9-23-22</b>	<b>Notes</b>
<b>Math</b>	<b>Unit 2: Adding and Subtraction Fractions/Big Idea 3: Round and Estimate with Decimals</b>		
	<b>Unit 2, Lesson 9: Graphs and Decimal Numbers</b>	<b>Teacher Discretion</b>	
<b>Journey's Selection</b>	<b>Unit: 1 Lesson 3: Off and Running (Realistic Fiction)/Vote for Me! (Persuasive Text)</b>		
	<b>Lesson Topic:</b> Politics <b>Target Skill:</b> Compare and contrast <b>Target Strategy:</b> Infer/Predict		<b>Spelling:</b> long I and long o <b>Phonics:</b> VCCV pattern <b>Fluency:</b> intonation
	<b>Vocabulary:</b> debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded		
	<b>Spelling:</b> sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach		
	<b>Grammar:</b> Compound sentences		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
<b>Writing</b>			
<b>Science</b>	<p align="center"><b>Space Science: Mystery 2 – Who set the first clock?</b></p> <p>Students will carry out an investigation and <b>interpret data</b> from the investigation. Students will make their own sundials. Then, students will use their sundials to understand how the position of the light affects the time shown on the clock and see how the position of the Sun can tell them the time of day.</p>		
<b>Social Studies</b>			



<b>Week: 5      Date: September 26-30</b>			
	<b>Monday 9-26-22</b>	<b>Tuesday 9-27-22</b>	<b>Wednesday 9-28-22</b>
<b>Math</b>	<b>Unit 2: Adding and Subtraction Fractions/Big Idea 3: Round and Estimate with Decimals</b>		
	<b>Vocabulary:</b> decimal, tenth, hundredth, thousandth, standard form, word form, expanded form, equivalent decimal		
	<b>Unit 2, Lesson 10: Focus on Mathematical Practices</b>	<b>Quick Quiz 3/Strategy Check 5</b>	<b>Unit 2 Review</b>
<b>Journey's Selection</b>	<b>Unit: 1 Lesson 4: Double Dutch (Narrative Nonfiction)/Score! (Poetry)</b>		
	<b>Lesson Topic:</b> Physical Fitness <b>Comprehension Skill:</b> Sequence of events <b>Target Strategy:</b> Monitor/Clarify	<b>Spelling:</b> Vowel sounds /ōō/, /yōō/ <b>Phonics:</b> digraphs in multi-syllable words <b>Fluency:</b> Phrasing: Pauses	
	<b>Vocabulary:</b> unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying		
	<b>Spelling:</b> glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir		
	<b>Grammar:</b> common and proper nouns		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p><b>Writing Form: Narrative Fictional Narrative-Prewriting</b></p> <ul style="list-style-type: none"> <li>- Focus on details/elaboration</li> </ul> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.</p>		
<b>Science</b>	<p><b>Earth Science: Mystery 3 – How can the Sun tell you the seasons?</b></p> <p>Students will analyze and interpret data from photographs. Students will use evidence from photos and construct an argument to determine seasons.</p>		
<b>Social Studies</b>	<p><b>Southwest Peoples (More US states)</b></p> <p>5.SS.1.1.1 Describe the interactions between European colonist and established societies in North America.</p> <p>5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the US.</p> <p>5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.</p> <p>5.SS.1.3.4 Explain that reservations are lands that have been reserved by tribes through treaties and they were not given to them.</p> <p>5.SS.4.1.1 Identify the people and groups who make, apply and enforce laws within tribal governments.</p> <p>5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.</p> <p>5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories</p>		

	Thursday 9-29-22	Friday 9-30-22	Notes
Math	Unit 2: Adding and Subtraction Fractions/Big Idea 3: Round and Estimate with Decimals		
	Unit 2 Assessment	Teacher Directed  IAB (fit into week when computers are available)	
Journey's Selection	Unit: 1 Lesson 4: Double Dutch (Narrative Nonfiction)/Score! (Poetry)		
	Lesson Topic: Physical Fitness Comprehension Skill: Sequence of events Target Strategy: Monitor/Clarify	Spelling: Vowel sounds /ōō/, /yōō/ Phonics: digraphs in multi-syllable words Fluency: Phrasing: Pauses	
	Vocabulary: unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying		
	Spelling: glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir		
	Grammar: common and proper nouns		
	Vocabulary:		
Spelling:			
Reading:			
Writing			
Science			
Social Studies			

<b>Week: 6      Date: October 3-7</b>			
	<b>Monday 10-3-22</b>	<b>Tuesday 10-4-22</b>	<b>Wednesday 10-5-22</b>
<b>Math</b>	<b>Unit 1: Add and Subtract Fractions/Big Idea 1: Equivalent Fractions</b>		
	<b>Vocabulary:</b> denominator, fraction, numerator, unit fraction, equivalent fractions, multiplier, n-split, unsimplify, benchmark, common denominator, common factor, greater than, > less than, <, add on, regroup, ungroup, line plot, benchmark, round, estimate, situation equation, solution equation		
	<b>Unit 1 Pre-test</b>	<b>Unit 1, Lesson 1:</b> Introduce the Math Board	<b>Unit 1, Lesson 2:</b> Explain Equivalent Fractions
<b>Journey's Selection</b>	<b>Unit: 1 Lesson 5: Elias's Diary (Realistic Fiction)/Words Free as Confetti (Poetry)</b>		
	<b>Lesson Topic:</b> Language and Expression <b>Comprehension Skill:</b> Theme <b>Target Strategy:</b> Visualize		<b>Spelling:</b> Vowel Sounds /ou/, /ô/, /oi/ <b>Phonics:</b> Stressed and unstressed syllables <b>Fluency:</b> Stress
	<b>Vocabulary:</b> officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious		
	<b>Spelling:</b> ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter		
	<b>Grammar:</b> singular and plural nouns		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Fictional Narrative Drafting/Revising</b>		
	<ul style="list-style-type: none"> <li>- Focus on revising and editing using a rubric</li> </ul> 5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc. 5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.		
<b>Science</b>	<b>Earth Science: Mystery 4 – Why do the stars change with the seasons?</b>		
	Students will develop a model of the universe to construct an explanation. They will use evidence from their model and make an argument that supports their claim.		
<b>Social Studies</b>	<b>Northeast Coast Peoples (Wrap up US States)</b>		
	5.SS.1.1.1 Describe the interactions between European colonist and established societies in North America. 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the US. 5.SS.1.3.3 Define the terms treaty, reservation and sovereignty. 5.SS.1.3.4 Explain that reservations are lands that have been reserved by tribes through treaties and they were not given to them. 5.SS.4.1.1 Identify the people and groups who make, apply and enforce laws within tribal governments. 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories		

	Thursday 10-6-22	Friday 10-7-22	Notes
Math	<b>Unit 1: Add and Subtract Fractions/Big Idea 1: Equivalent Fractions</b>		
	Unit 1, Lesson 3: Equivalent Fractions and Multipliers	<b>PD No School</b>	
Journey's Selection	<b>Unit: 1 Lesson 5: Elias's Diary (Realistic Fiction)/Words Free as Confetti (Poetry)</b>		
	<b>Lesson Topic:</b> Language and Expression <b>Comprehension Skill:</b> Theme <b>Target Strategy:</b> Visualize	<b>Spelling:</b> Vowel Sounds /ou/, /ô/, /oi/ <b>Phonics:</b> Stressed and unstressed syllables <b>Fluency:</b> Stress	
	<b>Vocabulary:</b> officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious		
	<b>Spelling:</b> ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter		
	<b>Grammar:</b> singular and plural nouns		
	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	<b>PD No School</b>	
Writing			
Science			
Social Studies			

<b>Week: 7</b>		<b>Date: October 10-14</b>		<b>PT Conferences</b>	
<b>Monday 10-10-22</b>		<b>Tuesday 10-11-22</b>		<b>Wednesday 10-12-22</b>	
<b>Math</b>	<b>Unit 1: Add and Subtract Fractions/Big Idea 1: Equivalent Fractions</b>				
	<b>Vocabulary:</b> denominator, fraction, numerator, unit fraction, equivalent fractions, multiplier, n-split, unsimplify, benchmark, common denominator, common factor, greater than, > less than, <, add on, regroup, ungroup, line plot, benchmark, round, estimate, situation equation, solution equation				
	<b>Unit 1, Lesson 4:</b> Strategies for Comparing Fractions		<b>Unit 1, Lesson 5:</b> Fractions Greater than One		<b>Quick Quiz 1/Strategy Check</b> <b>Unit 1, Lesson 6:</b> Add and Subtract Like Mixed Numbers
<b>Journey's Selection</b>	<b>Unit: 2 Lesson 6:</b> Quest for the Tree Kangaroo (Informational Text)/Why Koala Has No Tail (Myth)				
	<b>Lesson Topic:</b> Wild Animals <b>Target Skill:</b> Cause and Effect <b>Target Strategy:</b> Question		<b>Lesson Topic:</b> Wild Animals <b>Target Skill:</b> Cause and Effect <b>Target Strategy:</b> Question		
	<b>Vocabulary:</b> dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming				
	<b>Spelling:</b> glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former				
	<b>Grammar:</b> Verbs				
	<b>Vocabulary:</b>		<b>Vocabulary:</b>		<b>Vocabulary:</b>
<b>Spelling:</b>		<b>Spelling:</b>		<b>Spelling:</b>	
<b>Reading:</b>		<b>Reading:</b>		<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Informative- Procedural Composition</b>				
	Focus on the how's and why's of Informative writing 5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc. 5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section. 5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.				
<b>Science</b>	Buffer Week - Conferences				
<b>Social Studies</b>	<b>America 1492</b>				
	5.SS.1.2.4 Discuss the significant American Indian groups encountered in western expansion. 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States. 5.SS.1.3.2 Identify examples of American Indian individual contributions and influences. 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America. 5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American History. 5.SS.1.1.4 Identify different examples of how religion has been an important influence of American history. 5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States.				

<b>PT Conferences</b>			
	<b>Thursday 10-13-22</b>	<b>Friday 10-14-22</b>	<b>Notes</b>
<b>Math</b>	<b>Unit 1: Add and Subtract Fractions/Big Idea 2: Addition and Subtraction of Fractions</b>		
	<b>Unit 1, Lesson 7 &amp; 8: Add &amp; Subtract Unlike Fractions</b>	<b>PTC Comp Day No School</b>	
<b>Journey's Selection</b>	<b>Unit: 2 Lesson 6: Quest for the Tree Kangaroo (Informational Text)/Why Koala Has No Tail (Myth)</b>		
	<b>Lesson Topic: Wild Animals Target Skill: Cause and Effect Target Strategy: Question</b>	<b>Lesson Topic: Wild Animals Target Skill: Cause and Effect Target Strategy: Question</b>	
	<b>Vocabulary: dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming</b>		
	<b>Spelling: glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former</b>		
	<b>Grammar: Verbs</b>		
	<b>Vocabulary: Spelling: Reading:</b>	<b>PTC Comp Day No School</b>	
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			

Week: 8 Date: October 17-21			
	Monday 10-17-22	Tuesday 10-18-22	Wednesday 10-19-22
Math	<b>Unit 1: Add and Subtract Fractions/Big Idea 2: Addition and Subtraction of Fractions</b>		
	<b>Vocabulary:</b> denominator, fraction, numerator, unit fraction, equivalent fractions, multiplier, n-split, unsimplify, benchmark, common denominator, common factor, greater than, > less than, <, add on, regroup, ungroup, line plot, benchmark, round, estimate, situation equation, solution equation		
	<b>Unit 1, Lesson 9:</b> Add and Subtract Unlike Mixed Numbers	<b>Unit 1, Lesson 10:</b> Practice with Unlike Mixed Numbers	<b>Unit 1, Lesson 11:</b> Reasonable Answers
Journey's Selection	<b>Unit: 2 Lesson 7: Old Yeller (Historical Fiction)/What Makes It Good (Persuasive play)</b>		
	<b>Lesson Topic:</b> Responsibility <b>Target Skill:</b> Understanding Characters <b>Target Strategy:</b> Visualize		<b>Spelling:</b> More Vowel + /r/ sounds <b>Phonics:</b> vowel + /r/ sounds <b>Fluency:</b> intonation
	<b>Vocabulary:</b> frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing		
	<b>Spelling:</b> earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, one-third, reverse, worship, career, research, volunteer		
	<b>Grammar:</b> direct and indirect objects		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
Writing	<p align="center"><b>Writing Form: Compare and Contrast Essay</b></p> <ul style="list-style-type: none"> <li>- Focus on "the Hook"</li> </ul> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section.</p> <p>5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.</p>		
Science	<p align="center"><b>Earth Science: Mystery 5 – How does the Moon change shape?</b></p> <p>Students develop a model of the sun and moon to carry out an investigation. They will obtain information and communicate this information by constructing an explanation.</p>		
Social Studies	<p align="center"><b>Exploring the Americas</b></p> <p>5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America</p> <p>5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.</p> <p>5.SS.1.1.4 Identify different examples of how religion has been an important influence of American history.</p> <p>5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States.</p> <p>5.SS.2.2.1.3 Use latitude and longitude coordinates to find specific locations on a map.</p>		

