

Good morning, Class!

Don't forget to do the following:

- *Have 2 sharpened pencils*
- *Have 2 books*
- *Have a full water bottle*
- *Start working on IXL or Lexia Power*

Expectations...

- You are doing one of the above activities, silently.
- You are working at your seat, quietly.

Have 2 sharpened pencils.

Ugh. My pencil is already dull!



Get 2 books – one for reading time and one backup!

I found a graphic novel AND a mystery. I'm ready for anything.



A full water bottle = no leaving class during lessons!

Hydration heroes unite!



Time to start with 10 minutes of IXL!

These math skills don't stand a chance.



SCHEDULE

Arrival	7:30 - 7:50
Morning Meeting	7:50 - 8:10
Special	8:20 - 9:10
Math	9:10 - 10:15
Cardinal Math	10:15 - 10:45
CKLA/ELA	10:45 - 11:55
Cardinal CKLA/ELA	11:55 - 12:25
Lunch & Recess	12:30 - 1:20
Science	1:30 - 2:30
Dismissal	2:30 - 3:45

SCHEDULE

Our Toolbox



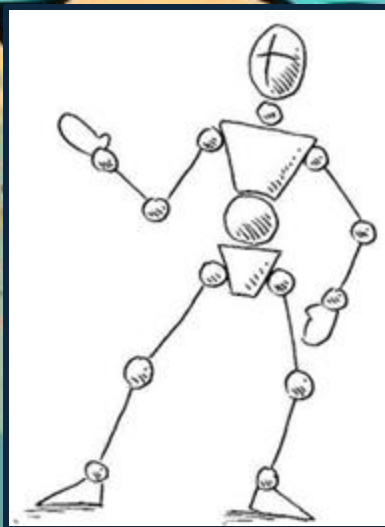
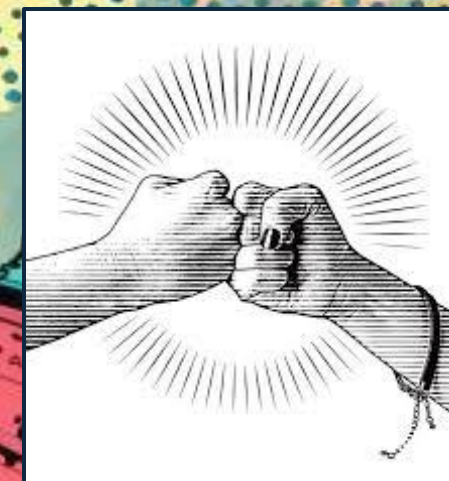
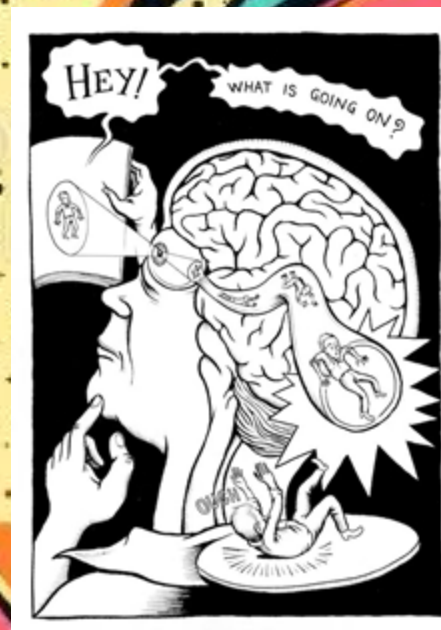
Voice

Concentration

Body

Imagination

Cooperation



Morning Meeting

"What is a goal you could set?"



Spanish: Buenos días (Bwe-nos Dee-as)

French: Bonjour (Bon-zhoor)

German: Guten Morgen (Goo-ten Mor-gen)

Italian: Buongiorno (Bwon-jor-no)

Japanese: おはようございます (O-ha-yo go-zai-mas)

Mandarin Chinese: 早上好 (Zao on)

Russian: Dobroye utro (Dob-ro-ye Oo-tro)

- **Arabic:** Sabah al-khair (Sa-bah al-khair)
- **Portuguese:** Bom dia (Bom dee-ah)
- **Hindi:** Su-prabhaat (Su-prab-haat)
- **Korean:** Joh-eun ah-chim-ee-eh-yo (Jo-un ah-chim ee-eh-yo)
- **Filipino:** Magandang umaga (Ma-gan-dang oo-ma-ga)
- **Swahili (East Africa):** Habari ya asubuhi
- **Gud mawnin:** Good morning.

Observe and Analyze

People



Places



Things







The objects help me understand...

The facial expressions suggest that...

The focal point makes me look at...

One thing I noticed was...





The objects help me understand...

One thing I noticed was...

The focal point makes me look at...

The facial expressions suggest that...



These creates a sense of...

The use of _____ colors emphasizes...

The setting in _____ is...

The artworks _____ evoke a sense of...

Their expressions suggest that...

The characters in _____ look toward...

Who is included...

A detail that appears in both pieces are...



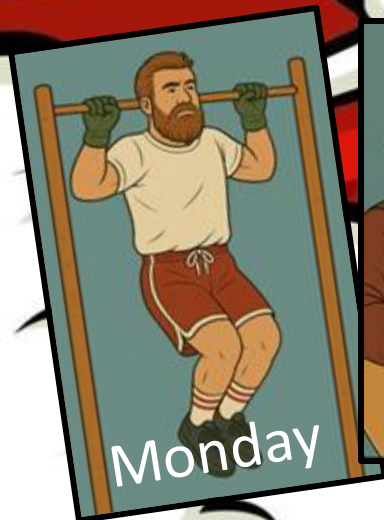
Special

special

Special

*Line up in line order
expectations...*

- Single file
- Face forward
- Hands to ourselves
- Move quietly



Math



Math Stations

Expectations...

- You stay at your station unless pulled for a group
- **Seat/Carpet: you are silent**

Mr. Billman's Group (Teacher Desk)	Mr. Braswell (Bean table)	Mrs. Samuel's group (double Tables)
<ul style="list-style-type: none"> ★ Sam ★ Jhoan ★ Meheria ★ Anderson ★ Michael 	<ul style="list-style-type: none"> • Cristal • Kimberly 	<ul style="list-style-type: none"> • Lorenzo • Dayrani • Kayden • Blanca • Eli • Jaxon

Not in a group?

Do the following in Order:

1. Exit Ticket(s)
2. Do Choice board Worksheet
3. Complete 1 IXL Math skill
4. Play a math game

Time For

Mathematic

Expectations:

- Sit at your seat
- Have your math notebook
- Have a pencil
- Voices off
- Point your body towards the board
- Be ready to learn





I can . . .

I can estimate and solve single & multi-step contextual problems.

I can express my answer in the simplest form.

I can represent and justify my solution in a variety of ways, both concrete and pictorial.

