

Scope and Sequence
Math - 6th Grade STREAM

Unit : Decimals - Estimating and Rounding

Terms to Know:	<i>Mangroves, Sum, Difference, Rounding, Estimation, Expression, Placeholder, Regroup, Variable, Algebraic Expression, Evaluate, Bar Model</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
Timeline:	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 - 15 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> - Review adding and subtracting decimals be estimating; complete together #'s 23-26 as a review; address any questions from students - 15 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	<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 - 30 min	Students to go to the following website and play " https://play.prodigygame.com/ "; students may need to create an account the first time that they play - 25 min
	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, 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 - 15 min	<i>Sadlier Math, Chapter One, Page 7</i> - Students in groups of 3 or 4, complete and discuss: complete "Practice, #'s 10-15" and share responses with the class; review for accuracy - 15 min	<i>Sadlier Math, Chapter One, "Check Your Progress", page 9</i> - divide the class in half with one student serving as the teacher; that student / teacher will review #'s 21-30 with the group and solve them together; teacher to interject as needed and correct for accuracy; try to let the students take leadership roles in educating each other but also correct as needed - 15 min	
	<i>Sadlier Math, Chapter One, Page 3</i> - Students in pairs, complete together and share with the class "Practice, #'s 7-19"; discuss with the class when complete - 15 min	<i>Sadlier Math, Chapter One, Page 5</i> - Students in pairs; work on #'s 10-25 & 30 - girls to complete the even numbers, boys complete the odd numbers; discuss responses when complete - 20 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 - 15 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 - 15 min

Bellwork Topic:	Teacher to list four problems for students to individually solve about decimals; review for accuracy	<i>Sadlier Math, Chapter One, Page 3, "Problem Solving", #'s 20-22</i> - solve independently and review as a class	<i>Sadlier Math, Chapter One, Page 5, "Problem Solving", #'s 26-29</i> - solve independently and review as a class	<i>Sadlier Math, Chapter One, Page 7, "Write About It"</i> - complete in sentence form	None
Supplement Extra Time With:	Extend "Practice" to include "Problem Solving"	Completing the opposite set of gender-based assigned work in "Practice, #'s 10-25"	Additional time to review story problems	Teacher to create similar problems akin to those in the text on pages 8-9	Extra game time on Prodigy
Daily Homework:	Teacher created worksheet (ten problems) on estimating the sum or difference of decimals; due tomorrow	Teacher created worksheet (ten problems) on solving for the sum of decimals; due tomorrow	Teacher created worksheet (ten problems) on solving for the difference of decimals; due tomorrow	Study for quiz tomorrow on estimating, adding, and subtracting decimals!	Teacher created worksheet (twelve problems) on solving for the sum and difference of decimals; due tomorrow
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 (spelling & definition), plus adding/subtraction decimals - 15 min
	<i>Sadlier Math, Chapter One, Page 11</i> - Teacher to lead the class in solving #'s 7-9 and discuss; create similar problems not in the text; review what a variable is and how it applies to these problems - 15 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, Pages 14-15</i> - Read aloud and discuss: what is a bar model? Complete "Practice, #'s 1-3" together as a class; practice using a model or illustration if needed to assist in solving the problem - 25 min	Using Google Docs, write the definitions to the "Terms to Know" from Week One in your own words and submit them to your teacher - 20 min	<i>Sadlier Math, Chapter One, Pages 16-17</i> - Individually, students to complete and submit to their teacher all problems that have not yet been completed from #'s 1-39; work to be individual and turn-in for a grade - 20 min
	<i>Sadlier Math, Chapter One, Page 11</i> - Students in pairs, complete "Practice, #'s 10-18" and discuss with the class - 15 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	<i>Sadlier Math, Chapter One, Page 15</i> - Students in pairs, complete "Practice, #'s 4-7" together and discuss, review for accuracy - 10 min	<i>Sadlier Math, Chapter One Review, Pages 16-17</i> - Students in pairs, teacher to review all odd-number problems (#1-39) while	Students to go to the following website and play " https://play.prodigygame.com/ ";

	Sadlier Math, Chapter One, Page 11 - Students in groups of 3 or 4, answer and discuss: complete "Problem Solving, #'s 19-21" together and discuss with the class when complete - 10 min	<i>Sadlier Math, Chapter One, Page 13</i> - Divide the class in half with one student serving as the teacher for each group; complete "Practice, #'s 11-19" together and review as a class - 15 min	Watch "Introduction to The Bar Model (Strip Diagram) - Math Problem Solving Method" on YouTube (8:41 min) and discuss: review and discuss content for any questions - 10 min	the students complete all even-numbered problems together; share responses and how answers were received; correct and review for accuracy - 25 min	students should follow up on previous play and may also play from home; teacher may create an account to play as well - 15 min
Bellwork Topic:	Teacher-created problems on solving decimals by estimating, adding, and subtracting	<i>Sadlier Math, Chapter One, "Write About It", page 11</i> - complete in written response and explain	<i>Sadlier Math, Chapter One, Page 13, "Problem Solving", #'s 20-24</i> - solve independently and review as a class	<i>Sadlier Math, Chapter One, "Write About It", page 15</i> - complete in written response and explain	None
Suppliment Extra Time With:	Teacher-created problems on variables and word expressions	Teacher-created problems on variables and word expressions	Teacher-created word problems for bar models	Additional problems on pages 16-17	Extra game time on Prodigy
Daily Homework:	Teacher created worksheet (twelve problems) on solving for the sum and difference of word expressions with a variable; due tomorrow	Teacher created worksheet (twelve problems) on solving for the sum and difference of word expressions with a variable; due tomorrow	Teacher created worksheet (fifteen problems) on solving for the sum and difference of word expressions with a variable; due tomorrow	Study for quiz tomorrow on "Terms to Know" from Week One (spelling & definition) plus estimating, adding, and subtracting decimals!	Teacher created worksheet (fifteen problems) on solving with bar models; due tomorrow

Unit : Multiplication Operations and Expressions

Terms to Know:	<i>Factor, Product, Decimal Place, Variable, Numerical Expression, Algebraic Expression, Substitute, Compare,</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
Project Theme:	<i>Students will research mangroves in answering each of the seven questions in Sadlier Math, Pages 18-19. In answering each question, students will complete the additional requirements as listed below on poster board. Project to be turned into their teacher when complete or by the due date, whichever comes first.</i>				
Project Breakdown:	<i>Students will complete the following requirements on poster board. All illustrations will be fully-colored, drawn to the best of the student ability, and done so neatly. Students will write in complete sentences unless requested otherwise. The requirements are: illustrate a map of Florida, labeling the capital city and five other major cities, as well as where the geographic locations of mangroves are found. Illustrate five animals found native to mangroves on your poster board along the coast of Florida. Label the Atlantic Ocean and Caribbean Sea. Research the average rainfall, weather, and temperatures in Florida at these areas and provide the Latitude and Longitude where the mangroves are found. Answer each of the seven problems on pages 18-19 on the your poster; doing so on the back side of the map is permissible.</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: - 15 min
Week 3	<i>Sadlier Math, Chapter Two, Pages 21-23</i> - Read aloud and discuss: how does the example of trees preventing landslides relate to decimals? Use a number line to explain multiplying decimals - 20 min	<i>Sadlier Math, Chapter Two, Pages 24-25</i> - Read aloud and discuss: what does "approximately equal to" mean? Why is this important in math? How does this make solving for decimals easier? Review examples on page 24 together - 15 min	<i>Sadlier Math, Chapter Two, Page 25</i> - Students individually, complete #'s 13-20 and have teacher review for accuracy - 15 min	<i>Sadlier Math, Chapter Two, Pages 26-27</i> - Read aloud and discuss: which is worth more, the Dollar or the Euro? What are decimal places? Solve together "Practice, #'s 1-5" and discuss for accuracy - 15 min	Students to go to the following website and play " https://play.prodigygame.com/ "; students should follow up on previous play and may also play from home; teacher may create an account to play as well - 20 min
	Teacher to provide a dab of shaving cream; students to smear it across the desk but not in full; students to write the questions #'s 1-6 on page 22 in the shaving cream and solve; review for accuracy; wipe clean when teacher checks responses - 15 min	<i>Sadlier Math, Chapter Two, Page 24</i> - Students in groups of 3 or 4, answer and discuss: complete #'s 1-8 together and review together as a class for accuracy - 10 min	<i>Sadlier Math, Chapter Two, Page 25</i> - Students in pairs, complete #'s 21-30 together; when complete review answers with another group to review accuracy - 15 min	<i>Sadlier Math, Chapter Two, Page 26</i> - Using different colored colored-pencils, students will solve "Practice, #'s 6-12" and share answers with two partners to review - 15 min	
	<i>Sadlier Math, Chapter Two, Page 23</i> - Teacher-led discussion: complete as a class #'s 7-15 together and review for accuracy; resolve discrepancies - 10 min	Time to work on project - 20 min	<i>Sadlier Math, Chapter Two, Page 25</i> - Divide the class in half with one student serving as the teacher for each half; together, complete #'s 31-44 and review for accuracy; teacher to assist as needed - 15 min	<i>Sadlier Math, Chapter Two, Page 27</i> - Teacher-led instruction, complete and discuss "Practice, #'s 13-23", review for accuracy and answer questions as needed - 15 min	
Bellwork Topic:	Teacher to provide two examples of bar models for students to solve; review for accuracy	<i>Sadlier Math, Chapter Two, "Write About It", page 23</i> - complete in written response and explain	<i>Sadlier Math, Chapter Two, "Practice, #'s 9-12", Page 24</i> - complete and discuss for accuracy	<i>Sadlier Math, Chapter Two, "Write About It", page 25</i> - complete in written response and explain	None
Suppliment Extra Time With:	<i>Sadlier Math, Chapter Two, Page 23</i> - continue for additional problems beyond #15	Extra time to work on project	Teacher-provided problems to review together	Teacher-provided problems to review together	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter Two, Page 23</i> - Students to complete #'s 16-34 for tomorrow!	Teacher created worksheet (fifteen problems) on solving multiplying decimals; due tomorrow	Teacher created worksheet (fifteen problems) on estimating decimal products; due tomorrow	Study for quiz tomorrow on estimating decimal products and multiplying decimals!	<i>Sadlier Math, Chapter Two, Page 27</i> - Complete "Practice, #'s 24-34" for tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 4	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Three (spelling & definition), plus multiply/dividing and written expression - 15 min
	<i>Sadlier Math, Chapter Two, "Check Your Progress", Page 28</i> - Students individually, complete #'s 1-21 independently and seek your teacher for confirmation of accuracy; continue with additional problems if instructed - 25 min	<i>Sadlier Math, Chapter Two, "Check Your Progress", Page 29</i> - Students in pairs, complete #'s 22-47 together and seek your teacher for confirmation of accuracy; continue with additional problems if instructed - 25 min	<i>Sadlier Math, Chapter Two, Pages 30-31</i> - Students in Literacy Circles, read aloud and discuss: what are variables? What is the difference between the two expressions? In Lit Circles, complete "Practice, #'s 1-12" together and share responses with the class - 20 min Students in groups of 3 or 4, students to create their own sets of five numerical expressions and five algebraic expressions; teacher to collect and redistribute to other groups to solve; review question on the board together - 15 min	<i>Sadlier Math, Chapter Two, Pages 32-33</i> - Read silently to yourself, teacher to ask questions based upon the reading to review understanding; as a class, complete "Practice, #'s 1-14" with boys doing even numbers and girls doing odd numbers ; discuss and review after every few minutes - 25 min	Students to go to the following website and play " https://play.prodigygame.com/ "; students may need to create an account the first time that they play - 20 min
	Time to work on project; due in five days! - 20 min	Time to work on project; due in four days! - 20 min	<i>Sadlier Math, Chapter Two, Page 31</i> - Individually, students to complete "Practice, #'s 13-27" and submit to your teacher - 10 min	Using Google Docs, write the definitions to the "Terms to Know" from Week Three in your own words and submit them to your teacher - 20 min	Time to work on project; due tomorrow! - 20 min
Bellwork Topic:	Teacher to create four problems for students to solve about multiplying decimals; review for accuracy	Teacher to create four problems for students to solve about multiplying decimals; review for accuracy	Teacher to create four story problems for students to solve about calculating distance written as a decimal; review for accuracy	<i>Sadlier Math, Chapter Two, "Write About It", page 31</i> - complete in written response and explain	None
Suppliment Extra Time With:	Time to work on project	Time to work on project	Extra time completing individual work	Extra time to review problems that were completed individually	Extra game time on Prodigy