	Thursday 10-20-22	Friday 10-21-22	Notes
<b>Math</b>	<b>Unit 1: Add and Subtract Fractions/Big Idea 2: Addition and Subtraction of Fractions</b>		
	<b>Unit 1, Lesson 12: Real World Problems</b>	<b>Teacher Discretion</b>	
<b>Journey's Selection</b>	<b>Unit: 2 Lesson 7: Old Yeller (Historical Fiction)/What Makes It Good (Persuasive play)</b>		
	<b>Lesson Topic:</b> Responsibility <b>Target Skill:</b> Understanding Characters <b>Target Strategy:</b> Visualize	<b>Spelling:</b> More Vowel + /r/ sounds <b>Phonics:</b> vowel + /r/ sounds <b>Fluency:</b> intonation	
	<b>Vocabulary:</b> frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing		
	<b>Spelling:</b> earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, one-third, reverse, worship, career, research, volunteer		
	<b>Grammar:</b> direct and indirect objects		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			



<b>Week: 9      Date: October 24-28</b>			
	<b>Monday 10-24-22</b>	<b>Tuesday 10-25-22</b>	<b>Wednesday 10-26-22</b>
<b>Math</b>	<b>Unit 1: Add and Subtract Fractions/Big Idea 2: Addition and Subtraction of Fractions</b>		
	<b>Vocabulary:</b> denominator, fraction, numerator, unit fraction, equivalent fractions, multiplier, n-split, unsimplify, benchmark, common denominator, common factor, greater than, > less than, <, add on, regroup, ungroup, line plot, benchmark, round, estimate, situation equation, solution equation		
	<b>Unit 1, Lesson 13:</b> Focus on Mathematical Practices	<b>Quick Quiz 2/Strategy Check 2</b>	<b>Unit 2 Review</b>
<b>Journey's Selection</b>	<b>Unit: 2 Lesson 8:</b> Everglades Forever (narrative nonfiction) National Parks of the West (Informational text)		
	<b>Lesson Topic:</b> Conservation <b>Target Skill:</b> Author's Purpose <b>Target Strategy:</b> Analyze/ Evaluate	<b>Spelling:</b> Homophones <b>Phonics:</b> Homophones <b>Fluency:</b> Adjust Rate to purpose	
	<b>Vocabulary:</b> endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility		
	<b>Spelling:</b> steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue		
	<b>Grammar:</b> Conjunctions		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Informative Cause and Effect</b>		
	<ul style="list-style-type: none"> <li>- Focus on purpose/thesis</li> <li>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</li> <li>5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section.</li> <li>5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.</li> </ul>		
<b>Science</b>	<b>Earth Science: Mystery 6- What are the wandering stars?</b>		
	Students will use a model of the solar system to learn the order of the planets. They will play "Running to Neptune," to learn their order.		
<b>Social Studies</b>	<b>Early Settlements</b>		
	<ul style="list-style-type: none"> <li>5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.</li> <li>5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America</li> <li>5.SS.1.1.4 Identify different examples of how religion has been an important influence of American history.</li> <li>5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States.</li> <li>5.SS.1.2.2 Explain the history of indentured servitude and the slave trade in the United States</li> </ul>		

	Thursday 10-27-22	Friday 10-28-22	Notes
Math	Unit 1: Add and Subtract Fractions/Big Idea 2: Addition and Subtraction of Fractions		
	Unit 2 Assessment	Teacher Discretion IAB (fit into week when computers are available)	
Journey's Selection	Unit: 2 Lesson 8: Everglades Forever (narrative nonfiction)/National Parks of the West (Informational text)		
	Lesson Topic: Conservation Target Skill: Author's Purpose Target Strategy: Analyze/ Evaluate	Spelling: Homophones Phonics: Homophones Fluency: Adjust Rate to purpose	
	Vocabulary: endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility		
	Spelling: steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue		
	Grammar: Conjunctions		
	Vocabulary:		
Spelling:			
Reading:			
Writing			
Science			
Social Studies			

<b>Week: 10      Date: October 31-November 4</b>			
	<b>Monday 10-31-22</b>	<b>Tuesday 11-1-22</b>	<b>Wednesday 11-2-22</b>
<b>Math</b>	<b>Unit 3: Multiplication and Division with Fractions/ Big Idea 1: Multiplication with Fractions</b>		
	<b>Vocabulary:</b> comparison bars, multiplicative comparison, factor, product, area model for multiplication, fraction bar model for multiplication, multiply and simplify, simplify and multiply method, unit fraction method, associative property, commutative property, distributive property, decimal fraction, dividend, divisor, quotient		
	<b>Unit 3 Pre-Test</b>	<b>Unit 3, Lesson 1:</b> Basic Multiplication Concepts	<b>Unit 1, Lesson 2:</b> Multiplication with Non-Unit Fractions
<b>Journey's Selection</b>	<b>Unit: 2 Lesson 9:</b> Storm Warriors (Historical Fiction)/Pea Island's Forgotten Heroes (Informational Text)		
	<b>Lesson Topic:</b> Courage <b>Target Skill:</b> Conclusions and Generalizations <b>Target Strategy:</b> Infer and predict		<b>Spelling:</b> Compound words <b>Phonics:</b> Compound words <b>Fluency:</b> Phrasing: Punctuation
	<b>Vocabulary:</b> critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite		
	<b>Spelling:</b> wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, barefoot, part-time, warehouse, overboard, post office, outspoken, up-to-date, awestruck, newscast		
	<b>Grammar:</b> Complex sentences		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
	<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p align="center"><b>Writing Form: Research Report</b></p> <ul style="list-style-type: none"> <li>- Prewriting</li> </ul> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section.</p> <p>5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.</p>		
<b>Science</b>	<p align="center"><b>Earth Science: Mystery 7- Why is gravity different on other planets?</b></p> <p>Students will use mathematics and computational thinking to calculate attributes of planets. They will analyze and interpret data and construct an explanation about gravity. <b>Earth</b></p>		
<b>Social Studies</b>	<p align="center"><b>13 Colonies</b></p> <p>5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.</p> <p>5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America</p> <p>5.SS.1.1.4 Identify different examples of how religion has been an important influence of American history.</p>		

	Thursday 11-3-22	Friday 11-4-22	Notes
Math	<b>Unit 3: Multiplication and Division with Fractions/ Big Idea 1: Multiplication with Fractions</b>		
	Unit 3, Lesson 3: Multiplication with Fractional Solutions	Teacher Directed	
Journey's Selection	<b>Unit: 2 Lesson 9:</b> Storm Warriors (Historical Fiction)/Pea Island's Forgotten Heroes (Informational Text)		
	<b>Lesson Topic:</b> Courage <b>Target Skill:</b> Conclusions and Generalizations <b>Target Strategy:</b> Infer and predict	<b>Spelling:</b> Compound words <b>Phonics:</b> Compound words <b>Fluency:</b> Phrasing: Punctuation	
	<b>Vocabulary:</b> critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite		
	<b>Spelling:</b> wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, barefoot, part-time, warehouse, overboard, post office, outspoken, up-to-date, awestruck, newscast		
	<b>Grammar:</b> Complex sentences		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
Writing			
Science			
Social Studies			

<b>Week: 11      Date: November 7-11</b>			
	<b>Monday 11-7-22</b>	<b>Tuesday 11-8-22</b>	<b>Wednesday 11-9-22</b>
<b>Math</b>	<b>Unit 3: Multiplication and Division with Fractions/ Big Idea 1: Multiplication with Fractions</b>		
	<b>Vocabulary:</b> comparison bars, multiplicative comparison, factor, product, area model for multiplication, fraction bar model for multiplication, multiply and simplify, simplify and multiply method, unit fraction method, associative property, commutative property, distributive property, decimal fraction, dividend, divisor, quotient		
	<b>Unit 3, Lesson 4:</b> Multiply a Fraction by a Fraction	<b>Unit 3, Lesson 5:</b> Multiplication Strategies	<b>Unit 3, Lesson 6:</b> Multiply Mixed Numbers
<b>Journey's Selection</b>	<b>Unit: 2 Lesson: 10</b> Cougars (Informational Text)/Purr-fection (Poetry)		
	<b>Lesson Topic:</b> Animal Behaviors <b>Target Skill:</b> Main Ideas and Details <b>Target Strategy:</b> Monitor/Clarify		<b>Spelling:</b> Final Schwa + /r/ Sounds <b>Phonics:</b> Recognizing Schwa + /r/ Sounds <b>Fluency:</b> Stress
	<b>Vocabulary:</b> unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen		
	<b>Spelling:</b> cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter		
	<b>Grammar:</b> Direct Quotations and Interjections		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Research Report</b>		
	<ul style="list-style-type: none"> <li>- Focus on drafting and revising</li> </ul> 5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc. 5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section. 5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.		
<b>Science</b>	<b>Science: Mystery 8 – Could There be Life on Other Planets?</b>		
	Students discover that the Earth is in the “Goldilocks Zone” — a distance from the Sun with the right amount of light and heat for life to exist. Students plan a space mission to another planet outside our Solar System based on the amount of heat and light that reaches the planet’s surface.		
<b>Social Studies</b>	<b>Ben Franklin</b>		
	5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History 5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government. 5.SS.5.1.2 Define a nation. 5.SS.5.1.4 Discuss how nations try to resolve problems.		

	Thursday 11-10-22	Friday 11-11-22	Notes
<b>Math</b>	<b>Unit 3: Multiplication and Division with Fractions/ Big Idea: Multiplication Links</b>		
	<b>Quick Quiz 1/Strategy Check 6</b>  <b>Unit 3, Lesson 7:</b> Relate Fraction Operations	<b>Teacher Directed</b>	
<b>Journey's Selection</b>	<b>Unit: 2 Lesson: 10</b> Cougars (Informational Text)/Purr-fection (Poetry)		
	<b>Lesson Topic:</b> Animal Behaviors <b>Target Skill:</b> Main Ideas and Details <b>Target Strategy:</b> Monitor/Clarify	<b>Spelling:</b> Final Schwa + /r/ Sounds <b>Phonics:</b> Recognizing Schwa + /r/ Sounds <b>Fluency:</b> Stress	
	<b>Vocabulary:</b> unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen		
	<b>Spelling:</b> cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter		
	<b>Grammar:</b> Direct Quotations and Interjections		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			

<b>Week: 12      Date: November 14-18</b>			
	<b>Monday 11-14-22</b>	<b>Tuesday 11-15-22</b>	<b>Wednesday 11-16-22</b>
<b>Math</b>	<b>Unit 3: Multiplication and Division with Fractions/ Big Idea 1: Multiplication Links</b>		
	<b>Vocabulary:</b> comparison bars, multiplicative comparison, factor, product, area model for multiplication, fraction bar model for multiplication, multiply and simplify, simplify and multiply method, unit fraction method, associative property, commutative property, distributive property, decimal fraction, dividend, divisor, quotient		
	<b>Unit 3, Lesson 8:</b> Solve Real World Problems	<b>Unit 3, Lesson 9:</b> Make Generalizations	<b>Quick Quiz 2/Strategy Check 7 &amp; Unit 3, Lesson 10:</b> When Dividing is also Multiplying
<b>Journey's Selection</b>	<b>Unit: 3 Lesson 11:</b> Dangerous Crossing (Historical Fiction)/Revolution and Rights (Informational Text)		
	<b>Lesson Topic:</b> Early American Government <b>Target Skill:</b> Cause and Effect <b>Target Strategy:</b> Visualize		<b>Spelling:</b> VCCV Pattern <b>Phonics:</b> Vowel Sounds in Stressed Syllables <b>Fluency:</b> Accuracy and Self-Correction
	<b>Vocabulary:</b> cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct		
	<b>Spelling:</b> bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors		
	<b>Grammar:</b> Subject and Object Pronouns		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Opinion Writing</b>		
	<ul style="list-style-type: none"> <li>- Focus on how's and why's of opinion writing</li> <li>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</li> <li>5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section.</li> <li>5 W RW 6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing (grammar and conventions), rewriting, or trying a new approach.</li> </ul>		
<b>Science</b>	<b>Seasonal Science</b>		
<b>Social Studies</b>	<b>Declaration of Independence</b>		
	<ul style="list-style-type: none"> <li>5.SS.3.1.2 Discuss the concepts of tariffs, taxation, and embargo.</li> <li>5.SS.3.1.3 Describe the basic characteristic of a market.</li> <li>5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies.</li> <li>5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History</li> <li>5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence.</li> <li>5.SS.5.1.2 Define a nation.</li> </ul>		

