

Thursday October 19	Friday October 20	Monday October 23	Tuesday October 24	Wednesday October 25
Every Day Counts Update All;Discuss- Calendar: What can you tell about what today's piece will look like? prove your answer. Daily Decimal: Tell me what percentage of our board is not covered?	Every Day Counts Update All;Discuss- Arrays: What color of paper will today's array be on? How do you know? Prove it Fraction A Day:How many eighths are in 20/16ths?	Every Day Counts Update all:Discuss-Depositor: How much money will we have left in our depositor after we take away for the weekend and today? Calendar:When is the next time that we will see this exact same calendar piece?	Every Day Counts Update All:Discuss-Fraction A Day:What mixed number could we write for today? Daily Decimal/Counting Tape: How far are we from getting to a half?	Every Day Counts Update All:Discuss-Calendar:What is so special about today's calendar piece? Show the array for today to get students thinking of square numbers and possibly introduce square roots.
Whole Group Lessons <u>Scoring Guide</u> •Pass out student scoring guides •Discuss the use of the scoring guide and the importance for students to keep it somewhere safe •Look at anchor paper #5-1&5-3 on the overhead paying particular attention to conceptual understanding and processes &	Whole Group Lessons <u>Problem Solver Model Act Out or Use Objects #5 (T.9) and work through as a class. In pairs have students work on T.11 #6. Have students come up and share their thinking.</u>	Whole Group Lessons <u>Name That Portion Inv.1 Ses 1 p.4-7</u> •Fractions, Decimals, and Percents •Teacher Checkpoint:Showing What You Know OR <u>Different Shapes,Equal Pieces Inv.2 Session 1 p.24-26</u> <i>*Working With Thirds and Sixths(you may want to look on p.9 and do this activity first as a class so that students are comfortable with the idea of different ways of breaking up the whole)</i>	Whole Group Lessons <u>Name That Portion Inv.1 Ses 2 p.10</u> •What Fractions Do You See? •Interpreting Percents •Grid Patterns as Percents •Introduce Making Grid Patterns <u>Different Shapes,Equal Pieces Inv.2 Session 2 p.27</u> •A Page of Favorite Thirds and Sixths	Whole Group Lessons <u>Name That Portion Inv.1 Ses.3p.19</u> •Fourths & Eighths on Grids <u>OR Different Shapes, Equal Pieces Inv.2 Session 3 p.29</u> •Assessment:Proving Thirds & Sixths •Work together on Making A Combined Design since this is the
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time Seeing Numbers p.18
Homework Give them worksheet 5-4 as homework having students focusing on conceptual understanding and processes&strategies	Homework	Homework Send home family letter Student Sheet 2 <i>Have students complete their page of thirds</i>	Homework Student Sheet 4 Student Sheet 9	Homework Student Sheet 6 Student Sheet 11
Teacher Support	Teacher Support	Teacher Support Teacher Note p.8 Teacher Note p.28 *	Teacher Support	Teacher Support Teacher Note p.29

Math Book Abbreviation KEY:

PS=Problem Solver, IN=Investigations, EDC=Everyday Counts, DCMR=Daily Cumulative Review Masters

Thursday	Friday	Monday	Tuesday	Wednesday
October 26	October 27	October 30	October 31	November 1
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Update All:Discuss-Arrays:Predict what are all the possible arrays for 26.Fraction A Day: Is there another way that we can write 26/16ths?	Update All:Depositor: Round today's amount to the nearest thousand dollars. Calendar: Come up with a number puzzle that deals with today's date?	Update All:Discuss-Calendar:Give students number clues to specific dates and have them guess the date? Take pieces down as students guess the correct date? Find some time outside of math period for students to make their measurement tapes for the November graph	Update All:Discuss-How many more days in this month would we need to have to get to another whole?	Update All:Discuss-Fraction A Day:Introduce this month's activity. See page 26 for a model discussion.
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Name That Portion Inv.1-Ses.4 p.20 •Finding Fraction and Percent Equivalent •Discussion:Equivalent Fractions and Percents OR <i>Different Shapes, Equal Pieces</i> Inv. 2 Ses 4 p.33 •Making Colored Squares •Teacher Checkpoint: Agree or	Name That Portion Inv.1-Ses.5p.24 •Teacher Checkpoint:Marking a Percent Equivalent Strips •Playing the In-Between Game(if time permits) OR <i>Name That Portion Inv.1 Ses2 p.10</i> •What Fractions Do You See •Interpreting Percents •Grid Patterns as Percents	<u>Scoring Guide</u> •Have students get our their copy of the scoring guide. •Review the last three dimensions •Read as a class about verification, communication and accuracy on the scoring guide. Look at anchor paper #T-41 and #T-44 focusing on verification and communication. Compare the two. •Pass back their homework papers from the 19th. Have them identify the verification and communication piece of their paper.	Name That Portion Inv.1-Ses 7 p.29-31 •Assessment:Fraction and Percent Problems OR <i>Name That Portion Inv.1-Session 3 p.19</i> •Fourths and Eighths on Grids	Name That Portion Inv.2 Ses.1 p.34 •Clock Fractions •Adding Fractions on the Clock
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
				If you count by this number, you will say 36, but will not say 40. What are the possible numbers?
Homework	Homework	Homework	Homework	Homework
Student Sheet 7 See p.36 for directions on Student Sheet 13	Student Sheet 7 Student Sheet 4	Revise Worksheet 5-4 OR give worksheet 5-5	Student Sheet 10 Student Sheet 6	PS #4(P1)
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
		Stress the importance of accuracy on their paper and that their answer must be identifiable on their paper.		

