Teacher/Team: 5th Grade	Subject :Math	Week of : Oct. 17	
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. 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Monday		
		Fluency Practice: ***Application Problem:*** ***Mini Lesson:*** ***Crafting:*** ***Reflection:*** No School-Teacher Planning Day	
	Tuesday		
	I can reason about the product of a whole number and a decimal using place value understanding and estimation.	***Fluency Practice:*** ***Application Problem:*** Thirty-two cyclists make a seven-day trip. Each cyclist requires 8.33 kilograms of food for the entire trip. If each cyclist wants to eat an equal amount of food each day, how many kilograms of food will the group be carrying at the end of Day 5? *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.* ***Mini Lesson:*** Using whiteboards, the students and teachers will continue solving multiplication problems with whole numbers and decimals. The teacher will review Lessons 10 and 11, using estimation to place the decimal. ***Crafting:*** Students will work with math partners to solve multiplication of a decimal and a whole number, using estimation to place the decimal. ***Reflection:*** Students will complete an exit ticket showing their understanding of multiplying a whole number by a decimal, using estimation to place the decimal.	Explain the effect that multiplying by a factor just larger than 1 and a factor just less than 1 has on the product.
	Wednesday		
Critical Vocabulary		***Fluency Practice:*** ***Application Problem:*** ***Mini Lesson:*** ***Crafting:*** Module 2 Topic C Assessment ***Reflection:***	

	Thursday		
	I can convert measurements using whole number multiplication.	***Fluency Practice:*** ***Application Problem:*** With strings measuring 9 cm, 20 cm, 75 cm, and 105 cm, partners with different length strings will measure and express the measurement in meters, centimeters, and millimeters and share.The teacher will record their measurements in a class chart and review Lesson 4 concepts: Although the number of units has changed, the length of the string is the same. 1.05 meters x 1000 = 1,050 meters. This equation makes 1,000 copies of 1.05 meters. To convert meters to millimeters, we multiply the number of meters by 1000 to find that 1.05 meters = 1,050 meters. ***Mini Lesson:*** Using meter strips and white boards, the students and teachers will use whole number multiplication to express equivalent measurements. ***Crafting:*** Working with math partners, students will convert measurements using whole number multiplication. ***Reflection:*** Students will complete an exit ticket showing their understanding of converting measurements using whole number multiplication.	Why isn't there ONE conversion factor to convert years, months, days, etc.?
	Friday		
	I can use fraction and decimal multiplication to express equivalent measurements.	***Fluency Practice:*** ***Application Problem:*** Draw and label a tape diagram to represent each of the following: 1 day as a fraction of 1 week; 1 foot as a fraction of 1 yard; 1 quart as a fraction of 1 gallon; 1 centimeter as a fraction of 1 meter; 1 meter as a fraction of 1 kilometer. ***Mini Lesson:*** Using personal white boards and meter strips, students and teachers will use fraction and decimal multiplication to express equivalent measurements. ***Crafting:*** Students will work with math partners to use fraction and decimal multiplication to express equivalent measurements. ***Reflection:*** Students will complete an exit ticket showing their understandin of using fraction and decimal multiplication to express equivalent measurements.	Whether we are converting small units to large units or large units to small units, we are multiplying. Explain why this is true.

Teacher/Team: 5th Grade	Subject :Social Studies	Week of : Oct. 17	
Common Core Standards	**Learning Target**	**Strategies/Activities**	**Questioning**
5.HT.12 Chronological Reasoning: Causation and Continuity 5.HT.13 Historical Understanding: Contextualization and Perspectives 5.HT.14 Historical Arguments	Monday		
		Teacher Planning Day No School	
	Tuesday		
	I can identify and explain reasons why various European Explorers explored the New World.	***Mini Lesson:*** Discuss with students that they will be reading a little more in depth information about various European Explorers today. Have students turn to pg. 50 in their social studies books and briefly discuss the artwork and diagram about John Cabot and his exploration. Have students determine what information and inferences they can determine from these two sources. What do they think is happening? Where are they? etc. ***Crafting:*** Students will read pg. 50 about John Cabot with a partner and complete a new European Exploration organizer in their packet that they received last week. ***Reflection:*** As a group, revisit the artwork on pg. 50. Were our inferences accuarate? Do they fit what we read today about John Cabot and his explorations? Why or why not? Students will complete John Cabot notes half sheet as an exit slip, identifying important information about his life and exploration. Glue in SS notebooks.	What can you infer about John Cabot from the artwork on pg. 50?
	Wednesday		
Critical Vocabulary European Explorers New World Longitude Latitude	I can identify and explain reasons why various European Explorers explored the New World.	***Mini Lesson:*** Have students turn to pg. 51 in their Social Studies textbook and look at the map at the bottom of the page. Ask students to determine who they think created this map and what they tink is represented by the map. They should use evidence from the map to support their opinions. ***Crafting:*** Students will read pg. 51 in their SS books about Juan Ponce de Leon and complete an organizer in their European Exploration packet. ***Reflection:*** As a group, revisit the map from the beginning of the lesson. After reading about Juan Ponce de Leon, can we add to or revise our ideas about this piece of artwork? Students will complete Juan Ponce de Leon notes half sheet as an exit slip, identifying important information about his life and exploration. Glue in SS notebooks.	Why did Juan Ponce De Leon want to explore the New World? Explain your reasoning. :

