

Weekly Lesson Plans — Grade Mathematics

Week of: 10/6/14 – 10/10/14

Teacher Name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Objectives:	MATH.5.3A Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division with whole numbers, fractions, and decimals. MATH.5.3B Multiply with fluency a three-digit number by a two-digit number using the standard algorithm. MATH.5.4H Represent and solve problems related to perimeter and/or area and related to volume.				
Daily Objective (numbers only):	5.3A	5.3A	5.3B	5.3B, 5.4H	
Numerical Fluency (5 minutes) *Focus on specific facts and operations *Teacher should check students work daily.	Number String: $2 \times 5 =$ $4 \times 5 =$ $8 \times 5 =$ "Do we see a pattern? Turn and talk to your neighbor about the pattern you see." $16 \times 5 =$ $32 \times 5 =$ $48 \times 5 =$ The challenge: $48 \times 50 =$	Number Talk: $76 - 34 =$ The challenge: $145 - 23 =$	Number String: Take the number of tires on a car and multiply it by the number of wings on a bird, then add the number of months in a year, and divide by the number of sides on a pentagon.	Number Talk: $53 - 27 =$	Number of the Day: 24 Ms. West model
Problems of the Day: *5 minutes each *Spatial review off	5.3A Today lives 145.23	5.3A Lucky cut a rope that	5.3A Kaviraj made the list of	5.3B The number of points scored by	5.3C The table below shows the number

Previously learned content: *Build students problem solving skills.	Lillian's house Houston, Texas. Cybill lives 2000.5 kilometers from Houston. What is the difference between these two distances?	was 190.25 meters long, into 3 pieces. The first piece of rope was 61.4 meters long, and the second piece was 41.36 meters long. How long was the third piece of rope?	numbers below: 40, 41, 42, 43, 44, 45, 46, 47, 48, 49 number	Lillian and Niamh playing basketball games is shown in the graph below.	of minutes. Melinda runs each day during these weeks. When she was training how is this?
Engagement (5 minutes) Focus: Set the purpose, state the objective, make connections, Anticipatory set (warm-up).	Make connections to past "Do Now's". Discuss prime numbers and how we know of a number is prime.	Picture of: Lakers basketball player, read into estimation and multiplication.	The estimation and division are together: If Ms. Creek's had a bag of snakes and wanted to give some away to the class, about how many minimum snakes would each of you get? Let's say there are 80 snakes in the bag.	Simplifying a three digit number by a two digit number?	Picture of a garden. Lubell makes a length and width. Talk about area and perimeter.
Anticipate prior knowledge/dependent thinking, reveal student pre-conceptions, and prepare students to engage with new content.	With graph paper, ask students to "show" a prime number.	Use the explore to the engage. Rounded yards total for the garden.	With your group, calculate about how many snakes each of you will receive. Encourage students to use more than one estimation.	Allow students to work in their groups. Have students discuss and justify their answers and methods used to multiply the "large" numbers.	Once students have labeled the sides of the garden, allow students to solve for perimeter and area.

Geometry Unit Plan 5th Grade

Arthur Raymond Mead

Geometry Unit Plan 5th Grade:

