Weekly Lesson Plans

PASS: 2:1a

Week of: August 22-26, 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:

None

Grade Level: **5**  Title/Unit: Decimal **Place Value, Number Forms, and 4th Grade Review**

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

Mon: (1,2,3, 5)

**Media**

**Science: 5 Unifying Concepts Powerpoint**

**Set Up Measurement Tools Booklet**

Stretch Week 1, Day 1

Would You Rather and Transportation Graph Activities

Addition/Subtraction Timed Test

Arm Prints

I/E: Review Procedures—Work on Class Chant—Label Textbooks

Tues: (2, 3)

**Art**

**Science: TB p. 4-7 States of Matter**

**Complete First and Second Measurement Tool**

**—Pan Balance & Triple Beam Balance**

Stretch Week 1, Day 2

Continue/Finish Arm Prints

Continue Procedures

Complete Practice Assignment with Grading

Over basic addition and subtraction

Multiplication Timed Test

I/E: Whiteboard Practice

Wed: (2, 3, 4)

**PE**

**Science: Complete Third Measuement Tool in Booklet**

**--Microscope/Hand Lens**

**Show Video over how to use a microscope**

Stretch Day 3, Week 1

Place Value Pre-Test

Make a place value chart in your math spiral, label each place

Sing Place Value Song

Hand out math Workbooks and label

Finish any work/poster not completed Monday or Tuesday

I/E: Birthday Cards for Other Students

Thurs: (4 )

**Music**

**Science: TB p. 8 & 9 Experiment over dissolving and evaporating**

**(requires salt, water in a cup, spoon, dropper, black construction paper, and hand lens)**

Stretch Day 4, Week 1

Make a place value foldable to put in math journals

Multiplication Timed Test (for parent letters)

Complete Practice Assignment with Grading over basic multiplication

Practice writing whole numerals in word form and expanded form in math journals

**Complete the following problems on NB paper for homework:**

**Write the word form for each number and tell the value of the underlined digit:**

1. **456,872**
2. **197,058,201**
3. **56,456,012**

**Write the numeral form for each:**

1. **Seventy-two billion, four hundred eighty-six million, seventeen thousand, thirty-two**
2. **5,000,000 + 400,000 + 20,000 + 500 + 3**
3. **20,000,000,000 + 6,000,000,000 + 500,000 + 3,000 + 800 + 40**
4. **Twenty-nine billion, thirty-two million**

**Solve:**

1. **What is 154,987,067 decreased by 100,000?**
2. **What number is 10,000 less than 456,897?**
3. **Explain why 456 is less than 556.**

I/E Reading Pre-Test

Fri: (5)

**PE**

**Science:** I**ntroduce lab team roles (powerpoint with optional cut outs for individual students)**

**Practice lab roles with Cups Challenge (powerpoint)**

**Set up activity on left page. Write summary “conclusion” on right page.**

Stretch Day 5, Week 1

Dice Teams—Students will create the largest and smallest numbers possible using dice and a white board

H.W. Workbook p. 1 and 2

I/E: Personal Best