Monday 08/31/2020	Tuesday 09/01/2020	Wednesday 09/02/2020	Thursday 09/03/2020	Friday 09/04/2020

Monday 08/31/2020

Centers

Mathematics

1st Day Procedures & expectations

First day:
-First day PPT.
-Rules/procedures
-Go over student handbook
-Supplies
-Technology rules
-Getting to know you activities (scavenger hunt)
-Math about me
-Student Survey
-Your Job/My Job anchor chart

Attachments
FigureMeOut.pdf

StudentsurveyBOY.pdf

5minpersonalitytestotterstudentcopies.pdf

Science

What is Science?

Learning Target: I can identify and describe science in many different situations. I can identify careers in science.

1. Introduce topic with video: http://www.youtube.com/watch?v=Tmb1c3BGQuM
2. Set up ISNs
3. Add *What is Science?* circle map to notebooks

Tuesday 09/01/2020

Centers

Mathematics

Introduction & Math Mindset

-Review expectations, answer questions, etc.

Whole Group Lesson/Skills:
• Math mindset video: http://www.youcubed.org/resources/four-boosting-messages-jo-students/
• Set up math notebooks
• Preview My Math textbooks
 -Early finishers: color by number and/or growth mindset coloring pages

Science

Science Lab Rules

Learning Target: I can identify lab safety rules. I can compare & contrast safe and unsafe behavior in a science lab environment.

1. Read aloud lab safety passage
2. Apply, add materials and writing prompt to ISN
3. Safe/Unsafe behavior T-chart sort, formative assignment
4. Students complete Lab safety contracts

Wednesday 09/02/2020

Centers

Mathematics

Place Value Whole Numbers

Learning Target: I can read, write, and compare decimals to the thousandths.

Whole Group Lesson/Skills:
• Review whole numbers and place value to the millions
• Glue place value chart into notebook
• Explain the values of each digit (use place value blocks to demonstrate)
• My Math lessons 1.1 & 1.2
Independent:
• My math 1.1 & 1.2 finish independently
Centers:
Small Group: Use Exit Ticket - Place Value (Version B) for remediation
Technology:
Interactive Notebook: Introduce today using "Find the Value of the Underlined Digit" interactive notebook activity (complete whole group)
Daily Math Journal:
Application:
Problem of the Day:
Enrichment:

Thursday 09/03/2020

Centers

Mathematics

Modeling Decimals

Learning Target: I can read, write, and compare decimals to the thousandths.

Whole Group Lesson/Skills:
• Introduce the decimal system and place values
• Teach how to model decimals using place value blocks
• Glue notes into notebooks
• In groups, use place value blocks to build and represent decimals (thousands cube represents 1 whole, hundreds square represents 1/10 of the whole, tens stick represents 1/100 of the whole, ones block represents 1/1000 of the whole)
• My Math lessons 1.3 & 1.4
Independent:
• Finish My math lessons
• Exit Ticket - Write a decimal to the tenths, hundredths, or thousandths on whiteboards and build it, read the decimal to teacher.

Friday 09/04/2020

Centers

Mathematics

Place Value w/Decimal Forms

Learning Target: I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

Whole Group Lesson/Skills:
• Reading and writing whole numbers and decimals in word form, expanded form, and standard form
  ◦ Place value wheel notes (finish up/color in centers)
  ◦ Example:

read and write decimals up to the thous

E.g., Some equivalent forms of 2.34 are

$2 + 0.30 + 0.04$ $2 \times (1) +$

$2 \times (1) + 3 \times (\frac{1}{10}) + 4 \times (\frac{1}{100})$ $2 \times (1) +$

$2 \times (1) + 34 \times (0.01)$ $2 \times (1) +$

Independent:
• Exit Ticket - Writing Decimals in Word form (Version A) AND Writing Decimals in Standard form (Version A) *Staple together*
Centers:
Small Group: Use Exit Ticket - Adjacent Decimal Place

4. Students to share their circle maps with class

Standards

SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation. (DOK 2)

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. (DOK 3)

SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." (DOK 2)

SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. (DOK 2)

SC.5.N.2.2 Recognize and explain that when scientific

Standards

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. (DOK 3)

SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation. (DOK 2)

SC.5.N.1.3 Recognize and explain the need for repeated experimental trials. (DOK 2)

SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." (DOK 2)

SC.5.N.1.6 Recognize and explain the difference between personal opinion/ interpretation and verified observation. (DOK 2)

SC.5.N.2.1 Recognize and explain that science is grounded in empirical

Academic Language: base-ten numeral, decimal, digit, expanded form, exponent, hundredths, multi-digit, number names, power of 10, tenths, thousandths, value

Standards

5.NBT.A.3 Read, write, and compare decimals to thousandths.

