

D A Y I N U N I T	<p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p>Curriculum document</p> <p>Common Core</p>	<p>Vocabulary/ Vocab Activity</p> <p>Activities</p> <p>Activities II</p>	<p>Thoughtful Ed./ Student Engagement</p> <p>www.marshall.kyschools.us/</p> <p>www.muhlenberg.kyschools.us/?q=node/61</p> <p>Engagement Cube</p> <p>Cube II (examples)</p>	<p>Literacy/Reading in the Content</p> <p>Literacy Ideas</p>	<p>Formative/ Summative Assessment</p> <p>F –Formative</p> <p>S-Summative</p> <p>www.act.org/standard/guides/explore/</p> <p>Strategies</p> <p>More Ideas</p>	<p>Differentiation</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p>http://serge.ccsso.org/Ideas</p> <p>9 Types</p> <p>Big Explanation Tool</p> <p>MAP Site</p> <p>Reading Differentiation K-5</p>	<p>Technology</p> <p>50 Ideas</p> <p>Resources- Text, sites,...</p>
1	<p><u>Your Way Day Anticipatory Set</u></p> <p><u>Content:</u> NF2 (E/R)</p> <p>Solve world problems involving additions and subtractions of fractions referring to the same whole, including cases of unlike denominators.</p> <p><u>Target:</u> I can use benchmark fractions in addition and subtraction problems to check if my answer is possible.</p> <p><u>Essential Questions:</u></p> <p>How does my knowledge of benchmark fractions help me to recognize an incorrect answer?</p>	<p><u>New Vocabulary:</u></p> <p>Fraction</p> <p>Numerator</p> <p>Denominator</p> <p>NOTE: picture vocabulary activity will be used to present "fraction" since it is such an essential word to understand in the unit.</p>	<p>The following engaging qualities are present in this lesson:</p> <p><u>Variety:</u> Students will use a variety of strategies to solve a real world problem.</p> <p><u>Learning with others:</u> Students will help each other solve the problems once a solution is found.</p> <p><u>Authenticity:</u> The real world problem will be about Thanksgiving which the students can make a connection.</p> <p><u>Student Choice:</u> Students may choose any strategy for solving the problem; there are no limitations to the</p>	<p>Students will use fluency and comprehension skills to read the problem and definitions for the new vocabulary words. Students will also choose a job for their "Go to Work" journals in which they will write paragraphs throughout the unit about how they can use fraction skills in their fictional job they chose.</p>	<p><u>Formative Assessment:</u> Concepts will be formatively assessed by the Post-It notes in which the students solve their problems.</p> <p><u>Summative Assessment:</u> Concepts learned today will be assessed on this week's Flashback Friday quiz as well as the Unit 5 Test.</p>	<p><u>Task:</u> Students will be given a fraction problem (these will be differentiated by tiers) to solve using any strategy they can think of. The answer will be checked and if correct, students will create categories on the white board and put their post-it note under that category. After a class matrix is made, students will get with a partner who did a different strategy and identify the similarities and differences using a Venn Diagram.</p>	<p>Microsoft Power Point will be used to show pictures for vocabulary word.</p>