Daily Homework:	Teacher created worksheet (twenty problems) on multiplying decimals; due tomorrow	Teacher created worksheet (twenty problems) on multiplying decimals; due tomorrow	Teacher created worksheet (twenty problems) on writing multiplication expression; due tomorrow	Study for quiz tomorrow on "Terms to Know" from Week Three (spelling & definition) plus multiplying decimals and written expression!	Finish your project, it is due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 5	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Evaluating Expressions with Variables and story problems - 15 min
	<i>Sadlier Math, Chapter Two, Page 33</i> - Students in pairs, complete together "Problem Solving, #'s 25-29" and review as a class when complete; discuss variables and substituting - 20 min	<i>Sadlier Math, Chapter Two, Pages 34-35</i> - Students in pairs, read together and define "compare" and "product"; students to attempt "Practice, #1-3" on page 35 together; teacher to review progress as a class - 20 min	<i>Sadlier Math, Chapter Two Review, Pages 36-37</i> - Divide the class into four groups; beginning with #1 and continuing through #44 (if necessary) teacher to lead a math game in which students must solve each problem when teacher says "go"; first group with correct answer wins a point; continue until one group has fifteen points - 30 min	Watch "Writing Expressions" on YouTube (11:31 min) and discuss: review content and how various problems were calculated; teacher to create examples based upon the video - 20 min	Students to go to the following website and play " https://play.prodigygame.com/ "; 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, using the website " www.merriam-webster.com/thesaurus " students will write two story problems based upon multiplying expressions that are pompous; students should find as many "new words" as possible to make your questions extra-pompous; when complete, share them with your classrooms to solve - 20 min	<i>Sadlier Math, Chapter Two, Page 35</i> - students to use colored pencils to visually break down the processes in "Practice, #'s 4-5" on page 35; teacher to analyze responses and review - 15 min	<i>Sadlier Math, Chapter Two Review, "Problem Solving", Page 37</i> - Students to independently complete #'s 45-47 and review with the class when complete - 10 min	<i>Sadlier Math, Chapter Two Performance Assessment, Pages 38-39</i> - Using computer paper and colored pencils, complete #'s 1-9 together as a class; create a bar graph as requested to display the values; color the bar graph and use different colored-pencils for each question to provide visual cues and referencing; students may further illustrate in the empty space as time permits - 25 min	
Bellwork Topic:	Students to create four of their own expressions as shown on page 32; teacher to review them at random	Students to create four of their own problems using variables as shown on page 33; teacher to review them at random	Students to define "product" and "compare" in their own terms; review when complete	Students to create four expressions that use variables that require calculating for them; teacher to review at random	None
Supplement Extra Time With:	Teacher-led instruction about multiplying expressions	<i>Sadlier Math, Chapter Two, Page 35</i> - complete "Practice, #'s 6 & 7"	Extra time to participate in the group game by teacher creating additional examples	Teacher-lead discussion on solving for #'s 1-9 on pages 38-39; review aspects in more detail if needed	Extra game time on Prodigy

Daily Homework:	Teacher created worksheet (ten story problems) on writing multiplication expression; due tomorrow	Teacher created worksheet (ten story problems) on simplifying expressions; due tomorrow	Teacher created worksheet (twenty problems) on evaluating expressions with variables; due tomorrow	Study for quiz tomorrow on expressions, variables, and story problems using them!	Teacher created worksheet (twenty problems) on evaluating expressions with variables; due tomorrow
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Unit:

Terms to Know:	Whole Numbers, Compatible Numbers, Divisor, Dividend, Quotient				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 6	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on long division and dividing decimals - 15 min
	<i>Sadlier Math, Chapter Three, Pages 42-43</i> - Read aloud and discuss estimation; how does estimation help to solve problems easier? How can estimating well put you on the correct path to the answer? As a class, complete "Practice #'s 1-8" and review answers for validity - 25 min	Teacher to review long division and the steps to solving it; review short division and when we can do it verses when not to do it (10 min); Watch "Math Antics - Long Division with 2-Digit Divisors" on YouTube (13:05 min) and discuss - 30 min total	<i>Sadlier Math, Chapter Three, Page 45</i> - As a class, teacher to lead discussion to solve "Problem Solving #'s 25-28" and review answers for accuracy - 15 min	<i>Sadlier Math, Chapter Three, Page 47</i> - As a class, teacher to lead discussion to solve "Problem Solving #'s 35-39" and review answers for accuracy - 25 min	Students to go to the following website and play " www.mathgames.com/play/mathvsmonsters.html "; students must play grade level or one grade lower ONLY math - 20 min
	<i>Sadlier Math, Chapter Three, Page 43</i> - Students individually complete #'s 9-14 and discuss responses with teacher; teacher to review responses as a class - 15 min	<i>Sadlier Math, Chapter Three, Page 44</i> - Read aloud and discuss the terms, how does each apply? How does dividing with a decimal differ than not? What patterns can you see? - 10 min	Students in pairs, using Google Docs students are to write their own story problems that involve dividing with decimals; share with teacher; teacher to provide them at random to other student groups to solve - 25 min	Students to write their own story problems similar to those in "Problem Solving, page 47" and	

	Watch "Math Antics - Long Division" on YouTube (11:18 min) and discuss: how can the fast method of math (short division) make solving a problem quicker? - 15 min	<i>Sadlier Math, Chapter Three, Pages 44-45</i> - Students in pairs, answer and discuss with teacher as a class "Practice #'s 1-9" and review patterns; discuss and clarify any concerns - 10 min	<i>Sadlier Math, Chapter Three, Page 46</i> - Read aloud and discuss dividing decimals with whole numbers; think of dividing with money to make it easier! Relate decimals to money; teacher to use "Practice #'s 1-8" as examples for understanding - 15 min	solve for an answer; share those problems in Google Docs with your teacher; teacher to supply those problems to other students at random to solve; compare answers and discuss - 30 min	Using Google Docs, write the definition to the "Terms to Know" for this week and share them with your teacher - 20 min
Bellwork Topic:	Teacher-created long division problems (three)	<i>Sadlier Math, Chapter Three, "Write About It", page 43</i> - complete in written response and explain	<i>Sadlier Math, Chapter Three, "Write About It", page 45</i> - complete in written response and explain	<i>Sadlier Math, Chapter Three, Page 47</i> - Complete "Practice #'s 29-34" in pairs	None
Suppliment Extra Time With:	Additional teacher-created long division problems	Teacher to review any concerns with long and short division	Teacher to review any concerns with dividing decimals with whole numbers	Teacher-created problems on dividing decimals by whole numbers	More time playing "Math vs Monsters"
Daily Homework:	<i>Sadlier Math, Chapter Three, Page 43</i> - Complete #s 15-26; due tomorrow!	<i>Sadlier Math, Chapter Three, Page 45</i> - Complete "Practice #'s 10-24"; due tomorrow!	<i>Sadlier Math, Chapter Three, Page 46-47</i> - Complete "Practice #'s 9-28"; due tomorrow!	Study for weekly quiz tomorrow on long division and dividing decimals	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 7	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on "Terms to Know from Week Six" and dividing decimals - 15 min
	<i>Sadlier Math, Chapter Three "Check Your Progress", Page 48</i> - Students in pairs, complete #'s 1-20 together and show work; complete as many as possible correctly in a timed session; teacher to review work as students proceed through every section; use colored pencils for each column in long division to help track your number progression - 20 min	<i>Sadlier Math, Chapter Three "Check Your Progress", Page 49</i> - As a class, teacher to lead discussion to solve "Problem Solving #'s 42-46" together; students to solve with teacher, not in groups or pairs; use colored pencils for each number in division - 25 min	<i>Sadlier Math, Chapter Three, Page 51</i> - Teacher to lead discussion as a class to complete "Problem Solving #'s 27-28"; solve together and discuss - 10 min	<i>Sadlier Math, Chapter Three, Page 53</i> - Teacher to lead discussion as a class to complete "Problem Solving #'s 28-30"; solve together and discuss; use different colored pencils or markers for each column in long division to track your number progression - 20 min	Students to go to the following website and play "www.mathgames.com/play/kingofmath.html"; students must play grade level or one grade lower ONLY math - 20 min

	<p><i>Sadlier Math, Chapter Three "Check Your Progress", Page 48</i> - Students in groups of 3 or 4, complete # 21-28 together and review; teacher to review answers for accuracy - 15 min</p>	<p><i>Sadlier Math, Chapter Three, Pages 50-51</i> - Read aloud and discuss how to divide a decimal by a decimal; teacher to lead "Practice #'s 1-6" and review as you proceed; check for accuracy - 20 min</p>	<p>Teacher to review homework with students to clarify any concerns or variations in answers; review how to make dividing decimals easier; provide tips or strategies - 15 min</p>	<p>Watch "Mr. Premus Math Refresher - How to do Long Division with Decimals" on YouTube (2:07 min) and discuss moving the decimal point over to solve for problems like this - 10 min</p>	<p>ONLY Math - 20 min</p>
	<p>Students in groups of 3 or 4, using Google Docs write two story problems relating to dividing; share with your teacher; teacher to provide problems at random to groups to solve - 20 min</p>	<p>Watch "Dividing Decimals by Decimals" on YouTube (6:18 min) and discuss: are these tips helpful? How can doing these tips make dividing easier? - 10 min</p>	<p><i>Sadlier Math, Chapter Three, Pages 52-53</i> - Read aloud and discuss how to estimate decimal quotients; Round numbers to make it simpler; Teacher to lead "Practice #'s 1-12" together; students to solve #'s 13-15 privately - 25 min</p>	<p><i>Sadlier Math, Chapter Three, Pages 54-55</i> - Read aloud and discuss decimals in the divisor; how does moving the decimal in both the divisor and dividend make it easier? Teacher-led practice, complete "Practice #'s 1-6" together and review - 20 min</p>	<p><i>Sadlier Math, Chapter Three, Page 55</i> - Students in pairs, complete "Practice #'s 7-12" together and review with teacher; discuss as a class when complete - 20 min</p>
Bellwork Topic:	<p><i>Sadlier Math, Chapter Three, "Write About It", page 47</i> - complete in written response and explain</p>	<p>Define: Divisor, Quotient, Dividend, and Whole-Number</p>	<p><i>Sadlier Math, Chapter Three, "Write About It", page 51</i> - complete in written response and explain</p>	<p><i>Sadlier Math, Chapter Three, "Write About It", page 53</i> - complete in written response and explain</p>	<p>None</p>
Suppliment Extra Time With:	<p>Teacher-created long division problems</p>	<p>Teacher-created problems of decimals divided by other decimals</p>	<p>Teacher-created problems of estimating decimals and their quotients</p>	<p>Teacher-created problems of moving decimals in the divisor and dividend</p>	<p>Extra time on "King of Math"</p>
Daily Homework:	<p><i>Sadlier Math, Chapter Three "Check Your Progress", Page 49</i> - Complete #'s 29-41; due tomorrow!</p>	<p><i>Sadlier Math, Chapter Three, Page 51</i> - Complete "Practice #'s 7-26"; due tomorrow!</p>	<p><i>Sadlier Math, Chapter Three, Page 53</i> - Complete "Practice #'s 16-27"; due tomorrow!</p>	<p>Study for weekly quiz tomorrow on "Terms to Know from Week Six" and...!</p>	<p><i>Sadlier Math, Chapter Three, Page 55</i> - Complete "Practice #'s 13-25"; due tomorrow!</p>
Terms to Know:	<i>Placeholder, Algebraic Expression, Evaluate, Variable, Substitute, Simplify</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
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 decimals in division and placeholders - 15 min

