**Mrs. Hunter’s Grade 5 Lesson Plan Wednesday February 5th**

* 8:10 Meet students in the back playground
* 8:15-O’ Canada,
* Send attendance to the office electronically or with a student
* No duty today
* Volunteer Miss Curran in from 11-12

**Grade 5 English Class (Homeroom)** -8:20-10:15- LA Block-

**Personal Wellness**, wellness strand, 1.1-Nutrition-lessons 1&2 discussing the importance of what we eat. Students will watch the experiment with the egg, discuss findings from the fats soaked into the brown paper bags, then use the Ipads to do research on the different nutrients and minerals found in food. Assign students each in groups an Ipad and two topics to research. Share findings. Write in Writing notebooks.

**Social Studies**-Climate change-Tia Asks Why? (CBC Pod Cast) Start again with KWL, then questions and then listen…25 minutes.

**10:15-snack. Then outside. 10:40 Announcements then Recess-** They may go out on their own as they are ready once a duty person is seen by them in the playground. Recess-10:20

**Grade 5 French Class**. (Mrs. Armstrong’s Home room) 10:45-11:50-**Math**, N7, N8, N9, Centers

1. **With teacher** finishing questions on fractions, tests, decimals, homework,

2. Fraction Tiles Questions-Box and cards- **Mrs. Grant**

3. Decimal- Card Game- needs to be re-introduced/modelled **Miss Curran**

11:50-Dissmissal –students can leave as they are called (bus students including Go Go gymnastics bus, walkers) over the PA.. Please go down with the walkers to ensure all are picked up. Most leave independently. See student transportation list in the substitute duo-tang-

**N7 Demonstrate an understanding of fractions by using concrete and pictorial representations to: create sets of equivalent fractions; compare fractions with like and unlike denominators**.

Use a variety of models (concrete and pictorial) to demonstrate that equivalent fractions represent the same length, region, or set partitioned in different ways.

Use personal strategies to determine one or more equivalent fractions for a given fraction.

Compare two or more fractions and explain the strategy used (including using benchmarks, comparing numerators, comparing denominators)

**Individualized/Modified/Accommodated Students**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Literacy | Math | Science/Social Studies |
| 1. Abi
 | PLP, L, G2 | PLP G2 |  |
| 1. Kyra
 | organization | Less questions |  |
| 1. Mekal-EAL
 | H, G1 | G2 |  |
| 1. Logan
 | P, G3, computer | PLP G3/4 |  |
| 1. Ryan
 | Writing, computer | Less question |  |
| 1. Domnick
 | PLP, G1 | PLP-Gk/1 |  |
| 1. Alana
 | P, organization | G4, number sense, less question |  |
| 1. Jing-EAL
 | E, G2,  | Vocabulary |  |
| 1. Roy-EAL
 | D, translator | Vocabulary, translator |  |