			<p>activity.</p> <p><u>Identifying similarities and differences:</u> Students will get with a partner who chose a different strategy than them and complete a Venn Diagram about the similarities and differences between the strategies.</p>			<p><u>Tier 1/GT:</u> These students will be given a more difficult problem that will require a deep level of thinking due to the fact that they will have a remainder to interpret from the fractional parts of the problem.</p> <p><u>Tier 2:</u> These students will be given the same problem as Tier 1; however, they will be given an even number of fractional parts that will be a bit less difficult to interpret. Classroom teacher and paraeducators will also be pulling Tier 2 students individually during group work to review long division concepts still not mastered from Unit 4.</p>	
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2	<p><u>Everyday Math Lesson 5.1 - Fraction Review</u> <u>Content:</u> NF3 (I/R) Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of the whole numbers leading to answers in the form of fractions or mixed numbers. <u>Target:</u> I can solve word problems using division of whole numbers leading to quotients in fractions or mixed numbers. <u>Essential Questions:</u> How can I use my knowledge of fractions to help me solve word problems using an equation or visual representations?</p>	No new vocabulary	<p>The following engaging qualities are present in today's lesson: <u>Learning with others:</u> students will work with a partner to complete journal pages.</p>	z	<p><u>Formative Assessment:</u> SJP 125 problem #5 <u>Summative Assessment:</u> Concepts will be assessed on this week's Flashback Friday Quiz as well as the Unit 5 Test.</p>	<p><u>Task:</u> Students will use their knowledge of fractions to answer questions in their student workbooks. <u>Tier 1/GT:</u> These students will work in a small group to complete an Everyday Math project for the first 20 minutes of class. <u>Tier 2:</u> These students will be pulled into a small group during</p>	<p>Microsoft Power Point will be used to present today's material as well as the Interwrite slate for going over answers to workbook problems.</p>

						partner work in order to review concepts that need improvement based on yesterday's formative assessment. Tier 3: These students will be pulled for small group intervention for the first 20 minutes of class. They are also paired with tier 1 students during partner work.
3	<p><u>Cookie Cake Lesson: Basic Fraction Concepts</u> <u>Content:</u> NF2 (E/R) Solve world problems involving additions and subtractions of fractions referring to the same whole, including cases of unlike denominators. <u>Target:</u> I can interpret a fraction as a division problem. <u>Essential Questions:</u> How does my knowledge of benchmark fractions help me to recognize an incorrect answer?</p>	New Vocabulary: Equal parts	<p>The following engaging qualities are present in this lesson: <u>Learning with others:</u> Students will work in small groups to decide how to split their cookie cake. <u>Novelty and Variety:</u> This is an activity that is new to the students and therefore is a novelty.</p>	Students will use the Student Reference Book in order to read about what the new vocabulary words mean; they must also use comprehension skills to answer word problem/question about the cookie cake activity.	<p><u>Formative Assessment:</u> Cookie cake questions will be formatively assessed to assure concepts are mastered. <u>Summative Assessment:</u> Concepts will be assessed on this week's Flashback Friday quiz as well as the Unit 5 Test.</p>	<p><u>Task:</u> Students will be given a colored picture of a cookie cake and will be asked to complete questions based on how to split the cookie cake equally between a certain numbers of people. We will then split a large cookie cake evenly between the classes. <u>Tier 1/GT:</u> These</p>

			<p>Authenticity: The activity involves cookie cakes will allow students to easily make connections to real life.</p> <p>A Thoughtful Education organizer will be used for the vocabulary today.</p>			<p>students will be asked to do an extension of the regular ed. questions.</p> <p>Tier 2: These students will be pulled individually based on who needs extra help during group work to discuss concepts missed on yesterday's formative assessment.</p> <p>Tier 3: These students will be pulled for small group intervention for the first 20 minutes of class.</p>	
4	<p>Benchmark Fractions Centers Content: NF3 (I/R) Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of the whole numbers leading to answers in the form of fractions or mixed numbers. Target: I can use benchmark fractions in addition and subtraction problems to check if</p>	<p>New Vocabulary: Benchmark fractions</p>	<p>The following engaging qualities are present in this lesson: Novelty and Variety: the students have never done these centers in which students will get to measure ingredients using</p>	<p>Students will use the student reference book to read about benchmark fractions.</p>	<p>Formative Assessment: centers will be formatively assessed through the work students do and turn in from each center. Summative Assessment: skills learned in centers will be assessed</p>	<p>Task: Students will participate in three mini-centers in order to further their understanding of benchmark fractions and how they are used in everyday life. Tier 1/GT: These students will lead</p>	

