

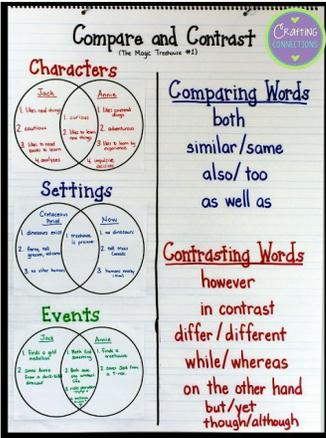
Teacher/Team: 5th Grade	Subject :Math	Week of : November 14	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Monday	<p><u>Fluency Practice:</u> <u>Application Problem:</u> <u>Mini Lesson:</u> The teacher will review division concepts with students, estimating quotients before dividing. <u>Crafting:</u> Topic F Assessment <u>Reflection:</u></p>	
	Tuesday	<p>I can divide decimal dividends by multiples of 10, reasoning to place the decimal and making connections to the written method.</p> <p><u>Fluency Practice:</u> <u>Application Problem:</u> A long time runner compiled her training distances in the following chart. Fill in the missing values. (The teacher will post chart for students to use.) <i>Noticings: Before solving the problem, teachers will explain to students that they will write three noticings about this problem. Teachers should tell students that noticings are not them solving the problem, but what they see inside of the problem (may be that we are talking about eggs, or the numbers they see in the problem, the day of the week, etc.) Teachers will record students noticings as they write them and then share similar noticings with the class. Students will then solve the problem independently for a few minutes before discussing with a partner.</i></p> <p><u>Mini Lesson:</u> Using white boards and place value charts, the students and teachers will draw place value disks and divide by 10, noticing the pattern in the placement of the decimal. Students and teachers will rename numbers in unit form (ie. 5.4 as 54 tenths) to reason about decimal placement. <u>Crafting:</u> Students will work with math partners on Lesson 24 Problem Set to divide decimal dividends by multiples of 10, noticing the pattern in the placement of the decimal. Students will use unit form to rename decimals and reason about decimal placement. <u>Reflection:</u> Students will complete an exit ticket showing their knowledge of dividing decimals by multiples of 10.</p>	Describe the pattern that you noticed in our lesson when a smaller number is divided by a greater number.
	Wednesday		
	I can use basic facts to estimate decimal quotients with two-digit divisors and reason about the placement of the decimal.	<p><u>Fluency Practice:</u> <u>Application Problem:</u> Ms. Heinz spent 12 dollars on 30 bus tokens for the field trip. What was the cost of 12 tokens? <i>Noticings: Before solving the problem, teachers will explain to students that they will write three noticings about this problem. Teachers should tell students that noticings are not them solving the problem, but what they see inside of the problem (may be that we are talking about eggs, or the numbers they see in the problem, the day of the week, etc.) Teachers will record students noticings as they</i></p>	Compare your estimate for 1(c) and 1(e) with a partner and defend your choice.
Critical Vocabulary			

		<p>write them and then share similar noticings with the class. Students will then solve the problem independently for a few minutes before discussing with a partner.</p> <p>Mini Lesson: Using whiteboards, the students and teachers will estimate quotients of decimal division problems in unit form (39.1 divided by 17 as 4 tens divided by 2 tens). This would then be related to a problem with a dividend 10 times less (3.91 divided by 17 estimated as 400 hundredths divided by 20 ones).</p> <p>Crafting: Students will work with their math partners to complete Lesson 25 Problem Set estimating quotients of decimal division problems in unit form and relating them to problems with a dividend 10 times less.</p> <p>Reflection: Students will complete an exit ticket showing their knowledge of estimate quotients when dividing decimals.</p>	
Thursday			
<p>I can divide decimal dividends by 2-digit divisors, estimating quotients and reasoning about the placement of the decimal.</p>		<p>Fluency Practice:</p> <p>Application Problem: <i>Today, the Application Problem is done after the Mini Lesson but before the crafting.</i> Find the whole number quotient and remainder of the following two expressions: $201/12$ $729/45$. Use $<$, $>$, or $=$ to complete the sentence: $201/12$ ___ $729/45$, and justify your answer using decimal quotients. <i>Noticings: Before solving the problem, teachers will explain to students that they will write three noticings about this problem. Teachers should tell students that noticings are not them solving the problem, but what they see inside of the problem (may be that we are talking about eggs, or the numbers they see in the problem, the day of the week, etc.) Teachers will record students noticings as they write them and then share similar noticings with the class. Students will then solve the problem independently for a few minutes before discussing with a partner.</i></p> <p>Mini Lesson: Using whiteboards, the students and teachers will compare 2 division problems with the same quotient and remainder. Students will decompose the remainder into a decimal on each problem and keep dividing in unit form to see if the 2 problems are truly equal. Students and teachers will continue solving division with remainders by decomposing the remainders into decimals to solve.</p> <p>Crafting: Students will work with math partners to complete Lesson 26 Problem Set, solving division problems, decomposing the remainder into a decimal and dividing its unit form.</p> <p>Reflection: Students will complete an exit ticket showing their understanding of solving division problems, decomposing the remainder into a decimal and dividing its unit form.</p>	<p>Explain how you could prove whether two division expressions with the same whole number quotients and remainders are equivalent.</p>
Friday			
<p>I can divide decimal dividends by 2-digit divisors, estimating quotients and reasoning about the placement of the decimal.s.</p>		<p>Fluency Practice:</p> <p>Application Problem: Michael has 567 pennies, Jorge has 464 pennies, and Jaime has 661 pennies. If the pennies are shared equally by the 3 boys and 33 of their classmates, how much money will each classmate receive? Express your final answer in dollars. <i>Noticings: Before solving the problem, teachers will explain to students that they will write three noticings about this problem. Teachers should tell students that noticings are not them solving the problem, but what they see inside of the problem (may be that we are talking about eggs, or the numbers they see in the problem, the day of the week, etc.) Teachers will record students noticings as they write them and then share similar noticings with the class. Students will then solve the problem independently for a few minutes before discussing with a partner.</i></p> <p>Mini Lesson: Using white boards, the students and teachers will decompose place value remainders (11 ones into 110 tenths) and divide decimals, reasoning about the placement of the decimal.</p>	<p>Explain how you know that your placement of the decimal point was reasonable on problem 2.</p>

