

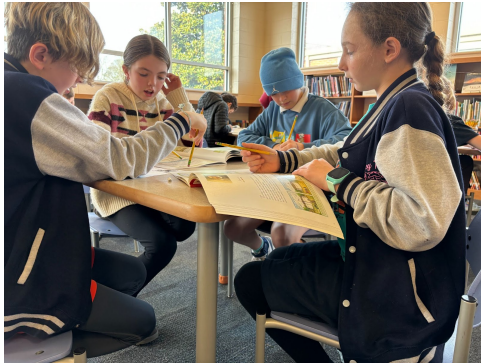
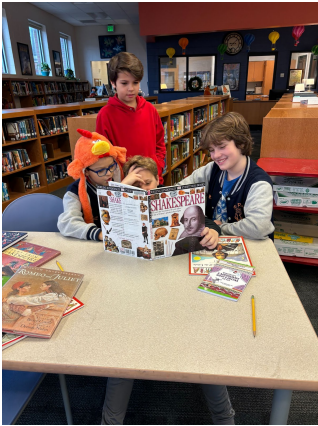
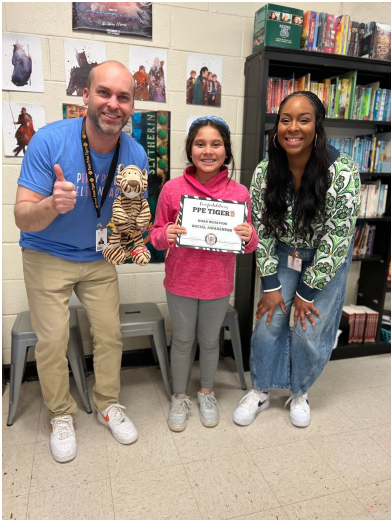
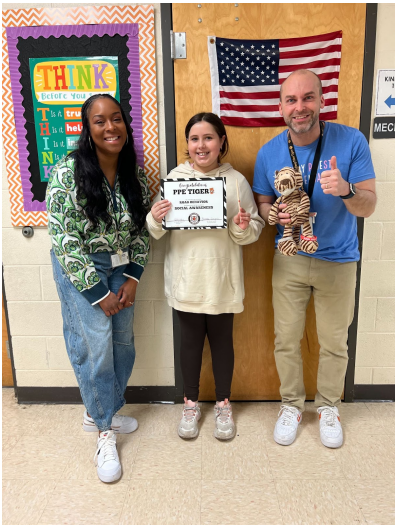
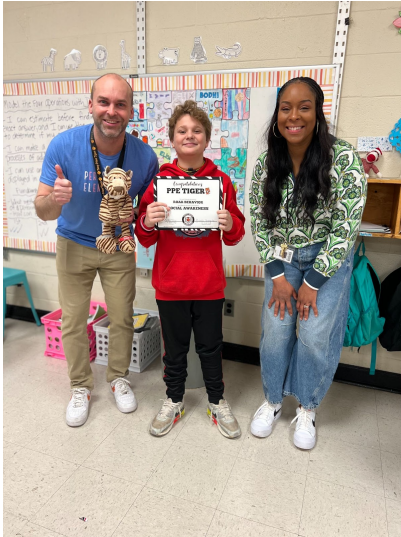
# 5th Grade Week At A Glance

## Week of Feb. 5th - Feb. 9th

### Percy Priest Events and Happenings

Please be sure to read Dr. Young's email and listen to his weekly callout for more information about events and important dates at Percy Priest.

Date:	Monday 2/5	Tuesday 2/6	Wednesday 2/7	Thursday 2/8	Friday 2/9



[Family Intent Survey](#)

# Math

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\*Please check agendas nightly.

\*\* Check Schoology weekly.

## Student Expectation

**5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example,  $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$  or  $\frac{3}{5} + \frac{7}{10} = \frac{6}{10} + \frac{7}{10} = \frac{13}{10}$ .

