

Scope and Sequence  
Math - 6th Grade Gen Ed

Unit : Decimals - Estimating and Rounding

<b>Terms to Know:</b>	<b><i>Sum, Difference, Rounding, Estimation, Expression, Placeholder, Regroup, Variable, Algebraic Expression, Evaluate, Bar Model</i></b>				
<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: Solving for estimating, adding, and subtracting decimals - 20 min
	<i>Sadlier Math, Chapter One, Pages 1-3</i> - Read aloud and discuss: what is rounding? What is front-end estimation? Teacher and students to review "Practice" on Page 2 and solve together - 20 min	<i>Sadlier Math, Chapter One, Page 3</i> - Teacher-lead instruction of "Practice, #'s 7-19"; review as you proceed; discuss with the class when complete - 25 min	<i>Sadlier Math, Chapter One, Pages 4-5</i> - Read aloud and discuss terms, how does adding the placeholder help with adding? As a class, teacher and students to complete "Practice, #'s 1-9" together - 25 min	<i>Sadlier Math, Chapter One, Page 5</i> - Students in pairs; work on #'s 10-25, girls to complete the even numbers, boys complete the odd numbers; discuss responses when complete - 30 min	Students to go to the following website and play " <a href="https://play.prodigygame.com/">https://play.prodigygame.com/</a> "; students may need to create an account the first time that they play - 20 min
	Teacher to create examples and use grouping of examples to pair together; use examples of animals in a zoo or other familiar aspects to engage them - 15 min	Teacher to review concepts, students to come to the board to work out teacher-created problems - 10 min	Watch "Math Antics - Decimal Arithmetic" on YouTube (12:15 min) and discuss how lining up the decimal point is critical to doing the job correctly; what happens if you don't line them up correctly? - 20 min	Review the correct addition process and how to properly line up decimals; provide additional practice as needed - 10 min	
	Watch "Math Antics - Rounding" on YouTube (10:40 min) and discuss: what are some methods to use to round numbers or answers? What are some tips from the video that you found helpful? - 15 min	<i>Sadlier Math, Chapter One, Page 3, "Problem Solving", #'s 20-22</i> - solve in pairs and review as a class - 20 min	Teacher to review lining up the decimal and how to properly complete decimal arithmetic - 10 min	<i>Sadlier Math, Chapter One, Page 5, "Problem Solving", #'s 26-29</i> - solve independently and review as a class - 20 min	<i>Sadlier Math, Chapter One, Pages 6-7</i> - Read aloud and discuss, what does "regroup" mean? How can misaligning the columns when subtracting mess up your work? As a class, complete "Practice, #'s 1-9" on page 6 together - 20 min
Bellwork Topic:	Teacher to list three problems for students to individually solve about decimals; review for accuracy	Teacher to list three problems for students to estimate adding decimals; review for accuracy	<i>Sadlier Math, Chapter One, Page 3, "Write About It"</i> - complete in sentence form	Teacher to list three problems regarding decimal addition	None

Suppliment Extra Time With:	Teacher-created problems about rounding and estimation	Teacher-created story problems about rounding and estimation	Additional teacher-created problems of adding decimals and practice with lining up the decimal	Teacher-created problems regarding decimal addition	Additional review on practicing subtracting decimals
Daily Homework:	Teacher-created worksheet (eight problems) of adding decimals to the hundredths place	Teacher-created worksheet (eight problems) of rounding and estimation to the nearest hundredth, tenth, or whole number	Teacher-created problems (eight) of adding multiple numbers together and lining up the decimal properly	Teacher-created problems (ten) regarding adding decimals	Teacher-created problems (ten total) regarding adding decimals and subtracting decimals
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 2	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week One, plus adding/subtraction decimals - 20 min
	<i>Sadlier Math, Chapter One, Page 7</i> - Teacher-lead instruction, complete and discuss: complete "Practice, #'s 10-15" and share responses with the class; review for accuracy - 25 min	<i>Sadlier Math, Chapter One, Page 7</i> - As a class, complete the word problems under "Problem Solving, #'s 16-21" on page 7; review for accuracy - 30 min	<i>Sadlier Math, Chapter One, "Check Your Progress", pages 8-9</i> - students in pairs, complete every five problems #'s 1-20, then pause to review for accuracy; teacher to review to correct errors as you progress - 45 min	<i>Sadlier Math, Chapter One, Pages 10-11</i> - Read aloud and discuss, what are variables? What are algebraic expressions? Complete together "Practice, #'s 1-6" as a class and discuss - 25 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
	Students in pairs to create five of their own examples of related problems, turn in to teacher; teacher to pass out randomly and groups of students solve each other's work; return and reference (similar to peer editing) - 20 min	Teacher to provide methods for breaking down story problems and tricks for how to understand what the problem is requesting - 10 min	Teacher to provide additional problems to review for understanding and troubleshooting - 10 min		
Teacher to review and clarify issues or misconceptions with subtracting decimals- 10 min	Teacher to review and clarify issues or misconceptions with adding and subtracting decimals - 10 min	<i>Sadlier Math, Chapter One, "Check Your Progress", Page 9</i> - Students to individually practice #'s 21-26 and review with teacher - 15 min	<i>Sadlier Math, Chapter One, Page 11</i> - Students in pairs, complete and discuss "Practice #'s 7-15" together and review; teacher to review each expression and additional as needed - 20 min	<i>Sadlier Math, Chapter One, Page 11</i> - Teacher to review "Practice #'s 16-18" together as a class, discuss together for accuracy - 20 min	

Bellwork Topic:	Teacher to create three examples of subtracting decimals	Teacher to create two story problems to review regarding adding and subtracting decimals	Teacher-created problems (two) of multi-digit decimal addition and subtraction	<i>Sadlier Math, Chapter One, Page 7, "Write About It"</i> - complete in sentence form	None
Suppliment Extra Time With:	Additional review time on subtracting decimals	Additional time to review story problems	Additional time reviewing multi-digit decimal addition and subtraction	Additional practice with terms and expressions for students to know	Additional review on practicing story problems for written expression
Daily Homework:	Teacher-created problems (fourteen total) regarding adding decimals and subtracting decimals	Teacher-created problems (fifteen total) regarding adding decimals and subtracting decimals	Teacher-created problems (ten) of multi-digit decimal addition and subtraction	Teacher-created expressions (ten) for students to write in algebraic form	<i>Sadlier Math, Chapter One, Page 11</i> - "Problem Solving", #'s 19-21; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 3	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on evaluating expressions - 20 min
	<i>Sadlier Math, Chapter One, Pages 12-13</i> - Read aloud and discuss: what does evaluate mean? Complete "Practice, #'s 1-6" together as a class; practice substituting in the number for the variable to solve - 20 min	<i>Sadlier Math, Chapter One, Page 13</i> - Teacher to review previous material with sample problems; complete "Problem Solving #'s 20-24" together and review as a class - 30 min	<i>Sadlier Math, Chapter One, Page 14</i> - Read aloud and discuss: teacher to provide examples of how to calculate for each; illustrate a bar model to show how to link the written terminology and the graphic together - 15 min	<i>Sadlier Math, Chapter One Review, Page 16-17</i> - As a class, teacher to lead students in solving #'s 1, 9, 21, and 26 to address any concerns about how to solve for them - 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
	<i>Sadlier Math, Chapter One, page 12</i> - Students in pairs, complete and discuss together "Practice, #'s 7-10", review as a class for accuracy - 10 min	Students to write their own story problems via Google Docs and share with the teacher; teacher to select	<i>Sadlier Math, Chapter One, Page 15</i> - Students in pairs, together illustrate using colored pencils or markers a	<i>Sadlier Math, Chapter One Review, Pages 16-17</i> - Students in pairs, complete #'s 2-8 together then review as a class to ensure accuracy - 20 min	

	<i>Sadlier Math, Chapter One, Page 13</i> - Teacher to review and discuss the example problems; complete "Practice, #'s 11-13" together and review as a class - 15 min	story problems at random to solve that are similar to the nature of those in this section of the textbook - 15 min	bar model to solve "Practice #'s 1-7" and discuss; teacher to circulate from group-to-group to review progress - 35 min	<i>Sadlier Math, Chapter One Review, Page 16</i> - Students in pairs, complete #'s 10-20 together and verify with accuracy with teacher - 15 min	<i>Sadlier Math, Chapter One Review, Page 17</i> - Individually complete #'s 30-36; teacher to review progression as students work - 15 min
Bellwork Topic:	Teacher-created problems on solving decimals by estimating, adding, and subtracting	Teacher-created problems (two) on solving for evaluating the expression	<i>Sadlier Math, Chapter One, Page 13, "Write About It"</i> - complete in sentence form	Teacher-created problems (three) on solving for evaluating the expression	None
Suppliment Extra Time With:	Teacher-created problems on adding & subtracting expressions	Teacher-created problems on solving for evaluating expressions	Teacher-created problems on solving for evaluating expressions	Teacher-created problems on solving for evaluating expressions	Teacher-created problems on solving for evaluating expressions
Daily Homework:	<i>Sadlier Math, Chapter One, Page 13</i> - Complete "Practice #'s 14-19"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 1-5"	Teacher assigned questions from "Practice Book, Lesson 1-6"	<i>Sadlier Math, Chapter One, Pages 16-17</i> - Complete #'s 22-29; due tomorrow!	<i>Sadlier Math, Chapter One, Page 17</i> - Complete "Problem Solving #'s 37-39"; due tomorrow!
<b>Terms to Know:</b>	<b><i>Factor, Project, Decimal Place, Approximately Equal To, Multiplier, Multiplicand</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 multiplying decimals - 15 min
	<i>Sadlier Math, Chapter Two, Page 22</i> - Read aloud and discuss what a factor and product are; Teacher to use basic multiplying problems (2x4=8) to provide examples - 10 min	Review homework and previous content for understanding; address questions - 10 min	<i>Sadlier Math, Chapter Two, Page 23</i> - Using colored pencils or crayons, complete as a class "Problem Solving #'s 31-34" and discuss; use a different color for each number column when setting up the problem to track your multiples - 20 min	(Part II of II) Complete your illustration, coloring, and math work from the previous lesson - 30 min	<i>Sadlier Math, Chapter Two, Page 25</i> - Complete individually "Practice #'s 13-20" and discuss how to properly

Week 4	Teacher to create example of multiplying and moving the decimal with single-digit numbers (5 x .2) and ask students to solve - 10 min	<i>Sadlier Math, Chapter Two, Page 23</i> - Students in pairs, complete "Practice, #'s 16-21" together; review as a class when complete - 20 min	(Part I of II) Students to imagine that they are visiting the pet store and they are comparing the sizes of pets to purchase; students will illustrate, color, and label five pets that they may potentially purchase (ideas include mouse, lizard, dog, cat, tarantula, gerbil, or snake); students will use their Chromebooks to research the sizes of a small dog or cat and the averages sizes of the animals to purchase; students will then complete the math to compare their animals' mass (weight) against each other; do not say "the dog weights ten pounds more than the cat", instead say "the dog is 1.4 times larger than the cat" - 30 min	<i>Sadlier Math, Chapter Two, Page 24</i> - Read aloud and discuss estimating decimal products; teacher to demonstrate examples on the board; provide examples by using a familiar object to group together for comparison sake (sports-related, Disney characters, or toys?); complete as a class "Practice #'s 1-6" and discuss - 20 min	solve - 20 min
	<i>Sadlier Math, Chapter Two, Page 22</i> - Individually students practice "Try These" and focus on moving the decimal point; what pattern is observed? - 20 min	<i>Sadlier Math, Chapter Two, Page 23</i> - Using the paint feature of your Chromebooks to write the numbers, complete and solve individually "Practice #'s 22-30"; discuss answers when complete - 20 min			<i>Sadlier Math, Chapter Two, Page 25</i> - Students in pairs, complete "Practice #'s 21-24" together and discuss your responses as a class - 15 min
Bellwork Topic:	<i>Sadlier Math, Chapter One Fluency Practice, Page 20</i> - Complete #'s 1-3	<i>Sadlier Math, Chapter One Fluency Practice, Page 20</i> - Complete #'s 4-6	<i>Sadlier Math, Chapter One Fluency Practice, Page 20</i> - Complete #'s 7-10	<i>Sadlier Math, Chapter One, Page 23, "Write About It"</i> - complete in sentence form	None
Suppliment Extra Time With:	Teacher assigned questions from "Practice Book, Lesson 2-1"	Additional time reviewing teacher-created problems	Additional time reviewing teacher-created problems	Additional time reviewing teacher-created problems	Extra time on quiz or reviewing estimating problems
Daily Homework:	<i>Sadlier Math, Chapter Two, Page 23</i> - Complete "Practice #'s 7-15"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 2-1"	Teacher assigned questions from "Practice Book, Lesson 2-1"	<i>Sadlier Math, Chapter Two, Page 24</i> - Complete "Practice #'s 7-12"; due tomorrow!	<i>Sadlier Math, Chapter Two, Page 25</i> - Complete "Practice #'s 25-36"; due tomorrow!
<b>Project Theme:</b>	<b><i>Students will create their own restaurant menu, complete with appetizers, main meals, and deserts. Students will create a charge/price for each item and place it on their menu. Students may go to the following site to set-up a professional style menu (<a href="https://docs.google.com/document/d/1foJMe8DdiFyaLLQyO5qoHdJAqYeLRsglvxoZfKBHFYc/edit">https://docs.google.com/document/d/1foJMe8DdiFyaLLQyO5qoHdJAqYeLRsglvxoZfKBHFYc/edit</a>) or they may use a template style in Google Docs. It is recommended that they explore a few options before selecting their template.</i></b>				

<p><b>Project Requirements:</b></p>	<p><i>Students must create items that they choose for each section on the menu (appetizers, main meals, and deserts). Students must have a minimum of six different appetizers, five different main meals, and three different deserts with varying costs for each item. Students must create a "party order" list of three options for their restaurant, meaning that they must calculate three pre-planned meal plans for groups of people. Each group MUST have a minimum of ten people in the order (although students may calculate higher than that amount) and each meal must include a variety of at least two appetizers, two main courses, and two deserts. Each "party order" meal must be different from the others and may include the same items but should try to avoid it if possible. Students will calculate the approximate cost for each "party order" by multiplying the decimals (prices of their items) by the number of people that the order is created for, then adding them to achieve the total costs. Finally, students should then add a 15% tip (multiply the final total by .15) to the order and an additional 10% (multiply the total by .10) for delivery charges.</i></p>				
<p><b>Timeline:</b></p>	<p>Day "A"</p>	<p>Day "B"</p>	<p>Day "C"</p>	<p>Day "D"</p>	<p>Day "E"</p>
<p>Week 5</p>	<p>Bellwork - 10 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 10 min</p>	<p>Bellwork - 5 min</p>	<p>Weekly Quiz on "Terms to Know from Week Nine" and multiplying decimals - 20 min</p>
	<p><i>Sadlier Math, Chapter Two, Page 25</i> - As a class, complete "Problem Solving #'s 41-44" and discuss how to complete each - 20 min</p>	<p><i>Sadlier Math, Chapter Two, Page 26</i> - Read aloud about decimal places and how to move the decimal place when multiplying decimals; complete as a class "Practice #'s 1-8" and discuss - 20 min</p>	<p><i>Sadlier Math, Chapter Two, Page 27</i> - Teacher to assist using estimation to review how to solve "Practice #'s 24-27", discuss any misconceptions as to how to appropriately solve - 20 min</p>	<p>Review multiplying decimals and address concerns - 10 min</p>	<p>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</p>
	<p>Using their Chromebooks, students will write two story problems that require estimating decimals to solve; submit to your teacher when complete - 10 min</p>	<p><i>Sadlier Math, Chapter Two, Page 26-27</i> - Students in pairs, complete "Practice #'s 9-16" and verify with teacher for accuracy - 20 min</p>	<p><i>Sadlier Math, Chapter Two, Page 27</i> - Students in groups of 3 or 4, solve each story problem in "Problem Solving, #'s 28-33" together; present your answers as a group to the class when instructed - 20 min</p>	<p>In-class time to work on your project - 40 min</p>	
	<p>Teacher to open shared documents from students and solve together as a class (if technology fails, students to write on notebook paper and submit) - 15 min</p>	<p><i>Sadlier Math, Chapter Two, Page 27</i> - Students individually complete "Practice #'s 17-20" to verify for content knowledge - 10 min</p>	<p>Teacher to introduce project and provide time to begin - 10 min</p>		<p>Work on your project - 15 min</p>

