

# Weekly Lesson Plans – Grade Mathematics

Week of: 10/6/14 – 10/10/14

Teacher Name: [REDACTED]

|  | Sunday   | Tuesday                                 | Wednesday   | Thursday  | Friday   |
|--|--|---|---|---|--|
| <b>Weekly Objectives:</b>  | <b>MATH.5.3A</b> Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, <b>multiplication</b> , or <b>division</b> with <b>whole numbers</b> , <b>fractions</b> , and <b>decimals</b> .<br><br><b>MATH.5.3B</b> Multiply with fluency a three-digit number by a two-digit number using the standard algorithm.<br><b>MATH.5.4H</b> Represent and solve problems related to perimeter and/or <b>area</b> and related to volume. |   |   |   |  |
| <b>Daily Objective (numbers only)</b>  |  | <b>5.3A</b>                             | <b>5.3A</b>   | <b>5.3B</b>                                       | <b>5.3B, 5.4H</b>                                    |
| <b>Numerical Fluency (5 minutes)</b><br>*Focus on specific facts and operations.<br>*Teacher should check students work daily. | <b>Number String</b><br><br>$2 \times 5 =$<br>$4 \times 5 =$<br>$8 \times 5 =$<br>"Do we see a pattern?" Turn and talk to your neighbor about the pattern you see.<br>$16 \times 5 =$<br>$32 \times 5 =$<br>$48 \times 5 =$<br><br><b>The challenge</b><br>$48 \times 50 =$  | <b>Number Talk</b><br><br>$76 - 34 =$   | <b>Number String</b><br><br>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. | <b>Number Talk</b><br><br>$53 - 27 =$             | <b>Number of the Day</b><br><br>24<br>Ms. West model |
| <b>Problem of the Day: (10 minutes)</b><br>*Special review of  | <b>5.3A</b><br><br>Tony lives 145.25   | <b>5.3A</b><br><br>Lexy cut a rope that | <b>5.3A</b><br><br>Xavier made the list of  | <b>5.3B</b><br><br>The number of points scored by | <b>5.3B</b><br><br>The table below shows the number  |

|  |   |  |   |   |  |
|--|---|--|---|---|--|
| previously learned content.<br>*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.<br><br>40, 41, 42, 43, 44, 45, 46, 47, 48, 49 (table)<br><br>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.<br><br><br><br>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.<br><br><br><br>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. |
| <b>Engage (5 min)</b><br><i>Focus:</i><br>Set the purpose, state the objective, make connections, Anticipatory set (think).<br><br>Activate prior knowledge/student thinking, reveal student pre-conceptions, and prepare students to engage with new content. | Make connections to past "Do Now"<br><br>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<br><br>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.<br><br>Make sure one side is a 2-digit number and another is a 3-digit number.  |
| <b>Explore (5-10 min)</b><br><i>Do/Use:</i><br>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.<br><br>Encourage students to use concrete  |

# Lesson Plans For 5th Grade Go Math

**N Noddings**



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## **Table of Contents Lesson Plans For 5th Grade Go Math**

1. Understanding the eBook Lesson Plans For 5th Grade Go Math
  - The Rise of Digital Reading Lesson Plans For 5th Grade Go Math
  - Advantages of eBooks Over Traditional Books
2. Identifying Lesson Plans For 5th Grade Go Math
  - 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 Lesson Plans For 5th Grade Go Math
  - User-Friendly Interface
4. Exploring eBook Recommendations from Lesson Plans For 5th Grade Go Math
  - Personalized Recommendations
  - Lesson Plans For 5th Grade Go Math User Reviews and Ratings
  - Lesson Plans For 5th Grade Go Math and Bestseller Lists
5. Accessing Lesson Plans For 5th Grade Go Math Free and Paid eBooks
  - Lesson Plans For 5th Grade Go Math Public Domain eBooks
  - Lesson Plans For 5th Grade Go Math eBook Subscription Services
  - Lesson Plans For 5th Grade Go Math Budget-Friendly Options
6. Navigating Lesson Plans For 5th Grade Go Math eBook Formats
  - ePub, PDF, MOBI, and More
  - Lesson Plans For 5th Grade Go Math Compatibility with Devices
  - Lesson Plans For 5th Grade Go Math Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Lesson Plans For 5th Grade Go Math
  - Highlighting and Note-Taking Lesson Plans For 5th Grade Go Math
  - Interactive Elements Lesson Plans For 5th Grade Go Math
8. Staying Engaged with Lesson Plans For 5th Grade Go Math

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Lesson Plans For 5th Grade Go Math
- 9. Balancing eBooks and Physical Books Lesson Plans For 5th Grade Go Math
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Lesson Plans For 5th Grade Go Math
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Lesson Plans For 5th Grade Go Math
  - Setting Reading Goals Lesson Plans For 5th Grade Go Math
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Lesson Plans For 5th Grade Go Math
  - Fact-Checking eBook Content of Lesson Plans For 5th Grade Go Math
  - 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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