

BA PASS Correlation:

(OBJ) PASS 2.1b
2.2 b

5E Lesson Model:

1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate

Please label daily how you are using the 5E Model. (You may use the numbers to help label the steps being used.)

Methods of assessment used:
Classwork/Homework and Projects

Percentage of estimated instruction/learning time weekly:

20 % Direct Instruction/Whole
10% Small Group Instruction
15% Cooperative Learning
15% Individual
25% Worksheet Based

Blooms Taxonomy Levels Targeted: **All**

Differentiated Learning:

Auditory	Visual/Spatial
Kinesthetic	Logical/Math
Verbal/Linguistic	Musical
Naturalistic	Interpersonal
Intrapersonal	

Vocabulary: Mixed Number, Improper Fraction, Simplest Form, Equivalent

Weekly Lesson Plans

Week of: **January 19-23, 2015**

Teacher Name : J. Duvall

Grade Level: 5 Title/Unit: Mixed \div Improper, Equivalent Fractions, Comparing and Ordering Fractions, Simplest Form (TEST).

Mon: (1,2,3,4)

- No School-MLK Day

Tues: (1,2,3,4)

- Complete a Warm -up
- CW: Comparing and Ordering Fractions, Review Benchmark Fractions as decimals
- **HW: Textbook p. 250-251 (Set C, D, and E)**
- I/E: Math/Reading Groups

Wed: (4,5)

- Complete a Warm-Up
- Grade/Go over Homework from Tuesday
- Computer Lab---Think Through Math
- CW: Review for Quiz on Thursday/Handout to help with review
- **HW: Study/Review for Quiz on Thursday**
- I/E: Math/Reading Groups

Thurs: (4,5)

- Complete a Warm-up
- Fraction Test Today
- Begin Math Centers (7 Total) in class when finished (Differentiated 6th Grade material available to students)
- **HW: None**
- I/E: Math/Reading Groups

Fri: (2,3,4,5)

- Complete a Warm-up
- Go over/discuss test from previous day
- Introduce Concept of Adding and Subtracting Fractions with Unlike Denominators using Fraction Towers and White Boards
- CW: Board Races to find common denominators with unlike fractions
- **HW: None**
- I/E: Personal Best