

GREEN COUNTY INTERMEDIATE SCHOOL LESSON PLANS



Teacher Name: Shayla Judd

Class: Collaboration Math

Clear Learning Goal (Learning Target)

KY.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 $\frac{1}{10}$ of what it represents in the place to its left.

MP.2, MP.7

KY.5.NBT.3 Read, write and compare decimals to thousandths.

a. Read and write decimals to thousandths using base-ten numerals, number names and expanded form.

b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

MP.2, MP.5, MP.7

KY.5.NBT.4 Use place value understanding to round decimals to any place.

KY.5.NBT.2 Multiply and divide by powers of 10. • Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. • 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.

I can statement(s):

I can compare numbers using place value.

I can round decimal numbers using place value.

I can explain decimals using place value.

I can read and write decimals using place value.

I can multiply and divide numbers by the powers of ten.

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UNDERSTAND: How is place value related to the number 10?

MATH FOCUS

This Understand lesson extends students' understanding that a digit in a whole number represents 10 times what it represents in the place to its right to the realization that this relationship is also true for decimals. Foundational understanding established in this lesson supports students in developing strategies to read, write, and compare decimals as well as perform operations with decimals.

Focus Standard

5.NBT.A.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 $\frac{1}{10}$ of what it represents in the place to its left.

STANDARDS FOR MATHEMATICAL PRACTICE (SMP)

SMP 2, 3, and 7 are integrated into the Understand lesson structure.*

This lesson provides additional support for:

7 Look for and make use of structure.

8 Look for and express regularity in repeated reasoning.

* See page 1q to learn how every lesson includes these SMP.

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Objectives

Content Objectives

- Recognize that place value in a decimal number is based on the same base-ten concepts as whole numbers.
- Identify the value of a digit in a number as 10 times the value it would have in the place to its right and $\frac{1}{10}$ of the value it would have in the place to its left.

Language Objectives

- Relate the place value in a decimal number to the same base-ten concept in whole numbers in writing by describing patterns to a partner.
- Explain why the value of a digit in a number is 10 times the value it would have in the place to its right and $\frac{1}{10}$ of the value it would have in the place to its left by describing a model to a partner.
- Use lesson vocabulary when responding to questions.
- Justify an answer by telling a partner the reasons an idea makes sense.

Prior Knowledge

- Read and write whole numbers and decimals to the hundredths place.
- Multiply and divide by 10.
- Identify place values, millions through hundredths.

Vocabulary

Math Vocabulary

base ten a ten-digit number system in which the value of a digit depends on its place. The value of each place is 10 times the value of the place to the right and $\frac{1}{10}$ of the value of the place to the left.

thousandths the parts formed when a whole is divided into 1,000 equal parts.

Review the following key terms.

decimal a number containing a decimal point that separates a whole from fractional place values (tenths, hundredths, thousandths, and so on).

place value the value of a digit based on its position in a number. For example, the 2 in 3.52 is in the hundredths place and has a value of 2 hundredths, or 0.02.

Academic Vocabulary

position location

relate to connect in some way.

represent to use a sign or symbol for something.

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Monday	Activities: <u>No School - Labor Day</u>	
Tuesday	Activities: <u>Daily Math Practice:</u> Students will begin working on the Daily math worksheet for the week. Finish and Check all Guided Math Stations: <u>Teacher Time:</u> Students will work on comparing and rounding numbers using place value. <u>IXL:</u> IXL codes ZKL, C2X, and XJA (to a smartscore of 80 - then IXL Games) <u>Money Bags</u> - Students will count the money in each bag and write the amount as a decimal and a fraction. <u>Color by Number:</u> Students will review the place value of decimals and color the design using the given directions. <u>True/False Sort:</u> Students will sort task cards (comparing and rounding decimals) into true and false, and then write them on the recording sheet. <u>Place Value Riddles:</u> Students will discover the mystery number based on place value clues about each number, recording this on the recording sheet. Assessment: Daily Math, Guided Math recording sheets. Midcourse corrections: Redirect and remind students of expectations and procedures.	

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Wednesday	Activities: <u>Daily Math Practice:</u> Students will continue working on the Daily math worksheet. Multiplying by the Powers of Ten - Students will learn about exponents, then use their knowledge to multiply numbers by shifting them on the place value chart. Assessment: Daily Math, powers of ten packet Midcourse corrections: Redirect and remind students of expectations and procedures.	
Thursday	Activities: <u>Daily Math Practice:</u> Students will continue working on the Daily math worksheet. Dividing by the Powers of Ten - Students will learn about exponents, then use their knowledge to multiply numbers by shifting them on the place value chart. Assessment: Daily Math, powers of ten packet Homework - multiply and divide by the powers of ten worksheet Midcourse corrections: Redirect and remind students of expectations and procedures.	
Friday	Activities: • Quiz on Google Classroom • Students will work on iXL Codes 8HS, XTY, KGQ, 5KC, CK2	

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Teacher Name: Shayla Judd

Class: Collaboration Writing

Clear Learning Goal (Learning Target)

- Students will learn to correct sentences.
- Students will learn new vocabulary words.
- Students will learn to answer a writing prompt.
- Students will learn how to write in cursive.
- Students will learn the difference in subjects and predicates.

