

Unit Topic: GeometryContent: MathematicsGrade: 5thDate: October 10th – October 28th 2011

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhienberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1	Everyday Math Lesson 3.1 – Introduction to the American Tour NBT 7 and NBT 3 <ul style="list-style-type: none"> I can read and write decimals to the thousandths using base ten blocks. I can compare two decimals according to their place value How does my understanding of base ten help me to read, write, and compare decimal numbers?	No new vocabulary today. Old vocabulary reviewed: <ul style="list-style-type: none"> Place value 		Reading and listening. Students will use the Everyday Math Student Reference book as a reference when doing journal pages and Math Boxes. Students will be required to listen to other students in order to work cooperatively in a group to complete assignments.	Formative Assessment: Mental Math and Reflexes on slates. Summative Assessment: Multiplication Monday quiz over mixed multiplication facts.	Task: Students will explore data collection, organization, and interpretation involving decimal numbers through the introduction and study of a Census. Special Needs: Tier 2 and 3 students will be pulled for 20 minutes in small groups for extra help. Gifted: GT/Higher Achievement students will be presenting their WebQuest projects which they have been working on with Mrs. Rahm for the past 2 weeks.	Teacher computer, Inter-Write Slate will be used to demonstrate High Number Toss skill review game.
2	Everyday Math Lesson 3.2 – American Tour: Population Data NBT 7 and NBT 3	No new vocabulary today.		Reading and listening. Students will use the Everyday Math Student Reference book as a reference	Formative Assessment – Math Boxes # 1 and # 4; Math Work Journal writing prompt.	Special Needs: Tier 2 and 3 students will be pulled for 20 minutes in small groups for	Teacher computer and Interwrite Slate will be

	<ul style="list-style-type: none"> I can read and write decimals to the thousandths using base ten blocks. I can compare two decimals according to their place value <p>How does my understanding of base ten help me to read, write, and compare decimal and whole numbers?</p>			when doing journal pages and Math Boxes. Students will be required to listen to other students in order to work cooperatively in a group to complete assignments.	<u>Summative Assessment</u> - No summative assessment today; however content will be assessed on Unit 3 Test and FF Quiz.	extra help. <u>Gifted</u> : GT/Higher Achievement students will be pulled for 20 minutes for independent exploration of an Everyday Math Project.	used to go over journal pages.
3	<p>Everyday Math Lesson 3.4 – Using a Protractor</p> <p>Pre-Requisite for G3 and G4</p> <ul style="list-style-type: none"> I can use my understanding of attributes to categorize two dimensional figures. I can classify two dimensional figures based on properties. <p>How does my understanding of attributes help categorize two dimensional figures based on categories and subcategories?</p>	<p><u>New vocab</u>:</p> <p>Acute angle</p> <p>Right angle</p> <p>Straight angle</p> <p>Reflex angle</p>	<ul style="list-style-type: none"> Thoughtful Ed. Vocabulary chart Student engagement – “Which One Doesn’t Belong” personal response activity with new vocabulary words. 	Reading, writing, and listening. Students will use the Everyday Math Student Reference book as a reference when doing journal pages and Math Boxes. Students will be required to listen to other students in order to work cooperatively in a group to complete assignments. Students will relate the content to real world by “going to work” in their Math Journal; in this exercise students will tell how they will use today’s content in a job in which they choose at the beginning of the week.	Formative Assessment – Exit Slip Summative Assessment- No summative assessment today; however content will be assessed in Unit 3 Test and on FF Quiz.	<p><u>Special Needs</u>: Tier 2 and 3 students will be pulled for 20 minutes in small groups for extra help.</p> <p><u>Gifted</u>: GT/Higher Achievement students will be pulled for 20 minutes for independent exploration of an Everyday Math Project.</p>	Teacher computer and Interwrite Slate will be used to go over journal pages.
4	<p>Everyday Math Lesson 3.4 (continued)</p> <p>G3 and G4 – same as above</p>	No new vocabulary today.	Same as above	Same as above.	Same as above.	Same as above.	Same as above.

