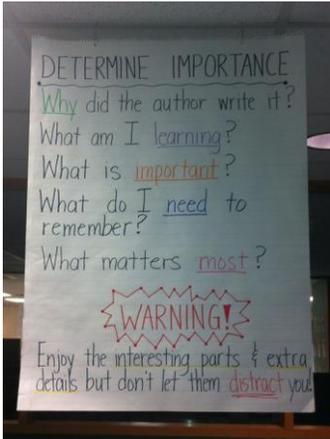


Teacher/Team: 5th Grade	Subject :Math	Week of : Sept. 12th	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
<p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction.</p> <p>5.MD.1-Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.</p> <p>5.NBT.3- Read, write and compare decimals to thousandths.</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>Monday</p> <p>I can divide decimals using place value understanding.</p>	<p>Fluency Practice: Lesson 15 Sprint (multiply by exponents) Application Problem: Jose bought a bag of 6 oranges for \$2.82. He also bought 5 pineapples. He gave the cashier \$20 and received \$1.43 change. How much did each pineapple cost? <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> Mini Lesson: Using white boards and place value charts, students and teachers will work through problems to practice dividing decimals using place value understanding and connecting to a written method (repeated subtraction, chunking, etc.) Crafting: Students will work with math partners to complete problem sets to practice dividing decimals using place value understanding. Reflection: Students will complete exit ticket to show their understanding of dividing decimals.</p>	<p>Will a whole number divided by another whole number always result in a whole number?</p>
	<p>Tuesday</p> <p>I can solve word problems using decimal operations.</p>	<p>Fluency Practice: Lesson 16 Sprint (multiply and divide by exponents) Application Problem: Jesse and three friends buy snacks for a hike. They buy trail mix for \$5.42, apples for \$2.55, and granola bars for \$3.39. If the four friends split the cost of the snacks equally, how much should each friend pay? <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> Mini Lesson: Using the problem set, students and teachers will work through problems 1 and 4 together to practice solving word problems using decimal operations. Crafting: Students will work with math partners to complete #2, 3, and 5 on the problem sets to practice solving word problems using decimal operations. Reflection: Students will complete exit ticket to show their understanding of solving word problems using decimal operations.</p>	<p>Write a word problem with two questions that matches the tape diagram and then solve. (Teacher’s Manual 241)</p>
	<p>Wednesday</p> <p>I can understand the place value system, perform operations with multi-digit whole numbers and with decimals to hundredths, and convert like measurement units within a given measurement system.</p>	<p>Fluency Practice: Application Problem: Mini Lesson: The teacher and students will review Module 1 concepts and go over math games. Crafting: The students will work with math partners to apply Module 1 concepts while playing math games. Reflection: Students will share successes they had with math games.</p>	
<p>Critical Vocabulary</p>			

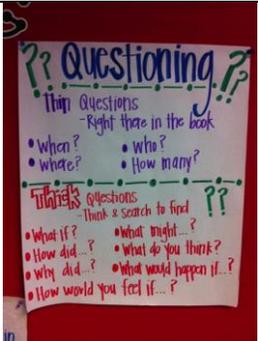
	Thursday		
I can understand the place value system, perform operations with multi-digit whole numbers and with decimals to hundredths, and convert like measurement units within a given measurement system.	<p><u>Fluency Practice:</u> <u>Application Problem:</u> <u>Mini Lesson:</u> The students and teachers will review Module 1 concepts and vocabulary.</p> <p><u>Crafting:</u> The students will work with math partners to practice Module 1 concepts with a study guide.</p> <p><u>Reflection:</u></p>		
	Friday		
I can understand the place value system, perform operations with multi-digit whole numbers and with decimals to hundredths, and convert like measurement units within a given measurement system.	<p><u>Fluency Practice:</u> <u>Application Problem:</u> <u>Mini Lesson:</u> <u>Crafting:</u> Module 1 Assessment <u>Reflection:</u></p>		

