**Lesson Plan Grade: 5**

**Week 8 October 23rd-27th 2023** **Teacher: Sr. Mona**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Unit/ Lesson<br>Big Ideas | Math-Math Textbook Unit 2 Lesson 7 Multiplication and Division<br><br>LA-Spelling List 6 Test | Math-math unit 2 Lesson 7 Long Division contd.<br><br>LA-Language Power book, Sentences | Math- Unit 2 Practice Long Division<br><br>L.A-Short Story Literacy Book 5b. Descriptive Writing. | Math-Unit 2 Practice Long Division<br><br>Social Studies-Reading First Nations, Lesson 4<br><br>Science-Body Factors | Math-Unit 2 Practice Long Division<br><br>Social Studies-Canadian History |
| Homework/ Classwork | Math Practice Book Lesson 7 | Math Practice book lesson 7 | L.A-Descriptive Writing | Social Studies - Research Work | |
| Materials/Resources | Spelling Book Nelson, Maths Makes sense Practice and Homework book | Language Power book, Maths Makes sense Practice and Homework book | English Power L-47 Complete the exercises | Science Conserve and Preserve Strand (Book) | Nelson Social Studies 5 First Nations and European Explorers |

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| Overall Expectations | • Language Arts: Develop effective communication skills and explore diverse texts from various cultures.<br>• Math:Identify, Understand, and apply the strategies of the concepts to solve numerical problems.<br>• Science: Understand the structure and function of human body systems and their interrelationships.<br>• Social Studies: Analyze the consequences of interactions between Indigenous peoples and European settlers in Canada. |
| Specific Expectations (Subjects) | • Language Arts: Develop appropriate speaking and listening skills; identify helpful reading strategies.<br>• Math: Determine relationships in multiplication and divisions.<br>• Science: Identify major human body systems and describe their roles and interrelationships; understand common diseases affecting these systems.<br>• Social Studies: Analyze the consequences of Indigenous-European interactions in pre-1713 Eastern Canada. |
| Learning Goals | • Foster personal connections to texts and develop empathy.<br>• Promote critical thinking and analytical skills.<br>• Encourage an understanding of patterns in math and their cultural significance.<br>• Emphasize the stewardship of the body in alignment with Islamic principles.<br>• Celebrate diversity and cultural awareness. |
| Success Criteria | • Students can explain how personal connections enhance their understanding.<br>• Students can identify, extend, and create numeric and geometric patterns.<br>• Students understand the basic structure and function of human body systems.<br>• Students analyze the consequences of historical interactions between Indigenous and European peoples. |
| Instructional Strategies | • Promote empathy and cultural awareness through storytelling and character analysis.<br>• Facilitate pattern recognition through visual aids and discussions.<br>• Encourage hands-on exploration of human body systems.<br>• Engage students in group discussions about historical interactions. |
| Assessment & Evaluation | • Assess personal connections and understanding through discussions.<br>• Evaluate pattern recognition and problem-solving skills.<br>• Assess understanding of human body systems through sketches and explanations.<br>• Evaluate critical thinking and historical analysis in group presentations. |
| Islamic Link | • Personal Connections: Encourage students to relate to characters and their experiences, promoting empathy.<br>• Diversity Appreciation: Highlight the importance of understanding diverse perspectives in texts.<br>• Cultural Connections: Connect numeric patterns to cultural significance, e.g., Islamic calligraphy.<br>• Stewardship: Emphasize the alignment of body awareness with Islamic values and responsibilities.<br>• Diversity Appreciation: Celebrate diversity and different cultural perspectives in history. |

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