Mr. Remington Hendrix-Brown’s Lesson Plans Aug. 14th-Aug.18th

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|  | 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 test. | | | | | | | | | | |
| **Lesson Content:**  **30 minutes**  **.**  **Weekly Vocabulary:** | **Lesson:**  -“Get to know you” Ice Breaker  -Class Contract Development  -“All About Me” Activity.  -Introduction to the expectations for Classroom Procedures.  (Practice)  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:**  -We will continue with expecations of classroom procedures  -Discuss School procedures and expectations  (Practice)  -Review Class Contract expectations  -Review Class Dojo  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:**   * Moby Max Math Testing * 5th grade Entrance test * Work on Notebooks and organizing them.   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 1 Lesson 1  -Students will build on prior knowledge of times ten relationships. We will build our own place value chart for numbers behind the decimal point up to the thousandths place value. Students will build on the ten times as large concepts by recognizing what 1/10 as large means.  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 1 Lesson 2  -Students will work with recognizing the number of patterns within a product that was multiplied by ten. They should be able to recognize the pattern within any number with/without a decimal. |
| **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 10  . | | | | | | | | | | |
| **10:30-11:10**  **2nd period- Burdin’s Homeroom**  **Special Class** | **Music**  [Description: http://t3.gstatic.com/images?q=tbn:ANd9GcQPztJArlWIhd9SGx1NVhIaFPLlj1q9wLxhBElXUGoQXPth7Ar9sg](http://www.google.com/imgres?q=art&um=1&hl=en&rlz=1G1TSNA_ENUS453&biw=1525&bih=657&tbm=isch&tbnid=WM6TZuL9tPycqM:&imgrefurl=http://www.premierwilliamsburgrealestate.com/Blog/It-is-Arts-Month-in-Williamsburg&docid=y9_LaB77AAIfTM&imgurl=http://www.premierwilliamsburgrealestate.com/agent_files/ART.jpg&w=192&h=212&ei=vjabTq_xKZP_sQKLub2lDA&zoom=1) | **PE**  [Description: http://t0.gstatic.com/images?q=tbn:ANd9GcR9RtVjg6blJfBbSf8cvWFtcRauNTH8DELPghhSCnII1cAL0ulRGaqAJRqjDw](http://www.google.com/imgres?q=pe&um=1&hl=en&rlz=1G1TSNA_ENUS453&biw=1525&bih=657&tbm=isch&tbnid=otAQWICqmTqqGM:&imgrefurl=http://melodeesweeney.wordpress.com/2011/04/27/obstacles-of-using-technology-in-physical-education/&docid=ih5jeH4ecYDn-M&imgurl=http://melodeesweeney.files.wordpress.com/2011/04/physical-ed-color.png&w=320&h=262&ei=ZDabTrk-yY2wApyKid0E&zoom=1) | | | **Art**  [Description: http://t1.gstatic.com/images?q=tbn:ANd9GcQ-OSdoGPvpwPbQ6v8EACzRiU-4S3PDcibVtCAjjktjqUklVsW5TA](http://www.google.com/imgres?q=book+clipart&um=1&hl=en&rlz=1G1TSNA_ENUS453&biw=1525&bih=657&tbm=isch&tbnid=1mXln5lgMi2ZtM:&imgrefurl=http://www.madison.kyschools.us/staff/haggardms/&docid=T7VuzEuR1sa9LM&imgurl=http://www.madison.kyschools.us/staff/haggardms/images/stack_of_book_clipart.gif&w=300&h=219&ei=CTibToX0Lc3DsQL01d2rBA&zoom=1&iact=hc&vpx=722&vpy=333&dur=1452&hovh=175&hovw=240&tx=133&ty=82&sig=112901193227403054442&page=2&tbnh=131&tbnw=180&start=24&ndsp=24&ved=1t:429,r:3,s:24) | | | | **PE**  [Description: http://t0.gstatic.com/images?q=tbn:ANd9GcR9RtVjg6blJfBbSf8cvWFtcRauNTH8DELPghhSCnII1cAL0ulRGaqAJRqjDw](http://www.google.com/imgres?q=pe&um=1&hl=en&rlz=1G1TSNA_ENUS453&biw=1525&bih=657&tbm=isch&tbnid=otAQWICqmTqqGM:&imgrefurl=http://melodeesweeney.wordpress.com/2011/04/27/obstacles-of-using-technology-in-physical-education/&docid=ih5jeH4ecYDn-M&imgurl=http://melodeesweeney.files.wordpress.com/2011/04/physical-ed-color.png&w=320&h=262&ei=ZDabTrk-yY2wApyKid0E&zoom=1) | **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: 3:10 Final Call for First Bus Wave**  **Bell 4: 3:15 Second Bus Wave** | | | | | | | | | | |