Problem of the Day: 3.30.

(10 minutes) Spiral review of

	Mineralizati	Tuesday	Wednesday	Thurstaday	Friday			
Weekly Objectives:	MATH.5.3A Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication division with whole numbers, fractions, and decimals.  MATH.5.38 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.							
Dully Objective (numbers only)		8.3A	5.3A	5.3B	5.38, 5.40			
Numerical Fluency (5 minutes)  Finces on specific facts and operations  Teacher should check students work daily.	Number String  2 x 5 =  4 x 5 =  8 x 5 =  "Do we see a  pattern? Turn and talk to your neighbor about the pattern you see."  16 x 5 =  32 x 5 =  48 x 5 =  The challenge 48 x 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 mooths 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			

Xavier made the list of

3.5%

The number of points soured by

5.90

The table below shows the number

S. Sa.

25.3%

Lexily cut a rope that

Tony lives 145.25

proviously learned constent. *Backl students problem solving skills.	kale-meters from Houston, Texas, Cyball lives 209-5 kale-meters from Houston, What is the difference between these two distances?	was 19.75 meters long into 3 piccors. The first piece of rope was 6.4 sectors long, and the second piece was 4.36 meters long. How long was the third piece of rope?	aumbers 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.	Littum and Nacota during four buckerthall garners is shown in the graph below.  Tim said the total mumber of points scored by Liflian and Nacota in Gartee 4 was more than the number of points accord by Liflian in Clartee 2. Is Tim connect? Be able to justify your thinking.	of manufer. Melyona rate cas, h day during there weeks when she was training for a race.  **Note: The weeks **Note: **
Engages (5 min) Forest Forest Set the purpose, state the objective, make commertione, Anticipatory set (heesk). Activate prior knew bedgestonient thinking, reveal student pre- cencesptions, and prepare students to outgage with new content.	Make connections to past "Do Nows" Discuss prime numbers and how we know if a manufact is prime.	Pictage of Texates soothall player, tied into extinuation and multiplication.	The estimation and division is together.  If Ms. Creeks had a bag of solckers and wanted to give some away to the class, about how many miniature sinckers would each of you get? Let's say there are 87 stackers in the bag.	Multiplying a three digit mansher by a two digit mansher?	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)  Der/Lise Use manipulatives, vocabulary	With graph paper, ask students to "show" a prime number.	Tie the explore to the engage. Rushed yards total for the game	With your group, calculate about how many mickers each of you will operate. Encourage students to use most then uses not in other	Allow students to work in their groups. Have students discuss and pastify their aim wers and methods used to multiply the "large" numbers	Once students have labeled the nides of the garden, allow students to solve for perimeter and arra- Encourage students (Ti to counts

# **Geometry Unit Plan 5th Grade**

**G Thomas** 

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