**Monday:** February 13 **Things to remember: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**8:25** Bell Rings: Students come into hallway area, take off outside wear, put on indoor shoes, gather school materials from backpacks, put agenda book on teacher’s desk, sit at desks

**8:30** Announcements and Attendance: Students write in journals while waiting for announcements: Write down 3-5 qualities that make you a good friend. Give students a few minutes to write down thoughts, then discuss

On Mondays we have a sharing circle. Pass around talking stick and allow students to share about their weekend. Talking stick is found on back counter by European Explorers wall.

* **8:50-9:45 Math**
* Hook: Have a fraction talk on the board and ask students for thoughts
* Body: Draw a pizza on the board with 6 slices. Inform students that you want 1/2 with olives
* Ask a student volunteer to come up and draw olives on ½ of the pizza
* Ask students to grab whiteboards and to draw 6 pizzas on their whiteboards
* Explain to students that you put 3 cups of cheese on each pizza. How much cheese is there altogether?
* Ask students how many cups of cheese you would have if you only wanted half of the amount
* Ask students to draw 8 pizzas and explain that you usually put 2 cups of cheese on each pizza. How much cheese altogether?
* What would happen if the customer only wanted ¼ the amount of cheese as usual?
* Ask students how they could figure this out
* Half the amount of cheese is 8, what is half of 8?
* Explain to students that you have 5 large pizzas and put 3 cups on each pizza. Ask students to draw the pizzas and figure out how much cheese there is altogether
* Ask students to clean up whiteboard and hand out pizza booklets
* Go over the next task on “pizza problems,” but let students work through it on their own
* Remind students that if they finish, they can try out the bonus question if they wish
* Give students time to work
* Closure: Go over the first few questions
* Collect booklets
* Transition to next lesson
* **9:45– 9:55: Daily Diversity Conversation**
* Have a picture of Viola Desmond on the Smartboard and ask students if anybody knows who she is
* Briefly explain her significance and her arrest in 1946
* Watch the video/song on Viola Desmond
* Have conversation using the guiding questions from the slide deck

**9:55-10:10 Spelling**

Hand out spelling lists and agendas. Students write their spelling words into their agendas

**10:10-10:25 – Students eat snack. Read to students – V-day book**

**10:25-10:41 – Recess**

**10:41 – 11:20 –** Students have Chrome Books and can work on Depths of Comfort and Read works

**V-day Brain break**

**11:25 – 12:00** **Novel Study**

Hook:

* Ask students to recap what has happened in *a Boy Called Bat* so far

Body:

* Explain to students that today, they will be learning how to summarize
* Show students the “somebody wanted but so then” template and go over the little red riding hood example
* Read a couple chapters
* Discuss and create a “somebody wanted but so then” summary with students about what has happened so far – explain to students that they will write more of these throughout the novel study
* Hand out a template and have students fill it in with what was discussed as a class
* Closure:
* When bell rings, ask students to hand in their sheets
* Dismiss for lunch

**12:00 – 1:00 – Lunch: Have video from TNRD library set up on Smart Board for students to watch when they come back in at 12:35 to eat**

**1:00 – 1:20 – Silent Reading**

**1:20 – 2:00 – Black History Month**

* Ask students to remind you why we celebrate BHM in Canada
* Show students the fun song on YouTube [(65) Black History (It's Yours) | Black History Month Rap Anthem | Animated Music Video - YouTube](https://www.youtube.com/watch?v=fimXsRfKXnY) to give students a basic understanding of why we celebrate Black History month
* Ask a student volunteer to hand out the “Why do we Celebrate Black History Month in Canada?” fact sheet
* Inform students that we will read and go through the sheet together
* Ask students to raise hands if they would like to read a chunk
* Choose a student to begin reading. After a few sentences, thank the student and choose a different student to continue reading
* Repeat until the reading is complete
* After the reading, go through a PowerPoint presentation that provides additional information and will help students figure out the answers on a practice sheet. [Black History Month .pptx](Black%20History%20Month%20.pptx)
* After the presentation, hand out the fill-in-the-blank practice sheet for students to demonstrate what they have learned
* Go through and answer questions together
* Ask students to place sheets into I’m done, now what? Books
* Inform students that they will continue to explore BHM over the next few weeks

**2:00 – 2:30 – Finish V-day Bags**

* Have activity for early finishers

**2:30 – 2:40 – End of day jobs, agenda writing, clean up the room, get ready for dismissal**

**2:40 – Bell rings for dismissal**

**Tuesday,** February 14

**Things to remember: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**8:25** Bell Rings: Students come into hallway area, take off outside wear, put on indoor shoes, gather school materials from backpacks, put agenda book on teacher’s desk, sit at desks

**8:30-8:45** Announcements and Attendance: Students write in journals: Fraction Talk – What fractions can you make and why?