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<p>5</p>	<p>Everyday Math Lesson 3.5 – Using a Compass Pre-Requisite for G3 and G4</p> <ul style="list-style-type: none"> I can use my understanding of attributes to categorize two dimensional figures. I can classify two dimensional figures based on properties. <p>How does my understanding of attributes help categorize two dimensional figures based on categories and subcategories?</p>	<p><u>New vocabulary:</u> radius diameter vertical adjacent</p>	<p>Thoughtful Ed. Vocabulary chart</p>	<p>Reading and listening. Students will use the Everyday Math Student Reference book as a reference when doing journal pages and Math Boxes. Students will be required to listen to other students in order to work cooperatively in a group to complete assignments.</p>	<p><u>Formative Assessment</u> – Mental Math and Reflexes <u>Summative Assessment</u>- Flashback Friday Quiz 3.1 – 3.5</p>	<p><u>Special Needs:</u> Tier 2 and 3 students will be pulled for 20 minutes in small groups for extra help. <u>Gifted:</u> GT/Higher Achievement students will be pulled for 20 minutes for independent exploration of an Everyday Math Project.</p>	<p>Teacher computer and Interwrite Slate will be used to go over journal pages.</p>
<p>6</p>	<p>Everyday Math Lesson 3.6 – Congruent Triangles G3 and G4</p> <ul style="list-style-type: none"> I can use my understanding of attributes to categorize two dimensional figures. I can classify two dimensional figures based on properties. <p>How does my understanding of attributes help categorize two dimensional figures based on</p>	<p><u>New Vocabulary:</u> equilateral triangle isosceles triangle scalene triangle</p>	<p>Thoughtful Ed. Vocabulary chart Antonetti personal response activity with new vocabulary Students will pick a new job for their Math Work Journals.</p>	<p>Reading and listening. Students will use the Everyday Math Student Reference book as a reference when doing journal pages and Math Boxes. Students will be required to listen to other students in order to work cooperatively in a</p>	<p><u>Formative Assessment</u> – Angle Tangle Record Sheet <u>Summative Assessment</u>- MM Quiz over mixed facts; content will also be assessed on Unit 3 Test and FF Quiz.</p>	<p><u>Special Needs:</u> Tier 2 and 3 students will be pulled for 20 minutes in small groups for extra help. <u>Gifted:</u> GT/Higher Achievement students will be pulled for 20 minutes for independent exploration of an Everyday Math</p>	<p>Teacher computer and Interwrite Slate will be used to go over journal pages and how to play “Angle Tangle” ED Math game.</p>

	categories and subcategories?			group to complete assignments.		Project.	
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7	<p>Everyday Math Lesson 3.7 – Properties of Polygons</p> <p>G3 and G4</p> <ul style="list-style-type: none"> I can use my understanding of attributes to categorize two dimensional figures. I can classify two dimensional figures based on properties. <p>How does my understanding of attributes help categorize two dimensional figures based on categories and subcategories?</p>	<p><u>New Vocabulary:</u></p> <p>polygon</p>	<p>Thoughtful Ed. Vocabulary Chart</p> <p>Identifying similarities and differences of different 2D polygons by creating a Venn Diagram.</p>	<p>Reading and listening. Students will use the Everyday Math Student Reference book as a reference when doing journal pages and Math Boxes. Students will be required to listen to other students in order to work cooperatively in a group to complete assignments.</p>	<p><u>Formative Assessment</u> – Student Journal Page 80</p> <p><u>Summative Assessment</u>-no summative assessment today; however content will be assessed on Unit 3 Test and FF Quiz.</p>	<p><u>Special Needs:</u> Tier 2 and 3 students will be pulled for 20 minutes in small groups for extra help.</p> <p><u>Gifted:</u> GT/Higher Achievement students will be pulled for 20 minutes for independent exploration of an Everyday Math Project.</p>	<p>Teacher computer and Interwrite Slate will be used to go over journal pages as a class and demonstrate Polygon Capture game.</p>
8	<p>Everyday Math Lesson 3.8 – Regular Tessellations</p> <p>G3 and G4</p> <ul style="list-style-type: none"> I can use my understanding of attributes to categorize two dimensional figures. I can classify two 	<p><u>New Vocabulary:</u></p> <p>Tessellation</p> <p>Regular tessellation</p> <p>Regular polygon</p>	<p>Thoughtful Ed. Vocabulary Chart</p> <p>Students will relate the content to real world by writing in their Math Journals about how they would use this content</p>	<p>Reading and listening. Students will use the Everyday Math Student Reference book as a reference when doing journal pages and Math</p>	<p><u>Formative Assessment:</u> Angle Tangle Record Sheet</p> <p><u>Summative Assessment:</u> There is no summative assessment for today; however the content</p>	<p><u>Special Needs:</u> Tier 2 and 3 students will be pulled for 20 minutes in small groups for extra help.</p> <p><u>Gifted:</u> GT/Higher Achievement</p>	<p>Angle Tangle demonstration will be on the Interwrite Slate.</p>

