

Teacher/Team: 5th Grade	Subject :Math	Week of : December 5th	
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>	<p>Monday</p> <p>I can subtract fractions from a number between 1 and 2.</p>	<p>Fluency Practice: Application Problem: The Napoli family combines two bags of dry cat food in a plastic container. One bag had $\frac{5}{8}$ kg of cat food. The other bag had $\frac{3}{4}$ kg. What was the total weight of the container after the bags were combined? Mini Lesson: Using white boards, the students and teachers will draw models to show subtraction of fractions from numbers between 1 and 2. Teachers and students will try 2 methods with models, the subtract method, and the subtract then add (like when subtracting 130-80, it's easier to subtract 100-80, then add back on 30) method. Crafting: Students will work with math partners to model subtraction of a fraction from a number between 1 and 2 (using either method) on Lesson 6 Problem Set, Reflection: Students will complete an Exit Ticket showing their understanding of subtracting a fraction from a number between 1 and 2 using a model.</p>	<p>Compare problems 1(a) and 1(b) with a partner and discuss.</p>
	<p>Tuesday</p> <p>I can solve two-step word problems.</p>	<p>Fluency Practice: Lesson 7 Sprint: Circle the equivalent fraction Application Problem: Mini Lesson: Using the Problem Set and white boards, the students and teachers will draw models to work two-step word problems adding and subtracting fractions. Crafting: Students will work with math partners to solve two-step word problems involving addition and subtraction of fractions by drawing models on Lesson 7 Problem Set. Reflection: Students will complete an Exit Ticket showing their understanding of solving two-step word problems by drawing models to add and subtract fractions.</p>	<p>Discuss 2 different methods to solve Problem 4 with your partner.</p>
	<p>Wednesday</p> <p>I can use equivalent fractions to add and subtract fractions.</p>	<p>Fluency Practice: Application Problem: Mini Lesson: Crafting: Students will complete the Mid-Module Assessment Task for Module 3. Reflection:</p>	
<p>Critical Vocabulary</p> <p>numerator denominator equivalent simplest form</p>			

	Thursday		
I can add fractions to and subtract fractions from whole numbers.	<p><u>Fluency Practice:</u> <u>Application Problem:</u> Jane found money in her pocket. She went to a convenience store and spent $\frac{1}{4}$ of her money on chocolate milk, and $\frac{1}{5}$ of her money on a magazine, and the rest of her money on candy. What fraction of her money did she spend on candy?</p> <p><u>Mini Lesson:</u> Using white boards and empty number lines (or blank paper), students and teachers will add/subtract mixed numbers and whole numbers. Students will use the number line to determine what two whole numbers their answer will be between, and then add or subtract the fraction.</p> <p><u>Crafting:</u> Students will work with math partners on Lesson 8 Problem Set, adding and subtracting mixed numbers and whole numbers on a number line.</p> <p><u>Reflection:</u> Students will complete an Exit Ticket showing their understanding of adding and subtracting mixed numbers and whole numbers on a number line.</p>	Discuss any patterns you noticed from the problem set with your partner.	
	Friday		
I can add and subtract fractions using models.	<p><u>Fluency Practice:</u> <u>Application Problem:</u> <u>Mini Lesson:</u> The students and teachers will review Module 3 Topics A and B concepts. (Teachers will use this day where they need to this week or next as teachers MAP test on different weeks.) <u>Crafting:</u> <u>Reflection:</u></p>		

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 5.GR.9 Human-Environment Interaction	Monday I can interpret and discuss the perspectives of European slave traders and Africans in West Africa	<p><u>Mini Lesson:</u> Display picture of slaves being captured on pg. 80 in SS book and explain to students that we will begin talking about slaves and the dilemmas they faced. Have students discuss where Africa, the Atlantic Ocean, and North America are located in comparison to each other. Tell students that they will be learning about and empathizing with West Africans who were faced with a series of harsh dilemmas after they encountered European slave traders in today’s lesson.</p> <p><u>Crafting:</u> Have students work in groups to read and discuss section 8.3 in their Social Studies book and complete boxes 1,2 and their on their guide to reading notes 8.</p> <p><u>Reflection:</u> Have groups take turns sharing their answers to the critical thinking question- “Why did European slave traders come to West Africa?” Then have students read 8.4 and fill in box 4 on their notes page.</p> <p><u>Students will be using Social Studies Weekly Week 4 for this week: Slavery in the Colonies</u></p>	Why did European slave traders come to West Africa?
	Tuesday I can interpret and discuss the perspective of enslaved Africans during the Middle Passage.	<p><u>Mini Lesson:</u> Display picture of the slave ship on pg. 81 in SS book and conduct discussion with students using the following questions: What do you see? What is drawn on the top half? What is drawn on the lower half? Who might draw this image in enslaved Africans tightly packed on a ship? How would you feel if you were in this situation? How do you think enslaved Africans responded to this situation?</p> <p><u>Crafting:</u> Students will read section 8.5 in SS book and complete box 5 . Then have them discuss critical thinking question B and fill in boxes 6 and 7 on notes sheet.</p> <p><u>Reflection:</u> Have groups take turns sharing their answers to the critical thinking question B and then read section 8.6 and fill in box 8 from their notes.</p> <p><u>Students will be using Social Studies Weekly Week 4 for this week: Slavery in the Colonies</u></p>	What do you think captured Africans were thinking when the slave traders grabbed them and took them aboard the slave ships?
	Wednesday I can interpret and discuss the perspective of African slaves on southern plantations.	<p><u>Mini Lesson:</u> Display picture of the slaves in a cotton field in SS book on pg. 83 and conduct a discussion using the following questions: What do you see? What are the people doing? Why? Who might the man on the horse be? How might have enslaved Africans respond to this condition?</p> <p><u>Crafting:</u> Students will read section 8.7 in SS book and complete 9,10, and 11 on notes page.</p> <p><u>Reflection:</u> Have groups take turns sharing their answers to the critical thinking question C. Have students read section 8.8 and complete box 12 on the notes page.</p> <p><u>Students will be using Social Studies Weekly Week 4 for this week: Slavery in the Colonies</u></p>	What were the chief exports of the colonies? :
Critical Vocabulary European Slave Traders Africans Middle Passage Overseer Abolished Colonial America French and Indian War			

	Thursday		
I can identify causes and effects of the French and Indian War.	<p>Mini Lesson: Have students read “What was the goal of most countries during the mid 1700’s” with a partner and conduct close reading discussion using the French and Indian War questions. Students should be able to identify causes and effects of the conflict.</p> <p>Crafting: Students will read “The French and Indian War” worksheet and answer comprehension and critical thinking questions.</p> <p>Reflection: Teacher will review student answers to comprehension and critical thinking questions.</p> <p>Students will be using Social Studies Weekly Week 4 for this week: Slavery in the Colonies</p>	What were some of the impacts the French and Indian War had on the American colonies?	
	Friday		
I can identify causes and effects of the French and Indian War.	<p>Mini Lesson: Students will reflect on what they learned yesterday about the French and Indian War.</p> <p>Crafting: Students will use a set of historical maps to answer questions about the French and Indian War, identifying causes and effects.</p> <p>Reflection: Teacher will review student answers to historical map activity, determining whether students are able to identify causes and effects of the French and Indian War.</p> <p>Students will be using Social Studies Weekly Week 4 for this week: Slavery in the Colonies</p>	What were some of the causes of the French and Indian war?	

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