

## Lesson Plans – 5<sup>th</sup> Grade - Room 212 - Mrs. Wessels

\*Please note: These lesson plans are a guide. They are subject to change based upon your children's needs.

Lunch Duty **Wednesday** 7:30 Duty **Thursday** **Week Beginning: Sept. 5, 2011**

Monday	8:15-8:30 Bell work	8:30-9:20 English...	8:30-9:20 ...Math	9:45-10:30 Math				
	<b>NO SCHOOL LABOR DAY</b>							
	Tuesday	Check reading logs	Silently study spelling words or Bible verse.	English Lesson TE4-5 for WB 1/2 <b>Identify</b> sentences & fragments  <b>IW—WB 2</b>	Math Lesson 1 Text page 2 and WS 1A for Lg. #'s  <b>IW-Page 3 PRACTICE on own paper</b>	9:20-9:40	<b>MEDIA</b> with Mrs. Morici in Computer Lab, Rm. 301 Accompany students from recess line to media lab. Pick up students at 10:30 and walk them back to class.	
		Wednesday	Collect due work	Begin Mountain Math (Due by day's end)	English Lesson <b>Correct</b> WB 2 TE 6-7 for WB 3 <b>Identify</b> sentence types/punctuation  <b>IW-WB 4</b>		Math Lesson 2 Text 4-5 Larger #'s  <b>IW—Mountain Math</b>	<b>Mad Dog Math</b> Independent Work: --Reading log --English WB 4 --MDM, if applies --Mountain Math --Study for tests
			Thursday	Take attendance and lunch count	Give chapel expectations		<b>CHAPEL</b> <b>8:30-9:15</b> --Church sanctuary --Left-hand side behind 3 <sup>rd</sup> graders <b>We lead pledges &amp; prayer</b>	*After chapel, students return to room for snacks and proceed to play area for snack recess.
Friday		Ready for Spelling Test 1. (Set aside) <b>Begin/Write</b> SS 2s: Spelling-- <b>WB 6</b> Bible— <b>Genesis 50:20</b>		<b>Listen</b> to oral memory verse tests (each pupil) by picking sticks: <b>Deut. 32:3-4</b>  * <b>Collect SS1</b> from each student as they come to say their memory passage. <b>Record test grade on SS.</b>	<b>8:55—TA</b> Brandon... <b>Collects</b> SS1 & WB 3/4. <b>Gives</b> Spelling Test 1. <b>Collect</b> tests. <b>Staples</b> test atop WB pgs After test students... <b>Finish</b> new study sheets for next week and <b>SUBMIT</b> them.	<b>Writing Workshop</b> --Students discuss "Hero" theme in conjunctions with our 9/11 Tribute. --They write a personal tribute in paragraph form. <b>SUBMIT.</b> Read 9/12.		

# Lesson Plans – 5<sup>th</sup> Grade - Room 212 - Mrs. Wessels

	10:30-11:20 Subject—As Noted		~12:20-12:50 Reading/IW	12:50-1:40 Bible/IW	1:45-2:25 History		
<b>MONDAY</b>					<u><b>HOMEWORK (HW)—EACH M, T, &amp; TH EVENING, FINISH INDEPENDENT WORK</b></u>	<b>2:25—Ready for home. Play enrichment game if time allows. 2:40-- Pray/Car line 3:00 Day Care</b>	
<b>TUESDAY</b>	<b>Explain Rdng Log Mad Dog Math</b> Independent Work: --Reading log --Spelling WB 3/4 --English WB 2 --MDM, if applies --Math p.3 <b>Pray for Lunch</b>	<b>RECESS 11:50-12:15</b>	<b>Explain</b> mystery book report; Book approval needed by Wednesday, 9/14.  IW—Overview of basal; complete WS independently	<b>Practice: Deut.32: 3-4 Lesson TE 5-8</b> WT 1-3 Cain's Choice HW—Say memory passage 2X to an adult; HABIT	History Lesson <b>Read</b> packet pages 4-6, adding responses to posed questions & highlighting important details. IW—Reread lesson pages		
<b>WEDNESDAY</b>	<b>PE 10:35-11:20</b> With Coach Coffee Students take lunches with them, leaving them on "hold" table. Students then dismiss directly to lunch from PE. <b>Students pray for lunch at each table</b>		Reading Lesson TE 5-6 <b>Introduce/Do</b> "Runaway Friends" vocabulary (handout) IW—Begin reading "Runaway Friends" -- <b>Due Friday</b> (NO HW tonight—read more in class on Thursday)	<b>Practice: Deut.32: 3-4 Lesson TE 8-10</b> WT 4-5 Pride/Rebellion HW—Review memory passage; test Friday	History Lesson <b>Finish reading</b> packet from page 7, adding responses to posed questions & highlighting important details. IW—Chapter Check <b>COLLECT MTN. MATH FROM 5th</b>		
<b>THURSDAY</b>	<b>Mad Dog Math</b> 4 <sup>th</sup> /5 <sup>th</sup> Math Lesson Text pages 6-7 Order #'s IW-MDM 1X if didn't pass drill;  *Play Preposition Bingo if time allows <b>Pray for lunch</b>		<b>LUNCH 11:25-11:50</b>	History Work Period <b>Individuals</b> write a letter to our class AS tribal member from teacher-assigned region. <b>SUBMIT DRAFT tomorrow.</b>	Catch-Up And Relish Time  *Students finish work yet to be done while rest of class plays Long Word (enrichment game)		Independent Work: --Reading log --Finish "Runaway" --English --Math --Indian letter draft --Study for tomorrow's Bible and Spelling tests
<b>FRIDAY</b>	<b>Mad Dog Math</b> 4 <sup>th</sup> /5 <sup>th</sup> Math Lesson Text pages 8-9 Rounding #'s IW-MDM 1X if didn't pass drill;  <b>Pray for lunch</b>			Reminder—Mystery book approval due by <b>Wednesday, 9/14</b> Reading Skill Day	<b>Explain</b> Reading Buddies—go over the procedure. Discuss how to make reading with a buddy fun (handout).		<b>Practice reading to classmate so better prepared for REAL buds!</b>  <b>1:50 RDNG BUDS</b> Meet in kindergarten room to pair up and get acquainted. <b>READ</b> in assigned room until 2:25.

