

Teacher/Team: 5th Grade	Subject :Math	Week of : Dec. 12	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
<p>5.NF.1 Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	Monday	<p>Fluency Practice: Lesson 9 Sprint: Adding and Subtracting Fractions with Like Units. Application Problem: Hannah and her friend are training to run in a 2-mile race. On Monday, Hannah ran $\frac{1}{2}$ mile. On Tuesday, she ran $\frac{1}{5}$ mile farther than she ran on Monday. How far did Hannah run on Tuesday? If her friend ran $\frac{3}{4}$ mile on Tuesday, how many miles did the girls run in all on Tuesday? Mini Lesson: Using white boards, the students and teachers will use fraction models to relate and reason how to use multiplication of the numerator and denominator by the same factor to make equivalent fractions with like units before adding or subtracting. Crafting: Students will work with their math partners to use multiplication of the numerator and the denominator to change fractions to like units in order to add and subtract on Lesson 9 and 11 Problem Sets. Reflection: Students will complete an Exit Ticket showing their understanding of changing units numerically to add and subtract unlike units.</p>	Discuss problem 2, where George thought you always have to multiply the denominators to find the common unit. How did you show George that he could've found a denominator smaller than 48 for 6 and 8?
	Tuesday	<p>I can add fractions with sums greater than 2.</p> <p>Fluency Practice: Lesson 10 Sprint : Add and Subtract Whole Numbers and Ones with Fraction Units Application Problem: To make punch for the class party, Mrs. Lui mixed $1\frac{1}{3}$ cups orange juice, $\frac{3}{4}$ cup apple juice, $\frac{2}{3}$ cup cranberry juice and $\frac{3}{4}$ cup lemon-lime soda. Mixed together, how many cups of punch does the recipe make? (Extension: Each serving is 1 cup. How many batches of this recipe does Mrs. Lui need to serve her 20 students? Mini Lesson: Using personal white boards, the students and teachers will use numbers lines and multiplication to make like denominators to add fractions with sums greater than 2. Crafting: Students will work with math partners using number lines and multiplication to find like denominators when adding fractions with sums greater than 2. Problem Set Lesson 10 Reflection: Students will complete an exit ticket showing their understanding of adding fractions with sums greater than 2.</p>	Share how you realize when the fraction allows you to make a new whole.
	Wednesday	<p>I can subtract fractions greater than or equal to 1.</p> <p>Fluency Practice: Lesson 12 Sprint: Subtract fractions with unlike units. Application Problem: Max's reading assignment was to read $15\frac{1}{2}$ pages. After reading $4\frac{2}{3}$ pages, he took a break. How many more pages does he need to read to finish his assignment? Mini Lesson: Using personal white boards and number lines, the students and teachers will sketch number lines to show 2 methods of subtracting. (Example: $1\frac{1}{2} - \frac{1}{2}$: Take $\frac{1}{2}$ from 1, then add the difference to $\frac{1}{3}$, or take $\frac{1}{2}$ from $1\frac{1}{2}$.) Crafting: Students will work with math partners to subtract fractions greater than or equal to 1 using a number line and either method. (Lesson 12 Problem Set) Reflection: Students will complete an exit ticket showing their understanding of subtracting fractions greater than or equal to 1.</p>	Share with your partner a time when you did use a number bond to solve and a time when you didn't.
Critical Vocabulary			
<p>numerator</p> <p>denominator</p> <p>equivalent</p> <p>simplest form</p>			

Thursday		
I can use benchmark fractions to assess reasonableness of addition and subtraction equations.	<p><u>Fluency Practice:</u> <u>Application Problem:</u> Mark jogged $3\frac{5}{7}$ km. His sister jogged $2\frac{1}{4}$ km. How much farther did Mark jog than his sister? <u>Mini Lesson:</u> Using white boards, students and teachers will use mental math and benchmark fractions ($\frac{1}{2}$, $\frac{3}{4}$, 1) to estimate if a sum or difference is going to be less than 1, more than 1, around $\frac{1}{2}$, closer to 0, etc. <u>Crafting:</u> Students will work with math partners to use mental math and benchmark fractions to estimate sums and differences of fractions/mixed numbers. (Lesson 13 Problem Set) <u>Reflection:</u> Students will complete an exit ticket showing their understanding of using mental math and benchmark fractions to estimate sums and differences of fractions/mixed numbers.</p>	Why do mathematicians agree it is wise to estimate <i>before</i> calculating?
Friday		
I can strategize to work a complex problem.	<p><u>Fluency Practice:</u> Lesson 14 Sprint: Make Larger Units <u>Application Problem:</u> For a large order, Mr. Magoo made $\frac{3}{8}$ kg of fudge in his bakery. He then got $\frac{1}{4}$ kg from his sister's bakery. If he needs a total of $1\frac{1}{2}$ kg, how much more fudge does he need to make? <u>Mini Lesson:</u> Using white boards, the students and teachers will combine like units in a multi-term problem. Students will use the Commutative Property to change the order of the fractions to put fractions with the same denominator together before adding or subtracting, and doing mental math to solve. <u>Crafting:</u> Students will work with math partners to use the Commutative Property and mental math to combine like terms (denominators) to solve multi-term problems. (Lesson 14 Problem Set) <u>Reflection:</u> Students will complete an exit ticket showing their understanding of using the Commutative Property and mental math to solve multi-term problems.</p>	What did you look for to help you solve the problems easily?