Bellwork Topic:	<i>Sadlier Math, Chapter Two, Page 25</i> - Complete "Practice #'s 37-40"	<i>Sadlier Math, Chapter One, Page 25, "Write About It"</i> - complete in sentence form	<i>Sadlier Math, Chapter Two, Page 27</i> - Complete "Practice #'s 21-23"	<i>Sadlier Math, Chapter One, Page 27, "Write About It"</i> - complete in sentence form	None
Suppliment Extra Time With:	Reviewing additional student-made story problems	Teacher-created problems regarding multiplying decimals	Teacher-created problems regarding multiplying decimals	Additional review time on multiplying decimals	Time to work on your project
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 2-2"	Teacher assigned questions from "Practice Book, Lesson 2-3"	Teacher assigned questions from "Practice Book, Lesson 2-3"	Teacher assigned questions from "Practice Book, Lesson 2-3"	Work on your Menu Project; write down ideas and costs to transfer into Google Docs if you don't have a computer at home!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 6	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz on variables and substituting - 15 min
	<i>Sadlier Math, Chapter Two, "Check Your Progress", Page 28</i> - Teacher to review multiplying decimals; complete #'s 6-9 aloud and #'s 10-13 privately; teacher to float around the room to follow up with student learning - 20 min	<i>Sadlier Math, Chapter Two, "Check Your Progress", Page 29</i> - Complete "Problem Solving" #'s 42-43 as a class, then 44-45 independently while reviewing answers afterwards; teacher to check for accuracy - 20 min	<i>Sadlier Math, Chapter Two, Page 31</i> - Complete "Problem Solving" #'s 23-25 as a class, then 26-27 independently while reviewing answers afterwards; teacher to check for accuracy - 20 min	<i>Sadlier Math, Chapter Two, Page 33</i> - Complete "Problem Solving" #'s 25-27 as a class, then 28-29 independently while reviewing answers afterwards; teacher to check for accuracy - 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 Two, "Check Your Progress", Page 28</i> - Students in pairs, complete #'s 22-29; teacher to continue to float to check for accuracy - 15 min	<i>Sadlier Math, Chapter Two, Page 31</i> - As a class, review and discuss "Practice #'s 13-18"; teacher to check student knowledge as class progresses - 15 min	<i>Sadlier Math, Chapter Two, Page 32</i> - Read aloud and discuss what "substitute" means; how does this relate to "variable"? - 10 min	<i>Sadlier Math, Chapter Two, Pages 34-35</i> - Read aloud and discuss what "compare" and "product" mean; As a class, complete "Practice #'s 1-2" together and review - 15 min	

	<i>Sadlier Math, Chapter Two, Page 30</i> - Read aloud and discuss the terms algebraic expression and variable; Teacher to demonstrate how a letter (variable) has a value as a hidden number that must be discovered; as a class, complete together "Practice 1-6" - 15 min	Students in groups of 3 or 4, teacher to assign problems to practice in "Practice Book, Lesson 2-4" to review; teacher to check for accuracy - 15 min	<i>Sadlier Math, Chapter Two, Page 32</i> As a class, complete "Practice #'s 1-8" and review the reasons for each answer; teacher to demonstrate how to check work when substituting in for the variable; students in pairs, complete "Practice #'s 9-14", teacher to float around to review accuracy - 20 min	<i>Sadlier Math, Chapter Two, Page 35</i> - Boys will complete "Practice #'s 3-5" while girls will complete "Practice #'s 6-8"; this can be done privately or in groups as the teacher decides; share responses and review when complete; teacher to float to each student to verify accuracy - 15 min	In-class time to work on your project - 20 min
Bellwork Topic:	<i>Sadlier Math, Chapter Two, "Check Your Progress", Page 28</i> - Complete #'s 1-3	<i>Sadlier Math, Chapter Two, "Check Your Progress", Page 29</i> - Complete #'s 38-39	<i>Sadlier Math, Chapter Two, "Check Your Progress", Page 29</i> - Complete "Problem Solving" #'s 46-47	<i>Sadlier Math, Chapter One, Page 31, "Write About It"</i> - complete in sentence form	None
Suppliment Extra Time With:	Teacher assigned questions from "Practice Book, Lesson 2-4"	Teacher assigned questions from "Practice Book, Lesson 2-4"	Teacher assigned questions from "Practice Book, Lesson 2-5"	Teacher assigned questions from "Practice Book, Lesson 2-6"	Additional time to work on your project
Daily Homework:	<i>Sadlier Math, Chapter Two, Page 30</i> - Complete "Practice, #'s 7-12"; due tomorrow!	<i>Sadlier Math, Chapter Two, Page 31</i> - Complete "Practice, #'s 19-22"; due tomorrow!	<i>Sadlier Math, Chapter Two, Page 33</i> - Complete "Practice #'s 15-24"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 2-6"	Work on your project!
<b>Terms to Know:</b>	<b><i>Whole Number, Compatible Numbers, Divisor, Dividend, Quotient</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz on <i>Chapter Two, Fluency Practice, Page 40</i> - 15 min
	<i>Sadlier Math, Chapter Two Review, Page 36</i> - Using colored pencils or markers, students will rewrite #'s 1-8 and complete as requested; teacher to verify results for content - 20 min	<i>Sadlier Math, Chapter Two Performance Assessment, Page 38</i> - Teacher to model how to solve #1 based upon the information provided; students to solve #'s 2-4 privately - 15 min	In-class time to work on project - 30 min	Teacher to review sample problems of multiplying and dividing; explain that multiplying is the reciprocal (opposite) of dividing; use examples to demonstrate this - 10 min	Students to go to the following website and play " <a href="https://kahoot.com/">https://kahoot.com/</a> "; teacher

Week 7	<i>Sadlier Math, Chapter Two Review, Page 36</i> - Using different colored pencils or markers for each unit place and drawing columns to track multiplying progress, complete #'s 12-15 together as a class; teacher to model the correct process while students track it in color on their paper - 20 min	<i>Sadlier Math, Chapter Two Performance Assessment, Page 38</i> - Teacher to model how to complete this using the SMART Board; using Google Sheets, create a bar graph to illustrate the data that was gathered in #'s 1-4; students to label the x-axis and y-axis - 20 min	<i>Sadlier Math, Chapter Three, Page 42</i> - Read aloud and discuss the "Terms to Know from Week Twelve" and how they apply - 10 min	<i>Sadlier Math, Chapter Three, Page 43</i> - Teacher to provide each student a dollop of shaving cream to smooth across their desk surface to create a writing board; complete "Practice #'s 9-14" together in the shaving cream; teacher to lead the practice on the board; review for accuracy - 25 min	to set up the game PRIOR to students playing so that students only need to enter the game PIN to begin play; play as a class and review current content in the game - 20 min
	<i>Sadlier Math, Chapter Two Review, Page 37</i> - Students in pairs, complete #'s 26-33 using different colored pencils for the variable and the number to show the correct useage; teacher to review progress and float around the room - 10 min	In-class time to work on project - 15 min	<i>Sadlier Math, Chapter Three, Page 42</i> - As a class, teacher will lead "Practice #'s 1-4" and how to solve; students in pairs, complete "Practice #'s 5-8" together and teacher to verify for accuracy - 15 min	<i>Sadlier Math, Chapter Three, Page 43</i> - Divide the class into three groups with one student acting as the teacher for each group; each "teacher" will review "Practice #'s 15-22" and how to complete; teacher to circle to each group to review and check for accuracy - 15 min	In-class time to work on project - 20 min
Bellwork Topic:	Teacher assigned questions from "Practice Book, Lesson 2-6"	<i>Sadlier Math, Chapter Two Review, Page 37</i> - Complete #'s 44-45	Teacher-created single-digit problems solving for variables	Teacher-created single-digit problems solving for variables	None
Suppliment Extra Time With:	Teacher assigned questions from "Practice Book, Lesson 2-6"	<i>Sadlier Math, Chapter Two Review, Page 37</i> - Complete #'s 46-47	Additional time to work on your project	<i>Sadlier Math, Chapter Three, "Write About it", Page 43</i> - Complete #27 in complete sentences	Additional time to work on your project
Daily Homework:	<i>Sadlier Math, Chapter Two Review, Page 37</i> - Complete #'s 34-43; due tomorrow!	Work on project; it is due in four days!	Work on project; it is due in three days!	Work on project; it is due in two days!	Complete project; it is due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz on Dividing decimals - 15 min

Week 8	<p><i>Sadlier Math, Chapter Three, Page 44</i> - Read aloud and use a concept map to link together the terms "divisor, dividend, and quotient" to examples - 20 min</p>	<p><i>Sadlier Math, Chapter Three, Page 45</i> - Teacher to model how to dissect a sentence for what the mathematically question asks, similar to an ELA class in indentifying verbs, subjects, and predicates; students to use shapes (ex. square, circle, triangle) to identify which value identifies the divisor, dividend, or quotient; complete this task for "Practice #'s 19-24" and solve for each value as requested - 30 min</p>	<p><i>Sadlier Math, Chapter Three, Page 45</i> - Teacher to model how to solve "Problem Solving #1" to the class; teacher to use shapes/symbols to indicate the key phrases, terms (divisor, dividend, quotient), and helpful hints - 10 min</p>	<p>Using either computer paper or the following website: "www.puzzle-maker.com/CW", students will create a crossword puzzle of the "Terms to Know" from weeks 6, 9, and 12; do not duplicate terms! When you are complete with your puzzle, provide it to your teacher to obtain another students' puzzle to solve - 30 min</p>	<p>Students to go to the following website and play "https://kahoot.com/"; teacher to set up the game PRIOR to students playing so that students only need to enter the game PIN to begin play; play as a class and review current content in the game - 20 min</p>	
	<p><i>Sadlier Math, Chapter Three, Page 44</i> - Teacher to model how to complete "Practice #'s 1-3" for the class; address student questions and notify of patterns; students to predict the outcome for higher values than 1000 - 15 min</p>	<p>Students to create two problems on notebook paper similar to those word problems in the text; Teacher to collect the student-written examples and pass them out at random to other students to practice solving; teacher to model how to solve them as needed, but the emphasis is upon student work and processing - 20 min</p>	<p><i>Sadlier Math, Chapter Three, Page 45</i> - Students in pairs, following the same format modeled by the teacher students will identify with shapes/symbols the main components to each problem in "Problem Solving #'s 26-28" and solve each - 20 min</p>	<p>Students to play "7-up" or "Around the World" by reviewing division facts and division tables by using flashcards that the teacher provides; Teacher may use actual flashcards or a website that facilitates this process; when complete with division, students may complete again with multiplication tables and flashcards - 20 min</p>	<p><i>Sadlier Math, Chapter Three, Page 46</i> - Read aloud and discuss the examples; teacher to create examples relative to student knowledge (video games, going the mall, etc.); as a class, complete "Practice #'s 1-8" and review each through the eyes of a story (ex. three friends spend \$40 at the story, how much did each spend on average?) - 20 min</p>	<p><i>Sadlier Math, Chapter Three, Page 47</i> - Divide the class into four groups, each group works together to complete sets of problems from the text; Group 1 - "Practice #'s 17-19", Group 2 - "Practice #'s 20-22", Group 3 - "Practice #'s 23-25", Group 4 - "Practice #'s 26-28"; review as a class as needed; teacher to visit each group for assistance - 15 min</p>
	<p><i>Sadlier Math, Chapter Three, Pages 44-45</i> - Students to individually complete "Practice #'s 4-9"; additionally students will complete a pattern to indicate dividing by the following next highest place value (ex. Dividing by 10, 100, 1000, etc.); teacher to circle around to each student to check their work - 15 min</p>	<p>Teacher to write two sentences on the board; identify the nouns, verbs, and adjectives in each</p>	<p>Teacher assigned questions from "Practice Book, Lesson 3-1 &amp; 3-2"</p>	<p>Teacher assigned questions from "Practice Book, Lesson 3-2"</p>	<p>Teacher assigned questions from "Practice Book, Lesson 3-2"</p>	<p>None</p>
Bellwork Topic:	<p>Teacher-created examples (two) of dividing whole numbers</p>	<p>Teacher to review additional examples using shapes or symbols similar to dissecting a sentence in ELA class</p>	<p>Additional time spent on reviewing flashcards</p>	<p>Additional time dedicated to crossword puzzle making and completion</p>	<p>Additional flashcard review</p>	
Suppliment Extra Time With:	<p>Additional time reviewing patterns in dividing decimals</p>	<p>Teacher assigned questions from "Practice Book, Lesson 3-1 &amp; 3-2"</p>	<p>Teacher assigned questions from "Practice Book, Lesson 3-1 &amp; 3-2"</p>	<p>Teacher assigned questions from "Practice Book, Lesson 3-2"</p>	<p><i>Sadlier Math, Chapter Three, Pages 46-47</i> - Complete #'s 9-16; due tomorrow!</p>	
Daily Homework:	<p><i>Sadlier Math, Chapter Three, Page 45</i> - "Practice # 10-18"; due tomorrow!</p>	<p>Teacher assigned questions from "Practice Book, Lesson 3-1 &amp; 3-2"</p>	<p>Teacher assigned questions from "Practice Book, Lesson 3-1 &amp; 3-2"</p>	<p>Teacher assigned questions from "Practice Book, Lesson 3-2"</p>	<p><i>Sadlier Math, Chapter Three, Pages 46-47</i> - Complete #'s 9-16; due tomorrow!</p>	

