

Scope and Sequence  
Math - 5th Grade Gen Ed

Unit :

<b>Terms to Know:</b>	<i>Place-Value, Period, Standard Form, Billions, Expanded Form, Power of 10, Base, Exponent, Equation</i>				
<b>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</b>					
<b>Project Theme:</b>	<i>Students will research the International Space Station as we study math related to it. Students will present their information that they discover via poster board; project to be turned in when completed or by the due date, whichever comes first. The requirements to research are below:</i>				
<b>Project Breakdown:</b>	<i>Students will illustrate and fully-color an image of the International Space Station and write a title on their board. On their poster board, students will answer the following questions: approximately how many people are on the ISS each day? What countries are they from? Where is the ISS currently located? How high is it above the Earth? How fast is it moving? What percent of people on the Earth does the ISS pass over routinely? What does it appear as in the night sky? What color does it usually appear as? What layer of the atmosphere does it travel in? List two websites that can be used to track the ISS daily.</i>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 1	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Place Value and Expanded Form - 15 min
	<i>Sadlier Math, Chapter One, Pages 1-3 - Read aloud and discuss: what are place values? What is standard form? What number group follows "billions"? Use the chart on page 2 to direct questions - 15 min</i>	<i>Teacher to review material from Sadlier Math, Chapter One, Pages 1-3 ; discuss and review any questions; students to define: place value, period, standard form, and billions - 15 min</i>	<i>Sadlier Math, Chapter One, "Check Your Progress", Pages 6-7 - Teacher to lead review with students, working together on the board for #'s 1-10; students to ask questions and teacher to review as needed - 20 min</i>	<i>Sadlier Math, Chapter One, Pages 8-9 - Read aloud and discuss: what is Power of 10? What is an exponent? What is the base? Teacher to create examples of each and review with the students; As a class, complete "Practice, #'s 1-6" together and review - 20 min</i>	<i>Students to go to the following website and play "https://play.prodigygame.com/"; students may need to create an account the first time that they play - 25 min</i>
	<i>Sadlier Math, Chapter One, Page 2 - As a class, complete "Practice, #'s 1-6" and discuss your responses; students to attempt individually "Practice, #'s 7-12" and teacher to review when complete - 20 min</i>	<i>Sadlier Math, Chapter One, Pages 4-5 - Read aloud and discuss: what is expanded form? Teacher to provide examples of numbers in expanded form, students to analyze and respond - 15 min</i>	<i>Sadlier Math, Chapter One, "Check Your Progress", Page 7 - Students in groups of 3 or 4, answer and discuss: students to work together to solve #'s 11-19; teacher to review responses and check for accuracy - 10 min</i>	<i>Sadlier Math, Chapter One, Page 9 - Students in pairs, answer and discuss: using colored pencils, students to solve together "Practice, #'s 7-15" and review with teacher when complete - 15 min</i>	

	<i>Sadlier Math, Chapter One, Page 3</i> - Students in pairs, answer and review; "Problem Solving, #'s 20-24" when complete, review with the class and discuss how answers were attained - 15 min	<i>Sadlier Math, Chapter One, Pages 4-5</i> - Students in pairs, complete and review: students to complete "Practice, #'s 1-8" and discuss in class; students explain how responses were obtained - 20 min	Teacher to introduce project and students provided in-class time to begin - 20 min	<i>Sadlier Math, Chapter One, Page 9</i> - Students in groups of 3 or 4, discuss answers while working: using different-colored colored pencils than before, students to solve together "Practice, #'s 16-21" and review with teacher when complete - 15 min	In-class time to work on project - 20 min
Bellwork Topic:	Teacher to create four problems to solve based upon place value and standard form	<i>Sadlier Math, Chapter One, "Write About It", Page 3</i> - complete in written form and explain your answer!	<i>Sadlier Math, Chapter One, "Write About It", Page 5</i> - complete in written form and explain your answer!	<i>Sadlier Math, Chapter One, "Check Your Progress", #'s 20-22, Page 7</i>	None
Suppliment Extra Time With:	Teacher-created problems about place value	Teacher-created problems about expaned form	Teacher-created problems about expaned form	Teacher-created problems about expaned form	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter One, "Practice, #'s 13-19", Page 3</i> ; due tomorrow!	<i>Sadlier Math, Chapter One, "Practice, #'s 9-24", page 5</i> ; due tomorrow!	Teacher created worksheet (twelve problems) on place value and expanded form; due tomorrow	Study for quiz tomorrow on place value and expanded form!	<i>Sadlier Math, Chapter One, "Practice" &amp; "Problem Solving, #'s 22-32", Page 9</i> ; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week One (spelling & definition), plus four-step process - 15 min
	<i>Sadlier Math, Chapter One, Pages 10-11</i> - Read aloud and discuss: review the example question about Annelida and create more tangible questions; discuss multiples and how they work; teacher to create problems to review - 20 min	Teacher to review material from <i>Sadlier Math, Chapter One, Pages 1-11</i> ; discuss and review any questions; students to define: place value, period, standard form, billions, exponent, equation, Power of 10, and base - 20 min	<i>Sadlier Math, Chapter One, Pages 12-13</i> - Read aloud and discuss: what are the three properties of addition? What are the main components of each? Teacher to provide examples; as a class, solve "Practice, #'s 1-5" together - 20 min	Using Google Docs, write the definitions to the "Terms to Know" from Week One in your own words and submit them to your teacher - 20 min	Students to go to the following website and play " <a href="https://play.prodigygame.com/">https://play.prodigygame.com/</a> "; students should follow up on

Week 2	Watch "Math Antics - Intro To Exponents (aka Indices)" on YouTube (10:04 min) and discuss: how does this video help you to learn about exponents? What tips did it provide? - 15 min	Watch "easy system to solve word problems.wmv" on YouTube (7:25 min) and discuss valuable tips received from the video; how did circling parts in the question help you understand things better? - 10 min	<i>Sadlier Math, Chapter One, Page 13</i> - Students in pairs, answer and discuss: using magic markers, students to complete "Practice, #'s 6-11", then come to the board to display how to complete them as a class - 10 min	Watch "Addition Properties and Subtraction Rules 2-1" on YouTube (10:11 min) and discuss: what are the properties and how can they be used?	previous play and may also play from home; teacher may create an account to play as well - 20 min
	<i>Sadlier Math, Chapter One, Page 11</i> - As a class, review each problem #'s 1-4 and solve them together; students read aloud and analyze, teacher to assist - 15 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 25 min
Bellwork Topic:	<i>Sadlier Math, Chapter One, "Write About It", Page 9</i> - complete in written form and explain your answer!	<i>Sadlier Math, Chapter One, "Write About It", Page 11</i> - complete in written form and explain your answer!	Teacher to create two story problems to solve based upon exponents	<i>Sadlier Math, Chapter One, "Write About It", Page 13</i> - complete in written form and explain your answer!	None
Suppliment Extra Time With:	Teacher-created problems about four-step process	Teacher-created problems about exponents	Teacher-created story problems about exponents	Teacher-created story problems and how to break them down to solve	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter One, "Practice, #'s 5-9", Page 11</i> ; due tomorrow!	Work on Project; due in four days!	<i>Sadlier Math, Chapter One, "Practice" &amp; "Problem Solving", #'s 12-26", Page 13</i> ; due tomorrow!	Study for quiz tomorrow on "Terms to Know" from Week One (spelling & definition) plus four-step process!	Work on Project; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Weekly Quiz: Estimating - 15 min

Week 3	Students to present their projects to the class; discuss the International Space Station and how it relates to math; teacher to ask questions for deeper knowledge - 20 min	Watch "BrainPOP UK - Estimating" on YouTube (5:49 min) and discuss: how is estimating different than guessing? Why is it useful in math? How can you quickly estimate time or distance? - 10 min	Watch "A clever way to estimate enormous numbers - Michael Mitchell" on YouTube (4:14 min) and discuss: how is using this method beneficial? Does it make sense? Teacher to review this method - 15 min	<i>Sadlier Math, Chapter One, Page 16</i> - Read aloud finding sums and differences; how is each different from the other? How is this different than estimating? - 10 min	Students to go to the following website and play " <a href="https://play.prodigygame.com/">https://play.prodigygame.com/</a> "; students should follow up on previous play and may also play from home; teacher may create an account to play as well - 20 min
	<i>Sadlier Math, Chapter One, Page 14</i> - Read aloud and discuss what rounding, estimating, and front-end estimating are; review the examples on page 14 together - 10 min	<i>Sadlier Math, Chapter One, Page 15</i> - Teacher-led discussion and review of estimating: "Practice, #'s 17-20"; address questions before moving on - 15 min	Students in pairs, each pair to create a list of five three-digit numbers (ex. 105, 528, 902, 278, 456); repeat this six times; pairs exchange lists with other groups and estimate added totals of their numbers - 15 min	<i>Sadlier Math, Chapter One, Page 16</i> - Teacher-led discussion: complete together "Practice, #'s 1-6" and review answers - 15 min	
	<i>Sadlier Math, Chapter One, Page 14</i> - Teacher-led discussion: Complete "Practice, #'s 1-8" together as a class, students may complete some privately and teacher to review - 10 min	<i>Sadlier Math, Chapter One, Page 15</i> - Students in pairs, complete "Problem Solving, #'s 21-25" and share results with class when complete; teacher to review - 20 min	Students to use their rulers ONLY and estimate the total distance of the following items after one measurement with their ruler: the length of the hallway, length of one set of six lockers, height of the ceiling in the classroom, height of the ceiling in the hallway, height of the doorframe in the hallway, width of the doorframe to the AD Office - 20 min	<i>Sadlier Math, Chapter One, Page 17</i> - Students in groups of 3 or 4, answer and review: Complete "Practice, #'s 7-12" together and share results with the class; teacher to review answers as they progress and address questions about alignment - 15 min	
Bellwork Topic:	Write the definition of three of the "Terms to Know" from Week One	Teacher to create three problems similar to yesterday's work regarding estimating	<i>Sadlier Math, Chapter One, "Write About It", Page 15</i> - complete in written form and explain your answer!	Teacher to create three sets of numbers to estimate the totals of	None
Supplement Extra Time With:	Teacher-created additional problems	Teacher-created additional problems	Teacher to provide additional items to estimate the height or length of	Teacher-created additional problems	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter One, "Practice, #'s 9-16", page 15</i> - due tomorrow!	Teacher-created worksheet (ten problems) on estimating; due tomorrow!	Students to provide an estimate of the size of at least five items in their house; it can be any five school-appropriate items; due tomorrow!	Study for quiz tomorrow on estimating!	None

Unit :

<b>Terms to Know:</b>	<i>Front-end estimation, rounding, estimate, sum, difference</i>				
<b><i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i></b>					
<b>Project Theme:</b>	<i>What is estimating and how is it helpful? Students will use a familiar base-unit of measurement (a ruler, so 12 inches or 30 centimeters) to estimate the requested length or height of various items. Students will create a table on poster board expressing this information neatly and clearly so that it is easily reviewable.</i>				
<b>Project Breakdown:</b>	<i>Students will estimate the length or height of ten required items plus an additional ten items that they choose. They will neatly create a table on poster board diagraming their estimate for each item in one column. In a second column, students will use a ruler, the Internet, or other more appropriate means to measure the true height or length of the requested items. Some items will NOT be a perfect measurement (you'll see when you read the required items) but the Internet will provide close measurements that you may use in those cases. In the third column, you will list what tool you used to collect the estimated value for each item (ruler, Internet, meter stick, etc.). The required items are listed below, students MUST complete these ten items and MUST pick ten additional school-appropriate items that they will estimate then measure for.</i>				
<b>Project Required Items:</b>	<i>1. The length of your shoe 2. The length of the Fairfax Recreation Center (longest side) 3. The height of our Upper Campus School 4. The height of Mr. Jones 5. The length of Saint Adalbert/OLBS Church 6. The length of our Upper Campus Cafeteria 7. The length of the main hallway in the Early Learning Center 8. The length of the block from Central Avenue to Quincy Avenue 9. The length of the City of Cleveland from East 185th Street to West 117th Street 10. The height of Mr. Gainey</i>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 4	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz: Chapter One - 20 min
	<i>Sadlier Math, Chapter One, Page 17 - Teacher to review finding sums and differences as a class, then complete together "Problem Solving, 22-26" and review responses - 20 min</i>	<i>Sadlier Math, Chapter One, Pages 16-17 - Teacher to review finding sums and differences before moving on to the next item; address any questions and review story problems - 10 min</i>	<i>Watch "Grade 3 Math #1.5c, Find the Unknown number" on YouTube (3:49 min) and discuss: how is this helpful in your review? How does it help in grouping numbers? How is this similar to estimating? - 10 min</i>	<i>Sadlier Math, Chapter One Review, Page 19 - Students to work individually to complete #'s 37-44 privately, teacher to review answers as a class and address questions about how to properly solve them - 20 min</i>	<i>Students to go to the following website and play "<a href="https://play.prodigygame.com/">https://play.prodigygame.com/</a>"; students should follow up on previous play and may also play from home; teacher may create an account to play as well - 20 min</i>
	<i>Watch "6th Grade Math Estimating Sums and Differences" on YouTube (5:11 min) and discuss: how is this video helpful? What is an easy way to estimate sums? Differences? - 10 min</i>	<i>Sadlier Math, Chapter One Review, Page 18 - Students in groups of 3 or 4, answer and discuss: groups to complete #'s 1-9 together and teacher to review answers as a class - 20 min</i>	<i>Sadlier Math, Chapter One Review, Page 18 - Students in pairs, answer and discuss: pairs to complete #'s 17-28 together and teacher to review answers as a class - 20 min</i>	<i>Sadlier Math, Chapter One Review, Page 19 - Teacher-led discussion: As a class, complete "Problem Solving, #'s 45-47" together and review responses for accuracy - 15 min</i>	

	Introduce project and the aspects of it; review the components and assist students with beginning - 15 min	In-class time to work on Project - 20 min	In-class time to work on Project - 20 min	In-class time to work on Project - 20 min	In-class time to work on Project - 15 min
Bellwork Topic:	<i>Sadlier Math, Chapter One, "Write About It", Page 17</i> - complete in written form and explain your answer!	Teacher-created problems about estimating	Teacher-created problems about finding sums of several groups of numbers	<i>Sadlier Math, Chapter One, "Write About It", Page 19</i> - complete in written form and explain your answer!	None
Suppliment Extra Time With:	Extra time to begin your project	<i>Review of Sadlier Math, Chapter One Review, Page 18, #'s 1-9</i>	Teacher-created problems about finding sums and differences of several groups of numbers	Teacher-created problems about finding sums and differences of several groups of numbers	Extra game time on Prodigy
Daily Homework:	Start working on your project! It is due in approximately two weeks	<i>Sadlier Math, Chapter One Review, Page 18</i> - Complete #'s 10-16, due tomorrow!	<i>Sadlier Math, Chapter One Review, Page 19</i> - Complete #'s 29-36, due tomorrow!	Study for quiz tomorrow on Chapter One!	Work on your project!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 5	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Four (spelling & definition) - 15 min
	<i>Sadlier Math, Chapter One Performance Assessment, Page 20</i> - As a class, complete #'s 1-3 together and review the reasoning for responses to ensure quality learning - 15 min	<i>Sadlier Math, Chapter One Fluency Practice, Page 22</i> - Using Google Docs, students will individually complete this page by writing the correct letter to each problem in Google Docs and submitting to their teacher - 15 min	<i>Sadlier Math, Chapter Two, Page 23</i> - Read aloud and discuss: how do the decimal points show a part of a size? What are the smallest seeds in the world? What type of survival rate do the smallest seeds have? - 15 min	Using Google Docs, write the definitions to the "Terms to Know" from Week Four in your own words and submit them to your teacher - 20 min	Students to go to the following website and play " <a href="https://play.prodigygame.com/">https://play.prodigygame.com/</a> "; students should follow up on previous play and may also play from home; teacher may create an account to play as well - 20 min
	<i>Sadlier Math, Chapter One Performance Assessment, Pages 20-21</i> - Students in pairs, complete #'s 4, 5, & 7 together and review responses as a class for validity - 15 min		Watch "Adding & Subtracting Decimals Song   4th & 5th Grade" on YouTube (2:46 min) and discuss: how is this video helpful? How does the song help you to remember? - 10 min	<i>Sadlier Math, Chapter Two, Page 25</i> - Students in pairs, complete "Practice #'s 19-24" and review answers as a class, check for validity - 20 min	