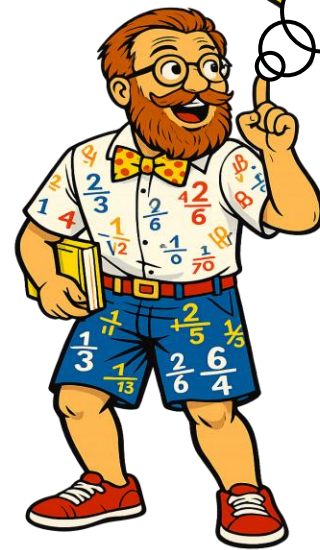
Aaron and his sister Alina made a business of shoveling snow for their neighbors. On Saturday they shoveled $4\frac{7}{8}$ driveways. On Sunday they shoveled $3\frac{5}{8}$ driveways. How many driveways did they shovel that weekend?

First: What do we picture is happening?

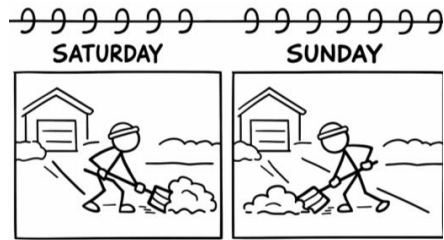
Second: Now, underling the important words and numbers

Third: What is it asking?

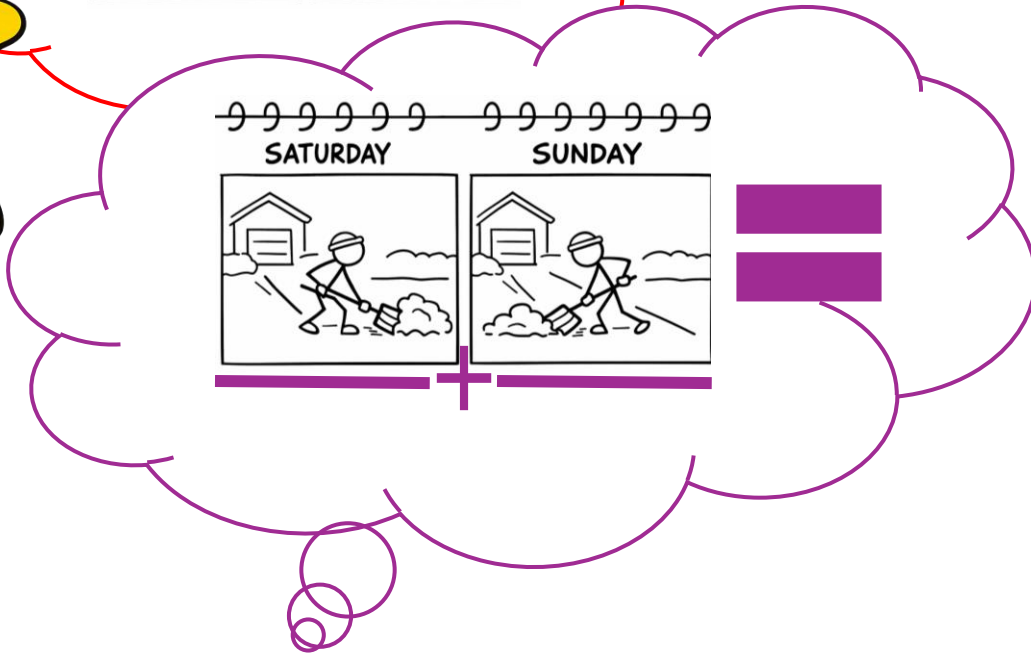
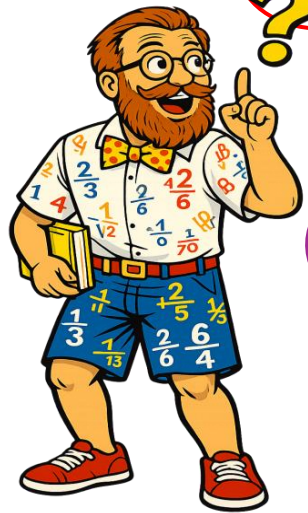
Fourth: Create an equation and see if it helps answer it.



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$$3 \frac{5}{8} + 4 \frac{7}{8} =$$



Tues-Thursday

- Joury
- Sam
- Anderson
- Gaberial

MWF

- Meheria
- Aziz
- Sofia
- Amari

- Eli
- Kimberly
- Cristal

- Lorenzo
- Dayrani
- Kayden
- Blanca
- Jaxon
- Eli

Math Cardinal time

1

Must complete:

- Exit Ticket

2

Choice Time:

- Unfinished work (desk)
- Choice board(desk)
- IXL, Li

F. Factors, multiples, and divisibility

- ★ 1 Identify factors
- ★ • New! Identify multiples
- ★ 2 Prime and composite numbers
- ★ 3 Prime factorization
- ★ 4 Divisibility rules
- ★ 5 Divisibility rules: word problems
- ★ 6 Find all the factor pairs of a number
- ★ 7 Least common multiple

J. Fractions and mixed numbers

- ★ 1 Fractions review
- ★ 2 Equivalent fractions
- ★ 3 Write fractions in lowest terms
- ★ 4 Convert between improper fractions and mixed numbers
- ★ 5 Least common denominator
- ★ 6 Round mixed numbers
- ★ 7 Reciprocals

K. Compare fractions

- ★ 1 Graph and compare fractions on number lines
- ★ 2 Compare fractions using benchmarks
- ★ 3 Compare fractions and mixed numbers
- ★ 4 Put fractions in order

L. Add and subtract fractions

- ★ 1 Estimate sums and differences of fractions using benchmarks
- ★ 2 Add fractions with unlike denominators using models
- ★ 3 Add fractions with unlike denominators
- ★ 4 Subtract fractions with unlike denominators using models
- ★ 5 Subtract fractions with unlike denominators
- ★ 6 Add and subtract fractions with unlike denominators
- ★ 7 Add and subtract fractions with unlike denominators: word problems
- ★ 8 Add 3 or more fractions with unlike denominators
- ★ 9 Add 3 or more fractions: word problems
- ★ 10 Complete addition and subtraction sentences with fractions
- ★ 11 Compare sums and differences of fractions

M. Add and subtract mixed numbers

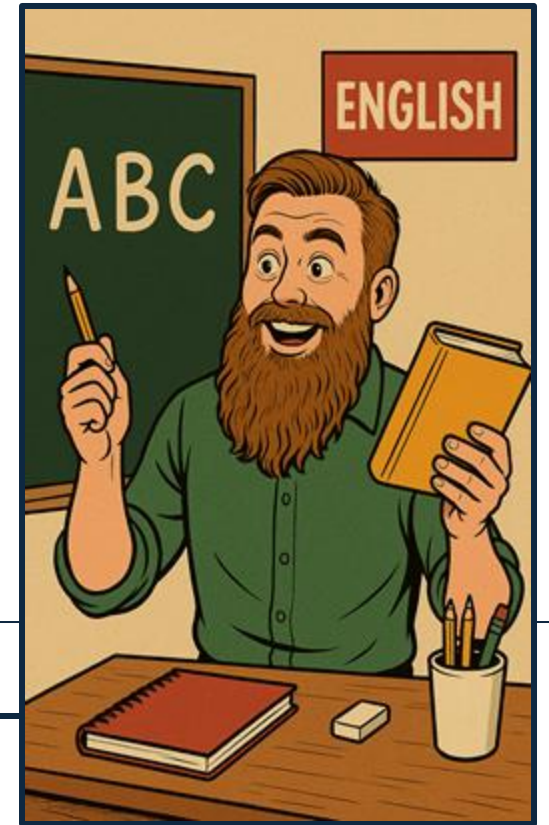
- ★ 1 Estimate sums and differences of mixed numbers
- ★ 2 Add and subtract mixed numbers with unlike denominators: without regrouping
- ★ 3 Add mixed numbers with unlike denominators
- ★ 4 Subtract mixed numbers with unlike denominators
- ★ 5 Add and subtract mixed numbers
- ★ 6 Add and subtract mixed numbers: word problems
- ★ 7 Add and subtract fractions and mixed numbers in recipes
- ★ 8 Add and subtract fractions and mixed numbers: multi-step word problems
- ★ 9 Complete addition and subtraction sentences with mixed numbers
- ★ 10 Compare sums and differences of mixed numbers



CKLAV/ELA

Time For

Language Arts



Expectations:

- Sit on a circle Criss Cross
- Voices off
- Point your body towards the board
- Be ready to learn

I can . . .

