Mrs. Evens' Weekly Focus 2021-2022
August 23rd-27th, 2021

NWEA Testing Monday-Wednesday
Reading/ELA: (Continue skills this week due to testing)
Resources: MyView book; leveled Readers; Pearson Realize
Assessments: daily workbook book assignments, writing assignments, weekly reading assessment with writing component
Indiana Standards: 5.SL.2.5, 5.RN.1, 5.RV.3.2, 5.RN2.2, 5.RN2.1, 5.SL2.3, 5.SL2.4, 5.RF4.6, 5.RN3.2, 5.3.2, 5.2.3.3b, 5.3.3c. 5.4a, 5.3.3a, 5.W.6.2c, 5.W.6.2c, 5.2.6.1e
Unit Theme: Collaborate with others to determine how journeys change us.
Essential Question: How do journeys change us?
Main selection: "From Path to Paper Son" *Paired* selection: "Louie Share Kim, Paper Son" pp. 19-29
Comprehension focus: Character and Plot; Monitor and Clarify
Research and Study Skills: Dictionary/Glossary
Conventions: Four kinds of Sentences; Sentences and Sentence Fragments; Declarative and Interrogative Sentences; Imperative and Exclamatory Sentences; Combining Sentences: Compound Sentences
Academic Vocabulary Words: insight, passage, curious, wandered, adventure
Spelling Words (suffixes *part 2*): argument, achievement, encouragement, excitement, scenic, fantastic, regional, personal, universal, social, educational, successful, awful, beautiful, supportive, cooperative, sensitive, dangerous, nervous, mysterious
Writing Workshop: Personal Narrative
Resources*:* My View book; Leveled Readers: *Travel the World, Interesting Lives, Interesting Journeys, Incredible Journeys, Journey to the New World, Discovering the Ancient Maya, Flight;* Pearson Realize; vocabularycity.com;
Assessments: daily workbook book assignments, writing assignments, weekly reading assessment with writing component, vocabularycity.com
Lessons Covered: Domain-Specific words, Analyze Main Ideas and Details, Text Evidence, Opinion
Academic Vocabulary: Related Words Academic Vocabulary Unit Words: insight, passage, curious, wandered, adventure
Vocabulary Words: citizens: immigration, opportunity, processing, admitted
Spelling (Suffixes *-ic, ism, ive):* heroic, heroism, comic, atomic, kinetic, dramatic, artistic, historic, tourism, realism, organism, capitalism, federalism, secretive, defensive, deflective, executive, perspective, narrative, representative
Word Study: Suffixes *-ic, ism, ive*
Read Like a Writer: Explain Text Structure
Writing Workshop: Analyze Personal Narrative, Know the Narrator, Analyze Setting and Sequence of Events, and Brainstorm a Topic, Plan Your Personal Narrative
Reading-Writing: Write for a reader- Choose a text structure, Spelling- Spell words with suffixes *ic, ism, ive,* Language & Conventions-Simple Sentences
Student Objectives:
- **Students will describe personal connections to a variety of sources including self-selected texts.**
- **Students will carry out assigned roles within a discussion group.**
- **Students will recognize characteristics of digital texts.**
- **Students will identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.**
- **Students will organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.**
- **Students will read with purpose and understanding.**
- **Students will generate questions about text before, during and after reading to deepen understanding and gain information.**
- **Students will make connections to personal experiences, ideas in other texts, and society.**
- **Students will use text evidence to support an appropriate response.**
- **Students will determine the meaning of general academic and domain-specific words and phrases.**
- **Students will recognize characteristics and structures of informational text, including the central idea with supporting evidence.**
- **Students will explain the author's purpose and message within a text.**

- **Students will engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
- **Students will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**
- **Students will recognize characteristics and structures of informational text, including the central idea with supporting evidence.**
- **Students will text evidence to support an appropriate response.**
- **Students will recognize characteristics and structures of informational text, including the central idea with supporting evidence.**
- **Students will use listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.**
- **Students will describe personal connections to a variety of sources, including self-selected texts.**
- **Students will discuss specific ideas in the text that are important to the meaning.**

Indiana Standards:

5. SL.2.3 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5. SL.2.4 Establish and follow agreed-upon rules for discussion.