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 9	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz on dividing decimals - 15 min
	<p><i>Sadlier Math, Chapter Three, Page 47</i> - Using colored pencils and computer paper, students will illustrate, color, and label each problem in "Problem Solving #'s 35-39"; students should divide the page into six equal-sized boxes and illustrate and color each problem in those boxes; Students will solve for the problems either on a separate piece of paper or on the opposite side of the page if space permits - 40 min</p>	<p><i>Sadlier Math, Chapter Three, Check Your Progress, Page 49</i> - Divide the class into five groups; assign each group one problem to complete from "Problem Solving #42-46"; each group solves the assigned problem and teaches it to the class - 30 min</p>	<p><i>Sadlier Math, Chapter Three, Page 51</i> - Students in groups of 3 or 4, students will choose to solve any ten of the nineteen problems between "Practice #'s 4-22"; students will verify answers with the teacher as they progress - 20 min</p>	<p><i>Sadlier Math, Chapter Three, Page 52</i> - Read aloud and discuss estimating; Teacher to assign a one-day project on math estimation to the class; students will visit three different websites: <a href="http://www.walmart.com">www.walmart.com</a>, <a href="http://www.target.com">www.target.com</a>, and <a href="http://www.aldi.us">www.aldi.us</a>; Students will NOT CALCULATE THE PRECISE MATH AT THIS TIME; students will use their Chromebooks to research various topics that the need to purchase for their family for Christmas; their job is to "spend" \$200 without going over and successfully purchase a main course item (ex. ham, turkey), two side dishes, and dessert, plus soda pop for four people; students will also "purchase" gifts for four people that are between \$10-\$30 each; Students will record their "purchases" in Google Sheets and share this with their teacher when complete; the goal is to spend close to \$200 but not go over and have all requirements finished; DO NOT ADD THE NUMBERS, estimate the values as you proceed with an estimated total - 50 min</p>	<p>Students to go to the following website and play "<a href="https://kahoot.com/">https://kahoot.com/</a>"; teacher to set up the game PRIOR to students playing so that students only need to enter the game PIN to begin play; play as a class and review current content in the game - 20 min</p>
		<p><i>Sadlier Math, Chapter Three, Page 50</i> - Read aloud and use a sequence diagram to write how to correctly divide decimals by .1, .01, and .001; teacher to review diagrams - 15 min</p>	<p><i>Sadlier Math, Chapter Three, Page 51</i> - Teacher to model how to complete "Practice #'s 23-26"; students to ask questions as needed; teacher to create similar problems to ensure learning - 20 min</p>		
<p><i>Sadlier Math, Chapter Three, Check Your Progress, Page 48</i> - Students will complete individually #'s 1-10; teacher to review each students' work as they progress and answer questions - 15 min</p>	<p><i>Sadlier Math, Chapter Three, Page 50</i> - Students in pairs, complete "Practice #'s 1-3" together while predicting the outcomes of dividing by 0.0001 and 0.00001 - 10 min</p>	<p><i>Sadlier Math, Chapter Three, Page 51</i> - By logging into their school email account, students will answer "Problem Solving #'s 27-28" and "Write About It #29" by emailing the answer to the teacher - 15 min</p>	<p><i>Sadlier Math, Chapter Three, Page 52</i> - Teacher to review estimating; Students in pairs, complete "Practice #'s 1-12"; Teacher to select three accelerated students to rotate through the groups to assist students as they progress and check accuracy - 20 min</p>		
Bellwork Topic:	Class to play one quick round of "Around the World" using division flashcards for practice	Class to play one quick round of "Around the World" using multiplication flashcards for practice	Class to play one quick round of "Around the World" using division flashcards for practice	Class to play one quick round of "Around the World" using multiplication flashcards for practice	None

Suppliment Extra Time With:	Additional time using division flashcards	Additional time using multiplication flashcards	Additional time using division flashcards	Additional time using multiplication flashcards	Additional time on Kahoot!
Daily Homework:	<i>Sadlier Math, Chapter Three, Page 47</i> - Complete "Practice #'s 29-34"; due tomorrow!	<i>Sadlier Math, Chapter Three, Check Your Progress, Page 48</i> - Complete #'s 14-19"; due tomorrow!	<i>Sadlier Math, Chapter Three, Check Your Progress, Page 48</i> - Complete #'s 20-25"; due tomorrow!	Study for your weekly quiz tomorrow on dividing decimals!	<i>Sadlier Math, Chapter Three, Check Your Progress, Page 48</i> - Complete #'s 30-41"; due tomorrow!
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 story problems with decimals - 15 min
	<i>Sadlier Math, Chapter Three, Page 53</i> - Students in pairs, teacher to use two accelerated helpers to assist; students complete "Practice #'s 13-21", teacher and helpers to verify student accuracy - 20 min	Students to use their Chromebooks to research math terms; students to create an acrostic of the word "Divisor"; the term "Divisor" should be written in bubble letters or block letters so that it stands out among the other terms; students to neatly write the definition for the term "Divisor" at the bottom of their acrostic - 20 min	<i>Sadlier Math, Chapter Three, Page 55</i> - Students will read the problems in "Problem Solving #'s 26-29" and REWRITE THEM to something that is more relative to them and their thinking; the numbers in the problems MUST STAY THE SAME but the story can change; after rewriting the story on notebook paper, provide the stories to the teacher who will read them at random and solve the four problems on the board; students may approach the board to assist as they choose - 30 min	Teacher to review material from the last week, especially material from the previous lesson about dividing with zeros - 15 min	Students to go to the following website and play " <a href="https://kahoot.com/">https://kahoot.com/</a> "; teacher to set up the game PRIOR to students playing so that students only need to enter the game PIN to begin play; play as a class and review current content in the game - 20 min
	<i>Sadlier Math, Chapter Three, Page 53</i> - Using computer paper students to illustrate, color, and solve for "Problem Solving #'s 28-30".	<i>Sadlier Math, Chapter Three, Pages 54-55</i> - Teacher to review how to divide with decimals; teacher to model how to solve "Practice #'s 1-4"; students to ask questions as needed - 15 min		<i>Sadlier Math, Chapter Three, Page 57</i> - Students to complete "Practice 9-24" based upon gender; boys will complete odd-numbered problems, girls will complete even-numbered problems - 20 min	

	Problem Solving #'s 20-30 , students will solve each problem below their illustration and show their work for how they received their answer; illustrations to match the story in the questions but also be the student's individual belief as to what the scene looked like - 30 min	<i>Sadlier Math, Chapter Three, Page 55</i> - Students will individually complete any ten problems from "Practice #'s 5-25"; teacher to verify answers and circle the room to assist as needed - 20 min	<i>Sadlier Math, Chapter Three, Pages 56-57</i> - Read aloud and together write a list of a step-by-step process in how to solve for zeros in division; try to follow a sequence; students to individually complete "Practice #'s 1-8" while teacher reviews the order and progress of the children - 25 min	<i>Sadlier Math, Chapter Three, Page 57</i> - Students will REWRITE each of the story problems in "Problem Solving #'s 25-29" to have a Christmas theme; the numbers and calculations should stay the same but the story will change to what Santa, the elves, Rudolph, etc. are doing; share and calculate with the class - 20 min	Students to use their Chromebooks to research math terms; students to create an acrostic of the word "Quotient"; the term "Quotient" should be written in bubble letters or block letters so that it stands out among the other terms; students to neatly write the definition for the term "Quotient" at the bottom of their acrostic - 20 min
Bellwork Topic:	Class to play one quick round of "Around the World" using division flashcards for practice	Class to play one quick round of "Around the World" using multiplication flashcards for practice	Class to play one quick round of "Around the World" using division flashcards for practice	Class to play one quick round of "Around the World" using multiplication flashcards for practice	None
Suppliment Extra Time With:	Additional time using division flashcards	Additional time completing the ten problems and reviewing them for accuracy	Teacher to create additional examples of how to solve student created problems	Additional time using multiplication flashcards	Time to work on the acrostic
Daily Homework:	<i>Sadlier Math, Chapter Three, Page 53</i> - Complete "Practice #'s 19-24"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 3-5"	Teacher assigned questions from "Practice Book, Lesson 3-5"	Study for your quiz tomorrow on story problems of dividing decimals	Teacher assigned questions from "Practice Book, Lesson 3-6 & 3-7"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz on division expressions - 15 min
	<i>Sadlier Math, Chapter Three, Page 58</i> - Read aloud and discuss the words "quotient" and "divisor"; how are they integrated into this material? Teacher to model how to complete "Practice #'s 1-4"; students to complete "Practice #'s 5-8" privately and teacher to verify work - 20 min	<i>Sadlier Math, Chapter Three, Page 59</i> - As a class, complete "Problem Solving #'s 27-30" together; however, instead of reading the problems aloud, students will SING them either individually or as a class; solve together, teacher to model how to complete as needed - 20 min	<i>Sadlier Math, Chapter Three, Page 60</i> - As a class, complete "Practice #'s 13-15" and review; students in pairs, complete "Practice #'s 16-18" and discuss/review responses; students in groups of 3 or 4; complete "Practice #'s 19-22" and review as a class; teacher to address any errors - 30 min	<i>Sadlier Math, Chapter Three, Page 61</i> - Students will individually REWRITE "Problem Solving #'s 24-28" to have a sports or cosmetic theme; teacher will complete #23 to provide the expectations and example; share and complete in pairs when complete - 30 min	Students to go to the following website and play " <a href="https://kahoot.com/">https://kahoot.com/</a> "; teacher to set up the game PRIOR to students playing so that students only need to enter the

Week 11	Watch "Writing Expressions" on YouTube (4:09 min) and discuss how the tips and strategies in this video are helpful - 10 min	Teacher to review content and concepts; address any questions and concerns - 15 min	Teacher to review content and concepts; address any questions and concerns - 10 min	<i>Sadlier Math, Chapter Three Review, Pages 64-65</i> - Teacher to complete #1 and review the process; students to be divided into four groups; each group will complete twelve problems (2-13, 14-25, 26-37, 38-49); after fifteen minutes of working, students will pause and each group will send one member to the board to display how they solved any one of their assigned problems that they choose to display - 25 min	game PIN to begin play; play as a class and review current content in the game - 20 min
	<i>Sadlier Math, Chapter Three, Pages 58-59</i> - Students in pairs, complete "Practice #'s 9-20" together; after every three responses, students to raise their hands for the teacher to check their work before proceeding - 20 min	<i>Sadlier Math, Chapter Three, Page 60</i> - Read aloud and create a concept map starting with "algebraic expression" and branching out to "evaluate" and "examples"; continue from there; use the text to help and include examples from "Practice #'s 1-6" - 20 min	Students in pairs, student pairs will create five problems similar to those in the text that were just practiced; teacher to collect and practice them on the board; students may come to the board to help complete - 15 min		<i>Sadlier Math, Chapter Three, Page 63</i> - Teacher to model how to complete "Practice #'s 1-2" and discuss; students in pairs, complete "Practice #'s 3-7" and share your responses with the class after each one; teacher to pause after each and display how to complete it correctly - 20 min
Bellwork Topic:	Teacher assigned questions from "Practice Book, Lesson 3-7"	Teacher assigned questions from "Practice Book, Lesson 3-8"	Teacher assigned questions from "Practice Book, Lesson 3-8"	Teacher assigned questions from "Practice Book, Lesson 3-9"	None
Suppliment Extra Time With:	Additional time reviewing writing division expressions	Additional teacher review of concept and previous work	Additional teacher review of concept and previous work	Additional time working on your twelve problems and displaying how to complete them	Extra time reviewing the story problems
Daily Homework:	<i>Sadlier Math, Chapter Three, Page 59</i> - Complete "Practice #'s 21-26"; due tomorrow!	<i>Sadlier Math, Chapter Three, Page 60</i> - Complete "Practice #'s 7-12"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 3-9"	Study for your quiz tomorrow on writing division expressions	Teacher assigned questions from "Practice Book, Lesson 3-9"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz on exponents - 15 min
	<i>Sadlier Math, Chapter Three Fluency Practice, Page 68</i> - Teacher to provide a small stuffed animal to use as a "hot potato"; students to	Teacher to review content and concepts; address any questions and concerns from previous material - 10 min	Teacher to review content and concepts; address any questions and concerns from previous material - 10 min	<i>Sadlier Math, Chapter Four, Page 72</i> - Read aloud and discuss order of operations; what phrases or pnuemonics are used to help remember this in order? - 15 min	Students in pairs, complete teacher-assigned problems in "Pratice Book, Lesson 4-2" and review as a class - 15 min