	Watch "How does the International Space Station work?" on YouTube (9:20 min) and discuss: how does this information relate to the information that you have already learned about the station? What information is new? Discuss the new information - 15 min	In-class time to work on Project - 40 min	<i>Sadlier Math, Chapter Two, Page 24</i> - Read aloud and discuss: what are the tenths, hundredths, and thousandths places in a decimal system? How do you convert fractions to decimals? Complete "Practice, #'s 1-8" together and review - 20 min	<i>Sadlier Math, Chapter Two, Page 25</i> - Students to attempt individually "Practice #'s 25-29" and teacher to review answers; review how to correctly accomplish this; address questions - 15 min	In-class time to work on Project; it is due tomorrow! - 20 min
Bellwork Topic:	Teacher to create four problems about finding sums and differences of several groups of numbers	Teacher to create four problems about finding sums and differences of several groups of numbers	Answer the questions: what is a decimal point? What are some examples of its use?	Review decimals from last class; what are number names? Provide examples	None
Suppliment Extra Time With:	Teacher-created problems about the ISS that are similar to those from the textbook	Teacher to create additional problems about finding sums and differences of several groups of numbers	Teacher-created examples of number names to review	Teacher-created examples of converting decimals to fractions	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter One Performance Assessment, Page 21</i> - Complete #'s 7 & 8 for tomrrow!	Work on project	<i>Sadlier Math, Chapter Two, Practice #'s 9-18, Page 24</i> - due tomorrow!	Study for quiz tomorrow on "Terms to Know" from Week Four (spelling & definition)!	Complete estimating project, it is due tomorrow!
<b>Terms to Know:</b>	<b><i>Tenth, Hundredth, Thousandth, Decimal Point, Equivalent, Expanded Form, Standard Form, Compare, Whole Number, Rounding, Number Line</i></b>				
<b>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Present Estimation projects to the class and review; teacher to ask questions and students to respond about their work - 20 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Decimals in Standard & Expanded Form - 15 min
	<i>Sadlier Math, Chapter Two, Page 25</i> - As a class, complete together "Practice #'s 30-34" and review answers - 20 min	Watch "Math Antics - Convert any Fraction to a Decimal" on YouTube (6:43 min) and discuss: what are the two ways to covert a fraction to a decimal and back again? Provide examples - 15 min	<i>Sadlier Math, Chapter Two, Page 27</i> - As class, review and complete "Practice #'s 23-27" for accuracy; address any questions - 15 min	<i>Sadlier Math, Chapter Two, Check Your Progress, Page 28</i> - Students complete #'s 1-8 privately and have teacher verify accuracy - 15 min	Students to go to the following website and play " <a href="https://play.prodigygame.com/">https://play.prodigygame.com/</a> ";

Week 6	<i>Sadlier Math, Chapter Two, Page 25</i> - Students to individually complete "Practice #'s 35-44" and review them together as a class; teacher to correct inaccuracies - 15 min	<i>Sadlier Math, Chapter Two, Page 26</i> - Read aloud and discuss: What are the two forms mentioned and how are they different? Provide examples of expanded form for clarity - 15 min	<i>Sadlier Math, Chapter Two, Page 27</i> - Students in pairs, complete and discuss "Practice #'s 28-31" - 15 min	<i>Sadlier Math, Chapter Two, Check Your Progress, Page 28</i> - Students in pairs, complete #'s 9-16 together and have teacher verify accuracy - 15 min	students should follow up on previous play and may also play from home; teacher may create an account to play as well - 20 min
		<i>Sadlier Math, Chapter Two, Page 26</i> - As a class, complete together "Practice, #'s 1-11" and review - 15 min	<i>Sadlier Math, Chapter Two, Page 27</i> - As a class, complete "Problem Solving, #'s 32-33" together; teacher to create additional story problems that are similar to solve - 15 min	Using Google Docs, write the definitions to the "Terms to Know" from Week Six in your own words and submit them to your teacher - 20 min	<i>Sadlier Math, Chapter Two, Check Your Progress, Page 29</i> - Students to complete #'s 17-37 individually and submit to their teacher - 20 min
Bellwork Topic:	Prepare to present your project!	<i>Sadlier Math, Chapter Two, "Write About It", Page 25</i> - complete in written form and explain your answer!	Review Expanded Form vs Standard Form; provide examples as to each	<i>Sadlier Math, Chapter Two, "Write About It", Page 27</i> - complete in written form and explain your answer!	None
Suppliment Extra Time With:	Teacher-created problems about decimals and number names	Teacher-created prolems about expanded form	Teacher-created story problems about decimals	Teacher-created story problems about decimals	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter Two, Page 25</i> - Students complete #'s 45-52 for tomorrow!	<i>Sadlier Math, Chapter Two, Practice #'s 12-22, Page 25</i> - due tomorrow!	Teacher-created worksheet about decimals in standard & expanded (ten problems); due tomorrow!	Study for quiz tomorrow on decimals in Standard and Expanded Form!	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Two, Pages 30-31</i> - Read aloud and review examples; what does it mean to "compare decimals"? Teacher to review < and > with the students; emphasize to follow the numbers in order after the decimal point - 10 min	Watch "Comparing Decimals   Less Than and Greater Than Decimals   Grades 4-6" on YouTube (3:48 min) and discuss: how does music help you to remember things better? Apply this knowledge to our bellwork and verify; teacher to answer questions - 10 min	<i>Sadlier Math, Chapter Two, Page 33</i> - As a class, complete "Problem Solving, #'s 30-33" together and review; teacher to break down each story problem to help students understand what specifically to look for in each of them; assist as needed - 15 min	<i>Sadlier Math, Chapter Two, Pages 36-37</i> - Read aloud and review: what is front-end estimation? How does rounding relate to money? Review the examples on page 36 and complete "Practice #'s 1-8" together as a class; teacher to review concerns - 25 min	Weekly Quiz: "Terms to Know" from Week Six (spelling & definition) - 15 min



Week 7	<i>Sadlier Math, Chapter Two, Page 30</i> - Teacher to review "Practice #'s 1-12" with the students; address concerns and assist in following the order correctly - 25 min	<i>Sadlier Math, Chapter Two, Page 32</i> Read aloud and discuss the vocabulary terms; how does the number line help? - 10 min	Watch "Rounding Decimals" on YouTube (4:26 min) and discuss and questions about rounding or the direction to round to with certain numbers - 10 min	Watch "Rounding Money" on YouTube (6:48 min) and discuss: does this rhyme help you with rounding? Is rounding money different than other decimals? - 10 min	Using Google Docs, define each of the "Terms to Know" in your own words and submit to your teacher - 20 min
	<i>Sadlier Math, Chapter Two, Page 31</i> - Students in groups of 3 or 4, answer and share: complete "Practice #'s 13-21" together and review as a class for validity - 20 min	<i>Sadlier Math, Chapter Two, Pages 32-33</i> - As a class, complete together "Practice #'s 1-19" and review how each answer was obtained - 25 min	<i>Sadlier Math, Chapter Two, Pages 34-35</i> - Read aloud and discuss logical reasoning; what is it specifically? How does it help in word problems? Review the examples together; students in pairs, complete "Practice #'s 1-8" and then review as a class for validity - 25 min	<i>Sadlier Math, Chapter Two, Page 37</i> - Students in groups of 3 or 4, complete "Practice #'s 9-14" together; teacher to review answers together and discuss results - 15 min	Students to go to the following website and play " <a href="https://play.prodigygame.com/">https://play.prodigygame.com/</a> "; students should follow up on previous play and may also play from home; teacher may create an account to play as well - 20 min
Bellwork Topic:	Teacher-created examples (three) of writing number in standard form	<i>Sadlier Math, Chapter Two, "Write About It", Page 31</i> - complete in written form and explain your answer!	Teacher-created examples (three) of writing number in expanded form	<i>Sadlier Math, Chapter Two, "Write About It", Page 33</i> - complete in written form and explain your answer!	<i>Sadlier Math, Chapter Two, "Write About It", Page 35</i> - complete in written form and explain your answer!
Suppliment Extra Time With:	Teacher to review Page 31 "Practice, #'s 22-23"	Teacher to create additional problems about rounding to the nearest whole number, tenth, hundredth, etc.	Teacher to create additional word problems regarding logical reasoning	Teacher to create additional problems about rounding to the nearest cent, dollar, etc.	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter Two, Page 31</i> - Complete "Practice #'s 24-34"; due tomorrow!	<i>Sadlier Math, Chapter Two, Page 33</i> - Complete "Practice #'s 20-29"; due tomorrow!	<i>Sadlier Math, Chapter Two Review, Page 39</i> - Complete "Problem Solving, #'s 56-58"; due tomorrow!	Study for quiz tomorrow on "Terms to Know" from Week Six (spelling & definition)!	None
<b>Terms to Know:</b>	<b><i>Decimal, Hundredth, Tenth, Nonzero Place, Rounding, Front-End Estimation</i></b>				
<b><i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i></b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min

Week 8	<i>Sadlier Math, Chapter Two, Page 37</i> - Students in groups of 3 or 4, complete #'s 15-23 together and review answers; teacher to review responses and address questions / concerns - 20 min	(Part II of II) Teacher to visit " <a href="http://www.visualcapitalist.com/all-the-worlds-carbon-emissions-in-one-chart/">www.visualcapitalist.com/all-the-worlds-carbon-emissions-in-one-chart/</a> " and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 25 min	<i>Sadlier Math, Chapter Ten, Pages 220-221</i> - Read and discuss: how is this different than using numbers? How is the visual aide helpful? How is it more difficult? Are there any helpful ways that you can use the visual aides to make counting faster? - 10 min	<i>Sadlier Math, Chapter Ten, Page 221</i> - Students in pairs, using colored construction paper to create models solve "Practice #'s 17-21"; glue the pieces of construction paper onto computer paper to represent your answers - 20 min	Weekly Quiz on using models to solve for decimals - 20 min
	<i>Sadlier Math, Chapter Two, Page 37</i> - Students to individually complete "Problem Solving, #'s 24-26" via Google Docs and submit to their teacher - 15 min	<i>Sadlier Math, Chapter Two, Pages 38-39</i> - Individually, students to complete as many problems as possible on these two pages in a specified time - 10 min	<i>Sadlier Math, Chapter Ten, Page 220</i> - Teacher to lead the discussion of using models to solve "Practice #'s 1-6"; address questions - 15 min	<i>Sadlier Math, Chapter Ten, Page 221</i> - Students in groups of 3 or 4, solve "Problem Solving #'s 22-24" together and share results with the class - 15 min	Teacher to visit " <a href="http://www.gonoodle.com/for-educators/">www.gonoodle.com/for-educators/</a> " and click "Get Started", then "Educators"; choose "Categories", then "Math" and select several math-related exercise videos for the students to dance and sing-along with; you may browse other videos as the teacher decides - 20 min
	(Part I of II) Teacher to visit " <a href="http://www.visualcapitalist.com/all-the-worlds-carbon-emissions-in-one-chart/">www.visualcapitalist.com/all-the-worlds-carbon-emissions-in-one-chart/</a> " and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 15 min	<i>Sadlier Math, Chapter Two, Pages 38-39</i> - Divide the class into three groups, students to play a game of "academic challenge"; Teacher asks the students to solve a problem first in their groups (the group that answers first receives a point); students may use the problems that they solved earlier in the game; winning team receives extra credit on their weekly quiz - 15 min	<i>Sadlier Math, Chapter Ten, Page 221</i> - Teacher-lead discussion, work to solve "Practice #'s 7-16" by drawing models as needed; teacher to demonstrate how to solve for each problems - 20 min	Using Google to research the length of a professional soccer field in meters, an NBA court in meters, an NHL Hockey Rink in meters, and an NFL football field in meters; write each distance for length and width of all four playing fields by using a model as we have conducted the previous two lessons - 15 min	
Bellwork Topic:	Teacher-created problems (two) about estimating the sum or difference regarding decimals	<i>Sadlier Math, Chapter Two, "Write About It", Page 37</i> - complete in written form and explain your answer!	Define: decimal, hundredth, tenth	Teacher to illustrate two models for students to solve	<i>Sadlier Math, Chapter Ten, "Write About It", Page 221</i> - complete in written form and explain your answer!
Suppliment Extra Time With:	Additional Graph Practice Time	Additional Graph Practice Time	Teacher-created problems using models to solve decimal-related problems	Add the demensions of a professional Olympic volleyball court to research	Additional videos on GoNoodle!
Daily Homework:	<i>Sadlier Math, Chapter Two Performance Assessment, Page 40</i> - complete #'s 1-12; due tomorrow!	<i>Sadlier Math, Chapter Two Performance Assessment, Page 41</i> - complete #'s 13-16; due tomorrow!	<i>Sadlier Math, Chapter Two Fluency Practice, Page 42</i> - Complete #'s 1-10; due tomorrow!	Study for quiz tomorrow on using models to solve for decimals!	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
Week 9	Watch "Adding and Subtracting Decimals Song - Fall Out Boy Parody" on YouTube (3:41 min) and discuss: what do you have to do with the decimal points to ensure that you have the correct answer? How can you simplify decimals to add them easier? - 10 min	<i>Sadlier Math, Chapter Ten, Page 224</i> - Read aloud and discuss: what is the nonzero place? How does using the "nonzero place" help you to add quickly? What could be one immediate error that you notice could come up with this process? Teacher to lead "Practice #'s 1-6" as a class and review answers - 20 min	<i>Sadlier Math, Chapter Ten, Page 225</i> - Teacher-lead instruction, review front-end estimation and nonzero place; As a class, complete "Problem Solving #'s 32-34" together and discuss how to arrive at the correct answer; discuss concerns - 20 min	<i>Sadlier Math, Chapter Ten, Page 228</i> - Read aloud and discuss using pictures and drawings to help calculate math; Relate the example and answer together; teacher to create a series of similar examples to relate and illustrate - 20 min	Weekly Quiz on "Terms to Know from Week Eight" and Estimation and Nonzero Place - 20 min
	<i>Sadlier Math, Chapter Ten, Page 223</i> - Teacher-led discussion, solve "Practice #'s 5-10" together by lining up the decimals; review for errors - 15 min	<i>Sadlier Math, Chapter Ten, Page 225</i> - Students in groups of 3 or 4, complete "Practice #'s 7-14" together, review as a class for accuracy - 15 min	<i>Sadlier Math, Chapter Ten "Check Your Progress", Page 226</i> - Individually, students will complete #'s 1-5; bring to teacher to verify when complete - 15 min	<i>Sadlier Math, Chapter Ten, Page 228-229</i> - Students in pairs, answer #'s 1-5 together and share with the class; teacher to verify answers and answer questions - 15 min	Teacher to visit "www.gonoodle.com/for-educators/" and click "Get Started", then "Educators"; choose "Categories", then "Build Compassion" and select several realted exercise videos for the students to dance and sing-along with; you may browse other videos as the teacher decides - 20 min
	<i>Sadlier Math, Chapter Ten, Page 223</i> - Students in pairs, complete "Practice 11-20" together; teacher to review progress and discuss errors as they proceed - 25 min	Watch "Grade 5 Math #3.7, Estimate Decimal Sums and Differences" on YouTube (4:13 min) and discuss: how is this method similar to "nonzero place" adding? How is it different? Which makes more sense to you to use? - 10 min	<i>Sadlier Math, Chapter Ten "Check Your Progress", Page 227</i> - Students in pairs, add together #'s 6-13 by lining up the decimal point; Students in groups of 5 or 6, complete #'s 14-23 together and discuss results; teacher to review all answers when correct for validity - 15 min	Using Google Docs, students will write a definition for the "Terms to Know from Week Eight" in their own words and submit to their teacher - 10 min	
Bellwork Topic:	Teacher to provide two problems of adding decimals	<i>Sadlier Math, Chapter Ten, "Write About It", Page 223</i> - complete in written form and explain your answer!	<i>Sadlier Math, Chapter Ten, "Write About It", Page 225</i> - complete in written form and explain your answer!	Teacher to provide two problems of front-end estimation.	<i>Sadlier Math, Chapter Ten, "Write About It", Page 229</i> - complete in written form and explain your answer!
Suppliment Extra Time With:	Teacher-created problems of adding decimals	Teacher-created problems of adding nonzero place decimals	Teacher-created problems of adding nonzero place decimals	Teacher-created problems of rounding and front-end estimation of decimals	Additional videos on GoNoodle!
Daily Homework:	Teacher-created worksheet of adding decimals problems (ten); due tomorrow!	<i>Sadlier Math, Chapter Ten, Page 225</i> - "Practice #'s 15-30"; due tomorrow!	<i>Sadlier Math, Chapter Ten, Page 227</i> - "Problem Solving, #'s 24-27"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Eight" and Estimation and Nonzero Place!	<i>Sadlier Math, Chapter Ten, Page 229</i> - Complete #'s 6-9 for tomorrow!