Teacher/Team: 5th Grade	Subject :Social Studies	Week of : Sept. 12	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
5.GR.8 Spatial Views of the World 5.GR.9 Human-Environment Interaction	Monday		
	I can create a poster that represents the land, climate, natural resources, and culture of a region in the U.S.	<p><u>Crafting Activity:</u>Students will work in groups to create a poster representing their region. <u>Reflection:</u>Teacher will rotate among groups to determine whether students have an understanding of the important information about their region and to give feedback to groups.</p>	What strategies did your group use to identify the important details needed for the poster?
	Tuesday		
I can create a poster that represents the land, climate, natural resources, and culture of a region in the U.S.	<p><u>Crafting Activity:</u>Students will work in groups to create a poster representing their region. <u>Reflection:</u>Teacher will rotate among groups to determine whether students have an understanding of the important information about their region and to give feedback to groups.</p>	What are the key details that represent the land, climate, natural resources, and culture of	

			your region?
	Wednesday		
	I can create a poster that represents the land, climate, natural resources, and culture of a region in the U.S.	<p><i>Crafting Activity:</i>Students will participate in a gallery walk viewing and reading each of the regions posters created by the other groups. They will record three facts about the land, Resources/Products, and Culture of each region in their SS notebooks.</p> <p>Students will take quiz over their region after the gallery walk.</p> <p><i>Reflection:</i>Students will share with the group the information they learned about other regions that they found most interesting.</p>	What can you infer on why certain landmarks, cultures, climates, products, and natural resources are specific to certain regions?
Critical Vocabulary			
	Thursday		
	I can identify the fifty states on a map.	<p><i>Mini Lesson:</i> Students will review the states and captials. Students will view the “Tour the States” on YouTube to review.</p> <p><i>Crafting:</i> Students will work with parnters to complete review activities for the assessment tomorrow.</p> <p><i>Reflection:</i> Teachers and students will discuss any states they are having difficulites with.</p>	Can you explain which strategies you utilized for studying the states and capitals? Which strategies worked best for you?
	Friday		
	I can identify the fifty states on a map.	<i>Assessment/Reflection:</i> Students will complete Map of the States assessment.	

Teacher/Team: 5th Grade	Subject: Reading Workshop	Week of: Sept. 12	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RF.5.4 Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read grade level text with purpose and understanding c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Monday I can determine two or more main ideas and explain how they are supported by key details.	Mini-Lesson: As a class, complete Ready Common Core “He Inspired Others” An Interview with Cesar’s Grandson. Students will answer multiple-choice and write a summary. Remind students to use M.A.A.M. to help them write their summary. (Students can still look for details and use the stems to write their summary). Crafting Activity: Students will continue to identify main idea with their “Just-Right” book. Students will use given graphic organizer. The teacher will be reading with individual students or small reading groups. Reflection: As a class, come back together at share square and invite students to share their books and main ideas.	Using your prior knowledge of the M.A.A.M strategy, how does the strategy help you organize your thoughts when providing evidence from the text in your responses?
	Tuesday I can determine the relationships between two or more people, events, or ideas. 	Mini-Lesson: The teacher will introduce the strategy: Determining Importance by using the FQR (Facts, Questions, and Responses) chart. Teachers will model using this chart as well as the text “At Home in the Arctic.” Teachers will discuss with students how determining what is important to the text helps us to understand what we are reading. At this time, create an anchor chart for Determine Text Importance. Students will also add interactive notebook notes on Determine Importance into their reading journals. Crafting Activity: Students will work with their reading partners to continue reading “At Home in the Arctic” and completing their FQR chart. The teacher will rotate and read with students correcting any misconceptions. Reflection: As a class come back to share square and allow students to share their new learning. What information did they add to their FQR chart?	How does utilizing the FQR strategy help us to become more active readers? How did determining important information help you to better understand the text?
	Wednesday I can determine the relationships between two or more people, events, or ideas.	Mini-Lesson: Teachers will continue modeling the FQR chart and determining importance using the picture book <u>Now Let Me Fly: The Story of a Slave Family</u> . Teachers will also review anchor charts on different types of questions as well as determining importance. Crafting Activity: Students will use an FQR chart and their “Just-Right” books to continue practicing determine text importance. Reflection: As a class come back to share square and allow students to share their new learning. What information did they include in their FQR chart?	Explain how using the FQR strategy helps us to better understand the text?
Critical Vocabulary Determining Importance			

FQR (Facts, Questions, Response)
 Color Coding Thinking Sequence



Thursday

I can determine the relationships between two or more people, events, or ideas.

Mini-Lesson: Teachers will review anchor charts for asking questions and determining importance. Teachers will begin modeling for students coding the text by using “Titanic Past and Present” (this is also a good time to introduce/review anchor chart for coding the text by color code your thinking).
Crafting Activity: Students will continue coding “Titanic Past and Present” independently. Teachers will confer with individual students at this time.
Reflection: As a group, come back to share square to discuss student responses for coding the text. Invite students to share responses. The teacher will observe students who may need additional support.

What does it mean to determine text importance? Why does utilizing the determining text importance strategy help you as a reader?

Friday

I can determine the relationships between two or more people, events, or ideas.

