Mr. Remington Hendrix-Brown’s Lesson Plans Aug. 28th-Sep.01st

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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 quizzes. | | | | | | | | | | |
| **Lesson Content:**  **30 minutes.**  **Module Vocabulary:**  Place Value,  Decimal Point  Standard Form  Expanded Form  Decimal  Decimal Point  Tenth  Hundredth  Thousandth  Factor  Product  Partial Product  Quotient  Remainder  Partial Quotient  Base of an Exponent  Exponent  Equation  Expression  Sum  Difference  Kilogram  Gram, Meter, Liter ,Centimeter, Millimete | **Lesson:**  EM- Module 1 Lesson 3  -Students will be introduced to exponents and terms that introduce them. We will explored the use of exponents in naming place value units. We will also look at patterns within numbers to see how identifying them with exponents will change the numbers.  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 4  -Students will work with conversions of metric units. We will look at how changing quantities of units will affect the size/shapes of objects. We will also look at how converting from smaller units to larger units and vice versa relate. Students will have the use of conversion charts  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 5  -Students will work on naming decimal fractions in expanded, unit and word forms in order to compare decimal fractions. Students will be encouraged to use their prior knowledge of exponents to represent numbers in expanded notations. We will use place value templates to help in learning our standard.  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 6  -Student will work specifically on comparing decimal fractions up to the thousandths place. Students will use like units and express comparisons with <,>, or =.  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 7  -Students will work on rounding skills using decimal place value. Students will use place value understanding and the vertical number line in order to round numbers to the perspective unit.  . |
| **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  CCSS:5.NBT.3 Read, Write, and compare decimals to thousandths using base-ten numerals, number names, and expanded form  CCSS:5.NBT.4 Use place value understanding in order to round decimals to any place on your place value chart. . | | | | | | | | | | |
| **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** | | | | | | | | | | |