Week 8	<i>Sadlier Math, Chapter Three, Page 55</i> - Teacher to lead discussion as a class to complete "Problem Solving #'s 26-29"; solve together and discuss; use different colored pencils or markers in long division to track your number progression - 25 min	Teacher to review and reteach dividing with decimals as needed; review errors and provide practice problems; students to solve as needed; use different colored pencils or markers in long division to track your number progression - 10 min	Teacher to review and reteach dividing with decimals as needed; review errors and provide practice problems; students to solve as needed; use different colored pencils or markers in long division to track your number progression - 10 min	Teacher to review and reteach dividing with decimals and writing division expressions as needed; review errors and provide practice problems; students to solve as needed - 10 min	Students to go to the following website and play " www.mathgames.com/play/viking-queen-defense.html "; students must play grade level or one grade lower ONLY math - 20 min
	<i>Sadlier Math, Chapter Three, Pages 56-57</i> - Read aloud and discuss moving the decimal point and having zero as a placeholder; Teacher to led discussion and "Practice #'s 1-8" as a class - 20 min	<i>Sadlier Math, Chapter Three, Page 57</i> - Students in pairs, complete "Practice #'s 21-24" together and share results; review as a class - 20 min	Students in pairs, create your own set of ten math problems of dividing with decimals; submit to your teacher; teacher to pass out these created problems to other student pairs at random; students to solve eachother's work and ask questions as needed - 25 min	<i>Sadlier Math, Chapter Three, Page 59</i> - Students in groups of 3 or 4, complete "Practice #'s 15-26" and discuss responses together as a class - 25 min	
		<i>Sadlier Math, Chapter Three, Page 57</i> - Teacher to lead discussion as a class to complete "Problem Solving #'s 25-29"; solve together and discuss - 25 min	<i>Sadlier Math, Chapter Three, Page 58</i> - Read aloud and discuss writing math expressions; review the examples; Teacher-lead review of "Practice #'s 1-8" together - 20 min	Students to individually create their own written expression problems for dividing and using variables; submit them via Google Docs to Teacher; teacher to provide them via Clever Touch Board for the class to solve - 20 min	<i>Sadlier Math, Chapter Three, Page 59</i> - Teacher to lead discussion as a class to complete "Problem Solving #'s 27-30"; solve together and discuss - 25 min
Bellwork Topic:	<i>Sadlier Math, Chapter Three, "Write About It", page 55</i> - complete in written response and explain	Teacher-created problems of using zeros as placeholders in division	<i>Sadlier Math, Chapter Three, "Write About It", page 57</i> - complete in written response and explain	<i>Sadlier Math, Chapter Three, "Write About It", page 59</i> - complete in written response and explain	None
Suppliment Extra Time With:	Teacher-created examples about using zero as a placeholder	Teacher-created examples about using zero as a placeholder	Teacher-created examples about using zero as a placeholder	Additional written expression problems to review	Extra time playing "Viking Queen Defense"
Daily Homework:	<i>Sadlier Math, Chapter Three, Page 57</i> - Complete "Practice #'s 9-20"; due tomorrow!	Teacher-created worksheet of dividing with decimals (ten problems) and zeros as placeholders	<i>Sadlier Math, Chapter Three, Page 58</i> - Complete "Practice #'s 9-14"; due tomorrow!	Study for weekly quiz tomorrow on decimals in division and placeholders	Play 20 minutes of " www.mathgames.com/play/viking-queen-defense.html " for additional practice
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on "Terms to Know from Week Eight" and... - 15 min
Week 9	<i>Sadlier Math, Chapter Three, Page 60</i> - Read aloud and discuss: Students to use different colored pencils for each component in the problem; solve for the variable as needed; teacher to guide through "Practice #'s 1-12" together - 30 min	Teacher to review prior work regarding division of algebraic expressions - 10 min	<i>Sadlier Math, Chapter Three, Page 61</i> - Teacher to lead discussion as a class to complete "Problem Solving #'s 23-28"; solve together and discuss; use different colored pencils or markers in long division to track your number progression - 25 min	<i>Sadlier Math, Chapter Three, Page 63</i> - As a class, teacher to lead the solving of #'s 4-5 and review concerns; students in groups of 3 or 4, solve #'s 6-7 and discuss as a class to check for accuracy - 25 min	Students to go to the following website and play " www.mathgames.com/play/super-shuriken.html "; students must play grade level or one grade lower ONLY math - 20 min
	Students in pairs, create your own set of ten similar problems to those just reviewed; provide your created problems to the teacher, teacher to distribute those created problems to different pairs to solve - 20 min	<i>Sadlier Math, Chapter Three, Page 61</i> - Students individually, try to solve #'s 13-21; teacher to review as a class and troubleshoot issues - 25 min	<i>Sadlier Math, Chapter Three, Pages 62-63</i> - Read in pairs, discuss what the information is presenting and how to solve it; teacher to create sample problems on how to solve - 15 min	Watch "5 Logical Riddles That Will Break Your Head" on YouTube (10:02) and discuss: solve the each as time permits either individually or as a class, whichever the teacher permits - 25 min	
		<i>Sadlier Math, Chapter Three, Page 61</i> - As a class, teacher to review # 22a-22f; solve together and explain the reasoning as to why each answer fits the solution - 15 min	<i>Sadlier Math, Chapter Three, Page 63</i> - Students in groups of 3 or 4, solve "Practice #'s 1-3" together and discuss as a class when complete; Review how to solve, teacher to create additional sample problems - 15 min		Teacher to provide the students with Sudoku problems which can be downloaded for free online at various challenge levels - 20 min
Bellwork Topic:	Define variable, evaluate, and algebraic expression	Define: Evaluate and Algebraic Expression	<i>Sadlier Math, Chapter Three, "Write About It", page 61</i> - complete in written response and explain	<i>Sadlier Math, Chapter Three, "Write About It", page 63</i> - complete in written response and explain	None
Suppliment Extra Time With:	Teacher to provide additional assistance on individual division problems	Teacher to provide additional assistance on individual division problems	Teacher to provide additional assistance on individual division problems	Further discuss the logic puzzles from online	Additional time completing Sudoku
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 3-7" and "Practice Book, Lesson 3-8"	Teacher assigned questions from "Practice Book, Lesson 3-8" and "Practice Book, Lesson 3-9"	Teacher assigned questions from "Practice Book, Lesson 3-9" and "Practice Book, Lesson 3-10"	Study for weekly quiz tomorrow on "Terms to Know from Week Eight" and...!	Teacher to provide a print-out of a Sudoku puzzle for the students to solve (easy range)

Terms to Know:	<i>Exponent, Base, Power, Exponential Form, Order of Operations, Constant, Coefficient, Product, Difference, Quotient, Factor</i>				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 10	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on Chapter Three - 15 min
	<p><i>Sadlier Math, Chapter Three Review, Pages 64-65</i> - As a class, solve #'s 1, 4, 12, 18, 36, and 44; discuss each type of problem and review why they are solved in that process- 15 min</p>	<p><i>Sadlier Math, Chapter Three, Page 65</i> - Teacher to lead discussion as a class to complete "Problem Solving #'s 50-52"; solve together and discuss; use different colored pencils or markers in long division to track your number progression - 20 min</p>	<p><i>Sadlier Math, Chapter Four, Page 70</i> - Read aloud and discuss exponents, bases, and powers; review the sample problems and how to complete; teacher to create sample problems similar to those in this section - 15 min</p>	<p><i>Sadlier Math, Chapter Four, Page 71</i> - Students privately complete "Practice #'s 13-28" and meet with the teacher privately to review accuracy; teacher to correct issues privately and discuss - 20 min</p>	<p>Students to go to the following website and play "www.vocabulary.com/signup/"; students may need to create an account the first time that they play and can sign in with their Google account; make sure to indicate that you are part of our school and search by zip code (44104); after you sign-in, go to "Play" to begin - 20 min</p>
	<p><i>Sadlier Math, Chapter Three Review, Pages 64-65</i> - Privately, boys to complete even-numbered problems and girls to complete the odd-numbered problems; teacher to verify for accuracy as students feel the need to seek verification - 35 min</p>	<p><i>Sadlier Math, Chapter Three Performance Assessment, Pages 66-67</i> - As a class, complete #'s 1-2 and review reasons for the responses; students in pairs, complete #'s 3-5 and discuss your responses as a class, teacher to address any questions; privately, students complete #'s 6-8 and review each problem together to verify accuracy in completion - 25 min</p>	<p><i>Sadlier Math, Chapter Four, Pages 70-71</i> - Teacher-lead discussion of "Practice #'s 1-3 and #'s 10-12"; review of each answer for processing - 15 min</p>	<p><i>Sadlier Math, Chapter Four, Page 71</i> - Students in pairs, complete "Practice #29-34" together and discuss as a class for accuracy - 20 min</p>	
		<p><i>Sadlier Math, Chapter Four, Page 71</i> - Divide the class in half with one student serving as the teacher for each half; student-teacher to guide their "class" through "Practice #'s 4-9" and review together as a whole group - 20 min</p>	<p><i>Sadlier Math, Chapter Four, Page 71</i> - Teacher to lead discussion as a class to complete "Problem Solving #'s 44-45"; solve together and review for error and accuracy - 15 min</p>	<p>Teacher to provide the students with Sudoku problems which can be downloaded for free online at various challenge levels - 20 min</p>	
Bellwork Topic:	Watch "5 Children's Riddles That Are Too Hard for 95% of Adults" on YouTube (6:36 min) and try to solve privately or together	Watch "9 TRICKY RIDDLES THAT WILL BLOW YOUR MIND" on YouTube (5:00 min) and try to solve privately or together	Watch "Can you solve the temple riddle? - Dennis E. Shasha" on YouTube (4:13 min) and try to solve privately or together	Watch "Can You Guess The Country By Emoji? Emoji Challenge Emoji Movie Puzzles Learn With Riya" on YouTube (6:24 min) and try to solve privately or together	None

Suppliment Extra Time With:	Teacher-created problems that are similar to those attempted in class today	Teacher-created problems that are similar to those attempted in class today	Teacher-created problems about exponential form and standard form	Teacher-created problems about exponential form and standard form	Additional time completing Sudoku
Daily Homework:	Teacher to provide a print-out of a Sudoku puzzle for the students to solve (easy range)	<i>Sadlier Math, Chapter Three Fluency Practice, Page 68</i> - Complete #'s 1-10 for tomorrow!	Teacher assigned questions from "Practice Book, Lesson 4-1"	Study for quiz tomorrow on Chapter Three!	Teacher to provide a print-out of a Sudoku puzzle for the students to solve (easy range)
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 11	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on "Terms to Know from Week Ten" and Order of Operations - 15 min
	<i>Sadlier Math, Chapter Four, Page 72</i> - Read aloud and discuss how to solve for the order of operations; teacher to provide additional examples for practice - 15 min	<i>Sadlier Math, Chapter Four, Page 73</i> - Teacher-led instruction, complete "Practice #'s 7-14" and discuss reasons for each response; review the reasoning for each response in each example - 25 min	Students in pairs, create their own complex problems that require the use of following the order of operations; exchange problems with other students and solve - 25 min	<i>Sadlier Math, Chapter Four, Page 74</i> - Read aloud and use a concept map to link together the terms with examples for each; teacher to model examples on the board and students may place them as applies (if needed) - 20 min	Students to go to the following website and play " www.vocabulary.com/signup/ "; students may need to create an account the first time that they play and can sign in with their Google account; make sure to indicate that you are part of our school and search by zip code (44104); after you sign-in, go to "Play" to begin - 20 min
	<i>Sadlier Math, Chapter Four, Page 72</i> - As a class, solve "Practice #'s 1-6" and review for processing - 20 min	<i>Sadlier Math, Chapter Four, Page 73</i> - Students to come to the board individually to solve #'s 15-21; teacher to review each problem as they proceed for accuracy - 20 min	Teacher to provide each student a dolob of shaving cream to smooth across their desk surface to create a writing board; teacher to	<i>Sadlier Math, Chapter Four, Page 74</i> - Students in pairs, complete "Practice #'s 1-6" together and discuss answers as a class - 15 min	
	Discussion: As a class, teacher to recomplete "Practice #'s 1-6" and display to the class the importance of the order of operations by not following it to solve these problems (teacher to receive incorrect answers because of not following the correct sequence) - 15 min	<i>Sadlier Math, Chapter Four, Page 73</i> - As a class, complete "Problem Solving, #'s 22-23" together - 10 min	provide sample problems that students will solve by writing them into the shaving cream with their fingers; when the problem is solved, students may wipe them clean, teacher assigns a new problem - 15 min	<i>Sadlier Math, Chapter Four, Page 75</i> - Teacher to divide the class into teams and play a game (winning team receives extra credit on their quiz tomorrow); students will solve "Practice #'s 7-22" one at a time; first team with the correct answer receives a point - 15 min	Teacher to provide the students with Sudoku problems which can be downloaded for free online at various challenge levels - 20 min

Bellwork Topic:	<i>Sadlier Math, Chapter Four, "Write About It", page 71</i> - complete in written response and explain	Teacher-created problems (two) about order of operations	<i>Sadlier Math, Chapter Four, "Write About It", page 73</i> - complete in written response and explain	Teacher-created problems (two) about order of operations	None	
Suppliment Extra Time With:	Teacher-created problems that involve the order of operations	Teacher-created problems that involve the order of operations	Teacher assigned questions from "Practice Book, Lesson 4-2"	Teacher to create problems about order of operations	Additional time completing Sudoku	
Daily Homework:	<i>Sadlier Math, Chapter Four, Page 71</i> - Complete "Practice #'s 35-43"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 4-2"	Teacher assigned questions from "Practice Book, Lesson 4-2"	Study for quiz tomorrow on "Terms to Know for Week Ten" and Order of Operations!	Teacher to provide a print-out of a Sudoku puzzle for the students to solve (easy range)	
Terms to Know:	<i>Term, Constant, Coefficient, Variable, Expression, Factor, Algebraic Expression, Numerical Expression, Simplify, Substitute, Square, Cube, Power</i>					
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>						
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"	
Week 12	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz on translating expressions - 15 min	
	<i>Sadlier Math, Chapter Four, Page 75</i> - As a class, complete "Problem Solving #'s 23-24" together and review for accuracy; students in pairs, complete #'s 25-26 and review for accuracy; in groups of 3 or 4, solve #'s 27-29 and review for accuracy - 20 min	<i>Sadlier Math, Chapter Four, Page 76</i> - Read aloud and discuss; use a "Frame Game" graphic organizer for the terms numerical expression and algebraic expression to include their meaning and examples - 15 min	<i>Sadlier Math, Chapter Four, Page 77</i> - As a class, complete "Problem Solving #'s 18-20"; students in pairs, write three of your own similar problems via Google Docs and share with your teacher - 25 min	<i>Sadlier Math, Chapter Four, Page 78</i> - Using a "Main and Supporting Ideas" graphic organizer, read about exponents and connect the main concept to at least three smaller concepts; branch off of the smaller concepts to include examples - 15 min	Students to go to the following website and play " www.vocabulary.com/signup/ "; students may need to create an account the first time that they play and can sign in with their Google account; make sure to indicate that you are part of our school and search by zip code (44104); after you sign-in, go to "Play" to begin - 20 min	
	Teacher to create sample problems for students to solve; check for accuracy - 10 min	<i>Sadlier Math, Chapter Four, Pages 76-77</i> - Teacher to lead review of "Practice #'s 1-6" and how to solve; students to seek help as needed - 15 min	Teacher to review and solve the shared problems via Google Docs on the board; students to solve each others' created problems - 15 min	<i>Sadlier Math, Chapter Four, Page 78</i> - Teacher to assist with odd-numbered problems, students solve even-numbered; complete "Practice #'s 1-10" and discuss - 15 min		

