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| **Teacher:** 5th grade | **Class/Subject:** 5th grade Math | **Week of:** Mar 31-Apr 4 |
| **Weekly Standards:** | NBT3a, 1.1.4, 2.1.1, 2.1.2 |
| **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:** Converting fractions to percents | **Date:** Mar 31 |
| **Anticipatory Set:** Which one is not equivalent 50%?a. 1/2b. 0.5c. 3/4 d. 0.50 | **Objectives/Student Friendly:** I can convert fractions, decimals, and percents. I can compare and order fractions, decimals, and percents. |
| **Direct Instruction:** Create or continue foldable with instructions on converting fractions to percentsPractice converting fractions and percents using white boardsFind Someone Who with fractions and percents Homework: commoncoreworksheets.com worksheet | **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: Markus is solving a problem. He believes that 4/5 is equal to 45%. Explain whether Markus is correct and why you think so. | **Vocabulary:** fraction, decimal, percent, compare, equivalent, divide, place value, least, greatest, less than, greater than |
| **Reteach:** Multiplying fractions | **Enrich:**       |
| **Tuesday** | **Lesson Title:** Read and Write decimals to the thousandths  | **Date:** Apr 1 |
| **Anticipatory Set:** Which one is equivalent 6/3?a. 20%b. 1/2c. 0.63d. 2 | **Objectives/Student Friendly:** I can convert fractions, decimals, and percents. I can compare and order fractions, decimals, and percents. |
| **Direct Instruction:** Buckle Down page 54-55 as whole group in classStudents create cards for a Mix and match - have groups of 3 create equivalent fraction, decimals, and percents. Collect and redistribute cards. Students spread out in room and have to find their matchCollect cards - display one card of each group on document camera and have them write down the two equivalents on the paper. Then, explain the answersHomework: commoncoreworksheets.com  | **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: Buckle Down Book |
| **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: Sammy earned 5 out of 8 on his homework. What percent did he receive? | **Vocabulary:** fraction, decimal, percent, compare, equivalent, divide, place value, least, greatest, less than, greater than |
| **Reteach:** Multiplying Fractions  | **Enrich:**       |

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| **Wednesday** | **Lesson Title:** Comparing fractions, decimals, and percents | **Date:** Apr 2 |
| **Anticipatory Set:** Which one is not equivalent to 1.45?a.14.5%b. 145/100c. 145%d. 1 9/20  | **Objectives/Student Friendly:** I can convert fractions, decimals, and percents. I can compare and order fractions, decimals, and percents. |
| **Direct Instruction:** Use page 56-57 to reteach and practice with studentsUse pages 58-61 to assess how students are doing with fractions, decimals, and percentsHomework: common core worksheet | **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: Buckle Down Book |
| **Active Participation:** whole group, partners, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | Strategic Thinking:[ ] Extended Thinking:[ ]  |
| **Closure:** Discuss problems students are struggling with for fractions, decimals and percents | **Vocabulary:** fraction, decimal, percent, compare, equivalent, divide, place value, least, greatest, less than, greater than |
| **Reteach:** Multiplying fractions | **Enrich:**       |
| **Thursday** | **Lesson Title:** Describing types and creating graphs | **Date:** Apr 3 |
| **Anticipatory Set:** Given a set of data choose the graph that is most appropriate for the data | **Objectives/Student Friendly:** I can collect, record, organize, and display data using multi-bar graphs or double line graphs.I can formulate and answer questions by interpreting and analyzing displays of data, including multi-bar graphs or double line graphs |
| **Direct Instruction:** Using pages 179-180 have students answer questions about bar graph and then create double line graphThen, using pages 172-173 to work on mean, median, mode, and rangeHomework: Students collect data before leaving from page 175. Then, they have to create a graph and questions from the data they collected | **Relevance:**       |
| **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:** Describe the difference between mean, median, and mode | **Vocabulary:** double line graph, double bar graph, x-axis, y-axis, mean, median, mode, range |
| **Reteach:** Multiplying fractions | **Enrich:**       |
| **Friday** | **Lesson Title:** Convert decimals to percents | **Date:** Apr 4 |
| **Anticipatory Set:** Switch graphs and questions from homework and have students discuss answers | **Objectives/Student Friendly:** I can collect, record, organize, and display data using multi-bar graphs or double line graphs.I can formulate and answer questions by interpreting and analyzing displays of data, including multi-bar graphs or double line graphs. |
| **Direct Instruction:** Have students look online for population or temperature of cities over time and as a group create a line graphUse page 181-183 to give more practice problems and to check to see what students remember - add two questions to either create graphs or from Galileo | **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:** Error Analysis with graph problem | **Vocabulary:** double line graph, double bar graph, x-axis, y-axis, mean, median, mode, range |
| **Reteach:**       | **Enrich:**       |