Week 12	stand up and toss the animal to each other; when the teacher says "stop"; the student with the animal must solve the next problem in line with #'s 1-10 on the board; teacher to review for accuracy and students to ask questions as needed - 25 min	<i>Sadlier Math, Chapter Four, Page 71</i> - Teacher to model how to complete "Practice #'s 10-12"; as a class, complete "Practice #'s 13-15"; individually complete "Practice #'s 16-24"; teacher to review student work by circling the room to assist as needed - 30 min	Students to create five problems that are based upon the material from this section on notebook paper; teacher to collect the papers and pass out randomly for students to solve eachothers work - 20 min	<i>Sadlier Math, Chapter Four, Page 72</i> - Teacher to model how to solve "Practice #'s 1-2"; students to individually complete "Practice #'s 3-6" and discuss the rational for your answers; Teacher to circle the room to assist as needed - 20 min	<i>Sadlier Math, Chapter Four, Page 73</i> - Students to come to the SMART Board to lead discussion in solving "Practice #'s 14-17"; Teacher to assist as needed; students to take the lead in the practice session as able - 15 min
	<i>Sadlier Math, Chapter Four, Page 70</i> - Read aloud and discuss; students will create a "Word Wheel" graphic organizer of the term "exponent" and the terms with examples that go with it; As a class, complete "Practice #'s 1-9" together - 25 min	<i>Sadlier Math, Chapter Four, Page 71</i> - Two students will go to the board at the same time; class to play "Quick Draw"; teacher to read a problem between "Practice #'s 25-43"; students to quickly write the answer on the board, winning student stays up - 10 min	Class to play "Around the World", teacher to write on the board a base with an exponent; Teacher will state to the players whether to "solve it, standard notation, name the base/power, etc."; students will continue as time permits - 10 min	<i>Sadlier Math, Chapter Four, Page 73</i> - As a class, solve "Practice #'s 7-13" together; Teacher to explain the reasoning for each step; students to inquire about each step as needed - 15 min	<i>Sadlier Math, Chapter Four, Page 73</i> - Individually, students will complete "Practice #'s 18-21"; teacher to circle to them to verify accuracy and assist as needed - 10 min
Bellwork Topic:	<i>Sadlier Math, Chapter Three Review, Page 65</i> - Students will choose any one of the three "Problem Solving #'s 50-52" to solve	Teacher-created exponent problems to solve	<i>Sadlier Math, Chapter Four, Page 71</i> - Students will choose any one of the three "Problem Solving" or "Write About It" #'s 44-46" to solve	Teacher-created exponent problems to solve	None
Suppliment Extra Time With:	Additional explanation time for how to solve exponents	Additional time reviewing the standard form of exponents	Additional "Around the World" time	Review of order of operations and provide examples	Review of how to complete various steps in the Order of Operations in their precises order
Daily Homework:	<i>Sadlier Math, Chapter Three Performance Assessment, Pages 66-67</i> - This is EXTRA CREDIT and will be due in five days; complete all problems and each part of them	Teacher assigned questions from "Practice Book, Lesson 4-1"	Teacher assigned questions from "Practice Book, Lesson 4-1"	Study for weekly quiz tomorrow on exponents!	<i>Sadlier Math, Chapter Three Performance Assessment, Pages 66-67</i> - The EXTRA CREDIT assignment is due tomorrow!
<b>Teacher to ensure that the Explore Learning Gizmos Account is activated prior to this week as students will use Gizmos daily for several weeks.</b>					
<b>Terms to Know:</b>	<b>Expression, Term, Constant, Coefficient, Product, Difference, Factor, Quotient, Square, Cube, Power, Distributive Property, Like Terms</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 13	<i>Sadlier Math, Chapter Four, Page 74</i> - Read aloud and discuss the chart to help understand terms and how they link together; teacher to provide examples to promote understanding - 15 min	<i>Sadlier Math, Chapter Four, Page 75</i> - Teacher to review homework and how it relates to current material; Teacher to model how to solve "Practice 11-12" and discuss - 15 min	Teacher to review homework and ensure accuracy; students to inquire about material and how it relates to each other as necessary - 10 min	<i>Sadlier Math, Chapter Four, Page 76</i> - Review homework and connect to translating expressions; Teacher to provide examples and discuss - 10 min	Teacher to review homework and verify accuracy; Discuss how word problems interlink, address student questions - 10 min
	<i>Sadlier Math, Chapter Four, Page 74</i> - Students to come to the SMART Board to complete "Practice #'s 1-3" as a class and model proper solving; Teacher to verify and discuss; students to inquire as questions arise - 10 min	Students in pairs, complete teacher-assigned material in "Practice Book, Lesson 4-3" and discuss - 15 min	<i>Sadlier Math, Chapter Four, Page 75</i> - Teacher to model how to solve "Problem Solving # 23" and discuss; students to complete individually "Problem Solving #'s 24-30" and review as a class - 25 min	<i>Sadlier Math, Chapter Four, Pages 76-77</i> - Teacher to model how to solve "Practice #'s 1-3" and discuss; students to individually solve "Practice #'s 4-6"; Teacher to review by circling the room to come to the students - 20 min	<i>Sadlier Math, Chapter Four, Page 78</i> - Read aloud and discuss how to decipher words with meaning; Teacher to provide examples to translate the written expression numerically; Teacher to model "Practice #'s 1-3" and discuss - 15 min
	<i>Sadlier Math, Chapter Four, Pages 74-75</i> - Students in pairs, complete "Practice #'s 4-10"; Teacher to review answers when complete and discuss - 20 min	<i>Sadlier Math, Chapter Four, Page 75</i> - Students in groups of 3 or 4, complete "Practice 13-22" as groups and discuss as a class when complete - 15 min	<i>Sadlier Math, Chapter Four, Page 76</i> - Read aloud and create a T-chart to analyze the difference between numerical expressions and algebraic expressions; use examples to assist - 10 min	<i>Sadlier Math, Chapter Four, Page 77</i> - Students to come to the SMART board to present how to complete "Practice #'s 7-11"; individually, complete teacher-assigned problems in "Practice Book, Lesson 4-4" and review - 15 min	<i>Sadlier Math, Chapter Four, Pages 78-79</i> - Students individually complete "Practice #'s 4-6" and review as a class; students in pairs, complete "Practice #'s 7-14" and review as a class - 20 min
Bellwork Topic:	<i>Sadlier Math, Chapter Four, Page 73</i> - Complete "Problem Solving #'s 22-23" 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	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Four, Page 77</i> - Complete "Problem Solving #'s 18-20" and discuss
Suppliment Extra Time With:	Additional discussion of how Order of Operations and expressions relate	Additional time working in the Practice Book and reviewing material from it	Review of story problems and answers; students to break down their responses	Making connections to previous material and content	Reviewing and translating what words mean numerically
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-2"	Teacher assigned questions from "Practice Book, Lesson 4-2" and "Practice Book, Lesson 4-3"	Teacher assigned questions from "Practice Book, Lesson 4-3"	<i>Sadlier Math, Chapter Four, Page 77</i> - Complete "Practice #'s 12-17"; due tomorrow!	<i>Sadlier Math, Chapter Four, Page 79</i> - Complete "Practice #'s 15-23"; due tomorrow!
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	Bi-weekly Quiz on order of operations and written expression - 20 min
	Teacher to review homework and discuss converting written expression into numerical expressions - 10 min	<i>Sadlier Math, Chapter Four "Check Your Progress" Page 81</i> - Students in pairs, solve "Problem Solving #'s 21-24" together and discuss as a class; Teacher to circle the room to assist as needed - 20 min	Teacher to review homework and discuss how to properly Distribute numbers; provide examples as needed - 10 min	Teacher to review homework; Students to come to the board to review the four properties discussed in this section; Teacher to review each property with the class - 15 min	<i>Sadlier Math, Chapter Four, Page 85</i> - Teacher to model how to complete "Problem Solving # 16" for the class; students in pairs, complete #'s 17-19 together; review as a class when complete; students to ask questions about the process as needed; Teacher to review order of operations - 20 min
	<i>Sadlier Math, Chapter Four "Check Your Progress", Page 80</i> - Individually complete #'s 1-4 and review as a class; Teacher to correct any questions - 15 min	<i>Sadlier Math, Chapter Four, Page 82</i> - Read loud and use a "Main Ideas & Supporting Ideas" graphic organizer to outline the concepts; use examples as needed to help outline - 15 min	<i>Sadlier Math, Chapter Four, Page 83</i> - Students to complete individually "Problem Solving #'s 14-17" and review; boys will complete #'s 14 & 16 and girls will complete #'s 15 & 17; teacher to circle the room to assist as needed; review when complete - 20 min	<i>Sadlier Math, Chapter Four, Page 85</i> - As a class, work together to complete "Practice #'s 5-15" and the reasoning for each correct response; Students in pairs, complete together teacher-assigned problems in "Practice Book, Lesson 4-7" and review as a class; students to come to the Teacher to verify accuracy after every three problems - 30 min	
	<i>Sadlier Math, Chapter Four "Check Your Progress", Page 80</i> - Using Google Paint or a similar medium, students will individually complete #'s 5-10; Teacher to review and follow up as necessary - 20 min	<i>Sadlier Math, Chapter Four Pages 82-83</i> - Studnets in groups of 3 or 4, complete "Practice #'s 1-5" and review; Teacher to circle the room to assist and follow up as needed - 10 min	<i>Sadlier Math, Chapter Four, Page 84</i> - Teacher to review mathematical properties from earlier units; Teacher to provide examples of each; students in pairs, complete "Practice #'s 1-4" and review as a class - 15 min		<i>Sadlier Math, Chapter Four, Page 86</i> - Read aloud and introduce the Identity and Zero Properties; Teacher to provide examples of each; Teacher to model how to solve "Practice #'s 1-2"; students in pairs, complete "Practice #'s 3-6", review as a class - 15 min
Bellwork Topic:	<i>Sadlier Math, Chapter Four, Page 79</i> - Complete "Problem Solving #'s 24-25" and discuss	<i>Sadlier Math, Chapter Four, Page 79</i> - Complete "Problem Solving #'s 26-27" 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	None
Suppliment Extra Time With:	Additional review of order of operations	Review of the Distributive Property and how to properly distribute terms	Additional review of mathmatical properties	Review of properties and how they connect to each problem	Teacher to review order of operations and how it relates to story problems

Daily Homework:	<i>Sadlier Math, Chapter Four "Check Your Progress", Page 81 - Complete 11-20; due tomorrow!</i>	<i>Sadlier Math, Chapter Four, Page 83 - Complete "Practice #'s 6-13"; due tomorrow!</i>	Teacher assigned questions from "Practice Book, Lesson 4-6"	Study for quiz tomorrow on "Terms to Know from Week Thirteen" and order of operations and written expressions	Teacher assigned questions from "Practice Book, Lesson 4-7"
<b>Terms to Know:</b>	<b><i>Identify Property, Zero Property, Formula, Equivalent Expression,</i></b>				
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
	Teacher to review the mathematical formulas; Provide examples for each, students to solve examples at the SMART Board - 10 min	Teacher to equivalent equations; Teacher to provide examples for students to independently solve - 15 min	<i>Sadlier Math, Chapter Four, Page 88 - Review and discuss formulas; as a class Teacher to lead completion of "Practice #'s 1-2"; independently complete "Practice #'s 3-4" and review on the board - 20 min</i>	Teacher to review homework; students to discuss errors in their homework and areas of concern; Teacher to provide examples of similar work, students solve together - 15 min	<i>Sadlier Math, Chapter Four, Page 90 - Students in Literacy Circles, read the information about the sample zoo and use properties of algebra to solve; Discuss methods of how to approach the problem; Teacher to recap and lead the solving of the example - 15 min</i>
	<i>Sadlier Math, Chapter Four, Page 87 - Using a dolob of shaving cream as a medium, students to complete "Practice #'s 7-9" by solving for each expression; Teacher to circle the room to verify validity of work - 20 min</i>	<i>Sadlier Math, Chapter Four, Page 87 - As a class complete "Problem Solving #'s 14-17" and discuss how to properly solve; what words are indicators of how to solve each problem? Teacher to lead and direct the solving of each and students to complete the actual problem - 20 min</i>	<i>Sadlier Math, Chapter Four, Page 89 - Students in pairs, use colored pencils to align with each variable; complete "Practice #'s 5-8" with different colors used for each variable to track changes in the problem; Teacher to rotate to each pair to assist as needed - 15 min</i>	<i>Sadlier Math, Chapter Four, Page 89 - As a class, review "Problem Solving #'s 18-20" aloud; take notes on what the questions are asking; Teacher to assist using ELA-based tips to reading comprehension (underline the question, circle the important info, etc.); solve # 18 together and review; students in pairs, solve #'s 19-20 and discuss results together - 20 min</i>	<i>Sadlier Math, Chapter Four, Pages 90-91 - Teacher to lead the discussion of how to solve "Practice #'s 1-2"; assist and guide students to the correct process in solving the problems; students to draw pictures as needed; Teacher to indicate key words to follow in each problem when proceeding - 15 min</i>

	<i>Sadlier Math, Chapter Four, Page 87</i> - Students in pairs, complete "Practice #'s 10-13" and review as a class; Teacher to reinforce validity and check for accuracy by circling the room - 15 min	<i>Sadlier Math, Chapter Four, Page 88</i> - Read aloud about formulas and how to insert numbers in for variables; Teacher to review the examples in the text and provide additional samples to solve - 10 min	Students in pairs, complete teacher assigned problems from "Practice Book, Lesson 4-8" and "Practice Book, Lesson 4-9"; Teacher to review work and discuss with pairs; follow up on the SMART Board as needed - 10 min	Teacher to create and write similar story problems on the board; students to deduce the important information from the problems and indicate such using reading comprehension skills; solve together through each step - 10 min	<i>Sadlier Math, Chapter Four, Page 91</i> - Divide the class into four groups; each group is assigned two problems to solve from "Practice #'s 3-10"; complete as a team then teach the class how to correctly solve each problem - 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	Two teacher-created problems based upon formulas	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created problems (three) of solving formulas
Supplement Extra Time With:	Review of solving for equivalent equations	Time to review formulas and solving by inserting numbers in for variables	Explanation of how to correctly solve formulas and inserting numbers for variables	Additional teacher created story problems using formulas to solve	Review of terms and phrases in word problems that are key indicators of what to do in word problems
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-8"	Teacher assigned questions from "Practice Book, Lesson 4-8"	<i>Sadlier Math, Chapter Four, Page 89</i> - Complete "Practice #'s 9-17"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 4-9"	<i>Sadlier Math, Chapter Four, Page 91</i> - Complete the six problems in "Practice #'s 3-10" that you did not complete in class today; 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 Fifteen" and solving formulas and expressions - 20 min
	Review homework and any issues that may have occurred while completing it; use the tips from the video today to assist in your solving of the questions - 15 min	Teacher to review homework and discuss questions about story problems; Teacher to provide examples to assist as needed - 10 min	<i>Sadlier Math, Chapter Five, Page 98</i> - Read aloud and discuss what a solution vs "not equal to" means; review the examples; Teacher to create examples to solve as a class - 15 min	Students to form pairs and review homework; Teacher to answer questions and discuss specific problems of difficulty or interest - 10 min	<i>Sadlier Math, Chapter Five, Page 100</i> - Teacher to review inverse operations; Watch "How to Use Inverse Operations to Isolate a Variable" on YouTube (1:53 min) and share examples of inverses - 10 min

