

Teacher/Team: 5th Grade	Subject :Math	Week of : Nov. 7	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Monday	<p><u>Fluency Practice:</u> <u>Application Problem:</u> <u>Mini Lesson:</u> <u>Crafting:</u> <u>Reflection:</u></p> <p>TEACHER PLANNING DAY</p>	
	Tuesday	<p><u>Fluency Practice:</u> <u>Application Problem:</u> <u>Mini Lesson:</u> <u>Crafting:</u> <u>Reflection:</u></p> <p>ELECTION DAY, NO SCHOOL</p>	
	Wednesday		
	I can divide three- and four-digit dividends by two-digit divisors.	<p><u>Fluency Practice:</u> <u>Application Problem:</u> Zenin’s baby sister weighed 132 ounces at birth. How much did his sister weigh in pounds and ounces? <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, the students and teachers will use place value and unit form to divide three- and four-digit dividends by two-digit divisors. (Example: 590 divided by 17. 5 hundreds can’t be divided by 17, but 59 tens or 590 can).</p> <p><u>Crafting:</u> Students will work with math partners to complete Problem Set Lesson 22 using place value and unit form to divide three- and four digit dividends by two-digit divisors.</p> <p><u>Reflection:</u> Students will complete an exit ticket showing their knowledge of using place value and unit form to divide three- and four-digit dividends by two-digit divisors.</p>	Explain your thought process as you solved Problem 1(f). What were you thinking as you recorded a digit in the ones place of your quotient and recorded your remainder? Was anyone tempted to say the answer was 4 with a remainder of 14?
Critical Vocabulary			
	Thursday		
	I can divide three- and four-digit dividends by two-digit divisors.	<p><u>Fluency Practice:</u> <u>Application Problem:</u> The rectangular room measures 224 square feet. One side of the room is 14 feet long. What is the perimeter of the room? <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</i></p>	When dividing, did your estimate need to be adjusted at times? When? What did you do in order to continue dividing?

		<p><i>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, the students and teachers will divide three- and four-digit dividends by two-digit divisors using knowledge of place value and unit form to place the quotient and reason about the remainder in each place value.</p> <p><u>Crafting:</u> Students will work with math partners to complete Lesson 23 Problem Set, showing their knowledge of dividing three- and four-digit dividends by two-digit divisors using knowledge of place value and unit form to place the digits in the quotient and reason about the remainder in each place value.</p> <p><u>Reflection:</u> Students will complete an exit ticket showing their knowledge of dividing three- and four-digit dividends by two-digit divisors using knowledge of place value and unit form to place the digits in the quotient and reason about the remainder in each place value.</p>	
	Friday		
	I can divide up to four-digit dividends by two-digit divisors, reasoning about place value on each remainder and connected to a written method.	<p><u>Fluency Practice:</u></p> <p><u>Application Problem:</u></p> <p><u>Mini Lesson:</u> The teacher will review division concepts with students, estimating quotients before dividing.</p> <p><u>Crafting:</u> Topic F Assessment</p> <p><u>Reflection:</u></p>	

Teacher/Team: 5th Grade	Subject :Social Studies	Week of : Nov. 7	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
5.HT.12 Chronological Reasoning: Causation and Continuity	Monday		

5.HT.14 Historical Arguments		<u>Teacher Planning Day</u>	
	Tuesday		
		<u>Election Day, NO SCHOOL</u>	
	Wednesday		
	I can compare and contrast the colonies of Roanoke, Jamestown, and Plymouth	<u>Crafting:</u> Students will complete “Comparing the Colonies” quiz	How are the colonies of Roanoke, Jamestown and Plymouth different? How are they the same?
Critical Vocabulary			
Colonies New England Colonies Southern Colonies Middle Colonies		Thursday	
	I can explain how environment effected the production of goods within the 13 colonies	<u>Mini Lesson:</u> Students will view Brain Pop video : 13 Colonies and then discuss. Pass out the Brain Pop quiz before the students watch the video and have students read the questions. After the video have the students take the quiz and go over it with them. Students will then complete Colonial Products activity. <u>Crafting:</u> Students will complete “The 13 Colonies” map and glue into SS journals. <u>Reflection:</u> Have students discuss as a group why specific products were so important to specific regions (students should be able to identify characteristics of the environment that would have led to specific products being produced by the colonies in each region.)	Explain how the environment effected the production of goods within the 13 colonies.
	Friday		
	I can read and analyze a passage, identifying key details pertaining to the New England Colonies. I can summarize important information about the New England Colonies.	<u>Mini Lesson:</u> Students will read close reading passage “Who were the Pilgrims? Why did they travel to the new land?” with a partner. Teacher will conduct a class discussion using discussion questions. (Choose a few questions before to share with students so they can look for information as they read the passage.) Highlight one or two questions to ask the students after the passage to check comprehension. Students will complete New England Colonies portion of “Name the 13 Colonies” sheet and glue into SS journals. They will also complete the New England colonies portion on the map sheet. <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 New England region. They will complete an organizer recording important information. They will then glue this into their SS journals. <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.	What can you infer about the people that lived in the Middle Colonies region?