<b>Terms to Know:</b>	<i>Sum, Base-Ten, Addends, Regroup, Algorithm, Estimate, Align, Hundredth, Thousandth,</i>
<b>Project Theme:</b>	<i>Students will use poster board to display their data in exploring the exchange rate of the United States' Dollar versus the money of other countries. Students will express a positive or negative gain when visiting those countries by using decimal points and a graph.</i>
<b>Project Required Items:</b>	<i>Students will use poster board to display their data. Students will research twenty countries and their rate of exchange versus the United States' dollar. Students will use decimal points to subtract place values and show if we would lose money to travel there or gain money to travel there. All work should be completed on separate paper, but the poster board will list the countries, the current value versus the dollar, and amount earned. Students will then create a graph (bar or line) providing the countries that they researched with their value against the US dollar. This graph should also be placed upon the poster board.</i>
<b>Countries to Choose From:</b>	<i>Tunisia (Dinar), Thailand (Baht), Singapore (Dollar), Saudi Arabia (Riyal), Saint Helena (Pound), Panama (Balboa), New Zealand (Dollar), European Union (Euro), Morocco (Dirham), Mexico (Peso), Maldives (Rufiyaa), Lesotho (Loti), Kuwait (Dinar), Jamaica (Dollar), Iraq (Dinar), Dominican Republic (Peso), Japan (Yen), Iceland (Krona), Hong Kong (Dollar), Haiti (Gourde), Gibraltar (Pound), Fiji (Dollar), Denmark (Krone), China (Yuan), Cayman Islands (Dollar), Canada (Dollar), Brazil (Real), Bermuda (Dollar), Barbados (Dollar), Afghanistan (Afghani)</i>

**STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!**

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 10	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz on adding decimals to the hundredths and thousandths place values - 20 min
	<i>Sadlier Math, Chapter Ten, Page 230 - Read aloud and discuss; use a concept map to link together the decimal place values with examples; teacher to model this process and students to build upon it - 15 min</i>	(Part II of II) Teacher to visit " <a href="http://www.visualcapitalist.com/map-wealth-of-nations/">www.visualcapitalist.com/map-wealth-of-nations/</a> " and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 25 min	Teacher to review any questions that students have about the current math topic and provide assistance as needed - 10 min	<i>Sadlier Math, Chapter Ten, Page 232 - Analyze the table and the data within it; students to practice making FREE HAND a pie chart of this data; teacher to review their estimations of the size of the values compared to the entire circle - 10 min</i>	
	<i>Sadlier Math, Chapter Ten, Page 230 - As a class, complete "Practice #'s 1-3" together and review; students in pairs, complete "Practice #'s 4-10" together, teacher to circle the room to discuss accuracy of responses - 20 min</i>	<i>Sadlier Math, Chapter Ten, Page 231 - Teacher to provide each student with a dollop of shaving cream, students to spread it across their desk but don't rub it in! Leave it somewhat thick; complete</i>	Teacher to introduce project and discuss the requirements of it; teacher to direct students to the website and areas for locating this information; teacher to outline expectations for student work - 10 min	<i>Sadlier Math, Chapter Ten, Page 232 - As a class, teacher to model "Practice #'s 1-2" and how to solve; students to individually solve "Practice #'s 3-5" and teacher to check their accuracy - 20 min</i>	

	(Part I of II) Teacher to visit "www.visualcapitalist.com/map-wealth-of-nations/" and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 15 min	"Practice #'s 11-20" together using the shaving cream as a writing board; teacher to check for accuracy - 25 min	In-class time to work on Project - 30 min	<i>Sadlier Math, Chapter Ten, Page 233</i> - Students in pairs, use different colored pencils for each column to track the linear progression of the numbers while solving; complete "Practice #'s 6-10"; teacher to check for accuracy in responses - 15 min	exercise videos for the students to dance and sing-along with; you may browse other videos as the teacher decides - 20 min
Bellwork Topic:	Teacher-created problems (three) of adding decimals to the hundredth place	Teacher-created problems (three) of adding decimals to the hundredth place	<i>Sadlier Math, Chapter Ten, Page 231</i> - Complete "Problem Solving #'s 35-36"	Teacher-created problems (two) of adding decimals to the thousandth place	None
Suppliment Extra Time With:	Additional Graph Practice Time	Additional Graph Practice Time	Additional time to work on project	Additional review of adding decimals to the thousandth place	Additional videos on GoNoodle!
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 10-5"	<i>Sadlier Math, Chapter Ten, Page 231</i> - Complete "Practice #'s 21-34"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 10-5"	Study for quiz tomorrow on adding decimals to the hundredths and thousandths place values!	<i>Sadlier Math, Chapter Ten, Page 233</i> - Complete "Practice #'s 11-20"; due tomorrow!

**Teacher to ensure that the Explore Learning Gizmos Account is activated prior to this week as students will use Gizmos daily for several weeks.**

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on "Terms to Know from Week Ten" and adding money - 20 min
	<i>Sadlier Math, Chapter Ten, Page 233</i> - Students in groups of three, complete "Practice #'s 21-25"; one member from each group to demonstate how to solve a problem on the board - 20 min	<i>Sadlier Math, Chapter Ten, Page 234</i> - Read aloud and discuss the examples; relate this content to the current project; as a class, complete "Practice #'s 1-5" and discuss - 20 min	<i>Sadlier Math, Chapter Ten, Page 235</i> - Teacher to provide shaving cream to students to complete with their fingers "Practice #'s 21-24" and discuss as a class - 20 min	In-class time to work on Project - 20 min	

Week 11	<p><i>Sadlier Math, Chapter Ten, Page 233</i> - Students in pairs, students will solve "Problem Solving #'s 26-27" together; teacher to model how to solve "Problem Solving # 28"; students will then REWRITE #'s 26-28 to a different sport or topic that is school appropriate that they choose; the rewritten problem should contain the same premise as the previous problems but with a different theme; exchange new problems with other groups; solve and discuss similar to peer-editing - 30 min</p>	<p>Teacher to address questions and concerns of the students about this and other relative topics - 10 min</p>	<p><i>Sadlier Math, Chapter Ten, Page 235</i> - Divide the class into four groups; each group to solve one problem in "Problem Solving #'s 25-28"; students to go to the board to present their work - 20 min</p>	<p><i>Sadlier Math, Chapter Ten Review, Page 236</i> - Divide the class into teams, play "Quick Draw"; students will go the board and solve #'s 18-26 one at a time in a game format; correct answer receives a point, winning team receives extra credit on the quiz tomorrow - 20 min</p>	<p>Teacher to set up a math-related game on "Kahoot!" for children to play - 20 min</p>
		<p><i>Sadlier Math, Chapter Ten, Page 235</i> - Students in pairs, complete "Practice #'s 6-10" together; use different colored pencils for each column (place value) to help track progression of the numbers as you carry over values - 15 min</p>			<p>Using Google Docs, students will write a definition for the "Terms to Know from Week Ten" in their own words and submit to their teacher - 15 min</p>
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Additional time on discussing story problems	Additional time on adding place values	Additional time with shaving cream	Additional time playing "Quick Draw"	Additional Kahoot! Game to play
Daily Homework:	Work on project	<i>Sadlier Math, Chapter Ten, Page 235</i> - Complete "Practice #'s 11-20" using colored pencils for each column as we did in class; due tomorrow!	<i>Sadlier Math, Chapter Ten Review, Page 236</i> - Complete #'s 9-17; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Ten" and adding money!	<i>Sadlier Math, Chapter Ten Review, Page 237</i> - Complete #'s 27-36; due tomorrow!
<b>Terms to Know:</b>	<b><i>Minuend, Subtrahend, Regroup, Difference, Estimate,</i></b>				
<b><i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i></b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
		Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	

Week 12	<i>Sadlier Math, Chapter Ten Review, Page 237</i> - Students to individually complete any five problems from #'s 37-46 and provide to the teacher for review; teacher to discuss accuracy of work - 15 min	(Part II of II) Teacher to visit " <a href="http://www.visualcapitalist.com/chart-which-universities-have-the-richest-graduates/">www.visualcapitalist.com/chart-which-universities-have-the-richest-graduates/</a> " and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 20 min	In-class time to work on their project; it will be due in four days - 45 min	<i>Sadlier Math, Chapter Eleven, Page 244</i> - Read aloud and use a concept map to outline the difference between front-end estimation and rounding including examples; as a class complete "Practice #'s 1-4" and add those to the concept map - 20 min	Weekly Quiz on " <i>Sadlier Math, Chapter Ten Fluency Practice, Page 240</i> " - 20 min
	<i>Sadlier Math, Chapter Ten Review, Page 237</i> - Students to individually complete any six problems from #'s 47-58 and provide to another student that you trust for peer-review of your work; students to share results of their reviews - 20 min	<i>Sadlier Math, Chapter Ten Performance Assessment, Pages 238-239</i> - Teacher to use Google Sheets to model how to complete a budget; use the spreadsheet in the textbook to assist; students to complete the math to verify the budget information; answer Part I, Part II, and Part III only at this time; answer all questions together; teacher to assist and guide students through this section - 25 min		<i>Sadlier Math, Chapter Eleven, Page 245</i> - In a timed exercise, students will attempt to complete all problems in "Practice #'s 5-34" correctly in ten minutes; teacher to keep time and will circle the room to answer questions - 10 min	Teacher to set up a math-related game on "Kahoot!" for children to play - 20 min
	(Part I of II) Teacher to visit " <a href="http://www.visualcapitalist.com/chart-which-universities-have-the-richest-graduates/">www.visualcapitalist.com/chart-which-universities-have-the-richest-graduates/</a> " and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 20 min			<i>Sadlier Math, Chapter Eleven, Page 245</i> - Students will exchange their work with a trusted student who will conduct peer-editing to review their work; students will meet and notify each other of errors - 15 min	
Bellwork Topic:	None	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Extra time on graph review and creating your graphs in Google Sheets	Extra time on graph review and creating your graphs in Google Sheets	Additional time to work on project	Additional time on peer-editing	Additional videos on Kahoot!
Daily Homework:	<i>Sadlier Math, Chapter Ten Review, Page 237</i> - Complete "Problem Solving #'s 59-62", due tomorrow!	<i>Sadlier Math, Chapter Ten Performance Assessment, Page 239</i> - Complete Part IV, ask your parents to assist you; due in four days!	<i>Sadlier Math, Chapter Ten Performance Assessment, Page 239</i> - Complete Part IV, ask your parents to assist you; due in three days!	Study for quiz tomorrow on " <i>Sadlier Math, Chapter Ten Fluency Practice, Page 240</i> "	<i>Sadlier Math, Chapter Ten Performance Assessment, Page 239</i> - Complete Part IV, ask your parents to assist you; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 13	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min		
	<i>Sadlier Math, Chapter Eleven, Check Your Progress, Page 246</i> - Students will play "Hot Potato" and toss around a soft object (ball, stuffed animal); the student holding the object when the teacher says "TIME" goes to the board to complete one of #'s 6-17 as assigned - 20 min	<i>Sadlier Math, Chapter Eleven, Page 248</i> - Teacher to model how to complete "Practice #3", students to complete "Practice #'s 4-6" individually - 15 min	<i>Sadlier Math, Chapter Eleven, Pages 250-251</i> - Students to complete individually by using individual water-color paint kits and multiple pieces of construction papers "Practice #'s 3-12"; students may be as colorful as they choose but must be working meaningfully; students may want to follow the same idea as previously used by using different colored pencils for math; teacher to check work as students progress; when completed, students may work with pencil and paper on "Practice #'s 13-22"; provide both to teacher when complete - 45 min	<i>Sadlier Math, Chapter Eleven, Page 252</i> - Read aloud and discuss how this is similar to your recent project; teacher to model completing "Practice #'s 1-2" and answer questions; students to individually complete "Practice #'s 3-10"; bring to teacher to review - 20 min	Weekly Quiz on "Terms to Know from Week Twelve" and subtracting decimals to the hundredths and thousandths place values - 20 min
	<i>Sadlier Math, Chapter Eleven, Check Your Progress, Page 247</i> - Students in pairs, complete #'s 20-29; teacher to circle the room to check progress and answer questions - 20 min	<i>Sadlier Math, Chapter Eleven, Page 249</i> - Divide the class in half, one half completes the even numbers in "Practice #7-16" while the other half completes the odd numbers; students may work together; teacher to review work by circling to each half - 20 min		<i>Sadlier Math, Chapter Eleven, Page 253</i> - Students in groups of 3 or 4, choose any five problems from "Practice #'s 11-20" to complete; students may work together; students to provide their work to another group afterwards to peer edit - 15 min	Teacher to set up a math-related game on "Kahoot!" for children to play - 20 min
<i>Sadlier Math, Chapter Eleven, Page 249</i> - Students to use "Google Paint" or a similar feature to draw the numbers and variables in "Practice #'s 17-20 and 25-28"; students may be as creative as they choose as long as they're solving the problems; teacher to review - 10 min		<i>Sadlier Math, Chapter Eleven, Page 253</i> - As a class, students will complete "Problem Solving #'s 29-31" together; students to rewrite the problems and underline the key words that help you to understand how to solve each problem - 15 min		Using Google Docs, students will write a definition for the "Terms to Know from Week Twelve" in their own words and submit to their teacher - 10 min	
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None	None
Suppliment Extra Time With:	<i>Sadlier Math, Chapter Eleven, Page 245</i> - Complete "Problem Solving #'s 35-36"	<i>Sadlier Math, Chapter Eleven, Check Your Progress, Page 247</i> - Complete "Problem Solving #'s 40-42"	Time provided to begin homework	<i>Sadlier Math, Chapter Eleven, Check Your Progress, Page 251</i> - Complete "Problem Solving #'s 35-37"	Additional videos on Kahoot!



Daily Homework:	Finish your project, it is due tomorrow!	<i>Sadlier Math, Chapter Eleven, Check Your Progress, Page 247 - Complete #'s 30-39; due tomorrow!</i>	<i>Sadlier Math, Chapter Eleven, Page 249 - Complete "Practice #'s 21-24" and "Problem Solving 29-30"; due tomorrow!</i>	Study for quiz tomorrow on "Terms to Know from Week Twelve" and subtracting decimals to the hundredths and thousandth place value!	<i>Sadlier Math, Chapter Eleven, Page 251 - Complete "Practice #'s 23-34"; due tomorrow!</i>
<b>Terms to Know:</b>	<b><i>Average, Multiple, Associative Property, Zero Property, Commutative Property, Identity Property, Distributive Property, Greatest Place, Cluster</i></b>				
<b>Project Theme:</b>	<b><i>You are the coach of a professional sports team. You may choose the sport from either the NFL (Football), NBA (Basketball), MLB (Baseball), or FIFA/MLS (Soccer). You have twelve players on your team that you are directly working with and, like a good coach, you are required to help improve their averages. Are you successful? Graph your results and find out!</i></b>				
<b>Project Breakdown:</b>	<b><i>You will create (make up) this information! There is no research needed, it is all created by you! You will determine if you are successful or not based upon your own data. You will follow a few steps: Choose your sport. What is your team? It can be professional, minor leagues, or created by you (if you create you own, you will need to illustrate and color your own logo). Complete the requirements below for each sport as requested. You are only the coach of ONE TEAM, so you only have to complete the data for one sport.</i></b>				
<b>Baseball Option:</b>	<b><i>You will create (or make up) the batting averages for twelve players on your team. What are their names? What position do they play? You will also create (make up) the slugging percentage for each of these twelve players. Compare both the batting averages and slugging percentage over two seasons by creating a table that lists the names of all of your players with their average and slugging percentage next to them. Were you successful in helping all twelve of your players improve? Add or subtract the differences and provide that information in a separate column next to each category. Create a bar graph to display your data for at least five of your players; for extra credit, display more than five players.</i></b>				
<b>Football Option:</b>	<b><i>You will create (or make up) the passing, rushing, or receiving yards per game average for twelve players on your team. What are their names? What position do they play? You will also create (make up) the yards-per-catch, yards-per-attempt, or completion percentage for each of these twelve players. Compare both averages over two seasons by creating a table that lists the names of all of your players with their averages next to them. Were you successful in helping all twelve of your players improve? Add or subtract the differences and provide that information in a separate column next to each category. Create a bar graph to display your data for at least five of your players; for extra credit, display more than five players.</i></b>				
<b>Basketball Option:</b>	<b><i>You will create (or make up) the shooting percentage for twelve players on your team. What are their names? What position do they play? You will also create (make up) the three-point-shooting percentage for each of these twelve players. Compare both averages over two seasons by creating a table that lists the names of all of your players with their averages next to them. Were you successful in helping all twelve of your players improve? Add or subtract the differences and provide that information in a separate column next to each category. Create a bar graph to display your data for at least five of your players; for extra credit, display more than five players.</i></b>				
<b>Soccer Option:</b>	<b><i>You will create (or make up) the points-per-game percentage for twelve players on your team. What are their names? What position do they play? You will also create (make up) the minutes-per-game percentage for each of these twelve players. Compare both averages over two seasons by creating a table that lists the names of all of your players with their averages next to them. Were you successful in helping all twelve of your players improve? Add or subtract the differences and provide that information in a separate column next to each category. Create a bar graph to display your data for at least five of your players; for extra credit, display more than five players.</i></b>				
<b>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 14	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	
	<i>Sadlier Math, Chapter Eleven, Pages 254-255</i> - Teacher to model how to complete "Practice #1" for the class; as a class, work together to solve "Practice #'s 2-5"; talk it out and work together for what the answers are; teacher to facilitate but NOT GUIDE to the answers - 20 min	(Part II of II) Teacher to visit "www.visualcapitalist.com/geography-worlds-50-top-billionaires/" and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 25 min	<i>Sadlier Math, Chapter Eleven Review, Pages 256-257</i> - Teacher to write the numbers four through forty-seven on separate pieces of paper and place them in a hat/box; students will draw ten numbers from the hat/box and return them to the hat/box when they are finished drawing numbers; those numbers are the problems that they will complete in class - 20 min	<i>Sadlier Math, Chapter Eleven Performance Assessment, Pages 258-259</i> - Teacher to assist the students in understanding a budget and how to solve for it; teacher to help students understand the concepts being requested in each question; as a class, complete #'s 1-11 and discuss each - 20 min	Weekly Quiz on subtracting money - 20 min	
	<i>Sadlier Math, Chapter Eleven, Page 255</i> - Students in pairs, complete "Practice #'s 6-9" together; discuss answers as a class when complete - 10 min	Teacher to introduce the project and the features of it; students to have in-class time to work on their material - 20 min			Teacher to set up a math-related game on "Kahoot!" for children to play - 20 min	
	(Part I of II) Teacher to visit "www.visualcapitalist.com/geography-worlds-50-top-billionaires/" and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 15 min		In-class time to work on project - 20 min	In-class time to work on project - 20 min		
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	
Suppliment Extra Time With:	Additional time analyzing the graph and working on it	Additional in-class time to work on your project	Additional in-class time to work on your project	Additional in-class time to work on your project	Additional time to learn on Kahoot!	
Daily Homework:	None	Work on project	Work on project	Study for quiz tomorrow on subtracting money!	<i>Sadlier Math, Chapter Eleven Fluency Practice, Page 260</i> - Complete #'s 1-8; due tomorrow!	
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"	