	Thursday		
	I can identify and explain reasons why various European Explorers explored the New World.	***Mini Lesson:*** Have students look at the artwokr on pg. 53. Explain to them that they will be reading about Jacques Cartier today. Based on the artwork, what do you think Cartier found when he sailed up the St. Lawrence River? Encourage students to make inferences based in the details in the art. Students should use evidence from the artwork to support their opinion. ***Crafting:*** Students will read pg. 53 in their SS books about Jacques Cartier and complete an organizer in their European Exploration packet. ***Reflection:*** As a group, revisit the artwokr on pg. 53. Based on what we read were our ideas and inferences correct? Now that we've read, do you view the artwork any differently? Students will complete Jacques Cartier notes half sheet as an exit slip, identifying important infromation about his life and exploration. Glue into SS notebooks.	What can you infer about Jacques Cartier's exploration from the artwork?
	Friday		
	I can identify and explain reasons why various European Explorers explored the New World.	***Mini Lesson:*** Have students turn to pg. 55 in their SS books. Examine the artwork at the top of the pg. Ask students what they think is happening in this picture. Ask them to use details from they see in the picture and their knowledge of the explorers we have studied and their experiences to make inferences about what may be happening and whether this situation is a peaceful or confrontational event. ***Crafting:*** Students will read pg. 55 in their SS books with a partner and complete an organizer in their European Exploration packet. ***Reflection:*** As a group, revisit the artwork on pg. 55. Do you think your ideas about what is happening in this picture are correct? Are there any ideas about Henry Hudson? Students will complete Henry Hudson notes half sheet as an exit slip, identifying important information about his life and exploration. Glue into SS notebooks.	What can you infer about the situation in the artwork?Is this a peaceful or confrontational meeting? Explain your reasoning.

Teacher/Team: 5th Grade	Subject: Reading Workshop	Week of: October 17	
Common Core Standards	**Learning Target**	**Strategies/Activities**	**Questioning**
RL.5.1 Quote accurately from a text when explaining what the text says explicity and when drawing inferences from the text.	Monday		
		Teacher Planning Day	:
	Tuesday		
	I can draw inferences from text by quoting accurately.	***Mini Lesson:*** Today teachers will review and create an anchor chart with students on making inferences and glue inteactive notes page into their reading notebooks. Teachers will discuss with students that just like Scooby Doo ues clues to make an inference to solve his case, we can make inferences about what will or did happen in a text we are reading.s (Sometimes we begin making inferences long after the book has ended because we want to know what the characters did next!) ***Crafting:*** Today as students read independently, teachers will encourage students to think about inferences they can make based on the text they are reading. Students will respond in their text using the ficiton or nonfiction response questions based on their book selections. ***Reflection:*** During share square students will share the inferences they made will reading their just right books or share their reading responses with the class.	Why do you think it is important to quote accurately what the text says when making inferences?
	Wednesday		
	I can draw inferences from text by quoting accurately.	***Mini Lesson:*** Teachers will review with students the anchor charts we created yesterday on making inferences. Today teachers will introduce the yellow color coding sheet for making inferences. Teachers will use their yellow color pencil to leave their tracks in the snow as they read the text Titantic: Past and Present. Teachers will then give students a copy of Titantic so that they can leave their tracks in the snow with the teacher. ***Crafting:*** Today as students read independently teachers will encourage students to think about inferences they can make based on the text they are reading. Students will respond in their text using the ficiton or nonfiction response questions based on their book selections. ***Reflection:*** During share square students will share the inferences they made will reading their just right books or share their reading responses with the class.	How does making inferences help readers understand the text?
Critical Vocabulary inferences text clues			
	Thursday		
	I can draw inferences from text by quoting accurately.	***Mini Lesson:*** Teachers will review with students making inferences. Today teachers will complete Benchmark Unit 3: Week 1: Day Two. Teachers and students will read From Treasure Island. Teachers and students will discuss clues in the text that help them make inferences about the text. ***Crafting:*** Today as students read independently teachers will encourage students to think about inferences they can make based on the text they are reading. Students will respond in their text using the ficiton or nonfiction response questions based on their book selections. ***Reflection:*** During share square students will share the inferences they made will reading their just right books or share their reading responses with the class.	How do clues from the text help us to make an inference about the text?