Teacher/Team: 5th Grade	Subject :Social Studies	Week of :	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
5.H.12 Chronological Reasoning: Causation and Continuity	Monday		

<p>5.HT.13 Historical Understanding: Contextualization and Perspectives</p> <p>5.HT.14 Historical Arguments</p> <p>5.HT.15 Interpretations and Synthesis</p>	<p>I can identify causes and effects of the Stamp Act</p>	<p>Mini Lesson: Begin lesson having students listen to and watch “No More Kings” Schoolhouse Rock video on youtube. Ask students to identify complaints the colonies had against England according to the song. Hand out What is a Tax sheet and have students glue into SS journal. Have them read with a partner underling important information. Lead a discussion using the stamp act notes sheet.</p> <p>Crafting: Have students complete the The British Tax worksheet</p> <p>Reflection: Exit slip: What is your opinion about the Stamp Act?</p> <p>Students will be using Social Studies Weekly Week 5 for this week: War in the New World: The French and Indian War</p>	<p>How did the colonists react to the Stamp Act?</p>
Tuesday			
	<p>I can identify causes of the Quartering Act, the Sugar Act and the Townshend Act</p>	<p>Mini Lesson: Students will view the American Revolution “No Taxation Without Representation” powerpoint. Have students discuss with a partner how they feel about the taxing on the colonists. Is it fair or unfair?</p> <p>Crafting: Students will complete reading notes 10. Sections 10.3, 10.4, 10.5 and 10.6</p> <p>Reflection: Exit Slip: What is your opinion about the Quartering act?</p> <p>Students will be using Social Studies Weekly Week 5 for this week: War in the New World: The French and Indian War</p>	<p>Why were the colonists so against British tax?</p>
Wednesday			
	<p>I can identify the effects of the Boston Massacre and the Boston Tea Party</p>	<p>Mini Lesson: Begin lesson by handing out “What is a Harbor” reading passage. Have students read with a partner and underline important information. Lead a discussion using the Boston Tea Party sheet. Have students glue intoSS journals.</p> <p>Crafting: Students will complete reading notes 10 sections 10.7 and 10.8</p> <p>Reflection: Exit Slip: What was the King’s reaction to the Boston Tea Party?</p> <p>Students will be using Social Studies Weekly Week 5 for this week: War in the New World: The French and Indian War</p>	<p>Why do you think the colonists dressed as the Native Americans at the Boston Tea Party?</p>
Critical Vocabulary			
<p>Timeline</p> <p>Taxes</p> <p>Massacre</p> <p>Tea Act</p> <p>Boston Tea Party</p>			
Thursday			
	<p>I can identify the cause of the Boston Tea Party and its effects</p>	<p>Mini Lesson: Have students watch and listen to the song “Dump it off”- the Boston Tea Party song on youtube. Have students discuss with a partner why they think the colonists dumped the tea into the Boston harbor.</p> <p>Crafting: Using their knowledge from their reading notes and the passage “What is a Harbor?” students will create and invitation to the Boston Tea Party. Students should explain when, where, and why this event will take place.</p> <p>Reflection: Social Studies weekly week 5 assessment</p> <p>Students will be using Social Studies Weekly Week 5 for this week: War in the New World: The French and Indian War</p>	<p>What was the main cause of the Boston Tea Party?</p>
Friday			

	I can identify the cause of the Boston Tea Party and its effects	<u>Crafting:</u> Students will view Liberty Kids video “The Boston Tea Party” <u>Students will be using Social Studies Weekly Week 5 for this week: War in the New World: The French and Indian War</u>	What happened as a result of the Boston Tea Party?
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Reading Google Drive Plans:

https://docs.google.com/a/bullitt.kyschools.us/presentation/d/1B0b3M6N5NsGkUDMgyWSg6w1wf_QdcUnHV128Z0pomFs/edit?usp=sharing

Writing Google Drive Plans:

<https://docs.google.com/a/bullitt.kyschools.us/presentation/d/1uG2RMNOMBv0QA5j45zR0SREmKMWGNfTEUShsBqggkfE/edit?usp=sharing>