

## 5th Grade Week At A Glance Week of Mar. 4th - Mar. 8th

### 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 3/4	Tuesday 3/5	Wednesday 3/6	Thursday 3/7	Friday 3/8
	ELA Benchmark	No School For Students	Math Benchmark		Half Day Dress Up Day

A message from Ms. Kauerz:

Hello 5th Grade Families!

My name is Jennifer Kauerz and I will be filling in for Mrs. Thomas. I am thrilled to be teaching your 5th graders as they transition to middle school. Your kiddos are amazing, and I am enjoying getting to know them. JKRoss@mnps.org is the email that MNPS assigned me. We will roll with this through the end of the school year.

A bit about me-Memphis is my hometown, but I have lived in Nashville for 15 years. My 120 pound Rhodesian ridgeback, Nero, loves people. Expect to see him at outdoor after school functions. I enjoy running in McCabe Park, decorating my AIRBNB, and reading.

After teaching Math/Science to 3<sup>rd</sup>/4<sup>th</sup> graders for 21 years, I 'took a break' to assist accountants with COVID funding programs. In those 15 months, I realized that I missed teaching. I am thankful to be at such an amazing school for this last quarter.

I look forward to working with you and your family. Please feel free to email me with any questions, concerns, or just to say hello!

# Math

JKRoss@mnps.org

\*Please check agendas nightly.

\*\* Check Schoology weekly.

## Student Expectation

*Apply and extend previous understandings of multiplication and division to multiply and divide fractions.*

**5.NF.B.3** Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). For example,  $3/4 = 3 \div 4$  so when 3 wholes are shared equally among 4 people, each person has a share of size  $3/4$ . Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. For example, if people want to share 49 sheets of construction paper equally, how many sheets will each person receive? Between what two whole numbers does your answer lie?

## Key Concepts

- I recognize that a fraction represents division of the numerator by the denominator.
- I can draw models and use equations to represent word problems that involve multiplication and division of fractions.
- I can apply what I know about solving word problems with whole numbers to solve those involving fractions and mixed numbers.

## Fundamental Questions

- How do the parts within a fraction communicate division?
- What models and equations can I use to represent word problems that involve multiplication and division?
- How can my understanding of solving word problems with whole numbers help me to solve word problems with fractions and mixed numbers?

This week in math...

Date:	Monday 3/4	Tuesday 3/5	Wednesday 3/6	Thursday 3/7	Friday 3/8
Weekly Outlook:	Fractions as Division	Fractions as Division	Fractions as Division	Fractions as Division Test	½ day
Homework:	Optional Tic Tac Toe (Extra Credit!)	Optional Tic Tac Toe (Extra Credit!)	Optional Tic Tac Toe (Extra Credit!)	Optional Tic Tac Toe (Extra Credit!)	
Quiz/Test:			<b>Benchmark Testing for 5th Grade Math</b>		
Study/ Review:	Review study guide(parent note)	Review study guide(parent note)	Review study guide(parent note)	Review study guide(parent note)	Review study guide(parent note)

## Science/Social Studies

[Danielle.Wojciechowski@mnps.org](mailto:Danielle.Wojciechowski@mnps.org)

\*Please check agendas nightly.

\*\*Check Schoology weekly.

3/4-3/8 is a Biz-town Week

This week in Biz-town...

Date:	Monday 3/4	Tuesday 3/5	Wednesday 3/6	Thursday 3/7	Friday 3/8
Weekly Outlook:	Biz-town	Biz-town	Biz-town	Biz-town	Half Day
Homework:					
Quiz/Test:					
Study/ Review:					

## English Language Arts

[Jeffery.Bray@mnps.org](mailto:Jeffery.Bray@mnps.org)

\*Please check agendas nightly.

\*\*Check Schoology weekly.

**Essential Question:** How did the Civil War impact people?

**Focusing Question (lessons 6-15 )** How did the Civil War impact boy soldiers?

**Standards:**

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Engage effectively in a range of collaborative discussions (one-on-one; in groups, and teacher-led) building on other;s ideas and expressing their own clearly.
- Write opinion pieces on topics or text, supporting point of view with reasons and information.

As we begin reading our first anchor text, *The Boys' War*, we will look at photographs in the text to get an idea of life during the time of the Civil War.

- Students will make inferences and predictions.
- Analyze how journals and letters were written and used to convey information on soldier's experiences in the war.
- Determine author's point of view and text structure

\* Due to all the events that have been happening here at PPE and the Read-A-Thon, I moved the multiple choice test in lesson 10, to Friday.

<b>Date:</b>	<b>Monday 3/4</b>	<b>Tuesday 3/5</b>	<b>Wednesday 3/6</b>	<b>Thursday 3/7</b>	<b>Friday 3/8</b>
<b>Weekly Outlook:</b>	ELA Benchmark	No School	Lesson 9	Lesson 10	Half Day
<b>Homework:</b>	See email	See email	See email	See email	
<b>Quiz/Test:</b>				Multiple Choice Assessment	
<b>Study/ Review:</b>	Resources in Mod. 3 Schoology Folder	Resources in Mod. 3 Schoology Folder	Resources in Mod. 3 Schoology Folder	Resources in Mod. 3 Schoology Folder	

*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!*