Teacher/Team: 5th Grade	Subject: Reading Workshop	Week of: Nov. 7	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
<p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text.</p> <p>5.RF.4 Read with sufficient accuracy and fluency to support comprehension</p>	Monday		
		<u>Teacher Planning Day</u>	
	Tuesday		
		<u>Election Day- NO SCHOOL</u>	
Critical Vocabulary			
<p>science fiction</p> <p>comprehension</p> <p>monitoring comprehension</p> <p>fix up strategies</p> <p>summarize</p>	I can read text with purpose and understanding.	<p><u>Mini Lesson:</u> Today teachers will introduce the genre Science Fiction. Teachers will use Benchmark Unit 4 Week 2 Day 1, Features of a Science Fiction text to help them make an anchor chart with their class. Teachers and students will read and analyze the Science Fiction story Invisible Planetoids of Mars. Teachers and students will discuss the features of this text that make it a science fiction text and they will summarize the text. (Teachers should still discuss last weeks comprehension strategy summarize and thinking Strategy Fix up Monitoring. You may want to especially pay attention to their inner voice because when reading science fiction they may have to reread often to understand the text)</p> <p><u>Crafting:</u> As students read from their just right book baskets today, teachers will encourage students to listen to their inner voice as they read today and record their thoughts on post it notes. Teachers will want to guide students to make sure they are recording meaningful thoughts from their inner voice.</p> <p><u>Reflection:</u> Students will share their books from today and what they recorded on their post its from their inner voice.</p>	What text features are included in a science fiction text?
	Thursday		
	I can read text with purpose and understanding.	<p><u>Mini Lesson:</u> Teachers will review their anchor charts with students over science fiction features. Today teachers and students will read Fireballs of Fury and discuss the text features that make this a science fiction text. Teachers will use Benchmark Unit 4 Week 2 Day 2 to compare the features of today's text to yesterday's text Invisible Planetoids of Mars. (Teachers should still discuss last weeks comprehension strategy summarize and thinking Strategy Fix up Monitoring you may want to especially pay attention to their inner voice because when reading science fiction they may have to reread often to understand the text)</p> <p><u>Crafting:</u>As students read from their just right book baskets today, teachers will encourage students to listen to their inner voice as they read today and record their thoughts on post it notes. Teachers will want to guide students to make sure they are recording meaningful thoughts from their inner voice.</p> <p><u>Reflection:</u> Students will share their books from today and what they recorded on their post its from their inner voice.</p>	How would you compare a science fiction text to a historical fiction text?

	Friday	<p>Mini Lesson: Together teachers and students will read a longer Science Fiction Story: Dream Pilot. As teachers read today they should model their fix up strategies to help them understand the text. Teachers should give students a post it and encourage them to record what their inner voice is thinking as the teacher reads the text aloud. Teachers will use Day 3 in Benchmak to help guide the classroom discuss about this text. Together as a class we will create a summary about Dream Pilot.</p> <p>Crafting:As students read from their just right book baskets today, teachers will encourage students to listen to their inner voice as they read today and record their thoughts on post it notes. Teachers will want to guide students to make sure they are recording meaningful thoughts from their inner voice.</p> <p>Reflection: Students will share their books from today and what they recorded on their post its from their inner voice.</p>	How does the author structure the story “Dream Pilot”? How can you tell?
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Teacher/Team: 5th Grade	Subject: Writing Workshop	Week of: Nov. 7	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
<p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose , and audience.</p> <p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	Monday	<u>Teacher Planning Day</u>	
	Tuesday	<u>Election Day, NO SCHOOL</u>	
	Wednesday		
	<p>I can conduct research projects.</p> <p>I can gather and summarize revelant information from sources.</p>	<p>Mini Lesson: Lucy Calkins Unit 4 Lesson 1 Pg. 2 (Investigating to Understand an Argument) Teachers will be discussing with students how today they will be learning that when writers are composing an argument, you will need to collect evidence not to support what you first think about the issue, but instead, evidence that allows you to think through the various sides of the argument.</p> <p>Crafting: Students will work through their opinion piece by completing the link section pg. 8. Teachers will confer with small groups/individuals.</p> <p>Reflection: Teachers will discuss where they are in the writing process and see where they need to go from this point on. Share portion pg. 10</p>	Explain how you use your schema to support your arugment.

Critical Vocabulary			
<p>Argument Opinion Investigating Persuasive Relevant Information suspending judgement gathering evidence</p>	<p>Thursday</p> <p>I can write routinely over extended time frames.</p> <p>I can write an opinion piece.</p>	<p>Mini Lesson: Lucy Calkins Unit 4 Lesson 2 Pg. 15 (Flash-Drafting Arguments) Teachers will be discussing with students how today they will be learning that when you write essays-personal, literary, argument, or otherwise-the writer often organizes his/her opinion and reasons into a box-and-bullet structure. Writers of any genre, once they have a rough idea of structure, often try to get the whole piece of writing down on the page quickly, roughly, and then go back to revise.</p> <p>Crafting: Students will work through their opinion piece by completing the link section pg. 17. Teachers will confer with small groups/individuals.</p> <p>Reflection: Teachers will discuss where they are in the writing process and see where they need to go from this point on. Share portion pg. 23</p>	<p>Explain how flash drafting helps guide the writing process.</p>
	<p>Friday</p> <p>I can produce clear writing appropriate to task, purpose, and audience.</p> 	<p>Mini Lesson: Students will use the picture/prompt below to tell the story. Students will ask themselves the following questions: “What happened leading up to this picture? How did the turkey end up on the girl’s head? What would the turkey say about what happened?”</p> <p>Crafting: Students will use the information they have learned the past few weeks to write about the events related to the picture in their writing journal. Students will be focusing on using correct punctuation and capitalization in their writing.</p> <p>Reflection: Students will share their stories with their peers during share square.</p>	<p>Explain how you used your schema to utilize writing techniques in today’s writing piece.</p>