	Using Google Paint (or a similar medium), students will solve practice problems on their Chromebook as assigned by the teacher from "Practice Book, Lesson 4-3"; teacher to float around and ensure accuracy of learning - 20 min	<i>Sadlier Math, Chapter Four, Page 77</i> - Individually, students complete "Practice #'s 7-17" and seek the teacher to review their work after every three problems - 20 min	Watch "☆ Learn to translate algebraic expressions into words Common Core Algebra" on YouTube (8:18 min) and discuss any questions about the content - 10 min	<i>Sadlier Math, Chapter Four, Page 79</i> - Teacher to model "Practice #'s 11-12"; students in groups of 3 or 4, complete "Practice #'s 13-23" and discuss answers - 15 min	Teacher to provide the students with Sudoku problems which can be downloaded for free online at various challenge levels - 20 min
Bellwork Topic:	Define constant, coefficient, and product	Define difference, factor, and quotient	<i>Sadlier Math, Chapter Four, "Write About It", page 75</i> - complete in written response and explain	<i>Sadlier Math, Chapter Four, "Write About It", page 77</i> - complete in written response and explain	None
Suppliment Extra Time With:	Teacher assigned questions from "Practice Book, Lesson 4-3"	Teacher assigned questions from "Practice Book, Lesson 4-3"	Teacher assigned questions from "Practice Book, Lesson 4-4"	Teacher assigned questions from "Practice Book, Lesson 4-5"	Additional time completing Sudoku
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-3"	Teacher assigned questions from "Practice Book, Lesson 4-3"	Teacher assigned questions from "Practice Book, Lesson 4-4"	Study for quiz tomorrow on translating expressions!	Teacher to provide a print-out of a Sudoku puzzle for the students to solve (easy range)
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 13	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz on "Terms to Know from Week Twelve" and Chapter Four so far - 15 min
	<i>Sadlier Math, Chapter Four, Page 79</i> - Teacher to model how to complete "Problem Solving # 24", underlining key terms and important information; students to complete "Problem Solving #'s 25-27" individually; underline the key terms and important information, teacher to check for accuracy - 20 min	<i>Sadlier Math, Chapter Four, Check Your Progress, Pages 80-81</i> - Students to draw numbers from a hat or go to "www.random.org/" and use the number generator to assign each student in the class a random number; students will complete the assigned number and will demonstrate how to solve that problem on the board individually - 35 min	<i>Sadlier Math, Chapter Four, Check Your Progress, Page 81</i> - As a class, teacher to lead the solving of "Problem Solving, #'s 21-24" and discuss the rational for each problem's answer - 20 min	<i>Sadlier Math, Chapter Four, Page 82</i> - Read aloud and discuss; use a "Concept Map" graphic organizer to define like terms and the distributive property; the concept map should include examples of each as well as rules and expressions; complete this exercise as a class - 15 min	Students to go to the following website and play "www.vocabulary.com/signup/"; students may need to create an account the first time that they play and can sign in with their Google account; make sure to indicate that you are part of our school and search by zip code

	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 8, 10, 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	Go to "Kahoot.com" and play a Kahoot game about exponents; students should be able to solve the problems quickly as the game format indicates; login with Google and play "Exponents: Zero and Negative", if classtime permits you may play another similar math game - 15 min	Teacher to create a Shared Google Doc in the "share drive" and share it with the students; students will create their own similar story problem similar to those that were just solved and write them directly into the live-document; all students should be writing their problems at once into the live-document; once this is completed, students will use traditional pencil and paper to read the problems and solve them privately - 30 min	<i>Sadlier Math, Chapter Four, Page 82</i> - Teacher to model how complete "Practice #'s 1-3" for the class; students to ask questions as the teacher proceeds - 15 min	school and search by zip code (44104); after you sign-in, go to "Play" to begin - 20 min
				<i>Sadlier Math, Chapter Four, Page 83</i> - Students in pairs, complete "Practice #'s 4-7", teacher to review with the class; students in groups of 3 or 4 complete "Practice #'s 8-13", teacher to review with the class - 20 min	Teacher to provide the students with Sudoku problems which can be downloaded for free online at various challenge levels - 20 min
Bellwork Topic:	Define: square, cube, and power	<i>Sadlier Math, Chapter Four, "Write About It", page 79</i> - complete in written response and explain	Solve teacher-created problems of exponents to the fourth and fifth powers	Solve teacher-created problems of exponents squared and cubed with a variable and number value provided	None
Suppliment Extra Time With:	Additional time to work on crossword puzzle or solving other students' puzzles	Additional Kahoot time	Additional time working on the student-created story problems	Additional teacher instruction on substituing values for variables	Additional time completing Sudoku
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-5"	Teacher assigned questions from "Practice Book, Lesson 4-5"	<i>Sadlier Math, Chapter Four, Check Your Progress, Page 81</i> - Complete #'s 15-20; due tomorrow!	Study for quiz tomorrow on "Terms to Know for Week Twelve" and Chapter Four!	Teacher to provide a print-out of a Sudoku puzzle for the students to solve (medium range)
Terms to Know:	<i>Like Terms, Distributive Property, Associative Property, Commutative Property, Identity Property, Zero Property, Equivalent Expressions</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
Project Theme:	<i>To further student understanding of the Associative, Commutative, and Distributive Properties, students will use poster board to illustrate using pictures but also numbers and variables to write expressions to display knowledge of the specific properties as requested.</i>				

<p>Project Breakdown:</p>	<p><i>Using poster board, students will horizontally divide the board into two equal-sized sections. On each half, students will horizontally divide both sections into five equal-sized sections to create five rows in each half (or ten rows total on the poster board). Students will then measure a few inches from the left side of the board and draw a vertical line down the length of the poster board to create a margin that now resembles large table. In the first row of both halves on the left side of the margin, students will write the word "Associative Property". On the second row of both halves on the left side of the margin, students will write the word "Commutative Property". On the third row of both halves on the left side of the margin, students will write the word "Distributive Property". Continue the process by writing the "Identity Property" in each fourth row and the "Zero Property" in each fifth row. On the top half, students will use numbers and variables with six factors in each to provide examples of all five properties being correctly displayed. On the bottom half, students will illustrate and color pictures of their favorite zoo animal, pet, Marvel Characters, Disney Character, or sport features (football, basketball) to demonstrate the same five mathematical properties but in an abstract and fun way. All pictures should be hand-drawn and colored and MUST correctly demonstrate the five mathematical properties as displayed on the top-half of the poster board.</i></p>				
<p>Timeline:</p>	<p>Day "A"</p>	<p>Day "B"</p>	<p>Day "C"</p>	<p>Day "D"</p>	<p>Day "E"</p>
<p>Week 14</p>	<p>Bellwork - 10 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Bellwork - 5 min</p>	<p>Weekly Quiz on properties discussed so far - 15 min</p>
<p><i>Sadlier Math, Chapter Four, Page 83 - Teacher to model "Problem Solving # 14" for the class; students to complete "Problem Solving # 15" individually; teacher to review results as a class - 15 min</i></p>	<p>Teacher to create sample problems of the Distributive Property and combining like terms; students to solve as practice and ask questions as needed - 20 min</p>	<p>Teacher to review concerns and discuss topics as needed with the class - 10 min</p>	<p><i>Sadlier Math, Chapter Four, Page 85 - Students in pairs, complete "Problem Solving" and "Write About It #'s 16-19" together; teacher to review each problem when complete to ensure accuracy - 30 min</i></p>	<p>Go to the following website "www.freecodecamp.org/" and select "Sign in and get started (it's free)"; select "start at the beginning" and use Google as your browser; it is very important to READ THE DIRECTIONS as you go or this will become very challenging quickly; coding can be easy, fun, and a way to earn a great living! This site works to help non-profits and those in need by teaching coding - 20 min</p>	
<p><i>Sadlier Math, Chapter Four, Page 83 - Students to illustrate, color, and label the stories depicted in "Problem Solving, #'s 16-17" and "Write About It, # 18"; students should provide the numbers and solve the math problem as</i></p>	<p><i>Sadlier Math, Chapter Four, Page 84 - Read aloud and discuss the two new properties; Use a "Frame Game" graphic organizer for the two new ones with four statements about each or examples of them surrounding the term - 20 min</i></p>	<p><i>Sadlier Math, Chapter Four, Page 85 - Teacher to model how to complete "Practice #'s 10-11" for the class and address questions; students to individually complete "Practice #'s 12-15" and teacher to review for accuracy - 20 min</i></p>	<p>In-class time to work on your Math Properties Project - 20</p>		

	<p>solve the math problem as depicted in their illustrations; be creative and show your best work!</p> <p>Teacher to review their math skills as they illustrate the story problem - 35 min</p>	<p><i>Sadlier Math, Chapter Four, Pages 84-85</i> - As a class, complete together "Practice #'s 1-9" and discuss the reasoning for each - 15 min</p>	<p>Teacher to introduce the project and explain the requirements of it; students to begin working on it - 20 min</p>	min	<p>Teacher to provide the students with Sudoku problems which can be downloaded for free online at various challenge levels - 20 min</p>
Bellwork Topic:	Three teacher assigned questions from "Practice Book, Lesson 4-6"	Teacher-created problems (three) of combining like terms	Teacher-created problems (three) of using the Distributive Property	Teacher-created problems (three) of using the three properties	None
Suppliment Extra Time With:	Additional teacher review time on like terms and the Distributive Property	Additional teacher review on the three mathematical properties	Additional review time to discuss academic concerns	Additional review time to discuss academic concerns	Additional time completing Sudoku
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-6"	Teacher assigned questions from "Practice Book, Lesson 4-6"	Teacher assigned questions from "Practice Book, Lesson 4-7"	Study for quiz tomorrow on "Terms to Know for Week Twelve" and properties discussed so far!	Teacher to provide a print-out of a Sudoku puzzle for the students to solve (medium range)
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 the five mathematical properties - 15 min
	<p><i>Sadlier Math, Chapter Four, Page 86</i> - Read aloud and discuss; use a "Frame Game" graphic organizer to display knowledge of the Identity Property and Zero Property with examples - 20 min</p>	<p>Teacher to create sample problems of the five mathematical properties and solving using each one; students to solve as practice and ask questions as needed - 20 min</p>	<p>In-class time to work on your Mathematical Properties Project - 30 min</p>	<p>In-class time to work on your Mathematical Properties Project - 30 min</p>	<p>Go to the following website "www.freecodecamp.org/" and select "Sign in and get started (it's free)"; select "start at the beginning" and use Google as your browser; it is very important</p>

Week 15	<i>Sadlier Math, Chapter Four, Pages 86-87</i> - Teacher to model how to complete "Practice #'s 1-3" and review with the class; teacher to randomly divide the class into five groups by counting off the students; each group to complete "Practice #'s 4-9"; teacher to review when complete - 20 min	<i>Sadlier Math, Chapter Four, Page 88</i> - Read aloud and discuss what a formula is; use a "Word Wheel" graphic organizer to list notes about a formula and examples of them; teacher to review the graphic organizers for accuracy - 20 min	<i>Sadlier Math, Chapter Four, Page 89</i> - Teacher to count students off into three groups, try to solve "Practice #'s 5-12" using the numbers provided for the corresponding formulas; teacher to review as time permits - 20 min	<i>Sadlier Math, Chapter Four, Page 89</i> - In a continuation of the previous lesson, students will draw the shapes that the formulas were solved for with the appropriate numbers in their corresponding location for each problem in "Practice #'s 5-12"; students will demonstrate how each shape and the corresponding formula is solved for accordingly - 20 min	your browser, it is very important to READ THE DIRECTIONS as you go or this will become very challenging quickly; coding can be easy, fun, and a way to earn a great living! This site works to help non-profits and those in need by teaching coding - 20 min
	Teacher to create sample problems for students to solve regarding the newly taught properties; check for accuracy - 10 min	<i>Sadlier Math, Chapter Four, Page 88</i> - Teacher to count students off into four groups, try to solve "Practice #'s 1-4"; teacher to come to each group to check for accuracy - 10 min			In-class time to work on your Mathematical Properties Project - 20 min
Bellwork Topic:	Teacher-created problems (three) of using the three properties	Teacher-created problems (three) reviewing the use of the five properties	Teacher-created problems (three) reviewing the use of the five properties	Teacher-created problems (three) reviewing the use of the five properties	None
Suppliment Extra Time With:	Review of all five mathematical properties	Review of what formulas are and how to solve for them	Additional time to work on your mathematical properties project	Additional time to work on your mathematical properties project	Additional time to work on your mathematical properties project
Daily Homework:	<i>Sadlier Math, Chapter Four, Page 87</i> - Complete "Problem Solving #'s 14-16"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 4-8"	Teacher assigned questions from "Practice Book, Lesson 4-9"	Study for quiz tomorrow on "Terms to Know for Week Twelve" and the five mathematical properties!	Teacher assigned questions from "Practice Book, Lesson 4-9"
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 solving formulas (Teacher to use " <i>Sadlier Math, Chapter Four Fluency Practice, Page 96</i> " as the quiz - 15 min