		<p><u>Crafting:</u> Students will work with math partners to complete Lesson 27 Problem Set, estimating and dividing decimals using decomposition of place value remainders and reasoning about decimal placement in the quotient.</p> <p><u>Reflection:</u> Students will complete an exit ticket showing their understanding of solving decimal division using decomposition of place value remainders and reasoning about decimal placement in the quotient.</p>	
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Teacher/Team: 5th Grade	Subject :Social Studies	Week of : Nov. 14	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
5.HT.12 Chronological Reasoning: Causation and Continuity 5.HT.14 Historical Arguments	Monday		
	<p>I can read and analyze a passage, identifying key details pertaining to the Middle Colonies.</p> <p>I can summarize important information about the Middle Colonies.</p>	<p><u>Mini Lesson:</u> Students will read close reading passage “Why do you think the Middle Colonies were referred to as the “bread basket”?” with a partner. Teacher will conduct a class discussion using discussion questions.Highlight one or two questions to ask the students after the passage to check comprehension. Students will complete Middle Colonies portion of “Name the 13 Colonies” sheet in their SS notebooks. They will also complete the Middle Colonies portion on the map.</p> <p><u>Crafting:</u> Explain to students that they will be rotating in groups through a series of 3 centers today in which they will read information pertaining to the geography, people, jobs and climate of the Middle Colonies region. They will complete an organizer recording important information. They will then glue this into their SS journals.</p> <p><u>Reflection:</u> Students will complete 3-2-1 summarize exit slip and glue into their SS journals. Remind students to take home their SS journals to study the New England and Middle Colonies.</p>	Explain why the Middle Colonies were referred to as the “bread basket”.
	Tuesday		
	<p>I can read and analyze a passage, identifying key details pertaining to the Southern Colonies.</p> <p>I can summarize important information about the Southern Colonies.</p>	<p><u>Mini Lesson:</u> Students will read close reading passage “What is a plantation?” with a partner. Teacher will conduct a class discussion using discussion questions. Highlight one or two questions to ask students after the passage to check their comprehension. Students will complete Southern Colonies portion of “Name the 13 Colonies” sheet in their SS notebooks. They will also complete the Southern Colonies portion on the map sheet.</p> <p><u>Crafting:</u> Explain to students that they will be rotating in groups through a series of 3 centers today in which they will read information pertaining to the geography, people, jobs and climate of the Southern Colonies region. They will complete an organizer recording important information. They will then glue this into their SS journals.</p> <p><u>Reflection:</u> Students will complete 3-2-1 summarize exit slip and glue into their SS journals. Remind students to take home their SS journals to study the New England, Middle and Southern Colonies.</p>	What can you infer about the geography of the Southern Colonies?
	Wednesday		
	<p>I can describe the geography, climate, and the way of life for the New England, Middle and Southern Colonies.</p>	<p><u>Mini Lesson:</u> Briefly review student notes and activities from the past week. Explain to students that they should be able to describes the geography, climate, people’s way of life, including “jobs” for the assessment Monday.</p> <p><u>Crafting:</u> Students will work with a partner to fill in notes pages to use for a study guide.</p> <p><u>Reflection:</u> Review answers to Colonies notes pages/ Study Guide</p>	Describe the climate of the New England Colonies.
Critical Vocabulary			
Colonies New England Colonies Southern Colonies Middle Colonies Slaves Indentured Servants	Thursday		
	<p>I can identify the geography, climate, and the way of life for the New England, Middle and Southern Colonies.</p>	<p><u>Mini Lesson:</u> Briefly review student notes and activities from the past week. Explain to students that they should be able to describes the geography, climate, people’s way of life, including “jobs” for the assessment Thursday.</p> <p><u>Crafting:</u> Studens will work with a partner to fill in notes pages to use for a study guide.</p> <p><u>Reflection:</u> Review answers to Colonies notes pages/ Study Guide</p>	Describe the climate of the of each colony. Discuss with a partner the important facts of each colony.
	Friday		

