| Name: Schimmel, Gagnon, Moon |  |  | Qtr: 2 | Week Beginning: Week 10/23/2023-10/27/202 |  |
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| School Year: 2023-2024 |  |  | Subject: $5^{\text {th }}$ Grade Math |  |  |
| $\begin{aligned} & 3 \\ & \frac{3}{0} \end{aligned}$ | Notes: | Objective: <br> Content: <br> - Stude add p <br> - Stude prope produ <br> - Stude to sol <br> - Stude <br> Language: <br> - Stude Why <br> - Stude probl using <br> - Stude decim <br> - Stude multip <br> Lesson Overv <br> UNIT 6: Multi <br> Math Reveal: <br> 6-4 Use an Ar <br> 6-5 Generaliz <br> 6-6 Explain St <br> Review <br> Math Reveal <br> Math Practice <br> Vocabulary: a decimal grid, | se an area products se pattern of operat <br> an explain <br> xplain dif <br> iscuss ho es/No qu iscuss usi while answ academic xplain how y making xplain the cimals w <br> Decimal <br> odel to M s about M ies to Mu <br> sment 6 <br> 62 <br> area mod mposition | rmine partial products and to product of two decimals. <br> e-value concepts and ine the placement of digits in a <br> g for using different strategies <br> s to multiply decimals. <br> plication grids while answering <br> to solve multiplication and Yes/No questions and e. <br> s in calculations to multiply <br> using particular strategies to Wh- questions. <br> nals <br> partial product, digit, expand, vant | Academic <br> Standards: <br> Academic <br> Standards: |


| $\bar{\sim}$ | Notes: | Objective: <br> Content: <br> - Students use an area model to determine partial products and to add partial products to calculate the product of two decimals. <br> - Students use pattern based on place-value concepts and properties of operations to determine the placement of digits in a product. <br> - Students can explain their reasoning for using different strategies to solve. <br> - Students explain different strategies to multiply decimals. <br> Language: <br> - Students discuss how to solve multiplication grids while answering Why and Yes/No questions. <br> - Students discuss using area models to solve multiplication problems while answering the Wh - and Yes/No questions and using the academic term decompose. <br> - Students explain how to use patterns in calculations to multiply decimals by making generalizations. <br> - Students explain their reasoning for using particular strategies to multiply decimals while answering Wh - questions. <br> Lesson Overview: <br> UNIT 6: Multiplying Decimals <br> Math Reveal: <br> 6-4 Use an Area Model to Multiply Decimals <br> 6-5 Generalizations about Multiplying Decimals <br> 6-6 Explain Strategies to Multiply Decimals <br> Review <br> Math Reveal Assessment 6 Form A <br> Math Practice: 57-62 <br> Vocabulary: area, area model, decompose, partial product, digit, expand, decimal grid, decomposition, unknown, relevant | Academic <br> Standards: <br> 5.NBT.B <br> Perform operations with multi-digit whole numbers and with decimals to hundredths. <br> 5.NBT.B. 7 <br> 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 method and explain the reasoning used. <br> 5.L. 4 <br> 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. |
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