Week 15	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Three, Page 44</i> - Read aloud and use a concept map to link together the five different properties with examples; teacher to assist by demonstrating "Practice #'s 1-4" and integrating - 20 min	In-class time to work on your project - 20 min	In-class time to work on your project - 20 min	<i>Sadlier Math, Chapter Three, Page 49</i> - Using different colored magic markers and bubble letters (except acutally use numbers), complete "Practice #'s 13-21"; solve each problem but make the numbers as artistic and colorful as you'd like; students may add designs, animals, silly faces, etc into the numbers for fun - 20 min	Weekly Quiz on "Terms to Know from Week Fourteen" and multiplying - 20 min
	<i>Sadlier Math, Chapter Three, Page 45</i> - Students in pairs, complete "Practice #'s 5-12" and review with teacher - 10 min	<i>Sadlier Math, Chapter Three, Page 46</i> - Teacher to model how to solve "Practice #'s 1-3" for the class and address issues & concerns - 10 min	<i>Sadlier Math, Chapter Three, Page 48</i> - Read aloud and discuss what the "greatest place" and "cluster" mean - 10 min		
	<i>Sadlier Math, Chapter Three, Page 45</i> - As a class, complete "Problem Solving # 13" and discuss; students to complete "Problem Solving #'s 14-16" individually - 10 min	<i>Sadlier Math, Chapter Three, Pages 46-47</i> - Students in groups of 3 or 4, complete "Practice #'s 4-16" together and submit to your teacher in a timed exercise when completed - 10 min	<i>Sadlier Math, Chapter Three, Page 48</i> - Divide the class in half, one half complete "Practice #'s 1-6" while the other half completes "Practice #'s 7-12"; when complete, share your work with the other half of the class as in to peer edit and review your work - 20 min	Using Google Docs, students will write a definition for the "Terms to Know from Week Fourteen" in their own words and submit to their teacher - 20 min	Go to the following website " <a href="https://codecombat.com/">https://codecombat.com/</a> " and click "I'm a Student"; log into your Individual Account and begin playing - 20 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional time discussing each property	Additional in-class time to work on your project	Additional in-class time to work on your project	Additional time to work on the artistic multiplying work	Additional time to learn on Code Combat!
Daily Homework:	<i>Sadlier Math, Chapter Three, Pages 44-45</i> - Complete any problems from this section that were not already completed in class	<i>Sadlier Math, Chapter Three, Page 47</i> - Complete "Practice 17-28"; due tomorrow!	<i>Sadlier Math, Chapter Three, Page 47</i> - Complete "Problem Solving #'s 29-31" and "Write About It # 32"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Fourteen" and multiplying!	<i>Sadlier Math, Chapter Three, Page 49</i> - Complete "Practice #'s 22-25" and "Problem Solving #'s 26-29"; due tomorrow!

<b>Terms to Know:</b>	<b>Multiplicand, Multiplier, Product, Rounding, Estimate, Partial Product</b>				
<b>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 16	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Three, Page 50</i> - Use a "Word Wheel" graphic organizer for the three terms associated with multiplying as well as a few examples - 15 min	(Part II of II) Teacher to visit " <a href="http://www.visualcapitalist.com/worlds-most-populous-cities-500-years-history/">www.visualcapitalist.com/worlds-most-populous-cities-500-years-history/</a> " and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 20 min	In-class time to work on your project - 20 min	In-class time to work on your project - 20 min	Weekly Quiz on multiplying - 20 min
	<i>Sadlier Math, Chapter Three, Pages 50-51</i> - Students in pairs, complete "Practice #'s 1-10" and review with your teacher - 15 min	Teacher to review the five properties of multiplication and provide examples of each - 10 min	<i>Sadlier Math, Chapter Three, Check Your Progress, Pages 52-53</i> - Divide the class into six groups; each group will complete one of the following sets of problems: #'s 1-4, #'s 5-8, #'s 19-21, #'s 22-25, #'s 26-33, or #'s 34-37; students will work in their groups to complete their assigned problems, then they will teach the class how to solve for their assigned sections when completed; teacher to assist as needed - 20 min	<i>Sadlier Math, Chapter Three, Check Your Progress, Page 52</i> - Teacher to provide each student with a dolob of shaving cream; students will spread the shaving cream out to create a writing board; students will answer #'s 9-18 individually; teacher to circle the room to check each student's work before they proceed - 20 min	Go to the following website " <a href="https://codecombat.com/">https://codecombat.com/</a> " and click "I'm a Student"; log into your Individual Account and begin playing - 20 min
	(Part I of II) Teacher to visit " <a href="http://www.visualcapitalist.com/worlds-most-populous-cities-500-years-history/">www.visualcapitalist.com/worlds-most-populous-cities-500-years-history/</a> " and discuss; students to create a chart graphing this data via Google Sheets; print out with titles on the Y-axis, X-axis, and a chart title - 15 min	<i>Sadlier Math, Chapter Three, Page 51</i> - Teacher to model "Practice #'s 25-26"; students to individually complete "Practice #'s 27-36" using the Distributive Property - 15 min			
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional time working on your graph analysis	Additional time working on your graph analysis	Additional time to teach the class the assigned problems	Additional time using shaving cream as a medium to complete math problems	Additional time to learn on Code Combat!

Daily Homework:	<i>Sadlier Math, Chapter Three, Page 51</i> - Complete "Practice #'s 11-24"; due tomorrow!	<i>Sadlier Math, Chapter Three, Page 51</i> - Complete "Problem Solving #'s 37-39" and "Write About It # 40"; due tomorrow!	Work on your project, it is due in three days	Study for quiz tomorrow on multiplying!	Work on your project, it is due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 17	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Three, Page 54</i> - Read aloud and discuss how to multiple two-digit numbers; teacher to review and provide several examples; students to solve examples as they feel comfortable - 20 min	<i>Sadlier Math, Chapter Three, Page 58</i> - Read aloud and discuss how the third digit in the multiplier changes the problem - 10 min	<i>Sadlier Math, Chapter Three, Page 60</i> - Read aloud and discuss how the zero in the multiplier changes the problem - 10 min	<i>Sadlier Math, Chapter Three, Pages 59 &amp; 61</i> - Students in pairs, complete "Problem Solving #'s 43-47" on page 59 and "Problem Solving #'s 47-50" on Page 61; provide your answers to other group to peer edit when you are completed - 25 min	Weekly Quiz on "Terms to Know from Week Sixteen" and multiplying two & three-digits in the multiplier - 20 min
	<i>Sadlier Math, Chapter Three, Page 54</i> - Students to complete individually "Practice #'s 1-4" and provide to the teacher to review - 10 min	<i>Sadlier Math, Chapter Three, Page 58</i> - Students individually complete "Practice #'s 1-10" and teacher to circle to each student to check progress - 20 min	<i>Sadlier Math, Chapter Three, Page 60</i> - Students individually complete "Practice #'s 1-10" and teacher to circle to each student to check progress - 20 min		
	<i>Sadlier Math, Chapter Three, Pages 54-55</i> - ONLY AFTER students have gained a level of confidence and approved by the teacher, students will use CRAYOLA WASHABLE MARKERS to write on the porcelain tile classroom walls to solve "Practice #'s 5-15"; students to wash the walls clean after work is reviewed by the teacher for accuracy - 15 min	<i>Sadlier Math, Chapter Three, Pages 58-59</i> - Students in pairs, complete "Practice #'s 11-20" by using CRAYOLA WASHABLE MARKERS to write on the porcelain tile classroom walls; teacher to review work and students will wash the walls clean after the work in completed - 15 min	<i>Sadlier Math, Chapter Three, Pages 60-61</i> - Students in pairs, complete "Practice #'s 11-20" by using CRAYOLA WASHABLE MARKERS to write on the porcelain tile classroom walls; teacher to review work and students will wash the walls clean after the work in completed - 15 min	Using Google Docs, students will write a definition for the "Terms to Know from Week Sixteen" in their own words and submit to their teacher - 20 min	Go to the following website " <a href="https://codecombat.com/">https://codecombat.com/</a> " and click "I'm a Student"; log into your Individual Account and begin playing - 20 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes

Suppliment Extra Time With:	Additional teacher assistance in two-digit multiplying	<i>Sadlier Math, Chapter Three, Page 55</i> - Complete "Problem Solving #'s 33-36"	Additional teacher time to assist with zero in the multiplier	Additional time to work on solving the story problems	Additional time to learn on Code Combat!	
Daily Homework:	<i>Sadlier Math, Chapter Three, Page 55</i> - Complete "Practice #'s 16-32"; due tomorrow!	<i>Sadlier Math, Chapter Three, Page 59</i> - Students will complete any fifteen problem from "Practice #'s 21-42"; due tomorrow!	<i>Sadlier Math, Chapter Three, Page 61</i> - Students will complete any fifteen problem from "Practice #'s 21-46"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Sixteen" and multiplying two & three-digits in the multiplier!	None	
<b>Terms to Know:</b>	<b>Multiple, Divisor, Divident, Quotient, Estimate, Compatible Numbers</b>					
<b>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</b>						
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"	
Week 18	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	
	<i>Sadlier Math, Chapter Three Review, Page 62</i> - As a class, complete #'s 1-8 together; Teacher to call upon various students by using " <a href="https://miniwebtool.com/random-name-picker/">https://miniwebtool.com/random-name-picker/</a> " to draw names; those students will solve the requested question - 10 min	<i>Sadlier Math, Chapter Three Review, Page 63</i> - Students in pairs, complete #'s 43-55 together; when complete share your work with another group to check your work similar to peer-editing in ELA class; Teacher to assist and verify work throughout - 30 min	<i>Sadlier Math, Chapter Three Performance Assessment, Page 64</i> - Read aloud and discuss how to solve these problems; review the data table to understand the questions; complete #'s 1-4 together as a class and discuss your answers - 25 min	<i>Sadlier Math, Chapter Three Performance Assessment, Page 65</i> - Review the homework from the previous lesson and check for accuracy; as a class, answer #'s 12-13 together and review the processes used to calculate this data - 25 min	Weekly Quiz on <i>Sadlier Math, Chapter Three Fluency Practice, Page 66, #'s 1-10</i> - 20 min	
	<i>Sadlier Math, Chapter Three Review, Page 62</i> - Students to go to the board to solve #'s 9-16 based upon their first name in alphabetical order - 15 min	<i>Sadlier Math, Chapter Three Review, "Problem Solving" Page 63</i> - Teacher to divide the class into three groups; one group will answer #'s 56, 57, & 62; another	<i>Sadlier Math, Chapter Three Performance Assessment, Page 64</i> - Students in groups of 3 or 4; as a group solve #'s 5-7 and discuss as a class; Teacher to assist each group by cycling	<i>Sadlier Math, Chapter Three Performance Assessment, Page 65</i> - Independently, read carefully #'s 14-15 and plan what you will need to do to solve these problem correctly; write a "Sequence Chain" indicating what you will do step-by-step to solve - 10 min	<i>Sadlier Math, Chapter Four, Page 68</i> - Read aloud and discuss each term; teacher to create several sample problems on the board and review the four terms throughout - 10 min	

	<i>Sadlier Math, Chapter Three Review, Page 62</i> - Students to solve examples on the board for #'s 17-32 based upon the total number of letters in their name (highest number goes first); teacher to review and correct as needed - 20 min	answer #'s 30, 37, & 62, another group will answer 58, 59, & 62; a final group will answer 60, 61, & 62; Teacher will verify the accuracy of their answers - 15 min	to assist each group by cycling around to ensure that students are focused and asking appropriate questions; when completed, share your responses with the class and check for accuracy - 20 min	<i>Sadlier Math, Chapter Three Performance Assessment, Page 65</i> - Students in pairs, using your "Sequence Chains" discuss how to solve #'s 14-15 and complete them; If you have trouble, where in your chain did the error occur? Teacher to review and discuss with groups individually - 10 min	<i>Sadlier Math, Chapter Four, Page 68</i> - Student in pairs, solve "Practice #'s 1-8" and check in with your teacher after EVERY TWO problems solved to ensure accuracy; teacher to circulate the room to minimize wasting time - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	In-class time to begin homework	In-class time to begin homework	Additional time to review solving for reducing jellyfish stings in groups of 3 or 4	Review how to properly set up the sequence to solve the story problems correctly	Additional examples of sample problems to identify terminology
Daily Homework:	<i>Sadlier Math, Chapter Three Review, Page 63</i> - Complete #'s 33-42; due tomorrow!	<i>Sadlier Math, Chapter Three Review, "Problem Solving" Page 63</i> - Complete all story problems that you did not complete in class; due tomorrow!	<i>Sadlier Math, Chapter Three Performance Assessment, Page 65</i> - Complete #'s 8-11; due tomorrow!	Study for quiz tomorrow on Chapter Three!	<i>Sadlier Math, Chapter Four, Page 69</i> - Complete "Practice #'s 9-16"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on Long Division, Short Division, and estimating division - 15 min
	<i>Sadlier Math, Chapter Four, Page 69</i> - Review homework and how to complete long division; introduce "short division" and provide reasoning for how it helps divide answers quickly; teacher to provide several examples - 20 min	<i>Sadlier Math, Chapter Four, Page 69</i> - Review "Terms to Know from Week 18" and discuss how to integrate with current work; complete #'s 25-27 together using long division and short division as it applies - 15 min	<i>Sadlier Math, Chapter Four, Page 70</i> - Teacher to model how to estimate numbers when dividing; Teacher to provide sample problems, then work as a class to complete "Practice #'s 1-3" together; students to ask questions as needed - 15 min	<i>Sadlier Math, Chapter Four, Page 71</i> - Teacher to model how to solve "Problem Solving # 30" and students to ask questions; student-teacher to model how to solve "Problem Solving # 31" and students to ask questions; in pairs, complete #'s 32-35 and discuss aloud - 20 min	<i>Sadlier Math, Chapter Four, Page 72</i> - Using Google Paint or another similar feature, students will divide using SHORT DIVISION to solve "Practice 1-15"; teacher to check work after every three problems - 20 min

Week 19	<i>Sadlier Math, Chapter Four, Page 69</i> - Teacher to model how to complete long division, but also short division, for #'s 9-12; students to inquire about both methods and work along - 10 min	<i>Sadlier Math, Chapter Four, Page 69</i> - Students in pairs, using ONLY short division students work to solve correctly #'s 28-33; review and discuss answers when complete - 20 min	<i>Sadlier Math, Chapter Four, Page 70</i> - Using SHORT DIVISION ONLY, students will individually estimate the answers to "Practice 4-11"; a student-teacher will review the problems with the class and the Teacher will correct as needed - 25 min	Using Google Docs, students to write their own story problems that are related to division (or dividing to find the answer); students to share their created problems with the teacher; teacher to post questions on the Clever Board; students to solve each other's problems together as a class - 25 min	Teacher to divide the class into three teams to play a game; teacher to write several division problem on the board and students will solve them; the team that solves each first earns points; bonus points on today's quiz will be awarded based upon scores - 20 min
	<i>Sadlier Math, Chapter Four, Page 69</i> - Students in groups of 3 or 4, complete #'s 17-20 using both long division and short division; review together as a class and discuss questions - 15 min	<i>Sadlier Math, Chapter Four, Page 69</i> - As a class, solve "Problem Solving, # 34" together; discuss the reasoning for your response - 10 min	<i>Sadlier Math, Chapter Four, Page 71</i> - Students will individually complete "Practice #'s 12-19" using SHORT DIVISION only to estimate; Teacher to check work after every three problems - 10 min		
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Additional practice learning short division	Reviewing short division verses long division	Teacher verifying work completed in short division	Additional time to review story problems using short division	Reviewing and checking student work in solving short division problems
Daily Homework:	<i>Sadlier Math, Chapter Four, Page 69</i> - Complete #'s 21-24 using both long division and short division; show your work!; due tomorrow!	<i>Sadlier Math, Chapter Four, Page 69</i> - Complete "Problem Solving #'s 35-37"; due tomorrow!	<i>Sadlier Math, Chapter Four, Page 71</i> - Complete "Practice #s 20-29 using SHORT DIVISION; due tomorrow!	Study for quiz tomorrow on "Terms to Know for Week Eighteen", Long Division, Short Division, and Estimating Division!	<i>Sadlier Math, Chapter Four, Page 73</i> - Complete "Practice #'s 16-35"; due tomorrow!
<b>Terms to Know:</b>	<b><i>Compatible Numbers, Multiple, Partial Quotient, Algorithm, Quotient, Work Backwards,</i></b>				
<b><i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i></b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on Division (long, short, and estimating) - 15 min