<p>my answer is possible. <u>Essential Questions:</u> How does my knowledge of benchmark fractions help me to recognize and unreasonable answer?</p>	<p>benchmark fractions, do hands-on activities with paper chains, and figure fractions on a clock. This provides novelty from their usual Everyday Math lessons in which work is done from a workbook. <u>Personal Response:</u> Students answer fraction questions based on what and how many ingredients are in their own personal cup. Everyone's answers will be different and this makes it personal to each student. <u>Authenticity:</u> Students are using benchmark fractions in ways that they use them on a daily basis. This connects content to real life and makes it authentic.</p>		<p>through a Flashback Friday Quiz as well as in the Unit 5 Test.</p>	<p>their groups in the centers as well as work on an Everyday Math Project for the first 20 minutes of class. <u>Tier 2:</u> These students will be pulled into a small group based on their work they do at centers today. <u>Tier 3:</u> These students will be pulled for intervention for the first 20 minutes of class.</p>	

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5	<p><u>Everyday Math Lesson 5.2: Mixed Numbers</u> <u>Content:</u> NF3 (I/R) Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of the whole numbers leading to answers in the form of fractions or mixed numbers. <u>Target:</u> I can solve real world problems using division of whole numbers leading to quotients in fraction or mixed number form. <u>Essential Questions:</u> How does my knowledge of equivalent fractions help me to add and subtract fractions and mixed numbers with like and unlike denominators?</p>	<p><u>New Vocabulary:</u> Improper fraction Mixed number</p>	<p>The following engaging qualities are present in this lesson: <u>Personal Response:</u> Students have a chance to express personal response through the pattern block diagrams they create during their journal work. Everyone's diagram will look different; however, students must defend their answer by explaining how they got it. <u>Learning with Others:</u> Students will work in groups in order to find answers</p>	<p>Literacy skills must be used in order to read assignments as well as writing explanations for their answers in their journals. Students will also write a paragraph in their "Go to Work" journals about how they could use these fraction skills in their pretend jobs.</p>	<p><u>Formative Assessment:</u> Journal page 125 problems 5 will be formatively assessed. <u>Summative Assessment:</u> This lesson will be assessed on a Flashback Friday quiz as well as the Unit 5 Test.</p>	<p><u>Task:</u> Students will complete mental math, and a math message to introduce mixed numbers and how they can be turned into fractions. Students will then work in groups to complete journal pages using pattern blocks as manipulatives when needed. <u>Tier 1/GT:</u> These students will work for the first 20 minutes of class on an Everyday Math project. <u>Tier 2:</u> a small</p>	

			<p>to journal page problems. They will also share pattern blocks at tables.</p> <p><u>Emotional/Intellectual Safety:</u> Students must feel comfortable sharing their answers even though everyone will have different answers.</p> <p>A Thoughtful Ed. vocab chart will be used to go over new vocabulary.</p>			<p>group will be pulled during group work to have a mini-lesson on misconceptions from their work at centers from the previous day.</p> <p><u>Tier 3:</u> These students will be pulled for the first 20 minutes of class for intervention; some students will also be pulled with the tier 2 group if needed.</p>	
6	<p><u>Everyday Math Lesson 5.3: Comparing and Ordering Fractions</u></p> <p><u>Content:</u> NBT3 (E/K) Read, write, and compare decimals to the thousandths.</p> <p><u>Target:</u> I can compare decimals to the thousandths using $<$, $>$, and $=$.</p> <p><u>Essential Questions:</u> How can my knowledge of equivalent fractions and decimals help me to compare and order decimals using symbols?</p>	<p>New Vocabulary: Equivalent fractions</p>	<p>The following engaging qualities are present in this lesson:</p> <p><u>Learning with Others:</u> Students will work in small groups to complete journal pages for the day.</p> <p><u>Clear/Modeled Expectations:</u> Problems will be modeled using the fraction chart and</p>	<p>Student Reference Books will be used to reference vocabulary words as well as journal pages.</p>	<p><u>Formative Assessment:</u> Journal page 129 problem 5</p> <p><u>Summative Assessment:</u> This lesson will be assessed on a Flashback Friday quiz as well as the Unit 5 Test.</p>	<p><u>Task:</u> Students will learn how to order and compare fractions using pictures as well as a fraction chart. They will also work in groups to complete journal pages,</p> <p><u>Tier 1/GT:</u> These students will work on an Everyday Math project for the first 20</p>	<p>Power Point will be used to present material; Interwrite software and slate will be used to go over journal pages.</p>

