

Mrs. Ski's 5th Grade Lesson Plans
 January 6-10, 2020
 Science and Language Arts
 2 Hour Delay Schedule Wednesday for Spelling Bee

Science Classes

Day	Learning Target	Procedure	Assessment
Monday	<p>*I can discuss how light is a form of energy that behaves in predictable ways.</p> <p>*I can explain that light travels in a straight path.</p> <p>*I can show that light maintains its direction until it comes to a new medium. Then it reflects, refracts or is absorbed.</p>	<ol style="list-style-type: none"> 1. Review the I can statement for refraction. 2. Introduce the Refraction Stations 3. Students complete 2 rotations of the stations. 	<p>*Teacher observations</p> <p>*Student responses</p> <p>*Student lab work</p>
Tuesday	<p>*I can discuss how light is a form of energy that behaves in predictable ways.</p> <p>*I can explain that light travels in a straight path.</p> <p>*I can show that light maintains its direction until it comes to a new medium. Then it reflects, refracts or is absorbed.</p>	<ol style="list-style-type: none"> 1. I can statements for light energy 2. Students continue to work on the last two rotations of the refraction stations. 3. Allow the remaining time to finish up their Light Behavior Slideshow. 	<p>*Teacher observations</p> <p>*Student responses</p> <p>*Student lab work</p>
Wednesday	<p>*I can discuss how light is a form of energy that behaves in predictable ways.</p> <p>*I can explain that light travels in a straight path.</p> <p>*I can show that light maintains its direction until it comes to a new medium. Then it reflects, refracts or is absorbed.</p>	<ol style="list-style-type: none"> 1. I can statements for refracting light using a prism and bending light to a focal point with a lens. 2. Introduce the 4 new stations for using a prism and lenses. 3. Students complete two-three rotations. 	<p>*Teacher observations</p> <p>*Student responses</p> <p>*Student lab work</p>
Thursday	<p>*I can explain that when light strikes an object through which it cannot pass, shadows form.</p>	<ol style="list-style-type: none"> 1. I can statements for refracting light using a prism and lenses. 2. Brain Drain Light Behaviors 2. Students finish the last of their rotations for lenses and prisms. 3. Whammy Review Game for tomorrow's test. 	<p>*Student responses</p> <p>*Teacher observation</p>
Friday	<p>*I can explain that when light strikes an object through which it cannot pass, shadows form.</p> <p>*I can state the the solar system contains the sun and all the celestial bodies that orbit the sun.</p>	<ol style="list-style-type: none"> 1. I can statement for light behaviors. 2. Brain drain light behaviors 3. Unit test over Light Behaviors. Students update their data folders. 4. Students take their Preassessment for the celestial bodies that orbit the sun. Record their data in their data folders. 5. If time. Bill Nye: Outer Space video with video aide. 	<p>*Unit assessments</p> <p>*Preassessment</p> <p>*Video Guide</p>

ELA Classes

	Monday	Tuesday	Wednesday	Thursday	Friday
Word Work	Sort 34 Sort and Discuss Roots Pass Out Study Sheets	Brainstorm words with script Sort by Latin Root/Discuss	Quizlet Practice Act It Out or Draw It Out	Quizlet Gravity	Quizlet Live
Writing Workshop Writing About Reading: Focus on a multi-paragraph response comparing characters from two texts of different genres.	<p><i>Writers express opinions in writing about the characters in a story and support with evidence.</i></p> <p>Read Aloud: Anansi and the Moss Covered Rock</p> <p>Write a summary of this story that includes Anansi's character traits, actions, consequences, and a life lesson you think the author is trying to convey.</p> <p>Share</p>	<p><i>Writers express opinions in writing about the characters in a story and support with evidence.</i></p> <p>Read Aloud: Excerpt from Charlotte's Web</p> <p>Write a summary of this excerpt that includes Charlotte's character traits, actions, consequences, and a life lesson you think the author is trying to convey.</p> <p>Share</p>	<p><i>Writers sometimes write a multi-paragraph essay in response to a prompt by thinking deeply about what is being asked, and then writing down their initial thoughts as quickly as possible to create a rough draft.</i></p> <p>Mentor Texts: Charlotte's Web and Anansi and the Moss Covered Rock</p> <p>Both authors used spiders with distinct character traits that convey strong messages. Write about how the spiders in both Charlotte's Web and Anansi contribute to important life lessons.</p> <p>Share</p>	<p><i>Writers notice and write about characters that have predictable character traits typical of traditional literature and the relationship between the characters' actions and consequences.</i></p> <p>Mentor Texts: Charlotte's Web and Anansi and the Moss Covered Rock</p> <p>Why do you think the authors both chose spiders?</p> <p>Write a multi-paragraph response in which you analyze how both authors used spiders as main characters who contribute to important life lessons. Include the character traits of both Anansi and Charlotte and actions that support your thinking.</p> <p>Share</p>	<p><i>Writers notice and write about characters that have predictable character traits typical of traditional literature and the relationship between the characters' actions and consequences.</i></p> <p>Mentor Texts: Charlotte's Web and Anansi and the Moss Covered Rock</p> <p>Continue Writing and Conferencing</p> <p>Share</p>

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