<b>End of 1<sup>st</sup> Tri</b>			
	<b>Thursday 11-17-22</b>	<b>Friday 11-18-22</b>	<b>Notes</b>
<b>Math</b>	<b>Unit 3: Multiplication and Division with Fractions/ Big Idea 3: Division with Fractions</b>		
	<b>Unit 3, Lesson 11: Solve Division Problems</b>	<b>Teacher Workday No School</b>	
<b>Journey's Selection</b>	<b>Unit: 3 Lesson 11: Dangerous Crossing (Historical Fiction)/Revolution and Rights (Informational Text)</b>		
	<b>Lesson Topic:</b> Early American Government <b>Target Skill:</b> Cause and Effect <b>Target Strategy:</b> Visualize	<b>Spelling:</b> VCCV Pattern <b>Phonics:</b> Vowel Sounds in Stressed Syllables <b>Fluency:</b> Accuracy and Self-Correction	
	<b>Vocabulary:</b> cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct		
	<b>Spelling:</b> bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors		
	<b>Grammar:</b> Subject and Object Pronouns		
	<b>Vocabulary:</b>	<b>Spelling:</b>	<b>Reading:</b>
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			



<b>Week: 13      Date: November 28-December 2</b>			
	<b>Monday 11-28-22</b>	<b>Tuesday 11-29-22</b>	<b>Wednesday 11-30-22</b>
<b>Math</b>	<b>Unit 3: Multiplication and Division with Fractions/ Big Idea 3: Division with Fractions</b>		
	<b>Vocabulary:</b> comparison bars, multiplicative comparison, factor, product, area model for multiplication, fraction bar model for multiplication, multiply and simplify, simplify and multiply method, unit fraction method, associative property, commutative property, distributive property, decimal fraction, dividend, divisor, quotient		
	<b>Unit 3, Lesson 12:</b> Distinguish Multiplication from Division	<b>Unit 3, Lesson 13:</b> Review Operations with Fractions	<b>Unit 3, Lesson 14:</b> Focus on Mathematical Practices
<b>Journey's Selection</b>	<b>Unit: 3 Lesson: 12</b> Can't You make them Behave King George? (Narrative nonfiction)/Tea Time! (Narrative nonfiction)		
	<b>Lesson Topic:</b> Independence <b>Target Skill:</b> Fact and Opinion <b>Target Strategy:</b> Question		<b>Spelling:</b> VCV Pattern <b>Phonics:</b> Open and Closed Syllables: VCV Pattern <b>Fluency:</b> Rate
	<b>Vocabulary:</b> benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious		
	<b>Spelling:</b> human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve		
	<b>Grammar:</b> Verb Tenses		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p align="center"><b>Writing Form: Problem-Solution Composition</b></p> <p align="center">- Focus on transitions</p> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section.</p> <p>5 W RW 6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing (grammar and conventions), rewriting, or trying a new approach.</p>		
<b>Science</b>	<p align="center"><b>Earth Science: Mystery 1 Watery Planet - How much water is in the world?</b></p> <p align="center">Students will analyze and interpret data from world maps. Students will use mathematics and computational thinking to calculate and graph amounts of water.</p>		
<b>Social Studies</b>	<p align="center"><b>American Revolution</b></p> <p>5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies.</p> <p>5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History.</p> <p>5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, and databases, and models to display and obtain information.</p> <p>5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.</p>		

	Thursday 12-1-22	Friday 12-2-22	Notes
Math	<b>Unit 3: Multiplication and Division with Fractions/ Big Idea 3: Division with Fractions</b>		
	Quick Quiz 3/Strategy Check 8  Unit 3 Review	Teacher Directed	
Journey's Selection	<b>Unit: 3 Lesson: 12</b> Can't You make them Behave King George? (Narrative nonfiction)/Tea Time! (Narrative nonfiction)		
	<b>Lesson Topic:</b> Independence <b>Target Skill:</b> Fact and Opinion <b>Target Strategy:</b> Question		<b>Spelling:</b> VCV Pattern <b>Phonics:</b> Open and Closed Syllables: VCV Pattern <b>Fluency:</b> Rate
	<b>Vocabulary:</b> benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious		
	<b>Spelling:</b> human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve		
	<b>Grammar:</b> Verb Tenses		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
Writing			
Science			
Social Studies			

<b>Week: 14      Date: December 5-9</b>			
	<b>Monday 12-5-22</b>	<b>Tuesday 12-6-22</b>	<b>Wednesday 12-7-22</b>
<b>Math</b>	<b>Unit 3: Multiplication and Division with Fractions/Big Idea 3: Division with Fractions</b>		
	<b>Vocabulary:</b> comparison bars, multiplicative comparison, factor, product, area model for multiplication, fraction bar model for multiplication, multiply and simplify, simplify and multiply method, unit fraction method, associative property, commutative property, distributive property, decimal fraction, dividend, divisor, quotient		
	<b>Unit 3 Review</b>	<b>Unit 3 Assessment</b>	<b>Unit 4 Pre-Test</b>
<b>Journey's Selection</b>	<b>Novel Study: Hound Dog True (Realistic fiction)</b>		
	<b>Lesson Topic:</b> Friendship <b>Target Skill:</b> Review skills <b>Target Strategy:</b> Review strategies and test taking strategies		Identify and Analyze Story Themes Analyze Characters Story Structure
	<b>Vocabulary:</b> potluck, custodial, traitorous, apprentice, disposition, posterity, solitary, pursuit, matter-of-fact, pouty, postpone, scrutiny, instincts, deterioration, impeccable, visage, propriety, expertise, consequences, versus, lunge, nickname, taut, mum, potential, retrieve, ponder, prognostication, prone		
	<b>Spelling:</b>		
	<b>Grammar:</b>		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
	<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>
<b>Writing</b>	<b>Writing Form: Work on areas needing additional help. (I.e., topic sentences, hook, thesis, transitions, etc)</b>		
<b>Science</b>	<b>Earth Science: Watery Planet: Mystery 2 – How Much Salt is in the Ocean?</b> Students investigate how salty the ocean is and create a model ocean to observe how salt seems to completely vanish when dissolved in water. Students then measure and graph quantities of the water and salt to provide evidence that, even though we can't see it, the salt still weighs the same amount. Students also create a model salt flat, allowing the water to evaporate, leaving the salt behind		
<b>Social Studies</b>	<b>Review States and Capitals</b>		

	Thursday 12-8-22	Friday 12-9-22	Notes
Math	<b>Unit 4: Multiplying with Whole Numbers and Decimals/Big Idea 1: Multiply with Whole Numbers &amp; Decimals</b>		
	<b>Unit 4, Lesson 1:</b> Shift Patterns in Multiplication	<b>Teacher Directed</b>  <b>IAB (fit into week when computers are available)</b>	
Journey's Selection	<b>Novel Study:</b> Hound Dog True (Realistic fiction)		
	<b>Lesson Topic:</b> Friendship <b>Target Skill:</b> Review skills <b>Target Strategy:</b> Review strategies and test taking strategies	Identify and Analyze Story Themes Analyze Characters Story Structure	
	<b>Vocabulary:</b> potluck, custodial, traitorous, apprentice, disposition, posterity, solitary, pursuit, matter-of-fact, pouty, postpone, scrutiny, instincts, deterioration, impeccable, visage, propriety, expertise, consequences, versus, lunge, nickname, taut, mum, potential, retrieve, ponder, prognostication, prone		
	<b>Spelling:</b>		
	<b>Grammar:</b>		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
Writing			
Science			
Social Studies			

<b>Week: 15      Date: December 12-16</b>			
	<b>Monday 12-12-22</b>	<b>Tuesday 12-13-22</b>	<b>Wednesday 12-14-22</b>
<b>Math</b>	<b>Unit 4: Multiplying with Whole Numbers and Decimals/Big Idea 1: Multiply with Whole Numbers &amp; Decimals</b>		
	<b>Vocabulary:</b> shift, base, exponent, exponential form, power of ten, even, odd, partial, Place Value Sections Method, Expanded Notation Method, New Groups Below Method, Place Value Rows Method, Short Cut Method		
	<b>Unit 4, Lesson 2:</b> Patterns with Fives and Zeros	<b>Unit 4, Lesson 3:</b> Day 1, Sharing Methods for Multiplication	<b>Unit 4, Lesson 3:</b> Day 2, Sharing Methods for Multiplication
<b>Journey's Selection</b>	<b>Novel Study: Hound Dog True (Realistic fiction)</b>		
	<b>Lesson Topic:</b> Friendship <b>Target Skill:</b> Review skills <b>Target Strategy:</b> Review strategies and test taking strategies		Identify and Analyze Story Themes Analyze Characters Story Structure
	<b>Vocabulary:</b> potluck, custodial, traitorous, apprentice, disposition, posterity, solitary, pursuit, matter-of-fact, pouty, postpone, scrutiny, instincts, deterioration, impeccable, visage, propriety, expertise, consequences, versus, lunge, nickname, taut, mum, potential, retrieve, ponder, prognostication, prone		
	<b>Spelling:</b>		
	<b>Grammar:</b>		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Writing Form: Work on areas needing additional help. (I.e., topic sentences, hook, thesis, transitions, etc)</b>		
<b>Science</b>	<b>Earth Science: Watery Planet: Mystery 3- When you turn on the faucet, where does the water come from?</b>  Students will reason about information collected in previous mysteries. They will use <b>patterns</b> to correlate information and give clues about where drinkable water may be found.		
<b>Social Studies</b>	<b>Review States and Capitals</b>		

	Thursday 12-15-22	Friday 12-16-22	Notes
Math	<b>Unit 4: Multiplying with Whole Numbers and Decimals/Big Idea 1: Multiply with Whole Numbers &amp; Decimals</b>		
	<b>Unit 4, Lesson 4: Multiply Two-Digit Numbers</b>	<b>Teacher Directed</b>	
Journey's Selection	<b>Novel Study: Hound Dog True (Realistic fiction)</b>		
	<b>Lesson Topic:</b> Friendship		Identify and Analyze Story Themes
	<b>Target Skill:</b> Review skills		Analyze Characters
	<b>Target Strategy:</b> Review strategies and test taking strategies		Story Structure
	<b>Vocabulary:</b> potluck, custodial, traitorous, apprentice, disposition, posterity, solitary, pursuit, matter-of-fact, pouty, postpone, scrutiny, instincts, deterioration, impeccable, visage, propriety, expertise, consequences, versus, lunge, nickname, taut, mum, potential, retrieve, ponder, prognostication, prone		
	<b>Spelling:</b>		
	<b>Grammar:</b>		
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Reading:</b>		
Writing			
Science			
Social Studies			