Week 16	<i>Sadlier Math, Chapter Four Review, Page 93</i> - Using the same tips from the video, complete as a class # 25 together; students in pairs, complete "Problem Solving #'s 28-29" and review - 20 min	<i>Sadlier Math, Chapter Four Review, Pages 92-93</i> - Teacher to model how to solve #'s 13, 16, and 21; students to individually complete the remaining problems from #14-27; discuss results as a class - 20 min	<i>Sadlier Math, Chapter Five, Page 98</i> - Students in pairs, solve together while as a class Teacher models "Practice #'s 1, 4, & 6"; pairs solve "Practice #'s 2, 3, 5, & 7"; Teacher to circle the room and assist as needed - 20 min	<i>Sadlier Math, Chapter Five, Page 99</i> - Using tips from solving story problems, Teacher to lead the discussion in solving "Problem Solving # 18" as a class; students to individually complete "Problem Solving #'s 19-20" and review together - 15 min	<i>Sadlier Math, Chapter Five, Page 100</i> - Teacher to reiterate that both sides of the "=" sign must have the same operation occur for inverses; as a class, complete "Practice #'s 1-4" together and discuss how to solve - 15 min
	<i>Sadlier Math, Chapter Four Review, Page 92</i> - Students in pairs, referring to earlier sections for help complete #'s 1-12; Teacher to review each pair and circle the room to assist as needed - 10 min	<i>Sadlier Math, Chapter Four Performance Assessment, Page 94</i> - As a class, review Roman Numerals and discuss how they are letters with predetermined values; use the accompanying chart to solve #'s 1-7 together and review; Teacher to create additional examples - 15 min	<i>Sadlier Math, Chapter Five, Page 99</i> - Divide the room into three groups; one groups works independently, one work with the Teacher, & one works in pairs; complete "Practice 8-11" as indicated; Review answers as a class when complete - 10 min	Students in groups of 3 or 4, work together to solve teacher assigned problems in "Practice Book, Lesson 5-1" and review as a class - 20 min	<i>Sadlier Math, Chapter Five, Page 101</i> - Individually complete "Practice #'s 5-7 & 14-15"; Teacher to circle the room to assist; review as time permits and discuss how the inverse operations balanced out the equations - 10 min
Bellwork Topic:	Watch "Polya's Problem Solving Process" on YouTube (5:25 min) and discuss how these tips are helpful for you	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	Teacher-created problems (three) on solutions for stated equations	None
Suppliment Extra Time With:	Additional work to review in Chapter Four Review	Teacher created examples that relate to the review math in this section	Additional review of solving for various solutions; teacher to create extra sample sets	Review of homework and previous knowledge to assist in this chapter	Discuss the precepts of inverse operations and how to complete them
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-10"	<i>Sadlier Math, Chapter Four Fluency Practice, Page 96</i> - Complete #'s 1-10; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 99</i> - Complete "Practice #'s 12-17"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Fifteen", formulas, and solving expressions!	<i>Sadlier Math, Chapter Five, Page 101</i> - Complete "Practice #'s 8-13 & 16-19"; due tomorrow!
<b>Terms to Know:</b>	<b><i>Equation, Equivalent Expressions, Not Equal Sign, Solution, Inverse Operations, Inequality,</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 17	Students in pairs, discuss and review homework; Teacher to assist in difficult problems or those of interest - 10 min	Teacher to review homework and discuss questions; students to complete additional practice problems to assist content knowledge - 15 min	Teacher to review homework and address questions on inverse operations - 10 min	Students in pairs, discuss and review homework; Teacher to assist in difficult problems or those of interest - 10 min	Students in pairs, discuss and review homework; Teacher to assist in difficult problems or those of interest - 10 min
	<i>Sadlier Math, Chapter Five, Page 101</i> - Teacher to assist in the use of problem solving techniques to break down of each problem; students in pairs, solve "Problem Solving #'s 20-23" as they are broken down; find the meaningful information vs the useless information - 20 min	<i>Sadlier Math, Chapter Five, Page 102</i> - Teacher to review fractions and how to take the inverse of a fraction; what does a fraction bar represent (division)? Discuss inverse operations; Teacher to review the sample problems and discuss - 10 min	Students in pairs, work together to solve teacher assigned problems in "Practice Book, Lesson 5-2" and "Practice Book, Lesson 5-3"; review as a class - 15 min	<i>Sadlier Math, Chapter Five, Pages 104-105</i> - Students in pairs, using computer paper illustrate a picture or symbols for each problem in "Practice #'s 1-10" and solve; color in pictures and symbols if desired; work together as a class with Teacher leading discussion but after the opening segway to each problem, student pairs to solve together; discuss each problem upon completion; Teacher to circle the room to discuss concerns with groups - 35 min	<i>Sadlier Math, Chapter Five, "Check Your Progress", Page 107</i> - As a class, decipher the useful vs. useless information in "Problem Solving #'s 33-36"; create equations for each and solve together; Teacher to lead discussion and review - 20 min
	Students in groups of 3 or 4, work together to solve teacher assigned problems in "Practice Book, Lesson 5-2" and review as a class - 15 min	<i>Sadlier Math, Chapter Five, Pages 102-103</i> - Teacher to model how to solve "Practice #'s 1-2" and discuss; students solve independently #'s 3-6 and review; as a class, solve "Practice #'s 7 & 9" while independently solve #'s 8 & 10; review as needed - 20 min	<i>Sadlier Math, Chapter Five, Page 103</i> - Students in pairs; Teacher to lead discussion and assist in finding important info in "Problem Solving #'s 18-21"; decipher what is useless vs usefull; draw pictures as needed; solve and review - 20 min		<i>Sadlier Math, Chapter Five, "Check Your Progress", Page 106</i> - Students in pairs, work together to solve #'s 1-7; students to bring work to Teacher after every three solved for review; correct as needed - 15 min
Bellwork Topic:	Teacher-created problems (three) of inverse equations	Teacher-created problems (three) of adding & subtraction inverse operations	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Watch "Writing Equations in One Variable" on YouTube (8:49 min) and discuss word clues to assist understanding	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Teacher to create additional examples of inverse operations to review	Teacher to create additional samples of multiplying & dividing inverse operations	Teacher-guided review of multiplying and dividing inverses	Share and discuss responses in greater detail for each problem; Teacher to create additional samples	Review of context clues for story problems
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 5-1" and "Practice Book, Lesson 5-2"; due tomorrow!	<i>Sadlier Math, Chapter Five, Page 103</i> - Complete "Practice #'s 11-17"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-3"	Teacher assigned questions from "Practice Book, Lesson 5-4"	<i>Sadlier Math, Chapter Five, "Check Your Progress", Page 106</i> - Complete #'s 8-19; 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 SEventeen" and solving for inverse operations - 20 min
	Teacher to review homework and discuss questions; students to complete additional Teacher-created practice problems to assist content knowledge - 15 min	Watch "Solving Inequalities-Word Problems- Math" on YouTube (5:02 min) and discuss how to find the key terms in word problems; Teacher to create an example and display it on a number line - 10 min	Teacher to review homework and answer questions; students in pairs, exchange homework and review by peer review to ensure content and quality - 15 min	As a class, review homework and discuss the main ideas in the story problems; Teacher to assist students in outlining what are the key terms in the story problems and word sentences - 15 min	<i>Sadlier Math, Chapter Five, Page 111</i> - Students to individually and quietly complete "Practice #'s 7-12"; Teacher to go to each student individually for support and questions; review as a class - 20 min
Week 18	<i>Sadlier Math, Chapter Five, Check Your Progress, Page 106</i> - Teacher to divide the class into four teams; Teacher to randomly select a question from #'s 1-25 to write on the board, teams solve first to earn points to win the game; winning team earns bonus points on upcoming quiz - 20 min	<i>Sadlier Math, Chapter Five, Page 108</i> - Teacher to model how to complete "Practice #'s 1, 9, & 10"; students in pairs, complete "Practice #'s 2-8" and review for accuracy; Teacher to check random examples on the Clever board - 20 min	<i>Sadlier Math, Chapter Five, Page 109</i> - Teacher to model how to complete "Practice #'s 21-22"; discuss the key words in the sentences that indicate how to process; students in groups of 3, complete "Practice #'s 23-28" in groups and review as a class for content - 20 min	Discussion: What does infinite mean? What could an infinite set of solutions to an inequality be? How do variables relate to infinite solutions? Teacher to model how this can be illustrated with a number line; students to come to the board to complete created examples of simple problems - 15 min	<i>Sadlier Math, Chapter Five, Page 111</i> - Teacher to create word problems that can be displayed on a number line that include inequalities; review the symbols used on a number line for "greater than", "greater than or equal to", "less than", and so forth; together complete "Problem Solving # 13" and review; students to individually complete #'s 14-15 and discuss responses; Teacher to create additional word problems with relative inequality graphing - 15 min
	<i>Sadlier Math, Chapter Five, Page 108</i> - Teacher to provide an introduction to inequalities with algebra intermixed; Teacher to create examples as needed and help students to translate them into word sentences - 10 min	<i>Sadlier Math, Chapter Five, Page 108</i> - Students in pairs, use the word sentences that answered the following practice, display those on number lines; Teacher to review as students work together - 15 min	Teacher to provide information from ELA class regarding a recent book or story that is being read; students will read alone and dissect sentences and paragraphs to find main ideas, themes, and content - 10 min	<i>Sadlier Math, Chapter Five, Pages 110-111</i> - Teacher to model how to solve "Practice #'s 1 & 3" while a well-learned student will attempt to teach "Practice #'s 2 & 4"; as a class, complete "Practice #'s 5-6" and discuss the reasoning for each response - 15 min	
Bellwork Topic:	<i>Sadlier Math, Chapter Five, "Check Your Progress", Page 106</i> - Complete #'s 20-22; review together	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (three) of inequalities changing to word sentences	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Additional practice of translating inequalities into word sentences	Review of converting to word sentences; what are key words to indicate what to do?	Teacher to greater connect how to find main ideas and content in sentences	Additional practice in word recognition and identifying key concepts from text	Review of word problems that include inequalities

Daily Homework:	<i>Sadlier Math, Chapter Five, "Check Your Progress", Pages 106-107 - Complete #'s 23-32; due tomorrow!</i>	<i>Sadlier Math, Chapter Five, Page 108 - Complete "Practice #'s 11-20"; due tomorrow!</i>	<i>Sadlier Math, Chapter Five, Page 109 - Complete "Practice #'s 29-32" and "Problem Solving #'s 33-36"; due tomorrow!</i>	Study for quiz tomorrow on "Terms to Know from Week Seventeen" and solving for inverse operations!	Teacher assigned questions from "Practice Book, Lesson 5-6"
<b>Terms to Know:</b>	<b><i>Inequality, Infinite, Solution Set, Substitute, Equivalent, Inverse, Equation,</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 19	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Watch "Word Problem Inequalities by Shmoop" by YouTube (2:53 min) and discuss how to word problems can direct you to the inequality if you are playing close attention while reading - 10 min	Review inequalities by watching "Inequalities by Shmoop" on YouTube (2:22 min) and discuss how to express inequalities from stories or number sentences - 10 min	Teacher to review homework and students provide questions of difficulty to review as a class - 10 min	<i>Sadlier Math, Chapter Five, Pages 114-115 - Review how to complete solving inequalities; Teacher to model how to solve "Practice #'s 1-2"; student-teacher to model how to solve "Practice #'s 3-6" on the board; individually, students to solve "Practice 7-10" and Teacher to review each on the board when complete - 25 min</i>	Teacher to review homework, students in pairs to exchange paperwork and peer edit their completed work; Teacher to discuss questions and concerns - 15 min
	<i>Sadlier Math, Chapter Five, Page 112 - Teacher to review number lines and inequalities; how can word sentences have key terms that indicate what to do? Teacher to provide examples; Together complete "Practice #'s 1-4" and discuss as a class - 20 min</i>	Students to create their own silly outer-space, animal-related, candy, or cartoon show themed word sentence inequality; share as a class and try to solve together; Teacher to lead discussion while reviewing - 20 min	Students in pairs, complete teacher-assigned problems to complete in "Practice Book, Lesson 5-6" and "Practice Book, Lesson 5-7"; Teacher circle room to assist as needed - 20 min	<i>Sadlier Math, Chapter Five, Page 115 - Using colored pencils or markers, complete "Practice #'s 11-16" individually; write each line a different color so that progression is clear to observe; when does the inverse come into play? Review as a class when complete - 20 min</i>	<i>Sadlier Math, Chapter Five, Page 115 - Divide the class into four groups (A, B, C, D), each group will form smaller groups (pairs or triplets); Teacher will assign each lettered group two word sentence problems from #'s 17-24 to complete; Teacher will review each groups progress as they proceed - 20 min</i>
	<i>Sadlier Math, Chapter Five, Pages 112-113 - Students in pairs, complete together "Practice #'s 5-8" and discuss responses; Teacher to alter wording in each after completion to see how different words would change the inequality - 15 min</i>	<i>Sadlier Math, Chapter Five, Page 113 - As a class, complete "Problem Solving #'s 18-20" and discuss how to arrive at these solutions - 15 min</i>	<i>Sadlier Math, Chapter Five, Page 114 - Read aloud and discuss as a class how to proceed in solving inequalities; how is this different than equations? What must be done to complete these? Teacher to provide examples - 15 min</i>		Staying in your previous groups, complete teacher assigned problems from "Practice Book, Lesson 5-8" - 10 min

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Five, Page 113</i> - Complete "Problem Solving # 17" and discuss	Teacher created examples (three) of changing word sentences to inequalities	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 review of specific terms that lead to specific inequalities	Additional time for writing and sharing silly inequality story problems	Follow up regarding solving inequalities	Teacher guided assistance in inverses to assist in solving inequalities	Additional time working in "Practice Book, Lesson 5-8" on assigned problems to solve
Daily Homework:	<i>Sadlier Math, Chapter Five, Page 113</i> - Complete "Practice #'s 9-16"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-7"	Teacher created worksheet with word sentences (six) of inequalities to express; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-8"	<i>Sadlier Math, Chapter Five, Page 115</i> - Complete the six problems from #'s 17-24 that you did NOT complete in class today; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 20	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on inequalities, solving them, and "Terms to Know from Week Nineteen" - 20 min
	Students to use Google Docs to define each of the "Terms to Know from Week Twenty-Four" in your own words and share them with your Teacher - 15 min	<i>Sadlier Math, Chapter Five Review, Page 118</i> - Using "https://paintz.app/" or a similar medium, students will solve "Practice #'s 2-8"; Teacher to review and discuss each on the SMART Board when complete - 20 min	Students in pairs, complete teacher-assigned problems to complete in "Practice Book, Lesson 5-9"; Teacher circle room to assist as needed - 20 min	Watch "Prime Factorization (Intro and Factor Trees)" on YouTube (6:35 min) and discuss prime numbers and how they help with factoring; the speaker in this video is British so some words are pronounced differently that we are used to - 10 min	<i>Sadlier Math, Chapter Six, Page 125</i> - Students to use colored pencils, markers, or crayons to illustrate and color a garden or nature scene including animals, birds, fish, etc. Students must include at least six trees which need to be large enough at the base to develop into factor trees; students will individually complete "Practice #'s 13-18" on their scene by writing one factor tree on each tree neatly and solving for each; Teacher to assist as needed; illustrations to look neat and colorful - 25 min
	<i>Sadlier Math, Chapter Five, Page 116</i> - Read aloud and discuss the Property of Equality; discuss how this property can be verified by plugging solutions back into the equation; how is this similar to inverses? - 15 min	<i>Sadlier Math, Chapter Five Review, Pages 118-119</i> - Divide the class into five groups, each group will complete together #'s 9-25; students to save answers for review game - 15 min		<i>Sadlier Math, Chapter Six, Page 124</i> - Read about prime numbers, composite numbers, and factor trees; connect to the video; Teacher to follow examples and create additional examples to discuss - 15 min	

	<i>Sadlier Math, Chapter Five, Page 117</i> - Teacher to model how to solve "Practice #'s 1-2" and discuss; student-teacher to model how to solve "Practice # 3"; students to solve independently "Practice #'s 4-6"; teacher to circle room to assist - 15 min	<i>Sadlier Math, Chapter Five Review, Pages 118-119</i> - Teacher to lead review game; each group will send a student to the board to answer a question from #'s 9-25; students may NOT use their previous work or notes, but having it done ahead of time provides prior knowledge; first to solve correctly earns a point; winning group receives extra credit on upcoming quiz - 10 min	<i>Sadlier Math, Chapter Five Fluency Practice, Page 122</i> - Individually students will complete #'s 1-10 quietly; Teacher will circle the room to assist as needed and discuss with each student how to solve problems that they do not understand how to complete - 20 min	<i>Sadlier Math, Chapter Six, Pages 124-125</i> - Teacher to model how to complete "Practice #'s 1-2", while a student-teacher models how to complete "Practice #'s 3-4"; students individually complete "Practice #'s 5-9" while Teacher circles the room to assist; as a class complete "Practice #'s 10-12" and discuss factor trees and how the prime numbers correlate - 20 min	<i>Sadlier Math, Chapter Six, Page 125</i> - Students in pairs, complete "Practice #'s 27-30"; Teacher to assist as needed by circling to each pair and assisting how to incorporate the variable into the prime factorization; students must work backwards or try using inverses to solve - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Five, Page 117</i> - Complete "Practice #'s 7-9" and discuss	<i>Sadlier Math, Chapter Five Review, Page 119</i> - Complete "Problem Solving #'s 30-31" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Discuss the Property of Equality in solving for inequalities	Additional time to play review game	Review of how to solve inequalities in word sentences and story problems	Review of prime factors and factor trees with examples	Additional time to work on solving for the variable in the prime factorization
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 5-8" and "Practice Book, Lesson 5-9"	<i>Sadlier Math, Chapter Five Review, Page 119</i> - Complete #'s 26-29; due tomorrow!	Teacher created worksheet with inequalities, number lines, and solving inequalities (ten problems); due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Nineteen", inequalities, and solving them!	<i>Sadlier Math, Chapter Six, Page 125</i> - Complete "Practice #'s 19-26" due tomorrow!
<b>Terms to Know:</b>	<b><i>Prime Number, Composite Number, Prime Factorization, Factor Tree, Greatest Common Factor (GCF), Greatest Common Divisor (GCD),</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

