



Monday 10/18/2021

Math

NO SCHOOL FOR STUDENTS-  
TEACHER DUTY DAY

Science



Tuesday 10/19/2021

Math

## **Standards**

**MAFS.5.NBT.2.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (DOK 2)

## **Objective**



LEARNING TARGET: I can divide by single digit divisors by using the standard algorithm.

ACADEMIC LANGUAGE: area model, dividend, divisor, factor, groups of, partial quotient, quotient, rectangular array

ANCHOR CHART(S):

# LONG DIVISION:

**Divisor:** a number divided into another number.

**Dividend:** a number that is to be divided by another number.

**Quotient:** the number that results from the division of one number by another.  $\Sigma$  THE ANSWER  $\Sigma$

**Remainder:** the amount left over when a number cannot be divided exactly by another number.

## STEPS:

**D**  $\div$  Divide (dirty, daddy, does)

**M**  $\times$  Multiply (monkeys, mama, McDonalds)

**S**  $-$  Subtract (smell, sister, sell)

**B**  $\downarrow$  Bring down (bad, brother, burgers?)

★ always double check with multiplication!

$$\begin{array}{r} 4 \\ 48 \\ \times 5 \\ \hline 240 \\ + 24 \\ \hline 243 \end{array}$$

$$\begin{array}{r} 48 \text{ R } 3 \\ 5 \overline{) 243} \\ \underline{-20} \downarrow \\ 43 \\ \underline{-40} \\ 3 \end{array}$$

When there's nothing left to bring down, the difference that you found by subtracting is your remainder



## Lesson

### WHOLE GROUP:

- Bell Ringer: spiral up math
- Dividing by single digit divisors

### INDEPENDENT PRACTICE:

- Dividing by single digit divisors practice page (common core sheets)

### CENTERS:

- Small Group/Remediation: remediate multiplication summative
- IXL: D.3 & D.5
- Instructional Videos: Math Antics - <http://www.youtube.com/watch?v=LGqBQrUYua4&t=2s>
- Interactive Notebook: Division Flapbook
- Real World Application: Movie Marathon Project
- Task Cards: Interpreting Remainders Task Cards
- Spiral Review/Word Problem of the Day: Set
- Early Finishers: Math Search, IXL D.19
- iReady: 1 lesson + quiz

### Attachments

- [5NBT6PracticeSheetsMultiDigitDivision-1.pdf](#)
- [MultandDivideMulti-DigitNumbersEscapeRoom.pdf](#)
- [ThanksgivingActivityPopArtFallMATHColoringSheetsThanksgivingMath-1.pdf](#)
- [DIVISIONHALLOFFAMELongDivisionPracticeDigitalandPrintable-1.pdf](#)

Science



## Standards

**SC.5.E.7.3** Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time. (DOK 2)

**SC.5.E.7.4** Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time. (DOK 3)

## Objective

**LEARNING TARGET:** I can explain the difference between inland and coastal weather.

**ACADEMIC LANGUAGE:** environment, fair weather, stormy weather, weather components, (air pressure, humidity, precipitation, wind direction, wind speed), weather tools (barometer, thermometer, hygrometer, rain gauge, wind vane, anemometer)

**ANCHOR CHART(S):**

## Lesson

Whole group:

- Weather Coastal vs Inland lesson Day 1
- <http://studyjams.scholastic.com/studyjams/jams/science/weather-and-climate/air-pressure-and-wind.htm>

Activity:

- Weather in a week Day 2 record weather on tracker



Wednesday 10/20/2021

Math

## Standards

MAFS.5.NBT.2.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (DOK 2)

## Objective

LEARNING TARGET: I can divide by single digit divisors.

ACADEMIC LANGUAGE: area model, dividend, divisor, factor, groups of, partial quotient, quotient, rectangular array

## ANCHOR CHART(S):

## Lesson

### WHOLE GROUP:

- Bell Ringer: spiral up math
- Dividing by single digit divisors

### INDEPENDENT PRACTICE:

- Dividing by single digit divisors practice page (common core sheets)

### CENTERS:

- **Small Group/Remediation:** remediate multiplication summative
- **IXL:** D.3 & D.5
- **Instructional Videos:** Math Antics - <http://www.youtube.com/watch?v=LGgBQrUYua4&t=2s>
- **Interactive Notebook:** Division Flapbook
- **Real World Application:** Movie Marathon Project
- **Task Cards:** Interpreting Remainders Task Cards
- **Spiral Review/Word Problem of the Day:** Set
- **Early Finishers:** Math Search, IXL D.19
- **iReady:** 1 lesson + quiz