			<p>fraction sticks in order to show students how they are expected to solve the problems.</p> <p>A Thoughtful Ed. organizer will be used to learn new vocabulary.</p>			<p>minutes of class. Tier 2: Based on the formative assessment from the previous day, a small group will be pulled to re-teach mixed numbers. Tier 3: These students will be pulled for interventions for the first 20 minutes of class; they will also be pulled with tier 2 small groups if necessary.</p>
7	<p>Everyday Math Lesson 5.4 - Rules for Finding Equivalent Fractions Content: NBT3 (E/K) Read, write, and compare decimals to the thousandths. Target: I can compare decimals to the thousandths using $<$, $>$, and $=$. Essential Questions: How can my knowledge of equivalent fractions and decimals help me to compare and order decimals using symbols?</p>	<p>No new vocabulary today; old vocabulary will be reviewed during lesson.</p>	<p>The following engaging qualities are present in this lesson: Learning With Others: Students will be working cooperatively in small groups to complete journal pages and solve problems. Personal Response: An exit slip will be given to students that will ask them to</p>	<p>Literacy skills will be used to read Student Journal pages as well as writing an explanation on the exit slip.</p>	<p>Formative Assessment: Exit Slip: "Name an equivalent fraction for $\frac{4}{5}$. Explain how you got your answer." Summative Assessment: Content taught in today's lesson will be assessed through a Flashback Friday quiz as well as on the Unit 5 Test.</p>	<p>Task: Students will work together to complete journal pages as well as practice previously taught skills through a game of "Factor Captor". Tier 1: These students will be working on an Everyday Math project for the first 20 minutes of class.</p>

			<p>find an equivalent fraction for $\frac{4}{5}$. This is personal response because there is more than one right answer and the Exit Slip asks them to explain how they got their answer.</p> <p><u>Novelty/Variety</u> - A new game will be introduced in today's lesson called "Factor Captor".</p>			<p><u>Tier 2:</u> These students will be pulled for a small group mini lesson over long division based on previous formative assessments.</p> <p><u>Tier 3:</u> These students will be pulled for interventions for the first 20 minutes of class as well as pulled into a small group for a mini lesson over long division based on previous formative assessments.</p>	
8	<p><u>Everyday Math Lesson 5.5 - Fractions and Decimals Part One</u></p> <p><u>Content:</u> NBT3 (E/K) Read, write, and compare decimals to the thousandths.</p> <p><u>Target:</u> I can compare decimals to the thousandths using $<$, $>$, and $=$. I can use my understanding of place value to round decimals to any place. I can compare decimals according to their place</p>	<p><u>New Vocabulary:</u></p> <p>Round Percent Repeating decimal</p>	<p>The following engaging qualities are present in today's lesson:</p> <p><u>Learning With Others:</u> Students will work together with assigned partners in order to complete practice work.</p> <p><u>Authenticity:</u></p>	<p>Students will be using literacy skills to look up vocabulary words and read examples.</p>	<p><u>Formative Assessment:</u> Mental Math skills will be formatively assessed.</p> <p><u>Summative Assessment:</u> This content will be summatively assessed through a Flashback Friday quiz and on the Unit 5 Test.</p>	<p><u>Tier 1/GT:</u> These students will be working on an Everyday Math Project for the first 20 minutes of class. These students will also be pulled for 20 minutes of enrichment time with Mrs. Reetzke.</p>	<p>Students will use calculators to check their work. Interwrite slate and software will be used to present material as well as go</p>

