



Monday 11/11/2019	Tuesday 11/12/2019	Wednesday 11/13/2019	Thursday 11/14/2019	Friday 11/15/2019
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**Veterans Day**

*NOTES*	*NOTES*	*NOTES*	*NOTES*
<p><b>MATH</b></p> <p><b>LEARNING TARGET:</b> I can multiply and divide decimals to hundredths, using concrete models, drawings, strategies based on place value, and/or properties of operations.</p> <p><b>WHOLE GROUP LESSON/ SKILLS:</b></p> <ul style="list-style-type: none"> <li>Dividing decimals by whole numbers</li> </ul> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>Dividing decimals worksheet</li> </ul> <p><b>Centers:</b></p> <p><b>Small Group:</b> Dividing decimals</p> <p><b>Technology:</b> IXL J.3 &amp; C.19 (Must get to 80%), iReady Interactive</p> <p><b>Notebook:</b> Multiplying &amp; Dividing Decimal Patterns Foldable</p> <p><b>Daily Math Journal:</b> Journal Prompt: <i>Explain the difference in decimal placements when you add, subtract, multiply, and divide decimals.</i></p> <p><b>Application:</b> Shopping for Decimals! (LakeShore)</p> <p><b>Task Cards:</b> Daily Dose of Decimals Cards (LakeShore)</p> <p><b>Problem of the Day:</b> 9-1 through 9-6 (omit 9-5)</p> <p><b>Enrichment:</b></p>	<p><b>MATH</b></p> <p><b>LEARNING TARGET:</b> I can multiply and divide decimals to hundredths, using concrete models, drawings, strategies based on place value, and/or properties of operations.</p> <p><b>WHOLE GROUP LESSON/ SKILLS:</b></p> <ul style="list-style-type: none"> <li>Dividing decimals by whole numbers</li> </ul> <p><b>Independent:</b></p> <ul style="list-style-type: none"> <li>Dividing decimals worksheet</li> </ul> <p><b>Centers:</b></p> <p><b>Small Group:</b> Dividing decimals</p> <p><b>Technology:</b> IXL J.3 &amp; C.19 (Must get to 80%), iReady Interactive</p> <p><b>Notebook:</b> Multiplying &amp; Dividing Decimal Patterns Foldable</p> <p><b>Daily Math Journal:</b> Journal Prompt: <i>Explain the difference in decimal placements when you add, subtract, multiply, and divide decimals.</i></p> <p><b>Application:</b> Shopping for Decimals! (LakeShore)</p> <p><b>Task Cards:</b> Daily Dose of Decimals Cards (LakeShore)</p> <p><b>Problem of the Day:</b> 9-1 through 9-6 (omit 9-5)</p> <p><b>Enrichment:</b></p>	<p><b>MATH</b></p> <p><b>LEARNING TARGET:</b> I can evaluate expressions in the conventional order (order of operations).</p> <p><b>WHOLE GROUP LESSON/ SKILLS:</b></p> <ul style="list-style-type: none"> <li>Morning Work: Students copy anchor chart into their notebook</li> <li>Warm up: Have students make a list of different operations in their notebooks &amp; review the ways to show or represent this operations *Point out the different ways to show multiplication and division</li> <li>BrainPop Video: <a href="http://www.brainpop.com/math/numbersandoperations/orderofoperations/">http://www.brainpop.com/math/numbersandoperations/orderofoperations/</a></li> <li>TW Use the PowerPoint (attached) to teach how to solve operations in the correct order</li> <li><b>Independent: Exit Slip: Order of Operations (A)</b></li> </ul>	<p><b>MATH</b></p> <p><b>LEARNING TARGET:</b> I can evaluate expressions in the conventional order (order of operations).</p> <p><b>WHOLE GROUP LESSON/ SKILLS:</b></p> <ul style="list-style-type: none"> <li>Solve operations in the correct order</li> <li><b>Independent: Exit Slip: Order of Operations (B)</b></li> </ul> <p><b>CENTERS:</b></p> <p><b>Small Group:</b> teacher pulls groups for remediation based on classwork/exit ticket, continue working on division with students based on last Friday's formative scores</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>--IXL: O.4, B.1</li> <li>--iReady: Complete 2 sessions and quizzes (<i>Record topic and score on recording sheet</i>)</li> </ul> <p><b>Making Meaning/ Application:</b></p> <ul style="list-style-type: none"> <li>--Problem of the day: 11-1 through 11-5 (<i>Record on center recording sheet</i>)</li> <li>--Interactive Notebook: Evaluate and Compare Flap Book (<i>Teacher checks off when complete</i>)</li> </ul>



**Remediation:**

**Standards**

**MAFS.5.NBT.2.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (DOK 2)

**Attachments**

grade-5-dividing-decimals-by-whole-number-a.pdf

**RESOURCES**

**RTI/ENRICHMENT**

**SCIENCE**

**LEARNING TARGET:** I can compare and contrast the basic properties of solids, liquids, and gases such as mass, volume, color, texture, and temperature.

**WHOLE GROUP LESSON/ SKILLS:**

- Continue posters
- APPLICATION:** SW use pictures, magazine photos, etc. to create a poster of the properties of matter. (They will need to use the rubric as a guide).