* **8:45-9:45 Math**
* Hook: Show students a picture of a real-life measuring spoon set
* Explain to students that this is an example of “real-life” fractions, and we use fractions as measurements when cooking and baking to ensure we are adding the correct amount of ingredients to make our food taste good
* Body: Explain to students that today, they will be learning how to add fractions
* Show students ½ +1/2. Explain and write on the board that when adding fractions, you add the numerators, but the denominator will stay the same
* Ask students what 1+1 is (2). Therefore, ½ + ½ is 2/2
* Explain to students that when the numerator and the denominator are the same, it is equal to 1, so 2/2 = 1
* Write 4/4 on the board and explain how this also equals 1
* Remind students that whenever the numerator and denominators are the same, it will equal 1
* Show students a physical example by drawing a pizza split into two on the board
* When you shade in both slices, you get 2/2, which is the whole pizza. Therefore, when the numerators and denominators are the same, it equals 1 whole
* Hand back pizza booklets and ask students to turn to the next page on “double the ingredients”
* Explain that when they are asked to double each fraction, they are simply adding them
* Do the first one together as it includes a whole number
* Write 1 ½ = 1 ½ on the board
* Explain to students that you simply need to add the whole numbers, then follow the same rule when adding the fractions – adding the numerators, leaving the denominators the same
* Ask students what 1+1 is for the whole numbers (2)
* Ask students what 1+1 is for the fractions (2)
* Explain to students that the answer, therefore, is 2 2/2
* Allow students to work through the rest on their own
* Explain to students that they can try out the bonus question if they wish to
* Have activity for early finishers
* Closure: Go through the first couple answers together
* Collect books and transition to next lesson
* **9:45 – 10:10: Socials**
* Go over what is included in a trading post (fur and other supplies to sell such as axes and kettles, fireplaces, beds, tables, etc.,)
* Show students a variety of pictures on the Smart Board
* Explain to students that they will draw, label, and color the inside of their trading posts! Afterwards, they will write a report on the back side that explains where their trading post is located and why, and what is included in their trading post
* Recap and go over where the best place for their trading posts are by reviewing the Hudson Bay Map
* Allow students to begin drawing their trading posts if time allows
* **10:10 – 10:25 – Snack – read V-day book 10:10-10:25 – Students eat snack. Read from**

**10:25-10:41 – Recess**

**10:41 – 12:00 – Cobblestone**

* Students get Chromebooks and are walked through the Cobblestone coding tutorial

**12:00 – 1:00 – Lunch: Have video from TNRD library set up on Smart Board for students to watch when they come back in at 12:35 to eat**

**1:00 – 2:00 – LA Stations**

* Station 1 – Spelling – Students work with teacher and sort and discuss spelling words and patterns
* Station 2 – Valentines Day – V-day games and activities
* Station 3 – Fur Trade – Fur Trade activities and readings

**2:00 – 2:15 – V-day exchange**

* Students will give each other valentines and gifts

**2:15 – 2:30 – Silent Reading**

**2:30 – 2:40 – End of day jobs, agenda writing, clean up the room, get ready for dismissal**

**2:40 – Bell rings for dismissal**

**Wednesday:** February 8 **Things to remember: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**8:25** Bell Rings: Students come into hallway area, take off outside wear, put on indoor shoes, gather school materials from backpacks, put agenda book on teacher’s desk, sit at desks

**8:30** Announcements and Attendance: Wordy Wednesday. Students write words in journals. How many words can you make from these letters?

* **8:45 - 9:30 Math**

Materials Needed:

Whiteboard and marker

Pizza booklets (found in back cupboard by TM’s desk)

Pencils and erasers

* Hook: Call on 10 students to come up to the front. How many people? How many girls? How many boys? How many with blond hair? How many with brown hair? Make fractions together and write on board
* Body: Show students the YouTube video [(1) Lesson 2 - Writing Fractions As Words - (5th Grade Math) - YouTube](https://www.youtube.com/watch?v=SKEmIj-YCPc)
* As the gentleman writes the fractions and word forms, write them on the board (also have anchor chart)
* Pause video at times and ask for student thoughts
* After the video, remind students that the numerator is written in number form and nothing changes (i.e., 1 – one, 2 – two, 3- three
* Explain to students and write (and have on anchor chart) that if the denominator is 2, it is “halves,” if the denominator is 3, it is thirds. If the denominator is 4, it is quarters
* Explain to students that for the remaining numbers, you simply need to add “ths”
* Write down examples and ask students to help with their own whiteboard at their desks (1/5 = one fifths, ¼ = one quarter, 2/7 is two sevenths, 3/8 is 3 eighths (one anchor chart, have word forms up to 12)
* Give students a simple worksheet to work through that asks them to put fractions into wordforms (should only take a couple minutes)
* Hand back pizza booklets and ask students to turn to task 4 “pizza delivery”
* Go through questions but allow students to work through them on their own now that they know about word form
* Closure: Inform students that tomorrow, they will move into figuring out their pizza delivery schedule
* Collect books and transition to next lesson

