



Monday 09/14/2020	Tuesday 09/15/2020	Wednesday 09/16/2020	Thursday 09/17/2020	Friday 09/18/2020
----------------------	-----------------------	-------------------------	------------------------	----------------------

Centers	Centers	Centers	Centers	Centers
<p>Mathematics</p> <p>LEARNING TARGET: I can demonstrate my current levels of mathematical competency</p> <p>Independent: Students to complete their i-Ready Diagnostic on iPads</p>	<p>Mathematics</p> <p>LEARNING TARGET: I can express base 10 numbers using exponents (called powers).</p> <p>WHOLE GROUP:</p> <ul style="list-style-type: none"> Bell Ringer: Mountain Math MyMath Book: Unit 2, Lesson 3 & 4 Introduce Powers of 10 & exponents Multiply decimals by powers of 10 rap: http://www.youtube.com/watch?v=fo1Pbyliqhs Introduce centers & expectations <p>INDEPENDENT PRACTICE:</p> <ul style="list-style-type: none"> Decimal Patterns Worksheet <p>CENTERS:</p> <ul style="list-style-type: none"> Small Group/ Remediation: Decimal Forms (TW pull students based on the place value formative assessment) IXL: N.2 & N.7 Instructional Videos: http://www.youtube.com/watch?v=X0Z3QMKI5Gg & http://www.youtube.com/watch?v=fxCXHQBUidU&t=1s FlipGrid: None this week Interactive Notebook: Powers of Ten 	<p>Mathematics</p> <p>LEARNING TARGET: I can express base 10 numbers using exponents (called powers).</p> <p>WHOLE GROUP:</p> <ul style="list-style-type: none"> Bell Ringer: Mountain Math Multiplying & Dividing Decimals by Powers of 10 Whiteboard practice <p>INDEPENDENT PRACTICE:</p> <ul style="list-style-type: none"> Exit Ticket Candy Corn Math <p>CENTERS:</p> <ul style="list-style-type: none"> Small Group/ Remediation: Decimal Forms (TW pull students based on the place value formative assessment) IXL: N.2 & N.7 Instructional Videos: http://www.youtube.com/watch?v=X0Z3QMKI5Gg & http://www.youtube.com/watch?v=fxCXHQBUidU&t=1s FlipGrid: None this week Interactive Notebook: Powers of Ten Patterns (Foldable) Math Journal: None this week Real World Application: None this week 	<p>Mathematics</p> <p>LEARNING TARGET: I can multiply and divide decimals by Powers of 10.</p> <p>WHOLE GROUP:</p> <ul style="list-style-type: none"> Continue Multiplying & Dividing Decimals by Powers of 10 <p>INDEPENDENT PRACTICE:</p> <ul style="list-style-type: none"> Exit Ticket <p>CENTERS:</p> <ul style="list-style-type: none"> Small Group/ Remediation: Decimal Forms (TW pull students based on the place value formative assessment) IXL: N.2 & N.7 Instructional Videos: http://www.youtube.com/watch?v=X0Z3QMKI5Gg & http://www.youtube.com/watch?v=fxCXHQBUidU&t=1s FlipGrid: None this week Interactive Notebook: Powers of Ten Patterns (Foldable) Math Journal: None this week Real World Application: None this week Task Cards: Powers of Ten Task Cards Spiral Review/ Problem of the 	<p>Mathematics</p> <p>LEARNING TARGET: I can explain how the value of the digits compare in a multi-digit number.</p> <p>WHOLE GROUP:</p> <ul style="list-style-type: none"> Bell Ringer: Mountain Math Warm up: http://www.youtube.com/watch?v=rZULVz3X3pw Use place value blocks to model the value of digits in a number and explain that any place on the place value chart represents 10 times as much as the place to it's right and 1/10 as much as the place to it's left. MyMath Chapter 1, Lesson 5 Tutorial: http://www.cpalms.org/Public/PreviewResource/StudentTutorial/Preview/123237 Guided Practice (Partners): MyMath Book Pg. 37 & 38 <p>INDEPENDENT PRACTICE:</p> <ul style="list-style-type: none"> MyMath Pg. 39 & 40 <p>CENTERS:</p> <ul style="list-style-type: none"> Small Group/ Remediation: Decimal Forms (TW pull students based on the place value
<p>Science</p> <p>Scientific Method Lab Stations</p> <p>Learning target: I can demonstrate and explain the scientific method and processes of scientific study.</p> <p>Activity: Kessler Lab Stations for Scientific method Students will begin stations in which they learn about and put into practice the Scientific method. Students will record their answers on their answer sheets according to rubric.</p> <p>Academic Language: Science, scientific method, observation, inference, hypothesis, question, experimental group, control group, variables, independent variable, dependent variable, constants (controlled variables), research, evidence, graphs, conclusions, trials,</p>				



experiment, investigation, systematic observations, models

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

s of Ten Patterns (Foldable)