Week 16	Watch "Solving Equations for a Variable" on YouTube (8:31 min) and discuss any questions in solving formulas or the affiliated properties in the video - 15 min	<i>Sadlier Math, Chapter Four, Page 91</i> - Students to privately complete any two problems from the previous days' lesson that they DID NOT COMPLETE ALREADY; submit these two problems to their teacher for review - 15 min	In-class time to work on your Mathematical Properties Project - 30 min	In-class time to work on your Mathematical Properties Project - 25 min	Go to the following website " www.freecodecamp.org/ " and select "Sign in and get started (it's free)"; select "start at the beginning" and use Google as your browser; it is very important to READ THE DIRECTIONS as you go or this will become very challenging quickly; coding can be easy, fun, and a way to earn a great living! This site works to help non-profits and those in need by teaching coding - 20 min
	<i>Sadlier Math, Chapter Four, Page 90</i> - Teacher to model how to create a formula from the information given and solve an equation by completeing "Practice #1"; students to ask questions - 10 min	<i>Sadlier Math, Chapter Four Review, Page 92</i> - Students divided into groups of three; complete #'s 1-12 with each student in the group being assigned a problem privately; when each child is complete, students will peer-edit their group member's work to assist in their learning of the material - 25 min	<i>Sadlier Math, Chapter Four Review, Page 92</i> - Students to play "Hot Potato" with a stuffed animal or soft ball; students toss the ball about and catch it, when the teacher says "TIME", the student holding the potato has to solve the problem; complete #'s 13-18 on the board - 10 min	Watch "Roman Numerals" on YouTube (3:20 min) and discuss how these numbers are similar yet different to our number system; where do you still see Roman Numerals today? - 10 min	
	<i>Sadlier Math, Chapter Four, Page 91</i> - Students divided into four groups, each group will complete two problems from "Practice #'s 2-9"; students will present their two problems to the class after completing - 25 min	Students to play "Around the World" about exponent value, terms from this unit, fractions, formulasy, and properties - 10 min	<i>Sadlier Math, Chapter Four Review, Page 93</i> - Studnets play "Backwards Hot Potato" in that when the person catches the potato they will choose the student to solve from #'s 19-23 - 10 min	<i>Sadlier Math, Chapter Four Performance Assessment, Pages 94-95</i> - Read aloud and complete as a class #'s 1-7; if time permits, try the other cultures' numbering systems outlined on the next page - 15 min	In-class time to work on your Mathematical Properties Project - 20 min
Bellwork Topic:	Teacher assigned questions from "Practice Book, Lesson 4-9"	Teacher assigned questions from "Practice Book, Lesson 4-10"	Define: Equivalent, expression, and formula	Define: base, exponent, and power	None
Suppliment Extra Time With:	Teacher to review creating formulas from a story problem that is given	Additional time playing "Around the World"	Additional time playing "Hot Potato" or "Backwards Hot Potato"	Attempt to solve for the Mayan, Huli, and Supyire cultures numbering systems	Additional time to work on your mathematical properties project
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-9"	Teacher assigned questions from "Practice Book, Lesson 4-10"	<i>Sadlier Math, Chapter Four Review, Page 93</i> - Complete the remaining problems on this page; due tomorrow!	Study for quiz tomorrow on "Terms to Know for Week Twelve" and solving formulas!	Complete the Mathematical Properties Project; due tomorrow!

Terms to Know:	Equation, Equivalent Expressions, Not Equal Sign, Solution of an Equation, Substitute, Simplify, Inverse Operations, Equality				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 17	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on "Terms to Know from Week Fourteen", solving equations, and inverse operations - 15 min
	<p><i>Sadlier Math, Chapter Five, Pages 97-98</i> - Read aloud and discuss how to determine if an equation has a solution; teacher to compare equations to a "Cause and Effect" graphic organizer; attempt to use these to prove examples - 15 min</p>	<p>Teacher to review homework and discuss questions on what makes solutions equal; teacher to provide examples on the board - 20 min</p>	<p>Gather students into a huddle; Teacher to use a scale from Science class to demonstrate that all items have mass that can be calculated as weight; weigh one object on a scale and find its mass; then put both items together on the scale to find the mass of both; subtract the first mass from the second mass to find the mass of the second object, then measure ONLY that object to verify - 10 min</p>	<p>Teacher to review homework and discuss how to solve for inverse operations; provide examples that are relative to recent content - 10 min</p>	<p>Go to the following website "www.freecodecamp.org/" and select "Sign in and get started (it's free)"; select "start at the beginning" and use Google as your browser; it is very important to READ THE DIRECTIONS as you go or this will become very challenging quickly; coding can be easy, fun, and a way to earn a great living! This site works to help non-profits and those in need by teaching coding - 20 min</p>
	<p><i>Sadlier Math, Chapter Five, Page 98</i> - As a class, complete "Practice #'s 1-5" and discuss reasons for why answers are "equal" or "not equal" as you proceed - 20 min</p>	<p><i>Sadlier Math, Chapter Five, Page 99</i> - Teacher to model particularly difficult problems in "Practice #'s 8-17" and have students redo work as necessary to master the content - 10 min</p>	<p><i>Sadlier Math, Chapter Five, Page 100</i> - Read aloud and discuss how the content is similar to what was just modeled by the scale; how can you solve problems like this easily? - 10 min</p>	<p><i>Sadlier Math, Chapter Five, Page 101</i> - Teacher to model how to solve "Practice #'s 14-15"; a student-teacher to model how to solve at the SMART Board "Practice #'s 16-17"; independently solve #'s 18-19 and review - 15 min</p>	
<p><i>Sadlier Math, Chapter Five, Pages 98-99</i> - Students in pairs, solve "Practice #'s 6-11" and discuss why certain solutions are equal whereas others are not - 15 min</p>	<p><i>Sadlier Math, Chapter Five, Page 99</i> - As a class, work together to solve "Problem Solving # 18" and discuss how the answer was arrived at; Teacher to provide tips to arriving at the answer; solve "Problem Solving # 19" independently and review together - 15 min</p>	<p><i>Sadlier Math, Chapter Five, Pages 100-101</i> - As a class work together to solve "Practice #'s 1-4" and discuss the reasoning for why each answer is arrived at as such; students to solve independently "Practice #'s 5-10" and teacher to circle the room to verify - 20 min</p>	<p><i>Sadlier Math, Chapter Five, Page 101</i> - As a class, slowly breakdown each question in "Problem Solving #'s 20-23" and examine the reasoning for each solution; what is needed to solve each problem? Teacher to lead the discussion and students may assist at the board - 20 min</p>	<p>Students in pairs, work together to solve teacher-assigned problems in "Practice Book, Lesson 5-2"; Teacher to circle the room to assist each pair to ensure material is mastered accurately - 20 min</p>	
Bellwork Topic:	Define: equation, equal, not equal	Teacher-created examples of solutions for equations	<i>Sadlier Math, Chapter Five, Page 99</i> - Complete "Problem Solving # 20" and review	<i>Sadlier Math, Chapter Five, Page 101</i> - Complete "Practice #'s 11-13" and review	None

Suppliment Extra Time With:	Additional review of what makes a solution equal or not equal	Additional time to review how to solve for variables and missing solutions sets	Explaining how to do the inverse operation to answer the question	Describing how to break down the story problems and solve each step in the process	Additional time to work on "Practice Book, Lesson 5-2"
Daily Homework:	<i>Sadlier Math, Chapter Five, Page 99</i> - Complete "Practice #'s 12-17"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-1"	Teacher assigned questions from "Practice Book, Lesson 5-1" and "Practice Book, Lesson 5-2"	Study for quiz tomorrow on "Terms to Know for Week Fourteen" and solving equations and inverse operations!	Teacher assigned questions from "Practice Book, Lesson 5-2"

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

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 18	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on "Terms to Know from Week Seventeen" and inverse operations - 15 min
	Teacher to review antonyms from ELA class (tall v. short, thin v. fat, big v. little) and how they relate in math; use a numberline to help show how + 2 is the opposite of -2 and so on - 10 min	Watch "How to Solve Algebra Equations Using Inverse Operations : Measurements & Other Math Calculations" on YouTube (3:26 min) and discuss the precepts in the video as reviewed in class; Teacher to provide examples for additional review - 10 min	Teacher to review homework and discuss how answers were arrived at; why did you create the equations that you created? When did you use variables? Review equations as needed - 10 min	<i>Sadlier Math, Chapter Five, Page 106</i> - Teacher to model how to solve #'s 11-12; student-teacher to model how to solve #'s 13-14 and students ask questions; independently solve #'s 15-19 and review together as a class - 20 min	Teacher to review how to write equations; what are the specific words that are needed to help you understand what to do? Teacher to identify words such as "and, plus, more, product, difference" and "is" that are signals to what to do in an equation - 15 min
	<i>Sadlier Math, Chapter Five, Page 102</i> - Read aloud and discuss the opposites (inverses) as found in math; Teacher to provide examples; complete "Practice #'s 1-6" together, students come to the board to solve and assist - 20 min	Teacher to review previous content and how to solve for all four types of inverse operations; Teacher-created examples written on SMART Board, students approach the board to solve together; questions from students addressed - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 5-4" together and review as a class when complete - 15 min	<i>Sadlier Math, Chapter Five, Page 106</i> - Students in groups of 3 or 4, work together to solve #'s 20-25; Teacher to rotate through the room to assist as needed; review as a class when completed; address all questions as they arise - 20 min	<i>Sadlier Math, Chapter Five, Page 107</i> - Teacher to model how to complete # 26; student-teacher to model how to complete # 27; students in pairs, complete #'s 28-29 and review as a class - 15 min

	<i>Sadlier Math, Chapter Five, Page 103</i> - Students in groups of 3 or 4, solve "Practice #'s 9-17" together; Teacher to circle to groups to assist as needed; review as a class when complete - 15 min	<i>Sadlier Math, Chapter Five, Pages 104-105</i> - Read aloud and discuss each property; why does each step NEED to be taken? Why do we need to isolate the variable? Practice writing algebraic equations in "Practice 1-4" as a class - 20 min	<i>Sadlier Math, Chapter Five, "Check Your Progress", Page 106</i> - Teacher to model how to solve #'s 1-3, students to ask questions and review as needed; students in pairs, complete #'s 4-10 and review as a class when completed - 20 min	<i>Sadlier Math, Chapter Five, Page 107</i> - Teacher to select a student-teacher to lead the class through solving #'s 30-32; student-teacher to analyze each sentence to pull out key words to are clues to what is needed to write the equation - 10 min	<i>Sadlier Math, Chapter Five, Page 107</i> - Students in pairs, read through "Problem Solving #'s 33-36" and write equations for each problem but DO NOT SOLVE; Teacher to review each equation prior to solving to ensure accuracy - 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 103</i> - Complete #'s 7-8; review when complete	<i>Sadlier Math, Chapter Five, Page 103</i> - Complete "Problem Solving #'s 18-20"; review when complete	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Review of how to solve inverse operations	Practice of balancing inverse operations to solve correctly and writing equations from them	Review of creating equations based upon the information provided to you	Reviewing key terms to understand how to solve word problems	Reviewing the precise terms in word problems that are clues of what steps are needed to complete the problem
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 5-2" and "Practice Book, Lesson 5-3"	<i>Sadlier Math, Chapter Five, Page 105</i> - Complete "Practice #'s 5-9"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-3" and "Practice Book, Lesson 5-4"	Study for quiz tomorrow on "Terms to Know for Week Seventeen" and inverse operations!	<i>Sadlier Math, Chapter Five, Page 107</i> - Complete "Problem Solving #'s 33-36", due tomorrow!

The material and pace will pick up quickly at this point. Please be prepared and emphasize this to students, send a note home to parents as well.