	<p>dimensional figures based on properties.</p> <p>How does my understanding of attributes help categorize two dimensional figures based on categories and subcategories?</p>		<p>in the job they chose at the beginning of the week.</p>	<p>Boxes. Students will be required to listen to other students in order to work cooperatively in a group to complete assignments.</p>	<p>will be assessed in Unit 3 Test and FF Quiz.</p>	<p>students will be pulled for 20 minutes for independent exploration of an Everyday Math Project.</p>	
9	<p>Everyday Math Lesson 3.9 – Angles of Polygons</p> <p>G3 and G4</p> <ul style="list-style-type: none"> I can use my understanding of attributes to categorize two dimensional figures. I can classify two dimensional figures based on properties. <p>How does my understanding of attributes help categorize two dimensional figures based on categories and subcategories?</p>	<p>No new vocabulary for today.</p>		<p>Reading and listening. Students will use the Everyday Math Student Reference book as a reference when doing journal pages and Math Boxes. Students will be required to listen to other students in order to work cooperatively in a group to complete assignments.</p>	<p><u>Formative Assessment:</u> Exit Slip</p> <p><u>Summative Assessment:</u> No summative assessment today; however, the content will be assessed on the Unit 3 Test.</p>	<p><u>Special Needs:</u> Tier 2 and 3 students will be pulled for 20 minutes in small groups for extra help.</p> <p><u>Gifted:</u> GT/Higher Achievement students will be pulled for 20 minutes for independent exploration of an Everyday Math Project.</p>	<p>Teacher computer and Interwrite Slate will be used to go over journal pages as a class.</p>
10	<p>Geometry Unit 3 Study Guide and Centers</p> <p>G3 and G4</p> <ul style="list-style-type: none"> I can use my understanding of attributes to categorize two dimensional figures. I can classify two dimensional figures based on properties. <p>How does my understanding of attributes help categorize two dimensional figures based on categories and subcategories?</p>	<p>All vocabulary introduced and studied in this unit will be reviewed in center work.</p>	<p>Task rotations based on learning styles.</p>	<p>Reading, listening, and writing. Students will read math picture books in the literacy center and answer elements of reading questions about the books; students will listen to each other in order to work cooperatively at the interpersonal task rotation. Students will write a summary about</p>	<p><u>Formative Assessment:</u> Each student will write a summary about the center/task rotation in order to assess what they reviewed during the task.</p> <p><u>Summative Assessment:</u> Unit 3 Test will be given next class.</p>	<p><u>Task Rotations:</u> Mastery: Students will use the Geometry Template to answer questions on the standards. They will check their answers with an answer key. Self Expressive: Students will use the Geometry Template to make their own tessellations. <u>Interpersonal:</u> Students will work to</p>	<p>iPads will be used during the technology center.</p>

				each task rotation in an exit slip at each center.		make a geometry word problem and switch with a partner to solve. Literacy: Students will read books about mathematic concepts covered in the unit and answer questions about the elements of literacy based on the book they read. Technology: Students will use the iPads to play applications based on the standards covered in the unit.	
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