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| **Teacher:** 5th grade | | | | **Class/Subject:** 5th grade Math | | | | **Week of:** May 5 - 9 | | |
| **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 5 | | | |
| **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:**  Explain the task and how students will measure school, create a scale map, and brochure  Review measuring appropriately with multiple different methods and begin putting in a table (use standard and nonstandard measurements)  Beginning planning brochure and what needs to be measured  Homework: Pattern tables with two numerical sequences | | **Relevance:** creating a map and giving directions to demonstrate ideas to others | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  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:  Skill/Concept: | | | 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:** Missing angles in triangles | **Enrich:** | | | | | |
| **Tuesday** | **Lesson Title:** Scale Map of the school | | | **Date:** May 6 | | | |
| **Anticipatory Set:** See - Think - Wonder using brochures | | **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 brochure  Review how to convert measurements and have students put the converted measurements in a pattern table  Homework: Converting measurement review worksheet | | **Relevance:** creating a map and giving directions to demonstrate ideas to others | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  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:  Skill/Concept: | | | 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:** Missing angles in triangles | **Enrich:** | | | | | |

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| **Wednesday** | **Lesson Title:** Scale map of the school | | | **Date:** May 7 | | | |
| **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 brochure  Explain to make a scale drawing we are going to have to use multiplication of fractions to create a smaller version  Practice changing the measurements using scale multiplication  Homework:Scale multiplication worksheet | | **Relevance:** creating a map and giving directions to demonstrate ideas to others | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  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:  Skill/Concept: | | | 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:** Missing angles in triangles | **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 brochure  Review coordinate grids and describe how we might put the classrooms on a coordinate grid  Homework: coordinate grid worksheet | | **Relevance:** creating a map and giving directions to demonstrate ideas to others | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  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:  Skill/Concept: | | | 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:** MIssing angles in triangles | **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 brochure  Try to finish rough draft of brochure to prepare for making final copy next week. Students might still have a lot left though  Review quick check | | **Relevance:** creating a map and giving directions to demonstrate ideas to others | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  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:  Skill/Concept: | | | 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:** | | | | | |