

Name: Schimmel, Gagnon, Moon		Qtr: 2	Week Beginning: Week 10/16/2023-10/20/2023	
School Year: 2023-2024		Subject: 5 th Grade Math		
Mon	Notes:	Objective: NO SCHOOL		Academic Standards: Academic Standards:

Tue	Notes:	<p>Objective:</p> <p>Content:</p> <ul style="list-style-type: none"> • Students use patterns to multiply a decimal by a power of 10. • Students explain patterns when multiplying a decimal by a power of 10. • Students estimate products of decimals. • Students use estimated products to make predictions about a calculated solution. • Students use estimated products to assess the reasonableness of a calculated solution. • Students use decimal grids to represent and solve multiplication equations involving decimals. • Students use an area model to determine partial products and to add partial products to calculate the product of two decimals. • <p>Language:</p> <ul style="list-style-type: none"> • Students explain how to use patterns to multiply a decimal by a power of 10 with the gerund using. • To support maximizing linguistic and cognitive meta-awareness and optimizing output. • Students discuss how to estimate products of two decimals using by + gerund. • Students discuss how to solve multiplication grids while answering Why and Yes/No questions. • Students discuss using area models to solve multiplication problems while answering the Wh- and Yes/No questions and using the academic term decompose. <p>Lesson Overview:</p> <p>UNIT 6: Multiplying Decimals</p> <p>Math Reveal:</p> <p>6-1: Patterns When Multiplying Decimals by Powers of 10</p> <p>6-2: Estimate Products of Decimals</p> <p>6-3: Represent Multiplication of Decimals</p> <p>6-4 Use an Area Model to Multiply Decimals</p> <p>Math Practice: 51-58</p> <p>Vocabulary: exponent, factor, product, analyze, reflect, estimate, range, round, decimal grid, partition, area, area model, decompose, partial product</p>	<p>Academic Standards:</p> <p>5.NBT.A Understand the place value system.</p> <p>5.NBT.A.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.</p> <p>5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>5.NBT.B.7 Add, subtract, multiply, and divide 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</p>
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			<p>method and explain the reasoning used.</p> <p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>
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Wed	Notes:	<p>Objective:</p> <p>Content:</p> <ul style="list-style-type: none"> • Students use patterns to multiply a decimal by a power of 10. • Students explain patterns when multiplying a decimal by a power of 10. • Students estimate products of decimals. • Students use estimated products to make predictions about a calculated solution. • Students use estimated products to assess the reasonableness of a calculated solution. • Students use decimal grids to represent and solve multiplication equations involving decimals. • Students use an area model to determine partial products and to add partial products to calculate the product of two decimals. • <p>Language:</p> <ul style="list-style-type: none"> • Students explain how to use patterns to multiply a decimal by a power of 10 with the gerund using. • To support maximizing linguistic and cognitive meta-awareness and optimizing output. • Students discuss how to estimate products of two decimals using by + gerund. • Students discuss how to solve multiplication grids while answering Why and Yes/No questions. • Students discuss using area models to solve multiplication problems while answering the Wh- and Yes/No questions and using the academic term decompose. <p>Lesson Overview:</p> <p>UNIT 6: Multiplying Decimals</p> <p>Math Reveal:</p> <p>6-1: Patterns When Multiplying Decimals by Powers of 10</p> <p>6-2: Estimate Products of Decimals</p> <p>6-3: Represent Multiplication of Decimals</p> <p>6-4 Use an Area Model to Multiply Decimals</p> <p>Math Practice: 51-58</p> <p>Vocabulary: exponent, factor, product, analyze, reflect, estimate, range, round, decimal grid, partition, area, area model, decompose, partial product</p>	<p>Academic Standards:</p> <p>Academic Standards:</p> <p>5.NBT.A Understand the place value system.</p> <p>5.NBT.A.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.</p> <p>5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>5.NBT.B.7 Add, subtract, multiply, and divide to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship</p>
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			<p>between addition and subtraction, relate the strategy to a written method and explain the reasoning used.</p> <p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>
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