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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 SmartboardHave students create quiz quiz trade with decimal on one side and word form on the backBegin worksheet with writing words and decimalsHomework: 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: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [x] Doc. Cam.: [ ]  |
| Other:       |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | Strategic Thinking:[ ] Extended Thinking:[ ]  |
| **Closure:** Given problem: thirty-four and twenty thousandths a. 34.02b. 34.020c. 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-notationShow video that demonstrates expanded notation with decimalsUsing page protectors and graphic organizer worksheet practice writing numbers in expanded formHave 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: [x] Handout: [x]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [x] Doc. Cam.: [ ]  |
| Other: page protectors or overhead pages and markers |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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 coackroachesReview lining up decimals to compareShow Down or Pass the White Board with review problems such as page 51 in Buckle DownHomework: Comparing Decimals worksheet | **Relevance:** number sense to be able to rename numbers and use them in multiple contexts for comparing |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[x] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [ ]  |
| Other:       |
| **Active Participation:** whole group, partners, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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. 0.450b. 9/20c. 45/100d. 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 versaPractice converting decimals and fractionsFind Someone who for converting decimals and fractionsHomework: 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: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [ ]  |
| Other:       |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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. 8/100d. 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 boardPractice converting decimals and percents to compareGalileo 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: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [x] Doc. Cam.: [ ]  |
| Other:       |
| **Active Participation:** whole group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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:**       |