Week 20	Teacher to review homework and discuss questions on both long division and short division - 10 min	Teacher to review homework and discuss questions on zeroes in the quotient - 10 min	<i>Sadlier Math, Chapter Four, Page 76</i> - Read aloud and how to solve "mental math"; this is essential SHORT DIVISION; teacher to provide examples to discuss - 15 min	<i>Sadlier Math, Chapter Four, Page 77</i> - Teacher to model how to solve "Problem Solving #'s 19-20"; students to illustrate and ask questions - 15 min	<i>Sadlier Math, Chapter Four, "Check Your Progress", Page 78</i> - Teacher to model how to solve # 5 as a review; in groups of 3 or 4, complete #'s 6-10 and discuss any errors before proceeding - 20 min
	<i>Sadlier Math, Chapter Four, Page 73</i> - Teacher to model how to solve "Problem Solving # 36" and students complete together asking questions as needed; student-teacher to lead students in solving "Problem Solving #'s 37-40" while Teacher assists as needed - 20 min	<i>Sadlier Math, Chapter Four, Page 75</i> - Students to use colored pencils or markers to help align columns; using long division, complete as a class "Practice #'s 20-27"; teacher to alternate colors on the Clever Board, check work as you proceed - 20 min	<i>Sadlier Math, Chapter Four, Page 76</i> - Using SHORT DIVISION, student-teacher will model how to solve "Practice #'s 1-2" for the class; class to participate and verify responses; Teacher to circle the room to check for accuracy - 15 min	<i>Sadlier Math, Chapter Four, Page 77</i> - Student-teacher to model how to solve "Problem Solving #'s 21-22" on the board; Teacher to follow up as needed; Two additional Student-Teachers to assist (three total) three groups of students to solve #'s 23-25; Teacher to follow through and review - 20 min	<i>Sadlier Math, Chapter Four, Page 82</i> - Read aloud the process described; teacher to model how to complete this using adding/subtracting and describing antonyms found in ELA class; Teacher may integrate Spanish antonyms as well as a TESOL connection - 10 min
	<i>Sadlier Math, Chapter Four, Page 74</i> - Read aloud how to solve for zeroes in the quotient; discuss the examples and teacher to provide additional as needed; Teacher to model how to solve "Practice #'s 1-2"; student-teacher to model how to solve #'s 3-5, Teacher to assist as needed; students in pairs, complete "Practice #'s 6-8", Teacher to verify for accuracy - 15 min	<i>Sadlier Math, Chapter Four, Page 75</i> - Students to use colored pencils or markers; Student-teacher to solve "Problem Solving #28" and model for the class using different colors as available; Students in pairs, solve "Problem Solving #'s 29-31" using long division and different colors for each column when dividing; show all work - 15 min	<i>Sadlier Math, Chapter Four, Page 77</i> - Teacher to provide a dollop of shaving cream to each student as a medium for answers; using SHORT DIVISION, write in shaving cream the responses to "Practice #'s 3-6"; teacher to verify answers for each problem before proceeding to the next problem - 15 min	<i>Sadlier Math, Chapter Four, "Check Your Progress", Page 78</i> - Students in pairs, complete #'s 1-4 together; Teacher to verify accuracy and check progress on the Clever Board afterwards - 15 min	<i>Sadlier Math, Chapter Four, Page 83</i> - As a class, Teacher to model how to complete "Practice #'s 1-4" and discuss each step in solving the problem; students to ask questions as needed - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Solving and instruction on zeroes in the quotient	Extra time to work on multi-colored long division; address questions as needed	Teacher to create additional problems to solve via short division	Additional time reviewing and modeling how to solve for diagrams	Teacher-created examples of how to use inverses to solve for division

Daily Homework:	<i>Sadlier Math, Chapter Four, Pages 74-75</i> - Complete "Practice #'s 9-19"; due tomorrow!	Teacher-created worksheet (10 problems) of long division with zero in the quotient; show work, due tomorrow!	<i>Sadlier Math, Chapter Four, Page 77</i> - Solve using short division "Practice #'s 7-18", due tomorrow!	Study for Weekly Quiz tomorrow on Division (long, short, and estimating)!	<i>Sadlier Math, Chapter Four, "Check Your Progress", Page 79</i> - Complete #'s 11-22; due tomorrow!
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**The material and pace will pick up quickly at this point. Please be prepared and emphasize this to students, send a note home to parents as well.**

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 21	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on "Terms to Know from Week Twenty" and dividing by two-digits - 15 min
	<i>Sadlier Math, Chapter Four, Page 83</i> - Teacher to review inverses and provide examples; what are the opposites of each type of arithmetic? Provide examples of working backwards to solve a problem - 10 min	Teacher to review homework and discuss questions about inverses and partial quotients; review the terms "Compatible Numbers & Multiple" and give examples - 10 min	<i>Sadlier Math, Chapter Four, Page 85</i> - Students in pairs, complete "Practice #'s 16-23" together; Teacher to review as a class, circling the room to each pair to ensure that work is completed accurately - 20 min	<i>Sadlier Math, Chapter Four, Page 87</i> - Teacher to review working backwards, model "Practice # 6" for the class; divide the class in half, students to individually complete "#'s 7-8 or 9-10" based upon your group; discuss responses - 20 min	<i>Sadlier Math, Chapter Four, Page 88</i> - Read through the Order of Operations and why it is important; how do parenthesis group numbers together? Teacher to relate long problems to a farm and parenthesis are the fences; create examples - 15 min
	<i>Sadlier Math, Chapter Four, Page 83</i> - Teacher to model how to solve "Practice #'s 5-7" and assist students as they work through them together; Teacher to answer questions as students work through each problem - 10 min	<i>Sadlier Math, Chapter Four, Page 84</i> - Read and discuss how to divide two-digit numbers; teacher to review short division as well as long division; students to practice both methods with teacher-created examples - 15 min	<i>Sadlier Math, Chapter Four, Page 86</i> - Read aloud about working backwards to solve problems; why is this helpful? Teacher to follow the example to complete and create additional examples as needed - 10 min	Teacher to review homework from the previous lesson and discuss two-digit dividing; provide examples of content as needed for review - 15 min	<i>Sadlier Math, Chapter Four, Pages 88-89</i> - As a class, work through "Practice #'s 1-4" on the board discussing each step and what to do for each area; Teacher to advise what sections come in order - 15 min
	<i>Sadlier Math, Chapter Four, Page 83</i> - Students individually complete "Practice #'s 8-12 & Problem Solving # 13"; Teacher to circle the room and go to each child to ensure that they are working accurately; answer questions for each child as needed - 15 min	<i>Sadlier Math, Chapter Four, Pages 84-85</i> - Teacher to model how to complete "Practice #'s 1 & 4", students to ask questions if needed; individually, students will complete "Practice #'s 2-3 & 5-7" while Teacher circles to each child to review content and understanding - 20 min	<i>Sadlier Math, Chapter Four, Pages 86-87</i> - Teacher to model how to solve "Practice #1" and review; students in pairs to discuss and solve together, they will come to the board to solve as a class "Practice #'s 2-5" and review - 15 min	Teacher to create problems to solve using both long division and short division; explain that both are required knowledge; explain the benefits to using both styles - 10 min	<i>Sadlier Math, Chapter Four, Page 89</i> - Students in groups of 3 or 4, complete "Practice #'s 5-10" and discuss each response; Teacher to circle to each group to verify answers and content accuracy; students may display work on the board as needed - 10 min
Bellwork Topic:	Teacher created problems (three) of solving for division with zero in the quotient	Teacher created problems (three) of solving for partial quotients	<i>Sadlier Math, Chapter Four, Page 85</i> - Complete "Problem Solving #'s 33-35" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None

Suppliment Extra Time With:	Teacher to create additional examples of problems with partial quotients	Teacher created problems of solving via long division and short division with two-digits	Additional teacher created examples of working backwards	Additional review of long and short division using two-digit division	Additional review of the process of PEMDAS and why it is important to follow in the correct order
Daily Homework:	<i>Sadlier Math, Chapter Four, Page 83</i> - Complete "Problem Solving #'s 14-18"; due tomorrow!	<i>Sadlier Math, Chapter Four, Page 84</i> - Complete "Practice #'s 8-15"; due tomorrow!	<i>Sadlier Math, Chapter Four, Page 85</i> - Complete "Practice #'s 24-31"	Study for quiz tomorrow on "Terms to Know for Week Twenty" and dividing by two-digits!	<i>Sadlier Math, Chapter Four, Page 89</i> - Complete "Practice #'s 11-20"; due tomorrow!
<b>Terms to Know:</b>	<b>Order of Operations, Simplify, Expression, Grouping Symbols,</b>				
<b>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Teacher to review homework and provide examples of following the correct order of operations; provide examples of what would happen if someone did NOT follow the order of operations - 15 min	<i>Sadlier Math, Chapter Four, Page 91</i> - Teacher to review homework and questions about grouping numbers in expressions; As a class, complete "Practice #'s 20-22" together and review how to complete - 15 min	<i>Sadlier Math, Chapter Four Review, Page 92</i> - Teacher to review homework and how to find factors of numbers; as a class work together to solve #'s 33-40; teacher to assist in estimating and ensure valid attempts - 20 min	Teacher to review homework and create additional similar story problems (two) to practice upon; students to solve together and locate parts of the problem that are key words - 20 min	Teacher to review homework and discuss how to properly understand what is being asked in word problems; Teacher to review what specific words indicate in problems - 15 min
	<i>Sadlier Math, Chapter Four, Page 90</i> - Read aloud about expressions; students in pairs, review the examples provided and the grouping of them using parenthesis; teacher to create examples similar to those in the text to review - 10 min	<i>Sadlier Math, Chapter Four Review, Page 92</i> - Teacher to address questions in dividing and grouping numbers; model how to solve #'s 1-2, 9-10, & 25; Teacher to show howto complete each type of problem and circle to the students to ensure accuracy - 20 min	<i>Sadlier Math, Chapter Four Review, Pages 92-93</i> - Teacher to model how to solve #41, students in groups of 3 or 4; complete #'s 42-46 and review as a class; Teacher to review PEMDAS and phrases that can be used to help remember it in order - 15 min	<i>Sadlier Math, Chapter Four Performance Assessment, Pages 94-95</i> - Teacher to model how to locate key words in the questions that are asked in #'s 1-2; Teacher to write the question and highlight, underline, or indicate the key terms that indicate what to do: two student-teachers to	<i>Sadlier Math, Chapter Four Performance Assessment, Pages 94-95</i> - Teacher to review how to use words within the text to understand the question; teacher to use # 6 as an example of how to decipher the question to be solved; students to individually solve #'s 7-9. when complete they will come

	<i>Sadlier Math, Chapter Four, Pages 90-91</i> - Teacher to model how to complete "Practice #'s 1 & 3"; students to individually complete "Practice #'s 2, 4-8"; Teacher to circle the room to discuss how to complete privately and check work - 20 min	<i>Sadlier Math, Chapter Four Review, Page 92</i> - Students in pairs, complete all problems as follows: boys to complete all evens and girls to complete all odds from #'s 3-32; Teacher to circle the room to assist as needed - 10 min	<i>Sadlier Math, Chapter Four Review, Page 93</i> - Divide the class into four groups, each group will solve one problem from #'s 47-50 and present it to the class on the board; Teacher to check work as students proceed - 10 min	practice during this same feature for #'s 3-4; draw and label the map as indicated and include the details per the bullet-points; Teacher to assist students as they individually complete #'s 5-6; Teacher to go to each child to assist directly - 20 min	to the Teacher to review privately or in small group together; Teacher to help with interpretation but DO NOT illustrate the map for #'s 10-12; students to complete #'s 10-15 privately and visit the Teacher after every two problems - 30 min
Bellwork Topic:	<i>Sadlier Math, Chapter Four, Page 89</i> - Students will complete three problems from "Problem Solving #'s 21-25" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher to write two sample word problems and students to highlight and state the objective of the problems	Teacher to write two sample word problems and students to highlight and state the objective of the problems	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional examples on grouping expressions together; incorporate with PEMDAS	Additional review of how to determine the factors in a number	Teacher to assist in understanding key concepts in the word sentencese	Teacher to help breakdown the specific words in the problems to understand what is being asked	Additional word sentence breakdown and understanding
Daily Homework:	<i>Sadlier Math, Chapter Four, Page 91</i> - Complete "Practice #'s 9-14" and "Problem Solving #'s 15-19"; due tomorrow!	<i>Sadlier Math, Chapter Four, Page 91</i> - Complete all assigned problems from class that were not completed up to # 32; due tomorrow!	<i>Sadlier Math, Chapter Four Review, Pages 93</i> - Complete "Problem Solving #'s 51-54"; due tomorrow!	Teacher created worksheet of six story problems indentifying specifically what is asked in each problem; do NOT solve them, only state what to do to solve them; due tomorrow!	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-Two" and understanding & solving story problems - 20 min
	<i>Sadlier Math, Chapter Four Fluency Practice, Page 96</i> - Teacher to assist in completion of #1, students to individually complete #'s 2-4 and approach the Teacher for follow-up; students in pairs, complete #'s 5-10 and review as a class - 20 min	Teacher to review homework; students to go to the CLEVER Board to share results; Teacher to provide additional examples to discuss and use a factor tree to solve - 15 min	Review homework as a class and address any questions about how to use a factor tree; Teacher to review difficult solutions as review occurs - 10 min	Teacher to review prime factorization and examples of it from homework - 10 min	<i>Sadlier Math, Chapter Five, Pages 100-101</i> - Review common factors and finding the GCF; complete together as a class "Practice #'s 8-11" and review how to decipher each common factor and GCF - 15 min

Week 23	<i>Sadlier Math, Chapter Five, Page 98</i> - Read aloud and discuss prime numbers; As a class list prime numbers, students should memorize them up to 20; Teacher to practice how to discover prime numbers; use the number tree to assist with this concept - 15 min	<i>Sadlier Math, Chapter Five, Pages 98-99</i> - As a class, solve together "Practice #'s 4-11"; review how to solve for each composite or prime number; Teacher to discuss how factor trees are helpful in outlining prime factorization - 20 min	Teacher to review prime factorization and use several numbers as examples (24, 28, 32, or 40 would provide good examples); students to assist in solving these at the CLEVER Board to understand and practice - 15 min	<i>Sadlier Math, Chapter Five, Page 100</i> - Read aloud and discuss what common factors between two numbers are; what is the GCF? How can factor trees help outline these? Teacher to provide examples of numbers with factor to outline; complete "Practice #'s 1-3" together - 20 min	<i>Sadlier Math, Chapter Five, Page 101</i> - Students to individually complete "Practice #'s 12-19"; review with Teacher after after three to ensure accuracy of completion; students may use factor trees to complete and outline each factor to locate the GCF - 20 min
	<i>Sadlier Math, Chapter Five, Page 98</i> - As a class complete "Practice #'s 1-2" together and discover how to factor out prime numbers; Teacher to lead the discussion and direct assistance - 10 min	<i>Sadlier Math, Chapter Five, Page 99</i> Individually students will complete "Practice #'s 12-14"; Teacher to discuss results as they proceed - 10 min	<i>Sadlier Math, Chapter Five, Page 99</i> - Students to complete individually "Practice #'s 27-30"; Teacher to circle to them to review; students in pairs, complete "Practice #'s 31-35" and review as a class - 20 min	<i>Sadlier Math, Chapter Five, Pages 100-101</i> - Students in pairs, complete "Practice #'s 4-7" together and review as a class; Teacher to lead discuss of how to analyze the GCF from the factors listed - 15 min	
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (three) of factor trees	Watch "Prime and Composite Numbers" on YouTube (4:51 min) and discuss prime and composite numbers	<i>Sadlier Math, Chapter Five, Page 99</i> - Complete "Problem Solving #'s 45-48" and discuss	None
Suppliment Extra Time With:	Additional review of factor trees and prime numbers	Review of prime numbers and how to find out if a number is prime or composite	Discuss and review prime factorization	Additional time listing factors and finding the GCF	Teacher directed review of locating common factors and their GCF
Daily Homework:	Create factor trees for the numbers 9, 12, 15, 18, and 30; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 99</i> - Complete "Practice #'s 15-26"; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 99</i> - Complete "Practice #'s 36-44"; due tomorrow!	Study for quiz tomorrow on "Terms to Know for Week Twenty-Two" and understanding & solving story problems!	<i>Sadlier Math, Chapter Five, Page 101</i> - Complete "Practice #'s 20-35"; due tomorrow!
<b>Terms to Know:</b>	<b><i>Prime Number, Composite Number, Prime Factor, Prime Factorization, Factor Tree, Exponent, Base, Factor, Common Factor, GCF (Greatest Common Factor), Compatible Numbers, Equivalent Fractions, Multiple, Common Multiple, LCM (Least Common Multiple), LCD (Least Common Denominator),</i></b>				
<b><i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i></b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min

