Weekly Lesson Plan Template

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Standards** | **STANDARD 1 (6. NS.A. 1)**  Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for 2/3 ÷ 3/4 and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain why. | **6.NS.2**  Students will fluently multiply and divide multi-digit whole numbers using the standard algorithm | **4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. | [**CCSS.ELA-LITERACY.W.4.2**](http://www.corestandards.org/ELA-Literacy/W/4/#CCSS.ELA-Literacy.W.4.2)  Write informative/explanatory texts to examine/explain a problem and convey ideas, solutions and information clearly. | **6.NS.2**  Students will fluently multiply and divide multi-digit whole numbers using the standard algorithm |
| **Learning Targets** | **I Can:** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions | **I Can:** multiply and divide multi-digit whole numbers. | **I Can: Read and write multi-digit whole numbers and decimals using base-ten numerals, number names, standard form and expanded form.** | **I Can:** use my Reasoning Skills and a Problem Solving Strategy to solve Real World Problems. | **I Can:** multiply and divide multi-digit whole numbers. |
| **Plans**  (Include Instructional Method, Strategies, and Activities) | 1. Mad Minute/BW #3 2. Computation Skills Probe #5 3. Setting up Math Success Jour | 1. Mad Minute/BW #4 2. Computation Skills Probe #6 3. Setting up Math Success Journal | **INB**  **Numbers**  Cut out template  Students will complete the folded book;  Glue folded tool in INB | **INB**  **Writing about math**  The Cafeteria Capers Mystery Problem | * Correct HW * Computation Probe #8 * Reward Time – Based off meeting Soft Skills |
| **Vocabulary** |  |  | **Base Ten -** Base 10 refers to the numbering system in common use. Take a number like 475, base ten refers to the position, the 5 is in the one's place, the 7 is in the ten's place and the 4 is in the hundred's place. Each number is 10 times the value to the right of it, hence the term base ten. The numbers continue indefinitely in this pattern: 100000,10000,1000,100,10,1 0.1, 0.01, 0.001, 0.0001, 0.00001  **Expanded Form** - a way to write numbers by adding the value of its digits. Example: 1,000 + 900 + 50 + 4 = 1,954.  **Standard Form** - a way to write numbers using the digits 0-9 Example – 1,954  Written Form – a way to write numbers using words Example – One thousand nine hundred fifty four | . |  |
| **Questioning**  (Formative and Summative) |  |  |  |  |  |
| **Homework** | Simple Solutions Worksheet |  |  |  | **Simple Solutions Worksheet**  **Due** |
| **Extensions for continuing students** | Prompting, Cueing | Prompting, Cueing | Prompting, Cueing | Prompting, Cueing | Prompting, Cueing |