	Friday		
	I can draw inferences from text by quoting accurately.	***Mini Lesson:*** Teachers will review anchor charts for making inferences. Today teachers and students will continue making inferences while studying two poems. Teachers will create posters of the poem Moon and Secrets. Students will quietly read the posters and use post its to leave their inferences about the text on the posters. ***Crafting:*** Today as students read independently teachers will encourage students to think about inferences they can make based on the text they are reading. Students will respond in their text using the ficiton or nonfiction response questions based on their book selections. ***Reflection:*** During share square students will share the inferences they made will reading their just right books or share their reading responses with the class.	Why do you think it is important to quote accurately what the text says when making inferences?

Teacher/Team: 5th Grade	**Subject: Writing Workshop**	**Week of: Oct. 17**	
Common Core Standards	**Learning Target**	**Strategies/Activities**	**Questioning**
W.5.3: Write Narratives to develop real of imagined experiences or events using effective technique, descriptive details, and clear event sequences. 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. W.5.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose , and audience.	Monday		
		No School Teacher Planning Day	:
	Tuesday		
	I can plan writing. I can write a narrative. I can report on a topic.	***Mini Lesson:*** Lucy Calkins Unit 1 Lesson 17 Pg.160 (Every Character Plays a Role) Teachers will be discussing with students how today they will be learning that authors ensure that every character, main and secondary, plays a role in forwarding the larger meaning of a story. ***Crafting:*** Students will work through their narrative by completing the link section pg. 163. Teachers will conferr with small groups/individuals. ***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.164	Explain the role that secondary characters play in coveying the real meaning of a writing piece.
	Wednesday		
	I can plan writing. I can write a narrative. I can report on a topic.	***Mini Lesson:*** Lucy Calkins Unit 1 Lesson 18 Pg.168 (Editing) Teachers will be discussing with students how today they will be learning that whenever you want to learn a punctuation mark's secret, when you are ready to add its power to your writing, what you have to do is study that mark. You have to scrutinize it, examine it, study it with both your eyes and your whole mind to figure out what it does. Today you will learn that you can figure out any punctuation mark's secrets by studying it in great writing. ***Crafting:*** Students will work through their narrative by completing the link section pg. 170. Teachers will conferr with small groups/individuals. ***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.173	Explain how editing a writing piece affects the writing development.
Critical Vocabulary			

	Thursday		
	I can plan writing. I can write a narrative. I can report on a topic.	***Mini Lesson:*** Lucy Calkins Unit 1 Lesson 19 Pg.175 (Mechanics) Teachers will be discussing with students areas of growth needed in mechanics. Teachers will use formative assessments from conferencing with their students on areas that they should grow and edit in. ***Crafting:*** Students will work through their narrative. Teachers will conferr with small groups/individuals. ***Reflection:*** Teachers will discuss where they are in the writing process and see where they need to go from this point on.	Determine the effect poor punctuation can have on a writing piece? Explain how you can utilize correct mechanics to strengthen your writing piece.
	Friday		
	I can produce clear writing appropriate to task, purpose, and audience. 	***Mini Lesson:*** Students will use the picture below to tell the story. Students will ask themselves the following questions: Write a story about the house. Be sure to include the person/people who live there in your story. Ask yourself "How did the pumpkin grow so large? Why did the person/people make their house out of a pumpkin? Where is the pumpkin house located?" ***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. ***Reflection:*** Students will share their stories with their peers during share square.	Explain how this week's writing lessons helped you to effectively complete today's writing task.