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| **Teacher:** 5th grade | | | | **Class/Subject:** 5th grade Math | | | | **Week of:** Mar 24-28 | | |
| **Weekly Standards:** | | NBT3a, 1.1.4 | | | | | | | | |
| **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:** Read and Write decimals to thousandths | | | **Date:** Mar 24 | | | |
| **Anticipatory Set:** Decimal of the Day viewing multiple ways of decimals | | **Objectives/Student Friendly:** I can read and write decimals to the thousandths. | | | | |
| **Direct Instruction:**  Place Value to Thousandths Review Smartboard  Have students create quiz quiz trade with decimal on one side and word form on the back  Begin worksheet with writing words and decimals  Homework: the rest of worksheet with words and decimals | | **Relevance:** number sense to be able to rename numbers and use them in multiple contexts for comparing | | | | |
| **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:** Given problem: thirty-four and twenty thousandths  a. 34.02  b. 34.020  c. 34. 2 | | **Vocabulary:** place value, tenths, hundredths, thousandths, fraction, expanded form, word form, standard form | | | | |
| **Reteach:** Scaling Fractions | **Enrich:** | | | | | |
| **Tuesday** | **Lesson Title:** Read and Write decimals to the thousandths | | | **Date:** Mar 25 | | | |
| **Anticipatory Set:** Decimal of the Day viewing multiple ways of decimals | | **Objectives/Student Friendly:** I can read and write decimals to the thousandths. | | | | |
| **Direct Instruction:**  http://learnzillion.com/lessons/429-write-decimals-in-expanded-notation  Show video that demonstrates expanded notation with decimals  Using page protectors and graphic organizer worksheet practice writing numbers in expanded form  Have each group of 4 students create a decimal in standard form, word form, expanded form and fractional form. Then, collect and redistribute. Mix and match have students find group.  Homework: commoncoreworksheets.com - with expanded notation | | **Relevance:** number sense to be able to rename numbers and use them in multiple contexts for comparing | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: page protectors or overhead pages and markers | | | | |
| **Active Participation:** whole group, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Given 456/1000…..write as a decimal and in expanded form | | **Vocabulary:** place value, tenths, hundredths, thousandths, fraction, expanded form, word form, standard form | | | | |
| **Reteach:** Scaling Fractions | **Enrich:** | | | | | |

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| **Wednesday** | **Lesson Title:** Comparing decimals | | | **Date:** Mar 26 | | | |
| **Anticipatory Set:** Are 0.4 and 0.40 equivalent? What makes you say that? | | **Objectives/Student Friendly:** I can read and write decimals to the thousandths. | | | | |
| **Direct Instruction:**  Watch 1.5 Envisions video on sizes of coackroaches  Review lining up decimals to compare  Show Down or Pass the White Board with review problems such as page 51 in Buckle Down  Homework: Comparing Decimals worksheet | | **Relevance:** number sense to be able to rename numbers and use them in multiple contexts for comparing | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** whole group, partners, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Timed pair share: Explain why it is important to line up the decimals when comparing | | **Vocabulary:** place value, tenths, hundredths, thousandths, fraction, expanded form, word form, standard form, equivalent, compare | | | | |
| **Reteach:** Scaling fractions | **Enrich:** | | | | | |
| **Thursday** | **Lesson Title:** Convert decimal to fraction | | | **Date:** Mar 27 | | | |
| **Anticipatory Set:** What is not equivalent to 0.45?  a. 0.450  b. 9/20  c. 45/100  d. 45/1000 | | **Objectives/Student Friendly:** I can convert fractions, decimals, and percents. I can compare and order fractions, decimals, and percents. | | | | |
| **Direct Instruction:**  Start graphic organizer for converting decimals to fractions and vice versa  Practice converting decimals and fractions  Find Someone who for converting decimals and fractions  Homework: worksheet that converts and compares fractions and decimals | | **Relevance:** number sense to be able to rename numbers and use them in multiple contexts for comparing | | | | |
| **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: Jose says that 0.050 is equal to 50/1000 and Maria says 0.050 is equal to 5/100. Who is correct and why? | | **Vocabulary:** fraction, decimal, percent, compare, equivalent, divide, place value, least, greatest, less than, greater than | | | | |
| **Reteach:** Scaling fractions | **Enrich:** | | | | | |
| **Friday** | **Lesson Title:** Convert decimals to percents | | | **Date:** Mar 28 | | | |
| **Anticipatory Set:** Which is not equivalent to 0.08?  a. 8%  b. 80%  c. 8/100  d. 2/25 | | **Objectives/Student Friendly:** I can convert fractions, decimals, and percents. I can compare and order fractions, decimals, and percents. | | | | |
| **Direct Instruction:**  Fractions, decimals, percents smart board  Practice converting decimals and percents to compare  Galileo quiz on comparing fractions and decimals | | **Relevance:** number sense to be able to rename numbers and use them in multiple contexts for comparing | | | | |
| **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:** Review questions from Galileo Quiz | | **Vocabulary:** fraction, decimal, percent, compare, equivalent, divide, place value, least, greatest, less than, greater than | | | | |
| **Reteach:** | **Enrich:** | | | | | |