

Weekly Lesson Plans – Grade Mathematics

Week of: 10/6/14 – 10/10/14

Teacher Name: [REDACTED]

	Sunday	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" numbers	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

Stulgis-Blalock



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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

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 *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5* Carol Ann Tomlinson, Caroline Cunningham Eidson, 2003-06-15 Join Carol Ann Tomlinson and Caroline Cunningham Eidson in their continuing exploration of how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit Focusing on the elementary grades but applicable at all levels *Differentiation in Practice* Grades K 5 will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively Included are Annotated lesson plans for differentiated units in language arts social studies science and mathematics Samples of differentiated product assignments learning contracts rubrics and homework handouts An overview of the non negotiables in differentiated classrooms and guidelines for using the book as a learning tool An extended glossary and recommended readings for further exploration of key ideas and strategies Each unit highlights underlying standards delineates learning goals and takes you step by step through the instructional process Unit developers provide running commentary on their use of flexible grouping and pacing tiered assignments and assessments learning contracts and numerous other strategies The models and insight presented will inform your own differentiation efforts and help you meet the challenge of mixed ability classrooms with academically responsive curriculum appropriate for all learners Note This product listing is for the Adobe Acrobat PDF version of the book *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

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 *Activities for a Differentiated Classroom Level 5* Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 5 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners Includes interactive whiteboard compatible Resource CD with sample projects templates and assessment rubrics 160pp plus Teacher Resource CD *Teaching the Common Core Math Standards with Hands-On Activities, Grades 6-8* Judith A. Muschla, Gary R. Muschla, Erin Muschla, 2012-03-21 Helpful advice for teaching Common Core Math Standards to middle school students The new Common Core State Standards for Mathematics

have been formulated to provide students with instruction that will help them acquire a thorough knowledge of math at their grade level which will in turn enable them to move on to higher mathematics with competence and confidence Hands on Activities for Teaching the Common Core Math Standards is designed to help teachers instruct their students so that they will better understand and apply the skills outlined in the Standards This important resource also gives teachers a wealth of tools and activities that can encourage students to think critically use mathematical reasoning and employ various problem solving strategies Filled with activities that will help students gain an understanding of math concepts and skills correlated to the Common Core State Math Standards Offers guidance for helping students apply their understanding of math concepts and skills develop proficiency in calculations and learn to think abstractly Describes ways to get students to collaborate with other students utilize technology communicate ideas about math both orally and in writing and gain an appreciation of the significance of mathematics to real life This practical and easy to use resource will help teachers give students the foundation they need for success in higher mathematics Resources in Education ,2001 **Research in Education** ,1973

Teaching the Common Core Math Standards with Hands-On Activities, Grades 3-5 Judith A. Muschla,Gary R. Muschla,Erin Muschla-Berry,2014-03-10 Helping teachers prepare elementary students to master the common core math standards With the common core math curriculum being adopted by forty three states it is imperative that students learn to master those key math standards Teaching the Common Core Math Standards with Hands On Activities Grades 3 5 is the only book currently available that provides activities directly correlated to the new core curriculum for math This text assists teachers with instructing the material and allows students to practice the concepts through use of the grade appropriate activities included Students learn in different ways and Teaching the Common Core Math Standards with Hands On Activities Grades 3 5 acknowledges that fact through the inclusion of suggestions for variations and extensions of each concept to be used for students with different abilities and learning styles The activities and lessons are as diverse as the students in your classroom Inside Teaching with Common Core Math Standards With Hands On Activities Grades 3 5 you will find Clear instructions to help you cover the skills and concepts for the new math core curriculum Engaging activities that enforce each core math standard for your students Various suggestions for ways to instruct the concepts to reach the diverse learning styles of your students Complete coverage of mathematical calculations mathematical reasoning and problem solving strategies appropriate for grades 3 5 Teaching the Common Core Math Standards with Hands On Activities Grades 3 5 prepares students to achieve success in the important area of mathematics As your students gain an understanding of the common core standards they will build confidence in their ability to grasp and manipulate mathematical concepts as they move forward to the next level *Journal of the Florida Education Association* Florida Education Association,1926 **State Course of Study** Virginia,Virginia. DEPT. OF PUBLIC INSTRUCTION.,Virginia. State Board of Education,1918

CliffsNotes® Praxis II®: Elementary Education (0011, 0012, 0014) Test Prep Jocelyn L. Paris,2012 *The*

