Weekly Lesson Plans

BA/PASS:

2:1b, 2:2b, BA 8

5-PS3-1

5-LS1-1

5-LS2-1

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Week of: November 14-18, 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, Questioning Informally, Whiteboards

Percentage of estimated instruction/learning time weekly:

40 % Direct Instruction/Whole

15% Small Group Instruction

15% Cooperative Learning

15% Individual

15% Worksheet Based

# Differentiated Learning:

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

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

**Verbal/Linguistic** Musical

Naturalistic Interpersonal

Intrapersonal

# Blooms Taxonomy Levels Targeted: All

Thinking Maps Implemented:

None

Grade Level: **5**  Title/Unit: Reducing Fractions, Fractions ↔ Decimals, Comparing Fractions and Decimals,

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

Mon: (1,2,3,4,5) **Equivalent Fractions**

* Complete a Warm-up
* Review/Discuss Equivalent Fractions
* Use Fraction Stacks to model equivalent
* On back of Pizzazz C-25, draw circles to display equivalent fractions using different colors
* **CW/HW: Pizzazz C-25 and C-26, Equivalent Fractions**
* **I/E: Math Groups**

**SCIENCE: SCIENCE PROPERTIES OF MATTER TEST**

Tues: (1,2,3,4,5) **Reducing/Simplifying Fractions to Lowest Terms**

* Complete a Warm-Up
* Review reducing fractions to lowest terms by dividing by common factors or once by the GCF
* Review the 5 methods for determining if a fraction is in lowest terms:

-Numerator is a 1

-Numerator and Denominator are 1 apart from each other

-Denominator is Prime

-Numerator and Denominator are Prime

-Numerator is prime AND does not go evenly into the denominator

* **CW/HW: Textbook Lesson 9-7 pages 234-236 1-42**
* **I/E: Math Groups**

**SCIENCE: Begin Life Science UNIT**

* Read p. 50-51 over what plants need to live
* Compare how plants and animals get energy
* Video clips over plant and animal basic necessities

Wed: (1,2,3,4) **Understanding a Fraction as a Division Problem**

**Benchmark Fractions/Decimals🡪 will continue tomorrow**

* Complete a Warm-up
* Grade/Discuss Textbook Homework from previous day
* Computer Lab🡪 TTM
* Use Lesson 9-2 in Textbook to guide instruction
* **HW/CW: NONE**
* **I/E: Personal BEST**

**SCIENCE: Continue Life Science UNIT**

* Read p. 52-53 over Photosynthesis and Chlorophyll
* Students will work with a partner to draw a diagram showing the process of photosynthesis
* Students may also research what an autotroph is (YouTube/Safari Montage)

Thurs: (1,2,3,4,5) **Understanding a Fraction as a Division Problem**

**Benchmark Fractions/Decimals**

* Complete a Warm-up
* Review Numerator/Denominator Division
* Students will complete a foldable over several benchmark fractions and their decimal equivalents, also produce a number line placing those benchmark fractions on it (adding machine tape—may continue into tomorrow)
* **CW/HW: Complete 1-20 on Textbook Lesson 9-2 (pages 224-225)**
* **I/E: Math Groups**

**SCIENCE: Continue Life Science UNIT**

* Read p. 54-55
* Assign Marzano’s Vocab 5

(nutirents, photosynthesis, chlorophyll, hydroponics)—due Monday

Fri: (1,2,3,4,5) **Improper to Mixed Numbers**

* Complete a Warm –up (Define Mixed Number and Improper Fractions)
* Use Fraction Circles to model Improper Fractions to Mixed Numbers in math spirals (with cut and glue in examples)
* If time allows, review how to change mixed numbers back to improper fractions
* **CW/HW: Pizzazz C-30, Top Portion ONLY (review questions printed on back) BOTTOM Portion will be assigned Monday**

**I/E: Math Groups**

**SCIENCE: Continue Life Science UNIT**

* Read p. 56-59
* Work on Marzano’s Vocabulary