

Monday 11/16/2020	Tuesday 11/17/2020	Wednesday 11/18/2020	Thursday 11/19/2020	Friday 11/20/2020
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Mathematics 3.9&10 Investigate • Subtract Decimals & Algebra	Mathematics 3.9&10 Investigate • Subtract Decimals & Algebra	Mathematics 3.11&12 Problem Solving • Add and Subtract Money * Choose Method	Mathematics 3.11&12 Problem Solving • Add and Subtract Money * Choose Method	Mathematics 3.11&12 Problem Solving • Add and Subtract Money * Choose Method
5.NBT.B.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.B.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.B.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.B.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.B.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.
Lesson: Introduction: Walk through the problem of the day on page 207. Use appropriate tools strategically. Essential Questions: How can place value help you subtract decimals? How can you use addition or subtraction to describe a pattern or create a sequence with decimals?	Lesson: Introduction: Walk through the problem of the day on page 207. Use appropriate tools strategically. Essential Questions: How can place value help you subtract decimals? How can you use addition or subtraction to describe a pattern or create a sequence with decimals?	Lesson: Introduction: Walk through the problem of the day on page 213. Use appropriate tools strategically. Essential Questions: How can the strategy make a table help you organize and keep track of your bank account balance? Which method could you choose to find decimal sums and differences?	Lesson: Introduction: Walk through the problem of the day on page 213. Use appropriate tools strategically. Essential Questions: How can the strategy make a table help you organize and keep track of your bank account balance? Which method could you choose to find decimal sums and differences?	Lesson: Introduction: Walk through the problem of the day on page 213. Use appropriate tools strategically. Essential Questions: How can the strategy make a table help you organize and keep track of your bank account balance? Which method could you choose to find decimal sums and differences?
Wrap Up: Have students complete an exit ticket problem. The students will then rank themselves on a 1-4 scale. One means they do not understand the problems at all. Two means they sort of understand but are not completely	Wrap Up: Have students complete an exit ticket problem. The students will then rank themselves on a 1-4 scale. One means they do not understand the problems at all. Two means they sort of understand but are not completely	Wrap Up: Have students complete an exit ticket problem. The students will then rank themselves on a 1-4 scale. One means they do not understand the problems at all. Two	Wrap Up: Have students complete an exit ticket problem. The students will then rank themselves on a 1-4 scale. One means they do not understand the problems at all. Two	Wrap Up: Have students complete an exit ticket problem. The students will then rank themselves on a 1-4 scale. One means they do not understand the problems at all. Two

confident. Three means they understand but still need some practice. Four means they completely understand the problems and they could teach someone else.

Centers: (10 min)
Must Do:
Teacher- Use a reteach strategy sheet for students who are confused to further explain the problems. Use an enrich sheet for students who understand and need a challenge.
Application
May Do:
Technology
Game

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Social Studies/
Science

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ELA
Fifth Grade Standards: Informational Text 4, 5, 7, 10
Speaking and Listening 1, 1a
Language 4a, 6
Writing 2a, 3, 3a, 3d,

Sign of the Beaver

Fifth Grade:
Have students read Ah Tcha Leaves d on 233. Talk with student's about story's structure.

Have a mini lesson on Possessive Nouns and Action Linking Verbs. Have both grades fill out page 7

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Fifth Grade:
Have the look at the roots of words. Write down definition. Draw a picture using the word. Identify root and meaning of the root.

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and 8 in their writers notebooks.

Introduce and have the students work on page 137 of their writers notebook. Discuss narrative and review forms of writing and their importance. Work on poems correction on page 132 of writers notebook.

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Introduce and have the students work on page 137 of their writers notebook. Discuss narrative and review forms of writing and their importance. Work on poems correction on page 132 of writers notebook.

Work on trifold comprehension of the stories. Also fill out page 76-77 in the writers notebook.

Fill out page 125-126 of the writers notebook.

Work on trifold comprehension of the stories. Also fill out page 77-78 in the writers notebook.

Fifth and Sixth Grade: Fill out page 125-126 of the writers notebook.

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ELA

PE/Health

Prep

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