Every Math Learner, Grades K-5 Nanci N. Smith, 2017-02-01 As an elementary teacher you know that students are different and learn differently. And yet when students enter your classroom you somehow must teach these unique individuals deep mathematics content using rigorous standards. Is differentiation really the answer? How can it be done well and in less time? Nationally recognized math differentiation expert Nanci Smith debunks the myths revealing what differentiation is and isn't. In this engaging book Smith reveals a practical approach to teaching for real learning differences. You'll gain insights into an achievable daily differentiation process for ALL students in the K-5 classroom. Theory, lite and practice heavy, this book shows how to maintain order and sanity while helping your students know, understand and even enjoy doing mathematics. Classroom videos, teacher vignettes ready to go, lesson ideas and rich K-5 mathematics examples help you build a manageable framework of engaging sense making math. Busy K-5 mathematics teachers, coaches and teacher teams will learn to provide practical structures for assessing how each of your students learns and processes mathematical concepts. Design, implement, manage and formatively assess and respond to learning in a differentiated classroom. Plan specific standards aligned differentiated lessons, activities and assessments. Adjust current instructional materials and program resources to better meet students' needs. This book includes classroom videos, in-depth student work samples, student surveys, templates before and after lesson demonstrations, examples of 5-day sequenced lessons and a robust companion website with downloadables of all the tools in the book plus other resources for further planning. Every Math Learner, Grades K-5 will help you know and understand your students as learners in order to provide daily differentiation that accelerates their mathematics comprehension. Every Math Learner is a powerful tool for educators serious about meeting the needs of all learners in their mathematics classrooms. Nanci Smith balances philosophy with practicality while providing a glimpse into real classrooms with real students. Teachers will ultimately learn how to lift students up to their greatest potential in learning.

Eileen Hogan
District Mathematics Facilitator
Winnetka District 36 **Mathematics Unit Planning in a PLC at Work®, Grades 3-5**
Sarah Schuhl, Timothy D. Kanold, Jennifer Deinhart, Matthew R. Larson, Mona Toncheff, 2020-03-24 Build collaborative teacher teams committed to fostering student self-efficacy and increasing achievement in mathematics. Part of the Every Student Can Learn Mathematics series, this practical resource provides a framework for collectively planning a unit of study in grades 3-5. Grade level teams will learn how to work together to perform key tasks from unwrapping standards and creating team unit calendars to determining academic vocabulary and designing robust fraction units. Help your team identify what students need to know by the end of each unit and build student self-efficacy. Understand how to collaboratively plan thematic units in grades 3-5. Study the seven unit planning elements and learn how to incorporate each in essential unit design. Review the role of the PLC at Work process in enhancing collaborative student learning and teacher collaboration. Observe three model fraction units, one for each grade level. Receive tools and templates for effective unit planning. Contents: Introduction by

Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in Grades 3 5 Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Fraction Unit Examples Grades 3 5 Chapter 3 Grade 3 Unit Fraction Understanding Chapter 4 Grade 4 Unit Fraction Equivalence Addition and Subtraction Chapter 5 Grade 5 Unit Fraction Addition and Subtraction Epilogue Mathematics Team Organization Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning References and Resources

The Teaching of Mathematics in the United Kingdom Great Britain. Board of Education,1912 Bulletin of the Public Library of the City of Boston Boston Public Library,1921 **The Teaching of Junior High School Mathematics** David Eugene Smith,William David Reeve,1927 Bulletin ,1914 **Learning and Teaching** Arthur Raymond Mead,1923 *Class Teaching and Management* William Estabrook Chancellor,1910 *Bulletin [1908-23]* Boston Public Library,1922 Teaching Children Mathematics ,2003 **Reports** New Hampshire. General Court,1884 **Reports** New Hampshire,1884 **The Teaching of General Mathematics in the Secondary Schools of the United States** Clarence McCormick,1929 *Curriculum Practices in the Junior High School and Grades 5 and 6* James Madison Glass,1924 **Proceedings** W. Richard Cowper,1884 **A Tentative List of Objectives in the Teaching of Junior High School Mathematics** Raleigh Schorling,1925 Biennial Report of the Superintendent of Public Instruction of the State of Illinois for the Years ... Illinois. Office of the Superintendent of Public Instruction,1906 *Biennial Report* Illinois. Office of the Superintendent of Public Instruction,1906 **Biennial Report of the Superintendent of Public Instruction of the State of Illinois** Illinois. Office of the Superintendent of Public Instruction,1906 **Biennial Report of the Superintendent of Public Instruction, State of Illinois** Illinois. Office of the Superintendent of Public Instruction,1906

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