Weekly Lesson Plans

PASS: 2:1a

 Week of: August 24-28, 2015

 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**

Stretch Week 1, Day 1

Begin Arm Prints

Continue Procedures

People BINGO: Math Style

Multiplication Timed Test Practice

I/E: Finish anything not finished in H/R

Tues: (2, 3)

**Art**

Stretch Week 1, Day 2

Finish Arm Prints

Continue Procedures

Complete Practice Assignment with Grading

Over basic addition and subtraction

I/E: Whiteboard Practice

Wed: (2, 3, 4)

**PE**

Stretch Day 3, Week 1

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

Sing Place Value Song

Complete Practice Assignment with Grading over basic multiplication

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**

Stretch Day 4, Week 1

Make a place value foldable to put in math journals

Multiplication Timed Test (for parent letters)

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**

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