

Unit Topic: Division

Content: Math

Grade: 5<sup>th</sup>

Date: November 2<sup>nd</sup> – November 22<sup>nd</sup>

D A Y  I N  U N I T	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a></p>	<p>Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a></p>	<p>Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content <a href="#">Literacy Ideas</a></p>	<p>Formative/ Summative Assessment <b>F –Formative</b> <b>S-Summative</b> <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a></p>	<p>Differentiation T-Task S-Special Needs G-Gifted/Accel. <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a> <a href="#">MAP Site</a> <a href="#">Reading Differentiation K-5</a></p>	<p>Technology <a href="#">50 Ideas</a>  Resources- Text, sites,...</p>
1	<p><u>Everyday Math Lesson 4.1 - Division Facts and Extensions</u> <u>Content:</u> NBT 7 <u>Target:</u> I can use fact families to find quotients of whole numbers. <u>Essential Question:</u> How can I use different strategies to find quotients in long division?</p>	<p><u>New vocabulary:</u> dividend divisors quotient multiples</p>	<p><u>Student Engagement:</u> Antonetti anticipatory set activity - students will create a word problem within their group and think of ways to solve it. <u>Thoughtful Ed.:</u> A Thoughtful Ed. organizer will be used to teach vocabulary to students.</p>	<p>Students will use the Student Reference Book to look up and read definitions to the new vocabulary words. They will summarize the definition in their own words and put them into their organizer.</p>	<p><u>Formative Assessment:</u> Everyday Math Journal page 99 problems 1-4; the anticipatory set may also be used for formative assessment about what the students already know about dividing numbers. <u>Summative Assessment:</u> The concepts taught for this lesson will be assessed in a Flashback Friday Quiz as well as on the Unit 4 Test.</p>	<p><u>Task:</u> Students will review multiplication and division facts and apply basic facts to division with 1-digit divisors. <u>Tier 3:</u> Tier 3 students will be pulled into small groups for the first 20 minutes of class for interventions. Tier 2 students will also be pulled for small group based on needs according to formative assessments. <u>Tier 2:</u> Tier 2 groups will be pulled for 20 minutes in order to re-teach and review fact families. <u>Tier 1/GT:</u> Gifted and upper level learners will be pulled into a small group to create a power point about different division strategies and how they work.</p>	<p>The Interwrite Slate and software will be used to go over journal pages. Gifted students will use classroom computers to start creating their Power Point presentation</p>

2	<p><b><u>Your Way Day</u></b>  <u>Content:</u> NBT 6 and NBT 7  <u>Target:</u> I can find quotients of whole numbers with four digit dividends and two digit divisors.  <u>Essential Questions:</u> How can I use different strategies to find quotients?</p>	<p>No new vocabulary; we will review vocabulary from previous day.</p>	<p><u>Student Engagement:</u>  The following qualities of engagement are present within this activity: personal response, novelty and variety, learning with others, and sense of audience.  <u>Thoughtful Ed.</u> - A Carousel Brainstorm will be created through a matrix on the board of student responses. Students will be able to see others thinking.</p>	<p>Students will “Go to Work”; this means the student will write a paragraph in his/her Math composition notebook about how these skills could be used in a job of their choice.</p>	<p><u>Formative Assessment:</u>  Activity will be assessed by the class response matrix.  <u>Summative Assessment:</u>  Flashback Friday quiz and Unit 4 Test.</p>	<p><u>Task:</u> Students will be able to explore different strategies for finding quotients based on different categories (manipulatives, pictures, logical/fact families)  <u>Tier 3:</u> Tier 3 students will be pulled into small groups for the first 20 minutes of class for interventions.  <u>Tier 2:</u> Tier 2 small group will be pulled to work on multiplication facts for 20 minutes.  <u>Tier 1/GT:</u> Gifted and upper level learners will help other students find solutions once they have found a successful way to solve the problem. They will work on their Power Point Presentations for the last 20 minutes of class.</p>	<p>Student computers and Power Point will be used by GT students to create presentations about different division strategies. The Interwrite Slate and software will be used to go over journal pages.</p>
3	<p><b><u>Long Division</u></b>  <u>Content:</u> NBT 7 and NBT 6  <u>Target:</u> I can find quotients of whole numbers with 4 digit dividends and 2 digit divisors.  <u>Essential Question:</u> How can I use different strategies to find quotients in long division?</p>	<p><u>New Vocabulary:</u>  remainder</p>	<p><u>Student Engagement:</u>  The following qualities of engagement are present within this lesson: learning with others, and emotional and intellectual safety  <u>Thoughtful Ed.</u>- A Thoughtful Ed. Organizer will be used to teach new vocabulary.</p>		<p><u>Formative Assessment:</u>  division problems done in group work.  <u>Summative Assessment:</u>  Flashback Friday Quiz and Unit 4 Test.</p>	<p><u>Task:</u> Students will learn and apply the steps of long division to solve division problems with 3 digit dividends and 1 digit divisors.</p>	

