

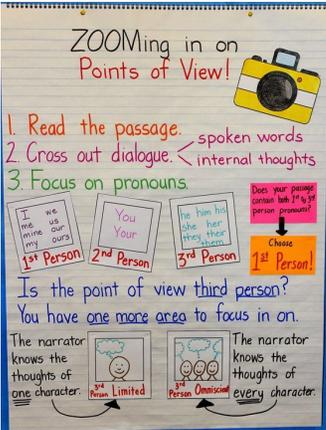
Teacher/Team: 5th Grade	Subject :Math	Week of : Oct. 3	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
<p>5.NBT.6 Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using 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>Monday</p> <p>I can fluently multiply using the standard algorithm.</p>	<p><u>Fluency Practice:</u> <u>Application Problem:</u> Erin and Frannie entered a rug design contest. The rules stated that the rug’s dimensions must be rectangular. They drew the following for their entries. Show at least three other designs they could have entered in the contest. Calculate the area of each section and the total area of the rugs. <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 teachers and students will estimate and solve multiplication problems using the standard algorithm and check for reasonableness. <u>Crafting:</u> Students will work with their math partners to estimate and solve multiplication problems using the standard algorithm and checking for reasonableness on the Problem Set. <u>Reflection:</u> Students will complete exit ticket showing their understanding of solving multiplication with the standard algorithm and checking for reasonableness.</p>	<p>In problem 4, Carmella estimated that she had 3,000 cards. How did she most likely round her factors? Would rounding the number of boxes of cards to 20 have been a better choice? Why or why not?</p>
	<p>Tuesday</p> <p>I can fluently multiply using the standard algorithm to solve multi-step word problems.</p>	<p><u>Fluency Practice:</u> <u>Application Problem:</u> <u>Mini Lesson:</u> Using the Problem Set, the teachers and students will work through multi-step problems involving multiplication using the standard algorithm. <u>Crafting:</u> Students will work with math partners to solve multi-step problems using the standard algorithm for multiplication. <u>Reflection:</u> Students will complete exit ticket showing their understanding of solving multi-step problems.</p>	<p>Explain to you partner how problems 3 and 5 could both be worked more than one way.</p>
	<p>Wednesday</p> <p>I can fluently multiply using the standard algorithm.</p>	<p><u>Fluency Practice:</u> <u>Application Problem:</u> <u>Mini Lesson:</u> <u>Crafting:</u> Module B Quiz <u>Reflection:</u></p>	
<p>Critical Vocabulary</p>			
	<p>Thursday</p>		

	<p>I can multiply decimal fractions by whole numbers.</p>	<p><u>Fluency Practice:</u> <u>Application Problem:</u> The fifth grade craft club is making aprons to sell. Each apron takes 1.25 yards of fabric that costs \$3 per yard and 4.5 yards of trim that costs \$2 per yard. What does it cost the club to make one apron? If the club wants to make \$1.75 profit on each apron, how much should they charge per apron? <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 teacher and students will use place value understanding to record partial products in the area model when multiplying a decimal by a whole number, and relate it to the standard algorithm.</p> <p><u>Crafting:</u> Students will work with a math partner to complete the problem set using place value understanding to record partial products in the area model when multiplying a decimal by a whole number, and relate it to the standard algorithm.</p> <p><u>Reflection:</u> Students will complete and exit ticket showing their understanding of place value to record partial products in the area model when multiplying a decimal by a whole number, and relate it to the standard algorithm.</p>	<p>Discuss with you partner Michelle's error ni problem 3.</p>
Friday			
	<p>I can multiply decimal fractions by whole numbers and use reasoning to place the decimal.</p>	<p><u>Fluency Practice:</u> Lesson 11 Sprint <u>Application Problem:</u> Mr. Mohr wants to build a rectangular patio using concrete tiles that are 12 square inches. The patio will measure 13.5 feet by 43 feet. What is the area of the patio? How many concrete tiles will he need to complete this patio? <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 estimate products and use place value understanding to record partial products in the area model when multiplying a decimal by a whole number, and relate it to the standard algorithm. Students will check for reasonableness by comparing their answers to their estimates.</p> <p><u>Crafting:</u> Students will work with math partners to estimate products and use place value understanding to record partial products in the area model when multiplying a decimal by a whole number, and relate it to the standard algorithm. Students will check for reasonableness by comparing their answers to their estimates.</p> <p><u>Reflection:</u> Students will complete an exit ticket showing their understanding of estimating and using place value to record partial products in the area model when multiplying a decimal by a whole number, and relating it to the standard algorithm. Students will check for reasonableness by comparing their answers to their estimates.</p>	<p>Looking at strategies for Problem 2(d), does the decimal number affect the process for solving? Why or why not?</p>