<b>Week: 16      Date: January 2-6</b>			
	<b>Monday 1-2-23</b>	<b>Tuesday 1-3-23</b>	<b>Wednesday 1-4-23</b>
<b>Math</b>	<b>Unit 4: Multiplying with Whole Numbers and Decimals/Big Idea 2: Multiplication with Decimal Numbers</b>		
	<b>Vocabulary:</b> shift, base, exponent, exponential form, power of ten, even, odd, partial, Place Value Sections Method, Expanded Notation Method, New Groups Below Method, Place Value Rows Method, Short Cut Method		
	<b>Unit 4, Lesson 5:</b> Practice Multiplying	<b>Quick Quiz 1/Fluency Check 1</b> <b>Unit 4, Lesson 6:</b> Multiply Decimals by Whole Numbers	<b>Unit 4, Lesson 7:</b> Day 1, Multiply by Decimals
<b>Journey's Selection</b>	<b>Unit: 3 Lesson 13:</b> They Called Her Molly Pitcher (Narrative Nonfiction)/A Spy for Freedom (Play)		
	<b>Lesson Topic:</b> Life on the Battlefield <b>Target Skill:</b> Conclusions and Generalizations <b>Target Strategy:</b> Analyze / Evaluate		<b>Spelling:</b> VCCCV pattern <b>Phonics:</b> Recognize Initial and Medial digraphs <b>Fluency:</b> Phrasing: Pauses
	<b>Vocabulary:</b> legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged		
	<b>Spelling:</b> conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble		
	<b>Grammar:</b> Regular and Irregular Verbs		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p align="center"><b>Writing Form: Persuasive Letter</b></p> <ul style="list-style-type: none"> <li>- Focus on Conclusions</li> </ul> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section.</p> <p>5 W RW 6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing (grammar and conventions), rewriting, or trying a new approach.</p>		
<b>Science</b>	<p align="center"><b>Earth Science: Watery Planet: Mystery 4: Can we make it rain?</b></p> <p>Students will reason about how the hydrosphere and atmosphere <b>systems</b> interact in the water cycle. Students will model the systems to explain</p>		
<b>Social Studies</b>	<p align="center"><b>Revolutionary Women</b></p> <p>5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History</p> <p>5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.</p> <p>5.SS.5.1.2 Define a nation.</p> <p>5.SS.5.1.4 Discuss how nations try to resolve problems.</p>		

	Thursday 1-5-23	Friday 1-6-22	Notes
Math	<b>Unit 4: Multiplying with Whole Numbers and Decimals/Big Idea 2: Multiplication with Decimal Numbers</b>		
	<b>Unit 4, Lesson 7:</b> Day 2, Multiply by Decimals	<b>Teacher Discretion</b>	
Journey's Selection	<b>Unit: 3 Lesson 13:</b> They Called Her Molly Pitcher (Narrative Nonfiction)/A Spy for Freedom (Play)		
	<b>Lesson Topic:</b> Life on the Battlefield	<b>Spelling:</b> VCCCV pattern	
	<b>Target Skill:</b> Conclusions and Generalizations	<b>Phonics:</b> Recognize Initial and Medial Digraphs	
	<b>Target Strategy:</b> Analyze / Evaluate	<b>Fluency:</b> Phrasing: Pauses	
	<b>Vocabulary:</b> legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged		
	<b>Spelling:</b> conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble		
<b>Grammar:</b> Regular and Irregular Verbs			
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Reading:</b>		
Writing			
Science			
Social Studies			



<b>Week: 17      Date: January 9-13</b>			
	<b>Monday 1-9-23</b>	<b>Tuesday 1-10-23</b>	<b>Wednesday 1-11-23</b>
<b>Math</b>	<b>Unit 4: Multiplying with Whole Numbers and Decimals/Big Idea 2: Multiplication with Decimal Numbers</b>		
	<b>Vocabulary:</b> shift, base, exponent, exponential form, power of ten, even, odd, partial, Place Value Sections Method, Expanded Notation Method, New Groups Below Method, Place Value Rows Method, Short Cut Method		
	<b>Unit 4, Lesson 8:</b> Multiply with Decimals Greater than 1	<b>Unit 4, Lesson 9:</b> Compare Shift Patterns	<b>Unit 4, Lesson 10:</b> Estimate Products
<b>Journey's Selection</b>	<b>Unit: 3 Lesson 14: James Forten (Biography)/Modern Minute Man (Informational Text)</b>		
	<b>Lesson Topic:</b> African America History <b>Target Skill:</b> Sequence of Events <b>Target Strategy:</b> Summarize	<b>Spelling:</b> VV Pattern <b>Phonics:</b> VV Syllable Pattern <b>Fluency:</b> Expression	
	<b>Vocabulary:</b> persuade, apprentice, contributions, influential, aspects, authorities, bondage, provisions, dexterity, tentative		
	<b>Spelling:</b> actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot		
	<b>Grammar:</b> Commas and Semicolons		
	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>
<b>Writing</b>	<p align="center"><b>Writing Form: Persuasive Essay</b></p> <ul style="list-style-type: none"> <li>- Focus on Prewriting</li> </ul> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section.</p> <p>5 W RW 6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing (grammar and conventions), rewriting, or trying a new approach.</p>		
<b>Science</b>	<p align="center"><b>Earth Science: Watery Planet: Mystery 5: How can you save a town from a hurricane?</b></p> <p>Students will reason about the hydrosphere and atmosphere <b>systems</b> interact to cause weather patterns. They will consider the impact of hurricanes on the biosphere and geosphere systems.</p>		
<b>Social Studies</b>	<p align="center"><b>Washington</b></p> <p>5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies.</p> <p>5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History</p> <p>5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.</p> <p>5.SS.5.1.2 Define a nation.</p> <p>5.SS.5.1.4 Discuss how nations try to resolve problems.</p>		

	Thursday 1-12-23	Friday 1-13-23	Notes
Math	<b>Unit 4: Multiplying with Whole Numbers and Decimals/Big Idea 2: Multiplication with Decimal Numbers</b>		
	<b>Unit 4, Lesson 11: Multiplication Practice</b>	<b>Teacher Directed</b>	
Journey's Selection	<b>Unit: 3 Lesson 14: James Forten (Biography)/Modern Minute Man (Informational Text)</b>		
	<b>Lesson Topic:</b> African America History	<b>Spelling:</b> VV Pattern	
	<b>Target Skill:</b> Sequence of Events	<b>Phonics:</b> VV Syllable Pattern	
	<b>Target Strategy:</b> Summarize	<b>Fluency:</b> Expression	
	<b>Vocabulary:</b> persuade, apprentice, contributions, influential, aspects, authorities, bondage, provisions, dexterity, tentative		
	<b>Spelling:</b> actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot		
<b>Grammar:</b> Commas and Semicolons			
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Reading:</b>		
Writing			
Science			
Social Studies			

<b>Week: 18      Date: January 16-20</b>			
	<b>Monday 1-16-23</b>	<b>Tuesday 1-17-23</b>	<b>Wednesday 1-18-23</b>
<b>Math</b>	<b>Unit 4: Multiplying with Whole Numbers and Decimals/Big Idea 2: Multiplication with Decimal Numbers</b>		
	<b>Vocabulary:</b> shift, base, exponent, exponential form, power of ten, even, odd, partial, Place Value Sections Method, Expanded Notation Method, New Groups Below Method, Place Value Rows Method, Short Cut Method		
	<b>PD No School</b>	<b>Unit 4, Lesson 12: Focus on Mathematical Practices</b>	<b>Quick Quiz 2/Fluency Check 2 Unit 4 Review</b>
<b>Journey's Selection</b>	<b>Unit: 3 Lesson 15: We Were There, Too! (Biography)/Patriotic Poetry (Poetry)</b>		
	<b>Lesson Topic:</b> Patriotism <b>Target Skill:</b> Compare and Contrast Actions <b>Target Strategy:</b> Monitor /Clarify		<b>Spelling:</b> Final Schwa + /l/ Sounds <b>Phonics:</b> Final Schwa + /l/ Sounds in Unstressed Final Syllable <b>Fluency:</b> Intonation
	<b>Vocabulary:</b> mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal		
	<b>Spelling:</b> formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil		
	<b>Grammar:</b> Transitions		
	<b>PD No School</b>	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>
<b>Writing</b>	<p align="center"><b>Writing Form: Persuasive Essay</b></p> <ul style="list-style-type: none"> <li>- Focus on drafting and revising</li> </ul> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section.</p> <p>5 W RW 6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing (grammar and conventions), rewriting, or trying a new approach.</p>		
<b>Science</b>	<b>Optional Mystery Science</b>		
<b>Social Studies</b>	<p align="center"><b>Thomas Jefferson</b></p> <p>5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies.</p> <p>5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American History</p> <p>5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.</p> <p>5.SS.5.1.2 Define a nation.</p> <p>5.SS.5.1.4 Discuss how nations try to resolve problems.</p>		

	Thursday 1-19-23	Friday 1-20-23	Notes
Math	<b>Unit 4: Multiplying with Whole Numbers and Decimals/Big Idea 2: Multiplication with Decimal Numbers</b>		
	<b>Unit 4 Assessment</b>	<b>Teacher Directed</b>  <b>IAB (fit into week when computers are available)</b>	
Journey's Selection	<b>Unit: 3 Lesson 15: We Were There, Too! (Biography)/Patriotic Poetry (Poetry)</b>		
	<b>Lesson Topic:</b> Patriotism	<b>Spelling:</b> Final Schwa + /l/ Sounds	
	<b>Target Skill:</b> Compare and Contrast Actions	<b>Phonics:</b> Final Schwa + /l/ Sounds in Unstressed Final Syllable	
	<b>Target Strategy:</b> Monitor /Clarify	<b>Fluency:</b> Intonation	
	<b>Vocabulary:</b> mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal		
	<b>Spelling:</b> formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil		
<b>Grammar:</b> Transitions			
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	
	<b>Spelling:</b>	<b>Spelling:</b>	
	<b>Reading:</b>	<b>Reading:</b>	
Writing			
Science			
Social Studies			

<b>Week: 19 Date: January 23-27 PT Conferences</b>			
	<b>Monday 1-23-23</b>	<b>Tuesday 1-24-23</b>	<b>Wednesday 1-25-23</b>
<b>Math</b>	<b>Unit 5: Division with Whole Numbers &amp; Decimals/Big Idea 1: Division with Whole Numbers</b>		
	<b>Vocabulary:</b> digit by digit method, dividend, divisor, Expanded Notion Method, Place Value Section Method, quotient, remainder		
	<b>Unit 5 Pre-Test</b>	<b>Unit 5, Lesson 1:</b> Divide Whole Numbers by One Digit	<b>Unit 5, Lesson 2:</b> Explore Dividing by Two-Digit Whole Numbers
<b>Journey's Selection</b>	<b>Unit: 4 Lesson 16:</b> Lunch Money (Realistic Fiction)/Zap! Pow! A History of the Comics (Informational Text)		
	<b>Lesson Topic:</b> Visual Arts <b>Target Skill:</b> Author's Purpose <b>Target Strategy:</b> Monitor /Clarify	<b>Spelling:</b> Words with -ed and -ing <b>Phonics:</b> Word Parts and inflectional Endings <b>Fluency:</b> Rate	
	<b>Vocabulary:</b> record, mental, launch, assuming, episodes, developed, feature, incredibly, villains, thumbed		
	<b>Spelling:</b> scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting		
	<b>Grammar:</b> Adjectives		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p align="center"><b>Writing Form: Narrative Friendly Letter</b></p> <p>-focus on ISAT performance tasks and practice</p> <p>5 W RW 1 Develop flexibility by routinely engaging in the production of shorter or longer pieces for a range of tasks, purposes, and audiences, including: summaries, reflections, descriptions, letters, etc.</p> <p>5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.</p>		
<b>Science</b>	<b>Optional Mystery Science - Conferences</b>		
<b>Social Studies</b>	<p align="center"><b>The Constitution</b></p> <p>5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.</p> <p>5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government</p> <p>5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such as popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p> <p>5.SS.4.4.1 Explain how the United States is a republic.</p>		

<b>PT Conferences</b>			
	<b>Thursday 1-26-23</b>	<b>Friday 1-27-23</b>	<b>Notes</b>
<b>Math</b>	<b>Unit 5: Division with Whole Numbers &amp; Decimals/Big Idea 1: Division with Whole Numbers</b>		
	<b>Unit 5, Lesson 3: Too Large, Too Small, or Just Right?</b>	<b>PTC Comp Day No School</b>	
<b>Journey's Selection</b>	<b>Unit: 4 Lesson 16: Lunch Money (Realistic Fiction)/Zap! Pow! A History of the Comics (Informational Text)</b>		
	<b>Lesson Topic:</b> Visual Arts	<b>Spelling:</b> Words with –ed and -ing	
	<b>Target Skill:</b> Author’s Purpose	<b>Phonics:</b> Word Parts and inflectional Endings	
	<b>Target Strategy:</b> Monitor /Clarify	<b>Fluency:</b> Rate	
	<b>Vocabulary:</b> record, mental, launch, assuming, episodes, developed, feature, incredibly, villains, thumbed		
	<b>Spelling:</b> scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting		
<b>Grammar:</b> Adjectives			
	<b>Vocabulary:</b>	<b>PTC Comp Day No School</b>	
	<b>Spelling:</b>		
	<b>Reading:</b>		
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			