- **Math Journal:** None this week
- **Real World Application:** None this week
- **Task Cards:** Powers of Ten Task Cards
- **Spiral Review/ Problem of the Day:** None this week
- **Early Finishers:** IXL I.3 & I.4, Emoji Mystery Puzzle, Mr. Nussbaum Math Games

ACADEMIC LANGUAGE: base, base-ten numeral, digit, equivalent decimals, expanded form, multi-digit, number names (tenths, hundredths, thousandths), value, whole, decimal point, decimal, period, standard form

ANCHOR CHART(S):

- **Task Cards:** Powers of Ten Task Cards
- **Spiral Review/ Problem of the Day:** None this week
- **Early Finishers:** IXL I.3 & I.4, Emoji Mystery Puzzle, Mr. Nussbaum Math Games

ACADEMIC LANGUAGE: base, base-ten numeral, digit, equivalent decimals, expanded form, multi-digit, number names (tenths, hundredths, thousandths), value, whole, decimal point, decimal, period, standard form

ANCHOR CHART(S):

- Day:** None this week
- **Early Finishers:** IXL I.3 & I.4, Emoji Mystery Puzzle, Mr. Nussbaum Math Games

ACADEMIC LANGUAGE: base, base-ten numeral, digit, equivalent decimals, expanded form, multi-digit, number names (tenths, hundredths, thousandths), value, whole, decimal point, decimal, period, standard form

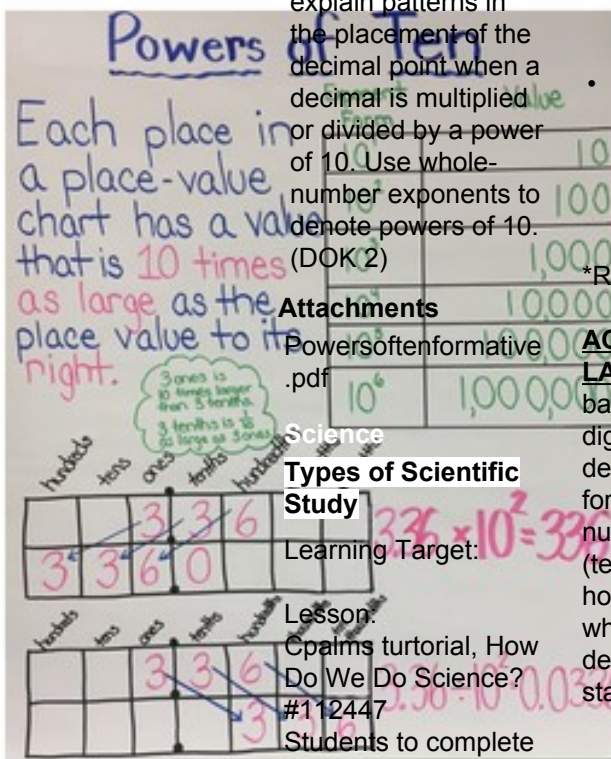
Standards
MAFS.5.NBT.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (DOK 2)

Attachments
Powers of Ten formative .pdf
Science
Types of Scientific Study
Learning Target:

Lesson: [Cpalms tutorial, How Do We Do Science? #112447](#)
Students to complete the tutorial from cPalms on their iPads

- formative assessment)
- **IXL:** N.2 & N.7
- **Instructional Videos:**
<http://www.youtube.com/watch?v=X0Z3QMkI5Gg> & <http://www.youtube.com/watch?v=fxCXHQBUidU&t=1s>
- **FlipGrid:** None this week
- **Interactive Notebook:** Powers of Ten Patterns (Foldable)
- **Math Journal:** None this week
- **Real World Application:** None this week
- **Task Cards:** Powers of Ten Task Cards
- **Spiral Review/ Problem of the Day:** None this week
- **Early Finishers:** IXL I.3 & I.4, Emoji Mystery Puzzle, Mr. Nussbaum Math Games
- *Required Centers

ACADEMIC LANGUAGE: base, base-ten numeral, digit, equivalent decimals, expanded form, multi-digit, number names (tenths, hundredths, thousandths), value, whole, decimal point, decimal, period, standard form





predictions, and defend conclusions. (DOK 3)

SC.5.N.1.4 Identify a control group and explain its importance in an experiment. (DOK 2)