Formative 5 in Action, Grades K-12 Francis (Skip) Fennell, Beth McCord Kobett, Jonathan A. Wray, 2023-06-27 Leverage formative assessment in mathematics every single day For fans of the bestselling book *The Formative 5 Everyday Assessment Techniques for Every Math Classroom* comes this updated and expanded edition for understanding and implementing highly effective research backed formative assessment techniques into seamless daily practice with students in grades K 12 *The Formative 5 in Action* serves as an interactive guide that steers teachers toward successful implementation of the formative five techniques of observation interviews Show Me hinge questions and exit tasks This updated guidebook offers More than 120 minutes of video examples of the five techniques in action in real K 12 classrooms showing teachers not just what to do but how to do it An engaging format with built in reflection exercises and activities that foster individual professional learning and promote PLC study through discussion and collaboration An explicit emphasis on providing effective and timely feedback to students while harnessing student strengths throughout teaching and learning Comprehensive responses to teachers frequently asked questions that have surfaced since the publication of the first book The research is clear the authors five formative assessment techniques lead to greater attention to planning stronger instruction for teachers and better achievement for students *The Formative 5 in Action* is a truly engaging resource that helps mathematics teachers and instructional leaders engage in classroom based formative assessment with precision intentionality and ease

The Impact of Reform Instruction on Student Mathematics Achievement Thomas A. Romberg, Mary C. Shafer, 2008-08-15

Summarizing data derived from a four year combined longitudinal cross sectional comparative study of the implementation of one standards based middle school curriculum program *Mathematics in Context* this book demonstrates the challenges of conducting comparative longitudinal research in the reality of school life The study was designed to answer three questions What is the impact on student performance of the *Mathematics in Context* instructional approach which differs from most conventional mathematics texts in both content and expected pedagogy How is this impact different from that of traditional instruction on student performance What variables associated with classroom instruction account for variation in student performance The researchers examined a range of variables that affected data collection These variations highlight the need to study the effects of the culture in which student learning is situated when analyzing the impact of standards based curricula on student achievement This book is directed to educational researchers interested in curriculum implementation mathematics educators interested in the effects of using reform curriculum materials in classrooms evaluators and research methodologists interested in structural modeling and scaling of instructional variables and educational policy makers concerned about reform efforts

Class Teaching and Management William Estabrook Chancellor, 1910
Qualifications and Teaching Loads of Mathematics and Science Teachers in Maryland, New Jersey, and Virginia Kenneth E. Brown, Ellsworth Scott Obourn, 1959

Teaching Young Children Mathematics Janice Minetola, Robert Ziegenfuss, J. Kent Chrisman, 2013-09-11 *Teaching Young Children Mathematics* provides a comprehensive

overview of mathematics instruction in the early childhood classroom Taking into account family differences language barriers and the presence of special needs students in many classrooms throughout the U S this textbook situates best practices for mathematics instruction within the larger frameworks of federal and state standards as well as contemporary understandings of child development Key topics covered include developmental information of conceptual understanding in mathematics from birth through 3rd grade use of national and state standards in math including the new Common Core State Standards information for adapting ideas to meet special needs and English Language Learners literacy connections in each chapter real world connections to the content and information for family connections to the content *What Principals Need to Know About Teaching and Learning Mathematics* Tinothy D. Kanold,Diane Briars,2011-10-25 Ensure a challenging mathematics experience for every learner every day This must have resource offers support and encouragement for improved mathematics achievement across every grade level of your school With an emphasis on Principles and Standards for School Mathematics and Common Core State Standards this book covers the importance of mathematics content learning and instruction and mathematics assessment *Proceedings of IAC-TLEl 2015 in Vienna* group of authors,2015-11-09
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Table of Contents Geometry Unit Plan 5th Grade

1. Understanding the eBook Geometry Unit Plan 5th Grade
 - The Rise of Digital Reading Geometry Unit Plan 5th Grade
 - Advantages of eBooks Over Traditional Books
2. Identifying Geometry Unit Plan 5th Grade
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Geometry Unit Plan 5th Grade
 - User-Friendly Interface
4. Exploring eBook Recommendations from Geometry Unit Plan 5th Grade

- Personalized Recommendations
- Geometry Unit Plan 5th Grade User Reviews and Ratings
- Geometry Unit Plan 5th Grade and Bestseller Lists
- 5. Accessing Geometry Unit Plan 5th Grade Free and Paid eBooks
 - Geometry Unit Plan 5th Grade Public Domain eBooks
 - Geometry Unit Plan 5th Grade eBook Subscription Services
 - Geometry Unit Plan 5th Grade Budget-Friendly Options
- 6. Navigating Geometry Unit Plan 5th Grade eBook Formats
 - ePub, PDF, MOBI, and More
 - Geometry Unit Plan 5th Grade Compatibility with Devices
 - Geometry Unit Plan 5th Grade Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Geometry Unit Plan 5th Grade
 - Highlighting and Note-Taking Geometry Unit Plan 5th Grade
 - Interactive Elements Geometry Unit Plan 5th Grade
- 8. Staying Engaged with Geometry Unit Plan 5th Grade
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Geometry Unit Plan 5th Grade
- 9. Balancing eBooks and Physical Books Geometry Unit Plan 5th Grade
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Geometry Unit Plan 5th Grade
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Geometry Unit Plan 5th Grade
 - Setting Reading Goals Geometry Unit Plan 5th Grade
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Geometry Unit Plan 5th Grade

- Fact-Checking eBook Content of Geometry Unit Plan 5th Grade
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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