	Teacher to review prime numbers, prime factorization, and factor trees; review questions from homework and examples of difficult problems to solve - 15 min	Teacher to review homework; students in pairs, exchange homework to peer-edit problems and how to proceed; Teacher to assist as needed - 15 min	Watch "Greatest Common Factor" on YouTube (6:54 min) and discuss what GCF means and how to calculate for it; Teacher to use VERY BASIC examples (such as 4 and 6) to provide examples - 15 min	<i>Sadlier Math, Chapter Six, Pages 124-127</i> - Students to each choose one or two problems that they had difficulty with during this section so far; Teacher to review how to complete and address questions - 15 min	<i>Sadlier Math, Chapter Six, Page 129</i> - Teacher to help students dissect the sentences within "Problem Solving #'s 16-19" to understand the main ideas and search for key terms; draw illustrations and numberlines as needed; Teacher to select a student-helper to assist - 20 min
Week 21	<i>Sadlier Math, Chapter Six, Page 125</i> - Teacher to review variables and their purpose; how can inverses help solve for variables? Using inverses and "guess and check" methods, complete as a class "Practice #'s 27-30" and discuss; students SHOULD have this done but the review is critical to learning - 20 min	<i>Sadlier Math, Chapter Six, Page 126</i> - Read about GCF and GCD and how factor trees are a good way to find them; writing factor trees as prime factorization can be used for GCF; Teacher to create examples and break down into factor trees, then show how the GCF is applied - 15 min	<i>Sadlier Math, Chapter Six, Pages 126-127</i> - Teacher to review GCF and how it relates to prime factorization; review factor trees; solve together "Practice #'s 6-12" and discuss how answers were obtained; students to discuss concerns and seek help as needed - 20 min	<i>Sadlier Math, Chapter Six, Page 128</i> - Read aloud and review what relatively prime means; review prime numbers and provide examples; what is the Distributive Property? Teacher to create VERY BASIC examples (ex $6 + 9 = 3[2+3]$ ) and review; Complete "Practice #'s 1-3" together - 20 min	<i>Sadlier Math, Chapter Six, Page 129</i> - Teacher to model how to solve "Practice # 4" as a reminder; then divide the class into three groups, allow student helpers to help lead each group with "Practice #'s 10-15"; Teacher to rotate to each group to assist with direction - 20 min
	<i>Sadlier Math, Chapter Six, Page 125</i> - As a class and reviewing after each problem, students will complete "Practice #'s 31-35"; Teacher will review each problem after students solve them, Teacher to circle the room for assistance - 10 min	<i>Sadlier Math, Chapter Six, Page 126</i> - Students in pairs, working together but as a class solve together "Practice #'s 1-5"; Teacher to lead the discussion through each step and how to proceed - 15 min	<i>Sadlier Math, Chapter Six, Page 127</i> - Individually students will complete "Practice #'s 13-23"; students will come to the Teacher to seek help as needed; Teacher to assist as needed - 10 min	<i>Sadlier Math, Chapter Six, Page 129</i> - Students in pairs, work together to complete "Practice #'s 4-9"; review as a class; Teacher to circle the room to assist; Teacher to assign a student-helper to assist with study help - 10 min	Teacher to create similar problems to factor and find the GCF from them; set them up as distribution problems as done in previous examples - 5 min
Bellwork Topic:	Teacher created problems (two) of factor trees and discuss	<i>Sadlier Math, Chapter Six, Page 125</i> - Complete "Problem Solving #'s 36-37" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Review of solving for variables within equations of prime factorization	Teacher to review prime factorization and how to locate GCF from it	Additional review of content for GCF and prime factorization review	Teacher-lead instruction of how to factor prime numbers and distribute	Additional Teacher-created GCF distribution problems

Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 6-1"	<i>Sadlier Math, Chapter Six, Page 126</i> - Complete "Practice #'s 6-9"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 6-2"	Teacher assigned questions from "Practice Book, Lesson 6-2" and "Practice Book, Lesson 6-3"	Teacher assigned questions from "Practice Book, Lesson 6-3"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 5 min	Bi-weekly quiz on prime factorization, GCF, and "Terms to Know from Week Twenty" - 20 min
	Teacher to review prime factorization and number trees by providing examples that are VERY BASIC; use different colors to show the linear progression of where divides occur - 10 min	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 131</i> - Using " <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a> " or another similar online medium, students will complete individually #'s 26-32; Teacher to come to each student to review progress and check work - 20 min	Watch "Least Common Multiple" on YouTube (11:57 min) and discuss what LCM is and how it can be found for smaller pairs of numbers and for larger pairs of numbers; Teacher to use prime factorization to solve examples - 20 min	<i>Sadlier Math, Chapter Six, Page 133</i> - Teacher to review homework and discuss problems that students found challenging; model how to complete "Practice #'s 20-21" as a means of showing how to proceed with three factors - 15 min	
	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 130</i> - Teacher to model how to complete #'s 1-2; students to use colored pencils to design a factor tree for #'s 3-6 to see factoring occurring at each level - 20 min	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 131</i> - Teacher to lead the solving of "Problem Solving #'s 42-44"; create illustrations for each, underline the important material; what does each question specifically request? Identify the problem - 15 min	<i>Sadlier Math, Chapter Six, Page 132</i> - Students in pairs, using Google Sheets students will create a spreadsheet to outline the LCM for each pair provided in "Practice #'s 1-9"; Teacher to circle the room to each pair to ensure set-up; students to visit the Teacher after every three completed problems to verify accuracy - 25 min	<i>Sadlier Math, Chapter Six, Page 133</i> - Divide the class into three groups; one group will work individually, one group to work in threes, and one group to work together with the Teacher to lead the discussion; students to complete "Practice #'s 22-27" and review as a class - 20 min	
	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 130</i> - Students in pairs, complete #'s 7-11 together; Teacher to assign a student-teacher to assist, both to travel to each pair to answer questions; as a class, review when complete - 15 min	<i>Sadlier Math, Chapter Six, Page 132</i> - Read aloud and discuss what LCM is; Teacher to provide examples of calculating for pairs of numbers (2&3 or 4&6), as a class complete together and discuss results - 10 min		<i>Sadlier Math, Chapter Six, Page 133</i> - Continue in the same format as earlier this lesson but mix up the groups by changing students out at random; complete together "Problem Solving #'s 28-29"; review as a class when complete - 15 min	
Bellwork Topic:	Students to play "Prodigy" at " <a href="http://play.prodigygame.com/">play.prodigygame.com/</a> " for ten minutes	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 131</i> - Complete #'s 24-25; review as a class	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher-created problems (two) about solving for LCM	None

Suppliment Extra Time With:	Rotating to each pair to verify the accuracy of solving for GCF and creating factor trees	Additional examples of calculating for LCM	Teacher to provide tips for solving for LCM, such as only completing multiples of the larger number and seeing if the smaller numbers fit evenly into it	Additional time to review word problems and the main components of them	Additional problems to complete in "Practice Book, Lesson 6-4"
Daily Homework:	<i>Sadlier Math, Chapter Six "Check Your Progress", Pages 130-131</i> - Complete #'s 12-23; due tomorrow!	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 131</i> - Complete #'s 33-41; due tomorrow!	<i>Sadlier Math, Chapter Six, Page 133</i> - Complete "Practice #'s 10-19"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty" and prime factorization & GCF!	Teacher assigned questions from "Practice Book, Lesson 6-4" and "Practice Book, Lesson 6-5"
<b>Terms to Know:</b>	<b><i>Least Common Multiple (LCM), Prime Factorization, Simplest Form, Lowest Terms, Relatively Prime, Powers of Ten, Improper Fraction,</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 23	Bellwork - 10 min	Bellwork - 10 min	Review of homework; review finding the LCM, GCF, and prime numbers - 15 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Sadlier Math, Chapter Six, Page 136</i> - Students to individually complete #'s 1-11 while Teacher circles the room to assist and verify knowledge of each required process - 20 min	<i>Sadlier Math, Chapter Six, Pages 138-139</i> - Divide the class in half; one half will work directly with the Teacher to solve "Performance Assessment #'s 1-4" together, while the other group will divide up into pairs to solve "Performance Assessment #'s 5-8" in small groups or independently; create illustrations to assist in cognition and processing; class will reconvene together to review any problems and discuss - 20 min	<i>Sadlier Math, Chapter Seven, Page 142</i> - Read aloud and relate GCF to fractions; what is "simplest forms"?; teacher to provide additional examples; reduce to simplest form - 15 min	Teacher to review fractions, GCF, prime factorizations, and how compute; students to exchange homework for peer-review of work - 15 min	Teacher to review homework and discuss questions; provide examples of simplifying fractions - 10 min
	<i>Sadlier Math, Chapter Six, Page 136</i> - Students to come to the board to solve #'s 12-17 while Teacher assists and guides as necessary - 15 min		<i>Sadlier Math, Chapter Seven, Pages 142-143</i> - As a class, solve together "Practice #'s 1-3" and "Practice #'s 13-15"; discuss your responses and reasoning; students in pairs, complete "Practice #'s 4-12 & 16-24"; review as a class and discuss answers - 25 min	<i>Sadlier Math, Chapter Seven, Page 143</i> - Review homework and discuss; Teacher to create additional examples as needed - 10 min	<i>Sadlier Math, Chapter Seven, Page 144</i> - Read aloud and discuss Powers of 10; what are improper fractions? Provide examples; Teacher to model "Practice #'s 1-2" and discuss - 15 min
	<i>Sadlier Math, Chapter Six, Page 136</i> - Students in pairs, complete together #'s 18-21 and discuss as a class the responses; students to verify work and accuracy in distributing - 10 min	Students to individually complete teacher-assigned problems in "Pratice Book, Lesson 6-5" for fifteen minutes; then pair-up and peer-edit work for five minutes; as a class review and discuss as needed when complete - 25 min		<i>Sadlier Math, Chapter Seven, Page 143</i> - As a class, complete "Problem Solving #'s 37-38" together; students in pairs, complete "Problem Solving #'s 39-41" and review as a class; Teacher to assist pairs as needed - 20 min	<i>Sadlier Math, Chapter Seven, Page 145</i> - Students in pairs, complete "Practice #'s 3-6" and discuss; students in groups of 3 or 4, complete "Practice #'s 15-18" and review as a class - 20 min

Bellwork Topic:	<i>Sadlier Math, Chapter Six, Page 135</i> - Complete "Practice #'s 3-4" and discuss	<i>Sadlier Math, Chapter Six, Page 137</i> - Complete "Problem Solving #'s 43-44" and discuss	None	Teacher to lead a game of "Around the World" in reducing fractions or placing them in simplest form	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	<i>Sadlier Math, Chapter Six, Page 136</i> - Complete #'s 22-26 and discuss	Further review and discussion of each problem	Additional review of GCF relating to fractions	Review of GCF and reducing to simplest form	Review extra time on improper fractions
Daily Homework:	<i>Sadlier Math, Chapter Six, Page 137</i> - Complete #'s 31-42; due tomorrow!	<i>Sadlier Math, Chapter Six, Page 140</i> - Complete #'s 1-10; due tomorrow!	<i>Sadlier Math, Chapter Seven, Page 143</i> - Complete "Practice #'s 25-36"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 7-1"	<i>Sadlier Math, Chapter Seven, Page 145</i> - Complete "Practice #'s 7-11 & 19-23"; 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 Twenty-Three", finding the GCF, and converting fractions to decimals - 20 min
	<i>Sadlier Math, Chapter Seven, Page 146</i> - Read aloud about terminating decimals and repeating decimals; where else do students know these terms from? What does terminate and repeat mean? Teacher to provide examples of each - 10 min	<i>Sadlier Math, Chapter Seven, Page 147</i> - Teacher to review how to solve for converting fractions to decimals with VERY BASIC examples; model how to complete "Practice #'s 16-17"; students to individually complete "Practice #'s 18-24"; Teacher to assess and assist by circling to each child - 20 min	<i>Sadlier Math, Chapter Seven, Page 148</i> - Teacher to review number lines and how to appropriately place numbers in the correct order; Teacher to review the number line and examples in the text; Teacher to provide VERY BASIC examples (such as .5, .75, and .375) in converting decimals to fractions; review place values for tenths, hundredths, and thousandths places - 15 min	<i>Sadlier Math, Chapter Seven, Page 149</i> - Teacher to review this process by having students come to the board to complete "Practice #'s 28-36" as a class; Teacher to assist as needed; students to complete work together from their desk and check their work as other students present it - 20 min	<i>Sadlier Math, Chapter Seven, "Check Your Progress", Page 150</i> - Students to use brightly-colored pencils to outline using a chart how to complete #'s 23-30; student charts to resemble that shown in the video earlier in this week's material; Teacher to assist with creation and placement of the content and accuracy - 15 min

