Mr. Remington Hendrix-Brown’s Lesson Plans Jan.08th - Jan.12th

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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:** 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 3 Lesson 1-2-Students will be taking Unit A assessment for Lesson 1 and 2. I will be giving Unit Assessments instead of Mid and End Assessments. There will be more assessments that are tested but each assessment will be working with less problems than before. 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 3 Lesson 3- Students will be adding fractions with unlike units using the strategy of creating equivalent 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 3 Lesson 4- Students will using the same strategy of creating equivalent fractions by adding fractions with sums between 1 and 2.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 3 Lesson 5- Students will be subtracting fractions with unlike units using the strategy of creating equivalent 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 3 Lesson 6* Students will using the same strategy of creating equivalent fractions by subtracting fractions with sums between 1 and 2.
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| **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** |