**Remediation:**

**Standards**

**MAFS.5.NBT.2.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (DOK 2)

**Attachments**

grade-5-dividing-decimals-by-whole-number-a.pdf

**RESOURCES**

**SCIENCE**

**FIELD TRIP**

The **ORDER** of Operations

**P** (parentheses & grouping symbols)  
**E** exponents & powers  
**M** multiply & divide ÷ left to right  
**D** divide & multiply × left to right  
**A** add & subtract - left to right  
**S** subtract & add + left to right

Examples:  
 $(2-5) = -7 + 3.5$   
 $(-3)^2 = 9 \div 2 = 4.5$   
 $9 - 2 + 3 \cdot 5$   
 $9 - 2 + 15$   
 $7 + 15 = 22$

--Math Journal: Place Value Journal Prompts (Choose 1 to write about in math notebook, teacher checks off when complete)

--Task Cards: Order of Operations Task Cards - Complete all 5 (Record on center recording sheet)

--Application: Operations Board Games - Play 1 w/ a Partner (Stable to center recording sheet)

**Extension/Enrichment:**

- Spot the error cards
- Multi-step task cards
- Division & Multiplication Board Games
- Smart of the Core Problems

**ACADEMIC LANGUAGE:**

braces, brackets, evaluate, numerical expression, operation, parentheses, value

**CENTERS:**

**Small Group:** teacher pulls groups for remediation based on classwork/exit ticket, continue working on division with students based on last Friday's formative scores

**Technology:**

- IXL: O.4, B.1
- iReady: Complete 2 sessions and quizzes (Record topic and score on recording sheet)

**Making Meaning/ Application:**

**Standards**

- MAFS.5.OA.1.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (DOK 1)
- MAFS.5.NBT.2.5** Fluently multiply multi-digit whole numbers using the standard algorithm. (DOK 1)
- MAFS.5.NBT.2.6** Find whole-number quotients of whole numbers with up to



<p><b>ACADEMIC LANGUAGE:</b> attract/repel, classification, displace, gas, liquid, magnetic, mass, physical properties, states of matter, temperature, volume, water displacement.</p>
<p><b>Standards</b> SC.5.P.8.1 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature. (DOK 2)</p>
<p><b>Attachments</b> PropertiesofMatterMeasurableObservable.pdf</p>

<p>--<u>Problem of the day:</u> 11-1 through 11-5 (<i>Record on center recording sheet</i>) --<u>Interactive Notebook:</u> Evaluate and Compare Flap Book (<i>Teacher checks off when complete</i>) --<u>Math Journal:</u> Place Value Journal Prompts (<i>Choose 1 to write about in math notebook, teacher checks off when complete</i>) --<u>Task Cards:</u> Order of Operations Tasks - Complete 2 Tasks (<i>Record on center recording sheet</i>) --<u>Application:</u> Design a bakery Project Pack (<i>Stable to center recording sheet</i>)</p> <p><b>Extension/Enrichment:</b></p> <p>--Operations Board Games --Smart of the Core Problems</p> <p><b>ACADEMIC LANGUAGE:</b> braces, brackets, evaluate, numerical expression, operation, parentheses, value</p> <p><b>Standards</b> MAFS.5.OA.1.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (DOK 1) MAFS.5.NBT.2.5 Fluently multiply multi-digit whole numbers using the standard</p>
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<p>four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (DOK 2)</p>
<p><b>RESOURCES</b></p>
<p><b>RTI/ENRICHMENT</b></p>
<p><b>SCIENCE</b></p> <p><b>LEARNING TARGET:</b> I can recognize physical properties of matter (density).</p> <p><b>WHOLE GROUP LESSON/ SKILLS:</b> "Mayflower" STEM activity: SW design and build a boat to hold the most amount of Pennies without sinking</p> <p><b>APPLICATION:</b> SW work in groups to build a boat to see if their boat can float.</p> <p><b>ACADEMIC LANGUAGE:</b> attract/repel, classification, displace, gas, liquid, magnetic, mass, physical properties, states of matter, temperature, volume, water displacement.</p> <p><b>Attachments</b> BoatSTEMproject.pdf</p>



algorithm. (DOK 1)

**MAFS.5.NBT.2.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (DOK 2)

**Attachments**

OrderofOperationsCenters.pdf

BakeryDesignsOrderofOperationsProject.zip

OrderofOperationsPowerPointLesson.pptx

**RESOURCES**

**RTI/ENRICHMENT**

**SCIENCE**

**LEARNING TARGET:** I can compare and contrast the basic properties of solids, liquids, and gases such as mass, volume, color, texture, and temperature.

**WHOLE GROUP LESSON/ SKILLS:** In groups, students will complete a water displacement experiment and record the results to explain the properties of matter in measurement.



<http://www.youtube.com/watch?v=7JNjlcCP240>

**APPLICATION:** Students will discover in small groups what happens when pennies are added to water how volume changes.

**ACADEMIC LANGUAGE:** attract/repel, classification, displace, gas, liquid, magnetic, mass, physical properties, states of matter, temperature, volume, water displacement.

**Standards**

**SC.5.P.8.1** Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature. (DOK 2)

**Attachments**

WaterDisplacementLesson.docx

MeasuringVolumePowerPoint.pptx