I can identify the main idea of a text.

I can summarize the supporting details in a text.

I can use my own words and avoid plagiarism.



summarize

verb: to retell information in a text using fewer words

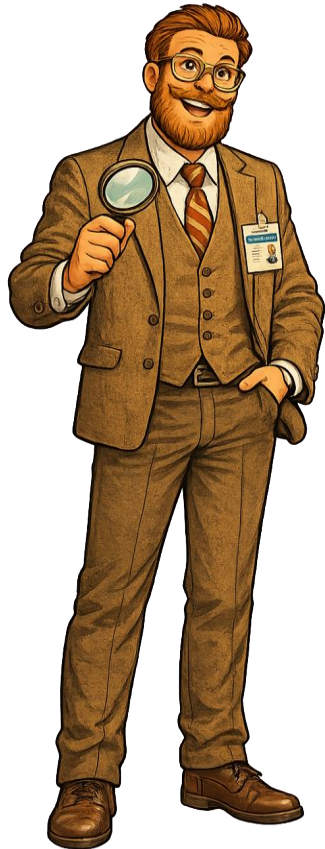


After the students read the text, they were able to summarize their reading for the teacher.

How can you summarize when you are reading?

The most important parts are...

A good **summary** includes...



plagiarize

verb: to take the work (writing) of someone else and pass it off as your own work.

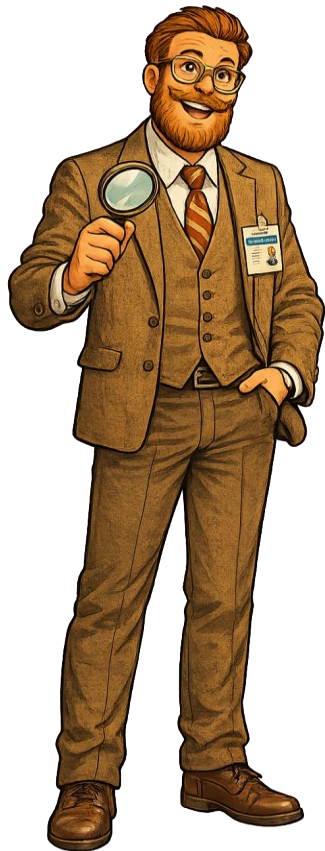


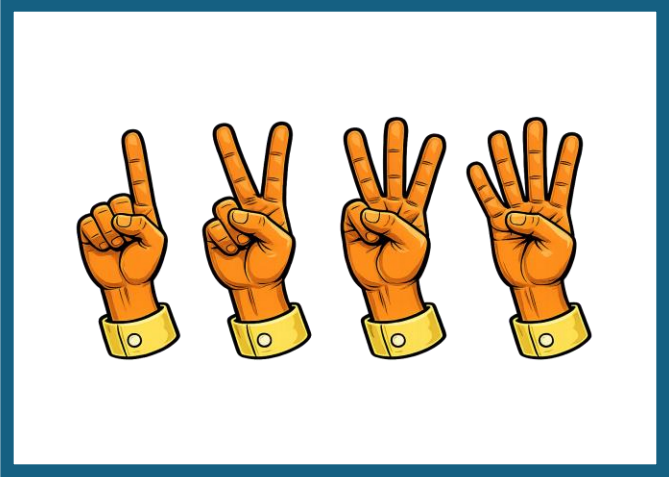
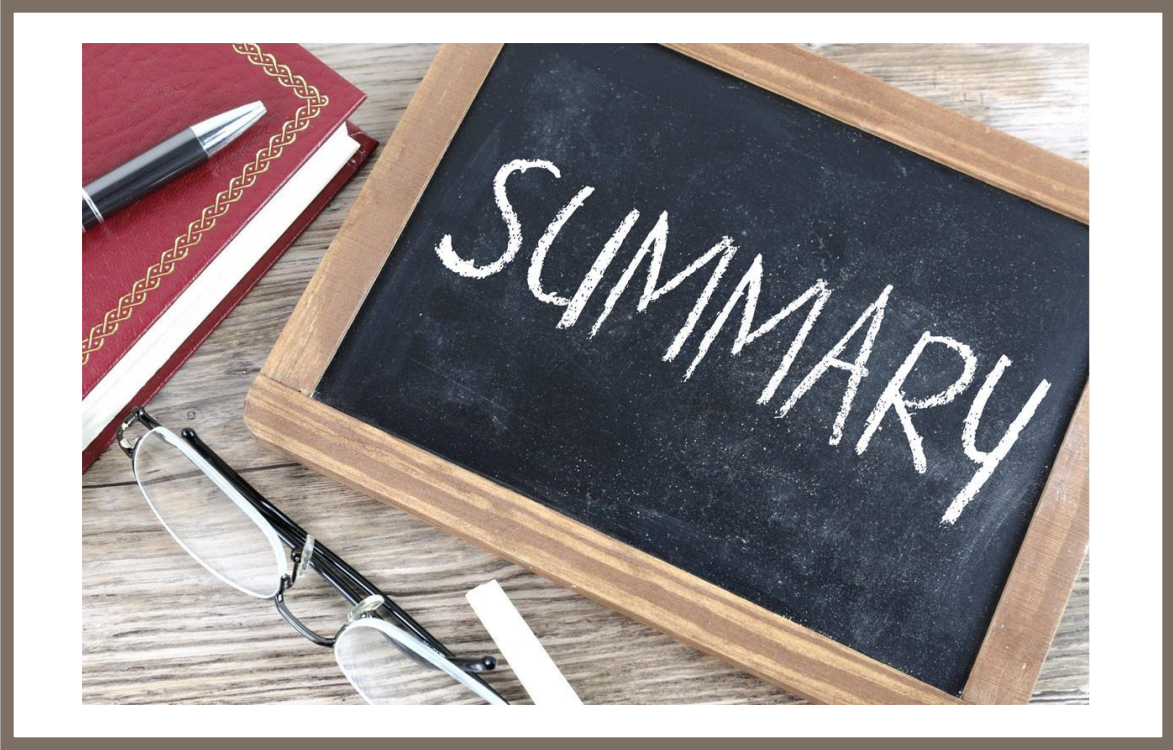
The student got in trouble in their English class because some of their essay was plagiarized.

Why is it important to not plagiarize?

