



Monday 09/25/2017	Tuesday 09/26/2017	Wednesday 09/27/2017	Thursday 09/28/2017	Friday 09/29/2017
<b>Arrival/Journal</b> 7:45am - 8:00am <b>Lesson</b> Students enter the room and put their stuff away, use the restroom, sharpen pencils, and begin to Journal. Stop Journal at 8:10 and draw 3 sticks to share their journal. <b>Journal Prompt:</b> <b>Free Write</b>	<b>Arrival/Journal</b> 7:45am - 8:00am <b>Lesson</b> Students enter the room and put their stuff away, use the restroom, sharpen pencils, and begin to Journal. Stop Journal at 8:10 and draw 3 sticks to share their journal. <b>Journal Prompt:</b> <b>What character from Edward's Eyes are you the most like? Why?</b>	<b>Arrival/Journal</b> 7:45am - 8:00am <b>Lesson</b> Students enter the room and put their stuff away, use the restroom, sharpen pencils, and begin to Journal. Stop Journal at 8:10 and draw 3 sticks to share their journal. <b>Journal Prompt:</b> <b>Randomizer</b>	<b>Arrival/Journal</b> 7:45am - 8:00am <b>Lesson</b> Students enter the room and put their stuff away, use the restroom, sharpen pencils, and begin to Journal. Stop Journal at 8:10 and draw 3 sticks to share their journal. <b>Journal Prompt:</b> <b>As I ran to the pile of leaves...</b>	<b>Arrival/Journal</b> 7:45am - 8:00am <b>Lesson</b> Students enter the room and put their stuff away, use the restroom, sharpen pencils, and begin to Journal. Stop Journal at 8:10 and draw 3 sticks to share their journal. <b>Journal Prompt:</b> <b>Free Write</b>
<b>Writing Workshop</b> 8:00am - 8:45am <b>Lesson</b> Session 9: Writers elaborate by writing more about each idea. <b>Standards</b> 5.W.3a, 5.W.3b, 5.W.3c, 5.W.3d, 5.W.3e, 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.SL.1, 5.SL.1a, 5.SL.1b, 5.SL.1c	<b>Writing Workshop</b> 8:00am - 8:45am <b>Lesson</b> Session 10: Writers create strong leads by studying the work of published authors <b>Standards</b> 5.W.3a, 5.W.3b, 5.W.3c, 5.W.3d, 5.W.3e, 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.SL.1, 5.SL.1a, 5.SL.1b, 5.SL.1c	<b>Writing Workshop</b> 8:00am - 8:45am <b>Lesson</b> Session 11; Writers create strong conclusions by studying the work of published authors. <b>Standards</b> 5.W.3a, 5.W.3b, 5.W.3c, 5.W.3d, 5.W.3e, 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.SL.1, 5.SL.1a, 5.SL.1b, 5.SL.1c	<b>Writing Workshop</b> 8:00am - 8:45am <b>Lesson</b> Session 12/13: Writers revise and edit their personal narratives. <b>Standards</b> 5.W.3a, 5.W.3b, 5.W.3c, 5.W.3d, 5.W.3e, 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.SL.1, 5.SL.1a, 5.SL.1b, 5.SL.1c	<b>Writing Workshop</b> 8:00am - 8:45am <b>Lesson</b> Continued
<b>Reading Workshop</b> 8:45am - 9:45pm <b>Lesson</b> Read Chapter 16 in Edward's Eyes: Session 11: Readers respond thoughtfully to their books in writing. <b>Standards</b> 5.RL.1, 5.RL.2, 5.RL.3, 5.RL.6, 5.RL.9, 5.RL.5, 5.RF.4a, 5.RF.4b, 5.SL.1, 5.SL.1a, 5.SL.1d, 5.SL.4, 5.SL.2, 5.SL.3	<b>Reading Workshop</b> 8:45am - 9:45pm <b>Lesson</b> Session 12: Read Chapter 17 and the epilogue from Edward's Eyes. Then Readers discuss books in literary conversation with enthusiasm and insight. <b>Standards</b> 5.RL.1, 5.RL.2, 5.RL.3, 5.RL.6, 5.RL.9, 5.RL.5, 5.RF.4a, 5.RF.4b, 5.SL.1, 5.SL.1a,	<b>Reading Workshop</b> 8:45am - 9:45pm <b>Lesson</b> Session 13: Readers make allusions by making deep connections to other familiar books. Reading Groups <b>Standards</b> 5.RL.1, 5.RL.2, 5.RL.3, 5.RL.6, 5.RL.9, 5.RL.5, 5.RF.4a, 5.RF.4b, 5.SL.1, 5.SL.1a, 5.SL.1d, 5.SL.4, 5.SL.2, 5.SL.3	<b>Reading Workshop</b> 8:45am - 9:45pm <b>Lesson</b> Session 14: Readers read aloud with power and expression. Reading Group <b>Standards</b> 5.RL.1, 5.RL.2, 5.RL.3, 5.RL.6, 5.RL.9, 5.RL.5, 5.RF.4a, 5.RF.4b, 5.SL.1, 5.SL.1a, 5.SL.1d, 5.SL.4, 5.SL.2, 5.SL.3	<b>Reading Workshop</b> 8:45am - 9:45pm <b>Lesson</b> Session 15: Readers reflect on their reading and make new goals for themselves as readers. Reading Groups <b>Standards</b> 5.RL.1, 5.RL.2, 5.RL.3, 5.RL.6, 5.RL.9, 5.RL.5, 5.RF.4a, 5.RF.4b, 5.SL.1, 5.SL.1a, 5.SL.1d, 5.SL.4, 5.SL.2, 5.SL.3
<b>Social Studies (Pike)</b> 9:45am - 10:40am <b>Lesson</b>		<b>Social Studies (Pike)</b> 9:45am - 10:40am	<b>Social Studies (Pike)</b> 9:45am - 10:40am <b>Lesson</b>	<b>Social Studies (Pike)</b> 9:45am - 10:40am <b>Lesson</b>
				<b>Social Studies (Newland)</b> 10:40am - 11:35am