Mini-Lesson: Teachers will come back to yesterday’s text, “Titanic Past and Present” to discuss with students the coding they made yesterday. Coding the text allows the reader to pull interesting and important details. Teachers and students will discuss the difference between important details and interesting details. Teachers will create anchor chart on coding a text important and interesting details.
Crafting Activity: Students will go back to their text to determine what are important details and what are interesting details. (Teachers will determine a way for students to code their details.) Teachers will confer with individual students.
Reflection: As a group, come back to share square to discuss student responses for important and interesting details in the text. Invite students to share responses. The teacher will observe students who may need additional support.

How can coding the text help you as a reader to determine the text importance? Use your understanding to explain the difference between important details and interesting details.

Teacher/Team: 5th Grade	Subject: Writing Workshop	Week of: Sept. 12	
Common Core Standards	Learning Target	Strategies/Activities	Questioning
W.5.3: Write Narratives to	Monday		

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.	I can plan writing. I can write a narrative. I can report on a topic.	<u>Mini Lesson:</u> Lucy Calkins Unit 1 Lesson 4.Pg.35 (Focus on telling the story from inside it) Teachers will be discussing with students how when writing personal narratives it is important to put yourself inside the skin of the main character and then tell the story through that person’s eyes, exactly the way he or she experienced it. Teachers will refer to the anchor craft they used the previous few days. Work through active engagement and the link portion. <u>Crafting:</u> Students will work through the Active Engagement and Link portion of the session. Teachers will conferr with small groups/individuals. <u>Reflection:</u> Teachers will work through the share portion of the lesson on page 40.	What evidence will a reader see that tells them that the writer was a character in their narrative writing?
	Tuesday		
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.	I can plan writing. I can write a narrative. I can report on a topic.	<u>Mini Lesson:</u> Lucy Calkins Unit 1 Lesson 5.Pg.43 (Focus on taking stock and setting goals) Teachers will be discussing with students how to remind themselves that it helps to pause somethings and to look back on our progress as writers and asking themselves questions. Teachers will refer to the anchor craft they used the previous few days. Work through active engagement and the link portion. <u>Crafting:</u> Students will work through the Active Engagement and Link portion of the session. Teachers will conferr with small groups/individuals. <u>Reflection:</u> Teachers will work through the share portion of the lesson on page 50.	What can a writer do to help us as readers understand what he or she is experiencing in a specific moment?
	Wednesday		
Critical Vocabulary	I can plan writing. I can write a narrative. I can report on a topic.	<u>Mini Lesson:</u> Lucy Calkins Unit 1 Lesson 6.Pg.56 (Focus on flash drafting) Teachers will be discussing with students how writers fill themselves up with the true thing that happened, recall how they’ve decided to start the story (the where and how), and then, keeping their minds fixed on the mental movie of what happened, let their pens fly down the page. Teachers will refer to the anchor craft they used the previous few days. Work through active engagement and the link portion. <u>Crafting:</u> Students will work through the Active Engagement and Link portion of the session. Teachers will conferr with small groups/individuals. <u>Reflection:</u> Teachers will work through the share portion of the lesson on page 61.	What characteristics tell us that a writer is deeply absobed in their story?
	Thursday		
	I can plan writing. I can write a narrative. I can report on a topic.	<u>Mini Lesson:</u> Lucy Calkins Unit 1 Lesson 7.Pg.65 (Focus on what’s this story really about?) Teachers will be discussing with students how professional writers revise after drafting by pausing and thinking. Teachers will refer to the anchor craft they used the previous few days. Work through active engagement and the link portion. <u>Crafting:</u> Students will work through the Active Engagement and Link portion of the session. Teachers will conferr with small groups/individuals. <u>Reflection:</u> Teachers will work through the share portion of the lesson on page 72.	How can you determine the main topic that a story is about?
	Friday		

	<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 8 .Pg.76 (Focus on bringing forth the story arc) Teachers will be discussing with students when they write personal narratives...they are writing stories. Teachers will also discuss how the most powerful way to improve a personal narrative is to look at it as a story and to think about whether you have brought everything you know about how stories usually go to bear on your draft. Teachers will refer to the anchor craft they used the previous few days. Work through active engagement and the link portion.</p> <p><u>Crafting:</u> Students will work through the Active Engagement and Link portion of the session. Teachers will conferr with small groups/individuals.</p> <p><u>Reflection:</u> Teachers will work through the share portion of the lesson on page 40.</p>	<p>As a writer, what is your prior knowledge about stories and their characteristics? How did you use those characteristics in your own draft?</p>
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