**9:30-10:25: PE** (Prep)

**10:25-10:41 – Recess**

**10:41 – 11:00:**  **Snack** Mystery Doug

**11:00 – 11:20 – Spelling**

**11:20 – 12:00 – Novel Study**

* Explain to students that when exploring novels, there are different strategies that we can use to help us connect to our stories
* Hand each student a sticky note and ask them to write their names on it
* Explain that you are going to read them a storybook, and that you would like them to think about which page they are connecting to the most (each page has different things that can be scary to some)
* Inform students that after, you will read it again, and students will get up to place their sticky note on the page they connected to
* Do the task, then inform students that it is important to make connection when they are reading
* Hand out the summary/my thinking sheet and explain to students that you would like them to think about connections they are making as you are reading, and if their thinking about anything is being transformed
* Read a couple more chapters
* Go over what it means to summarize and go over expectations of what you are looking for
* Give students time to fill out their sheets
* Have activity for early finishers
* Dismiss for lunch when bell goes

**12:00 – 1:00 – Lunch: Have video from TNRD library set up on Smart Board for students to watch when they come back in at 12:35 to eat**

**1:00 – 1:15 –** **Grammar**

* Show students the YouTube video [(2) Imperative and Exclamatory Sentences - YouTube](https://www.youtube.com/watch?v=0qFs2Curp0M)
* Go over a couple different examples of imperative (Sit down. Read your book.) and exclamatory (You scared me! We won the game!)

**1:15-1:40 - Presentations**

* Who gets to place a marble into the kindness pond, and why?
* Pond animal presentations

**1:45 – 2:15 – Social Studies**

Hook:

* Show students a Google image of the Hudson’s Bay company and ask them to raise hands to remind you of what they learned about the Hudson’s Bay Company
* Inform students that today they will learn more about the British Fur Trade and the Hudson’s Bay Company
* Body: Show students the minute-long video [(60) Canada Vignettes - Trading Post - YouTube](https://www.youtube.com/watch?v=D5wiXTGY6Lc&t=55s)
* After the video, ask a student volunteer to hand out the British Fur Trade handout [The British Fur Trade Handout.docx](file:///C:\Users\Stephanie%20Rose\Documents\The%20British%20Fur%20Trade%20Handout.docx)
* Ask students to pair up with a partner and work through the reading and the Venn diagram on the handout
* After about 15 minutes, regain student attention using classroom wind chimes
* Inform students that we will read it all together, and ask if there is a volunteer to read the first short paragraph
* Thank the student volunteer, and ask if there is another volunteer who would like to read the second short paragraph
* Thank the student volunteer, and ask for a different volunteer to read the third short paragraph
* Go through the Venn diagram together, beginning by asking how the two companies (Hudson’s Bay and North West) were different, and then how they were similar
* Ensure students understand the role of Alexander Mackenzie, Simon Fraser, and David Thompson – explorers and employees of the NWC who began the fur trade in BC and merged with the HBC
* Closure: Thank students for participating and ask them to place their handout into their Social Studies duo-tang
* Transition to silent reading

**2:15 – 2:30 -Silent Reading (If time allows)**

**2:30 – 2:40 – End of day jobs, agenda writing, clean up the room, get ready for dismissal**

**2:40 – Bell rings for dismissal**

**Thursday:** February 9 **Things to remember: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**8:25** Bell Rings: Students come into hallway area, take off outside wear, put on indoor shoes, gather school materials from backpacks, put agenda book on teacher’s desk, sit at desks

**8:30** Announcements and Attendance: Students go to music right away

**8:30-9:30 – Music (prep)**

**9:30 – 10:10 – Depths of Comfort and Read works**

* Students complete D.O.C check-ins and work on a read works on Black History Month (ask TM for help with this during Wednesday prep)

**10:10-10:25: Snack** (read from book)

**10:25-10:41 – Recess**

**10:41 – 11:20: Math**

Hook:

