

Subject/Time	Monday November 30, 2015	Tuesday December 1, 2015	Wednesday December 2, 2015	Thursday December 3, 2015	Friday December 4, 2015
ESOL & ESE Strategies	ESOL: A1- Bilingual Dictionary C1- Charts	A2- Bilingual Support D5- Manipulatives	A6- Flexible Timing E2- Flexible Grouping E7- Peer Pair	A8-Modeling E10- Think/Pair/Share	A12- Use all modalities/learning styles F5- Notetaking A13- Use of illustrations, /diagrams
Morning Work 8:00 - 8:15	Repeat/Clarify/Summarize Verbal Encouragement Additional Time Close Proximity Students arrive, unpack their backpacks, and write down their homework. They will then begin their morning work.				
Science 8:15-9:15	<p>Standard: SC.5.L.17.1 Adapting to the Environment</p> <p>Learning Target: I can compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycle variations, animal behaviors and physical characteristics.</p> <p>Essential Question: What are some adaptations to life on land and water?</p>				
	<p>Science Boot camp Review: Poster on Weather(5 min) Engage: Check for previous knowledge video- youtube video on adaptations. Explore: (SC.5.L.17.1) PowerPoint. Students will take notes in their science notebooks. (40mins) Explore: Interactive Vocabulary word list (5mins) Evaluate: 4-3-2-1 graphic organizer. (10mins) (4 vocab 3 facts)</p>	<p>Science Fusion Review: Poster Review (all previous standards) (5min) Explore: Introduce new speed bag drawing (5mins) Science Fusion Unit 10 L. 4 and 4 Evaluate: Pg. 450-452 Pg. 466-468</p> <p>Fusion Digital Labs- Unit 10 Lessons 3 and 4</p>	<p>Science Experiment Engage: Poster (all previous standards)(5 min) Explore: Students will create a model of one of the habitats. (ocean,desert, grassland,rainforest,tundra) Explain: Discussion connecting the process skills. (10mins) Clean Up: (5mins)</p>	<p>Science Fusion Review: Poster Review (all previous standards) (5min) Explore: Introduce new speed bag drawing (5mins) Science Fusion Unit 10 L. 4 and 4 Evaluate: Pg. 450-452 Pg. 466-468</p> <p>Fusion Digital Labs- Unit 10 Lessons 3 and 4</p>	<p>Science Speed Bag Pg. 82-84 (5mins) Engage: Students will work in teams to compare and contrast different environments. Evaluate: Assessment/Formative</p>
CARE Time 9:15-9:45	3 rd grade QAR				
Literacy Block Whole Group 9:45-10:05	<p>Standard: LAFSS.5.RI.1.3</p> <p>Learning Target: I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text. DOK 3</p> <p>Essential Question: How do interactions and relationships in informational texts help me understand how, what, and/or why something happened?</p>				
	We will be doing a month long unit on the Revolutionary War and the events that led to it.	We will continue reading the text "The Stamp Act Controversy". We will discuss that there are	We will have a class debate. Students will be divided into British and Colonists. They will use information	Parade	Tea Party Play

	The teacher will introduce the topic by having a class discussion about mailing a letter, how much a stamp cost, and what happens with the money collected?	always multiple point of views to an event.	from the text and our chart to support their side.		
Small Group 10:05-11:05	We will begin reading the text "The Stamp Act Controversy", we will review vocabulary words and review background information.	We will complete a chart that compares and contrasts the colonists and the British point of view.	Skittle tax activity	Students will have a chance to work on their informational essay about the Titanic. I will circulate and work with students one-on-one on their writing.	Tea Party play
LUNCH					
LINE UP AT 11:05 AND GO TO LUNCH					
11:07 – 11:37 Read Aloud 11:40-11:55	Book: Wonder	Book: Wonder	Book: Wonder	Book: Wonder	Book: Wonder
Math 11:55-12:45	MAFS.5.NBT.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explore patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10 MAFS.5.NBT.2.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	MAFS.5.NBT.2.7 Lesson 4.7 Multiply Decimals Objective: Place the decimal point in decimal multiplication. Essential Question: What strategies can you use to place a decimal point in a product? *Start unlock the problem and have student observe the "I do" part of our math lesson. Pages 187-188 * Refer to classroom rubric and monitor where each student	MAFS.5.NBT.1.2 Lesson 4. 8 Zeros in the Product Objective: Multiply decimals with zeros in the product. Essential Question: How do you know you have the correct number of decimal places in your product? *Start unlock the problem and have student observe the "I do" part of our math lesson. Pages 191-192 * Refer to classroom rubric and monitor	Chapter 4 review p 195-198	Chapter 4 Assessment
	MAFS.5.NBT.2.7 Lesson 4.6 Investigate Decimal Multiplication Objective: Model multiplication of decimals. Essential Question: How can you use a model to multiply decimals? *Start Investigation and have student observe the "I do" part of our math lesson. Pages 183-184 * Refer to classroom rubric and monitor				

		where each student stands at the end of unlock the problem. * Start “ We do ” by using the share and show sections. Page 185 * Monitor and circulate as students solve the problems in the share and show sections one at a time. Review each problem. * Assign on your own problems for students: page 186 You Do. * Pull students to small group and solve problem solving word problems. * Pull students to small group and solve problem solving word problems.				
Specials 12:45-1:15	Music	stands at the end of unlock the problem. * Start “ We do ” by using the share and show sections. Page 188 * Monitor and circulate as students solve the problems in the share and show sections one at a time. Review each problem. * Assign on your own problems for students: pages 189-190 You Do. * Pull students to small group and solve problem solving word problems. Pull students to small group and solve problem solving word problems.	where each student stands at the end of unlock the problem. * Start “ We do ” by using the share and show sections. Page 193 * Monitor and circulate as students solve the problems in the share and show sections one at a time. Review each problem. * Assign on your own problems for students: pages 193-194 You Do. * Pull students to small group and solve problem solving word problems. Pull students to small group and solve problem solving word problems.			
Go Math Lesson 1:15 – 1:45	Math Lesson Continued			Music	Math Lesson Continued	Music
Dismissal 1:45 – 2:00		Students will stack up, pack up, clean up, and go home for the day.				Math Lesson Continued