Terms to Know:	<i>Inverse Operations, Inequalities, Infinite, Solution Set, Word Sentence, Number Sentence, Equation</i>
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STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Teacher to review inverse operations and how to solve for them; teacher to review the key terms in equations that indicate what is being asked in the equation (and, plus, "a number", difference, product, is, equal) - 10 min	<i>Sadlier Math, Chapter Five, Page 109</i> - Teacher to review content from the previous lesson; Student-teacher to model how to translate the word sentence into a number sentence for "Practice #'s 21-23"; students to ask questions as needed - 15 min	<i>Sadlier Math, Chapter Five, Page 110</i> - Read aloud as a class and define "Infinite" and "Solution Set"; Teacher to provide examples of inequalities that fit on a sample number line; students to ask questions as necessary - 15 min	Teacher to review questions about inequalities, solution sets, and how to correctly solve for and plot them - 10 min	<i>Sadlier Math, Chapter Five, Page 113</i> - Teacher to divide the room into five groups; each group will solve either #'s 11-12, 13-14, 15-16, 17-18, or 19-20; students will teach the class how they solved each pair at the SMART Board to review - 25 min

Week 19	<i>Sadlier Math, Chapter Five, Page 108</i> - Read about inequalities and how to express them properly; Teacher to create examples to review and students pronounce them - 15 min	<i>Sadlier Math, Chapter Five, Page 109</i> - Using colored pencils for each part of the word sentence, write parts of number sentences in different colors to match the various parts of each word sentence in "Practice #'s 24-28"; review as a class - 15 min	<i>Sadlier Math, Chapter Five, Page 111</i> - Using a number line, students in pairs to solve "Practice 1-4"; review as a class; Teacher to correct any errors and guide to mastery of the concept - 15 min	<i>Sadlier Math, Chapter Five, Page 112</i> - Teacher to model how to correctly solve "Practice #1-2"; what are the key words that indicate what to do in the number sentences? Student-teacher to model "Practice # 3-4"; review together - 15 min	Students to individually write their own word sentences about inequalities using Google Docs; submit to your teacher - 10 min
	<i>Sadlier Math, Chapter Five, Page 108</i> - Teacher and student-teacher to model solving "Practice #'s 1-3"; using Google Docs, students to work in pairs and write a word sentence for "Practice #'s 4-12"; Teacher to circle the room to assist - 20 min	<i>Sadlier Math, Chapter Five, Page 109</i> - Using a dolob of shaving cream as a medium, correctly write "Practice #'s 29-35"; Teacher to guide the instruction and review responses - 15 min	<i>Sadlier Math, Chapter Five, Page 111</i> - Teacher to provide print outs of number lines, students to map solutions that are logical solutions to sample created problems; students in pairs, illustrate on number lines "Practice #'s 5-12" correctly - 15 min	<i>Sadlier Math, Chapter Five, Pages 112-113</i> - Students in groups of 3 or 4, correctly solve "Practice #'s 5-10"; indicate what the key words are in EACH word sentence that explain how to write the number sentence; review solutions - 20 min	Students in pairs, solve each other's word sentences by correctly translating them into number sentences and solving; Teacher and one apointed "student-teacher" to circle the room to assist each group with content and accuracy - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher assigned questions from "Practice Book, Lesson 5-5"	<i>Sadlier Math, Chapter Five, Page 111</i> - Complete "Problem Solving #'s 13-15" and review	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Review of correctly writing word sentences	Teacher to create additional inequalities to review with shaving cream	Additional time using number lines to correctly plot points and solve inequalities	Review of key terms that indicate translation of word sentences to number sentences	Guided practice in identifying key words in word sentences to translate to number sentences
Daily Homework:	<i>Sadlier Math, Chapter Five, Page 108</i> - Students to handwrite "Practice #'s 13-20"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-4" and "Practice Book, Lesson 5-5"	Teacher assigned questions from "Practice Book, Lesson 5-5" and "Practice Book, Lesson 5-6"	Teacher assigned questions from "Practice Book, Lesson 5-6"	Teacher assigned questions from "Practice Book, Lesson 5-7"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on "Terms to Know from Week Nineteen" and solving for inequalities, and translating word sentences to number sentences - 15 min

Week 20	<i>Sadlier Math, Chapter Five, Page 114</i> - Using a concept map, read aloud and outline the important aspects of each property identified; Teacher to provide examples and students create their own for their concept maps - 20 min	<i>Sadlier Math, Chapter Five, Page 115</i> - Divide the class into four groups, each group to complete "Practice #'s 17-19" and "Problem Solving #'s 20-23" together; Teacher to circle through the room to ensure accuracy and validity in responses - 20 min	Students to use Google Docs to define each of the "Terms to Know from Week Nineteen" 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	<i>Sadlier Math, Chapter Five Performance Assessment, Page 120</i> - Read the synopsis about the urban planner and road project; use a "Word Wheel" graphic organizer to outline the project and what is needed to solve the situation - 10 min
	<i>Sadlier Math, Chapter Five, Page 114</i> - Students in pairs, using a number line and scratch paper solve "Practice #'s 1-4" and illustrate your solutions on a number line; share with the class when complete - 15 min	<i>Sadlier Math, Chapter Five, Page 115</i> - As a follow-up to the previous activity, one member from each group will approach the SMART Board to teach how to solve an assigned problem; class to review work - 15 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 - 15 min	<i>Sadlier Math, Chapter Five Review, Pages 118-119</i> - Divide the class into five groups, each group will complete together #'s 18-23 & 26-29; students to save answers for review game - 15 min	<i>Sadlier Math, Chapter Five Performance Assessment, Page 120</i> - Illustrate a diagram or create a T-chart as needed to solve; Teacher to guide how to solve #'s 1-2 and discuss the method for each - 15 min
	<i>Sadlier Math, Chapter Five, Page 115</i> - Individually, illustrate a number line and solve for "Practice #'s 5-8"; share with the class when complete - 10 min	<i>Sadlier Math, Chapter Five, Page 115</i> - As an exit to this lesson, students will quickly create number lines for the solutions to their inequalities; students must be able to explain their illustrations - 10 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 4-9"; 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 18-23 & 26-29; students may NOT use their previous work or notes; first to solve earns a point; winner receives extra credit on quiz tomorrow - 10 min	<i>Sadlier Math, Chapter Five Perf. Assess. Pages 120-121</i> - Teacher to utilize three student-teachers; each ST to circle the room to assist others in helping to solve #'s 3-5; Teacher to lead/guide the class through each; ST's to assist fellow classmates as necessary - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Review homework and discuss any questions about number lines	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:	Review of number lines and proper placement of plotted numbers on them	Review of number lines and plotting inequalities upon them	Discuss the Property of Equality in solving for inequalities	Additional time in review game	Additional review of each question in Performance Assessment
Daily Homework:	<i>Sadlier Math, Chapter Five, Page 115</i> - Complete "Practice #'s 9-16"; use a number line to accompanying your solutions	Teacher assigned questions from "Practice Book, Lesson 5-8"	<i>Sadlier Math, Chapter Five, Page 117</i> - Complete "Practice #'s 4-9" if it wasn't completed in class; due tomorrow!	Study for quiz on "Terms to Know from Week Nineteen", inequalities, and translating word sentences to number sentences	<i>Sadlier Math, Chapter Five, Pages 118-119</i> - Complete #'s 9-17, 24-25, & 30-31; due tomrrow!

Terms to Know:	Prime Number, Composite Number, Prime Factorization, Factor Tree, Greatest Common Factor, Greatest Common Divisor				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 21	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<p><i>Sadlier Math, Chapter Six, Page 124</i> - Read aloud about Prime Numbers, Composite Numbers, and Factor Trees; teacher to provide examples of these in addition to reviewing those in the text; students to lead the breakdown - 15 min</p>	<p><i>Sadlier Math, Chapter Six, Page 125</i> - Using bubble, block, script, or another acceptable creative style, students will diagram factor trees from "Practice #'s 10-18"; students may work together; Teacher to assist as needed - 25 min</p>	<p>Teacher to review prime numbers, composite numbers, and factor trees; provide examples of each; students to ask questions as needed for clarity - 10 min</p>	<p><i>Sadlier Math, Chapter Six, Page 126</i> - Teacher to review Prime Factorization, GCF, and GCD; as a class, solve "Practice #'s 16-19" and address concerns of how to complete the process - 20 min</p>	<p>Students to make a crossword puzzle of the "Terms to Know" from Weeks 21, 19, 17, and 14; students should have definitions for each; students may use graph paper for this or the following website "www.puzzle-maker.com/CW"; provide to your teacher when complete; solve another student's puzzle as provided by your teacher - 30 min</p>
	<p><i>Sadlier Math, Chapter Six, Page 124</i> - Using colored pencils or markers, write "Practice #'s 1-9" out using the same colors for the same numbers to easily connect prime factorization; complete this independently; teacher to circle the room to assist as needed - 20 min</p>	<p><i>Sadlier Math, Chapter Six, Page 125</i> - Student-teacher to review prime factorization; Teacher to assist as needed; as a class, complete "Practice #'s 19-21" and "27-28"; individually complete "Practice #'s 22-26" and "29-30"; review together to ensure accuracy and mastery- 20 min</p>	<p><i>Sadlier Math, Chapter Six, Page 126</i> - Read aloud and illustrate the topic about muffins relating to GCF and GCD; use markers as needed to illustrate; Teacher to model how to solve "Practice #'s 1-3"; students to use different colored markers for each GCF to note similarities; use the same color for the same number (ex. 4 = blue, 6 = red, 2 = green, etc.); discuss as a class - 20 min</p>	<p>Students in groups of 3 or 4, work together to solve teacher-assigned problems in "Practice Book, Lesson 6-2"; review together as a class upon completion - 15 min</p>	
<p>Teacher to write groups of numbers of the SMART Board; students to approach the board and group together as prime factors; student-teacher to explain how to do this to the class as a follow up and exit slip - 10 min</p>		<p><i>Sadlier Math, Chapter Six, Page 126</i> - Using the same method as earlier this lesson, students in pairs to solve "Practice 4-6" and review as a class - 15 min</p>	<p><i>Sadlier Math, Chapter Six, Page 126</i> - Two student-teachers to lead discussion of how to solve "Problem Solving #'s 24-25" at the SMART Board; Teacher to assist as needed; students to work together, class to solve as the ST's lead the discussion - 10 min</p>	<p>Students in groups of 3 or 4, work together to solve teacher-assigned problems in "Practice Book, Lesson 6-1" and "Practice Book, Lesson 6-2"; review together as a class upon completion - 15 min</p>	

Bellwork Topic:	<i>Sadlier Math, Chapter Five, Fluency Practice, Page 122</i> - Complete #'s 1-10 and review	Teacher-created examples of Prime Factorization and a Factor Tree	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Explanations of prime factorization and additional examples	Additional review of prime factorization	Review of GCF and GCD	Review time of story problems and how to solve	Additional time to solve eachother's crossword puzzles
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 6-1"	<i>Sadlier Math, Chapter Six, Page 125</i> - Complete "Practice 31-39"; due tomorrow!	<i>Sadlier Math, Chapter Six, Pages 125-126</i> - Complete "Practice 7-15"; due tomorrow!	<i>Sadlier Math, Chapter Six, Page 126</i> - Complete "Practice 20-23" and "Problem Solving 26-27"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 6-2"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-One" and Prime Factorization, Factor Trees, and GCF - 15 min
	<i>Sadlier Math, Chapter Six, Page 128</i> - Read aloud and illustrate a picture of the word problem about the two rooms; Teacher to lead the diagramming and instruction; Teacher to provide an additional example that students model - 15 min	<i>Sadlier Math, Chapter Six, Page 129</i> - Divide the class into five groups; each group will solve one of the five "Problem Solving #'s 16-20"; one member from each group to go to the SMART Board to present how to complete it when finished - 15 min	<i>Sadlier Math, Chapter Six, "Check Your Progress", Page 131</i> - As a class, complete together #'s 17-19, 24-25, and 33-34; discuss each and review as a class to ensure accuracy - 20 min	Teacher to provide real-world examples of GCF and students to write story problems of them; examples include: providing equal amounts of food to a group of poor people, dividing a sum of money out as Christmas bonuses, and packing donated food into boxes for hungry children to eat - 15 min	Watch "LCM for beginners" on YouTube (3:48 min) and discuss how to solve for it; the text provides a different method but using this method is also valid; Teacher to provide examples to review as a class - 10 min
	<i>Sadlier Math, Chapter Six, Page 128</i> - Students in groups of 3 or 4, work together on "Practice #'s 1-3" and discuss solutions together as a class - 15 min	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 130</i> - Teacher to model #1 and review; using colored pencils where applies, students to complete #'s 2-9 with different colors to map out the factor tree and prime factorization; Teacher to review as a class - 20 min	<i>Sadlier Math, Chapter Six "Check Your Progress", Page 131</i> - Divide the class in three; one group will work in pairs, another will work independently, and another will work with the Teacher: all groups	Students to create their own real-world examples of when using the GCF would apply via Google Docs and share them with their Teacher; Teacher to review them and solve as a class - 20 min	<i>Sadlier Math, Chapter Six, Page 132</i> - Read aloud and discuss the two methods for solving for the LCM; Teacher to review the sample story problem as it relates; as a class, complete "Practice #'s 1-3"; individually complete "Practice #'s 4-9" and review each for accuracy - 20 min

	<i>Sadlier Math, Chapter Six, Page 129</i> - Divide the class in half; Teacher to work with one half while the other half is broken into pairs; each group works together on "Practice #'s 4-9", then review answers to compare for validity - 15 min	Teacher to review how to complete and answer questions on common factors, GCF, and the Distributive Property; provide examples as needed - 15 min	to complete all remaining problems from #'s 20-41; Teacher to review answers when complete to ensure accuracy - 25 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 6-3" and review as a class - 15 min	<i>Sadlier Math, Chapter Six, Page 133</i> - Using Google Paint, " https://paintz.app/ ", or a similar medium, complete "Practice #'s 10-15" individually; Teacher to circle the room to verify accuracy - 10 min
Bellwork Topic:	Watch "How to find the greatest common factor - from TutaPoint.com" on YouTube (4:48 min) and discuss	Watch "GCF and the Distributive Property" on YouTube (7:50 min) 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:	Teacher-directed review of GCF and prime factorization	Additional discussion of solving for GCF and provide examples	Teacher-guided instruction to assist in solving for Distributive Property and the sum of two factors	Discussing real-world examples of GCF	Additional time using paint-medium to complete solving for the LCM
Daily Homework:	<i>Sadlier Math, Chapter Six, Page 129</i> - Complete "Practice #'s 10-15"; due tomorrow!	<i>Sadlier Math, Chapter Six, "Check Your Progress", Page 130</i> - Complete #'s 10-16; due tomorrow!	<i>Sadlier Math, Chapter Six, "Check Your Progress", "Problem Solving", Page 131</i> - Complete #'s 42-44; due tomorrow!	Study for quiz on "Terms to Know from Week Twenty-One" and Prime Factorization, Factor Trees, and GCF	<i>Sadlier Math, Chapter Six, Page 133</i> - Complete " #'s 16-27"; due tomorrow!
Terms to Know:	<i>Least Common Multiple, Greatest Common Factor, Simplest Form, Lowest Terms, Relatively Prime</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Review of homework; review finding the LCM, GCF, and prime numbers - 15 min
	<i>Sadlier Math, Chapter Six, Page 133</i> - Divide the class into three groups; each group will complete two problems from "Problem Solving 28-33"; one student from each group will go to the SMART Board to display how to correctly solve it as a class - 20 min	<i>Sadlier Math, Chapter Six, Page 135</i> - Review how to solve "Practice #'s 1-2" and address questions; student-teacher to model #'s 3-4; Teacher to assist students as they work; As a class, complete "Practice #'s 5-7" and discuss - 20 min	<i>Sadlier Math, Chapter Six Review, Page 136</i> - Using "bubble letters" and colored pencils to artistically solve problems, complete independently #'s 5-11; Teacher	Teacher to review prime factorization, LCM, GCF, and factor trees; students to seek help as needed - 15 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