Thursday November 2	Friday November 3	Monday November 6	Tuesday November 7	Wednesday November 8
Every Day Counts Update Fraction and Calendar. Introduce calendar pieces discussing the characteristics of each piece. See page 20 for sample discussion.	Every Day Counts Introduce Graphing activity(see page28) Have three kids measure each other on their tapes and post in the classroom. Introduce terms mean, median, and range.	Every Day Counts Update All:Daily Decimal: What is so special about today(40th day of school)? On a piece of paper, write down all the ways that we can record today? Discuss as a class. Have 2 students measure one another with cm tape.	Every Day Counts Update All:Discuss-Arrays: Why is 7 on a piece of red paper? Prove it. Have 2 students measure one another with cm. tape.Fraction A Day: How would we record today? What do we need?	Every Day Counts Update All: Graph: Discuss the mean, median, introduce mode, and range of the data collected. Every day have 2 students measure their heights and place on board
Whole Group Lessons <u>Name That Portion</u> Inv. 2 Ses. 2 p.38 •Roll Around The Clock Game •Writing Fraction Problems	Whole Group Lessons <u>Problem Solver</u> Model Guess and Check #15(T.29) and solve it together as a class, •In pairs have students work on T.31 #16 •Discuss as a class	Whole Group Lessons <u>Name That Portion</u> Inv. 2 Ses. 3 p.42 •Have students cut out one of each color of the fraction strips. They will have a total of 5 different color strips in front of them. •Teacher Checkpoint:Marking Fraction Strips•Using the Strips for Fraction Sums	Whole Group Lessons <u>Name That Portion</u> Inv. 2 Ses. 4 p.46 •Halfway Across the Fraction Tracks •Labeling the Fraction Tracks •Patterns on the Fraction Tracks	Whole Group Lessons <u>Name That Portion</u> Inv.2 Ses. 5 p.49-51 •Counting by Fractions •Ordering the Fraction Cards •Capture Fractions Game
Choice Time	Choice Time	Choice Time Seeing Numbers p.41	Choice Time	Choice Time <u>Problem of the Day</u> big book: Lesson 12-13
Homework Student Sheet 12	Homework	Homework Student Sheet 13 or have students develop their own problems using the fraction strips	Homework PS #54 (P3)	Homework Play Capture Fractions at home or Daily Cumulative Review p.2 #1-15
Teacher Support	Teacher Support	Teacher Support Teacher Note p.45	Teacher Support Dialogue Box p.52	Teacher Support

Thursday	Friday	Monday	Tuesday	Wednesday
November 9	November 10	November 13	November 14	November 15
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
		Update All: Discuss- What is today's piece? Is it similar to another piece that we see or it is a brand new shape?	Update All: Discuss-Arrays: Can 14 pennies be arranged in a square? Why or why not?	
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Teacher Planning Day	Holiday	<u>Name That Portion</u> Inv.2 Ses. 6 p.54 •Introducing the Fraction Track Game •Playing the Fraction Track Game	<u>Name That Portion</u> Inv.2 Ses. 8 p.59-61 •Choice Time: Fraction Games You may want to introduce the In Between Game at this time since this will be the first time that they will have seen it(see p.26) or substitute that station for a	Conferences
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
		Seeing Numbers p.53		
Homework	Homework	Homework	Homework	Homework
		PS #80	Extend Your Thinking p.47	
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
		Dialogue Box p.57		

Grade Level:

Week:

