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| **Teacher:** 5th grade | | | | **Class/Subject:** 5th grade Math | | | | **Week of:** April 7 - 11 | | |
| **Weekly Standards:** | | Review Standards | | | | | | | | |
| **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:** 2 Dimensional figures | | | **Date:** April 7 | | | |
| **Anticipatory Set:** A certain quadrilateral has opposite sides that are parallel and opposite sides that are equal; however, it has no right angles. Which figure might it be?  a.right triangle  b. rectangle  c. trapezoid  d.rhombus | | **Objectives/Student Friendly:** I can describe attributes of 2 and 3 dimensional figures. I can classify 2D figures in a hierarchy. | | | | |
| **Direct Instruction:**  Review the properties of quadrilaterals including the hierarchy of 2D figures  Students complete a sort of 2D figures  Sage and scribe Buckle down pages on geometry  Homework: AIMS review worksheet | | **Relevance:** vocabulary, architecture, and figures around them | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** whole group, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Error analysis: Fran believes that a parallelogram is always a square. Is she correct? Why or why not? | | **Vocabulary:** quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, parallel, right angles, congruent | | | | |
| **Reteach:** Volume | **Enrich:** | | | | | |
| **Tuesday** | **Lesson Title:** Writing AIMS Test | | | **Date:** April 8 | | | |
| **Anticipatory Set:** | | **Objectives/Student Friendly:** | | | | |
| **Direct Instruction:**  If writing test finishes early, review standards using Buckle Down book | | **Relevance:** | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** | | **Vocabulary:** | | | | |
| **Reteach:** No reteach due to writing test | **Enrich:** | | | | | |

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| **Wednesday** | **Lesson Title:** AIMS preparation | | | **Date:** April 9 | | | |
| **Anticipatory Set:** Five daily review problems and discuss | | **Objectives/Student Friendly:** I can use number sense to solve problems involving operations. I can describe geometrical figures using vocabulary. I can find probability. | | | | |
| **Direct Instruction:**  Students work on part 1 of Buckle Down practice test. Give students test takign strategies and work on pacing to ensure students take time to do the best they can  When discussing problems, use numbered heads together or showdown or a game to see how students did  Homework: AIMS prep worksheet | | **Relevance:** test preparation | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: Buckle Down Practice test | | | | |
| **Active Participation:** whole group, partners, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Discuss difficult problems from Buckle Down practice test | | **Vocabulary:** | | | | |
| **Reteach:** Volume | **Enrich:** | | | | | |
| **Thursday** | **Lesson Title:** AIMS preparation | | | **Date:** Apr 10 | | | |
| **Anticipatory Set:** Five daily review problems and discuss | | **Objectives/Student Friendly:** I can use number sense to solve problems involving operations. I can describe geometrical figures using vocabulary. I can find probability. | | | | |
| **Direct Instruction:**  Students work on part 2 of Buckle Down practice test. Give students test takign strategies and work on pacing to ensure students take time to do the best they can  When discussing problems, use numbered heads together or showdown or a game to see how students did  Homework: AIMS prep worksheet | | **Relevance:** test preparation | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: Buckle Down practice test | | | | |
| **Active Participation:** whole group, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Discuss difficult problems from Buckle Down practice test | | **Vocabulary:** | | | | |
| **Reteach:** Volume | **Enrich:** | | | | | |
| **Friday** | **Lesson Title:** AIMS preparation | | | **Date:** April 11 | | | |
| **Anticipatory Set:** Five daily review problems and discuss | | **Objectives/Student Friendly:** I can use number sense to solve problems involving operations. I can describe geometrical figures using vocabulary. I can find probability.. | | | | |
| **Direct Instruction:**  Use part 3 of Buckle Down practice test as a Jeopardy Game to review standards important for AIMS test next week | | **Relevance:** test preparation | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** whole group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Ticket out the door: Describe one area of math that you are not confident in for the test. | | **Vocabulary:** | | | | |
| **Reteach:** | **Enrich:** | | | | | |