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| **Teacher:** 5th grade | **Class/Subject:** 5th grade Math | **Week of:** May 12-16 |
| **Weekly Standards:** | MD.A.1, G.A,1, NF.B.5, OA.B.3 |
| **Depth of Knowledge Definitions** | **Recall and Reproduction:**Basic recall of concepts, definitions, facts, and processes; list of ideas; locating key ideas; sequencing; using a formula | **Skill/Concept:**Mental processing beyond recall or reproducing a response; application of skills in a familiar situation; making a decision on how to approach a problem; using more than one cognitive step in developing an answer; explanations of how and why | **Strategic Thinking:**More than one possible answer; goes beyond the text; a deep understanding exhibited through planning and reasoning; citing evidence and justifying a response; applying prior knowledge | **Extended Thinking:**Investigating that requires time to research, think, or process multiple conditions of a problem, examine alternative perspectives across a variety of sources, analyze and synthesize information from multiple sources, requires an extended period of time |
| **Anticipatory Set:** \*Congruent to objectives\*Active participation\*Past experience | **Direct Instruction:**\*Modeling\*Guided practice\*Check for understanding\*Independent practice | **Active Participation**\*M- Mandatory\*E- Elicited by the teacher\*A- All students, same time\*T- Throughout learning | **Closure:**\*Congruent to Objective\*Active participation\*Past experience\*Student summary |

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| **Monday** | **Lesson Title:** Scale map of the school | **Date:** May 12 |
| **Anticipatory Set:** Zoom in thinking routine using a map of the school | **Objectives/Student Friendly:** I can convert measurements within a given system. I can graph points on a coordinate plane. I can interpret multiplication as scale maps. I can generate two numerical patterns using two given rules.  |
| **Direct Instruction:** Students will continue converting measurements and using ratios to create scale maps of the schoolHomework: review of standards from the year | **Relevance:** creating a map and giving directions to demonstrate ideas to others |
| **Materials/Resources:** |
| Worksheet: [ ] Handout: [x]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [ ]  |
| Other: rulers, tape measures, grid paper |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | Strategic Thinking:[ ] Extended Thinking:[ ]  |
| **Closure:** Error analysis on pattern table | **Vocabulary:** , pattern,, multiply, product, graph, x-axis, y-axis, coordinate grid, estimation, meter, kilometer, millimeter, centimenter, inch, feet, yard, mile |
| **Reteach:** Cumulative review for quarter test | **Enrich:**       |
| **Tuesday** | **Lesson Title:** Scale Map of the school | **Date:** May 13 |
| **Anticipatory Set:** See - Think - Wonder scale maps with patterns | **Objectives/Student Friendly:** I can convert measurements within a given system. I can graph points on a coordinate plane. I can interpret multiplication as scaling. I can generate two numerical patterns using two given rules.  |
| **Direct Instruction:** Students measure hallways, rooms, etc in school to help them create scale map and begin rough draft of brochureReview how to convert measurements and have students put the converted measurements in a pattern tableHomework: Cumulative review worksheet | **Relevance:** creating a map and giving directions to demonstrate ideas to others |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [ ]  |
| Other: rulers, tape measures, grid paper |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | Strategic Thinking:[ ] Extended Thinking:[ ]  |
| **Closure:** Ticket out the door - converting measurement problem | **Vocabulary:** pattern,, multiply, product, graph, x-axis, y-axis, coordinate grid, estimation, meter, kilometer, millimeter, centimenter, inch, feet, yard, mile |
| **Reteach:** Cumulative review for quarter test | **Enrich:**       |

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| **Wednesday** | **Lesson Title:** Scale map of the school | **Date:** May 14 |
| **Anticipatory Set:** Given 3 problems that have multiplying fractions to show scaling | **Objectives/Student Friendly:** I can convert measurements within a given system. I can graph points on a coordinate plane. I can interpret multiplication as scale maps. I can generate two numerical patterns using two given rules. . |
| **Direct Instruction:** Students continue measuring hallways, classrooms, etc and converting the measurements adding items to brochureExplain to make a scale drawing we are going to have to use multiplication of fractions to create a smaller versionPractice changing the measurements using scale multiplicationHomeworkCumulative review worksheet | **Relevance:** creating a map and giving directions to demonstrate ideas to others |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [ ]  |
| Other: rulers, tape measures, grid papers |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | Strategic Thinking:[ ] Extended Thinking:[ ]  |
| **Closure:** Timed Pair Share: Describe how a fraction or mixed number effects the actual measurement | **Vocabulary:** pattern,, multiply, product, graph, x-axis, y-axis, coordinate grid, estimation, meter, kilometer, millimeter, centimenter, inch, feet, yard, mile |
| **Reteach:** Cumulative review for quarter test | **Enrich:**       |
| **Thursday** | **Lesson Title:** Scale map of the school | **Date:** May 8 |
| **Anticipatory Set:** Looking at a table of numbers, notice the pattern created and discuss | **Objectives/Student Friendly:** I can convert measurements within a given system. I can graph points on a coordinate plane. I can interpret multiplication as scale maps. I can generate two numerical patterns using two given rules.  |
| **Direct Instruction:** Students continue measuring hallways, classrooms, etc and converting measurements and scaling multiplication adding items to brochureReview coordinate grids and describe how we might put the classrooms on a coordinate gridHomework: cumulative review worksheet | **Relevance:** creating a map and giving directions to demonstrate ideas to others |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [x]  |
| Other: rulers, tape measures, grid paper |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | Strategic Thinking:[ ] Extended Thinking:[ ]  |
| **Closure:** How might coordinate grids help in my brochure | **Vocabulary:** pattern,, multiply, product, graph, x-axis, y-axis, coordinate grid, estimation, meter, kilometer, millimeter, centimenter, inch, feet, yard, mile |
| **Reteach:** Cumulative review | **Enrich:**       |
| **Friday** | **Lesson Title:** Scale map of school | **Date:** May 9 |
| **Anticipatory Set:** Timed pair share: Describe the important concepts needed in your brochure | **Objectives/Student Friendly:** I can convert measurements within a given system. I can graph points on a coordinate plane. I can interpret multiplication as scale maps. I can generate two numerical patterns using two given rules.  |
| **Direct Instruction:** Students continue measuring hallways, classrooms, etc and converting measurements and scaling multiplication adding items to brochureTry to finish rough draft of brochure to prepare for making final copy next week. Students might still have a lot left thoughReview quick check | **Relevance:** creating a map and giving directions to demonstrate ideas to others |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [x] Doc. Cam.: [ ]  |
| Other: rulers, tape measures, grid paper |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | Strategic Thinking:[ ] Extended Thinking:[ ]  |
| **Closure:** Timed Pair Share what you are learning with the brochures | **Vocabulary:** pattern,, multiply, product, graph, x-axis, y-axis, coordinate grid, estimation, meter, kilometer, millimeter, centimenter, inch, feet, yard, mile |
| **Reteach:**       | **Enrich:**       |