**5.NF.A.2** Solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result  $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that  $\frac{3}{7} < \frac{1}{2}$ .

## Key Concepts

- I can use visual fraction models to reason about the process for adding and subtracting fractions with unlike denominators.
- I can reason that when adding and subtracting fractions, the fractions must refer to the same whole.
- I can replace fractions that have unlike denominators with equivalent fractions that have the same denominator.
- I can multiply the denominators of unlike fractions to find a common denominator.
- I can recognize that mixed numbers can be equivalent to improper fractions.

## Fundamental Questions

- What strategies can I use to reason about the process for adding and subtracting fractions with unlike denominators?
- Why are common denominators important, and how can I work with unlike fractions by finding equivalent fractions that have common denominators?
- In what ways can I represent word problems that involve adding and subtracting fractions?

This week in math...

Date:	Monday 2/5	Tuesday 2/6	Wednesday 2/7	Thursday 2/8	Friday 2/9
Weekly Outlook:	Add & Subtract Fractions	Add & Subtract Fractions	Add & Subtract Fractions	Add & Subtract Fractions	Add & Subtract Fractions
Homework:	"Show What You Know" HW- due Wednesday		Homework due!		
Quiz/Test:			Skill Builder Quiz (open notes)	Retake if needed	Retake if needed
Study/ Review:	Review notes and anchor chart	Review notes and anchor chart	Review notes and anchor chart	Review notes and anchor chart	Review notes and anchor chart

## Science/Social Studies

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\*\*Check Schoology weekly.

2/5-2/9 is a Science Week

Students will have a project for the traits unit. It will be assigned and explained on Friday and will be due on the 15th.

### Standards for this week:

*5.ESS1.7: Use evidence from the presence and location of fossils to determine the order in which rock strata were formed.*

*5.LS4.1: Analyze and interpret data from fossils to describe types of organisms and their environments that existed long ago. Compare similarities and differences of those to living organisms and their environments. Recognize that most kinds of animals (and plants) that once lived on Earth are now extinct.*

*5.LS3.1: Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment.*

*5.LS3.2: Provide evidence and analyze data that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms.*

This week in Science...

Date:	Monday 2/5	Tuesday 2/5	Wednesday 2/7	Thursday 2/8	Friday 2/9
Weekly Outlook:	Fossil Activity	Review	Quiz	Traits	Traits
Homework:					
Quiz/Test:			Quiz		Assign Traits Project Due on the 15th
Study/ Review:	Study for Quiz	Study for Quiz			

## English Language Arts

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**Essential Question:** How and why do writers play with words?

**Focusing Question (lessons 16-26)** How can writers use wordplay to develop a story's plot?  
(lessons 27-36) How is The Phantom Tollbooth a story of transformation?

**Standards:** Quote accurately from a text when explaining what the text states explicitly and when drawing inferences; analyze a character using character's words, actions, and thoughts; clarify meanings of words; Determine archetypes, summarize; plot/structure

Over the next few lessons, we will focus on the dialogue between characters. We have learned how important the dialogue is because it serves as the events in our chapters. Events are not just action. Now we will focus on how to write it so it can be used in their narratives. This will be incorporated in the end of module task below.

EOM: Write an exploded moment scene in which Milo encounters one of the demons from the Mountain of Ignorance on his return journey and helps him resolve a conflict related to wordplay of his name and his experiences in The Phantom Tollbooth, by conveying wisdom related to the story's central theme.

Date:	Monday 2/5	Tuesday 2/6	Wednesday 2/7	Thursday 2/8	Friday 2/9
Weekly Outlook:	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Homework:	See email	See email	See email	See email	
Quiz/Test:					
Study/ Review:	Chapter 17	Chapter 18	Chapter 19	Chapter 20 Last Chapter	

*I know it is that time of year when the weather is cold and the air dry. I am asking that students refrain from using lotions that have a perfume scent in my classroom. The scent can cause headaches and can trigger asthma. Any non-scented lotion is fine. Thank you!*