Teacher/Team: 5th Grade	Subject :Social Studies	Week of : Oct. 3		
Common Core Standards	Learning Target	Strategies/Activities		Questioning
5.GR.9 Human-Environment Interaction 5.HT.12 Chronological Reasoning: Causation and Continuity 5.HT.14 Historical Arguments	Monday			
	I can explain why Europeans began exploring the “New World”	<p>Mini Lesson: Tell students that we are going to begin learning about European Explorers who came to the “New World”. Ask students to think about and then share with a partner why they think people from Europe wanted to come explore the “New World”. Make a list together and then view Exploring the New World: The Age of Exploration (12:47) on Encyclomedia and have students complete quiz after video. Hand out reasons for European Exploration notetaking sheet and take notes together (see teacher copy).</p> <p>Crafting: Students will draw a symbol or picture in each box on the back of European Exploration sheet to help them remember reasons for European Exploration.</p> <p>Reflection: Exit Slip: Explain 2 reasons Europeans explored the “New World”</p>		What can you infer about the European Explorers and the New World?
	Tuesday			
I can describe how events surrounding the exploration of Christopher Columbus effected both Natives and Europeans.	<p>Mini Lesson: Begin by creating an anchor chart titled: Christopher Columbus- Hero or Villain and have students think about what they know about Christopher Columbus and post a sticky note with their name on it under the term they think describes him. Have a brief discussion about why students chose to put their sticky notes where they did. Have students glue “Who Was Christopher Columbus?” passage into their notebook and then read and discuss questions that go with it. Students should take notes underneath of the passage in their journal.</p> <p>Crafting: Students will read “Sailing to America’s in 1492” with a partner and complete the Cause and Effect chart at the bottom of the page.</p> <p>Reflection: Students will complete “Christopher Columbus - 4 facts” organizer and glue into their journal as a reflection. Students will also come back together as a group and have the opportunity to revise or leave their sticky note where they placed it in the beginning of the lesson.</p>		How did Christopher Columbus’s exploration effect the Native Americans?	
Wednesday				
I can examine historical events, defending a position regarding their relevance.	<p>Mini Lesson: Begin the lesson by having students share some of the facts they learned yesterday about Christopher Columbus. Have students write this question in their journals to think about during the video: Do you think that Columbus discovering the New World was a good thing? View “Exploring the World: Christopher Columbus and the New World (14:16) on Encyclomedia. Give students a few minutes to think about and write an answer to the question in their journals.</p> <p>Crafting: Students will participate in a Socratic Seminar (see Socratic Seminar packet) focusing on the following questions: 1. Is discovery always a good thing? 2. Why do you think people like to</p>		Was Christopher Columbus discovering America a positive thing or a negative thing?	
Critical Vocabulary				

