

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) <i>Focus:</i> 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) <i>Do/Use:</i> Use manipulatives, vocabulary	With graph paper, ask students to "show" a prime number.	Tie the explore to the engage. Round yard 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

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