5. SL.2.5Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

5. RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

5. RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5. RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

5. RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

5. RF.4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context.

5. RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.

5. W.3.3a· Develop the exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).

5. W.3.3b· Develop an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally, connecting ideas and events using transitions.

5. W.3.3c· Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

5.W.4a· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); and edit writing for format and standard English conventions.

5. W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., *either/or, neither/nor*).

5. W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.

Math:
EnVision 2.0 Lessons 1.6 to 1.7, Review, and Assessment

Lesson Objectives:

❏ Students will use exponents to write powers of 10 and calculate products.
❏ Students will read and write whole numbers using standard form, expanded form, and number names.
❏ Students will represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals.
❏ Students will read and write decimals through thousandths in different ways.
❏ Students will use place value to compare decimals through thousandths.
❏ Students will use place value to round decimals to different places.
❏ Students will use the structure of the decimal place value system in order to solve problems involving patterns.
Project-Based Learning: Math and Science Project Topic 1 page 1 Pollinating Insects (can research at school)

Math vocabulary: Exponent, Power, Base, Value, Expanded form, Thousandths, Equivalent decimals
Centers /Small Group work;
Indiana Standards 5.NS.1; 5.NS.2, 5.NS.3, 5.NS.4, 5. PS1, PS2, P3, PS4, PS5, PS6, PS7, PS8
Students will:

Content Standards:

5. NS.4 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain the patterns in the placement of the decimal point when a decimal is multiplied or divided a power of 10. Use whole-number exponents to denote powers of 10.
5. NS.3 Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one represents 1/10 of what it represents in the place to its left.
5. NS1 Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write results using >, =, and < symbols.
5. NS2 Explain the different interpretations of fractions, including: as parts of a whole, parts of a set, division of whole numbers by whole numbers.
5. NS5 Use place value understanding to round decimal numbers up to thousandths to any given place value.

Process Standards:

PS 1 Make sense of problems and persevere in solving them.
PS 2 Reason abstractly and quantitatively.
PS 3 Construct viable arguments and critique the reasoning of others.
PS 4 Model with mathematics.
PS 5 Use appropriate tools strategically.
PS 6 Attend to precision.
PS 7 Look for and make use of structure.
PS 8 Look for and express regularity in repeated reasoning.

Resources: enVision workbook, activities on Lenovo Thinkpad
Assessment: daily practice, problem solving activity, fact mastery; Daily Review (on Thinkpad), Today's Challenge; Quick Check;

Social Studies:
Science this week
Science

Chapter 1: Properties of Matter
Students will:
- Use **models to investigate that matter is made up of particles that are too small to be seen.**
- Compare **and contrast, solids, liquids, and gases by using their basic properties.**
- observe and measure properties and states of matter and will identify phase changes.
- investigate properties of solutions and will provide evidence for whether **mixtures can be separated based on the properties of their parts.**
- will observe and compare physical and chemical changes and will analyze how **these changes are affected by temperature.**

Essential Questions:
What makes up matter?
How can matter be described?
What are solids, liquids, and gases?
What are mixtures and solutions?
How does matter change?
Vocabulary: atom, atomic theory, chemical change, compound, gas, liquid, mass, mixture, molecule, physical change, solid, solution, temperature, volume

Resources:
Pearsonrealize.com, (leveled Readers), Indiana Interactive Science Textbook
Assessments:
Student worksheet, experiments, Dinah Zike foldable; Unit 1 Test
Indiana Core Standards:

5. PS.1 Describe and measure the volume and mass of a sample of a given material.
5. PS.2 Demonstrate that regardless of how parts of an object are assembled the mass of the whole object is identical to the sum of the mass of the parts; however, the volume can differ from the sum of the volumes. (Law of Conservation of Mass)
5. PS.3 Determine if matter has been added or lost by comparing mass when melting, freezing, or dissolving a sample of a substance. (Law of Conservation of Mass)
5. PS.4 Describe the difference between weight being dependent on gravity and mass comprised of the amount of matter in a given substance or material.