

# 5th Grade Week At A Glance

## Week of August 12th - 16th

### Percy Priest Events and Happenings

*Please be sure to read Dr. Young's email and listen to his weekly callout for more information about events and important dates at Percy Priest.*

To keep up to date with all things 5th grade, you can follow our instagram @5thgradePPE

| Date: | Monday<br>8/12 | Tuesday<br>8/13 | Wednesday<br>8/14 | Thursday<br>8/15   | Friday<br>8/16 |
|-------|----------------|-----------------|-------------------|--------------------|----------------|
|       |                |                 |                   | Open House<br>@6pm |                |



**Math**  
**Miss Van Lenten**  
**allison.vanlenten@mnps.org**

**Standards:** 5.G.B.3 Classify two-dimensional figures in a hierarchy based on properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category

**I Can:**

- Classify 2-D shapes based on their attributes.
  - Parallel lines, Perpendicular Lines, acute angles, obtuse angles, right angles.
- Organize 2-D shapes in hierarchies.
- Identify regular and irregular polygons.

| <b>Date:</b>     | <b>Monday<br/>8/12</b>    | <b>Tuesday<br/>8/13</b>   | <b>Wednesday<br/>8/14</b> | <b>Thursday<br/>8/15</b> | <b>Friday<br/>8/16</b> |
|------------------|---------------------------|---------------------------|---------------------------|--------------------------|------------------------|
|                  |                           | Study Guide<br>Comes Home |                           | 2-D Shapes<br>Assessment | Fast Testing           |
| <b>Homework:</b> | Quadrilateral<br>Practice | Triangle<br>Practice      |                           |                          |                        |

**\*Dates are subject to change due to pacing needs of the class**

We began our first unit, 2-D shapes on Wednesday! Students are learning to determine similarities and differences between 2-D shapes, (for example: comparing the sets of parallel sides between shapes), what makes a figure a polygon, and categorize shapes using a hierarchy.

We will have our first assessment on Thursday! The study guide will come home in their take home folder (Blue folder in their binder) on Tuesday, and we will spend the whole class on Wednesday reviewing. The test will be a mix of multiple choice and short answers. To show their understanding, students will need to be able to explain their reasoning/ justify why certain shapes go in one category vs another.

We had such a great week in math class! I am looking forward to seeing their academic growth this year!

**Social Studies/Science**  
**Dr. Bourlakas**  
**rebecca.bourlakas@mnps.org**

| <b>Date:</b> | <b>Monday<br/>8/12</b>                | <b>Tuesday<br/>8/13</b>               | <b>Wednesday<br/>8/14</b>             | <b>Thursday<br/>8/15</b>              | <b>Friday<br/>8/16</b>                |
|--------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
|              | Science:<br>Engineering<br>and Design | Science:<br>Engineering<br>and Design | Science:<br>Engineering<br>and Design | Science:<br>Engineering<br>and Design | Science:<br>Engineering<br>and Design |

Mystery Science: How Can You Save a Town from a Hurricane?

Standards:

5.ETS1.1: Research, test, re-test and communicate a design to solve a problem.

5.ETS1.2: Plan and carry out tests on one or more elements of a prototype in which variables are controlled and failure points are considered to identify which elements need to be improved.

5.ETS1.3 Describe how failure provides valuable information toward finding a solution.

**English Language Arts  
Mr. Bray  
jeffery.bray@mnps.org**

| <b>Date:</b>     | <b>Monday<br/>8/12</b>   | <b>Tuesday<br/>8/13</b> | <b>Wednesday<br/>8/14</b>    | <b>Thursday<br/>8/15</b> | <b>Friday<br/>8/16</b>   |
|------------------|--|-------------------------|------------------------------|--------------------------|--|
|                  | Lesson 3<br>(Lesson 1 &<br>2 were<br>covered the<br>first week of<br>school) | Lesson 4                | CBM<br>Reading<br>Assessment | Fastbridge<br>Assessment | Writing Task:<br>Write a<br>paragraph<br>summarizing<br>"A New<br>Nation<br>Comes to the<br>Indian<br>Country" |
| <b>Homework:</b> | See email  | See email               | See email                    | See email                |  |

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**Essential Question:** How do cultural beliefs and values guide people?

**Focusing Question:** How did the U.S. westward expansion impact Native American Cultures in the West?

**Standards:**

- Determine the overall main idea of a text
- Determine relevant and irrelevant details in a text
- Summarize a text
- Write an informational paragraph

In module one, students will build on their knowledge of the Westward Expansion. We will look at how Native American cultures were similar to other cultures. We will also read about the Lewis and Clark Expedition.

To show their understanding, students will write a summary of the informational article, "A New Nation Comes to the Indian Country."