Weekly Lesson Plans

BA/PASS Correlation:

2.1d

 Week of: October 24-28, 2016

 Teacher Name : **J. Duvall**

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 Formal Assessment

Percentage of estimated instruction/learning time weekly:

20 % Direct Instruction/Whole

10% Small Group Instruction

15% Cooperative Learning

15% Individual

25% Worksheet Based

# Differentiated Learning:

**Auditory** **Visual/Spatial**

**Kinesthetic** **Logical/Math**

**Verbal/Linguistic** Musical

Naturalistic Interpersonal

Intrapersonal

# Blooms Taxonomy Levels Targeted: All

Thinking Maps Implemented:

T-Chart

Grade Level: **5**  Title/Unit: Factors, Multiples, LCM, GCF, Factor Trees, Prime Factorization

# Curriculum Correlation *(where it correlates to the scope and sequence)*

RED RIBBON WEEK

Mon: (1,2,3,4) WEAR RED

MATH:

* Factor Trees
* Complete a Warm-up
* Finish project from Thursday and Friday (Factor Arrays—due today)
* Continue discussion on Factor Trees (using exponents)
* **CW/HW: Pizzazz C-15 Factor Tree Practice**

INTERVENTION AND ENRICHMENT:

* Edgenuity and Algebraic Thinking

SCIENCE:

* Review Science vocabulary: variable, predict, spontaneous generation, and pasteurize
* Watch video clip over the findings of Louis Pasteur <https://www.youtube.com/watch?v=Bodv-_3oH->
* CW/HW: Review and Apply WS over Louis Pasteur (reading comprehension)

Tues: (1,2,3,4) CAMOFLAGE DAY

MATH:

* GCF METHODS
* Complete a Warm-up
* Foldable--finding GCF using three different methods (Complete List (Rainbow Method), Shortened List, Factor Tree)
* **CW/HW: GCF Practice Pizzazz C-17 (GCF) with these 5 problems included on the back (students write them):**

**Find ALL of the common factors of:**

***12 and 8 6 and 18 14 and 20 10 and 24 16 and 48***

INTERVENTION AND ENRICHMENT:

* Edgenuity and Algebraic Thinking

SCIENCE:

* Discuss Wind, Natural Gas, and Goal and Energy Sources
* Students will complete DOUBLE PLAY on page 2 in their workbooks in groups and read pages 3-9

Wed: (1,2,3,4,5) RTI DURING PLAN

COWBOY/COWGIRL “WESTERN” DAY

MATH:

* Complete a Warm –up
* Grade/Discuss LCM Practice
* Computer Lab—TTM or Student Links (10:00-10:30 and 2:00-2:30)
* <http://duvalls.weebly.com/>
* **NO HOMEWORK**

INTERVENTION AND ENRICHMENT:

* Personal BEST

SCIENCE:

* Read p. 23-26 about Conserving at Home from their student guides
* Send home Energy Wise Kits Today with the Take-Home Workbook
* Survey Forms due by Friday
* Complete Activity on page 14 and 15

Thurs: (1,2,3,4,5) FACULTY MEETING 8:15

TACKY THURSDAY

MATH:

* LCM METHODS
* Complete a Warm-up
* Grade/Discuss GCF Practice
* Notes/Partner LCM Practice using the List and the Box Method
* **CW/HW: C-18(LCM)**

**A-16 Pizzazz (LCM) FRONT AND BACK**

INTERVENTION AND ENRICHMENT:

* Edgenuity and Algebraic Thinking

SCIENCE:

* Complete activity on p.28 and 29 in Energy Wise Books and read about an Electrician’s job profile on p. 27

Fri: (4,5) WEAR PAJAMAS

MATH:

* Complete a Warm-up
* **Factors, Prime, and Composite Quick Quiz**
* Games to Review skills this week

INTERVENTION AND ENRICHMENT:

* Edgenuity and Algebraic Thinking

SCIENCE:

* Video Clips over conservation of energy and careers for those interested in conserving energy.
* STEM activity (Marshmallow and Spaghetti Towers)