Week 23	Students in pairs, complete teacher-assigned problems from "Practice Book, Lesson 6-4"; review problems when completed - 15 min	Students in groups of 3 or 4, complete teacher-assigned problems from "Practice Book, Lesson 6-5"; review problems when completed - 15 min	independently #s 1-11; teacher to assist as needed; review when complete - 30 min	<i>Sadlier Math, Chapter Six Performance Assessment, Page 138</i> - Teacher to read aloud and model how to solve #1 using the chart provided; illustrate a picture to assist - 10 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 Six, Pages 134-135</i> - Read aloud and discuss how LCM and GCF relate to problem solving; review the examples; Teacher to lead discussion of "Practice #'s 1"; students try "Practice #2" individually - 10 min	<i>Sadlier Math, Chapter Six Review, Page 136</i> - Students in groups of 3 or 4, complete #'s 1-4" and review as a class - 10 min	<i>Sadlier Math, Chapter Six Review, Page 136</i> - In a ten minute timed activity, complete as many problems SILENTLY and WITHOUT HELP independently as possible from #'s 12-26; Teacher to review after ten minutes is completed - 15 min	<i>Sadlier Math, Chapter Six Performance Assessment, Page 138</i> - Student-teacher to model solving #'s 2-3; students in pairs, solve #'s 4-8 illustrating pictures or diagrams to assist as needed; Teacher to circle the room to assist - 20 min	
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Watch "Solving Word Problems (Simplifying Math)" on YouTube (6:00 min) and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Six Review, Page 137</i> - Complete "Problem Solving #'s 43-44" and discuss	None
Suppliment Extra Time With:	Additional time reviewing story problems for LCM and GCF	Discuss tips for solving word problems	Review of the timed activity problems	Review of how to solve story problems including charts, illustrations, or diagrams	Additional review of GCF relating to fractions
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 6-4"	Teacher assigned questions from "Practice Book, Lesson 6-5"	<i>Sadlier Math, Chapter Six Review, Pages 136-137</i> - Complete #'s 27-42; due tomorrow!	<i>Sadlier Math, Chapter Six Fluency Practice, Page 140</i> - Complete #'s 1-10; due tomorrow!	<i>Sadlier Math, Chapter Seven, Page 143</i> - Complete "Practice #'s 25-36"; 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" and Fractions (GCF, Simplest Form) - 20 min
	Teacher to review fractions, simplest form, and how GCF relates to them; how do prime factors relate to fractions? Provide examples and discuss - 15 min	Teacher to review homework and discuss questions; provide examples of simplifying fractions - 10 min	Review homework and improper fractions; review writing the "word name" for fractions; review converting decimals to fractions - 10 min	Teacher to review homework and discuss converting fractions to decimals; address difficult questions and provide multiple responses for the same number if possible - 15 min	<i>Sadlier Math, Chapter Seven, Pages 148-149</i> - Review decimals converted to fractions; Teacher to provide examples to assist - 10 min

Week 24	<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 Seven, Page 146</i> - Read aloud and discuss terminating decimals and repeating decimals; what makes them different from each other? Teacher to model "Practice #'s 1-3" and how to solve - 20 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-3" and review as a class - 15 min	Watch "Math Antics - Converting Base-10 Fractions" on YouTube (6:59 min) and discuss how to properly align the tenths, hundredths, and thousandths place in decimals; Teacher to review - 15 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	<i>Sadlier Math, Chapter Seven, Pages 146-147</i> - Students in groups of 3 or 4, complete and discuss "Practice #'s 4-12"; Teacher to specifically assist in converting fractions to decimals - 15 min	<i>Sadlier Math, Chapter Seven, Page 148</i> - Read aloud about converting decimals to fractions; review the GCF; Teacher to review that decimals can be thought of as fractions over 10, 100, 1000, etc. - 15 min	<i>Sadlier Math, Chapter Seven, Page 148</i> - Students in pairs, complete "Practice #'s 1-6" together and discuss which numbers complete the "?" best; reflect upon the video and use the number line to assist - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Seven, Page 145</i> - Complete any three of "Problem Solving #'s 27-32" and review	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Review of GCF and reducing to simplest form	Review extra time on improper fractions	Additional time reviewing the story problems associated with the text & fractions	Teacher-created examples of converting decimals to fractions	Teacher-created examples of converting decimals to fractions
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 7-1"	<i>Sadlier Math, Chapter Seven, Page 145</i> - Complete "Practice #'s 7-14 & 19-26"; due tomorrow!	<i>Sadlier Math, Chapter Seven, Page 147</i> - Complete "Practice 13-25"; due tomorrow!	Study for quiz on "Terms to Know from Week Twenty-One" and Fractions (GCF, Simplest Form)	<i>Sadlier Math, Chapter Seven, Pages 148-149</i> - Complete "Practice #'s 7-17"; due tomorrow!
Terms to Know:	<i>Improper Fractions, Powers of Ten, Terminating Decimal, Repeating Decimal, Simplest Form, Algebraic Expression, Evaluate, Properties of Operations, Equivalent,</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
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 149</i> - As a class complete together "Problem Solving #'s 31-36" and complete the table; Teacher to review what simplest form is (reduced fraction); students to come to the board to direct conversion process - 15 min</p>	<p><i>Sadlier Math, Chapter Seven, Page 152</i> - Teacher to review LCD and how to calculate for it; Teacher to provide VERY BASIC examples of converting the LCD of one fraction to another; Review variables and solving for them - 15 min</p>	<p><i>Sadlier Math, Chapter Seven, Page 153</i> - As a class, review homework and questions; discuss "Problem Solving #'s 17-21" as a class; divide the class into two groups, one group solves #'s 17-18 and the other solves 19-21; review and discuss responses together - 20 min</p>	<p>Teacher to review homework and discuss; provide VERY BASIC examples of problems regarding solving for equations with fractions and variables; students to come to the board to solve - 15 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 pull important information from the question verses unnecessary information - 15 min</p>	
	<p><i>Sadlier Math, Chapter Seven, Pages 150-151</i> - Students in groups of 3 or 4, complete as many problems on these pages as time permits; Teacher to circle to each group to assist as needed; Teacher to stop progress every ten minutes to review questions and direct the flow of work by working through specific problems as a class on the board - 30 min</p>	<p><i>Sadlier Math, Chapter Seven, Pages 152-153</i> - As a class complete "Practice #'s 1-8" together and review how to solve for the LCD; Teacher to create additional similar examples to assist knowledge - 15 min</p>	<p><i>Sadlier Math, Chapter Seven, Page 154</i> - Teacher to review inverses and properties of equality; include a review of mixed numbers and converting them - 15 min</p>	<p><i>Sadlier Math, Chapter Seven, Page 155</i> - As a class, solve together "Problem Solving #'s 15-16" and review; students in pairs, complete #'s 17-20 and review as class; student-teacher to direct review as Teacher assists - 20 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, Page 153</i> - Divide the class into three groups (one works individually, one in pairs, another with Teacher-guided instruction); complete "Practice #'s 9-16" as assigned by your group; review as a class as time permits - 15 min</p>	<p><i>Sadlier Math, Chapter Seven, Pages 154-155</i> - As a class, complete "Practice #'s 1-6" together and discuss how to properly solve for each; Teacher to assist in calculating for variables for each - 10 min</p>	<p>Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-6" and discuss - 10 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>	
Bellwork Topic:	<p><i>Sadlier Math, Chapter Seven, Page 149</i> - Complete "Practice #'s 18-22" and discuss</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Teacher-created examples (three) of adding & subtracting fractions</p>	<p><i>Sadlier Math, Chapter Seven, Page 155</i> - Complete "Practice #'s 7-9" and discuss</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	
Suppliment Extra Time With:	<p>Teacher led instruction of converting decimals to fractions and vice versa</p>	<p>Teacher created examples for adding & subtracting fractions with variables</p>	<p>Additional practice in reviewing adding & subtracting fractions</p>	<p>Additional teacher-led review of solving for variables with fractions</p>	<p>Additional review of how to solve story problems and finding key terms</p>	
Daily Homework:	<p>Teacher assigned questions from "Practice Book, Lesson 7-4"</p>	<p>Teacher assigned questions from "Practice Book, Lesson 7-5"</p>	<p><i>Sadlier Math, Chapter Seven, Page 155</i> - Complete "Practice #'s 10-14"; due tomorrow!</p>	<p>Teacher assigned questions from "Practice Book, Lesson 7-6"</p>	<p><i>Sadlier Math, Chapter Seven, Page 157</i> - Complete "Practice #'s 3-8"; due tomorrow!</p>	

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", converting fractions to decimals, and vice versa - 20 min
	Teacher to review adding and subtracting fractions and decimals; review how to convert fractions to decimals and vice versa; Teacher to model how multiplying & dividing a fraction by the same number can provide fractions of equal value; students to ask questions as needed and solve together - 20 min	Watch "Converting Fractions to Decimals Song by NUMBEROCK" on YouTube (3:28 min) and discuss how to convert fractions into decimals; how do songs help make concepts easier to remember sometimes? - 10 min	<i>Sadlier Math, Chapter Seven Performance Assessment, Page 160</i> - As a class, discuss first what is needed to construct a building or complex art structure (as shown in the text); students to briefly discuss whether art is consider art if it is abstract; should artwork resemble what it is intended to resemble? Or is abstract art truly art? - 10 min	Teacher to review adding and subtracting fractions and decimals; review how to solve for fractions and decimals with variables integrated; students to ask questions as needed - 20 min	Watch "Multiplying Fractions with Whole Numbers Song by NUMBEROCK" on YouTube (2:44 min) and discuss examples of how to multiply fractions, whole numbers and fractions, and mixed numbers - 15 min
	<i>Sadlier Math, Chapter Seven Review, Page 158</i> - As a class, solve together and discuss the reasoning for responses in #'s 1-10; Teacher to proceed slowly to ensure that each student grasps the concepts; students to come to the board to solve together and work through problems together - 20 min	<i>Sadlier Math, Chapter Seven Review, Page 158</i> - Students in pairs, complete together #'s 21-27; Teacher to review as a class how to solve select problems - 15 min	<i>Sadlier Math, Chapter Seven Performance Assessment, Page 160</i> - Students in pairs but working together as a class, solve together #'s 1-3 and discuss the reasoning for each response - 15 min	<i>Sadlier Math, Chapter Eight, Pages 163-164</i> - Read aloud and review fractions overall; what is the GCF? What is simplest form? Teacher to provide VERY BASIC examples to review - 15 min	<i>Sadlier Math, Chapter Eight, Pages 164-165</i> - Teacher to model how to solve "Practice #'s 6-7" and discuss; use different colors for the numerator and denominator to assimilate common value; students to use colored pencils to individually solve "Practice #'s 8-16" while Teacher circles to each student to assist; Teacher to discuss specific problems as a class as needed to assist - 20 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher-created problems (three) of converting fractions to decimals and review	Teacher-created problems (three) of converting fractions to decimals and review	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None