	<p>I can describe the geography, climate, and the way of life for the New England, Middle and Southern Colonies.</p>	<p><u>Mini Lesson:</u> Briefly review student notes and activities from the past week. Explain to students that they should be able to describes the geography, climate, people’s way of life, including “jobs” for the assessment Thursday. <u>Crafting:</u> Students will play 13 Colonies Scoot Game Review in order to review for the test. <u>Reflection:</u> Review answers to Colonies Scoot Game.</p>	<p>Explain the way of life of the people from the Middle Colonies.</p>
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Teacher/Team: 5th Grade	Subject: Reading Workshop	Week of: November 14	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
<p>5.RL.3 compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p>	<p>Monday</p>  <p>I can compare and contrast two or more characters, settings, or events in literature.</p>	<p>Mini Lesson: Today teachers will introduce the comprehension strategy compare and contrast. Teachers will create anchor chart with students to discuss how we can compare and contrast inside of a text. Using the read aloud teachers are reading in their class (or a book you have recently read) Teachers will compare two characters, settings, and events in the text. Teachers will also discuss words that we use in our writing/conversation when we are comparing and contrasting and have students write these words on their notes page and glue into their notebooks to use as reference.</p> <p>Crafting: As students read from their just right books, teachers will encourage them to compare two characters from inside their text. How are these characters alike and different in the book. Students will create venn diagrams in their reading notebooks to share their information.</p> <p>Reflection: Students will share their books from today and how they compared and contrasted two characters from their story.</p>	<p>: Why is it important to compare two characters from the same book?</p>
	<p>Tuesday</p> <p>I can compare and contrast two or more characters, settings, or events in literature.</p>	<p>Mini Lesson: Teachers will review with students yesterday’s anchor chart for comparing and contrasting characters, settings, and events in literature. Teachers will read with students the text “From Soliders, Sleds, and Sam” As teachers read they will code text imporatance that will help them compare two characters in the text. Teachers will ask students to help them code the text and compare the characters. Teachers will create a Venn Diagram to help compare the characters in the story.</p> <p>Crafting: As students read from their just right books, teachers will encourage them to compare two characters from inside their text. How are these characters alike and different in the book. Students will create venn diagrams in their reading notebooks to share their information.</p> <p>Reflection: Students will share their books from today and how they compared and contrasted two characters from their story.</p>	<p>How can we use a graphic organizer to help us organize our thoughts about the two characters?</p>
	<p>Wednesday</p> <p>I can compare and contrast two or more characters, settings, or events in literature.</p>	<p>Mini Lesson: Today teachers will read the book Train to Somewhere by: Eve Bunting. As teachers read this book they will be noting similiarires and differences between Nora and Marianne. Teachers and students will complete the compare/contrast organizer to discuss how Nora and Marianne are alike and how they are different. Together they will write a paragraph to compare and contrast Nora and Marianne.</p> <p>Crafting: As students read from their just right books, teachers will encourage them to compare two characters from inside their text. How are these characters alike and different in the book. Students will create venn diagrams in their reading notebooks to share their information.</p> <p>Reflection: Students will share their books from today and how they compared and contrasted two characters from their story.</p>	<p>How can comparing and contrasting two characters in a story help you better understand the text?</p>
<p>Critical Vocabulary</p> <p>compare contrast character setting events liteature</p>			

	<p>Thursday</p> <p>I can compare and contrast two or more characters, settings, or events in literature.</p>	<p>Mini Lesson: Teachers will review anchor charts with students on comparing and contrasting characters, settings, and events in literature. Today students and teachers will read The Little Glass Slipper as a class. They will compare Cinderella to her step sister by discussing how they are alike and how they are different using characters traits (Students will glue character traits notes page into their notebook) Please collect this passage as students will need it for tomorrow's assessment.</p> <p>Crafting: As students read from their just right books, teachers will encourage them to compare two characters from inside their text. How are these characters alike and different in the book. Students will create venn diagrams in their reading notebooks to share their information.</p> <p>Reflection: Students will share their books from today and how they compared and contrasted two characters from their story.</p>	<p>How is the main character Cinderella alike and different from her step sisters in terms of character traits and how she is treated by other characters?</p>
	<p>Friday</p> <p>I can compare and contrast two or more characters, settings, or events in literature.</p>	<p>Assessment: Students will read and complete assessment to show their understanding of comparing and contrasting settings, events, and characters in literature.</p>	

Writing Plans Google Drive Link:

https://docs.google.com/a/bullitt.kyschools.us/presentation/d/1xzUf_ZPhg86L20DLKWYZzVO-O09A9yxU1jrf1dfUVS8/edit?usp=sharing