BA/PASS:	Weekly Lesson Plans
2:1b, 2:2b, BA 8	Week of: November 30-December 4
	Teacher Name : J. Duvall
	Grade Level: <u>5</u> Title/Unit: <u>Reducing Fractions</u> , Fractions \leftrightarrow Decimals, <u>Comparing Fractions and Decimals</u>
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.)	 Mon: (1,2,3,4,5) Equivalent Fractions Complete a Warm-up Review/Discuss Equivalent Fractions 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 <u>VE: Math Groups</u> 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
Methods of assessment used: Classwork/Homework, Questioning Informally, Whiteboards	 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
Percentage of estimated instruction/learning time weekly:	 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
40 % Direct Instruction/Whole 15% Small Group Instruction 15% Cooperative Learning 15% Individual 15% Worksheet Based	 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/F: Math Groups
Blooms Taxonomy Levels Targeted: All	Thurs: (1,2,3,4,5) Understanding a Fraction as a Division Problem Benchmark Fractions/Decimals • Complete a Warm-up
Differentiated Learning: Auditory Visual/Spatial Kinesthetic Logical/Math Verbal/Linguistic Musical Naturalistic Interpersonal Intrapersonal	 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) <u>I/E: Math Groups (Computer Lab)</u> Fri: (1,2,3,4,5) Improper to Mixed Numbers Complete a Warm –up (Define Mixed Number and Improper Fractions)
Thinking Maps Implemented: None	 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 <u>I/E: Personal Best Recess</u>