<b>Week: 20</b>		<b>Date: January 30-February 3</b>		
		<b>Monday 1-30-23</b>	<b>Tuesday 1-31-23</b>	<b>Wednesday 2-1-23</b>
<b>Math</b>	<b>Unit 5: Division with Whole Numbers &amp; Decimals/Big Idea 1: Division with Whole Numbers</b>			
	Vocabulary: digit by digit method, dividend, divisor, Expanded Notion Method, Place Value Section Method, quotient, remainder			
	<b>Unit 5, Lesson 4:</b> Interpret Remainders	<b>Unit 5, Lesson 5:</b> Division Practice	<b>Quick Quiz 1/Fluency Check 3</b> <b>Unit 5, Lesson 6:</b> Divide Decimal Numbers by Whole Numbers	
<b>Journey's Selection</b>	<b>Unit: 4 Lesson 17:</b> LAFFF (Science Fiction)/From Dreams to Reality (Informational Text)			
	<b>Lesson Topic:</b> Creative Inventions <b>Target Skill:</b> Story Structure <b>Target Strategy:</b> Infer / Predict		<b>Spelling:</b> More Words with -ed or -ing <b>Phonics:</b> Recognizing Common Word Parts <b>Fluency:</b> Intonation	
	<b>Vocabulary:</b> impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment			
	<b>Spelling:</b> tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated			
	<b>Grammar:</b> adverbs			
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>	
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>		
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>		
<b>Writing</b>	<p align="center"><b>Writing Form: Narrative Character Description</b></p> <p>-focus on ISAT performance tasks and practice</p> <p>5 W HWK 7 I can write in cursive legibly and fluently by hand with a consistent form and recognizable signature.</p> <p>5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.</p>			
<b>Science</b>	<p align="center"><b>Physical Science: Chemical Magic – Mystery 1: Are magic potions real?</b></p> <p>Students will plan and <b>carry out an investigation</b>. They will develop a conceptual model in order to <b>construct an explanation</b>. They will revise their <b>conceptual model</b> as they develop a sophisticated understanding of particles.</p>			
<b>Social Studies</b>	<p align="center"><b>The Constitution</b></p> <p>5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.</p> <p>5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government</p> <p>5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such as popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p> <p>5.SS.4.4.1 Explain how the United States is a republic.</p>			

	Thursday 2-2-23	Friday 2-3-23	Notes
Math	<b>Unit 5: Division with Whole Numbers &amp; Decimals/Big Idea 2: Division with Decimals</b>		
	Unit 5, Lesson 7: Divide Whole Numbers by Decimals	Teacher Directed	
Journey's Selection	<b>Unit: 4 Lesson 17: LAFFF (Science Fiction)/From Dreams to Reality (Informational Text)</b>		
	<b>Lesson Topic:</b> Creative Inventions <b>Target Skill:</b> Story Structure <b>Target Strategy:</b> Infer / Predict	<b>Spelling:</b> More Words with -ed or -ing <b>Phonics:</b> Recognizing Common Word Parts <b>Fluency:</b> Intonation	
	<b>Vocabulary:</b> impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment		
	<b>Spelling:</b> tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated		
	<b>Grammar:</b> adverbs		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
Writing			
Science			
Social Studies			



<b>Week: 21      Date: February 6-10</b>			
	<b>Monday 2-6-23</b>	<b>Tuesday 2-7-23</b>	<b>Wednesday 2-8-23</b>
<b>Math</b>	<b>Unit 5: Division with Whole Numbers &amp; Decimals/Big Idea 2: Division with Decimals</b>		
	<b>Vocabulary:</b> digit by digit method, dividend, divisor, Expanded Notion Method, Place Value Section Method, quotient, remainder		
	<b>Unit 5 Lesson 8:</b> Divide a Decimal Number by a Decimal	<b>Unit 5, Lesson 9:</b> Division Practice	<b>Unit 5, Lesson 10:</b> Distinguish Between Multiplication and Division
<b>Journey's Selection</b>	<b>Unit: 3 Lesson 18:</b> The Dog Newspaper (Autobiography)/Poetry About Poetry (Poetry)		
	<b>Lesson Topic:</b> Creative Writing <b>Target Skill:</b> Fact and Opinion <b>Target Strategy:</b> Analyze/Evaluate	<b>Spelling:</b> Changing Final y to i <b>Phonics:</b> Recognizing Suffixes <b>Fluency:</b> Phrasing: Punctuation	
	<b>Vocabulary:</b> required, edition, background, career, formula, household, uneventful, publication, insights, destruction		
	<b>Spelling:</b> duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies		
	<b>Grammar:</b> Prepositions and Prepositional Phrases		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p align="center"><b>Writing Form: Narrative Autobiography</b></p> <p>-focus on ISAT performance tasks and practice 5 W HWK 7 I can write in cursive legibly and fluently by hand with a consistent form and recognizable signature. 5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.</p>		
<b>Science</b>	<p align="center"><b>Physical Science: Chemical Magic – Mystery 2: - Could you Transfer Something Worthless into Gold?</b></p> <p align="center">Students investigate the alchemists’ claim of transforming ordinary metals into gold.</p>		
<b>Social Studies</b>	<p align="center"><b>American Government</b></p> <p>5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments. 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government 5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such as popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. 5.SS.4.4.1 Explain how the United States is a republic.</p>		

	Thursday 2-9-23	Friday 2-10-23	Notes
Math	<b>Unit 5: Division with Whole Numbers &amp; Decimals/Big Idea 2: Division with Decimals</b>		
	Unit 5, Lesson, 11: Focus on Mathematical Practices	Teacher Directed	
Journey's Selection	<b>Unit: 3 Lesson 18: The Dog Newspaper (Autobiography)/Poetry About Poetry (Poetry)</b>		
	Lesson Topic: Creative Writing Target Skill: Fact and Opinion Target Strategy: Analyze/Evaluate	Spelling: Changing Final y to i Phonics: Recognizing Suffixes Fluency: Phrasing: Punctuation	
	Vocabulary: required, edition, background, career, formula, household, uneventful, publication, insights, destruction		
	Spelling: duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies		
	Grammar: Prepositions and Prepositional Phrases		
	Vocabulary:		
Spelling:			
Reading:			
Writing			
Science			
Social Studies			

Week: 22      Date: February 13-17			
	Monday 2-13-23	Tuesday 2-14-23	Wednesday 2-15-23
Math	<b>Unit 5: Division with Whole Numbers &amp; Decimals/Big Idea 2: Division with Decimals</b>		
	<b>Vocabulary:</b> digit by digit method, dividend, divisor, Expanded Notion Method, Place Value Section Method, quotient, remainder		
	<b>Unit 5 Quick Quiz 2/Fluency Check 4</b>	<b>Unit 5 Review</b>	<b>Unit 5 Assessment</b>
Journey's Selection	<b>Unit: 4 Lesson 19: Darnell Rock Reporting (Realistic Fiction)/Volunteer! (Persuasive Text)</b>		
	<b>Lesson Topic:</b> Community involvement <b>Target Skill:</b> Author's Purpose <b>Target Strategy:</b> Summarize	<b>Spelling:</b> Suffixes -ful, -ly, -ness, -less, -ment <b>Phonics:</b> More Common Suffixes <b>Fluency:</b> stress	
	<b>Vocabulary:</b> issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance minimum		
	<b>Spelling:</b> lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, Cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful		
	<b>Grammar:</b> More Kinds of Pronouns		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
Writing	<p align="center"><b>Writing Form: Personal Narrative-Prewriting</b></p> <p>-focus on ISAT performance tasks and practice  5 W HWK 7 I can write in cursive legibly and fluently by hand with a consistent form and recognizable signature.  5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.</p>		
Science	<b>Physical Science: Chemical Magic – Mystery 3: What would happen if you drank a glass of acid?</b> Students will <b>conduct an investigation</b> to discover a reaction. They will <b>analyze the data</b> to determine investigation results and test unknown liquids.		
Social Studies	<p align="center"><b>American Government</b></p> 5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments. 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government 5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such as popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. 5.SS.4.4.1 Explain how the United States is a republic.		

	Thursday 2-16-23	Friday 2-17-23	Notes
Math	<b>Unit 8: Measurement and Geometry/Big Idea 1: Length, Area, and Volume</b>		
	<b>Unit 8 Pre-Test</b>	<b>Teacher Directed</b>  <b>IAB (fit into week when computers are available)</b>	
Journey's Selection	<b>Unit: 4 Lesson 19: Darnell Rock Reporting (Realistic Fiction)/Volunteer! (Persuasive Text)</b>		
	<b>Lesson Topic:</b> Community involvement <b>Target Skill:</b> Author's Purpose <b>Target Strategy:</b> Summarize	<b>Spelling:</b> Suffixes -ful, -ly, -ness, -less, -ment <b>Phonics:</b> More Common Suffixes <b>Fluency:</b> stress	
	<b>Vocabulary:</b> issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance minimum		
	<b>Spelling:</b> lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, Cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful		
	<b>Grammar:</b> More Kinds of Pronouns		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
Writing			
Science			
Social Studies			

<b>Week: 23      Date: February 20-24</b>			
<b>Monday 2-20-23</b>		<b>Tuesday 2-21-23</b>	
<b>Wednesday 2-22-23</b>			
<b>Math</b>	<b>Unit 8: Measurement and Geometry/Big Idea 1: Length, Area, and Volume</b>		
	<b>Vocabulary:</b> meter, millimeter, centimeter, decimeter, dekameter, hectometer, kilometer, mile, perimeter, area, square centimeter, square unit, face, edge, rectangular prism, cube, unit cube, volume, cubic unit, rectangular prism, length, one-dimensional, two-dimensional, three-dimensional, composite solid, mass, gram, ton, frequency table, line plot, parallelogram, quadrilateral, rectangle, rhombus, square, trapezoid, acute triangle, equilateral triangle, isosceles triangle, obtuse triangle, right triangle, scalene triangle, close shape, concave polygon, convex polygon, open shape, polygon, reflex angle, regular polygon		
	<b>President's Day No School</b>	<b>Unit 8, Lesson 1: Metric Units of Length</b>	<b>Unit 8, Lesson 2: Customary Units of Length</b>
<b>Journey's Selection</b>	<b>Unit: 4 Lesson 20: The Black Stallion (Adventure)/Horse Power (Informational Text)</b>		
	<b>Lesson Topic:</b> Human-Animal Interaction <b>Target Skill:</b> Story Structure <b>Target Strategy:</b> Question		<b>Spelling:</b> Words from other Languages <b>Phonics:</b> Stress in Three-Syllable Words <b>Fluency:</b> Accuracy
	<b>Vocabulary:</b> piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling		
	<b>Spelling:</b> salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant		
	<b>Grammar:</b> Proper Mechanics and Writing Titles		
	<b>President's Day No School</b>	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>
<b>Writing</b>	<b>Writing Form: Personal Narrative Drafting/Revising</b> -focus on ISAT performance tasks and practice 5 W HWK 7 I can write in cursive legibly and fluently by hand with a consistent form and recognizable signature. 5 W RW 4 Write a personal or fictional narrative that establishes a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, events, or experiences; and provide a conclusion that follows that narrated events.		
<b>Science</b>	<b>Physical Science: Chemical Magic – Mystery 4: What do fireworks, rubber, and silly putty have in common?</b>  Students will <b>conduct an investigation</b> to identify a chemical reaction. They will <b>construct an explanation</b> and make a goo-like substance.		
<b>Social Studies</b>	<b>Presidents of the United States</b> 5.SS.4.3.1 Identify the President and Vice President of the US and the US Senators and Representatives to Congress from Idaho.		