* Have 3 different colored plastic cups (12 cups in total)
* Write what each color represents board (red = iced tea, pink = water, and TBA = juice
* Ask students what fraction of people ordered iced tea, water, and juice

Body:

* Ask students to grab whiteboards, erasers, and markers
* Play around with the cups and ask students to write fractions based on your cups (i.e., have 4 cups in total and ask students to write the fraction of how many people ordered water (have 2 pink cups and 2 red cups – 2/4)
* Do 7 or 8 of these
* Hand back pizza projects and go over expectations for the next 2 pages on drink orders
* Explain that the bottom questions are optional if students are up for a challenge
* Help those students if they are wanting to try
* Give students time to work
* Early finishers can work on their title pages, or Valentine’s activity if they are done
* Closure: go over some of the questions together
* Ask students to hand in booklets and transition to next lesson

**11:20 – 12:00 – Writing**

* Ask students if friends always get along
* Ask students for reasons why friends might not always get along
* Show or read students the book “The Worst Best Friend” by Alexis O’Neil
* Have a discussion about what happened between the friends in the book, and how it was resolved
* Explain to students that today they will be writing “the friendship fix”
* Show a scan of the template and show students how they will write about their friendship with someone, a problem that occurred between them, and how they solved the problem
* Have activity for early finishers
* Dismiss when the bell goes for lunch

**12:00 – 1:00 – Lunch: Have video from TNRD library set up on Smart Board for students to watch when they come back in at 12:35 to eat**

**1:00 – 1:15–** **Spelling**

**1:15-1:40 – Remaining presentations and Diversity Conversation**

**1:40 – 2:15: Social Studies**

* Hook: Have pictures of trading posts on the smartboard
* Ask students what they notice about the trading posts
* Explain to students what they were – large households that were social and reflected the cultural heritage of its members, and the post’s role to the fur trade

Body:

* Inform students that they will get to design their own trading posts, but first, they need to discover what it is important to include in trading posts
* Hand out recording sheets and allow students to grab whiteboards and hunt for the 14 essential aspects of trading posts

Closure: Ask students what they found

* **2:15 – 2:30 -Silent Reading (If time allows)**

**2:30 – 2:40 – End of day jobs, agenda writing, clean up the room, get ready for dismissal**

**2:40 – Bell rings for dismissal**

**Friday:** February 10 **Things to remember: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**8:25** Bell Rings: Students come into hallway area, take off outside wear, put on indoor shoes, gather school materials from backpacks, put agenda book on teacher’s desk, sit at desks

**8:30-8:45** Announcements and Attendance: Students write in journals while waiting for announcements:

Which fraction doesn’t belong?

**8:45 – 9:20 – Math**

* Hook: Use pizza magnets to ask students what fractions are being represented
* Body: Ask students to grab whiteboards
* Draw pizzas and diagrams on the board and shade in different sections, asking students to write down and hold up the fractions on their whiteboards
* Do 7 or 8 of these
* Hand back booklets and go over expectations of task 6
* Let students work and provide assistance where needed
* Closure: Ask students if they decoded the secret message
* Ask students to hand in booklets as they grab their snacks

**9:20 – 9:40 – Spelling Test**

**10:00-10:25 – Walk**

**10:25 – 10:41 - Recess**

**10:41 – 11:20 – Library**

**11:20 – 12:00 – Heart Prints**

* Write the word “Heartprint” on the white board. Ask the students what they think it is.
* Explain that a *heartprint*is like a footprint or a handprint that we leave behind, except we can’t SEE a heartprint, we FEEL it. When we leave heartprints behind, it’s a way of leaving a little love for someone else. It makes them feel good and makes us feel good, too.
* Show students the YouTube video [(2) Jessica's Daily Self-Affirmations! - YouTube](https://www.youtube.com/watch?v=gIwLciAKe9s) about a young girl giving herself positive affirmations
* Hand out the templates and go over them – discussing different ways students can leave heartprints for themselves
* Allow them to create their heartprints
* Have activity for early finishers

**12:00 – 1:00 – Lunch: Have video from TNRD library set up on Smart Board for students to watch when they come back in at 12:35 to eat**

**1:00 – 1:40 – Socials**

* Finish Scavenger Hunt
* Begin working on “the fur trade location criteria

1:40 – 2:15 – **Art**

* Students make valentines day bags with art templates
* Show students examples on the board – show students what the owl can look like if they are using the owl template
* What colors might you want to use to Valentine’s Day? Pink, red, purple

**2:15 – 2:30 -Silent Reading (If time allows)**

**2:30 – 2:40 – End of day jobs, agenda writing, clean up the room, get ready for dismissal**

**2:40 – Bell rings for dismissal**