It is important not to **plagiarize** because...

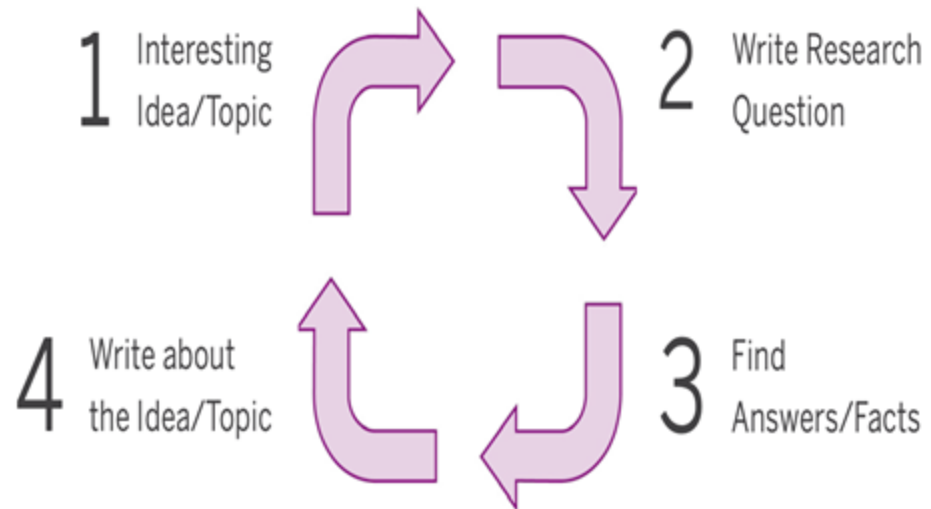
Instead of **plagiarizing**, I should...





Step 1: Research Process

Research Process



1 Interesting Idea/Topic



→ Educational Contributors ←

ReadWorks: Walking Tall

How did Ruby Bridges make history?

“Don’t be afraid.” That’s what Ruby Bridges’s mother told her on Nov. 4, 1960. Little Ruby listened carefully to the advice. Soon, four United States federal court marshals, or officers, arrived at the Bridges family home in New Orleans, Louisiana to drive the first grader to William Frantz Public School. A screaming mob was waiting. People stood near the building shouting.



Number Paragraphs

How did Ruby Bridges make history?

1 Many years ago, a little girl named Ruby Bridges arrived at her new elementary school. The school was in New Orleans, Louisiana.

As she walked toward the school's front doors, an angry crowd of people shouted at her. United States marshals walked with her. A marshal is an officer. They were there to protect **2** the first grader. That's because the people didn't want Ruby to go inside. But the 6-year-old walked into the school anyway. As she did, she marched into history books.

3 The day was Nov. 14, 1960. On that morning, little Ruby became one of the first African Americans to attend an all-white elementary school in the South.

4 Before then, the law in many states said that Black children could not attend the same schools as white children. People of different races also had to use separate public restrooms. It was called segregation. That is when people of different races are kept separate.

Number Paragraphs

5 U.S. leaders worked to end segregation. They helped bring civil rights to all Americans. Those are the rights to be treated equally. A few months before Ruby started school, a federal court ordered an end to school segregation in New Orleans.

6 By the time Ruby started the second grade, there were no more angry people outside her school. There were other African American students in her class. Today, children of all races

7 Bridges says she was never scared to go to school during the first grade. "I wasn't really afraid," she told *WR News*. "I didn't really know what was going on at the time, and I loved school."

Research Question

2 Write Research Question



Name: _____

Activity Page 8.1

Text Clues

Paraphrased Text (my own words)

TITLE:

Walking Tall

Paraphrased TITLE:

She stood tall

TEXT HEADINGS

Heading 1:

How did Ruby
Bridges make
history?

Heading 2:

PARAPHRASED HEADINGS

Heading 1:

Ruby Bridges made
history!

Heading 2:

Summarizing

You will look for **clues** in the text that help you **summarize** the **main idea** in your own words.

Look for clues in:

- the title
- the headings
- topic sentences



Walking Tall



Ruby Bridges sharing about her experience and ideas in 2014
Robert McClenahan / TEDxNapaValley (CC BY-NC-ND 2.0)

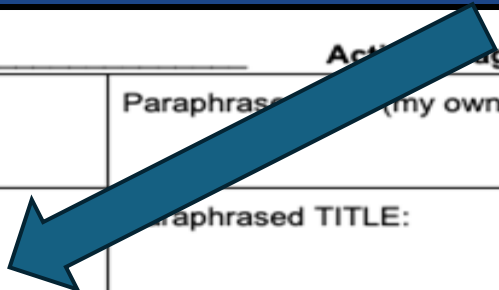
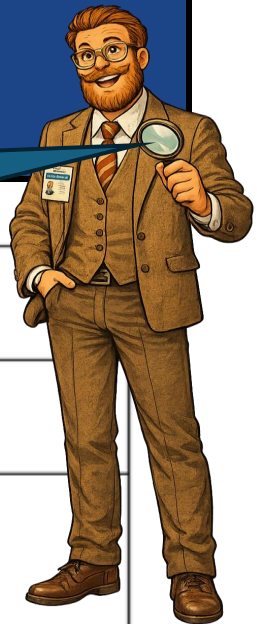
How did Ruby Bridges make history?