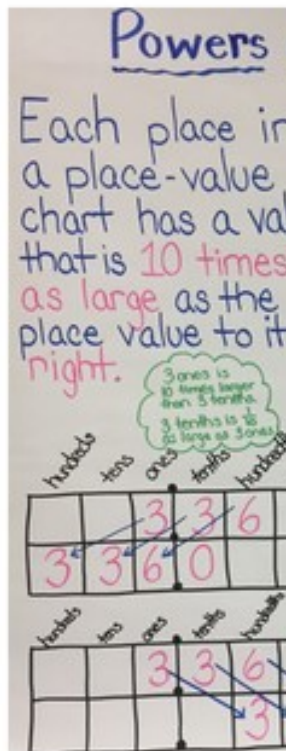
SC.5.N.1.3 Recognize and explain the need for repeated experimental trials. (DOK 2)

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

Attachments

KeslerscientificMethodHandoutpages.pdf

KeslerScientificMethodStationLaballpages.pdf



Math Learning Centers Standards

- Looks Like**
- ❖ Students working on Math
 - ❖ Partners working together and helping each other
 - ❖ Students sharing and taking turns.
 - ❖ Students staying at their centers.
 - ❖ Students taking care of materials and cleaning up when finished.

Kahoot Game as review

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 investigations are

Standards
MAFS.5.NBT.1 Understand the place value system.

MAFS.5.NBT.1.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. (DOK 1)

Attachments
U1T2L6DivisionPowerof101.docx
U1T2L6MartasMultiplicationError1.pptx

Math Learning Centers Standards

- Looks Like**
- ❖ Students working on Math
 - ❖ Partners working together and helping each other
 - ❖ Students sharing and taking turns.
 - ❖ Students staying at their centers.
 - ❖ Students taking care of materials and cleaning up when finished.

MAFS.5.NBT.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10. (DOK 2)

Attachments
NotesandQuizfor5NBT15NBT2.pdf
NBT1andNBT2MathCenters.pdf
U1T2L4MultiplyingaWholeNumberbyaPowerof10.docx
FREEPowersofTenT

evidence produced by those investigations should be replicable by others. (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)

Review and Assess Nature of Science

Learning Target: I can demonstrate my knowledge of the practice of Science

Lesson: Review practice of Science vocabulary and processes

Brainpop: Scientific Process & Scientific Method

Quizlet review game, A/B pyramid game, agreement line

complete formative assessment

Standards
SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan

Standards



MAFS.5.NBT.1.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (DOK 2)

Attachments
 U1T2L5PatternsinMultiplicationbyPowersof10.docx
 multiplication-patterns-decimals-thousandthsTTTTT.pdf
 multiplication-patterns-decimals-thousandthsTTTTT.pdf
 MultiplicationasScalingPractice.pdf

Science
Scientific Method Lab Stations
 Learning target: I can demonstrate and explain the scientific method and processes of scientific study.
 Activity: Kessler Lab Stations for Scientific method
 Students will continue stations in which they learn about and put into practice the Scientific method. Students will record their answers on their answer sheets according to rubric.
 Academic Language:

askCards5NBT2.pdf
 PowersofTen.jpg
 U1T2L4StandardExpandedExponentialForm.docx

Science
Scientific Method
 Learning target: I can demonstrate and explain the scientific method and processes of scientific study.
 Activity: Kessler Lab Stations for Scientific method
 Students will finalize and discuss lab stations and their results.
 Academic Language: Science, scientific method, observation, inference, hypothesis, question, experimental group, control group, variables, independent variable, dependent variable, constants (controlled variables), research, evidence, graphs, conclusions, trials, experiment, investigation, systematic observations, models
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.2.1 Recognize and explain that

SC.5.N.1.4 Identify a control group and explain its importance in an experiment. (DOK 2)
SC.5.N.1.3 Recognize and explain the need for repeated experimental trials. (DOK 2)
SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation. (DOK 2)

Attachments
 KeslerGraphingHandoutpages.pdf
 keslergraphingallpages.pdf

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.1.4 Identify a control group and explain its importance in an experiment. (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)
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.1.6 Recognize



Science, scientific method, observation, inference, hypothesis, question, experimental group, control group, variables, independent variable, dependent variable, constants (controlled variables), research, evidence, graphs, conclusions, trials, experiment, investigation, systematic observations, models

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

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out

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 investigations are carried out, the evidence produced by those investigations should be replicable by others. (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.1.4 Identify a control group and explain its importance in an experiment. (DOK 2)

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

SC.5.N.1.2 Explain the difference between an experiment and other

ze and explain the difference between personal opinion/ interpretation and verified observation. (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

ScientificMethodFormative2020.pdf

ScientificMethodFormativeKEY2020.pdf



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.1.4 Identify a control group and explain its importance in an experiment. (DOK 2)

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

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

Attachments

KeslerscientificMethodHandoutpages.pdf

KeslerScientificMethodStationLaballpages.pdf

types of scientific investigation. (DOK 2)

Attachments

keslergraphingallpages.pdf

KeslerGraphingHandoutpages.pdf