I can statement(s):

- I can correct sentences using appropriate grammar.
- I can consult print and digital materials to find pronunciations and determine meanings of key words and phrases.
- I can use specific vocabulary to inform about a topic.
- I can expand, combine, and reduce sentences for meaning, interest and style.
- I can compose over extended or shorter time frames for a variety of tasks, purpose, and audiences.
- I can distinguish between subjects and predicates.

*Provide Accommodations and Modify as needed

**Monday
Standard(s):**

**L.5.4.c
L.5.3.a**

Activities:

- Labor Day- No School

**Tuesday
Standard(s):**

**C.5.7
L.5.3.a**

Activities:

- *Quick Write: Students should choose a prompt from their writing sheet of activities. (5 min.)
- Introduce Subjects and predicates.

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	• Begin with simple and complete subjects Page 9-10 worksheet. • IXL MM3/ ZDA Assessment: Worksheet and IXL Midcourse corrections: Circulate room to see if students need help in understanding. Optimizers: Guided practice with yellow cards.
Wednesday Standard(s): L.5.3 L.5.3.a	Activities: • Bell Ringer work: DOL- Students will make corrections in grammar to three sentences. Students will have 5 minutes to make all corrections needed and we will check for understanding. • Simple/ complete Predicates. Page 11-12 page 3 worksheets. • Worksheet (together in class) • IXL MM2 UAV Assessments: Worksheet, IXL Optimizers: guided practice/ Charts
Thursday Standard(s): L.5.3.a	Activities: • Bell Ringer work: Cursive writing practice. Students will begin with the letter “E” and practice with words beginning with this letter. (5 minutes) • Combine subjects/predicates. Page 15 • Kahoot practice with subjects/predicates • Assessment: Kahoot, worksheet Midcourse corrections: Address misconceptions. Optimizers: Guided Practice/ Charts
Friday	Activities: • Quiz subjects/ predicates • IXL practice

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Standard(s): L.5.3.a	Assessment: Quiz Midcourse corrections: Circulate and address individual issues that are evident. Optimizers: More practice. Review
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Teacher Name: Shayla Judd Class: Collaboration Science



<u>*Provide Accommodations and Modify as needed</u>	
Tuesday I can statement(s): I can describe basic properties of matter and use this to classify items. Standard(s): 5-PS1-3. - Make observations and measurements to identify materials based on their properties.	Schedule: 7:30 - 8:00 Reading RTI 8:00 - 8:55 1st period 8:55 - 9:50 2nd period 9:50 - 10:45 3rd period 10:45 - 12:25 4th period/Lunch Buchanan Lunch 11:19-11:57 12:25 - 1:20 5th period 1:20 - 1:35 Snack/Get ready to go home 1:35 - 2:20 Related Arts - MUSIC Activities: Lesson 5 - Properties of Matter - Work through teaching presentation. - Assess student understanding of their learning so far by completing "Properties of Matter - Comprehension Check".

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	Students can use the Properties of Matter passage to help them answer the questions. They will turn these in when finished. - Watch Crash Course Kids – “What’s My Property?”
Wednesday I can statement(s): I can investigate which materials are soluble and insoluble. Standard(s): Same as above.	Schedule: 7:30 - 8:00 Math RTI 8:00 - 8:55 1st period 8:55 - 9:50 2nd period 9:50 - 10:45 3rd period 10:45 - 12:25 4th period/Lunch Buchanan Lunch 11:19-11:57 12:25 - 1:20 5th period 1:20 - 1:35 Snack/Get ready to go home 1:35 - 2:20 Related Arts - P.E. Activities: Lesson 7 - Solubility - Work through teaching presentation. - Students will complete the “Will it Mix” pages in their journal while watching the experiment videos.
Thursday I can statement(s): I can distinguish between physical and chemical changes. Standard(s): Same as above.	Schedule: 7:30 - 8:00 Math RTI 8:00 - 8:55 1st period 8:55 - 9:50 2nd period 9:50 - 10:45 3rd period 10:45 - 12:25 4th period/Lunch Buchanan Lunch 11:19-11:57 12:25 - 1:20 5th period 1:20 - 1:35 Snack/Get ready to go home 1:35 - 2:20 Related Arts - COMPUTERS

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	Activities: Lesson 9 - Physical and Chemical Changes - Work through teaching presentation. - Students will complete the “Drive-in Movies” pages in their journal while watching the video clips.
Friday I can statement(s): I can distinguish between physical and chemical changes. Standard(s): Same as above.	Schedule: 7:30 - 8:00 Morning Meeting 8:00 - 8:35 1st period 8:35 - 9:10 2nd period 9:10 - 9:45 3rd period 9:45 - 10:20 4th period 10:20 - 11:20 5th period/Lunch Buchanan Lunch 10:48-11:08 11:20 - 11:40 Get ready to go home 11:40 - 12:20 Related Arts - LIBRARY Activities: Finish slides that weren’t completed yesterday. Lesson 9 - Physical and Chemical Changes - Work through teaching presentation. - Students will complete the “Drive-in Movies” pages in their journal while watching the video clips.

Teacher Name: Shayla Judd Class: Reading

Refer to Ms. Megan McKinney's lesson plans

*Provide Accommodations and Modify as needed

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