

Teacher/Team: 5th Grade	Subject :Math	Week of : October 24th	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
<p>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.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>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 problem.</p> <p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>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.</p>	<p>Monday</p> <p>I can solve two-step word problems involving measurement conversions.</p>	<p><b>Fluency Practice:</b> Lesson 15 Sprint  <b>Application Problem:</b>  <b>Mini Lesson:</b> Using the Problem Set, the students and teachers will convert measurements in two-step word problems (Problems 1-3).  <b>Crafting:</b> Students will work with math partners to complete #4 of the Problem Set solving two-step word problems involving measurement conversions.  <b>Reflection:</b> Students will complete an exit ticket showing their understanding of solving two-step problems involving measurement conversions.</p>	<p>Looking back at Problem 4(b), would it have been possible to answer Part (b) before answering Part (a)? Is there another way to solve?</p>
	<p>Tuesday</p> <p>I can use mental strategies and the standard algorithm for multi-digit whole number multiplication. I can multiply decimals by a whole number and use place value to place the decimal. I can convert measurements in word problems.</p>	<p><b>Fluency Practice:</b>  <b>Application Problem:</b>  <b>Mini Lesson:</b>  <b>Crafting:</b> Mid-Module Assessment  <b>Reflection:</b></p>	
	<p>Wednesday</p> <p>I can use patterns to divide by 10 in multi-digit whole number division.</p>	<p><b>Fluency Practice:</b> Lesson 16 Sprint  <b>Application Problem:</b> The area of a rectangular vegetable garden is 200 square feet. The width is 10 ft. That is the length of the vegetable garden? <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>   <b>Mini Lesson:</b> Using white boards, the students and teachers will use place value discs and charts to find the <b>divide by 10 pattern</b>.  <b>Crafting:</b> Students will work with their math partners to use the divide by 10 pattern to solve division of multiples of 10 problems.  <b>Reflection:</b> Students will complete an exit ticket showing their understanding of the divide by 10 pattern when dividing multiples of 10.</p>	<p>Looking back at Problem 4, what did you notice about the correct answer in Kim and Carter’s problem and the quotient in Part (b)/ Can you create a similar division problem that would yield the same quotient that is 10 times greater?</p>

<b>Critical Vocabulary</b>			
	<p>Thursday</p> <p>I can use basic facts to estimate and divide by two-digit divisors.</p>	<p><b><u>Fluency Practice:</u></b>  <b><u>Application Problem:</u></b> 852 pounds of grapes were packed equally into 3 boxes for shipping. How many pounds of grapes were there in 2 boxes? <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><b><u>Mini Lesson:</u></b> Using white boards, the students and teachers will use rounding the divisor and changing the dividend to a compatible number for the divisor to estimate quotients.  <b><u>Crafting:</u></b> Students will work with math partners to estimate quotients by rounding the factors and then finding a number close to the dividend that is compatible with the divisor.  <b><u>Reflection:</u></b> Students will complete and exit ticket showing their understanding of estimating quotients by rounding the factors and then finding a number close to the dividend that is compatible with the divisor.</p>	<p>Do we follow our typical rounding rules when estimating with division?</p>
	<p>Friday</p> <p>I can use basic facts to estimate and divide by two-digit divisors.</p>	<p><b><u>Fluency Practice:</u></b>  <b><u>Application Problem:</u></b> Sandra bought 39 DVD movies for \$874. Give an estimate of the cost of each DVD movie. <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><b><u>Mini Lesson:</u></b> Using white boards, students will use their knowledge of basic facts and rounding/compatible numbers from yesterday to continue estimating quotients. Today, they will also look at the dividend before rounding the divisor to see if they are already close to being compatible.  <b><u>Crafting:</u></b> Students will work with their math partners and use their knowledge of basic facts and rounding/compatible numbers to estimate quotients, also looking at the dividend before rounding the divisor to see if they are already close to being compatible.  <b><u>Reflection:</u></b> Students will complete an exit ticket showing their understanding of using their knowledge of basic facts and rounding/compatible numbers to estimate quotients,</p>	<p>When estimating Problem 1(g), what did you choose for your unit, 70 or 80? Why? How did it affect the way you estimated the dividend?</p>