Week 24	Teacher to review homework and concerns about any specific GCF or factoring related problems; provide additional examples as needed - 10 min	Teacher to review homework and finding equivalent fractions by multiplying and dividing - 10 min	Teacher to review homework and provide examples of equivalent fractions by multiplying and dividing; complete this by multiplying by 2, 3, and 5, then divide by the same amounts to show equivalent values - 15 min	Teacher to review homework and fractions on a number line; students to come to the CLEVER Board to place random fractions in the correct order on a number line - 15 min	Teacher to review homework; provide examples of multiples using two lines of the same color when presenting multiples of two factors but a different color to indicate when the common multiples appear; review finding the LCD for fractions - 10 min
	Teacher to use a number line to illustrate the fractions between 0 - 1 of $\frac{1}{10}$ , $\frac{1}{8}$ , $\frac{3}{4}$ , $\frac{2}{3}$ , $\frac{1}{4}$ , and $\frac{1}{2}$ ; students to discuss which is smaller vs larger; Teacher to explain how to determine which fraction is closer to the next whole number - 15 min	<i>Sadlier Math, Chapter Five, Page 103</i> - Teacher to model how to complete "Practice #'s 37-38"; students individually complete "Practice #'s 39-48" using colored pencils and bubble letters (numbers) to creatively illustrate that equivalents - 25 min	<i>Sadlier Math, Chapter Five Check Your Progress, Page 104</i> - Students to go to the following website " <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a> " and complete #s 1-20; Teacher to come to each student to evaluate progress and answer questions as students complete the review material - 30 min	<i>Sadlier Math, Chapter Five, Page 106</i> - Read aloud and use a "Concept Map" to outline what multiples are as well as the Least Common Multiple (LCM) and Least Common Denominator (LCD) with examples; discuss common multiples - 15 min	<i>Sadlier Math, Chapter Five, Page 107</i> - Students to create a table of the numbers 1-15 and list the first five multiples of each number; create a table of these numbers to help answer "Practice #'s 28-37" individually; Teacher to review progress and assist by circling to each student - 25 min
	<i>Sadlier Math, Chapter Five, Page 102</i> - Teacher to review how to convert fractions to equivalent fractions by multiplying & dividing; as a class complete together "Practice #'s 1-6 & 13-18" and discuss - 20 min	<i>Sadlier Math, Chapter Five, Page 103</i> - Teacher to model how to complete "Practice #'s 49-50" and solve for "n"; students in pairs, solve Teacher created examples together and review as a class after each - 10 min		<i>Sadlier Math, Chapter Five, Page 106</i> - Teacher to model how to complete "Practice #'s 1-3"; students in pairs, complete "Practice #'s 4-8" together and review; as a class solve together "Practice #'s 13-15"; Teacher to lead instruction and review of each - 15 min	<i>Sadlier Math, Chapter Five, Page 107</i> - Using the table from the previous exercise, find the LCD of "Practice #'s 46-50" individually; students to come to the Teacher for verification of responses after every two problems - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Five, Page 103</i> - Complete #'s 60-61 and discuss	Watch "Fractions on a Number Line Song   3rd Grade & 4th Grade" on YouTube (3:21 min) and discuss	<i>Sadlier Math, Chapter Five Check Your Progress, Page 105</i> - Complete #'s 35-37 and discuss
Suppliment Extra Time With:	Review of converting fractions to higher or lower equivalents	Review of story problems with fractions within them	Additional review of homework and comparative fractions	Additional Teacher directed review of LCM and LCD	Review of finding the LCD and Teacher created examples

Daily Homework:	<i>Sadlier Math, Chapter Five, Page 103</i> - Complete "Practice #'s 25-36"; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 103</i> - Complete "Practice #'s 51-59"; due tomorrow!	<i>Sadlier Math, Chapter Five Check Your Progress, Pages 104-105</i> - Complete #'s 21-34; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 106</i> - Complete "Practice #'s 9-12 & 16-27"; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 107</i> - Complete "Practice #'s 38-45 & 51-58"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 25	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on "Terms to Know from Week Twenty-Four", solving for the LCD, LCM, and GCF with Factor Trees - 15 min
	Students to use graph paper or a website such as "https://crosswordlabs.com/" to create clues for the "Terms to Know for Week Twenty-Four" with the actual terms as the answers to the puzzle; Students should use questions & answer for LCD, LCM, and GCF as well as the fully written out terms; Every term is to be used; Provided completed puzzle to Teacher when complete - 30 min	<i>Sadlier Math, Chapter Five, Pages 108-109</i> - Read aloud about creating a table of data; Teacher to provide tips for creating a table (organizer, color-coding, start small, etc); students to create a small table from familiar data that they relate to (sports, music, celebrity, etc) and discuss - 15 min	<i>Sadlier Math, Chapter Five, Pages 110-111</i> - Read aloud about simplest form and how to use a number line to determine order for fractions; what are improper fractions? What are mixed numbers? Students to practice writing improper fractions as mixed numbers? - 15 min	<i>Sadlier Math, Chapter Five, Page 111</i> - Students in pairs, complete "Practice #'s 35-46" together while Teacher circles the room to discuss homework and questions about it with each child; Teacher to review specifically difficult problems on the board while students practice and review - 20 min	Teacher to review mixed numbers and how to simplify them; Teacher to provide examples of how to solve for mixed numbers and reducing them; students to come to the board to interact and solve the problems together - 20 min
		Students and Teacher to review data from the following website "www.jt-sw.com/football/pro/teams.nsf/histories/browns" and discuss; students to create a table of ten consecutive wins by the Cleveland Browns for any ten years in a row that they choose; Use Google Sheets to create this table - 20 min	<i>Sadlier Math, Chapter Five, Page 110</i> - Students to individually complete "Practice #'s 1-10"; Teacher to come to each child to verify the accuracy of their work in determining proper and improper fractions; Teacher to provide additional examples as needed - 20 min	Watch "Math Antics - Simplifying Fractions" on YouTube (8:31 min) and discuss how to simplify fractions and review tips for doing so; Teacher to provide examples that are VERY BASIC to solve ( $6/4$ , $5/3$ , $3/2$ , $7/3$ ) and simplify - 15 min	<i>Sadlier Math, Chapter Five, Pages 112-113</i> - Students to read aloud how to place numbers in the correct order; Teacher to use a number line to display; students to use pie charts to color in with colored pencils pies of different increments to visually observe which pies have the most (or least) amount of space remaining; Teacher to begin with simple

	<i>Sadlier Math, Chapter Five, Page 107</i> - Divide the class into three groups (one group work privately, one in pairs, one with the Teacher directly); solve "Problem Solving #'s 59-64" as indicated - 15 min	<i>Sadlier Math, Chapter Five, Page 109</i> - Students in pairs, work together to analyze data provided; solve "Practice #'s 2-4" and discuss; Teacher to assist by traveling the classroom to come to students privately - 10 min	<i>Sadlier Math, Chapter Five, Page 110</i> - Students in pairs, complete any six of the twelve problems together; review as a class in regards to simplest form - 10 min	<i>Sadlier Math, Chapter Five, Page 111</i> - Divide the class in half, one half will form pairs to complete "Practice #'s 47-52" while the other splits in half again to complete "Problem Solving #'s 53-55"; Teacher to rotate to each group to provide help as needed and discuss - 15 min	Teacher to begin with simple fractions of pie charts to observe first (such as $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{1}{3}$ , and $\frac{1}{8}$ ) so that differences are easy to spot for students; students will align those pie charts in order based upon the requested sizes remaining (ex. "color in $\frac{1}{3}$ and $\frac{1}{2}$ , which has the most colored space? which is largest?); Teacher to come to each child to assist - 20 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher-created problems (three) about simplifying fractions; discuss when complete	Teacher-created problems (three) about write mixed numbers; discuss when complete	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Extra time to begin solving other student's puzzles	Teacher to assist in selection of and plotting data for Cleveland Browns' wins	Discussion of values equal to one that are "not one"	Discuss mixed number and how to simplify	Continued review of fractions in order from smallest to largest
Daily Homework:	Teacher to pass out puzzles created in class to different students; complete another student's puzzle; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 109</i> - Complete "Practice #'s 5-9"; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 111</i> - Complete "Practice #'s 23-34"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-Four", solving for the LCD, LCM, and GCF with Factor Trees!	Teacher-created worksheet of examples of pie charts to color and placing fractions in order from smallest to largest
<b>Terms to Know:</b>	<b><i>Improper Fractions, Proper Fractions, Mixed Number, Simplest Form, Least Common Denominator, Remainder, Rename, Equivalent Fractions,</i></b>				
<b><i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i></b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min



Week 26	<p>Review simplifying fractions and mixed numbers; Teacher to provide three groups of a series of mixed numbers, students will reduce or simplify those fractions and place them in order from least to greatest - 15 min</p>	<p><i>Sadlier Math, Chapter Five, Page 113</i> - Students in pairs, complete "Practice #'s 25-28" together while Teacher circles to each pair to review homework questions and discuss questions about it; review as a class - 15 min</p>	<p>Teacher to review homework; students to come to the board to solve together at least three problems and discuss keys terms used in devising what to do for each problem - 15 min</p>	<p><i>Sadlier Math, Chapter Five, Page 115</i> - Teacher to model how to complete "Practice #'s 22-23" and discuss; use the illustration to help; students to lead the discussion; Students to be divided into three sets; each set to solve one of the three problems in "Problem Solving #'s 24-26" and review as a class - 20 min</p>	<p><i>Sadlier Math, Chapter Five Review, Pages 116-117</i> - Beginning with #40, Teacher to model how to solve the first two problems of every group of problems as arranged in the text; students in pairs to solve the remaining problems in each group; students to come to the board to display how to solve each and review as a class - 25 min</p>
	<p><i>Sadlier Math, Chapter Five, Page 112</i> - Complete together as a class "Practice #'s 1-4"; students to individually complete "Practice #'s 5-8"; Teacher and a student-teacher to circle to each child to follow up to see if each child understands correctly how to solve - 15 min</p>	<p><i>Sadlier Math, Chapter Five, Page 113</i> - Teacher to write problems from "Practice #'s 29-36" on the board two at a time; two students to come to the board to race to solve them correctly the fastest; Teacher to ensure accuracy and verify results - 15 min</p>	<p><i>Sadlier Math, Chapter Five, Pages 114-115</i> - Read aloud and discuss; Teacher to review the three options for interpreting a remainder (keep the fraction, round up, round down); Teacher to provide examples of numbers to round down or up; practice with fractions as well - 10 min</p>	<p><i>Sadlier Math, Chapter Five Review, Page 116</i> - Teacher to model how to solve correctly #1, then students will come to the board as a student-teacher to lead the class in solving the next three problems; Teacher will directly assist with the lesson but the students will take the primary role; complete this as time permits to review previously studied content - 25 min</p>	<p><i>Sadlier Math, Chapter Five, "Fluency Practice", Page 120</i> - Students to individually complete #'s 1-10 in a TIMED ACTIVITY that is to be completed in ten minutes; this should resemble a quiz although it is up to the Teacher's decision to count it as one - 10 min</p>
	<p><i>Sadlier Math, Chapter Five, Pages 112-113</i> - Students in pairs, sketch pie charts to compare the fractions in "Practice #'s 9-12" to place them in the correct order; Teacher to assist as needed; complete "Practice #'s 13-16"; Teacher to circle to each pair to assist in calculating - 15 min</p>	<p>Teacher to provide additional examples of mixed numbers and simplifying them; teacher to provide a group of mixed fractions that students will simplify and please in order from least to greatest - 15 min</p>	<p><i>Sadlier Math, Chapter Five, Page 114</i> - Students to practice independently completing "Practice #'s 1-4"; if there are fractions to be simplified, students should do it; Teacher to review each on the board; Teacher to model how to solve "Practice #'s 9-11" and discuss, students in pairs, complete #'s 5-8 &amp; #'s 12-16; then review answers as a class - 20 min</p>	<p><i>Sadlier Math, Chapter Six, Page 122</i> - Read aloud and discuss adding fractions; teacher to model how to find the Least Common Denominator (LCD) and change the numerator accordingly; Teacher to provide examples to review with in class - 10 min</p>	
Bellwork Topic:	<p>Students to play "Around the World" about reducing mixed numbers and simplifying fractions</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to play "Around the World" about reducing mixed numbers and simplifying fractions</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to play "Around the World" about reducing mixed numbers and simplifying fractions</p>

Supplement Extra Time With:	Additional time to sketch pie charts to review fraction size	Practice simplifying fractions and placing them in them in order verses other fractions	Correct placement from a division problem into a fraction	Additional time to review previous content with fractions	Additional practice of solving for the LCD
Daily Homework:	<i>Sadlier Math, Chapter Five, Page 113</i> - Complete "Practice #'s 17-24"; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 113</i> - Complete "Problem Solving #'s 37-41"; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 115</i> - Complete "Practice #'s 17-21"; due tomorrow!	<i>Sadlier Math, Chapter Five Review, Page 116</i> - Complete #'s 27-39; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 117</i> - Complete #'s 64-79; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 27	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-Six" and adding fractions - 15 min
	Watch "Adding Fractions with Different Denominators" on YouTube (5:44 min) and discuss how to add fractions with unlike denominators; Teacher to provide several examples for students to practice with - 20 min	<i>Sadlier Math, Chapter Six, Page 123</i> - Teacher to travel to each child's desk to review homework and discuss concerns with students privately; while this is occurring students to complete "Practice #'s 12-17" as a review; Teacher to deduce any issues or make adjustments - 15 min	<i>Sadlier Math, Chapter Six, Page 125</i> - As a class, use colored pencils to track changes in each problem by using a different color for each factor; this will allow students to see changes in EACH FACTOR as they add fractions; complete "Practice 41-46" together - 15 min	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 128</i> - Students in groups of 3 or 4, students to use colored pencils to track changes in factors while solving "Practice #'s 1-10"; Teacher to come to each student to review progress and assist as needed - 15 min	Watch "Learn how to add two mixed numbers with unlike denominators" on YouTube (4:18 min) and discuss; Teacher to provide examples for students to practice with that are VERY BASIC; students to work through and ask questions as needed - 15 min
	Students to go to the following website " <a href="http://www.iknowit.com/lessons/d-adding-fractions-unlike-denominators.html">www.iknowit.com/lessons/d-adding-fractions-unlike-denominators.html</a> " to practice adding fractions; Teacher to circle the room to help and ensure content is accurate - 15 min	<i>Sadlier Math, Chapter Six, Pages 124-125</i> - Review how to solve problems with unlike denominators, Teacher to provide a handful of examples of solving for the LCD; students in pairs, select any six problems from each group of problems listed to complete: "Practice #'s 1-10, 11-25, and 26-35" for a total of eighteen problems to	<i>Sadlier Math, Chapter Six, Page 125</i> - Students to individually work to solve "Problem Solving #'s 47-49"; Teacher to review each problem; students to write three story problems of their own using Google Docs that incorporate fractions and submit to their Teacher when complete - 20 min	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 129</i> - Divide the class in half, students to come to the board in pairs with one child from each half; each pair will work to rapidly and correctly complete "Practice #'s 23-34" in a game format (disregard the possible answers in the text); students on the team with the most points will earn extra credit in the upcoming quiz - 20 min	<i>Sadlier Math, Chapter Six, Pages 130-131</i> - Read aloud and discuss how to solve for the LCD based upon examples provided in the text; students in pairs, solve together as a class "Practice #'s 1-4" with Teacher leading the discussion and demonstration; student pairs to continue solving

	<i>Sadlier Math, Chapter Six, Page 122</i> - Teacher to model how to use fraction strips and count; complete "Practice #'s 1-4" together as a class and discuss how to solve - 10 min	complete; Teacher to randomly select problems to solve on the board to continue to model correct responses and methods; students to ask questions as necessary - 30 min	Teacher to create examples of additional problems with adding unlike denominators; students to use different colored pencils for each factor in the problem so that changes due to LCD adjustments can be monitored - 10 min	<i>Sadlier Math, Chapter Six, Page 130</i> - Read aloud and practice converting mixed numbers to improper fractions; find the LCD of the improper fractions; Teacher to create VERY BASIC examples - 10 min	"Practice #'s 5-16" together; Teacher to circle to each pair to discuss progress with each group and ensure accuracy - 25 min
Bellwork Topic:	<i>Sadlier Math, Chapter Five, Page 117</i> - Complete "Problem Solving #'s 80-81" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Six, Page 123</i> - Complete any two problems from "Problem Solving #'s 18-21" and discuss	Students to play "Around the World" about reducing mixed numbers and simplifying fractions	None
Suppliment Extra Time With:	Additional Teacher-led instruction on using fraction strips	Complete additional problems in each grouping	Additional teacher-created examples of solving for fractions while changing the LCD	Additional practice with adding mixed numbers and improper fractions	Additional practice of converting fractions to the LCD & mixed numbers to solve problems
Daily Homework:	<i>Sadlier Math, Chapter Five, Pages 122-123</i> - Complete "Practice #'s 5-11"; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 125</i> - Complete "Practice #'s 36-40"; due tomorrow!	Teacher-created worksheet about adding fractions (ten problems) and changing to the LCD; due tomorrow!	Study for biweekly Quiz tomorrow on "Terms to Know from Week Twenty-Six" and adding fractions!	<i>Sadlier Math, Chapter Six, Page 131</i> - Complete "Practice #'s 17-25"; due tomorrow!
<b>Terms to Know:</b>	<b>Benchmark, Estimate, Mixed Number, Least Common Denominator (LCD),</b>				
<b>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Six, Page 134</i> - Students to read in pairs; create hypothesis as to how to complete this process; Teacher to lead discussion, students will express how to solve sample problems using their hypothesis - 15 min	<i>Sadlier Math, Chapter Six, Page 135</i> - Students to individually complete "Problem Solving #'s 43-46" while Teacher visits each child to review homework and discuss concerns with it; students to request assistance as needed at visitation - 15 min	<i>Sadlier Math, Chapter Six "Review", Page 137</i> - Divide the class into four groups; each group will answer ONLY one group of the following questions: #'s 34-38, #'s 39-43, #'s 44-47, or #'s 48-50; students may work together or individually; Teacher to visit each section to assist as needed - 15 min	<i>Sadlier Math, Chapter Six, "Performance Assessment", Page 138</i> - Teacher to explain how to solve for perimeter by providing a very basic example of a series of problems; Teacher to lead the solving of #'s 1-2 and discuss; illustrate the processes on the board to visualize - 20 min	Teacher to review homework and discuss each problem to ensure content accuracy; students to come to the board to review problems as needed - 15 min