## Attachments

[VerticalDivisionwithaHelperGrid2.pdf](#)

Science



## Standards

**SC.5.E.7.3** Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation affect weather in a particular place and time. (DOK 2)

**SC.5.E.7.4** Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to a particular place and time. (DOK 3)

## Objective

**LEARNING TARGET:** I can explain the difference between inland and coastal weather.

**ACADEMIC LANGUAGE:** environment, fair weather, stormy weather, weather components, (air pressure, humidity, wind direction, wind speed), weather tools (barometer, thermometer, hygrometer, rain gauge, wind vane, anemometer)

**ANCHOR CHART(S):**

## Lesson

Whole group:

- Weather Coastal vs Inland lesson Day 2

Activity:

- Weather in a week Day 3 record weather on tracker



Thursday 10/21/2021

Math

## Standards

MAFS.5.NBT.2.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (DOK 2)

## Objective

**LEARNING TARGET:** I can divide by single digit divisors by using the standard algorithm.

**ACADEMIC LANGUAGE:** [area model](#), [dividend](#), [divisor](#), [factor](#), [groups of](#), [partial quotient](#), [quotient](#), [rectangular array](#)

**ANCHOR CHART(S):**

## Lesson

### WHOLE GROUP:

- Bell Ringer: spiral up math
- Dividing by single digit divisors; word problems

### INDEPENDENT PRACTICE:

- Dividing by single digit divisors practice page (common core sheets)

### CENTERS:

- **Small Group/Remediation:** remediate multiplication summative
- **IXL:** D.3 & D.5
- **Instructional Videos:** Math Antics - <http://www.youtube.com/watch?v=LGgBQrUYua4&t=2s>
- **Interactive Notebook:** Division Flapbook
- **Real World Application:** Movie Marathon Project
- **Task Cards:** Interpreting Remainders Task Cards
- **Spiral Review/Word Problem of the Day:** Set
- **Early Finishers:** Math Search, IXL D.19
- **iReady:** 1 lesson + quiz

## Attachments

[DivisionWordProblems.pdf](#)

Science





## Standards

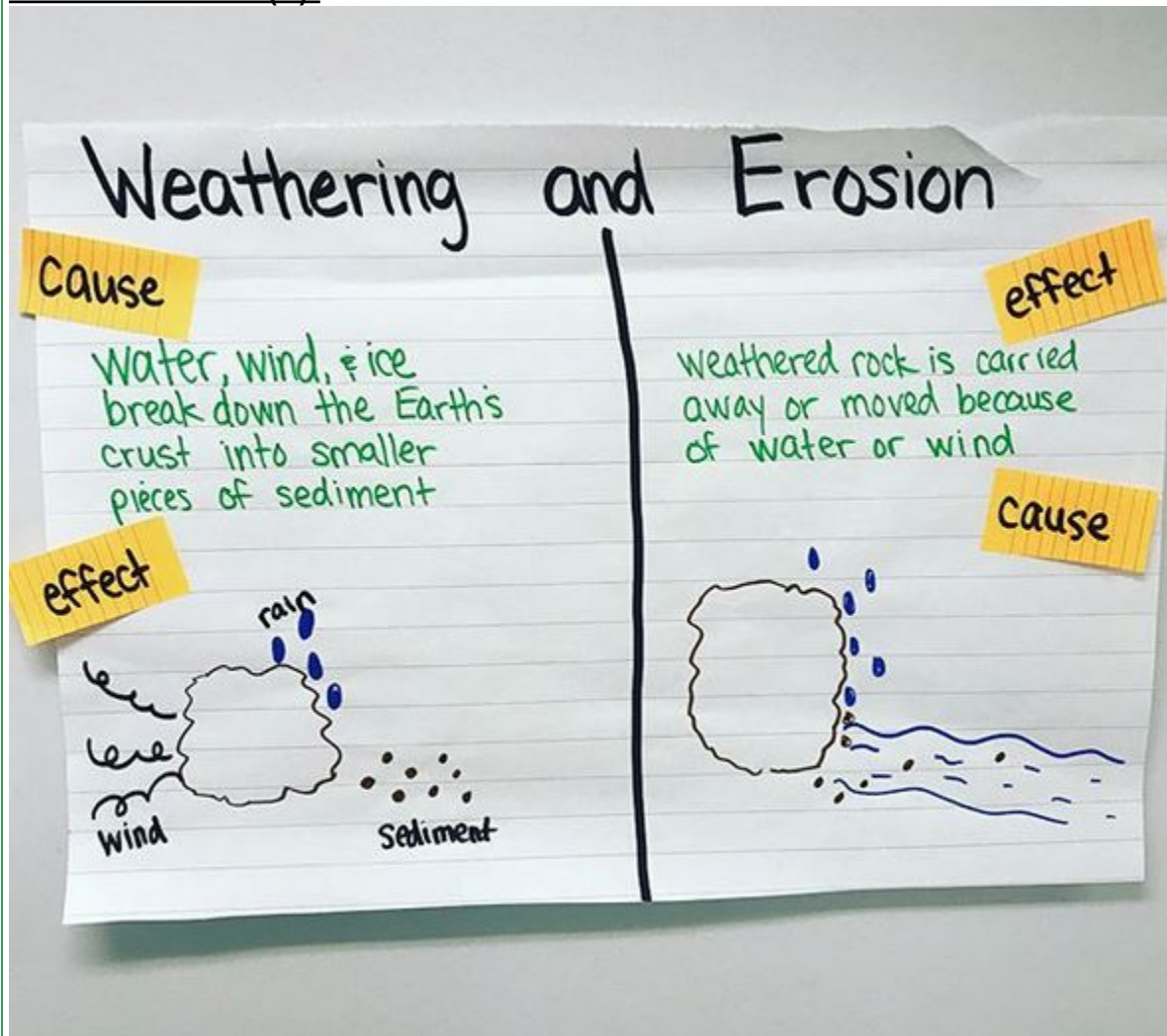
SC.5.E.7.3 Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and weather in a particular place and time. (DOK 2)