		also looking at the dividend before rounding the divisor to see if they are already close to being compatible.	
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Teacher/Team: 5th Grade	Subject :Social Studies	Week of : Oct. 24	
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	<p><b>Mini Lesson:</b> Explain to students that over the last week we have been studying about different explorers to the “New World” and that before each lesson we have examined a piece of artwork depicting some aspect of their exploration. Tell students that today they will be reading about one last explorer and instead of examining a piece of artwork they will create a piece of artwork that depicts their exploration experience in some way. Tell students to remember that they want the viewer to have an accurate representation of the event/s they are depicting.</p> <p><b>Crafting:</b> Students will read front and back of Vasco Nunez de Balboa with a partner underlining important key details regarding his exploration. They will then create a piece of artwork to represent some aspect of his exploration. Students will write a sentence or two on the back explaining their artwork.</p> <p><b>Reflection:</b> Students will share their artwork with the class in a share square and then complete Balboa notes half sheet as an exit slip and glue into journals.</p> <p><b>European Explorers Assessment on Thursday</b></p>	How does your artwork depict Vasco Nunez de Balboa’s exploration experience? Explain your reasoning.
	Tuesday	<p><b>Mini Lesson:</b> As a class create a list of ways Native Americans were impacted by European Explorers coming to the New World based on what students have read this week. View YouTube video, “Effects of European Colonization: Christopher Columbus and Native Ameicans” 4:13 by Study.com Add to the list of effects exploration had on Native Americans.</p> <p><b>Reflection:</b> Play European Explorer jeopardy as a class on tehe Active Board. Give students a blank Jeopardy Board to fill out as they play.</p>	How did the European’s explorations effect the lives of the Native Americans?
	Wednesday		

	I can identify important obstacles and accomplishments of European Explorers. I can determine the Explorer that was most important to history and defend my position.	<b><u>Reflection:</u></b> Students will complete European Explorers Study Guide	Identify an accomplishment of a specific European Explorer.
<b>Critical Vocabulary</b>			
Explorers Native Americans Northwest Passage New World			
		<b>Thursday</b>	
	I can identify important obstacles and accomplishments of European Explorers. I can determine the Explorer that was most important to history and defend my position.	<b><u>Reflection:</u></b> European Explorers Assessment	Choose one European Explorer and identify an obstacle that had throughout their voyage.
		<b>Friday</b>	
	I can identify important obstacles and accomplishments of European Explorers. I can determine the Explorer that was most important to history and defend my position.	<b><u>Mini Lesson:</u></b> Students will use their extended response question from yesterday's assessment to participate in a Socratic Seminar. Review the rules and expectations for this time. A. Identify the explorer you feel had the biggest impact on history. B. Explain what his goal was and identify his accomplishments. C. Explain why you feel this explorer was the most important using facts and details to support your argument. <b><u>Crafting:</u></b> Students will prepare for Monday's SS lesson by cutting out and creating a Roanoke "data disk". See instruction page.	Which European Explorer was the most important to history? Use evidence and prior knowledge to support your reasoning.

Teacher/Team: 5th Grade	Subject: Reading Workshop	Week of: October 24		
Common Core Standards	Learning Target	Strategies/Activities		Questioning
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Monday	<p><b>Mini Lesson:</b> Teachers will introduce to students the genre historical fiction. Teachers may want to encourage students to check out historical fiction from the library this week. Teachers and students will discuss and create anchor charts for features of historical fiction using benchmark unit 2 week 2. Teachers and students will add to their genre list historical fiction and books they have read from this genre. Teachers will share and read with students “The Arrest of Susan B. Anthony” using Benchmark Unit 2 Week 2 Day 1 as a guide to discuss the craft and structure of this text to show students that this is a historical fiction text. Teachers will model using “What does the text say” to make inferences about the text.</p> <p><b>Crafting:</b> Today as students read independently teachers will encourage students to continue to think about inferences they can make based on the text they are reading. Students will use “What does the Text Say” Graphic organizer to record their inferences.</p> <p><b>Reflection:</b> During share square students will share the inferences they made while reading their just right books using their graphic organizer.</p>		What text features help you identify a historical fiction text?
	Tuesday	<p><b>Mini Lesson:</b> Teachers will review with students historical fiction text features and making inferences.. Today students and teachers will read “On the Bus with Rosa Parks” Teachers will continue modeling “What does the Text Say” to make inferences about this text.</p> <p><b>Crafting:</b> Today as students read independently teachers will encourage students to continue to think about inferences they can make based on the text they are reading. Students will respond in their text using the fiction or nonfiction response questions based on their book selections. Students will use “What does the Text Say” Graphic organizer to record their inferences.</p> <p><b>Reflection:</b> During share square students will share the inferences they made while reading their just right books using their graphic organizer.</p>		How do we use quotes from the text to make inferences?
	Wednesday	<p><b>Mini Lesson:</b> Teachers will review with students inferring. Teachers and students will go over their anchor chart for inferring.</p> <p><b>Crafting:</b> Today students will become detectives. Students will be placed into small groups. Each group will be given a case. Students must read through their case and find clues to the case to answer a question about the text. After reading the passage students will make an inference based on their clues to answer the question asked at the end of the text.</p> <p><b>Reflection:</b> During share square students will share the inferences they made to solve the case they read.</p>		What approach would you use to make an inference to solve a mystery in a text you are reading?
<b>Critical Vocabulary</b>				
inferences historical fiction schema mystery				