Unit: 5- Name That Portion

PPS Daily Math Lesson Plans

Thursday	Thursday	Friday	Monday	Tuesday
November 16	November 16	November 17	November 20	November 21
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
		Update All: Discuss-graph: see page 29 for discussion questions	Update All: Calendar: What makes a trapezoid unique from other quadrilaterals? Have students draw different types of trapezoids.	Update All: Discuss Arrays: Can I make 2 rows of 21 pennies? Why or why not?
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Conferences	Conferences	<u>Name That Portion</u> Inv.2 Ses. 8 p.59-61 •Choice Time: Fraction Games	<u>Name That Portion</u> Inv.2-Ses. 9 p.62-63 •Fractions of a Pizza	<u>Problem Solver</u> Review Look for a Pattern •Model as a class #9 (T.17) going through each problem solving step. In pairs have students work on #10(T.19). Discuss as a group about the problem after they have had time to work on it.
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
Homework	Homework	Homework	Homework	Homework
			Extend Your Thinking p.86	PS #53(T19)
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support

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Wednesday November 22	Thursday November 23	Friday November 24	Monday November 27	Tuesday November 28
Every Day Counts Update All: Discuss Daily Decimal and Counting tape: Today is day 50. What are all the ways we can record today? Give problems that deal with 1/2, 50% etc.	Every Day Counts HOLIDAY	Every Day Counts HOLIDAY	Every Day Counts Update All: What can you tell me about the triangle?(talk about sides, angles, etc.)	Every Day Counts Update All: Fraction A Day: If I took out 1/6 of our fraction out, how much would we have left?
Whole Group Lessons <u>Name That Portion</u> Inv.3 Ses. 1 p.66 •Interpreting Decimals •If you did not do the “Everyday Uses of Decimals” activity in Inv.1, take a few minutes to brainstorm a list •Fractions to Decimals on the	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons <u>Name That Portion</u> Inv.3 Ses. 2 p.73 •Decimals on Grid •Fill Two	Whole Group Lessons <u>Name That Portion</u> Inv.3 Ses. 3 p.78 •Introduce Smaller to Larger Game •Play the Smaller to Larger Game as a class
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
Homework Student Sheet 16	Homework	Homework	Homework PS #73 (P13)	Homework Extend Your Thinking p.88
Teacher Support	Teacher Support	Teacher Support	Teacher Support Dialogue Box p.77	Teacher Support

Wednesday	Thursday	Friday	Monday	Tuesday
November 29	November 30	December 1	December 4	December 5
Every Day Counts Update All: Discuss graph activity focusing on the mean	Every Day Counts Update All: Calendar: Review all the attributes of the shape, play "Guess my date"	Every Day Counts Update All: Discuss Arrays: see p.24 for discussion	Every Day Counts Introduce this month's calendar-see page 32	Every Day Counts Update All: Introduce Fraction A Day-see p.38
Whole Group Lessons <u>Name That Portion</u> Inv.3 Ses. 4 p.79 •Review Choice Time: Decimal Games •Let students play •Teacher Checkpoint:Observing Decimal Games	Whole Group Lessons <u>Name That Portion</u> Inv 3 Ses. 5 p.84 •Comparing Decimals	Whole Group Lessons <u>Name That Portion</u> Inv.3 Ses. 7 p.92 •Finish Student Sheet 22 (use a calculator if necessary) •Scoring Sports and Other Problems	Whole Group Lessons <u>Name That Portion</u> Inv. 4 Ses. 8 p.95 •Assessment: Showing Which is Larger	Whole Group Lessons Catch Up/End of Unit Assessment
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
Homework Extend Your Thinking p.89	Homework Student Sheet 22 (have them fill in what they do know without a calculator)	Homework Student Sheet 24-Students are beginning to plan for tomorrow's activity with this assignment	Homework Extend Your Thinking p.92	Homework Extend Your Thinking p.98
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support

Wednesday	Thursday
December 6	December 7
Every Day Counts	Every Day Counts
Introduce "Showing \$3.65" activity-see p.31 Introduce Arrays-see discussion on page 36	Update All:Discuss Fraction A Day: How many eighths have been taken away from our hole before today? Answer the following equation: $2 - 7/16=?$
Whole Group Lessons	Whole Group Lessons
<u>Problem Solver</u> •Introduce or review Make an Organized List •Model #3(T.5) •Assign in pairs Problem #4(T.7) •Come back together to review the problem together	<u>Test Prep</u> "Solving A Math Problem" See Test Prep packet •Do Worksheet A as a class with teacher guidance
Choice Time	Choice Time
Homework	Homework
Extend Your Thinking p.51	Problem Solving Worksheet #1 (from test prep packet)
Teacher Support	Teacher Support