

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

	Friday		
	I can solve multi-step word problems and use benchmark numbers to check for reasonableness.	<p><b><u>Fluency Practice:</u></b> Lesson 15 Sprint: Circle the smaller fraction</p> <p><b><u>Application Problem:</u></b></p> <p><b><u>Mini Lesson:</u></b> Using whiteboards and Lesson 15 Problem Set, students and teachers will use RDW to use a bar diagram to draw a representation, decide how to solve, and then solve all steps of the problem. <b>(Problems 1 and 2)</b></p> <p><b><u>Crafting:</u></b> Students will work with their math partners to use the RDW strategy to solve multi-step problems and use benchmark numbers to check for reasonableness. <b>(Lesson 15 Problem Set 3-5)</b></p> <p><b><u>Reflection:</u></b> Students will complete an exit ticket showing their understanding of solving multi-step word problems.</p>	

Reading, Social Studies, & Writing Google Drive Link: <https://drive.google.com/open?id=1FbAf7ezujQmZiz06N66jDzEdl7-RIhuDJCUku0fX84Q>