	Thursday 2-23-23	Friday 2-24-23	Notes
Math	<b>Unit 8: Measurement and Geometry/Big Idea 1: Length, Area, and Volume</b>		
	Unit 8, Lesson 3: Perimeter and Area of Rectangles	Teacher Directed	
Journey's Selection	<b>Unit: 4 Lesson 20: The Black Stallion (Adventure)/Horse Power (Informational Text)</b>		
	Lesson Topic: Human-Animal Interaction Target Skill: Story Structure Target Strategy: Question	Spelling: Words from other Languages Phonics: Stress in Three-Syllable Words Fluency: Accuracy	
	Vocabulary: piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling		
	Spelling: salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant		
	Grammar: Proper Mechanics and Writing Titles		
	Vocabulary:		
Spelling:			
Reading:			
Writing			
Science			
Social Studies			

<b>Week: 24      Date: February 27-March 3</b>			
	<b>Monday 2-27-23</b>	<b>Tuesday 2-28-23</b>	<b>Wednesday 3-1-23</b>
<b>Math</b>	<b>Unit 8: Measurement and Geometry/Big Idea 1: Length, Area, and Volume</b>		
	<b>Vocabulary:</b> meter, millimeter, centimeter, decimeter, dekameter, hectometer, kilometer, mile, perimeter, area, square centimeter, square unit, face, edge, rectangular prism, cube, unit cube, volume, cubic unit, rectangular prism, length, one-dimensional, two-dimensional, three-dimensional, composite solid, mass, gram, ton, frequency table, line plot, parallelogram, quadrilateral, rectangle, rhombus, square, trapezoid, acute triangle, equilateral triangle, isosceles triangle, obtuse triangle, right triangle, scalene triangle, close shape, concave polygon, convex polygon, open shape, polygon, reflex angle, regular polygon		
	<b>Unit 8, Lesson 4:</b> Cubic Units and Volume	<b>Unit 8, Lesson 5:</b> Visualize Volume	<b>Unit 8, Lesson 6:</b> Introduce Volume Formulas
<b>Journey's Selection</b>	<b>Unit: 5 Lesson 21:</b> Tucket's Travels (Historical Fiction)/Wild Weather (Technical Text)		
	<b>Lesson Topic:</b> Extreme Environments <b>Target Skill:</b> Sequence of Events <b>Target Strategy:</b> Visualize		<b>Spelling:</b> Final /n/, or /ən /, /chə r/, /zhə r/ <b>Phonics:</b> Common Final Syllables <b>Fluency:</b> Phrasing: Pauses
	<b>Vocabulary:</b> undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor		
	<b>Spelling:</b> nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure		
	<b>Grammar:</b> The Verbs Be and Have		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p align="center"><b>Writing Form: Opinion Editorial</b></p> <ul style="list-style-type: none"> <li>- Focus on ISAT performance task and practice</li> </ul> <p>5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section.</p> <p>5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.</p>		
<b>Science</b>	<p align="center"><b>Physical Science: Chemical Magic – Mystery 5: Why do some things explode?</b></p> <p>Students will <b>conduct an investigation</b> and <b>develop a particle model</b> to explain their results</p>		
<b>Social Studies</b>	<p align="center"><b>Presidents of the United States</b></p> <p>5.SS.4.3.1 Identify the President and Vice President of the US and the US Senators and Representatives to Congress from Idaho.</p>		

End of 2 <sup>nd</sup> Tri			
	Thursday 3-2-23	Friday 3-3-23	Notes
Math	<b>Unit 8: Measurement and Geometry/Big Idea 1: Length, Area, and Volume</b>		
	Unit 8, Lesson 7: Relate Length, Area, and Volume	Teacher Workday No School	
Journey's Selection	<b>Unit: 5 Lesson 21:</b> Tucket's Travels (Historical Fiction)/Wild Weather (Technical Text)		
	<b>Lesson Topic:</b> Extreme Environments <b>Target Skill:</b> Sequence of Events <b>Target Strategy:</b> Visualize	<b>Spelling:</b> Final /n /, or /ən /, /chə r/, /zhə r/ <b>Phonics:</b> Common Final Syllables <b>Fluency:</b> Phrasing: Pauses	
	<b>Vocabulary:</b> undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor		
	<b>Spelling:</b> nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure		
	<b>Grammar:</b> The Verbs Be and Have		
	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	Teacher Workday No School	
Writing			
Science			
Social Studies			



<b>Week: 25      Date: March 6-10</b>			
	<b>Monday 3-6-23</b>	<b>Tuesday 3-7-23</b>	<b>Wednesday 3-8-23</b>
<b>Math</b>	<b>Unit 8: Measurement and Geometry/Big Idea 2: Liquid, Volume, Mass, and Weight</b>		
	<b>Vocabulary:</b> meter, millimeter, centimeter, decimeter, dekameter, hectometer, kilometer, mile, perimeter, area, square centimeter, square unit, face, edge, rectangular prism, cube, unit cube, volume, cubic unit, rectangular prism, length, one-dimensional, two-dimensional, three-dimensional, composite solid, mass, gram, ton, frequency table, line plot, parallelogram, quadrilateral, rectangle, rhombus, square, trapezoid, acute triangle, equilateral triangle, isosceles triangle, obtuse triangle, right triangle, scalene triangle, close shape, concave polygon, convex polygon, open shape, polygon, reflex angle, regular polygon		
	<b>Unit 8, Lesson 8:</b> Volume of Composite Solid Figures	<b>Unit 8 Quick Quiz 1/ Fluency Check 10 &amp; Unit 8, Lesson 9:</b> Metric Units of Liquid Volume	<b>Unit 8, Lesson 10:</b> Metric Units of Mass
<b>Journey's Selection</b>	<b>Unit: 5 Lesson 22:</b> The Birchbark House (Historical Fiction)/Four Seasons of Food (Informational Text)		
	<b>Lesson Topic:</b> Traditions <b>Target Skill:</b> Theme <b>Target Strategy:</b> Infer and Predict		<b>Lesson Topic:</b> Traditions <b>Target Skill:</b> Theme <b>Target Strategy:</b> Infer and Predict
	<b>Vocabulary:</b> spared, nerve, banish, astonished, deserted, reasoned, margins, envy, upright, bared		
	<b>Spelling:</b> storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language		
	<b>Grammar:</b> Perfect Tenses		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Opinion- Response to Literature</b>		
	<ul style="list-style-type: none"> <li>- Focus on ISAT performance task and practice</li> </ul> 5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section. 5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.		
<b>Science</b>			
<b>Social Studies</b>	<b>The New Nation</b>		
	5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American History.		

	Thursday 3-9-23	Friday 3-10-23	Notes
Math	Unit 8: Measurement and Geometry/Big Idea 2: Liquid, Volume, Mass, and Weight		
	Unit 8, Lesson 11: Customary Units of Liquid Volume	Teacher Directed	
Journey's Selection	Unit: 5 Lesson 22: The Birchbark House (Historical Fiction)/Four Seasons of Food (Informational Text)		
	Lesson Topic: Traditions Target Skill: Theme Target Strategy: Infer and Predict	Spelling: Final /ij/, /iv/, /is/ Phonics: More Final Syllables Fluency: Rate	
	Vocabulary: spared, nerve, banish, astonished, deserted, reasoned, margins, envy, upright, bared		
	Spelling: storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language		
	Grammar: Perfect Tenses		
	Vocabulary:		
Spelling:			
Reading:			
Writing			
Science			
Social Studies			

<b>Week: 26      Date: March 13-17</b>			
	<b>Monday 3-13-23</b>	<b>Tuesday 3-14-23</b>	<b>Wednesday 3-15-23</b>
<b>Math</b>	<b>Unit 8: Measurement and Geometry/Big Idea 2: Liquid, Volume, Mass, and Weight</b>		
	<b>Vocabulary:</b> meter, millimeter, centimeter, decimeter, dekameter, hectometer, kilometer, mile, perimeter, area, square centimeter, square unit, face, edge, rectangular prism, cube, unit cube, volume, cubic unit, rectangular prism, length, one-dimensional, two-dimensional, three-dimensional, composite solid, mass, gram, ton, frequency table, line plot, parallelogram, quadrilateral, rectangle, rhombus, square, trapezoid, acute triangle, equilateral triangle, isosceles triangle, obtuse triangle, right triangle, scalene triangle, close shape, concave polygon, convex polygon, open shape, polygon, reflex angle, regular polygon		
	<b>Unit 8, Lesson 12:</b> Customary Units of Weight	<b>Unit 8, Lesson 13:</b> Read and Make Line Plots	<b>Unit 8 Quick Quiz 2/ Fluency Check 11 &amp; Unit 8, Lesson 14:</b> Attributes of Quadrilaterals
<b>Journey's Selection</b>	<b>Unit: 5 Lesson 23:</b> Vaqueros (Informational Text)/Rhyme on the Range (Poetry)		
	<b>Lesson Topic:</b> The West <b>Target Skill:</b> Text and Graphic Features <b>Target Strategy:</b> Summarize		<b>Spelling:</b> Unstressed Syllables <b>Phonics:</b> Unstressed Syllables <b>Fluency:</b> Expression
	<b>Vocabulary:</b> extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline		
	<b>Spelling:</b> entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge		
	<b>Grammar:</b> Easily Confused Verbs		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Opinion-Persuasive Argument</b> - Focus on ISAT performance task and practice 5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section. 5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.		
<b>Science</b>	<b>Life Science: Web of Life - Mystery Science 1: Why would a Hawk move to New York City?</b> Students will <b>observe</b> worm behavior and <b>conduct an investigation</b> to test a <b>hypothesis</b> . They will <b>create an argument</b> and use evidence to support a claim. They will <b>plan and carry out an investigation</b> to answer questions.		
<b>Social Studies</b>	Review		

	Thursday 3-16-23	Friday 3-17-23	Notes
Math	<b>Unit 8: Measurement and Geometry/Big Idea 3: Classify Geometric Figures</b>		
	<b>Unit 8, Lesson 15:</b> Attributes of Triangles	<b>Teacher Directed</b>  <b>IAB (fit into week when computers are available)</b>	
Journey's Selection	<b>Unit: 5 Lesson 23:</b> Vaqueros (Informational Text)/Rhyme on the Range (Poetry)		
	<b>Lesson Topic:</b> The West <b>Target Skill:</b> Text and Graphic Features <b>Target Strategy:</b> Summarize	<b>Spelling:</b> Unstressed Syllables <b>Phonics:</b> Unstressed Syllables <b>Fluency:</b> Expression	
	<b>Vocabulary:</b> extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline		
	<b>Spelling:</b> entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge		
	<b>Grammar:</b> Easily Confused Verbs		
	<b>Vocabulary:</b>		
<b>Spelling:</b>			
<b>Reading:</b>			
Writing			
Science			
Social Studies			

<b>Week: 27      Date: March 27-31</b>			
	<b>Monday 3-27-23</b>	<b>Tuesday 3-28-23</b>	<b>Wednesday 3-29-23</b>
<b>Math</b>	<b>Unit 8: Measurement and Geometry/Big Idea 3: Classify Geometric Figures</b>		
	<b>Vocabulary:</b> meter, millimeter, centimeter, decimeter, dekameter, hectometer, kilometer, mile, perimeter, area, square centimeter, square unit, face, edge, rectangular prism, cube, unit cube, volume, cubic unit, rectangular prism, length, one-dimensional, two-dimensional, three-dimensional, composite solid, mass, gram, ton, frequency table, line plot, parallelogram, quadrilateral, rectangle, rhombus, square, trapezoid, acute triangle, equilateral triangle, isosceles triangle, obtuse triangle, right triangle, scalene triangle, close shape, concave polygon, convex polygon, open shape, polygon, reflex angle, regular polygon		
	<b>Unit 8, Lesson 16:</b> Attributes of Two-Dimensional Shapes	<b>Unit 8, Lesson 17:</b> Focus on Mathematical Practices	<b>Quick Quiz 3/Fluency Check 12</b>  <b>Unit 8 Review</b>
<b>Journey's Selection</b>	<b>Unit: 5 Lesson 24:</b> Rachel's Journal: The Story of a Pioneer Girl (Historical Fiction)/Westward to Freedom (Informational Text)		
	<b>Lesson Topic:</b> Pioneers <b>Target Skill:</b> Cause and Effect <b>Target Strategy:</b> Analyze / Evaluate	<b>Spelling:</b> Prefixes: in-, un-, dis-, mis- <b>Phonics:</b> Simple Prefixes <b>Fluency:</b> Accuracy and Self-Correction	
	<b>Vocabulary:</b> rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment fared		
	<b>Spelling:</b> mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace		
	<b>Grammar:</b> Making Comparisons		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p align="center"><b>Writing Form: Opinion- Response Essay Prewriting</b></p> <p>- Focus on ISAT performance task and practice</p> <p>5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section.</p> <p>5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.</p>		
<b>Science</b>	<p align="center"><b>Life Science: Web of Life – Mystery 2: What do plants eat?</b></p> <p>Students will <b>plan an investigation</b> about air. Students will <b>conduct an investigation</b> to compare. They will <b>analyze and interpret data</b> and explain and <b>explain the evidence</b>.</p>		
<b>Social Studies</b>	<p align="center"><b>Pioneers</b></p> <p>5.SS.1.1.2 Discuss significant individuals who brought about cultural and social changes in the US.</p> <p>5.SS.1.2.3 Discuss significant individuals who took part in western expansion.</p> <p>5.SS.1.3.2 Identify examples of American Individual and collective contributions and influences in the development of the US.</p>		

