Mr. Remington Hendrix-Brown’s Lesson Plans April 09th - April.13th

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **8:00 – 8:10****Morning Meeting in the Gym** | **Morning Activities in gym:** Students will go into the gym and sit in designated role for our class. Students will participate in morning announcements, Pledge, and PBIS Cool Tools. |
| **Morning Activities****40 minutes****\*Notebooks, Warm-ups, and Mental Math** | **Daily Math Warm Ups:** This will include basic fluency building activities. Students will focus on understanding numbers in various formats. Students will have two sprints every day that will focus on operational skills. This will allow students to grow within their math abilities. |
| **Math Vocabulary:** Students will be given daily math vocabulary. This will help them understand the various words in Math and associate them with problem solving. We will have weekly math vocabulary quizzes.  |
| **Lesson Content:** **30 minutes.****Module Vocabulary:** Conversion Factor,Decimal Fraction,Multiplier,Parentheses,Decimal,Digit,Divisor,Equation,Equivalence,Equivalent MeasuresEstimate, Exponent, Multiple, Pattern, Product, Quotient, Remainder,Renaming, Rounding, Unit Form | Lesson: EM- Module 4 Lesson 11 -Students will solve and create fraction word problems involving addition, subtraction, and multiplication. Students will use prior knowledge of solving expressions involving fractions. This is time for students to work on problem sets from our lesson. This will also be used for small group instruction. Students will be required to work on their problem sets. | **Lesson:** EM- Module 4 Lesson 12- Students will continue solving and creating fraction word problems involving the four operations. Lesson 11 and 12 work on the same foundational skills and therefor will allow students two days for concept development. .This is time for students to work on problem sets from our lesson. This will also be used for small group instruction. Students will be required to work on their problem sets. | **Lesson:**  EM- Mid Module Review-Students will review for the mid module review. We will take this time to review over the concepts from lessons 1-12. This will be a continuation to Monday if students have several questions. Mid Module Review is scheduled for Wednesday April 11th. This is time for students to work on problem sets from our lesson. This will also be used for small group instruction. Students will be required to work on their problem sets.. | **Lesson:** EM- Mid Module Test- Students will test on previous lessons learned. This will give a basis for what standards students are performing well on and the standards that we will need to continue looking at over the course of this Module. This is time for students to work on problem sets from our lesson. This will also be used for small group instruction. Students will be required to work on their problem sets. | **Lesson:**EM- Module 4 Lesson 13-Students will work on multiplying unit fractions by unit fractions. We will use prior knowledge of multiplying fractions to help us better understand the concept. This lesson will carry over to the following week.  |
| **Student Debrief and Problem set****(This is the student’s time to use skills from our lesson and to ask specific questions.)** | This is time for students to work on problem sets from our lesson. This will also be used for small group instruction. Students will be required to work on their problem sets. |
| **Group** | Whole group, partners, independent, small group | Whole group, partners, independent, small group | Whole group, partners, independent, small group | Whole group, partners, independent, small group | Whole group, partners, independent, small group |
| **Common Core Standards** | CCSS:5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.CCSS:5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10CCSS:5.NBT.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 of multiplication and division. CCSS:5.NBT.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 of addition/subtraction.**CCSS: 5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.**CCSS: 5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.  |
| **10:30-11:10****2nd period- Burdin’s Homeroom****Special Class** | **Music**Description: http://t3.gstatic.com/images?q=tbn:ANd9GcQPztJArlWIhd9SGx1NVhIaFPLlj1q9wLxhBElXUGoQXPth7Ar9sg | **PE**Description: http://t0.gstatic.com/images?q=tbn:ANd9GcR9RtVjg6blJfBbSf8cvWFtcRauNTH8DELPghhSCnII1cAL0ulRGaqAJRqjDw | **Art**Description: http://t1.gstatic.com/images?q=tbn:ANd9GcQ-OSdoGPvpwPbQ6v8EACzRiU-4S3PDcibVtCAjjktjqUklVsW5TA | **PE**Description: http://t0.gstatic.com/images?q=tbn:ANd9GcR9RtVjg6blJfBbSf8cvWFtcRauNTH8DELPghhSCnII1cAL0ulRGaqAJRqjDw | **Library** |
| **11:45-12:30****2nd Period-****Burdin’s** | **Lunch & Recess** | **Lunch & Recess** | **Lunch & Recess** | **Lunch & Recess** | **Lunch & Recess** |
| **12:30-2:00****Kreis’ Homeroom** |  |
| **2:00-2:45****Micro-T/TR****RTI-M,W,F** |  **RTI Micro RTI Micro RTI** |
| **3:00-3:15****Dismissal** | **Bell 1: 3:00 Walker/Car Bell****Bell 2: 3:05 First Bus Wave****Bell 3: 3:17 Second Bus Wave** |