Weekly Lesson Plans

BA/PASS Correlation: **2.1d, 5.NBT.1, 5.NBT.2,5.NBT.3**

5-PS-1-1, 5-PS-1-2

 Week of: September 19-23

 Teacher Name : **J. Duvall**

**BUS DUTY THIS WEEK**

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: Division (with Base-10) and Estimation

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

Mon: (1,2,3,4)

Math:

* Stretch Question in Spirals
* Review Division (short and long)
* Students will complete division problems using standard algorithm and model division using Base-10 Blocks
* Instruction over how to draw Base-10 Blocks on Problems

**CW/HW: Division with Base-10 Models Practice Problems (on NB paper)**

567 ÷ 4 987 ÷ 6

1,236 ÷ 6 548 ÷ 5

425 ÷ 5 211 ÷ 3

999 ÷ 8 345 ÷ 2

489 ÷ 3 654 ÷ 4

Science:

* BizTown
* Review for Science Methods Test (using Science Interactive Notebook)
* Clicker Review

Tues: (1,2,3,4,5 )

Math:

* Stretch Question in Spirals
* Continue Practicing Division with Base-10 blocks

**HW/CW: Octagon Division Worksheet**

Science:

* BizTown
* **Science Methods Test (using Science Interactive Notebook)**

Wed: (2,3,4 )

Math:

* Stretch Question in Spirals
* Continue Reviewing Division Process with Base-10
* Computer Lab—Prodigy or <http://duvalls.weebly.com/> student links
* NO HW

Science: BizTown/PBC Recess

Thurs: (1,2,3,4,5 )

Math:

* Stretch Question in Spirals
* Begin Estimation Unit (with all operations)
* Foldable over how to estimate with each operation
* Complete practice problems in class
* NO HW

Science:

* Begin Unit on Matter
* Students will create models of solid, liquid, and gas using everyday materials in class.

Students can develop a model to show that matter exists in particles too small to be seen.

Students can use a model to explain that gases are made of particles too small to see and are moving freely.

Students can conduct investigations to determine that matter still exists and can be detected through means other than sight.

Students can construct an argument using evidence that air particles, which are too small to be seen, can affect larger particles and

objects.

Students can plan and conduct an investigation to gather evidence to demonstrate that the amount of matter is conserved when it

changes form.

Students can analyze and interpret data collected from investigations to determine that even when matter seems to vanish during a change it is still conserved.

Fri: (1,2,3,4,5)

Math:

* Stretch Question in Spirals
* Continue working on estimation concepts in class
* BizTown—Get Checkbooks Ready for first payroll & deposit, opening checking account, and review how to record transactions
* NO HW

Science:

* Matter investigation in class