5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000).

5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Attachments

5.nbt.1interactivenotebook.pdf

PlaceValueChartwithDecimals2.pdf

placevaluechart.pdf

Science

Safety Rules STEM Activity

Learning Target: I can work in a group to plan a STEM model demonstrating lab safety rules.

- Challenge: Write a decimal to the tenths, hundredths, or thousandths on whiteboard and build it INCORRECTLY, see if another student can pick up on your mistake

Centers:
Small Group:
Technology:
Interactive Notebook:
Daily Math Journal: Introduce center using place value journal prompts. Entry must be 5+ sentences. Do the following prompt together as a class: *What number is our place value system based on? Write everything you know about this number.* , then have students work in groups to answer the following prompt in their notebook: *Explain how the digit 5 can be worth more or less depending on its place value*
Application:
Problem of the Day:
Enrichment:

Academic Language: base-ten numeral, decimal, digit, expanded form, exponent, hundredths, multi-digit, number names, power of 10, tenths, thousandths, value

Standards

Value (Version B & C) for remediation
Technology: Introduce IXL (G.1 and G.3)
Interactive Notebook:
Daily Math Journal: .
Application:
Problem of the Day:
Enrichment:

Academic Language: base-ten numeral, decimal, digit, expanded form, exponent, hundredths, multi-digit, number names, power of 10, tenths, thousandths, value

Standards

5.NBT.A.3 Read, write, and compare decimals to thousandths.

5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000).

5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Attachments

5.nbt.3interactivenotebook.pdf

DecimalsReadingandWriting MathWheel.zip

investigations are carried out, the evidence produced by those investigations should be replicable by others. (DOK 2)

SC.5.N.1.6 Recognize and explain the difference between personal opinion/ interpretation and verified observation. (DOK 2)

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observations that are testable; explanation must always be linked with evidence. (DOK 2)

SC.5.N.2.2 Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others. (DOK 2)

Attachments

LabSafetyReadandApplyInteractiveNotebook.pdf

Personality Surveys
1. Complete personality trait test-lions, otters, beavers, golden retrievers (add to ISN)
2. when finished students will group up based on their personality results and create a collaborate collage to display their personalities
3. present if there's time

Introduce STEM Rules Challenge
1. Determine groups
2. Explain constraints of the build
3. Distribute handouts for planning
4. Explain materials available
5. Group plan time

Standards

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. (DOK 3)

SC.5.N.1.2 Explain the

5.NBT.A.3 Read, write, and compare decimals to thousandths.

5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000).

5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Attachments

5.NBT.1Worksheet.pdf

PlaceValueNotes.docx

U1T2L1BuildingNumbers2.pptx

Science
Safety Rules STEM Activity

Learning Target: I can work in a group to construct a STEM model demonstrating lab safety rules.

Continue STEM Challenge
1. redistribute planning sheet & materials
2. Group build time
3. Students will create & improve their constructions

Standards

SC.5.N.1.1 Define a

NOPREPPPlaceValuePacket5thGradeFREEBIE.pdf

ComparingDecimalsSortInteractiveNotebook.pdf

Science
Safety Rules STEM Activity

Learning Target: I can work in a group to finalize, present, and reflect on a STEM model demonstrating lab safety rules.

Finalize STEM Challenge
1. Students will finalize constructions
2. Students will share and demonstrate models
3. Group reflections
4. Add handouts to ISN

Standards

SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." (DOK 2)

SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation. (DOK 2)

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as:

difference between an experiment and other types of scientific investigation. (DOK 2)

SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." (DOK 2)

Attachments

5minpersonalitytestotterstudentcopies.pdf

stemruleschallengeconstraints.pdf

stemruleschallengestudenthandout.pdf

STEMTheRulesChallenge.pdf

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problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. (DOK 3)

SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation. (DOK 2)

SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." (DOK 2)

Attachments

STEMTheRulesChallenge.pdf

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systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. (DOK 3)

Attachments

STEMTheRulesChallenge.pdf