

Monday 09/28/2015	Tuesday 09/29/2015	Wednesday 09/30/2015	Thursday 10/01/2015	Friday 10/02/2015
Lee 9:10am - 9:35am	Lee 9:10am - 9:35am	Lee 9:10am - 9:35am	Lee 9:10am - 9:35am	Lee 9:10am - 9:35am
Math 3-5 DCCR/ Calendar Lesson: DCCR xtramath Adding 0.01 to daily depositor. Converting decimals, fractions, and percentages	Math Calendar/ DCCR 3-6 Lesson: DCCR xtramath Adding 0.01 to daily depositor. Converting decimals, fractions, and percentages	Math Calendar/ DCCR 3-7 Lesson: DCCR xtramath Adding 0.01 to daily depositor. Converting decimals, fractions, and percentages	Math Calendar/ DCCR 3-8 Lesson: DCCR xtramath Adding 0.01 to daily depositor. Converting decimals, fractions, and percentages	Math Review/ Math Calendar Lesson: DCCR xtramath Adding 0.01 to daily depositor. Converting decimals, fractions, and percentages
Lee 10:35am - 11:35am	Lee 10:35am - 11:35am	Lee 10:35am - 11:35am	Lee 10:35am - 11:35am	Lee 10:35am - 11:35am
Math 3-5 DISTRIBUTIVE PROPERTY Lesson: G.P. 1-3 I.P. 7-16 ODD Homework: PRACTICE AND RETEACHING Standards: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Math 3-6 Multiplying 2- digit by 1-digit Lesson: G.P 1-2 I.P. 5-29 EVEN Homework: PRACTICE AND RETEACHING Standards: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Math 3-7 Multiplying 2- digit by 2-digit numbers Lesson: G.P. 1-4 I.P. 7-23 ODD Homework: PRACTICE AND RETEACHING Standards: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Math 3-8 Multiplying Greater Numbers Lesson: G. P. 1-4 I.P. 7-31 odd Homework: Practice and Reteaching Standards: 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Math Review Lesson: I will review 2 x 1, 2 x 2, and 3 x 2 digit multiplication with the students. The students will also work on the a Kahoot quiz.
Lee 11:35am - 11:50am	Lee 11:35am - 11:50am	Lee 11:35am - 11:50am	Lee 11:35am - 11:50am	Lee 11:35am - 11:50am
READ ALOUD Lesson: WAYSIDE SCHOOL STUDENTS' RESPOND TO "WHAT IS THE PROBLEM IN THIS CHAPTER AND WHAT IS THE SOLUTION?"	READ ALOUD Lesson: WAYSIDE SCHOOL STUDENTS' RESPOND TO "WHAT IS THE PROBLEM IN THIS CHAPTER AND WHAT IS THE SOLUTION?"	READ ALOUD Lesson: WAYSIDE SCHOOL STUDENTS' RESPOND TO "WHAT IS THE PROBLEM IN THIS CHAPTER AND WHAT IS THE SOLUTION?"	READ ALOUD Lesson: WAYSIDE SCHOOL STUDENTS' RESPOND TO "WHAT IS THE PROBLEM IN THIS CHAPTER AND WHAT IS THE SOLUTION?"	READ ALOUD Lesson: WAYSIDE SCHOOL STUDENTS' RESPOND TO "WHAT IS THE PROBLEM IN THIS CHAPTER AND WHAT IS THE SOLUTION?"
Lee 12:50pm - 1:50pm	Lee 12:50pm - 1:50pm	Lee 12:50pm - 1:50pm	Lee 12:50pm - 1:50pm	Lee 12:50pm - 1:50pm
WRITING session 4 Lesson:	WRITING session 5 Lesson: Session 5	WRITING session 5 continued Lesson:	WRITING session 6 Lesson:	WRITING session 6 continued Lesson:

<p>Teaching Point: Telling the Story from Inside It Mid workshop: Using Details that are true to the event</p>	<p>Mini lesson : Taking stock and setting goals Conferring and small group work: Setting goals for your writers</p>	<p>Mid workshop: Keeping track of goals Mentoring Ypurself to a classmates' work</p>	<p>Mini- Lesson: Putting our stories on the page</p>	<p>Mid-Worshop Teaching: Supporting Velocity</p>
<p>Standards: 5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 5.W.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Standards: 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Standards: 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Conferring and Small Group Work: Launch kids who need help then take time to asses</p> <p>Standards: 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Share: Reading our drafts aloud to imagine ourselves in the story</p> <p>Standards: 5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>Lee 1:50pm - 2:45pm</p>	<p>Lee 1:50pm - 2:45pm</p>	<p>Early Dismissal 1:50pm - 2:00pm</p>	<p>Lee 1:50pm - 2:45am</p>	<p>Lee 1:50pm - 2:45am</p>
<p>Reading Lesson: Reading Mini- Lesson Sum up theme Students will take assessment on theme. They will read in book when finished.</p> <p>Standards:</p>	<p>Reading Lesson: Open up social studies to chapter 5, lesson 1. Mini- lesson- Students will learn how to organize Cornell Notes. G.P. Read first page of ch 5, lesson 1 and do</p>	<p>Students get out of school an hour early.</p>	<p>Reading Lesson: Mini- Lesson: Cornell Notes in Social studies share Students will share their facts about the first page of lesson 1 of chapter 5. "John Smith" G.P. Correct notes</p>	<p>Reading Lesson: Read Chapter 5 lesson 2 Mini Lessons: More practice on Cornell Notes G.P. Share and correct notes from lesson 1.</p>

<p>5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>first two topics with them. I.P. Complete the third topic on their own.</p> <hr/> <p>Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		<p>I.P. Finish lesson 1</p> <hr/> <p>Standards:</p> <p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>I.P. Start on notes from lesson 2 on chapter 5 of Social studies book.</p> <hr/> <p>Standards:</p> <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
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