	Thursday 3-30-23	Friday 3-31-23	Notes
<b>Math</b>	<b>Unit 8: Measurement and Geometry/Big Idea 3: Classify Geometric Figures</b>		
	<b>Unit 8 Assessment</b>	<b>Teacher Directed</b>	
<b>Journey's Selection</b>	<b>Unit: 5 Lesson 24:</b> Rachel's Journal: The Story of a Pioneer Girl (Historical Fiction)/Westward to Freedom (Informational Text)		
	<b>Lesson Topic:</b> Pioneers	<b>Spelling:</b> Prefixes: in-, un-, dis-, mis-	
	<b>Target Skill:</b> Cause and Effect	<b>Phonics:</b> Simple Prefixes	
	<b>Target Strategy:</b> Analyze / Evaluate	<b>Fluency:</b> Accuracy and Self-Correction	
	<b>Vocabulary:</b> rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment fared		
	<b>Spelling:</b> mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace		
<b>Grammar:</b> Making Comparisons			
<b>Writing</b>	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Reading:</b>		
<b>Science</b>			
<b>Social Studies</b>			

<b>Week: 28      Date: April 3-7</b>			
	<b>Monday 4-3-23</b>	<b>Tuesday 4-4-23</b>	<b>Wednesday 4-5-23</b>
<b>Math</b>	<b>Unit 7: Algebra, Patterns, &amp; Coordinate Graphs/ Big Idea 1: Algebraic Reasoning &amp; Expression</b>		
	<b>Vocabulary:</b> expression, Order of Operations, evaluate, variable, numerical pattern, term, coordinate plane, ordered pair, origin, x-coordinate, y-coordinate, x-axis, y-axis		
	<b>Unit 7 Pretest</b>	<b>Unit 7, Lesson 1:</b> Read and Write Expressions	<b>Unit 7, Lesson 2:</b> Simplify Expressions
<b>Journey's Selection</b>	<b>Unit: 5 Lesson: 25</b> Lewis and Clark (Narrative Nonfiction)/A Surprise Reunion (Play)		
	<b>Lesson Topic:</b> Exploration <b>Target Skill:</b> Main ideas and Details <b>Target Strategy:</b> Monitor/Clarify		<b>Spelling:</b> Suffix: -ion <b>Phonics:</b> Consonant Alternations <b>Fluency:</b> Phrasing: Punctuation
	<b>Vocabulary:</b> expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek		
	<b>Spelling:</b> elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration		
	<b>Grammar:</b> Contractions		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
	<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<p><b>Writing Form: Opinion- Response Essay Drafting and Revising</b></p> <ul style="list-style-type: none"> <li>- Focus on ISAT performance task and practice</li> </ul> <p>5 W RW 2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas and reasons that are logically grouped and provide a concluding section.</p> <p>5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.</p>		
<b>Science</b>	<p><b>Life Science: Web of Life – Mystery Science 3: Where do fallen leaves go?</b></p> <p>Students will <b>ask questions</b> about mold. They will <b>plan and conduct an investigation</b> to test conditions. They will plan and conduct an investigation to test. They will <b>analyze and interpret data</b> and explain what they learn.</p>		
<b>Social Studies</b>	<p><b>Lewis and Clark</b></p> <p>5.SS.4.2.3 Explain the difference between State public lands and Federal public lands.</p> <p>5. SS.2.1.2 Identify the regions of the United States and their resources.</p> <p>5. SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map.</p>		

	Thursday 4-6-23	Friday 4-7-23	Notes
Math	<b>Unit 7: Algebra, Patterns, &amp; Coordinate Graphs/ Big Idea 1: Algebraic Reasoning &amp; Expression</b>		
	<b>Unit 7, Lesson 3:</b> Evaluate Expressions  <b>Quick Quiz 1/Fluency Check 8</b>	<b>Teacher Directed</b>	
Journey's Selection	<b>Unit: 5 Lesson: 25</b> Lewis and Clark (Narrative Nonfiction)/A Surprise Reunion (Play)		
	<b>Lesson Topic:</b> Exploration <b>Target Skill:</b> Main ideas and Details <b>Target Strategy:</b> Monitor/Clarify	<b>Spelling:</b> Suffix: -ion <b>Phonics:</b> Consonant Alternations <b>Fluency:</b> Phrasing: Punctuation	
	<b>Vocabulary:</b> expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek		
	<b>Spelling:</b> elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration		
	<b>Grammar:</b> Contractions		
	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>		
Writing			
Science			
Social Studies			



<b>Week: 29      Date: April 10-14</b>			
	<b>Monday 4-10-23</b>	<b>Tuesday 4-11-23</b>	<b>Wednesday 4-12-23</b>
<b>Math</b>	<b>ISAT REVIEW</b>		
	<b>ISAT REVIEW</b>	<b>ISAT REVIEW</b>	<b>ISAT REVIEW</b>
<b>Journey's Selection</b>	<b>Unit: 6 Lesson 26: Animals on the Move (Informational Text)/Skywoman's Rescue (Play) The Whale, Wild Geese (Poetry)</b>		
	<b>Lesson Topic:</b> Adaptations and instincts <b>Target Skill:</b> Text and Graphic Features <b>Target Strategy:</b> Visual	<b>Spelling:</b> Word parts: com-con-, pre-, pro- <b>Phonics:</b> prefixes and word roots <b>Fluency:</b> Phrasing: pauses	
	<b>Vocabulary:</b> Review		
	<b>Spelling:</b> Review		
	<b>Grammar:</b> possessive nouns		
	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>
<b>Writing</b>	<b>Writing Form: Informative-Definition Paragraph</b>		
	<p>5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section.</p> <p>5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.</p> <p>5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.</p>		
<b>Science</b>	<b>Life Science: Web of Life – Mystery Science 4: Do worms really eat dirt?</b> Students will <b>observe</b> worms and <b>conduct an investigation</b> . They will <b>create an argument</b> using results as evidence to support a claim. They will <b>plan and carry out an investigation</b> to answer questions.		
<b>Social Studies</b>	<b>Westward Expansion</b>		
	5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American History. 5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion 5.SS.1.2.5 Discuss significant individuals who took part in westward expansion 5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion.	5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties or executive orders and were not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: 5.SS.1.3.3 Define the terms treaty, reservation, and sovereignty. 5.SS.4.2.3 Explain the difference between State public lands and Federal public lands.	

	Thursday 4-13-23	Friday 4-14-23	Notes
<b>Math</b>	<b>ISAT REVIEW</b>		
	<b>ISAT REVIEW</b>	<b>Teacher Directed</b>  <b>IAB (fit in week when computers are available)</b>	
<b>Journey's Selection</b>	<b>Unit: 6 Lesson 26: Animals on the Move (Informational Text)/Skywoman's Rescue (Play) The Whale, Wild Geese (Poetry)</b>		
	<b>Lesson Topic:</b> Adaptations and instincts	<b>Spelling:</b> Word parts: com-con-, pre-, pro-	
	<b>Target Skill:</b> Text and Graphic Features	<b>Phonics:</b> prefixes and word roots	
	<b>Target Strategy:</b> Visual	<b>Fluency:</b> Phrasing: pauses	
	<b>Vocabulary:</b> Review		
	<b>Spelling:</b> Review		
<b>Grammar:</b> possessive nouns			
<b>Vocabulary:</b>			
<b>Spelling:</b>			
<b>Reading:</b>			
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			

<b>Week: 30      Date: April 17-21</b>			
	<b>Monday 4-17-23</b>	<b>Tuesday 4-18-23</b>	<b>Wednesday 4-19-23</b>
<b>Math</b>	<b>Unit 7: Algebra, Patterns, &amp; Coordinate Graphs/ Big Idea 2: Patterns and Graphs</b>		
	<b>Vocabulary:</b> expression, Order of Operations, evaluate, variable, numerical pattern, term, coordinate plane, ordered pair, origin, x-coordinate, y-coordinate, x-axis, y-axis		
	<b>Unit 7, Lesson 4:</b> Patterns and Relationships	<b>Unit 7, Lesson 5:</b> The Coordinate Plane	<b>Unit 7, Lesson 6:</b> Graph Ordered Pairs
<b>Journey's Selection</b>	<b>Unit 6: Lesson 27</b> “Mysteries at Cliff Palace” (Readers’ Theater) “Cave of the Crystals” (Informational Text) Places and Names: A Traveler’s Guide and “Los Libros” (Poetry)		
	<b>Lesson Topic:</b> World Travel <b>Target Skill:</b> Theme <b>Target Strategy:</b> Analyze/Evaluate		<b>Spelling:</b> Suffixes –ant, -ent, -able, -ible, -ism, -ist <b>Phonics:</b> Familiar suffixes <b>Fluency:</b> Adjust Rate to Purpose
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b> Abbreviations		
	<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Informative-Journal Entry</b>		
	5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section. 5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas. 5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.		
<b>Science</b>	<b>Life Science: Web of Life – Mystery Science 5: Why do you have to clean a fish tank but not a pond?</b>		
	Students will <b>develop a model</b> to show the flow of energy. Students will <b>develop a model</b> of an ecosystem. 5-LS2-1		
<b>Social Studies</b>	<b>Immigration</b>		
	5.SS1.1.3 Identify and explain influential political and cultural groups and their impact on American history		

	Thursday 4-20-23	Friday 4-21-23	Notes
Math	<b>Unit 7: Algebra, Patterns, &amp; Coordinate Graphs/ Big Idea 2: Patterns and Graphs</b>		
	Unit 7, Lesson 7: Focus on Mathematical Practices	PD No School	
Journey's Selection	<b>Unit 6: Lesson 27</b> “Mysteries at Cliff Palace” (Readers’ Theater) “Cave of the Crystals” (Informational Text) Places and Names: A Traveler’s Guide and “Los Libros” (Poetry)		
	<b>Lesson Topic:</b> World Travel <b>Target Skill:</b> Theme <b>Target Strategy:</b> Analyze/Evaluate	<b>Spelling:</b> Suffixes –ant, -ent, -able, -ible, -ism, -ist <b>Phonics:</b> Familiar suffixes <b>Fluency:</b> Adjust Rate to Purpose	
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b> Abbreviations		
	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>	PD No School	
Writing			
Science			
Social Studies			

<b>Week: 31      Date: April 24-28</b>			
	<b>Monday 4-24-23</b>	<b>Tuesday 4-25-23</b>	<b>Wednesday 4-26-23</b>
<b>Math</b>	<b>Unit 7: Algebra, Patterns, &amp; Coordinate Graphs/ Big Idea 2: Patterns and Graphs</b>		
	<b>Vocabulary:</b> expression, Order of Operations, evaluate, variable, numerical pattern, term, coordinate plane, ordered pair, origin, x-coordinate, y-coordinate, x-axis, y-axis		
	<b>Quick Quiz 2/ Fluency Check 9</b>	<b>Unit 7 Review</b>	<b>Unit 7 Assessment</b>
<b>Journey's Selection</b>	<b>Unit: 6 Lesson 28:</b> Fossils: A Peek into the Past (Informational Text) Trapped in Tar (Informational Text) Journey of the Woolly Mammoth (Poetry) Fossils (Poetry)		
	<b>Lesson Topic:</b> Archaeology <b>Target Skill:</b> Fact and Opinion <b>Target Strategy:</b> Question	<b>Spelling:</b> Decoding Greek Word Roots <b>Phonics:</b> Decoding Greek Word Roots <b>Fluency:</b> Expression	
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b> Commas in Sentences		
	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>
<b>Writing</b>	<b>Writing Form: Informative-Summary</b> 5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section. 5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas. 5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.		
<b>Science</b>	<b>Life Science: Web of Life – Mystery Science 6: Why did the dinosaurs go extinct?</b> Students will develop a model of a dinosaur food web. They will construct an explanation about how dinosaurs became extinct. 5-PS3-1		
<b>Social Studies</b>	<b>Industrial Revolution</b> 5.SS.1.2.6 Describe the impact of scientific and technological advances in westward expansion.		