## Objective

**LEARNING TARGET:** I can explain the difference between weathering and erosion.

**ACADEMIC LANGUAGE:** environment, fair weather, stormy weather, weather components, (air pressure, direction, wind speed), weather tools (barometer, thermometer, hygrometer, rain gauge, wind vane, anemometer)

**ANCHOR CHART(S):**



## Lesson



Whole group:

- 
- Erosion and weathering lesson (review from 4th grade)<http://www.generationgenius.com/videolessons/for-kids/>

Activity:

- 
- Weather in a week Day 4 record weather on tracker
- Play kahoot following the video

---

**Attachments**

- [WeatheringandErosionChart.docx](#)
- [WeatheringandErosion.ppt](#)





Friday 10/22/2021

Math

**esson**

Extra cloud info attached

**MATH**



## Standards

**MAFS.5.NBT.2.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (DOK 2)

## Objective

**LEARNING TARGET:** I can divide by single digit divisors by using the standard algorithm.

**ACADEMIC LANGUAGE:** [area model](#), [dividend](#), [divisor](#), [factor](#), [groups of](#), [partial quotient](#), [quotient](#), [rectangular array](#)

**ANCHOR CHART(S):**

## Lesson

### WHOLE GROUP:

- [Bell Ringer: spiral up math](#)
- [Dividing by single digit divisors word problems](#)

### INDEPENDENT PRACTICE:

- [Dividing by single digit divisor formative](#)

### CENTERS:

- **Small Group/Remediation:** [remediate multiplication summative](#)
- **IXL:** [D.3 & D.5](#)
- **Instructional Videos:** [Math Antics - <http://www.youtube.com/watch?v=LGqBQrUYua4&t=2s>](#)
- **Interactive Notebook:** [Division Flapbook](#)
- **Real World Application:** [Movie Marathon Project](#)
- **Task Cards:** [Interpreting Remainders Task Cards](#)
- **Spiral Review/Word Problem of the Day:** [Set](#)
- **Early Finishers:** [Math Search, IXL D.19](#)
- **iReady:** [1 lesson + quiz](#)



