

IRWIN STEM MAGNET SCHOOL COMMON PLANNING

Grade: 5	Unit 2: 3D Printing	Date: Oct. 18-22
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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8:40-9:40 Math:				
Learning objective: Divide two- and three-digit dividends by multiples of 10 with single-digit quotients, and make connections to a written method.	Learning objective: Use basic facts to approximate quotients with two-digit divisors.	Learning objective: Divide two- and three-digit dividends by two-digit divisors with single-digit quotients, and make connections to a written method.	Learning objective: Multiply decimal fractions with tenths by multi-digit whole numbers using place value understanding to record partial products.	Learning Objective:
Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23
Module 2, Lesson 19	Module 2, Lesson 20	Module 2, Lesson 21	Engage NY: Module 2, Lesson 22	Engage NY: Module 2, Lesson 23
<p>Fluency: Estimate and Divide (1st 2 examples only) Group Count by Multiples of Ten</p> <p>Application Problem: change to 330/11 and try to solve mentally</p> <p>Concept Development: Problems on whiteboards and use tape diagram or base ten blocks on brainiaccamp for students that still need extra support</p>	<p>3 20 minute groups - Special Education Resource Teacher, Mrs. Verser will take group of her students and will continue to use tape diagrams and/or base ten blocks with students as needed</p> <p>Application Problem and Concept Development</p>	<p>3 20 minute groups - Special Education Resource Teacher, Mrs. Verser will take group of her students and will continue to use tape diagrams and/or base ten blocks with students as needed</p> <p>Application Problem and Concept Development</p>	<p>Fluency: Divide Decimals and Group Count by Multi-digit numbers</p> <p>Application Problem: students solve on Whiteboard FI - Special Education Resource Teacher, Mrs. Verser gives her students a code so she can monitor their work</p> <p>Concept Development: Teacher will</p>	<p>Fluency: Rename tenths and hundredths and Divide by 2-digit divisors</p> <p>Application Problem: Solve individually and share out strategies</p> <p>Concept Development: Student continue to solve using estimate, solution, check. We will provide a 3-column chart for Special Education Resource</p>

			model problem 1 and then break students into groups as many will be ready for independent practice and others will still need support Mrs. Verser's students and those still needing scaffolding should be shown how you are just renaming numbers as you divided like you did when subtracting	Teacher, Mrs. Verser's students and encourage them to try to solve with a picture and/or their multiplication chart
Problem Set/Exit Slip	Problem Set/Exit Slip	Problem Set/Exit Slip	Problem Set/Exit Slip	Problem Set/Exit Slip

9:40-10:00 Math Intervention Time

Use intervention time today to work on place value review (places, names, how to say larger numbers, decimal place value) Other students work on Dreambox at this time	Use intervention time today to work on place value review (places, names, how to say larger numbers, decimal place value) Other students work on Dreambox at this time	Use intervention time today to work on place value review (places, names, how to say larger numbers, decimal place value) Other students work on Dreambox at this time	Use intervention time today to work on Powers of 10 review (values of powers of 10, as well as conversions and using them to multiply and divide.) Other students work on Dreambox at this time	Use intervention time today to work on Powers of 10 review (values of powers of 10, as well as conversions and using them to multiply and divide.) Other students work on Dreambox at this time
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