Mr. Remington Hendrix-Brown’s Lesson Plans Sep. 18th-Sep.22nd

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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- Mid Module Assessment  -Students will have an assessment over the lessons we have currently completed. They will need to review over lessons 1-8 and also look at the problem sets that we worked on. This will help them prepare for their assessment.  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 9  -Students will work on adding decimals using place value strategies, and relate those strategies to a written method. We will use several manipulative/template in order to help students relate the strategy/ concept that they are learning.  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 10  -Students will subtract decimals using place value strategies, and relate those strategies to a written method. Students will utilize what they have learned to help them with addition/subtraction of decimals.  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 11  -Students will multiply a decimal fraction by single-digit whole numbers, relate to a written method through application of the area model and place value understanding, and explain the reasoning used.    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 12  -Students shall be able to multiply a decimal fraction by single whole numbers, including using estimation to confirm the placement of the decimal point. | | |
| **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: 3:17 Second Bus Wave** | | | | | | | | | | |