4	<p><b><u>Everyday Math Lesson 4.4 - Partial-Quotients Algorithm Strategies</u></b>  <u>Content:</u> NBT 7 and NBT6  <u>Target:</u> I can multiply and divide decimals to the hundredths using visual models, drawings, and a variety of strategies.  <u>Essential Questions:</u> How can I use different strategies to find quotients in long division?</p>	<p>No New vocabulary but will review multiple, divisor, dividend</p>	<p><u>Student Engagement:</u>  The following qualities of engagement are present within this lesson: learning with others, emotional and intellectual safety, clear and model expectations, and novelty and variety.  <u>Thoughtful Ed -</u>  formative assessment using Fist of Five Thoughtful Ed. organizer</p>	<p>Read page 22 with their groups and pick 3 main ideas from the page (summarizing and note taking)</p>	<p><u>Formative assessment:</u>  student journal page 107 problem #10; Fist of Five over vocabulary words   <u>Summative assessment:</u>  Today's content will be assessed through a flashback Friday quiz and on the Unit 4 test.</p>	<p><u>Task:</u> Students will practice strategies for the partial quotients algorithm by completing journal pages 106-107.  <u>Tier 1/GT</u> – Work on Everyday Math project #4 over different computation strategies.  <u>Tier 2</u> – Based on results of homework, pull small group for 20 minutes to review and re-teach long division.  <u>Tier 3</u> – Will be pulled into small intervention groups by para-educators and coaches.</p>	<p>Student computers and Power Point will be used by GT students to create presentations about different division strategies. The Interwrite Slate and software will be used to go over journal pages.</p>
5	<p><b><u>Everyday Math Lesson 4.5 - Division of Decimal Numbers</u></b>  <u>Content:</u> NBT 6 and NBT 7  <u>Target:</u> I can multiply and divide decimals to the hundredths using visual models, drawings, and a variety of strategies.  <u>Essential Questions:</u> How can I use different strategies to find quotients in long division?</p>	<p>No New vocabulary but will review multiple, divisor, dividend</p>	<p><u>Student Engagement:</u>  The following qualities of engagement are present within this lesson: learning with others, emotional and intellectual safety, and authenticity.</p>		<p><u>Formative Assessment:</u>  Student Journal page 109, problems 2-6.   <u>Summative Assessment:</u>  Flashback Friday Quiz and Unit 4 Test.</p>	<p><u>Task:</u> Students will practice the partial-quotients algorithm by using decimal numbers  <u>Tier 1/GT:</u> Work for 20 minutes on power point presentation over different division algorithms  <u>Tier 2:</u> Based on results of homework, pull small group for 20 minutes to re-teach the partial quotients algorithm.  <u>Tier 3:</u> Will be pulled into small intervention groups by para-educators and coaches</p>	<p>Student computers and Power Point will be used by GT students to create presentations about different division strategies. The Interwrite Slate and software will be used to go over journal pages.</p>