Suppliment Extra Time With:	Additional instruction on converting fractions	Teacher-guided instruction of reviewing decimal conversion	Teacher guided instruction with examples of how to solve for each problem	Review for quiz tomorrow	Additional examples of finding the GCF as needed and multiplying fractions
Daily Homework:	<i>Sadlier Math, Chapter Seven Review, Page 158</i> - Complete #'s 11-20; due tomorrow!	<i>Sadlier Math, Chapter Seven Review, Page 159</i> - Complete #'s 38-43; due tomorrow!	<i>Sadlier Math, Chapter Seven, "Fluency Practice", Page 162</i> - Complete #'s 1-10; due tomorrow!	Study for quiz on "Terms to Know from Week Twenty-Five", converting fractions to decimals, and vice versa!	<i>Sadlier Math, Chapter Eight, Page 165</i> - Complete "Practice #'s 17- 24"; due tomorrow!
Terms to Know:	<i>Greatest Common Factor, Simplest Form, Reciprocal, Inverse Property, Multiplicative Inverse, Unit Fraction, Quotient, Estimate, Whole Number, Mixed Number,</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
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
	Review homework and discuss concerns about multiplying fractions; Teacher to review specific examples that may be difficult; students to openly speak about their struggles (if they occurred) in multiplying fractions - 15 min	<i>Sadlier Math, Chapter Eight, Page 167</i> - Teacher to review homework and discuss concerns; students in pairs, complete "Practice #'s 17-27" together and review as a class; Teacher to remind students that any number multiplied by zero equals zero and that a fraction with an equal numerator and demoninator equals one (ex. $7/7$, $9/9$, $3/3$) - 25 min	<i>Sadlier Math, Chapter Eight, Page 169</i> - Students to count off by three's; all students assigned as a "1" will complete "Problem Solving #'s 7-8", all students assigned as a "2" will complete "#s 9-10", and all students assigned a "3" will complete "#s 11-12"; Teacher to assist as needed by traveling to each child for direct assistance - 15 min	Teacher to review homework and address individual problems; student in pairs, 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 166</i> - Read aloud about properties of multiplication; Teacher to review examples and supply VERY BASIC foundational examples to introduce the concept - 10 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 - 10 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, Pages 166-167</i> - As a class, Teacher to lead the completion of "Practice #'s 1-10" and discuss WHY each rule applies as it does; students to come to the board to work through examples as needed - 20 min	<i>Sadlier Math, Chapter Eight, Pages 168-169</i> - Students in pairs, complete "Practice #'s 1-6" and discuss as a class how to complete; Teacher to review for accuracy and discuss as needed - 10 min	<i>Sadlier Math, Chapter Eight, Page 170</i> - Students in pairs, complete "Practice #'s 1-7" and review as a class; Teacher to cycle around the room to assist - 15 min	<i>Sadlier Math, Chapter Eight, Page 171</i> - Students to use colored pencils to illustrate models for "Problem Solving #'s 20-30"; solve each and discuss as a class when complete; Teacher to assist as needed - 20 min	<i>Sadlier Math, Chapter Eight, Page 172</i> - Students to individually complete "Practice #'s 1-10" using colored pencils to illustrate the reciprocals and track changes; Teacher to monitor and assist as needed; review on the board together as needed - 15 min
Bellwork Topic:	<i>Sadlier Math, Chapter Eight, Page 165</i> - Complete any three of "Problem Solving #'s 25-30" and discuss	<i>Sadlier Math, Chapter Eight, Page 167</i> - Complete "Practice #'s 13-16" and discuss	<i>Sadlier Math, Chapter Eight, Page 167</i> - Complete "Problem Solving #'s 28-30" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional practice in utilizing each property	Additional review of models for solving fractions	Teacher-lead practice of multiplying fractions	Teacher to assist in making models of student-lead problems	Assist in proper sentence writing for following procedures
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 8-1" and "Practice Book, Lesson 8-2"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 8-2" and "Practice Book, Lesson 8-3"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Pages 170-171</i> - Complete "Practice #'s 8-19", write a sentence for each explaining how you solved the problem; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 8-3" and "Practice Book, Lesson 8-4"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 173</i> - Complete "Practice #'s 11-20"; write for sentence for each problem explaining how you completed it; 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-Seven" and multiplying & dividing fractions - 20 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 - 15 min	Teacher to review homework and address concerns as applicable - 10 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", Pages 178-179</i> - Divide the class into four groups; individually students will complete either allotment as

Week 28	<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	Divide the class in half; one group will complete teacher-assigned problems in "Practice Book, Lesson 8-6" while the other group completes "Sadlier Math, Chapter Eight, Page 175, Practice #'s 16-24"; each group act as a team to review content and discuss; Teacher to assist in process - 20 min	<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	<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 2-10; Teacher to review as a class how to solve selected problems and discuss - 20 min	complete student assignment as assigned by the Teacher - #'s 21-27, #'s 28-34, #'s 35-41, or #'s 42-48; Teacher to circle the room to ensure accuracy and assist as needed; students to use the website " https://sketch.io/sketchpad/ " to complete their work creatively - 20 min
	<i>Sadlier Math, Chapter Eight, Page 175</i> - Students in pairs, solve as a class but students to discuss with paired groups how to complete "Practice #'s 4-9" and review; Teacher to model how to solve and students approach the board to complete - 10 min	<i>Sadlier Math, Chapter Eight, Page 175</i> - Teacher to select a student-teacher to model how to solve "Practice #'s 25-30"; students will work along and ask questions about the process; Teacher to interact and ensure accuracy - 10 min	<i>Sadlier Math, Chapter Eight, Pages 176-177</i> - As a class, Teacher will lead students in solving "Practice #'s 1-6"; students who are confident in accuracy will model solving "Practice #'s 7-8"; all students to individually complete "Practice #'s 9-12" - 25 min	<i>Sadlier Math, Chapter Eight, "Check Your Progress", Page 178</i> - Students in groups of 3 or 4, complete #'s 11-20 together and discuss; Teacher to circle the room to assist as needed - 15 min	Students to play "Prodigy" at " play.prodigygame.com/ " by using their school gmail account login - 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 173</i> - Complete "Problem Solving #'s 29-32" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Eight, Page 177</i> - Complete "Practice #'s 25-28" and discuss	None
Supplement Extra Time With:	Additional time for students to practice using "<" and ">" with fractions	<i>Sadlier Math, Chapter Eight, Page 175</i> - Complete "Problem Solving #'s 31-32" and discuss	Additional time to review and discuss solving examples of dividing mixed and whole numbers	Additional review and discuss about GCF and multiplication properties	Additional time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter Eight, Page 175</i> - Complete "Practice #'s 10-15"; write a sentence indicating 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 177</i> - Complete "Practice #'s 13-24"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-Seven" and multiplying & dividing fractions!	<i>Sadlier Math, Chapter Eight, "Check Your Progress", Pages 178-179</i> - Complete any ten problems from #'s 21-48 that you did not complete in class today; due tomorrow!
Terms to Know:	Order of Operations, Evaluate,				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
Week 29	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	Teacher to review homework and discuss problems that were difficult; student-teacher to assist in modeling how to complete select 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 - 15 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, Pages 186-187</i> - Read aloud and review how to multiply and divide fractions; ensure students are knowledgeable of the process; quickly review with students reducing fractions into simplest form and simplifying - 15 min
	<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 1-3"; students to work along and assist in the process - 15 min	<i>Sadlier Math, Chapter Eight, Page 181</i> - Students to each receive a dollop of shaving cream to wipe across their desk as a template; complete "Practice #'s 16-24" individually; Teacher to check progress after each problem - 25 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 1-3" as a class and discuss difficult problems - 15 min	<i>Sadlier Math, Chapter Eight, Pages 184-185</i> - Read aloud and discuss how to substitute the value of the variable in for expressions; Teacher to provide VERY BASIC examples; solve for each as required; Teacher to model how to solve "Practice #'s 1-3", students work along - 15 min	<i>Sadlier Math, Chapter Eight, Page 187</i> - Students in groups of 3 or 4, complete "Practice #'s 1-12" and discuss as a class; each group to come to the board to solve one problem as a review session - 30 min
	<i>Sadlier Math, Chapter Eight, Page 180</i> - Students in groups of 3 or 4, complete "Practice #'s 4-9" together; Teacher to circle the room to assist and complete difficult problems on the board - 15 min	<i>Sadlier Math, Chapter Eight, Page 181</i> - Students to select one problem from "Practice #'s 25-30" to individually complete and show their Teacher for accuracy; Teacher to review and verify - 5 min	<i>Sadlier Math, Chapter Eight, Pages 182-183</i> - Students to individually complete using colored pencils that are different shades of green "Practice #'s 4-12"; Teacher to review each student's work by circling to them to assist in the process - 15 min	<i>Sadlier Math, Chapter Eight, Page 185</i> - Using colored pencils to follow substitution for the variable, students in pairs to complete "Practice #'s 4-9"; students to bring work to the Teacher after every two problems to review application - 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 183</i> - Complete "Practice #'s 22-23" and discuss	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes
Supplement Extra Time With:	Review of PEMDAS with simple examples to ease back into the process	Teacher-assigned problems to complete in "Practice Book, Lesson 8-8"	Teacher-assigned problems to complete in "Practice Book, Lesson 8-9"	Teacher-assigned problems to complete in "Practice Book, Lesson 8-10"	Teacher-assigned problems to complete in "Practice Book, Lesson 8-11"

Daily Homework:	<i>Sadlier Math, Chapter Eight, Page 180</i> - Complete "Practice #'s 10-15"; write a sentence explaining the steps that you did for each problem when solving it; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 181</i> - Complete "Practice #'s 25-35"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 183</i> - Complete "Practice #'s 13-21"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 185</i> - Complete "Practice #'s 10-14"; due tomorrow!	<i>Sadlier Math, Chapter Eight, Page 187</i> - Students to complete any five problems from "Practice #'s 13-21" and three problems from "Problem Solving #'s 22-27"; due tomorrow!
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 & dividing fractions - 15 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	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	<i>Sadlier Math, Chapter Eight, Page 190</i> - Individually complete #'s 22-32; Teacher to come to each student to inquire about assistance and provide direction - 20 min	<i>Sadlier Math, Chapter Eight, Page 192</i> - Read aloud and discuss being an automotive engineer; watch "MBT - Automotive Engineer" on YouTube (4:44 min) to understand what they do each day; read and discuss the problem to solve - 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
	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 Review, Page 190</i> - Students to individually use the following website " https://sketch.io/sketchpad/ " 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 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 192</i> - Review the requirements for the design of the vehicle; compare your fractions vs those needed; what adjustments do you think could be made to fit the requirements? There may be more than one idea so talk it through as a class - 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 " www.helpingwithmath.com/printables/others/NumberLineGenerator01.htm ", students will present the answers to "Practice #'s 4-12"; Teacher to review each answer before progressing - 15 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 1-8" 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 190</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 16-21"; students selected at random - 10 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	<i>Sadlier Math, Chapter Eight, Page 192</i> - Students in pairs, compare the adjustments to be made and review; proceed into #'s 3-5 to make the adjustments to the vehicle; Teacher to assist in the process; share your results with the class, they may be different than others - 20 min	<i>Sadlier Math, Chapter Nine, Page 197</i> - Students in groups of 3 or 4, complete "Practice #'s 13-18"; share results with the class at the board; Teacher to review and correct as needed - 10 min
Bellwork Topic:	Teacher-assigned problems to complete in "Practice Book, Lesson 8-8"	Teacher-assigned problems to complete in "Practice Book, Lesson 8-9"	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	<i>Sadlier Math, Chapter Eight Review, Page 191</i> - Complete "Problem Solving #'s 64-66" and discuss	None
Suppliment Extra Time With:	Teacher-assigned problems to complete in "Practice Book, Lesson 8-10"	Teacher-assigned problems to complete in "Practice Book, Lesson 8-11"	Teacher-assigned problems to complete in "Practice Book, Lesson 8-12"	<i>Sadlier Math, Chapter Eight, Pages 192-193</i> - Complete the next portion about the civil engineer	Students to play "Prodigy" at "play.prodigygame.com/" as time permits
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 8-10" and "Practice Book, Lesson 8-11"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 8-11" and "Practice Book, Lesson 8-12"; due tomorrow!	<i>Sadlier Math, Chapter Eight Review, Page 191</i> - Complete #'s 48-55; due tomorrow!	Study for quiz on "Terms to Know from Week Twenty-Nine" and multiplying & dividing fractions	<i>Sadlier Math, Chapter Eight, "Fluency Practice", Page 194</i> - Complete #'s 1-10; due tomorrow!
Terms to Know:	<i>Opposites, Negative Integers, Positive Integers, Integers, Absolute Value, Coordinate Plane, Magnitude, Rational Number, X-axis, Y-axis, Reflection, Ordered Pair, Origin, Quadrant, X-Coordinate, Y-Coordinate,</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
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 Nine, Page 197</i> - Students to individually complete "Practice #'s 19-30" while Teacher checks homework and discusses questions with students individually - 15 min	<i>Sadlier Math, Chapter Nine, Page 199</i> - Teacher to review homework and discuss questions 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			

Week 31	Sadlier Math, Chapter Nine, Page 197 - Teacher to model how to complete "Practice #'s 31-32"; students in groups of 3 or 4, complete "Practice #'s 33-36", one student from each groups to go to the board to display the correct way to complete the work; Teacher to assist - 15 min	Sadlier Math, Chapter Nine, Pages 200-201 -	Sadlier Math, Chapter Nine, Pages 202-203 -	Sadlier Math, Chapter Nine, Pages 204-205 -	Sadlier Math, Chapter Nine, Pages 206-207 -
	Sadlier Math, Chapter Nine, Pages 198-199 - 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				
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Sadlier Math, Chapter Nine, Page 197 - Complete "Problem Solving #'s 37-40" and discuss	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	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes
Suppliment Extra Time With:	Teacher-led review of solving integers on a number line				
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 9-1"; 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... - 15 min

Week 32	Sadlier Math, Chapter Nine, Pages 208-209 -	Sadlier Math, Chapter Nine, Pages 210-211 -	Sadlier Math, Chapter Nine, Pages 212-213 -	Sadlier Math, Chapter Nine, Pages 214-215 -	Sadlier Math, Chapter Nine, Pages 216-217 -
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	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	None
Suppliment Extra Time With:					
Daily Homework:				Study for quiz on "Terms to Know from Week Thirty-One" and...	
Terms to Know:					
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 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 go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:					
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... - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:					
Daily Homework:				Study for quiz on "Terms to Know from Week Thirty-Three" and...	

Terms to Know:					
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 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 go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:					

Daily Homework:					None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 36	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Thirty-Five" and... - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:					

Daily Homework:				Study for quiz on "Terms to Know from Week Thirty-Five" and...	
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