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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. 1/2  b. 0.5  c. 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 percents  Practice converting fractions and percents using white boards  Find 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:  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: 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. 1/2  c. 0.63  d. 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 class  Students 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 match  Collect cards - display one card of each group on document camera and have them write down the two equivalents on the paper. Then, explain the answers  Homework: commoncoreworksheets.com | | **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: Buckle Down Book | | | | |
| **Active Participation:** whole group, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | 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. 145/100  c. 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 students  Use pages 58-61 to assess how students are doing with fractions, decimals, and percents  Homework: common core 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: Buckle Down Book | | | | |
| **Active Participation:** whole group, partners, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | 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 graph  Then, using pages 172-173 to work on mean, median, mode, and range  Homework: 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:  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:** 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 graph  Use 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:  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:** Error Analysis with graph problem | | **Vocabulary:** double line graph, double bar graph, x-axis, y-axis, mean, median, mode, range | | | | |
| **Reteach:** | **Enrich:** | | | | | |