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Activity Page 8.1

3 Find Answers/Facts

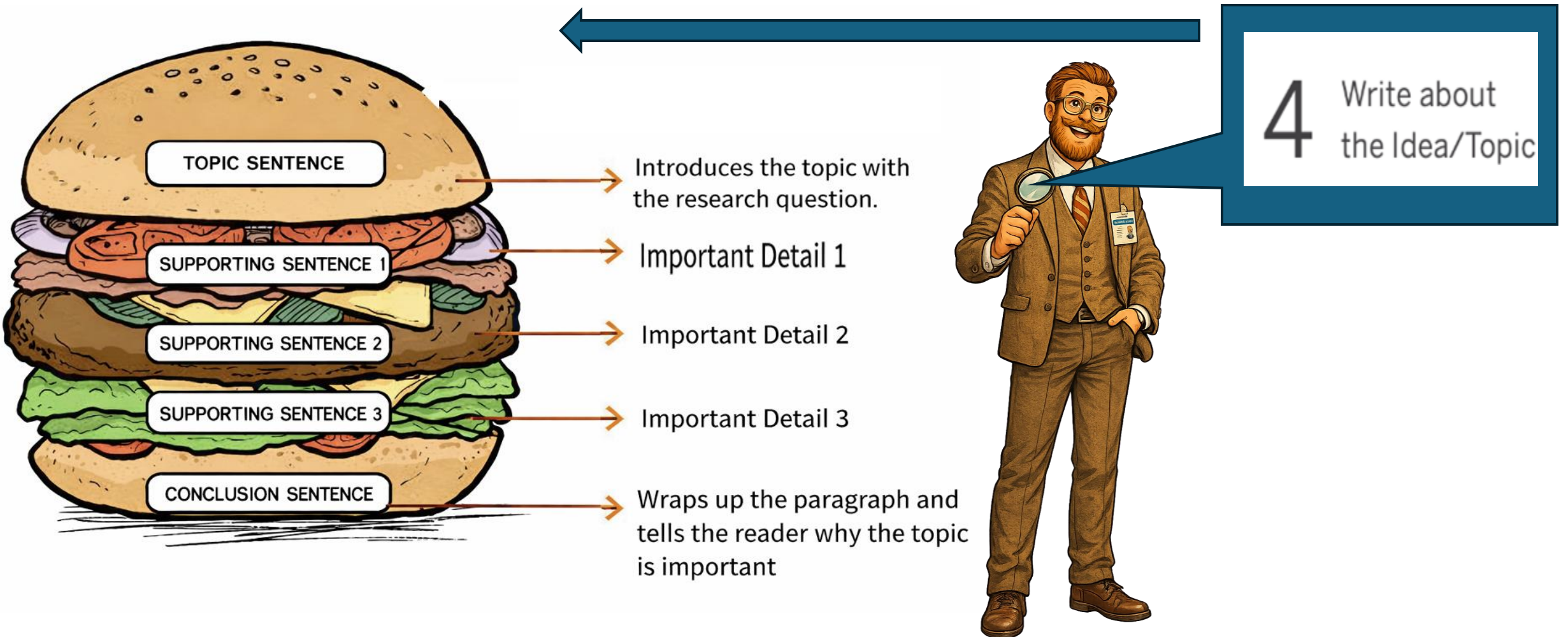


Name: _____ Activity Page 8.1

Text Clues	Paraphrase (my own words)
TITLE:	Paraphrased TITLE:
TEXT HEADINGS Heading 1: Heading 2:	PARAPHRASED HEADINGS Heading 1: Heading 2:
TOPIC SENTENCES Paragraph 1 Topic Sentence: Paragraph 2 Topic Sentence: Paragraph 3 Topic Sentence:	PARAPHRASED TOPIC SENTENCES Paragraph 1: Paragraph 2: Paragraph 3:

Chapter 2: The Great Migration

Informative Paragraph Writing Template



Education Contributors



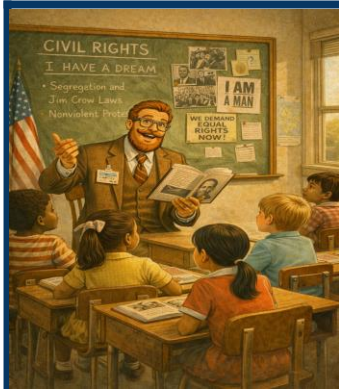
Mary Mcleod Bethune	Started a school in Florida in 1904. Served on President Roosevelt's cabinet.
Founders of Historically Black Colleges and Universities (HBCUs)	There are over one hundred HBCUs in the United States. Choose a HBCU and research its founder.
Daniel Hale Williams	Founded a hospital and school for nurses in 1891.
Hallie Quinn Brown	Founded scholarships for women's education in the 1880s.
Inez Beverly Prosser	Teacher, born in Texas, one of the first African Americans to receive a doctoral degree in psychology, 1933.
Fanny Jackson Coppin	First known female African American principal, 1869.
Booker T. Washington	Founded a teacher's college, Tuskegee Normal and Industrial Institute in 1881.
Geoffrey Canada	Founded Harlem Children's Zone, 1970.

Check for Understanding

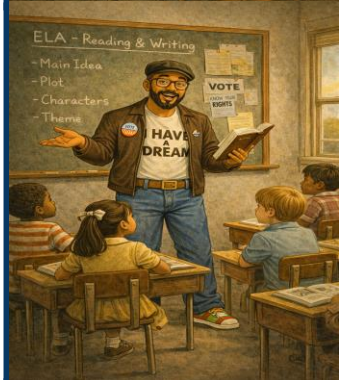
What did you learn about education and what Ruby Bridges had to experience?



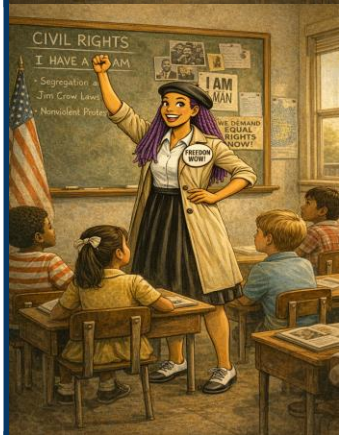
Language Arts Cardinal time



M-W-F T-Th
Joury Sam
Keyla Meheria
Anderson Jaxon
Amari
Aziz



- Dilan
- Kimberly
- Mattias



- Lorenzo
- Dayrani
- Kayden
- Blanca
- Anderson
- Eli
- Abrianna

1

Must complete:

- Exit Ticket (Text Structure Worksheet)

2

Choice Time:

- Unfinished work (desk)
- Choice board (desk)
- Lexia (carpet)
- Read (desk or carpet)

One-pagers: A single page filled with text, or drawings of your personal interpretation of the book.



Lunch

Line up in line order
Remember the 4 rules for our lines

1. Hands to ourselves
2. Move quietly
3. Face forward
4. Single file

Recess

Bathroom

Time For

Science

Expectations:

- Sign our behavioral contract
- Get your. notebooks
- Sit on a circle Criss Cross
- Voices off
- Point your body towards the board
- Be ready to learn



I can . . .

I can make observations and/or measurements to provide evidence of the effects of weathering of