Christopher Columbus Explorer New World Longitude Latitude		explore and discover? 3. Should there be rules about exploring and discovering? 4. Do you think Columbus discovering the New World was mostly a good thing or mostly a bad thing? Explain. Students should use evidence from the video and sailing to the America's in 1492 worksheet from yesterday to help support their thoughts. Reflection: Students will complete the Christopher Columbus video quiz. Students may revise the position of their sticky note, if they wish and discuss their reasons as a group.	
Thursday			
I can identify important events and details concerning Christopher Columbus and his exploration of the New World.	Mini Lesson: Explain to students that they will continue to read about Christopher Columbus today with a partner. Introduce the European Exploration organizer and discuss the information the organizer requires them to find. Crafting: Students will work with a partner and read about Christopher Columbus on page 48 in their Social Studies text book, using information they find to complete their European Exploration organizer. Reflection: Students will complete the Christopher Columbus notes half sheet as an exit slip, indentifying important information about Christopher Columbus. Students will glue these into their SS journal.	Identify new learning you have discovered about Christopher Columbus from the text.	
Friday			
I can identify and explain reasons why various European Explorers explored the New World.	Mini Lesson: Students will glue "Why did the European Explorers Explore" passage into SS journals and then read with a partner. Conduct a class discussion using European Exploration discussion questions, having students record important information underneath the passage in their journals. Crafting: Students will complete European Explorers' Accomplishments organizer and paste in their journals. Students will then complete Early Explorers activity, using latitude and longitude to identify routes of various European Explorers on a map. They will also complete Great Explorations activity on the back, using a chart to answer questions about various explorers. Reflection: Students will meet as a whole class and discuss their learning, sharing the facts they included on their organizer.	What reasons did the European Explorers have to explore the New World?	

Teacher/Team: 5th Grade	Subject: Reading Workshop	Week of: Oct. 3	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
5.RL.6: Describe how a narrator's or speaker's point of view influences how events are described. RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	Monday I can determine two or more main ideas of a text and explain how they are supported by key details. I can summarize the text.	Assessment: Students will complete assessment to determine two or more main ideas of a text and explain how they are supported by key details and summarize the text.	: How can I use the main idea and key details to summarize a text.

<p>a. Read grade level text with purpose and understanding</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	Tuesday		
	<p>I can describe how a narrator's point of view is influences how events are described.</p> 	<p>Mini Lesson: Teachers will review with students the text features of a realistic fiction text. Teachers and students will review what they have read this year that was realistic fiction. Today teachers will discuss with students how point of view differs inside of a text. Teachers will create anchor chart with students as students complete their graphic organizer describing first person, second person, third person limited, third person omniscient. Teachers may discuss with students the point of view from previous realistic fiction text they have read (My Rotten Red Headed Older Brother, Linda's Journal) Teachers should discuss with students how events are shared differently based on the narrator's point of view.</p> <p>Crafting: Today as students read independently teachers will ask students to determine what point of view their realistic fiction text is written in. Teachers may focus on this during their reading groups as well.</p> <p>Reflection: During share square students will share their realistic fiction text and share what point of view their story is written from.</p>	<p>How does the narrator's point of view influence how the events are being described?</p>
	Wednesday		
<p>Critical Vocabulary</p>	<p>I can describe how a narrator's point of view is influences how events are described.</p>	<p>Mini Lesson: Today teachers will continue discussing narrator's point of view. Teachers will read with and share the book Voices in the Park. As teachers read today students will take note of the four different points of view that are shared in the story. Teachers will create an anchor chart showing these points of view as students complete graphic organizers in their notebooks.</p> <p>Crafting: Today as students read independently teachers will ask students to determine what point of view their realistic fiction text is written in. Teachers may focus on this during their reading groups as well.</p> <p>Reflection: During share square students will share their realistic fiction text and share what point of view their story is written from.</p>	<p>How does the narrator's point of view change the meaning of the events in the story Voices in the Park?</p>
<p>point of view first person second person third person realistic fiction sequence</p>	Thursday		
	<p>I can describe how a narrator's point of view is influences how events are described</p>	<p>Assessment: Students will complete assessment to determine how a narrator's point of view influences how events are described.</p>	
	Friday		