**5<sup>th</sup> Grade Overview**  
**Week of: September 6, 2011**

**WELCOME, 5<sup>TH</sup> GRADERS & FAMILIES!**

**This is your weekly run-down of subjects, objectives, and activities.**

**Use it to help you do your best for His glory!!!!!!**

**Bible:** This week our memory verses are **Deuteronomy 32:3,4**. A copy of the Bible Study Sheet for these verses should be in the student's binder for nightly study. Our Bible lessons focus on God's judgment and grace. **Memory verse tests are on Fridays.**

**English:** Our unit of study focuses on sentences. Students will:

- Identify fragments from sentences
- Correct fragments
- Identify & punctuate declarative, imperative, interrogative, & exclamatory sentences
- Change from one sentence type to a different type
- Diagram the simple subject and simple predicate for the four sentence types

Students will play *Preposition Bingo*, a game to review common prepositions.

**Spelling:** List 1 was introduced last week. This list reviews words with short vowel sounds and include the Greek roots *photos* and *graph*. Study Sheet 1 was completed last week, and it should be in the student's binder for nightly study. For independent work students complete WB 3/4. **Spelling Test 1 is Friday.** \*Note- WB 1-4 are collected as "notes" on Test Day.

**Penmanship:** ALL work is to be neat, legible, and properly executed. Individual or group instruction will be given as needs arise. Students will receive an N (needs improvement), S (satisfactory), or O (outstanding) on two to three assignments weekly. \*Note—Any illegible work will be recopied.

**Reading:**

The Reading Log--Students read 15 minutes each school day or evening and fill out the reading log DURING the reading session. The first reading log, with 4 completed entries, is due Friday, September 9th.

Text reading—Students will begin reading “Runaway Friends.” They have eight (8) vocabulary words to learn for next week’s quiz: [pontoon](#), [flailing](#), [awning](#), [ignite](#), [assumed](#), [skyrocketed](#), [nudged](#), and [recovery](#). A handout accompanies our lessons for vocabulary study and to help with comprehension of the story.

Reading Buddies—This program begins Friday. Fourth and fifth graders will meet their kindergarten buddies, then read with them for about 20 minutes for the first time—how exciting! \*Buddy reading earns up to twenty (20) points on the weekly reading log.

### **Math:**

Mad Dog Math—Students take **daily timed drills** to review multiplication & division facts through the 12’s. Their first goal is to complete each family’s drill in 2 minutes or less. Students who do not receive 100% on their daily drill are to write out that family’s facts for the next school day.

Mountain Math--Students review general knowledge by participating in Mountain Math. This is an in-class activity. It also lends itself to enrichment learning for those students who understand math concepts readily.

Text Study—Chapter One is, “Place Value of Whole Numbers & Decimals.” Students will:

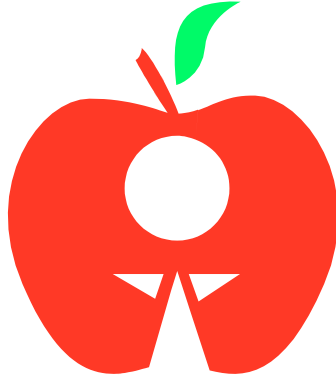
- Identify periods and place values for numbers through the billions
- Compare & order whole numbers
- Round whole numbers

**History:** Students begin a study of Native American cultures. They will complete packet questions and the “Chapter 1 Checkup” review page. These packet pages are to be reviewed daily.

Using details from the packet text, each student will write our class a letter *as if he/she is a tribal member* from one of the studied regions. Letters will be read aloud to the class NEXT WEEK.

It would help your 5<sup>th</sup> grader to regularly review the names of the 50 United States. During the school year there will be periodic tests for specific regions. Test dates will be noted here as well as on your child’s homework sheet.

**Contact me if you have any questions or concerns.  
School office—714-842-5992**



**Have a wonderful week!**