	Thursday 4-27-23	Friday 4-28-23	Notes
Math	Unit 6: Algebra, Patterns, and Coordinate Graphs/ Big Idea 1 and 2: Comparing Word Problems		
	Unit 6 Pre-Test	Teacher Directed	
Journey's Selection	<b>Unit: 6 Lesson 28:</b> Fossils: A Peek into the Past (Informational Text) Trapped in Tar (Informational Text) Journey of the Woolly Mammoth (Poetry) Fossils (Poetry)		
	<b>Lesson Topic:</b> Archaeology <b>Target Skill:</b> Fact and Opinion <b>Target Strategy:</b> Question	<b>Spelling:</b> Decoding Greek Word Roots <b>Phonics:</b> Decoding Greek Word Roots <b>Fluency:</b> Expression	
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b> Commas in Sentences		
	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>		
Writing			
Science			
Social Studies			

<b>Week: 32      Date: May 1-5</b>			
	<b>Monday 5-1-23</b>	<b>Tuesday 5-2-23</b>	<b>Wednesday 5-3-23</b>
<b>Math</b>	<b>Unit 6: Operations and Word Problems/Big Idea 1: Equations and Problem Solving</b>		
	<b>Vocabulary:</b> situation equation, solution equation, break apart drawing, rectangle model, benchmark, leading language, misleading language, scaling, additive comparison, multiplicative comparison, parentheses, equation		
	<b>Unit 6, Lesson 1:</b> Situation and Solution Equations for Addition and Subtraction	<b>Unit 6, Lesson 2:</b> Situation and Solution Equations for Multiplication and Division	<b>Unit 6, Lesson 3: Write Word Problems</b>
<b>Journey's Selection</b>	<b>Unit: 6 Lesson 29:</b> The Case of the Missing Deer (Realistic Fiction) Fossil Fish Found! (Informational Text) Encounter, Deep in the Forest (Poetry)		
	<b>Lesson Topic:</b> Encounters with Nature <b>Target Skill:</b> Conclusions and generalizations <b>Target Strategy:</b> Infer and Predict	<b>Spelling:</b> Latin Word Parts <b>Phonics:</b> Latin Word Roots <b>Fluency:</b> Stress	
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b> More Commas		
	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>
<b>Writing</b>	<p><b>Writing Form: Informative-Information Essay Prewriting</b></p> <p>5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section.</p> <p>5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.</p> <p>5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.</p>		
<b>Science</b>	<b>Teacher Choice</b>		
<b>Social Studies</b>	<b>Civil War</b>		

	Thursday 5-4-23	Friday 5-5-23	Notes
	<b>Unit 6: Operations and Word Problems/ Big Idea 1: Equations and Problem Solving</b>		
<b>Math</b>	<b>Unit 6, Lesson 4:</b> Determine Reasonable Answers	<b>Teacher Directed</b>	
<b>Journey's Selection</b>	<b>Unit: 6 Lesson 29:</b> The Case of the Missing Deer (Realistic Fiction) Fossil Fish Found! (Informational Text) Encounter, Deep in the Forest (Poetry)		
	<b>Lesson Topic:</b> Encounters with Nature <b>Target Skill:</b> Conclusions and generalizations <b>Target Strategy:</b> Infer and Predict	<b>Spelling:</b> Latin Word Parts <b>Phonics:</b> Latin Word Roots <b>Fluency:</b> Stress	
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b> More Commas		
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Reading:</b>		
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			



<b>Week: 33      Date: May 8-12</b>			
	<b>Monday 5-8-23</b>	<b>Tuesday 5-9-23</b>	<b>Wednesday 5-10-23</b>
<b>Math</b>	<b>Unit 6: Operations and Word Problems/ Big Idea 2: Comparison Word Problems</b>		
	<b>Vocabulary:</b> situation equation, solution equation, break apart drawing, rectangle model, benchmark, leading language, misleading language, scaling, additive comparison, multiplicative comparison, parentheses, equation		
	<b>Quick Quiz 1/Fluency Check 5</b>  <b>Unit 6, Lesson 5:</b> Language of Comparison Problems	<b>Unit 6, Lesson 6:</b> Multiplicative Comparison Problems	<b>Unit 6, Lesson 7:</b> Types of Comparison Problems
<b>Journey's Selection</b>	<b>Unit: 6 Lesson 30:</b> The Puzzle of Mazes (Informational Texts)/ Journey to Cuzco (Myth) The Best Paths, Compass (Poetry)		
	<b>Lesson Topic:</b> Curiosity <b>Target Skill:</b> Main ideas and details <b>Target Strategy:</b> Summarize	<b>Spelling:</b> words from other languages <b>Phonics:</b> identifying VCV, VCCV, VCCCV syllable patterns <b>Fluency:</b> Accuracy	
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b> other punctuation		
	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>	<b>Vocabulary:</b>  <b>Spelling:</b>  <b>Reading:</b>
<b>Writing</b>	<p><b>Writing Form: Informative-Informative Essay Drafting/Revising</b></p> <p>5 W RW 3 Write information texts that introduce a topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support that purpose; and provide a concluding section.</p> <p>5 W RW 5 Produce a clear and coherent organizational structure of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.</p> <p>5 W HWK 8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.</p>		
<b>Science</b>	<b>Teacher Choice</b>		
<b>Social Studies</b>	<b>Gettysburg Address</b>		

	Thursday 5-11-23	Friday 5-12-23	Notes
Math	Unit 6: Algebra, Patterns, and Coordinate Graphs/ Big Idea 3: Problems with more than one step		
	Quick Quiz 2/ Fluency Check 6  Unit 6, Lesson 8: Equations and Parentheses	Teacher Directed	
Journey's Selection	Unit: 6 Lesson 30: The Puzzle of Mazes (Informational Texts) Journey to Cuzco (Myth) The Best Paths, Compass (Poetry)		
	Lesson Topic: Curiosity Target Skill: Main ideas and details Target Strategy: Summarize	Spelling: words from other languages Phonics: identifying VCV, VCCV, VCCC syllable patterns Fluency: Accuracy	
	Vocabulary:		
	Spelling:		
	Grammar: other punctuation		
	Vocabulary:  Spelling:  Reading:		
Writing			
Science	Teacher Choice		
Social Studies			

<b>Week: 34      Date: May 15-19</b>			
	<b>Monday 5-15-23</b>	<b>Tuesday 5-16-23</b>	<b>Wednesday 5-17-23</b>
<b>Math</b>	<b>Unit 6: Algebra, Patterns, and Coordinate Graphs/ Big Idea 3: Problems with more than one step</b>		
	<b>Vocabulary:</b> situation equation, solution equation, break apart drawing, rectangle model, benchmark, leading language, misleading language, scaling, additive comparison, multiplicative comparison, parentheses, equation		
	<b>Unit 6, Lesson 9:</b> Multistep Word Problems	<b>Unit 6, Lesson 10:</b> Practice Problem Solving	<b>Unit 6, Lesson 11:</b> Focus on Mathematical Practices
<b>Journey's Selection</b>	<b>Book Study:</b> About Time (Informational Text)		
	<b>Lesson Topic:</b> Time Measurement <b>Target Skill:</b> Review <b>Target Strategy:</b> Review and test taking	<b>Spelling:</b> <b>Phonics:</b> <b>Fluency:</b>	
	<b>Vocabulary:</b> principle, interval, revolution, coincided, aligned, consistent, cylinder, corrosion, medieval, mechanical, rudimentary, gears, coil, precision, regulate, adjacent, theory		
	<b>Spelling:</b>		
	<b>Grammar:</b>		
	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>	<b>Vocabulary:</b> <b>Spelling:</b> <b>Reading:</b>
<b>Writing</b>	<b>Writing Form: Informative-</b> Have students write a letter to next year's 5 <sup>th</sup> graders or Teacher's Choice.		
<b>Science</b>	Teacher Choice		
<b>Social Studies</b>	<b>Underground Railroad</b>		

	Thursday 5-18-23	Friday 5-19-23	Notes
Math	<b>Unit 6: Algebra, Patterns, and Coordinate Graphs/ Big Idea 3: Problems with more than one step</b>		
	<b>Quick Quiz 3/Fluency Check 7</b>	<b>Teacher Directed</b>	
Journey's Selection	<b>Book Study: About Time (Informational Text)</b>		
	<b>Lesson Topic:</b> Time Measurement <b>Target Skill:</b> Review <b>Target Strategy:</b> Review and test taking	<b>Spelling:</b> <b>Phonics:</b> <b>Fluency:</b>	
	<b>Vocabulary:</b> principle, interval, revolution, coincided, aligned, consistent, cylinder, corrosion, medieval, mechanical, rudimentary, gears, coil, precision, regulate, adjacent, theory		
	<b>Spelling:</b>		
	<b>Grammar:</b>		
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Reading:</b>		
Writing			
Science	<b>Teacher Choice</b>		
Social Studies			

<b>Week: 35      Date: May 22-26</b>			
	<b>Monday 5-22-23</b>	<b>Tuesday 5-23-23</b>	<b>Wednesday 5-24-23</b>
<b>Math</b>	<b>Unit 6: Algebra, Patterns, and Coordinate Graphs/ Big Idea 3: Problems with more than one step</b>		
	<b>Vocabulary:</b> situation equation, solution equation, break apart drawing, rectangle model, benchmark, leading language, misleading language, scaling, additive comparison, multiplicative comparison, parentheses, equation		
	<b>Unit 6 Review for Test</b>	<b>Unit 6 Assessment</b>	<b>Teacher's Choice</b>
<b>Journey's Selection</b>	<b>Teacher's Choice:</b>		
	<b>Lesson Topic:</b>		<b>Spelling:</b>
	<b>Target Skill:</b>		<b>Phonics:</b>
	<b>Target Strategy:</b>		<b>Fluency:</b>
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
<b>Grammar:</b>			
<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>	
<b>Spelling:</b>	<b>Spelling:</b>	<b>Spelling:</b>	
<b>Reading:</b>	<b>Reading:</b>	<b>Reading:</b>	
<b>Writing</b>	<b>Writing Form: Teacher's Choice</b>		
<b>Science</b>	<b>Teachers' Choice</b>		
<b>Social Studies</b>	<b>Teacher's Choice</b>		

	Thursday 5-25-23	Friday 5-26-23	Notes
<b>Math</b>	<b>Teacher's Choice</b>		
<b>Journey's Selection</b>	<b>Teacher's Choice:</b>		
	<b>Lesson Topic:</b>		<b>Spelling:</b>
	<b>Target Skill:</b>		<b>Phonics:</b>
	<b>Target Strategy:</b>		<b>Fluency:</b>
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b>		
<b>Vocabulary:</b>			
<b>Spelling:</b>			
<b>Reading:</b>			
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			

<b>Week: 36      Date: May 29-June 2</b>			
	<b>Monday 5-29-23</b>	<b>Tuesday 5-30-23</b>	<b>Wednesday 5-31-23</b>
<b>Math</b>			
	<b>Memorial Day No School</b>	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>
<b>Journey's Selection</b>	<b>Teacher's Choice</b>		
	<b>Lesson Topic: Target Skill: Target Strategy:</b>		<b>Spelling: Phonics: Fluency:</b>
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b>		
	<b>Memorial Day No School</b>	<b>Vocabulary:  Spelling:  Reading:</b>	<b>Vocabulary:  Spelling:  Reading:</b>
<b>Writing</b>	<b>Writing Form: Teacher's Choice</b>		
<b>Science</b>	<b>Teacher's Choice</b>		
<b>Social Studies</b>	<b>Teacher's Choice</b>		

<b>End of 3<sup>rd</sup> Tri</b>			
	<b>Thursday 6-1-23</b>	<b>Friday 6-2-23</b>	<b>Notes</b>
<b>Math</b>	<b>Teacher's Choice</b>		
<b>Journey's Selection</b>	<b>Teacher's Choice</b>		
	<b>Lesson Topic:</b>		<b>Spelling:</b>
	<b>Target Skill:</b>		<b>Phonics:</b>
	<b>Target Strategy:</b>		<b>Fluency:</b>
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Grammar:</b>		
	<b>Vocabulary:</b>		
	<b>Spelling:</b>		
	<b>Reading:</b>		
<b>Writing</b>			
<b>Science</b>			
<b>Social Studies</b>			