	I can read grade level text with purpose and understanding.	<p><u>Crafting:</u> Today as students read independently teachers will ask students to determine what point of view their realistic fiction text is written in. Teachers may focus on this during their reading groups as well.</p> <p><u>Reflection:</u> During share square students will share their realistic fiction text and share what point of view their story is written from.</p> <p><i>Splash Celebration</i></p>	How does the narrator's point of view change the meaning of the events in a text?
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Teacher/Team: 5th Grade	Subject: Writing Workshop	Week of: Oct. 3		
Common Core Standards	Learning Target	Strategies/Activities		Questioning
<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 development, organization, and style are appropriate to task, purpose, and audience.</p>	Monday			
	<p>I can plan writing.</p> <p>I can write a narrative.</p> <p>I can report on a topic.</p>	<p><u>Mini Lesson:</u> Lucy Calkins Unit 1 Lesson 13 Pg.122 (Reading with a Writer's Eye) Teachers will be discussing with students how today they will be learning that writers look at other people's writing differently. Like all readers, they let the writing affect them but then they also look behind the meaning to note, "What is the clever trick this writer has done to affect the reader this way? Must try this."</p> <p><u>Crafting:</u> Students will work through their narrative by completing the link section pg. 125. Teachers will conferr with small groups/individuals.</p> <p><u>Reflection:</u> Teachers will discuss where they are in the writing process and see where they need to go from this point on. Share portion pg. 127</p>		<p>Explain how utilizing a mentor text benefits you as a writer.</p> <p>How can you determine which mentor text meets your needs as a writer?</p>
	Tuesday			
	<p>I can plan writing.</p> <p>I can write a narrative.</p> <p>I can report on a topic.</p>	<p><u>Mini Lesson:</u> Lucy Calkins Unit 1 Lesson 14 Pg.130 (Taking writing to the Workbench) Teachers will be discussing with students how today they will be learning that in order to learn from a mentor text, you can't just read the text and hope it rubs off on you. You have to work at it. And to do that, it helps to use your writer's notebook not just as a place to gather entries, but as a workbench where you work on making your writing do specific things.</p> <p><u>Crafting:</u> Students will work through their narrative by completing the link section pg. 134. Teachers will conferr with small groups/individuals.</p> <p><u>Reflection:</u> Teachers will discuss where they are in the writing process and see where they need to go from this point on. Share portion pg. 137</p>		<p>Explain the techniques writer's use to show what a character is thinking.</p>
Wednesday				

	<p>I can plan writing.</p> <p>I can write a narrative.</p>	<p>Mini Lesson: Lucy Calkins Unit 1 Lesson 15 Pg.141 (Stretching Out the Tension) Teachers will be discussing with students how today they will be learning that when writers set out to draft, they think about structure and they make an effort to structure their story, not “how it happened in real life”, but as a compelling story. It’s often helpful to call to mind how writers you admire slow down the problem in their writing, telling it bit by bit to make it a more compelling story.</p>	<p>Explain how “stretching out the tension” benefits your narrative piece as well as your intended audience.</p>
<p>Critical Vocabulary</p>	<p>I can report on a topic.</p>	<p>Crafting: Students will work through their narrative by completing the link section pg. 144. 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. 147</p>	
<p>Thursday</p>			
	<p>I can plan writing.</p> <p>I can write a narrative.</p> <p>I can report on a topic.</p>	<p>Mini Lesson: Lucy Calkins Unit 1 Lesson 16 Pg.151 (Catching the Action or Image that Produced the Emotion) Teachers will be discussing with students how today they will be learning that when writing a story, you aim to put the exact thing that you-or the character-did or saw before you thought something, felt something. As you write, you try to recall how it went. “What was the exact sequence of actions?” Then you put that sequence onto the page so the reader can go through those actions too, and have those reactions.”</p> <p>Crafting: Students will work through their narrative by completing the link section pg. 154. 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. 156</p>	<p>Determine and explain the precise action(s) in your narrative that can evoke your reader’s emotions.</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 below to tell the story. Students will ask themselves the following questions: “What events led up to this picture? What do you think the little boy is doing and why? Explain a story to match the picture.</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.</p> <p>Reflection: Students will share their stories with their peers during share square.</p>	<p>Explain how your schema about sequencing helped you to determine what events could have led up to the picture?</p>