Week 28	<i>Sadlier Math, Chapter Six, Page 134</i> - Teacher to model how to solve "Practice #'s 1-2 & 13-14"; students to complete problems along with the Teacher and ask questions as needed - 15 min	Students to go to the following website "www.sheppardsoftware.com/mathgames/fractions/FruitShootFractionsAddition.htm" to practice combining fractions; play different levels and abilities - 15 min	<i>Sadlier Math, Chapter Six "Review", Page 137</i> - Students to create two of their own story problems with illustrations similar to those in the text; provide those story problems to the Teacher who will pass them out at random to other students to complete; ask questions as needed - 20 min	<i>Sadlier Math, Chapter Six, "Performance Assessment", Page 138</i> - Students in pairs, illustrate on your paper and discuss how to solve #3 together; share hypothesis with the class; Teacher to assist in forming hypotheses with each pair and provide solutions at the end of the time frame - 10 min	Teacher to create various problems involving adding fractions together; students to solve together as a class and discuss concerns; Teacher to lead the discussion and guide students through any misconceptions - 15 min
	<i>Sadlier Math, Chapter Six, Pages 134-135</i> - Students individually to complete "Practice #'s 3-6 & 29-34"; students to bring their work to their Teacher after every three completed problems for verification of accuracy - 15 min	<i>Sadlier Math, Chapter Six "Review", Page 136</i> - Students in pairs, complete #'s 1-11 together and discuss; Teacher to monitor progress by visiting each pair and assisting as needed - 15 min	Teacher to create problems of adding four different fractions with different denominators together; students to find the LCD of the four fractions and combine them - 10 min	<i>Sadlier Math, Chapter Six, "Performance Assessment", Page 139</i> - Students to individually solve #'s 4-7 by illustrating the garden on their paper and combining values as required; explain rationale for each area when complete; students to come to Teacher to verify work and discuss - 15 min	Students to go to the following website "www.sheppardsoftware.com/mathgames/fractions/FruitShootFractionsAddition.htm" to practice combining fractions; play different levels and abilities - 15 min
Bellwork Topic:	<i>Sadlier Math, Chapter Six, Page 131</i> - Complete "Problem Solving #'s 26-27" and discuss	<i>Sadlier Math, Chapter Six, Page 134</i> - Complete "Problem Solving #'s 15-18" and discuss	Students to play "Around the World" about reducing mixed numbers and simplifying fractions	Students to play "Around the World" about adding fractions with like denominators	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Teacher-guided practice of converting mixed numbers to simplest form	Teacher to provide additional examples of adding mixed numbers and simplifying	Additional time solving for the LCD of fractions that are being combined	Teacher to create an additional garden to outline with planks for planting food; students to solve	Additional review of how to properly add fractions and using the LCD
Daily Homework:	<i>Sadlier Math, Chapter Six, Pages 134-135</i> - Complete " #'s 7-12 & 35-42"; due tomorrow!	<i>Sadlier Math, Chapter Six "Review", Pages 136-137</i> - Complete #'s 12-20 & 29-33; due tomorrow!	<i>Sadlier Math, Chapter Six "Review, Pages 136-137</i> - Teacher to assign each student a group of ten problems to complete; each student to have a different group of ten than the other students; due tomorrow!	<i>Sadlier Math, Chapter Six, "Fluency Practice", Page 140</i> - Complete #'s 1-10; due tomorrow!	Teacher-created worksheet of ten problems of adding fractions that require finding the LCD; due tomorrow!

<b>Project Breakdown:</b>	<p><i>Students will use a posterboard to "build" their own home mathematically as an architect does. Students are required to use 200 feet of wood for each floor and every room MUST have walls that are NOT rounded numbers (meaning, each wall in the home MUST have a fraction in the length of each side). Each home will have two floors and a basement that they must construct rooms to fit within that space. Each floor MUST have walls (and therefore fractions) that add up to exactly 200 feet in length. Remember to account for a stairway to go up to each floor, a maintenance room for a water tank and furnace, a bathroom on each floor, closets in bedrooms, and a utility room for the washer &amp; dryer.</i></p>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 29	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-Eight", adding fractions, reducing fractions, and simplifying fractions - 20 min
	<p><i>Sadlier Math, Chapter Seven, Pages 142-143 - Read aloud and review; Teacher to reinforce the use of fraction strips to subtract values; students to practice finding the LCD of pairs of fractions; Teacher to provide VERY BASIC examples of pairs of fraction to subtract (ex. <math>1/2 - 1/4</math>); students in pairs, complete "Practice #'s 1-6" and discuss results; Teacher to model how to complete as needed for the class - 25 min</i></p>	<p><i>Sadlier Math, Chapter Seven, Pages 144-145 - Read aloud and discuss subtracting fractions with unlike denominators; Teacher to model with VERY BASIC examples of how to find the LCD (ex. <math>1/4 - 1/8</math>) for students to practice upon; students to individually complete "Practice #'s 1-10"; students to approach Teacher after every two problems to verify accuracy of completion; Teacher to model difficult problems for the class - 25 min</i></p>	<p><i>Sadlier Math, Chapter Seven, Page 145 - Teacher to select three students, each student picks a child from the class to be in their group; groups complete "Practice #'s 25-34" together and discuss results; Teacher to visit each group to assist as needed; when complete, a student from each group will come to the board to solve various problems created by the Teacher; rotate children through after each problem; incorporate #'s 35-37 into the review session - 25 min</i></p>	<p><i>Sadlier Math, Chapter Seven, "Check Your Progress", Page 149 - Teacher to lead discussion, complete "Practice #'s 15-22" together and students provide solutions as they solve for them - 15 min</i></p> <p><i>Sadlier Math, Chapter Seven, "Check Your Progress", Page 149 - In a timed activity, students will solve quietly and privately "Practice #'s 23-30" and submit to Teacher for verification of accuracy in completing - 10 min</i></p>	In-class time to work on project - 35 min
	Teacher to introduce project and discuss requirements; provide posterboard; students to work in pencil first so that adjustments can be made as needed; when complete, trace each room in marker to make designs colorful and appealing - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	

Bellwork Topic:	Watch "Learn how to subtract two fractions with unlike denominators" on YouTube (2:27 min) and complete Teacher-provided examples (two); discuss when complete	Students to go to the following website "www.mathgames.com/skill/6.139-subtract-fractions-with-unlike-denominators" and play for ten minutes	Students to go to the following website "www.mathgames.com/skill/6.139-subtract-fractions-with-unlike-denominators" and play for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Additional examples of how to solve for the LCD and subtract values	Teacher to provide direct instruction as to finding the LCD and subtracting	Additional time practicing with groups at the board together	Teacher-created examples of subtracting fractions	Teacher-created examples of subtracting fractions and converting the LCD
Daily Homework:	<i>Sadlier Math, Chapter Seven, Pages 142-143</i> - Complete "Practice #'s 7-15"; due tomorrow!	<i>Sadlier Math, Chapter Seven, Pages 144-145</i> - Complete "Practice #'s 11-24"; due tomorrow!	<i>Sadlier Math, Chapter Seven "Check Your Progress", Page 148</i> - Complete #'s 1-14; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-Eight", adding fractions, reducing fractions, and simplifying fractions!	<i>Sadlier Math, Chapter Seven "Check Your Progress", Page 149</i> - Complete "Problem Solving #'s 40-42"; due tomorrow!
<b>Terms to Know:</b>	<b>Mixed Number, Least Common Denominator (LCD), Rename, Minuend, Subtrahend,</b>				
<b>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 30	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Seven, Pages 150-151</i> - Teacher to display how to use a model to subtract fractions; review converting fractions to mixed numbers; Teacher to model how to solve "Practice #'s 1-3" while working as a class together to complete "Practice #'s 4-8"; discuss as a class and provide additional examples created by the Teacher as needed; relate drawing a model to the current math project - 25 min	Watch "Math Antics - Subtracting Mixed Numbers" on YouTube (9:13 min) and discuss; Teacher to provide examples to practice with that are similar to those provided and discussed in the video - 15 min  <i>Sadlier Math, Chapter Seven, Pages 154-155</i> - Read aloud as a class; students to quickly review the problems and gain an idea of what needs to be accomplished with these problems; Teacher to review the LCD and how to solve problems that require finding the LCD - 10 min	<i>Sadlier Math, Chapter Seven, Page 155</i> - Teacher to invite students to the board to assist in modeling "Practice #'s 21-23" together; other students to complete problems at their seats and review - 10 min  <i>Sadlier Math, Chapter Seven, Page 155</i> - Students in groups of 3 or 4, complete "Practice #'s 16-25" together and discuss how to process each; Teacher to circle to each group to assist as needed; review problems when complete for added assistance - 15 min	<i>Sadlier Math, Chapter Seven, Page 156</i> - Read aloud and discuss how to rename fractions by finding the LCD; Teacher to provide VERY BASIC examples of subtracting mixed numbers while finding the LCD (ex. $1\frac{1}{2} - 3/4$ ); Teacher to demonstrate with examples how to convert fractions and subtract successfully; students to individually complete "Practice #'s 1-8", then bring their work to the Teacher for review after every two completed problems to verify accuracy - 25 min	<i>Sadlier Math, Chapter Seven, Page 156</i> - As a class, review how to subtract mixed numbers when renaming the fractions (find LCD); as a class, complete together "Practice #'s 9-12" and discuss questions aloud about processing - 15 min  <i>Sadlier Math, Chapter Seven, Page 157</i> - Students to individually and quietly complete "Practice #'s 13-18" in a timed activity; students to work through the problems, then provide to Teacher for verification of accuracy - 10 min

	In-class time to work on project - 20 min	<i>Sadlier Math, Chapter Seven, Page 154</i> - Students in pairs, Teacher to model how to complete "Practice #'s 1-3" and discuss; students in pairs to complete "Practice #'s 4-7"; Teacher to review each problem on the board to verify accuracy; students to check their work - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	<i>Sadlier Math, Chapter Seven, Page 157</i> - Divide the class into three groups; one will work independently, one will work together, and one will work with the Teacher directly; complete "Practice #'s 19-28" together and discuss; Teacher to assist as needed with each; review responses when complete as a class - 25 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher-created examples (three) of subtracting fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Seven, Page 155</i> - Complete "Problem Solving #'s 40-43" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Teacher-created examples of subtracting fractions with mixed numbers	Teacher-created examples of subtracted mixed numbers	Teacher-guided instruction on how to subtract mixed numbers from others	Work on project	Additional time to solve teacher-created problems regarding subtracting mixed numbers
Daily Homework:	<i>Sadlier Math, Chapter Seven, Page 151</i> - Complete "Practice #'s 9-17"; due tomorrow!	<i>Sadlier Math, Chapter Seven, Page 154</i> - Complete "Practice #'s 8-15"; due tomorrow!	<i>Sadlier Math, Chapter Seven, Page 155</i> - Complete "Practice #'s 26-39"; due tomorrow!	Finish the "Build Your Own Home" project; it is due tomorrow!	<i>Sadlier Math, Chapter Seven, Page 157</i> - Complete "Practice #'s 29-34"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Thirty" and subtracting fractions - 20 min
	<i>Sadlier Math, Chapter Seven, Page 158</i> - Read aloud and discuss the terms "minuend & subtrahend"; students to explain what they believe that they mean; Teacher to discuss and apply them in discussion - 10 min	Teacher to review homework from the previous night for difficult problems; review the terms "minuend & subtrahend" while discussing - 15 min	Students to pair-up to peer-edit each other's homework from the previous night; Teacher to review as a class after several minutes; incorporate the terms "minuend & subtrahand" while reviewing - 15 min	<i>Sadlier Math, Chapter Seven Review, Page 163</i> - Teacher to model how to correctly solve # 37; as a class discuss how to solve #'s 38-41, students to randomly come to the board to practice - 15 min	<i>Sadlier Math, Chapter Eight, Page 170</i> - Read aloud and discuss the terms associated with multiplying fractions; teacher to model how to solve "Practice #'s 1-4"; students to work along - 15 min

Week 31	<i>Sadlier Math, Chapter Seven, Page 159</i> - Students to use different colored pencils to represent each factor in the problems; copy down the problems with different colors used for the minuend vs the subtrahend; students to use the same colors to represent each as they solve "Practice #'s 4-9" together as a class; Teacher to lead discussion - 20 min	Teacher to provide practice converting mixed numbers to improper fractions (ex. $2\frac{1}{2}$ converted to $\frac{5}{2}$ ); students to practice making these conversions at the board and together as Teacher leads the instruction with several examples - 15 min	<i>Sadlier Math, Chapter Seven Review, Page 162</i> - Students in groups of 3 or 4, work together to solve using the models #'s 1-4; Teacher to illustrate the models on the board, students to come to the board to demonstrate how to solve each - 15 min	<i>Sadlier Math, Chapter Seven Review, Page 163</i> - As a class work together to solve "Problem Solving #'s 42-44"; Teacher to refer to the chart while students gather information from it; students in pairs, complete "Problem Solving #'s 45-47" together; as a class, students come to the board to model how to complete - 25 min	Teacher to create examples of fractions on the board; students to approach the board to solve the examples; incorporate the word "of" to mean "multiply" in select problems; show how to multiply the numerator by the numerator and the denominator by the denominator - 10 min
	<i>Sadlier Math, Chapter Seven, Page 159</i> - Students in pairs, continued using different colored pencils to represent each factor; complete "Practice #'s 10-15" together; Teacher to visit each pair and assist directly, review as a class - 15 min	<i>Sadlier Math, Chapter Seven, Pages 160-161</i> - Students to practice fractions within story problems; as a class, complete together "Practice #'s 1-2" and discuss; students to individually attempt "Practice #'s 3-4", Teacher to READ the problem aloud to the children to assist them in locating the important information in the question; review each when complete - 15 min	<i>Sadlier Math, Chapter Seven Review, Page 162</i> - Students in groups of 3 or 4, solve #'s 5-14 together; visit the Teacher's Desk to conference about progress after every three completed problems; Teacher to verify accuracy and suggest changes as needed - 15 min	Teacher to review subtracting fractions as mixed numbers, improper fractions, or other varieties by providing multiple examples; students to copy each example and solve together for additional review - 5 min	<i>Sadlier Math, Chapter Eight, Pages 170-171</i> - Students in pairs to complete "Practice #'s 5-12"; students will complete one problem then Teacher will review by having students come to the board after each problem to have a child display how to solve it; proceed until each required problem is completed - 10 min
Bellwork Topic:	Teacher-created examples (three) of subtracting mixed fractions from other mixed fractions	Students to play "Around the World" about subtracting fractions with like denominators	Students to play "Around the World" about subtracting improper fractions with like denominators	Students to play "Around the World" about subtracting fractions with UNLIKE denominators	None
Suppliment Extra Time With:	Teacher-created examples of subtracting mixed numbers	Teacher to help dissect each story problem to find the words that lead to correctly solving the problem	Teacher-guided instruction on how to subtract mixed numbers from others	Additional review on different forms of subtracting fractions	Additional teacher-lead instruction on how to multiply fractions with examples
Daily Homework:	<i>Sadlier Math, Chapter Seven, Page 159</i> - Complete "Practice #'s 16-25"; due tomorrow!	<i>Sadlier Math, Chapter Seven, Page 161</i> - Complete "Practice #'s 5-9"; due tomorrow!	<i>Sadlier Math, Chapter Seven, Page 163</i> - Complete #'s 27-36; due tomorrow!	<i>Sadlier Math, Chapter Seven "Fluency Practice", Page 166</i> - Complete #'s 1-8; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 171</i> - Complete "Practice #'s 13-22"; due tomorrow!
<b>Terms to Know:</b>	<b><i>Equal Parts, Product, Factor, Mixed Number, Improper Fraction, Simplify, Greatest Common Factor,</i></b>				



**STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!**

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 32	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Teacher to review homework and discuss questions about how to properly multiply fractions - 10 min	<i>Sadlier Math, Chapter Eight, Page 173</i> - Teacher to model how to solve for missing numbers (inverses and working backwards); model how to complete "Practice #'s 29-31" and discuss; students in pairs, complete "Practice #'s 32-34" and review as a class; what process are you actually doing to solve for the variable (division)? - 20 min	Students to go to the following website "www.splashlearn.com/multiplying-fractions-games-for-5th-graders" and practice multiplying fractions by a whole number as well as other fraction-related games - 10 min	<i>Sadlier Math, Chapter Eight, Page 177</i> - Teacher to visit each student to review homework and discuss concerns about it privately; while doing so, students will complete "Practice #'s 31-38" privately; Teacher to review difficult problems when complete - 20 min	<i>Sadlier Math, Chapter Eight, "Check Your Progress", Page 179</i> - As a class, complete together #'s 43-47 to see equal values of fractions; Teacher to assist the practice by including other fractions of equal value so that students practice reducing and finding equal values of the first fraction - 15 min
	<i>Sadlier Math, Chapter Eight, Page 171</i> - As a class, discuss and solve together "Problem Solving #'s 33-38"; create illustrations for each problem to assist; Teacher to lead progression through #'s 33-35 but allow students to take the lead in #'s 36-38 at the board - 20 min	<i>Sadlier Math, Chapter Eight, Page 174</i> - Read about scaling fractions and determined "<, >, =" values; students in pairs, Teacher to lead discussion of "Practice #'s 1-6", students to discuss how to complete while Teacher leads discussion and practice; students to work together to solve each problem - 15 min	<i>Sadlier Math, Chapter Eight, Page 175</i> - Students to privately and individually complete "Practice #'s 13-17" in a timed activity; Teacher to stop at each child to ensure correct processing and accuracy - 10 min	<i>Sadlier Math, Chapter Eight, Page 177</i> - Students in groups of 3 or 4, together discuss and devise a solution for "Problem Solving #'s 47-50" as a group; after approximately five minutes, Teacher will review and provide clues to students as to how to correctly solve (start with 1/2 first); discuss as a class - 10 min	<i>Sadlier Math, Chapter Eight, Page 181</i> - Divide the class into three groups; one will work individually, one will work together in pairs, and one will work as a group directly with the Teacher; complete as assigned "Practice #'s 17-25" and discuss - 15 min
<i>Sadlier Math, Chapter Eight, Page 172</i> - Teacher to express that whole numbers are really a "fraction with that number over one"; provide VERY BASIC examples to practice upon; complete "Practice #'s 7-14" together and discuss results - 15 min	<i>Sadlier Math, Chapter Eight, Page 175</i> - Students in pairs, complete "Practice #'s 7-12" together using colored pencils to track the changes in the numerator vs the denominator; Teacher to visit each pair to discuss progress and monitor - 10 min	<i>Sadlier Math, Chapter Eight, Pages 176-177</i> - Read aloud and discuss simplifying fractions BEFORE multiplying them; Teacher to model "Practice #'s 1-4" as to how to reduce fractions before combining them; as a class, complete "Practice #'s 5-15" together by reviewing each problem at a time to process and allow comprehension for students 25 min	<i>Sadlier Math, Chapter Eight, Pages 180-181</i> - Read aloud how to combine whole numbers and fractions to make mixed numbers; Teacher to provide examples as the book appears a little confusing; Teacher to illustrate and model on the board; as a class, complete "Practice #'s 10-16" and discuss - 15 min	<i>Sadlier Math, Chapter Eight, Page 181</i> - Divide the class into two teams; each team send one rep up to the board together when instructed; in a racing game format, students will complete "Practice #'s 26-29" as a fun competition; Teacher will create additional similar problems when those are completed for extra review - 15 min	

Bellwork Topic:	<i>Sadlier Math, Chapter Eight, Page 171</i> - Complete "Practice #'s 23-26" and discuss	<i>Sadlier Math, Chapter Eight, Page 173</i> - Complete "Practice #'s 25-28" and discuss	Students to play "Around the World" about multiplying fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Eight "Check Your Progress", Page 178</i> - Complete #'s 28-32 and discuss
Supplement Extra Time With:	Teacher created additional review of multiplying fractions	Additional teacher guided instruction on practicing multiplying fractions	Teacher-guided practice of reducing fractions prior to multiplying	Students to begin homework	Additional examples of mixed numbers as fractions and reducing to find equal values
Daily Homework:	<i>Sadlier Math, Chapter Eight, Page 173</i> - Complete "Practice #'s 15-24"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 173</i> - Complete "Practice #'s 35-42"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 177</i> - Complete "Practice #'s 16-30"; due tomorrow!	<i>Sadlier Math, Chapter Eight "Check Your Progress", Page 178</i> - Complete #'s 4-21; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 181</i> - Complete "Problem Solving #'s 30-33"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 33	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on multiplying fractions - 20 min
	<i>Sadlier Math, Chapter Eight, Page 184</i> - Read aloud and discuss what is needed to do PRIOR to beginning; Teacher to create examples for review of converting to mixed numbers; complete "Practice #'s 4-7" and discuss - 15 min	Teacher to review homework and discuss specific examples as a class - 10 min	Students to provide their understanding of the process needed to multiply mixed numbers by other mixed numbers by creating a numbered list of each step to be completed for a sample problem that Teacher provides; students complete this via Google Docs and submit to Teacher - 15 min	Teacher to review rectangles with examples illustrated on the board; students to solve using the formula $A=LW$ and practice - 15 min	<i>Sadlier Math, Chapter Eight, "Performance Assessment", Pages 194-195</i> - Teacher to lead discussion of how to calculate items based upon models of them; refer to the model of the car and provide VERY BASIC number to create a point of reference (ex. Making a model that is $\frac{1}{4}$ of 8 feet long = a 2-ft model); incorporate #'s 1-3 into the discussion; have students come to the board to complete the table on page 194 together (15 min); students in groups of 3 or 4, Teacher to announce an academic
	<i>Sadlier Math, Chapter Eight, Pages 184-185</i> - Divide the class in half, one half to work independently, one half to work with Teacher in a group; complete "Practice #'s 8-19" for about seven-eight minutes then switch roles (independent to group work and vice versa); Teacher to assist as needed - 20 min	<i>Sadlier Math, Chapter Eight, Page 186</i> - Teacher to provide examples of how to multiply mixed numbers and create improper fractions ; Teacher to model how to complete "Practice #'s 4-5"; students to approach the board to model how to solve "Practice #'s 6-7" and discuss - 15 min	<i>Sadlier Math, Chapter Eight, Pages 188-189</i> - Teacher to provide and discuss how to solve for the area of a rectangle; demonstrate the formula ( $A=LW$ , area = length x width) with examples; model how to complete "Practice #'s 1-5" with students coming to the board to assist - 15 min	<i>Sadlier Math, Chapter Eight Review, Page 193</i> - Students to work together in groups of 3 or 4 to complete #'s 62-68; students will take turns going to the board to illustrate a problem on the board and solving as a group - 15 min	

	<i>Sadlier Math, Chapter Eight, Page 185</i> - Two students to assume the role as Teacher; those students to practice reviewing multiplying fractions with mixed numbers as a class; students to lead review of "Practice #'s 20-23" and discuss - 10 min	<i>Sadlier Math, Chapter Eight, Page 187</i> - Students to go to the following website "https://sketch.io/sketchpad/" to practice writing online with a mouse or stylus "Practice #'s 8-19"; Teacher to travel to each student to assist; Teacher to model how to complete specific problems at random - 20 min	<i>Sadlier Math, Chapter Eight, Page 189</i> - Students in pairs, complete "Practice #'s 6-11" for five minutes; then various students will go to the board to lead discussion of "Practice #'s 12-17"; Teacher to assist each pair and at the board as needed - 15 min	<i>Sadlier Math, Chapter Eight Review, Page 192</i> - Students to work individually for five minutes practicing #'s 16-39 privately; Teacher to assist directly with each child; after those five minutes, students to pair up to continue working on those problems - 15 min	game for extra credit; students to solve together #'s 4-7 and provide reasoning for each solution (20 min); Teacher to evaluate student work and discuss validity - 35 min total
Bellwork Topic:	Watch "Multiplying Mixed Numbers" on YouTube (5:10 min) and discuss examples	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Eight, Page 187</i> - Complete "Problem Solving #'s 29-31" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional time to review multiplying mixed numbers with fractions	Teacher to create examples of how to multiply mixed numbers by other mixed numbers	Teacher to diagram rectangles and provide measurements to practice	Additional time reviewing multiplying fractions and reducing if possible	Additional teacher-lead instruction on solving how to create models with fractions
Daily Homework:	<i>Sadlier Math, Chapter Eight, Page 185</i> - Complete "24-31"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 187</i> - Complete "Practice #'s 20-28"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 189</i> - Complete "Problem Solving #'s 18-20" as well as other problems from class that were not completed today; due tomorrow!	Study for quiz tomorrow on "Terms to Know for Week Thirty-Two" and multiplying fractions!	<i>Sadlier Math, Chapter Eight, "Fluency Practice", Page 196</i> - Complete #'s 1-8; due tomorrow!
<b>Terms to Know:</b>	<b><i>Unit Fraction, Dividend, Divisor, Reciprocal, Product, Algorithm</i></b>				
<b><i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i></b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min

Week 34	<p><i>Sadlier Math, Chapter Nine, Pages 198-199</i> - Teacher to review multiplying and how to combine fractions as such; introduce dividing as the opposite of multiplying; use the models (pictures) to identify how to divide; Teacher to create additional illustrations to support understanding - 15 min</p>	<p>Teacher to review homework by discussing problems and creating additional examples to review; students come to the board to review additional examples and assist in understanding - 15 min</p>	<p><i>Sadlier Math, Change Nine, Page 201</i> - Teacher to review homework and discuss concerns with students while they individually complete "Problem Solving #'s 27-29"; discuss questions as a class - 10 min</p>	<p><i>Sadlier Math, Chapter Nine, Page 201</i> - Students in pairs, complete "Practice #'s 23-30" while Teacher comes to each pair to check homework and discuss concerns; Teacher to model specific problems on the board from class or homework as needed; students to assist - 15 min</p>	<p><i>Sadlier Math, Chapter Nine "Check Your Progress", Page 205</i> - Students in groups of 3 or 4, Teacher to travel to each group to review homework together and address questions; while doing so, students will complete in groups #'s 38-46 and discuss; Teacher to provide examples as needed - 20 min</p>
	<p>Teacher to compare dividing to the ten-yard markers on a football field, individual eggs in one carton, or individual hair clips in a package of clips; explain how one first down is 1/10th of the field, one egg is 1/12th of the carton, and one clip is 1/6th of a package; show how each piece is a segment of the much larger piece - 10 min</p>	<p>Students to use colored pencils to practice watching how the numerator and denominator change when flipping the divisor in dividing; Teacher to provide examples on the board of dividing fractions by a fraction; use the different colors to watch the flip and track changes - 15 min</p>	<p>Students to use number lines, rulers, meter sticks, or similar objects to observe how they are broken down into smaller pieces; Teacher to reiterate how each piece is a fraction of the larger piece that can be divided out to find; students to think of other similar examples - 10 min</p>	<p><i>Sadlier Math, Chapter Nine "Check Your Progress", Page 204</i> - Using colored pencils, students will</p>	<p><i>Sadlier Math, Chapter Nine "Check Your Progress", Page 205</i> - Individually complete "Problem Solving #'s 47-51" and discuss as a class after each problem; review as a class for difficulty and concerns - 15 min</p>
	<p><i>Sadlier Math, Chapter Nine, Pages 198-199</i> - Teacher to model how to solve "Practice #'s 1-2 &amp; 11-12"; explain that the divisor is flipped and the two factors are multiplied together; practice multiplying and reduce; as a class complete "Practice #'s 3-6 &amp; 13-14" together - 20 min</p>	<p><i>Sadlier Math, Change Nine, Pages 200-201</i> - Teacher to model how to complete "Practice #'s 1-2" while students following along; students in pairs, complete "Practice #'s 3-10" together; bring work to the Teachers Desk to verify accuracy after every three problems - 15 min</p>	<p><i>Sadlier Math, Chapter Nine, Pages 202-203</i> - Teacher to lead class discussion; students to come to the board to solve "Practice #'s 1-2, 6-7, and 11-12; Teacher to assist as needed; students to work from their seats as well; individually complete "Practice #'s 3-5 &amp; 8-10", Teacher to circle around to each child to assist as needed - 25 min</p>	<p>illustrate EACH PROBLEM as a shape that is divided into equal portions; color each shape and portion to correctly display the fractions; complete #'s 1-18 and discuss - 30 min</p>	<p>Students to use Google Docs to write two of their own story problems based upon dividing fractions; share with the class to solve together - 10 min</p>
Bellwork Topic:	<p>Watch "Watch Me Flip Dividing Fractions Song" on YouTube (2:10 min) and discuss</p>	<p><i>Sadlier Math, Chapter Nine, Page 199</i> - Complete "Problem Solving #'s 19-21" and discuss</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p><i>Sadlier Math, Chapter Nine, Page 203</i> - Complete "Problem Solving #'s 31-34"; due tomorrow!</p>
Suppliment Extra Time With:	<p>Teacher to provide further examples of how to divide</p>	<p>Teacher to provide division of fractions examples to complete with students as a class</p>	<p>Teacher to review the reciprocal of numbers and multiplying them together</p>	<p>Teacher to create additional sample problems of fractions to divide and illustrate</p>	<p>Teacher-led practice of story problem reading and solving fraction dividing</p>

Daily Homework:	<i>Sadlier Math, Chapter Nine, Page 199</i> - Complete "Practice #'s 7-10 & 15-18"; due tomorrow!	<i>Sadlier Math, Chapter Nine, Page 201</i> - Complete "Practice #'s 11-20"; due tomorrow!	<i>Sadlier Math, Chapter Nine, Page 203</i> - Complete "Practice #'s 13-22"; due tomorrow!	<i>Sadlier Math, Chapter Nine "Check Your Progress", Page 205</i> - Complete #'s 29-37, draw illustrations of shapes as part of your answer as conducted in class today; due tomorrow!	Teacher to create three story problems based upon dividing fractions; students to complete each story problem; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 35	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	<i>Sadlier Math, Chapter Nine, "Fluency Practice", Page 218</i> - Quiz on "Terms to Know from Week Thirty-Four" and dividing fractions - 20 min
	Teacher to review examples of dividing fractions; review terms such as reciprocal, divisor, and algorithm; students to create three of their own examples of fractions to divide, exchange their examples with another student and solve; pair-up to discuss and correct as needed - 15 min	<i>Sadlier Math, Chapter Nine, Pages 208-209</i> - Students to individually complete "Practice #'s 4-10" while Teacher comes to each child to review homework and address questions - 15 min	<i>(Part II of II) Sadlier Math, Chapter Nine, Page 209</i> - Students to complete their restaurant drawing & story incorporating six division of fraction problems from this page; due today - 20 min	Students to go to the following website " <a href="http://www.fractions4kids.com/dividing-fractions-moonshoot-game/">www.fractions4kids.com/dividing-fractions-moonshoot-game/</a> " to play game about fractions while Teacher reviews homework individually with each child; discuss concerns and struggles at this time - 15 min	<i>Sadlier Math, Chapter Nine, "Performance Assessment", Pages 216-217</i> - Teacher to lead the procedure of how to complete and organize the table into Google Sheets; using mental math, solve as much division as possible in terms of acreage dedicated to specific areas; students to work together as a class to help solve each individual section; input data into Google Sheets; Teacher to advise on specific areas to be graphed of the data collected (ex. graph the use of the four different areas of acreage together); Teacher to visit each student to discuss and assist; share with Teacher when complete - 25 min
	<i>Sadlier Math, Chapter Nine, Page 206</i> - Divide the class into three groups; one to work individually, one to work in pairs, and one to work in a large group with the Teacher; complete "Practice #'s 7-14" together; Teacher to assist as needed - 20 min	<i>(Part I of II) Sadlier Math, Chapter Nine, Page 209</i> - Students to imagine that they own a restaurant; they may choose any type of food to serve but it must be school-appropriate; using the problems associated with "Practice #'s 11-28", students will incorporate a minimum of six of these problems into an illustrated scene (or series of scenes) of their restaurant; students	<i>Sadlier Math, Chapter Nine, Pages 210-211</i> - Students in pairs, Teacher to lead discussion of how to complete "Practice #'s 1-2" while students work together to solve and ask questions; Teacher to illustrate on the board how to	<i>Sadlier Math, Chapter Nine Review, Page 214</i> - Teacher to model how to complete #'s 1, 7, & 19; students to work individually and follow along; students to go to the following website " <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a> " to answer questions #'s 2-3, 8-12, & 20-22; Teacher to circle to each child to check answers for accuracy and address questions - 25 min	

	<i>Sadlier Math, Chapter Nine, Page 207</i> - Students to use colored pencils to individually illustrate models of shapes broken into equal sizes to demonstrate solving "Practice #'s 15-20"; share your responses with the Teacher - 10 min	must incorporate how those problems & solutions are practical; Example = #22 - "12/25 divided by 4" could represent 25 people in the lobby, 12 want french fries and you have 4 boxes... how many fries does each person receive? Students to illustrate their examples as one scene in the restaurant, color your scene and solve the problems to display knowledge - 30 min	to illustrate on the board how to complete; student pairs complete "Practice #'s 3-5 together with illustrations to go along with each problem; Teacher to visit each student pair to assist as needed and answer questions - 25 min	<i>Sadlier Math, Chapter Nine Review, Page 215</i> - Teacher to lead discussion of how to complete #'s 27-29; students to come to the board to assist in solving and completing together; students to take the lead in solving - 5 min	Students to discuss and reflect upon how they would alter the land useage on this land plot; students to create their own graphs of their own personal plans for how they would alter this data to appeal to themselves; share those graphs with the Teacher as well - 10 min
Bellwork Topic:	Watch "Dividing Whole Numbers by Fractions Song by NUMBEROCK" on YouTube (2:35 min) and discuss examples	<i>Sadlier Math, Chapter Nine, Page 207</i> - Complete "Practice #'s 30-32" and discuss	<i>Sadlier Math, Chapter Nine, Page 209</i> - Complete "Problem Solving #'s 32-34" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Additional teacher-created examples of fractions divided by a whole number	Work on your illustration and expression of fractions as a restaurant scene	Additional time to work on homework	Discussion and illustrations of how to complete each problem	Additional time dedicated to adjusting the graphs to fit the decisions and likes of each student
Daily Homework:	<i>Sadlier Math, Chapter Nine, Page 207</i> - Complete "Practice #'s 21-29", illustrate shapes divided into equal sizes as done in class; due tomorrow!	<i>Sadlier Math, Chapter Nine, Page 209</i> - Work on your illustration based upon six problems from "Practice #'s 11-28"; due in class tomorrow!	<i>Sadlier Math, Chapter Nine, Page 211</i> - Complete "Problem Solving #'s 6-9"; due tomorrow!	<i>Sadlier Math, Chapter Nine Review, Page 215</i> - Complete #'s 30-41; due tomorrow!	None