6	<p><b>Everyday Math Lesson 4.6 – Interpreting the Remainder</b>  <b>Content:</b> NBT 7  <b>Target:</b> I can find quotients of whole numbers with 4 digit dividends and 2 digit divisors.  <b>Essential Questions:</b> How can I use different strategies to find quotients in long division?</p>	<p>No New vocabulary but will review multiple, divisor, dividend</p>	<p><b>Student Engagement:</b>  The following qualities of engagement are present within this lesson: learning with others, emotional and intellectual safety, and personal response.</p>	<p>Students will be reading and solving number stories in groups.</p>	<p><b>Formative Assessment:</b>  Student Journal page 111, problems 1-2   <b>Summative Assessment:</b>  Flashback Friday Quiz and Unit 4 Test.</p>	<p><b>Task:</b> Students will use division to solve number stories and interpret remainders.  <b>Tier 1/GT:</b> Work for 20 minutes on power point presentation over different division algorithms.  <b>Tier 2:</b> Based on formative assessment from previous day, pull small group to re-teach division of decimals.  <b>Tier 3:</b> Will be pulled into small intervention groups by para-educators and coaches.</p>	<p>Student computers and Power Point will be used by GT students to create presentations about different division strategies. The Interwrite Slate and software will be used to go over journal pages.</p>
7	<p><b>Division of Decimals to the Hundredths (more practice)</b>  <b>Content:</b> NBT 7  <b>Target:</b> I can multiply and divide decimals to the hundredths using a variety of strategies.  <b>Essential Question:</b> How can I use different strategies to find quotients in long division?</p>	<p>No New vocabulary but will review multiple, divisor, dividend</p>	<p><b>Student Engagement:</b>  The following qualities of engagement are present within this lesson: learning with others, emotional and intellectual safety, choice, and sense of audience.</p>	<p>Students will be reading and solving number stories in groups using an algorithm of their choice.</p>	<p><b>Formative Assessment:</b>  number stories done in math composition notebook.  <b>Summative Assessment:</b>  Flashback Friday Quiz and Unit 4 Test.</p>	<p><b>Task:</b> Students will use division to solve number stories and interpret remainders.  <b>Tier 1/GT:</b> Work for 20 minutes on Everyday Math project 4 over different computation methods.  <b>Tier 2:</b> Based on formative assessment from previous day, pull small group to re-teach how to interpret the remainder  <b>Tier 3:</b> Will be pulled into small intervention groups by para-educators and coaches.</p>	<p>Interwrite Slate and software will be used to re-teach division of decimals and to model examples to students as a whole class activity.</p>

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8	<p><b><u>Unit 4 Study Guide and Practice</u></b> <b><u>Open Response</u></b> <b><u>Content:</u></b> NBT 6, NBT 7 <b><u>Targets:</u></b> I can multiply and divide decimals to the hundredths using a variety of strategies. I can find quotients of whole numbers with 4 digit dividends and 2 digit divisors. <b><u>Essential Questions:</u></b> How can I use different strategies to find quotients in long division?</p>	<p>No New vocabulary but will review multiple, divisor, dividend through the Unit 4 study guide.</p>	<p><b><u>Student Engagement:</u></b> The following quality of engagement are present within this lesson: learning with others</p>	<p>Students will be reading and answering word problems on the Unit 4 Study Guide. They may also use their Student Reference Book as a resource for finding the answers.</p>	<p><b><u>Formative Assessment:</u></b> Unit 4 Study Guide and practice ORQ <b><u>Summative Assessment:</u></b> All concepts reviewed will be assessed on the Unit 4 Test and Open Response.</p>	<p><b><u>Task:</u></b> Students will use skills learned throughout the unit to answer questions to use as a study guide for the unit test. <b><u>Tier 1/GT:</u></b> Work for 20 minutes on Everyday Math project 4 over different computation methods. <b><u>Tier 2:</u></b> Based on formative assessments, a small group will be pulled to review skills. <b><u>Tier 3:</u></b> Will be pulled into small intervention groups by para-educators and coaches.</p>	<p>The Interwrite Slate will be used to go over the answers to the study guide with the class; it will also be used to do the practice open response.</p>
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