Week 24	<i>Sadlier Math, Chapter Seven, Page 146</i> - Teacher to model how to write fractions as decimals and provide several examples of VERY BASIC conversions - 10 min	<i>Sadlier Math, Chapter Seven, Page 147</i> - Teacher to assign each student a number between 1-5; students who are assigned the following numbers will complete the following problems from the text: 1 = 25, 2 = 26, 3 = 27, 4 = 28, 5 = 29; Teacher to review each response as a class and discuss - 15 min	Watch "Decimals to Fractions (1)" on YouTube (3:53 min) and discuss the examples provided; Teacher to provide additional examples to practice with and verify work; students to come to the board to practice and check their skills - 10 min	<i>Sadlier Math, Chapter Seven, "Check Your Progress", Page 150</i> - Teacher to model how to complete #'s 1, 3-4, 15-16, & 19; students to individually complete #'s 2, 5-6, 17, & 20; After five minutes, Teacher will review how to complete those problems; students in pairs, complete together #'s 7-14, 18, & 21-22; Teacher to elect a student-helper; both will circle the room to check progress and accuracy in student-pairs - 25 min	<i>Sadlier Math, Chapter Seven, "Check Your Progress", Page 151</i> - Students in pairs, use Google Sheets to complete #'s 31-46 by typing the problems vertically into one column and the correct answer to each problem into the column directly to the right of the corresponding problem; students to use scratch paper if need to solve work; submit to your Teacher when complete; one paper per student - 20 min
	<i>Sadlier Math, Chapter Seven, Pages 146-147</i> - Students to independently complete "Practice #'s 1-3 & #'s 10-12"; Teacher to review progress after ten minutes and discuss; students in pairs, complete "Practice #'s 4-6 & 13-15" together and discuss as a class - 25 min	Students to individually complete teacher-assigned problems in "Practice Book 7-3"; Teacher to come to each child to review progress and questions - 10 min	<i>Sadlier Math, Chapter Seven, Page 148</i> - Students to individually complete "Practice #'s 1-3"; Teacher to review together as a class for validity; students in pairs, complete "Practice #'s 4-12", when complete students to come to the Teacher's Desk for verification - 20 min		
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Seven, Page 146</i> - Complete "Practice #'s 7-9" and discuss	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Teacher to lead a game of "Around the World" in converting fractions to decimals and vice versa	None
Suppliment Extra Time With:	Teacher-guided instruction of how to tell if numbers are repeating or terminating	Additional time working on teacher-assigned problems in "Practice Book, Lesson 7-3"	Teacher-guided practice of converting decimals to fractions	Teacher assigned questions from "Practice Book, Lesson 7-3" and "Practice Book, Lesson 7-4"	Teacher-guided practice of converting fractions to decimals and vice versa
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 7-2" and "Practice Book, Lesson 7-3"	<i>Sadlier Math, Chapter Seven, Page 147</i> - Students to complete the problems from 25-30 that they did not complete in class; due tomorrow!	<i>Sadlier Math, Chapter Seven, Page 149</i> - Complete "Practice #'s 13-27"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-Three", finding the GCF, and converting fractions to decimals!	<i>Sadlier Math, Chapter Seven, "Check Your Progress", Page 151</i> - Complete #'s 47-55; due tomorrow!
<b>Terms to Know:</b>	<b><i>Algebraic Expression, Evaluate, Properties of Operations, Equation, Equivalent, Addition Property of Equality, Subtraction Property of Equality, Numerator, Denominator, GCF</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 25	<p><i>Sadlier Math, Chapter Seven, Page 154</i> - Read aloud and use a "Concept Map" to outline and link together the Addition and Subtraction Properties of Equality; discuss features and examples for each; Teacher to incorporate fractions into the maps as additional practice - 15 min</p>	<p><i>Sadlier Math, Chapter Seven, Page 155</i> - Students in pairs, complete "Problem Solving #'s 15-20" together; students write a sentence in addition to solving each problem indicating how it was properly solved; share and compare each response as a class - 20 min</p>	<p><i>Sadlier Math, Chapter Seven, Page 156</i> - Read aloud and discuss story problems and how to decipher parts of a story problem that are important; Teacher to review how to collect important information from the question verses unnecessary information and use what is needed only - 15 min</p>	<p>Teacher to review with the class adding and subtracting fractions and decimals; students to come to the board to assist in completion; Teacher to review GCF and how to connect together; students to ask questions as needed - 15 min</p>	<p><i>Sadlier Math, Chapter Seven Review, Pages 158-159</i> - In a continuation of the content from the previous day, students will divide into four groups; they will not work in the same format as the previous day; students will be divided as follows: one group will work independently, one will divide into pairs, one altogether with the Teacher, and one will work as one large group; students will complete ANY THREE PROBLEMS that they select from each of the following sets of problems: 1-8, 9-16, 17-27, 32-40 and 41-43; students will work in the manner as requested; Teacher to follow-up and assist as needed - 30 min</p>
	<p><i>Sadlier Math, Chapter Seven, Pages 154-155</i> - Using "https://sketch.io/sketchpad/", students will complete "Practice #'s 1-4" and verify with Teacher for progress and accuracy; Teacher to display as a class how to complete each problem - 15 min</p>	<p>Students in pairs, complete together the teacher-assigned material in "Practice Book, Lesson 7-5" and "Practice Book, Lesson 7-6"; Teacher to visit each group to assist in progress - 15 min</p>	<p>Teacher to provide sample story problems on the board and students to determine what is the "important info" in the problem; students to underline the "important info" and "X" out the unnecessary information; Watch "Solving Math Problems : Solving Math Word Problems" on YouTube (2:43 min) and discuss how to break down problems into smaller parts as needed - 15 min</p>	<p><i>Sadlier Math, Chapter Seven Review, Pages 158-159</i> - Divide the class into four groups; one group will work independently, one will divide into pairs, one altogether with the Teacher, and one will work as one large group; students will complete ANY THREE PROBLEMS that they select from each of the following sets of problems: 1-8, 9-16, 17-27, 28-31, and 32-40; students will work in the manner as requested, Teacher to follow up with each grouping of students as needed - 30 min</p>	<p><i>Sadlier Math, Chapter Seven "Fluency Practice", Page 162</i> - Teacher to lead a whole-class discussion and solving of #'s 1-10 and how to complete each; Teacher to model as needed but students will come to the board to lead the discussion and how to complete each - 15 min</p>
	<p><i>Sadlier Math, Chapter Seven, Page 155</i> - Using different colored pencils for each problem, students will solve "Practice #'s 5-9" and write a sentence explaining their logic for solving each problem; Teacher to review sentences and math by traveling to each student privately - 15 min</p>	<p>Students to write one of their own story problems via Google Docs relative to the current material; share with the teacher; teacher to select story problems at random to solve together with the class - 15 min</p>	<p><i>Sadlier Math, Chapter Seven, Page 157</i> - Students in pairs, complete "Practice #'s 1-2" together and review as a class; discuss key terms in each and how to solve; Teacher to make lists to outline problems as needed - 15 min</p>	<p>Teacher to lead a game of "Around the World" in converting fractions to decimals and vice versa</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>
Bellwork Topic:	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes</p>	<p>Teacher to lead a game of "Around the World" in converting fractions to decimals and vice versa</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes</p>
Suppliment Extra Time With:	<p>Assistance with writing sentences for how to complete the work correctly</p>	<p>Additional story problem practice as written by the students</p>	<p>Additional review of how to solve story problems and finding key terms</p>	<p>Additional review of GCF and how to add &amp; subtract fractions</p>	<p>Teacher-guided practice of GCF and adding / subtracting fractions</p>

Daily Homework:	<i>Sadlier Math, Chapter Seven, Page 155</i> - Complete "Practice #'s 10-14" and write a sentence for each problem explaining how you solved for it; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 7-6"	<i>Sadlier Math, Chapter Seven, Page 157</i> - Complete "Practice #'s 3-8"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 7-7"	Teacher-created worksheet of problems (ten) of adding & subtracting fractions to evaluate GCF application
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 26	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-Five" and multiplying fractions - 20 min
	<i>Sadlier Math, Chapter Eight, Page 164</i> - Read aloud and discuss how to solve for multiplying fractions; Teacher to review GCF; review the terms numerator and denominator; Teacher to provide examples; what is simplest form? - 15 min	Teacher to review homework and discuss questions and concerns; watch "Multiplying Mixed Numbers" on YouTube (5:10 min) and discuss examples; Teacher to create VERY BASIC examples and students to practice - 20 min	Teacher to review examples of multiplying fractions; practice utilization of the Properties of Multiplication with fractions - 10 min	Teacher to review homework; students to exchange work with another student to peer-review work and discuss; Teacher to review specific troublesome problems - 15 min	Students in pairs, complete together the teacher-assigned material in "Practice Book, Lesson 8-3" and write a sentence for EACH example of how to properly complete it; Teacher to visit each group to assist in progress - 20 min
	Teacher to provide VERY BASIC examples of multiplying fractions to help provide fundamental practice and understanding (ex. $1/2 \times 1/4$ ); discuss and review - 10 min	<i>Sadlier Math, Chapter Eight, Page 165</i> - Students will select any two problems from "Problem Solving #'s 25-30" to solve; Teacher to assist as needed - 15 min	<i>Sadlier Math, Chapter Eight, Page 166</i> - As a class, Teacher to lead the completion of "Practice #'s 1-7" and discuss WHY each rule applies as it does; students to come to the board to work through examples as needed - 15 min	<i>Sadlier Math, Chapter Eight, Page 168</i> - Read aloud and discuss how illustrations and models can help solve fractions easier; review examples together; Teacher to provide several illustrations to assist - 15 min	
	<i>Sadlier Math, Chapter Eight, Pages 164-165</i> Students to individually complete "Practice #'s 1-10"; Teacher to come to each student to verify accuracy; Students to seek assistance as needed - 20 min	<i>Sadlier Math, Chapter Eight, Page 166</i> - Read aloud about the properties of multiplication and inverses; Teacher to provide an introduction to this concept with VERY BASIC examples (ex. $1 \times 1/4$ , $0 \times 1/5$ ) - 10 min	<i>Sadlier Math, Chapter Eight, Page 167</i> - Students in pairs, complete "Practice #'s 8-16" together; write a sentence for EACH problem explaining why your received the answer that you did in addition to solving the problem - 20 min	<i>Sadlier Math, Chapter Eight, Pages 168-169</i> - Teacher to lead the discussion of completing "Practice #'s 1-6"; review as a class how to complete with diagrams and number lines; Teacher to provide additional illustrations for reinforcement - 15 min	<i>Sadlier Math, Chapter Eight, Page 169</i> - Students in groups of 3 or 4, complete "Problem Solving #'s 7-13" together; Teacher to visit each group to ensure accuracy and assist as needed - 15 min

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Eight, Page 167</i> - Complete "Practice #'s 25-27" and discuss	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes
Suppliment Extra Time With:	Additional teacher-guided support and review of multiplying fractions	Review of GCF and multiplying fractions	Additional time reviewing how to properly write sentences about completed work	Illustrations of additional fractions to display how to properly combine	Review of simplifying fractions to lowest terms
Daily Homework:	<i>Sadlier Math, Chapter Eight, Page 165</i> - Complete "Practice #'s 11-24"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 8-1"	<i>Sadlier Math, Chapter Eight, Page 167</i> - Complete "Practice #'s 17-24" and write a sentence for EACH problem explaining how you completed it; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-Five" and multiplying fractions!	Teacher assigned questions from "Practice Book, Lesson 8-2" and "Practice Book, Lesson 8-3"; due tomorrow!
<b>Terms to Know:</b>	<b><i>Unit Fraction, Quotient, Reciprocal, Inverse, Numerator, Denominator, Estimate, Compatible Numbers, Whole Number, Mixed Number, Quotient</i></b>				
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	Bellwork - 10 min
	Teacher to review homework and provide examples of multiplying fractions; students to come to the board to assist in the review - 15 min	Teacher to review homework and address individual problems; student to work individually, complete teacher-assigned problems in "Practice Book, Lesson 8-4" and discuss each - 15 min	Students to pair-up and peer edit the homework from the previous night; students to ask each other questions about work; Teacher to circle the room to assist and check work as needed - 15 min	<i>Sadlier Math, Chapter Eight, Page 173</i> - Students to work on "Practice #'s 21-28" while Teacher visits each student to review homework and discuss concerns with each child privately; review problems of repeated need as a class - 20 min	Teacher to create fraction problems to review using the "<" and ">" symbols; review homework as needed by request - 15 min
	<i>Sadlier Math, Chapter Eight, Page 170</i> - Read and review the models; Teacher to create additional examples with story problem models - 15 min	Teacher to lead a classwide discussion of how to review story problems for what is important information verses non-essential - 10 min	Watch "Dividing Fractions by Fractions   How to Divide a Fraction by a Fraction" on YouTube (5:43 min) and discuss the method provided; Teacher to provide examples to assist and reinforce learning - 15 min	<i>Sadlier Math, Chapter Eight, Page 174</i> - Read aloud and discuss; students to individually use a "Word Wheel" to provide several examples of solutions to "Practice #'s 1-3"; Teacher to verify as a class - 15 min	<i>Sadlier Math, Chapter Eight, Page 175</i> - Divide the class into three groups, one group will work individually, one group will work with the Teacher directly, and one will work as a team to complete "Practice #'s 16-24"; each group to function as assigned; Teacher to assist in process as needed - 20 min

	<i>Sadlier Math, Chapter Eight, Page 170</i> - As a class, complete "Practice #'s 1-6" and review as a class; Teacher to choose a student-helper to cycle around the room to assist other students - 15 min	<i>Sadlier Math, Chapter Eight, Page 171</i> - Students to use colored pencils to illustrate models for "Problem Solving #'s 20-25"; students to solve and Teacher to review each problem when complete; discuss concerns and follow up - 20 min	<i>Sadlier Math, Chapter Eight, Page 172</i> - Students to individually complete "Practice #'s 1-6" using colored pencils to illustrate the reciprocals and track changes; Teacher to review on the board together as needed - 15 min	<i>Sadlier Math, Chapter Eight, Page 175</i> - Teacher to review the symbols "<" and ">"; Teacher to plot values on a number line and indicate solutions for "Practice #'s 4-6" as applicable - 10 min	<i>Sadlier Math, Chapter Eight, Page 175</i> - Teacher to review previous work and model how to solve "Practice #'s 25-28"; students will work along and ask questions about the process - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Eight, Page 171</i> - Complete "Practice #'s 16-19" and discuss	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Teacher to lead a game of "Around the World" in reducing fractions or placing them in simplest form	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional teacher-lead practice of dividing fractions within models	Creating models of dividing fractions from within fractions	Review proper sentence writing and information gathering	<i>Sadlier Math, Chapter Eight, Page 173</i> - Complete "Problem Solving #'s 29-32" and discuss	Additional time playing "Prodigy"
Daily Homework:	<i>Sadlier Math, Chapter Eight, Pages 170-171</i> - Complete "Practice #'s 7-15", write a sentence for each explaining how you solved the problem; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 171</i> - Complete "Problem Solving #'s 26-30" and illustrate models for each; due tomorrow!	<i>Sadlier Math, Chapter Eight, Pages 172-173</i> - Complete "Practice #'s 7-12" and write a sentence for each explaining how you solved each problem; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 8-5" and "Practice Book, Lesson 8-6"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 175</i> - Complete "Practice #'s 29-33"; 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 for Week Twenty-Seven" and dividing fractions - 20 min
	Teacher to review homework and discuss needs; provide examples of multiplying and dividing fractions - 15 min	Teacher to review homework and discuss concerning questions; provide additional similar examples for review and discuss - 15 min	Students to exchange homework and peer-review each others work and discuss; Teacher to assist with difficult problems as needed - 15 min	<i>Sadlier Math, Chapter Eight, "Check Your Progress", Page 179</i> - Divide the class into four teams;	