Begin Chapter 2  
American Indians and  
Their Land  
Connecting to Prior  
Knowledge,  
Developing Vocab,  
Building Background  
knowledge.

**Standards**

5-U1.1.1, 5-U1.1.2,  
5-U1.1.3

Social Studies  
(Newland) 10:40am -  
11:35am

**Lesson**

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**Standards**

5-U1.1.1, 5-U1.1.2,  
5-U1.1.3

Lunch/Recess  
11:45am - 12:30pm

**Lesson**

Take students to  
lunch. The doors by  
the commons area.  
Pick them up at  
12:30 at the south  
playground. Then  
take them for a  
bathroom break by  
the gym. Then return  
to the classroom.

Social Studies  
(Struble) 12:40pm -  
1:35pm

**Lesson**

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American Indians and  
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Building Background  
knowledge.

**Standards**

5.SL.1d, 5.SL.4,  
5.SL.2, 5.SL.3

Social Studies (Pike)  
9:45am - 10:40am

**Lesson**

Analyzing Maps and  
photographs Steps  
1-11. Using act it out  
to identify how  
American Indians  
migrated and  
adapted to four  
environments in  
North America.

**Standards**

5-U1.1.1, 5-U1.1.2,  
5-U1.1.3

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5-U1.1.3

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Social Studies  
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American Indians  
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**Lesson**

Phase 2: Interpreting  
images in an act-it-  
out Steps 12-15

Lunch/Recess  
11:45am - 12:30pm

**Lesson**

Take students  
downstairs to the  
south playground for  
recess. Pick  
students up after  
lunch in the cafeteria  
@12:30.

Social Studies  
(Struble) 12:40pm -  
1:35pm

**Lesson**

Phase 2: Interpreting  
images in an act-it-  
out Steps 12-15

**Standards**

5-U1.1.1, 5-U1.1.2,  
5-U1.1.3

Specials 1:40pm -  
2:30pm

**Lesson**

Take students  
downstairs. They all  
go to a different  
special. I walk them  
to the doors near the  
office and they quietly  
WALK to their special  
that they have this  
week. Pick them up  
in the commons area  
after specials and  
allow them to use the  
restroom in the  
commons area.

Spelling 2:35pm -  
3:00pm

**Lesson**

Spelling Test

**Standards**

5.L.2e

Dismissal 3:00pm -  
3:03pm

**Lesson**

5-U1.1.1, 5-U1.1.2,  
5-U1.1.3

**Specials 1:40pm - 2:30pm**

**Lesson**

Take students downstairs. They all go to a different special. I walk them to the doors near the office and they quietly WALK to their special that they have this week. Pick them up in the commons area after specials and allow them to use the restroom in the commons area.

**Spelling 2:35pm - 3:00pm**

**Lesson**

Cut/Sort/Highlight patterns

**Standards**

5.L.2e

**Dismissal 3:00pm - 3:03pm**

**Lesson**

Draw 3 blue tickets. Those 3 students get to pick candy out of my candy pot. Then have them get their things to go home. Students stack chairs, clean the floor, and then wait patiently next to their desk. 3:08 have them line up. Then have them get in their appropriate line at the end of the hallway. (Walkers, Car Riders, Bus Riders) When Mrs. Gustafson is out take the students down stairs to the bus lot to dismiss them. One adult at the front of the line and one in the back.

photographs Steps 1-11. Using act it out to identify how American Indians migrated and adapted to four environments in North America.

**Standards**

5-U1.1.1, 5-U1.1.2,  
5-U1.1.3

**Specials 1:40pm - 2:30pm**

**Lesson**

Take students downstairs. They all go to a different special. I walk them to the doors near the office and they quietly WALK to their special that they have this week. Pick them up in the commons area after specials and allow them to use the restroom in the commons area.

**Spelling 2:35pm - 3:00pm**

**Lesson**

Sort and Write in your spelling notebook

**Standards**

5.L.2e

**Dismissal 3:00pm - 3:03pm**

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**Spelling 2:35pm - 3:00pm**

**Lesson**

Blind Spell with a partner

**Standards**

5.L.2e

**Dismissal 3:00pm - 3:03pm**

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**Spelling 2:35pm - 3:00pm**

**Lesson**

Pick 10 spelling words and either write a story or detailed sentences using those 10 words. Have kids bring them to you to check them. If they finish they get a few minutes of free time.

**Standards**

5.L.2e

**Dismissal 3:00pm - 3:03pm**

**Lesson**

Have students get the stuff from their mailboxes. Sarah should give you a newsletter also that needs to be in there. Have students get their things to go home. Students stack chairs, clean the floor, and then wait patiently next to

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