Weathering by Water

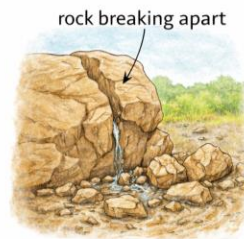


Weathering by Ice



Weathering by Wind

I can model



Weathering



Erosion



Deposition

and explain the benefits and limitations of the model(s) created

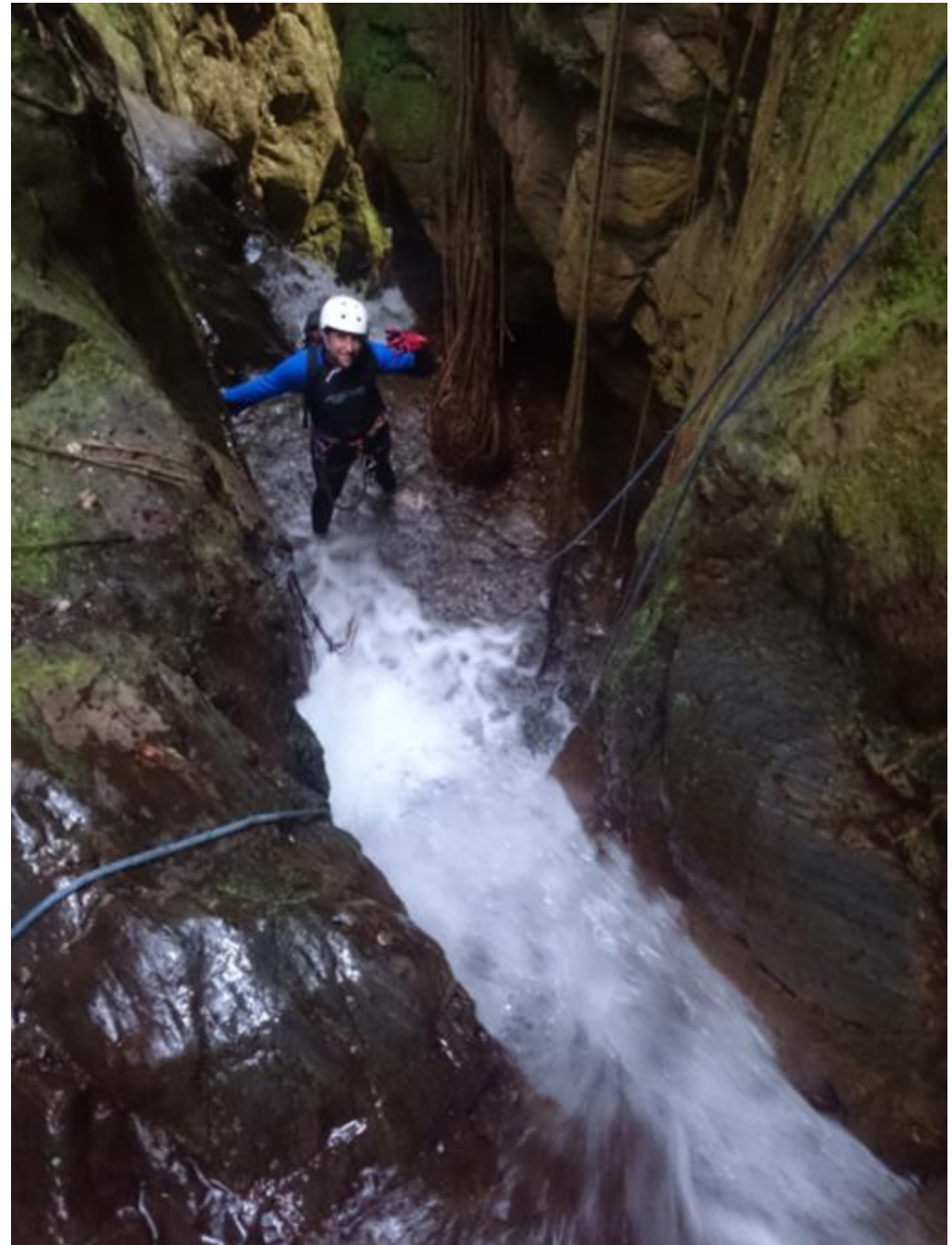


Flood water pounding
against a canyon wall
and wearing it down



Flood water pounding
against a canyon wall
and wearing it down

Weathering



Rain washing away soil from a hillside



Rain washing away
soil from a hillside

Erosion



Layers of sediment
forming at the bottom
of the ocean



Layers of sediment
forming at the bottom
of the ocean

Deposition



A mudslide flowing down a steep hill

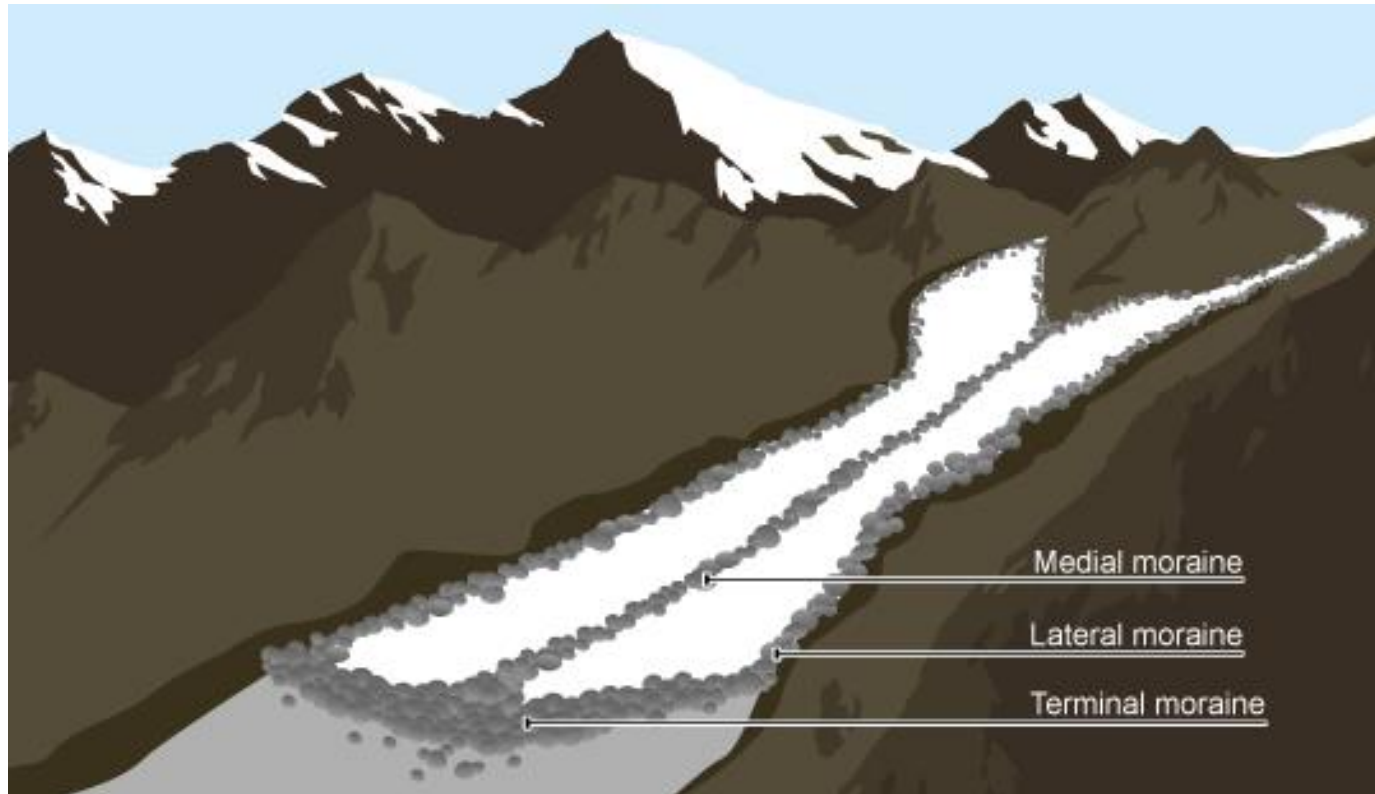


A mudslide flowing
down a steep hill



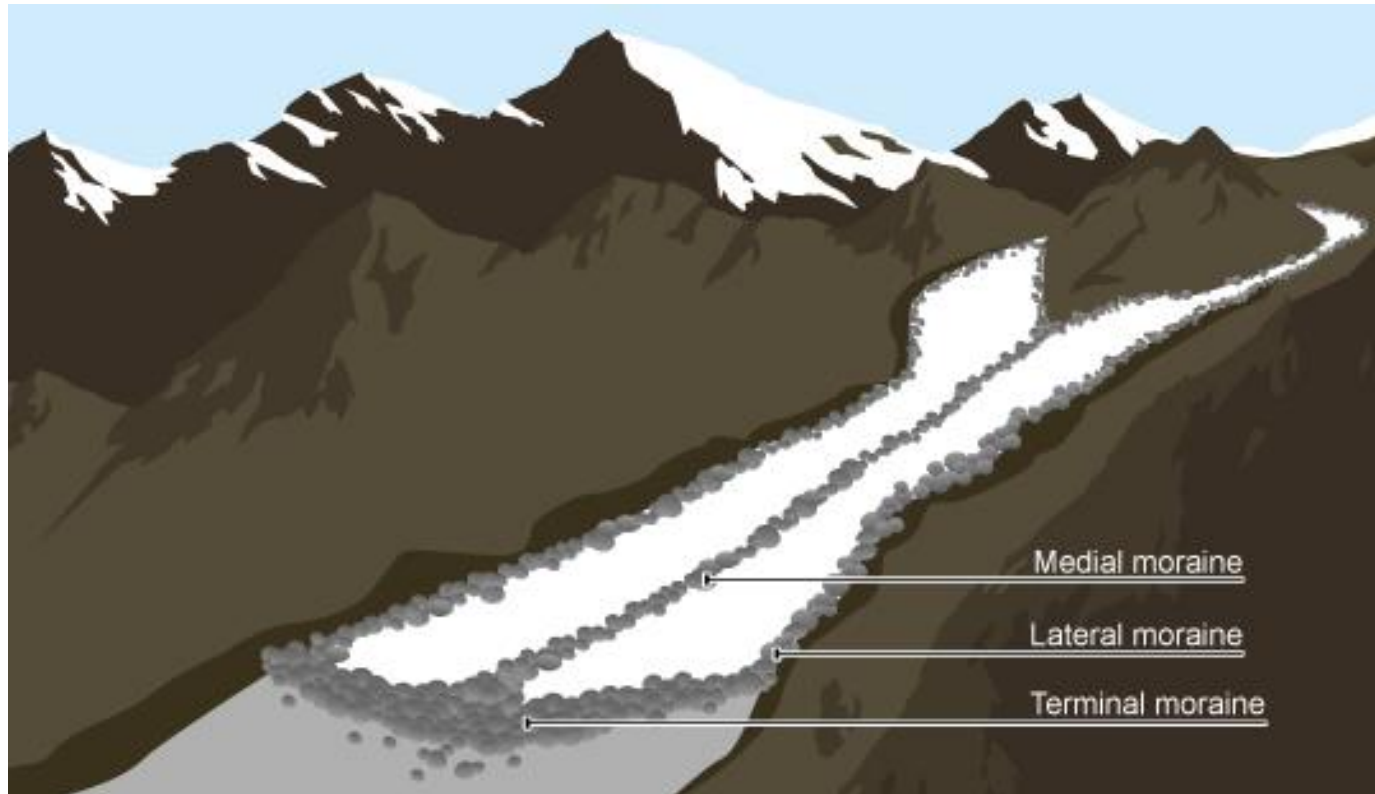
Erosion

Glaciers dropping rock and sand to form terminal moraines



Glaciers dropping rock
and sand to form
terminal moraines

Deposition



Caves being formed
by acid rain dissolving
underground limestone



