

Weekly Lesson Plans – Grade Mathematics

Week of: 10/6/14 – 10/10/14

Teacher Name: [REDACTED]

	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 $76 - 34 =$	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
Problem of the Day: (10 minutes) *Special review of	5.3A Tony lives 145.25	5.3A Lexy cut a rope that	5.4a Xavier made the list of	5.3c The number of points scored by	5.3c The table below shows the number

previously learned content. *Build students problem solving skills.	Kilometers from Houston, Texas. Cybill lives 209.5 kilometers from Houston. What is the difference between these two distances?	was 19.75 meters long into 3 pieces. The first piece of rope was 6.4 meters long, and the second piece was 4.36 meters long. How long was the third piece of rope?	numbers below. 40, 41, 42, 43, 44, 45, 46, 47, 48, 49 (table) How many of the numbers in Luke's list are prime numbers? Justify your thinking.	Lillian and Xavier during four basketball games is shown in the graph below.  Tim said the total number of points scored by Lillian and Xavier in Game 4 was more than the number of points scored by Lillian in Game 2. Is Tim correct? Be able to justify your thinking.	of minutes Melissa ran each day during three weeks when she was training for a race.  Ashley said the total number of minutes Melissa ran in week 3 is twice the total number of minutes she ran in Week 1. Be able to explain your thinking.
Engage (5 min) *Focus Set the purpose, state the objective, make connections, Anticipatory set (think). Activate prior knowledge/student thinking, reveal student pre-conceptions, and prepare students to engage with new content.	Make connections to past "Do Now" Discuss prime numbers and how we know if a number is prime.	Picture of Texans football players, tied into estimation and multiplication.	Tie estimation and division in together If Ms. Creeks had a bag of suckers and wanted to give some away to the class, about how many miniature suckers would each of you get? Let's say there are 87 suckers in the bag.	Multiplying a three digit number by a two digit number?	Picture of a garden. Label sides as length and width. Talk about area and perimeter. Make sure one side is a 2-digit number and another is a 3-digit number.
Explore (5-10 min) *Do/Use Use manipulatives, vocabulary	With graph paper, ask students to "show" a prime number.	Tie the explore to the engage. Roshed yards total for the game	With your groups, calculate about how many suckers 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"	Once students have labeled the sides of the garden, allow students to solve for perimeter and area. Encourage students to use concrete

Geometry Unit Plan 5th Grade

Dr. Jitendra Singh



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 books 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

Making Sense of Mathematics for Teaching, Grades 3-5 Juli K. Dixon, Edward C. Nolan, 2016-04-11 Develop a deep understanding of mathematics This user friendly resource presents grades 3 5 teachers with a logical progression of pedagogical actions classroom norms and collaborative teacher team efforts to increase their knowledge and improve mathematics instruction Focus on an understanding of and procedural fluency with multiplication and division Address how to learn and teach fraction concepts and operations with depth Thoroughly teach plane and solid geometry Explore strategies and techniques to effectively learn and teach significant mathematics concepts and provide all students with the precise accurate information they need to achieve academic success Benefits Dig deep into mathematical modeling and reasoning to improve as both a learner and teacher of mathematics Explore how to develop select and modify mathematics tasks in order to balance cognitive demand and engage students Discover the three important norms to uphold in all mathematics classrooms Learn to apply the tasks questioning and evidence TQE process to ensure mathematics instruction is focused coherent and rigorous Use charts and diagrams for classifying shapes which can engage students in important mathematical practices Access short videos that show what classrooms that are developing mathematical understanding should look like Contents Introduction 1 Place Value Addition and Subtraction 2 Multiplication and Division 3 Fraction Concepts 4 Fraction Operations 5 Geometry 6 Measurement Epilogue Next Steps Appendix A Completed Classification of Triangles Chart Appendix B Completed Diagram for Classifying Quadrilaterals

Mathematics Teaching Methods

(Volume-5):Mathematics for Sr. Teacher (Grade-II) Dr. Jitendra Singh, Volume 5 of the Mathematics Blueprint Series is an essential guide for aspiring Senior Teachers offering a comprehensive blend of pedagogical knowledge and practical classroom skills Designed to support effective mathematics teaching and RPSC exam preparation this volume ensures teachers are well equipped to engage students and excel in competitive examinations The book focuses on four core areas Nature and Objectives of Mathematics Teaching Learn the meaning scope and principles of mathematics curriculum design along with techniques for framing clear measurable learning objectives Methods and Teaching Techniques Explore both traditional and modern teaching methods including heuristic project based and laboratory approaches alongside oral written and programmed instruction strategies Lesson Planning and Teaching Aids Master yearly unit and lesson planning and discover effective use of low cost audio visual and real life teaching aids that connect mathematics with other subjects Evaluation and Remedial Teaching Understand assessment strategies remedial programs and enrichment for gifted students

with RPSC focused sample questions and multiple choice exercises This volume is a practical exam oriented resource that empowers teachers to enhance instructional expertise foster student engagement and achieve success in competitive teaching examinations **Common Core Mathematics in a PLC at Work®, Grades 3-5** Timothy D. Kanold,2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 3 5 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency *Math Projects, Grades 5 - 12* Joyce Stulgis-Blalock,2011-01-03 Offers math projects that correlate to NCTM standards and specific math concepts helping teachers to coordinate group and individual projects for their students **Research in Education** ,1973 *Resources in Education* ,2001 **Math Projects, Grades 5 - 8** Stulgis-Blalock,2011-04-18 Make math matter to students in grades 5 and up using Math Projects This 64 page book provides exciting individual partner and small group projects that promote creative problem solving Students compute read write and utilize social and artistic skills with the more than 50 projects The book supports NCTM standards and aligns with state national and Canadian provincial standards **The Teaching of Mathematics in the United Kingdom** Great Britain. Board of Education,1912

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