	<p>value. Essential Questions: How can my knowledge of place value help me to round numbers up to the thousandths place?</p>		<p>Students will relate this lesson to real life by relating decimal numbers to money in a way the students will truly understand. Novelty/Variety: Students will be introduced to a new game called "Estimation Squeeze" in which they have never played before. Thoughtful Ed. - Students will use an organizer from Thoughtful Ed. to complete their vocabulary words.</p>			<p>Tier 2: Students will be pulled into a small group to re-Teach material about equivalent fractions based on yesterday's exit slip. Tier 3: These students will be pulled for interventions for the first 20 minutes of class as well as with the tier 2 groups for re-teaching based on yesterday's exit slip.</p>	<p>over journal pages and homework.</p>
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9	<p>Everyday Math Lesson 5.6 - Fractions and Decimals Part</p>	<p>No new vocabulary</p>	<p>The following engaging qualities are</p>		<p>Formative Assessment: Math</p>	<p>Task: Students will review adding</p>	

<p>Two Content: NF3 (I/R) Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of the whole numbers leading to answers in the form of fractions or mixed numbers. Target: I can solve real world problems using division of whole numbers leading to a quotient in fraction or mixed number form. Essential Questions: How does my knowledge of fractions help me to find the equivalent decimal number of that fraction?</p>		<p>present in today's lesson: Learning With Others: Students will work together in cooperative groups in order to add and subtract fractions using a fractions chart. Novelty/Variety - Students will make a prime factorization tree on a Christmas tree; this is an activity that has never been done before. Personal Response: Each student will have his/her own number to prime factorize; therefore there will be different answers and ways of getting those answers.</p>		<p>Boxes page 144 Summative Assessment: This content will be assessed through a Flashback Friday quiz as well as on the Unit 5 Test.</p>	<p>fractions using a fractions chart as well as prime factorizing a number on a Christmas tree. Tier 1/GT - These students will be given a different number on their factor trees that will be more difficult to prime factorize. Tier 2: These students will also have a differentiated number on their factor trees as well as a mini-lesson on equivalent fractions. Tier 3: These students will be pulled for the first 20 minutes of class for interventions as well as having a differentiated number on their trees.</p>	

<p>1 0</p>	<p>Everyday Math Lesson 5.7 - Fractions and Decimals Part 3 Content: NF3 (I/R) Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of the whole numbers leading to answers in the form of fractions or mixed numbers Target: I can solve word problems using division of whole numbers leading to quotients in fraction or mixed number form. Essential Questions: I can use my knowledge of fractions and division to find equivalent decimals of fractions.</p>	<p>No new vocabulary</p>	<p>The following engaging qualities are present in today's lesson: Learning With Others: Students will work together on journal pages as well as partners in the game "Frac-Tac-Toe". Novelty/Variety: The game "Frac-Tac-Toe" will be introduced and taught; this game has never been played before.</p>		<p>Formative Assessment: Student Journal Page 145 Summative Assessment: Flashback Friday Quiz as well as the Unit 5 Test.</p>	<p>Task: Students will work together to solve problems about converting fractions to decimals; they will also practice fractions skills through a game of "Frac-Tac-Toe" Tier1/GT: These students will be working on an Everyday Math project for the first 20 minutes of class. Tier 2: These students will be pulled to a small group in order to review skills assessed in the formative assessment from the previous day. Tier 3: These students will be pulled for the first 20 minutes of class for interventions.</p>	

1	Unit 5 Study Guide						
1	<p>Content: NF2 (E/R) Solve word problems involving additions and subtractions of fractions referring to the same whole, including cases of unlike denominators.</p> <p>NF3 (I/R) Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of the whole numbers leading to answers in the form of fractions or mixed numbers.</p> <p>Target: all targets throughout this unit</p> <p>Essential Questions: All essential questions throughout this unit</p>	All vocabulary taught throughout this unit.					
1	Unit 5 TEST						
2	<p>Content:</p> <p>Target:</p> <p>Essential Questions:</p>						