Caves being formed
by acid rain dissolving
underground limestone

Weathering



Deltas forming at the mouths of rivers



When moving water from rivers empties out into an ocean or larger body of water, the sediment settles and forms a delta

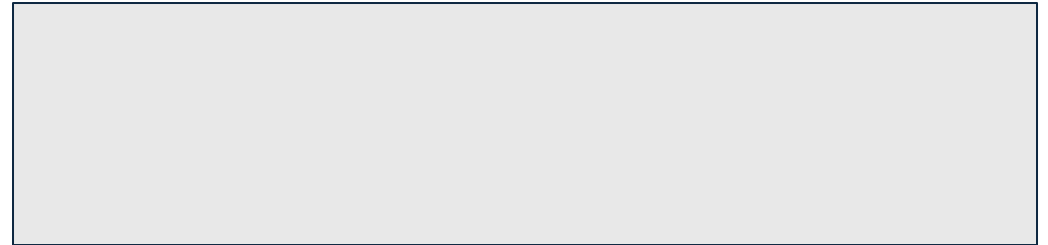
Deltas forming at the mouths of rivers

Deposition



When moving water from rivers empties out into an ocean or larger body of water, the sediment settles and forms a delta

Water getting into cracks, freezing, and breaking the rocks or pavement apart



Water getting into cracks, freezing, and breaking the rocks or pavement apart



Weathering

Wind blowing
sand from one
location to another



Wind blowing
sand from one
location to another



Erosion

Wind blasting sand
at rock and carving
out arches



Wind blasting sand
at rock and carving
out arches

Weathering



Waves dropping sand on the beach

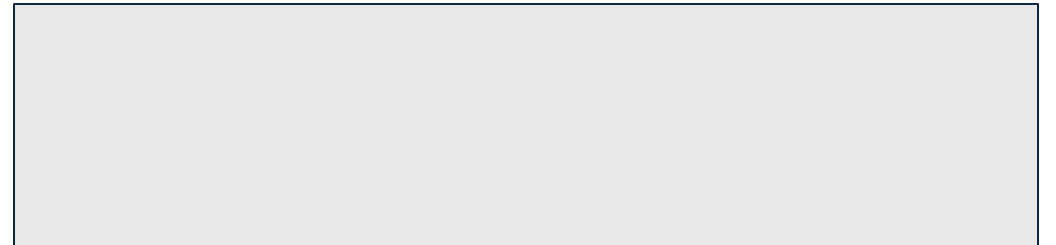
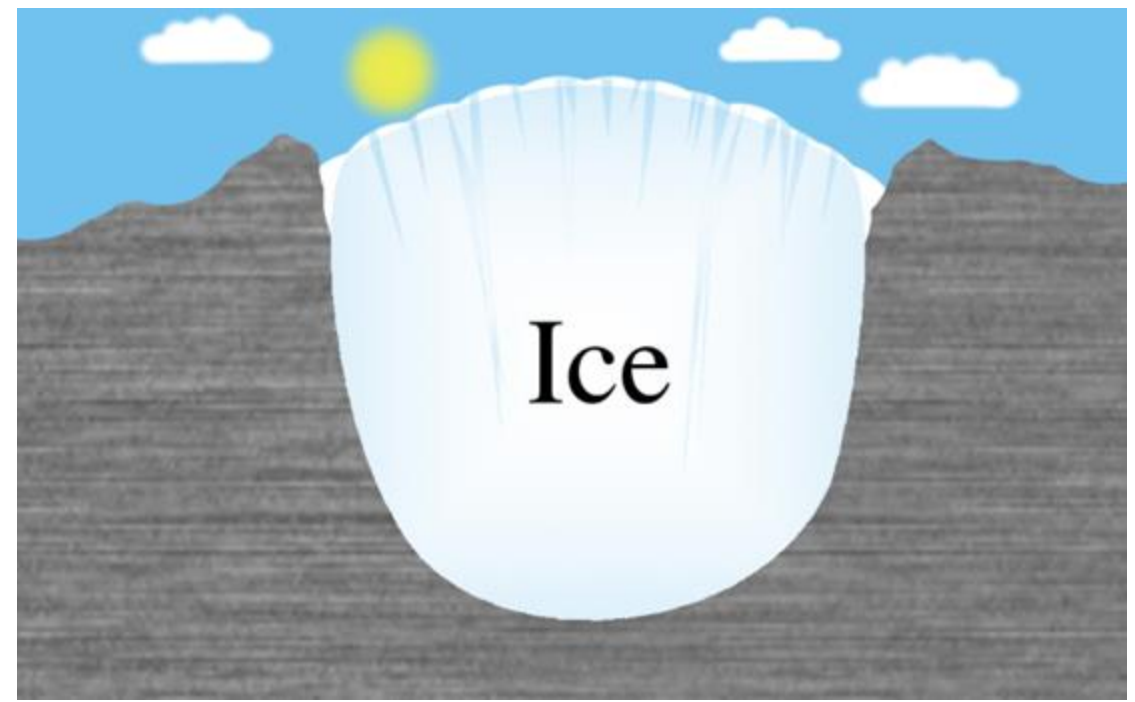