	<b>Thursday</b>		
I can draw inferences from a text.	<p><b>Mini Lesson:</b> Teachers will review with students inferring. Teachers and students will go over their anchor chart for inferring.</p> <p><b>Crafting:</b> Today students will become detectives. Students will be placed into small groups. Each group will be given a case. Students must read through their case and find clues to the case to answer a question about the text. After reading the passage students will make an inference based on their clues to answer the question asked at the end of the text.</p> <p><b>Reflection:</b> During share square students will share the inferences they made to solve the case they read.</p>		Why do good readers make inferences?
	<b>Friday</b>		
I can draw inferences from a text by quoting the text accurately	<p><b>Assessment:</b> Students will read a passage and answer questions to show their understanding of explaining the meaning of the text by quoting accurately and using text clues to make inferences.</p>		

<b>Teacher/Team: 5th Grade</b>	<b>Subject: Writing Workshop</b>	<b>Week of: Oct. 24</b>		
<b>Common Core Standards</b>	<b>Learning Target</b>	<b>Strategies/Activities</b>	<b>Questioning</b>	
<p>W.5.3: Write Narratives to develop real of imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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.</p> <p>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.</p> <p>W.5.4: Produce clear and coherent writing in which the</p>	<b>Monday</b>			
	I can plan writing.	<p><b>Mini Lesson:</b> Teachers will review with the students the components of unit 1.</p> <p><b>Crafting:</b> Teachers will confer with students on their writing. Students will use this time to edit and finish their writing pieces. They will publish their pieces.</p> <p><b>Reflection:</b> Students will reflect on areas they need help with on their pieces.</p>	Explain how closely examining your writing piece will help your intended audience better understand the overall meaning of your narrative?	
	I can write a narrative.			
	I can report on a topic.			
	<b>Tuesday</b>			
	I can plan writing.	<p><b>Mini Lesson:</b> Teachers will review with the students the compents of unit 1.</p> <p><b>Crafting:</b> Teachers will confer with students on their writing. Students will use this time to edit and finish their writing pieces. They will publish their pieces.</p> <p><b>Reflection:</b> Students will reflect on areas they need help with on their pieces.</p>	Explain how closely examining your writing piece will help your intended audience better understand the overall meaning of your narrative?	
I can write a narrative.				
I can report on a topic.				
<b>Wednesday</b>				
I can plan writing.	<p><b>Mini Lesson:</b> Teachers will review with the students the compents of unit 1.</p> <p><b>Crafting:</b> Teachers will confer with students on their writing. Students will use this time to edit and finish their writing pieces. They will publish their pieces.</p>	Explain how closely examining your writing piece will help your intended audience better understand the overall		
I can write a narrative.				

development, organization, and style are appropriate to task, purpose, and audience.	I can report on a topic.	<b><u>Reflection:</u></b> Students will reflect on areas they need help with on their pieces.	meaning of your narrative?
<b>Critical Vocabulary</b>			
Thursday			
	<p>I can plan writing.</p> <p>I can write a narrative.</p> <p>I can report on a topic.</p>	<p><b><u>Mini Lesson:</u></b> Lucy Calkins Unit 1 Lesson 20Pg.179 (Reading Aloud Your Writing) Teachers will be discussing with students how today they are going to celebrate by sharing their writing. Students will engage in a writer’s celebration.</p> <p><b><u>Reflection:</u></b> Teachers will celebrate, read, and discuss the narrative pieces.</p>	Use your schema to explain the techniques you should use to be an effective speaker.
Friday			
<p>I can produce clear writing appropriate to task, purpose, and audience.</p>	 <p>The image shows a piece of paper with handwritten text: "I felt something cold touch my shoulder and started to turn around slowly...". There are two small drawings of ants at the bottom of the paper, one on each side.</p>	<p><b><u>Mini Lesson:</u></b> Students will use the picture below to tell the story. Students will use the picture to finish the story “I felt something cold touch my shoulder and started to turn around slowly...”</p> <p><b><u>Crafting:</u></b> 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.</p> <p><b><u>Reflection:</u></b> Students will share their stories with their peers during share square.</p>	Use your schema from previous writing lessons to explain how they helped you to better complete today’s writing task.