Week 28	<p><i>Sadlier Math, Chapter Eight, Page 176</i> - Before reading this section, students will quickly glance over it for thirty seconds and make predictions about how to complete this process; then they will close their books and write their predictions down; when the Teacher says so, students will open their books and read the material in this section to check their prediction - 10 min</p>	<p><i>Sadlier Math, Chapter Eight, Page 177</i> - Teacher to model how to solve "Practice #'s 17-18"; students to individually use the website "https://sketch.io/sketchpad/" to complete "Practice #'s 19-24" and share with another student to peer-edit work; Teacher to assist and review content when complete with practice - 20 min</p>	<p><i>Sadlier Math, Chapter Eight, "Check Your Progress", Page 178</i> - Teacher to model how to complete #1; students in pairs, work together to complete #'s 2-8; Teacher to review as a class how to solve selected problems - 20 min</p>	<p>Students will compete by coming to the board; Teacher will select a random problem from the page for students to solve; the group that completes the problem first correctly wins a point; the team with the most points at the end of the review wins extra credit for tomorrow's quiz - 30 min</p>	<p>Watch "Order of Operations   PEMDAS   5th Grade Math (Part 1)" on YouTube (6:56 min) and discuss the order of operations needed to correctly complete a complex problem; Teacher to provide examples to review - 15 min</p>
	<p><i>Sadlier Math, Chapter Eight, Pages 176-177</i> - As a class, Teacher will lead students in solving "Practice #'s 1-4"; students will come to the board in pairs and assist together "Practice #'s 5-8"; all students to individually solve but also write a sentence for each explaining how they solved each in a step-by-step manner - 25 min</p>	<p><i>Sadlier Math, Chapter Eight, Page 177</i> - Students in pairs, complete "Practice #'s 25-28"; one student to come to the board to model how to complete each problem and discuss - 10 min</p>	<p><i>Sadlier Math, Chapter Eight, "Check Your Progress", Page 178</i> - Students in groups of 3 or 4, complete #'s 9-16 together and discuss; Teacher to stop progress after every five minutes and review understanding of select problems on the board - 15 min</p>	<p>Teacher to create examples of multiplying and dividing fractions with whole numbers and mixed numbers; students to solve individually and work as a class to solve; Teacher to assist in review and creating similar problems for needs-based supplements - 15 min</p>	<p><i>Sadlier Math, Chapter Eight, Page 180</i> - Read aloud and discuss grouping symbols, PEMDAS, and the process; Teacher to model how to complete "Practice #'s 1-4"; selected students to come to the board to work alongside the Teacher and assist in the process - 20 min</p>
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Teacher to lead a game of "Around the World" in reducing fractions or placing them in simplest form	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Additional time to review and discuss solving examples of dividing mixed and whole numbers	<i>Sadlier Math, Chapter Eight, Page 177</i> - Complete "Problem Solving #'s 29-32" and discuss	Additional lead instruction of review problems	Additional review of multiplying & dividing fractions	Additional practice with simple problems for PEMDAS to review
Daily Homework:	<i>Sadlier Math, Chapter Eight 177</i> - Complete "Practice #'s 9-16"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 8-6" and "Practice Book, Lesson 8-7"; due tomorrow!	<i>Sadlier Math, Chapter Eight, "Check Your Progress", Page 178</i> - Complete #s 17-23; write a sentence for EACH problem explaining how you solved it; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-Seven" and dividing fractions	Teacher assigned questions from "Practice Book, Lesson 8-7"
<b>Terms to Know:</b>	<b>Order of Operations, Evaluate,</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 29	<i>Sadlier Math, Chapter Eight, Page 180</i> - Teacher to select two students to model "Practice #'s 5-6" on the board; students to form groups of 3 or 4 and discuss any questions about the process that they may have prior to beginning; Teacher to ensure meaningful and productive conversations are being held - 15 min	<i>Sadlier Math, Chapter Eight, Page 181</i> - Students to individually complete "Practice #'s 16-21" while Teacher circles to each student to check homework and discuss concerns about specific problems - 15 min	Students in pairs, peer-edit and review each other's homework; discuss questions and concerns with each other; Teacher to assist in the process and display difficult problems as needed - 10 min	<i>Sadlier Math, Chapter Eight, Page 183</i> - Students to complete "Problem Solving #'s 24-28" while Teacher circle around to each student to review homework and discuss questions about it - 15 min	<i>Sadlier Math, Chapter Eight, Page 185</i> - Students to complete "Practice #'s 7-9" while Teacher circle around to each student to review homework and discuss questions about it - 15 min
	<i>Sadlier Math, Chapter Eight, Page 180</i> - Students to pair up; one student will solve each problem by using the numbers provided in the text, the other student will illustrate models of colored blocks to display the solved problems; students to work together to complete each problem with numbers and illustrations to view the processes together; complete "Practice #'s 7-15"; Teacher to visit each pair to assist in the process and review - 30 min	<i>Sadlier Math, Chapter Eight, Page 181</i> - Teacher to model how to complete "Practice # 25" and discuss; students to use shaving cream dolabs as their medium to solve "Practice #'s 26-30"; Teacher to inspect progress after each problem before students move ahead - 20 min	<i>Sadlier Math, Chapter Eight, Page 182</i> - Read aloud about fractions with money; Teacher to review rounding; students to think of difficult concepts as story problems (ex. Borrowing & owing money to someone); Complete together "Practice #'s 1-4" as a class and discuss difficult problems - 20 min	<i>Sadlier Math, Chapter Eight, Page 184</i> - Read aloud and discuss; Teacher to create similar examples in which students illustrate using a number line or pie chart; shade in or divide as needed; Students to come to the board to assist and apply with examples - 15 min	<i>Sadlier Math, Chapter Eight, Page 185</i> - Divide the class in half, one group will complete "Practice #'s 10-13" while the other group completes "Problem Solving #'s 14-17"; each group to divide and work in pairs or threes; Teacher to elect a student-helper to assist; both to circle to each group to review and assist in processing; Teacher to review work when complete - 20 min
		Students in pairs, complete teacher-assigned material in "Practice Book, Lesson 8-8" and discuss the problem order of operations for each problem - 10 min	<i>Sadlier Math, Chapter Eight, Pages 182-183</i> - Students to look ahead on these pages; students to indicate two problems that appear difficult, as a class Teacher will lead a discussion to work through them together on the board; students will otherwise complete "Practice #'s 5-10" individually while Teacher circles around to each student to review and assist - 15 min	<i>Sadlier Math, Chapter Eight, Page 185</i> - As a class, complete together "Practice #'s 1-3" and discuss the process; students to complete "Practice #'s 4-6" individually; Teacher to circle to each child to assist as needed - 15 min	Students in pairs, complete teacher-assigned material in "Practice Book, Lesson 8-10"; discuss the correct method of substituting for the variable in each problem - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Teacher to lead a game of "Around the World" in converting fractions to decimals and vice versa	<i>Sadlier Math, Chapter Eight, Page 183</i> - Complete "Practice #'s 22-23" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes

Suppliment Extra Time With:	Completion of additional teacher-created examples of order of operations	Teacher-guided assistance with PEMDAS and fractions	Teacher-assigned problems to complete in "Practice Book, Lesson 8-9"	Teacher-assigned problems to complete in "Practice Book, Lesson 8-10"	Additional time to work on Teacher-assigned problems in "Practice Book, Lesson 8-10"
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 8-8"; due tomorrow!	Teacher-created worksheet (eight problems) of following the order of operations correctly involving fractions; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 183</i> - Complete "Practice #'s 11-21"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 8-9" and "Practice Book, Lesson 8-10"; due tomorrow!	Students to play "Prodigy" at "play.prodigygame.com/" for a minimum of twenty minutes
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	Bi-weekly quiz on "Terms to Know from Week Twenty-Nine" and multiplying & divided fractions with variablese - 20 min
	<i>Sadlier Math, Chapter Eight, Pages 186-187</i> - Read aloud and review how to multiply and divide fractions; ensure students are knowledgable of the process; quickly review with students reducing fractions into simplest form and simplifying - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 8-10" and "Practice Book, Lesson 8-11"; Teacher to elect a student-teacher, both to circle the room to assist pairs as needed - 15 min	Watch "Solving a one step equation with all fractions" on YouTube (4:01 min) and discuss how to solve sample problems; Teacher to provide sample problems to review - 10 min	Watch "Multiply Fractions by Fractions Area Model" on YouTube (4:32 min) and discuss additional examples; Teacher to lead and provide examples - 10 min	<i>Sadlier Math, Chapter Eight, Page 190</i> - Individually compelte #'s 27-32; Teacher to come to each student to inquire about assistance and provide direction - 10 min
	<i>Sadlier Math, Chapter Eight, Page 187</i> - Teacher to model how to complete "Practice #'s 1-2"; students to come to the board to model how to complete "Practice #'s 3-4" and discuss - 15 min	<i>Sadlier Math, Chapter Eight, Page 187</i> - Teacher to model how to complete "Practice # 15" and discuss; divide the class in half, one	Teacher to provide examples of problems that are similar to those in the text about solving equations with fractions and variables; review together for content accuracy - 10 min	<i>Sadlier Math, Chapter Eight, Page 188</i> - Read aloud and review how to use a model to solve for fractions; review previous models such as number lines, pie charts, and illustrations - 10 min	<i>Sadlier Math, Chapter Eight Review, Page 191</i> - Students to choose any five problems from #'s 33-47 to complete individually; students to bring those problems to their Teacher when complete for review and verification of accuracy - 10 min

	<i>Sadlier Math, Chapter Eight, Page 187</i> - Students in pairs, work together as a class but complete as pairs "Practice #'s 5-9"; Teacher to lead discussion, students to work along and discuss - 15 min	half will complete "Practice #'s 16-21" and the other half will complete "Problem Solving #'s 22-27"; Teacher to create the groups; as a class, review problems when complete and discuss- 30 min	<i>Sadlier Math, Chapter Eight Review, Page 190</i> - Students to individually use the following website " <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a> " to solve #'s 1-15; Teacher to circle the room to verify content; students to check with teacher after every two completed problems for accuracy - 25 min	<i>Sadlier Math, Chapter Eight, Pages 188-189</i> - Review the story problems at a glance; using colored pencils, illustrate and solve "Practice #'s 1-6" in groups of 3 or 4; Teacher to circle to each group to assist as needed; solve difficult problems as a class - 25 min	<i>Sadlier Math, Chapter Eight Review, Page 191</i> - Teacher to have two students go to the board; in a race format, students will work quickly against each other to correctly complete "'s 56-63"; students selected at random - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at " <a href="https://play.prodigygame.com/">play.prodigygame.com/</a> " for ten minutes	<i>Sadlier Math, Chapter Eight, Page 187</i> - Complete any two of the five "Problem Solving #'s 22-26" problems and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at " <a href="https://play.prodigygame.com/">play.prodigygame.com/</a> " for ten minutes
Suppliment Extra Time With:	Additional time to work on Teacher-assigned problems in "Practice Book, Lesson 8-11"	Additional time to work on Teacher-assigned problems in "Practice Book, Lesson 8-11"	Review how to solve for fractions in regards to order of operations	Additional time to work on Teacher-assigned problems in "Practice Book, Lesson 8-12"	Additional time to work on Teacher-assigned problems in "Practice Book, Lesson 8-12"
Daily Homework:	<i>Sadlier Math, Chapter Eight, Page 187</i> - Complete "Practice #'s 10-15"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 8-11"; due tomorrow!	<i>Sadlier Math, Chapter Eight Review, Page 190</i> - Complete #'s 16-26; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-Nine" and multiplying & dividing fractions with variables!	Teacher assigned questions from "Practice Book, Lesson 8-12"; due tomorrow!
<b>Terms to Know:</b>	<b><i>Opposites, Negative Integers, Positive Integers, Integers, Absolute Value, Coordinate Plane, Magnitude, Rational Number</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
	<i>Sadlier Math, Chapter Eight, "Performance Assessment", Pages 192-193</i> - Watch "A Day In The Life Of A Civil Structural Engineer" on YouTube (5:59 min) and discuss the typical day that they have; Read through and review the question in the text reading this job - 15 min	<i>Sadlier Math, Chapter Nine, Pages 196-197</i> - Read aloud and discuss integers; student to create a T-chart; on the left side, write everything that you know about integers; on the right side, write what you think you need to know; share with the class - 15 min	<i>Sadlier Math, Chapter Nine, Page 197</i> - Students to individually use the website " <a href="https://www.helpingwithmath.com/printables/others/NumberLineGenerator01.htm">www.helpingwithmath.com/printables/others/NumberLineGenerator01.htm</a> " to correctly plot the numbers in "Practice #'s 25-30" and their opposites; what numbers are to the right and left of them? - 15 min	Watch "Integers in the Real World   7.NS.A.1   7th Grade Math" on YouTube (6:09 min) and discuss how integers appear in our daily lives; can you think of other examples too? - 10 min	<i>Sadlier Math, Chapter Nine, Pages 200-201</i> -

Week 31	<i>Sadlier Math, Chapter Eight, Pages 192-193</i> - Read the first part of the problem; make a list of the space sizes as boxes to see what they must appear as; review with the Teacher and another student to compare illustrations - 10 min	<i>Sadlier Math, Chapter Nine, Page 196</i> - Teacher to model how to complete "Practice #'s 1-3", use a number line to explain; individually using the following website " <a href="http://www.helpingwithmath.com/printables/others/NumberLineGenerator01.htm">www.helpingwithmath.com/printables/others/NumberLineGenerator01.htm</a> ", students will present the answers to "Practice #'s 4-10"; Teacher to review each answer before progressing - 15 min	<i>Sadlier Math, Chapter Nine, Page 197</i> - Using a traditional number line on paper, students to plot each number as described in "Practice #'s 31-36" and the additional requested numbers; Teacher to circle the room to each student to assist as needed - 15 min	<i>Sadlier Math, Chapter Nine, Pages 198-199</i> - Teacher to discuss where in the world we see integers (temperature); students to read aloud and discuss the examples provided; use a number line to express values; complete "Practice #'s 1-4" as a class to demonstrate - 15 min	
	<i>Sadlier Math, Chapter Eight, Page 193</i> - Read aloud the next two portions and calculate the necessary sizes verses the diagram as a class; students in pairs, devise ideas and illustrate as applicable; share ideas with the class as well as illustrations - 20 min	<i>Sadlier Math, Chapter Nine, Pages 196-197</i> - Students in groups of 3 or 4, complete "Practice #'s 11-16"; share results with the class at the board; Teacher to review and correct as needed - 15 min	Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 9-1"; Teacher to rotate through the room to discuss and reinforce learning where questions arise - 15 min	<i>Sadlier Math, Chapter Nine, Page 199</i> - Teacher to discuss questions overall as a class; review how number lines can plot positive & negative numbers; students in pairs, complete "Practice #'s 5-8" and review as a class; Teacher to lead discussion to review - 20 min	
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at " <a href="http://play.prodigygame.com/">play.prodigygame.com/</a> " for ten minutes	Teacher to lead a game of "Around the World" in converting integers to their opposites	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at " <a href="http://play.prodigygame.com/">play.prodigygame.com/</a> " for ten minutes
Suppliment Extra Time With:	<i>Sadlier Math, Chapter Eight, Page 192</i> - Complete the section including #'s 1-5 and share	Additional time to work on Teacher-assigned problems in "Practice Book, Lesson 9-1"	Review of integers and how to place them on a number line	Review of number line practice	
Daily Homework:	<i>Sadlier Math, Chapter Eight, "Fluency Practice", Page 194</i> - Complete any SIX of the TEN problems that you choose; due tomorrow!	<i>Sadlier Math, Chapter Nine, Page 197</i> - Complete "Practice #'s 17-24"; due tomorrow!	<i>Sadlier Math, Chapter Nine, Page 197</i> - Complete "Problem Solving #'s 37-40"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 9-1" and "Practice Book, Lesson 9-2"; 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-One and..." - 20 min

Week 32					
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Teacher to lead a game of "Around the World" in stating decimals as fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes
Suppliment Extra Time With:					
Daily Homework:				Study for quiz tomorrow on "Terms to Know from Week Thirty-Six" and...	
<b>Terms to Know:</b>					
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	Bellwork - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Teacher to lead a game of "Around the World" in stating decimals as fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes
Suppliment Extra Time With:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 34	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly quiz on "Terms to Know from Week Thirty-Three and..." - 20 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Teacher to lead a game of "Around the World" in stating decimals as fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes
Suppliment Extra Time With:					

Daily Homework:				Study for quiz tomorrow on "Terms to Know from Week Thirty-Three" and...	
<b>Terms to Know:</b>					
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	Bellwork - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Teacher to lead a game of "Around the World" in stating decimals as fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes

Suppliment Extra Time With:					
Daily Homework:					