Waves dropping sand
on the beach

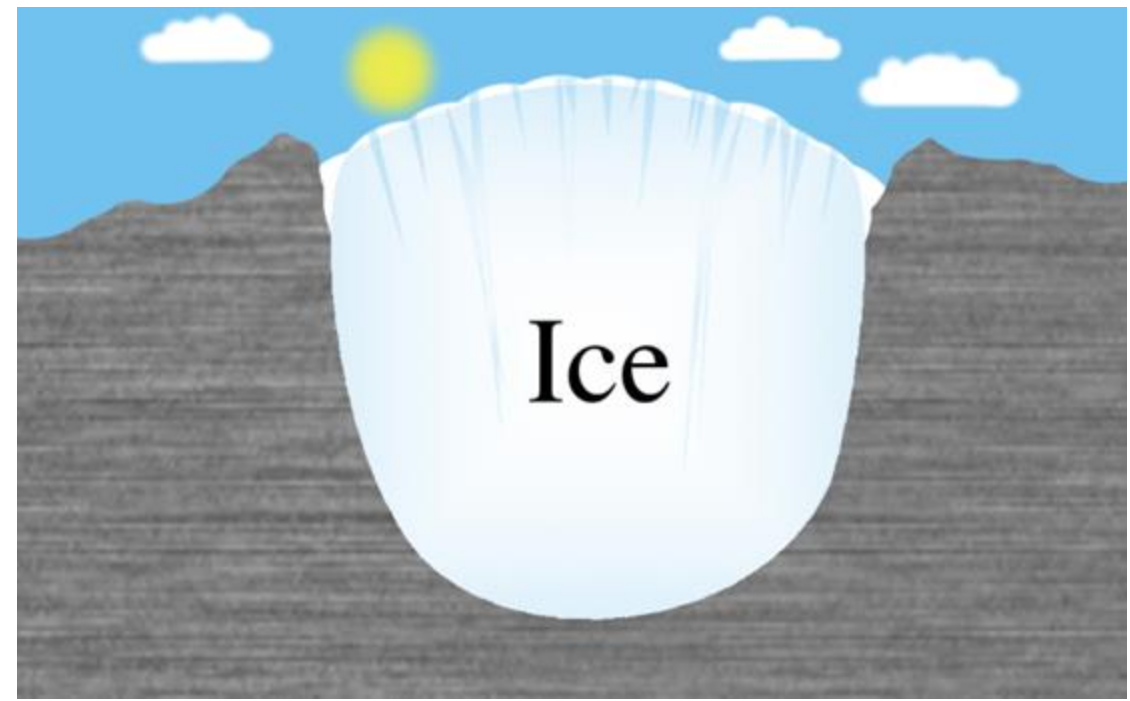
Deposition



Glaciers scraping
rocks across the
earth's surface



Glaciers scraping
rocks across the
earth's surface



Weathering

Muddy water being
carried away by a
fast-moving river

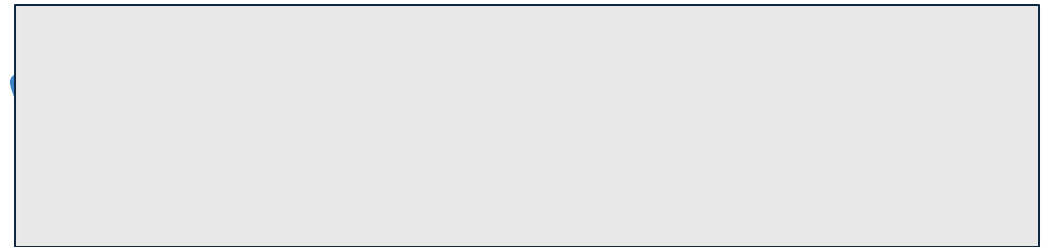


Muddy water being
carried away by a
fast-moving river

Erosion



Rocks being made smooth by tumbling across a streambed



Rocks being made smooth by tumbling across a streambed



Weathering



Ponds filling up with
sediment and
becoming marshes



Ponds filling up with
sediment and
becoming marshes

Deposition



Flood waters moving
soil from one location
to another



Flood waters moving
soil from one location
to another

Erosion



 Create

 Discover

 My Sets

 Favorites

 History

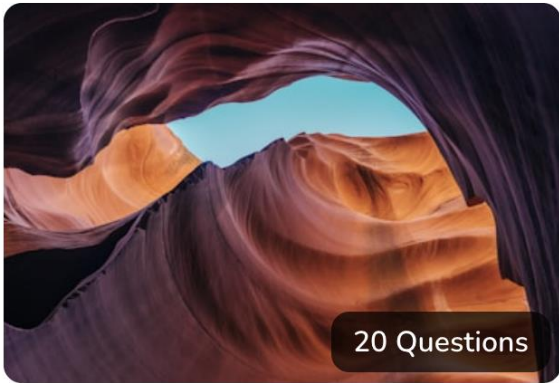
 Homework

 Play

 Settings



 Upgrade to Plus



Weathering, Erosion, Deposition (5th Grade)

 smbarron



Weathering, Erosion, Deposition (5th Grade)

 34.2K Plays  193 Favorites

 Last Updated: Dec 8, 2022

 Host Game

Play Solo

Assign HW

Show all answers

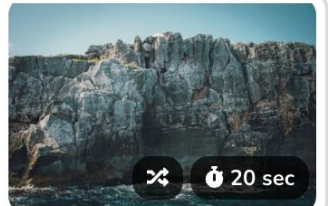
Question 1

What made this canyon?



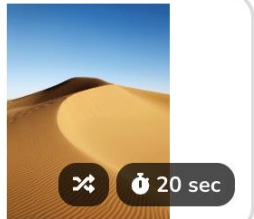
Question 2

What caused these cliffs?



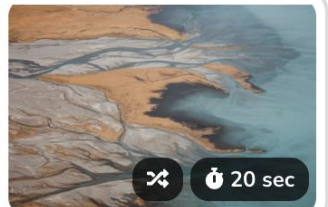
Question 3

What caused this sandhill?



Question 4

What caused this delta?



TeacherBillman 

Create a poster to show what you know about the layers of the earth

You will need:

Someone to draw

Someone to color

Someone look and check facts



Pack-up Dismissal



1. I clean up around my desk
2. I stack my chair (*No more than 5 high*)
3. I get my backpack
4. I put my work folder in my backpack (*Bring it back for the next class*)
5. I put my iPad in my backpack (*if I have school and no test tomorrow*)
6. I sit down quietly on my circle at the carpet