## **Standards**

**SC.5.E.7.4** Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to a particular place and time. (DOK 3)

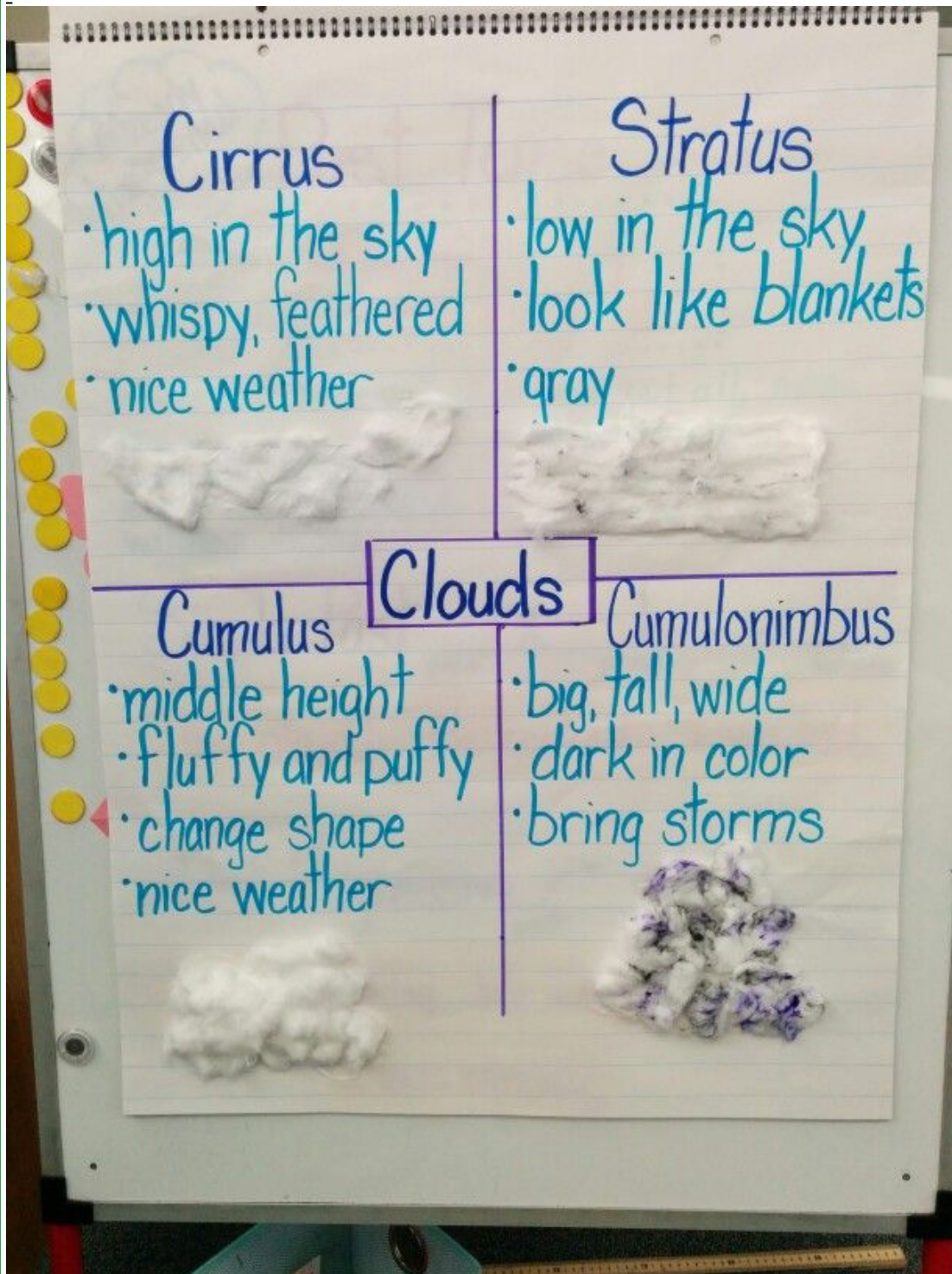
## **Objective**



**LEARNING TARGET:** I can explain the difference between different types of clouds.

**ACADEMIC LANGUAGE:** environment, fair weather, stormy weather, weather components, (air pressure, h direction, wind speed), weather tools (barometer, thermometer, hygrometer, rain gauge, wind vane, anemor

**ANCHOR CHART(S):**





## **Lesson**

### Whole group:

- 
- Cloud types; Sw take notes following the power point.
- what are clouds made of video. <http://video.link/w/Y4YM>
- cumulus clouds video <http://video.link/w/w5YM>

### Activity:

- Using 5-10 cotton balls, students will create the clouds learned onto their worksheet.
- Students will take an exit slip to check for understanding.
- Weather in a week Day 5 record weather on tracker

## **Attachments**

- [CloudsModelandGuidedNotesStudentSheet.pdf](#)
- [CloudsModelandGuidedNotesPowerPointLesson.pptx](#)
- [TypesofCloudsPowerPointandQuiz-1.ppt](#)



