School Year: 2024-2025       Subject: Math         Objectives:       Academic Standards:         • Students classify triangles into categories and subcategories based on their properties.       S.G.A.1 Use a pair of perpendicular line called axes, to define a coordinal system with the intersection of the lines (the origin) arranged to coincide with 0 or each line and a given point in the plane located by using same, different, and share.         • Students explain how to identify quadrilaterals based on their properties with know and makes.       academic Standards: Standards:	Name: Reynolds, Moon			Grading Quarter: 4	Week Beginning: Week 8 05/05/25-05/09/25	
Objectives:       Academic Standards:         • Students classify triangles into categories and subcategories based on their properties.       5.G.A.1 Use a pair of perpendicular line called axes, to define a coordinal system with the properties.         • Students name quadrilaterals based on their properties.       5.G.A.1 Use a pair of perpendicular line called axes, to define a coordinal system with the intersection of the lines (the origin) arranged to coincide with 0 or each line and a given point in the plane located by using an ordered pair of numbers,	School Year: 2024-2025		Subject: Math			
Notes:Lesson Overview:called its coordinates.• Year Review of standards packet: Addin unlike fractions, subtracting unlike fractions, Multiplying decimals, story problems, coordinate grids, volume. • Math packet for all 5th grade standards and review together5.G.A.2 Represent real- word and mathematical problems by graphing points in the first quadrant of the coordinate valuesDifferentiation5. Extend Your Thinking Problems • Extend Your Thinking Problems • Error Analysis Questions • Stem Connection Questions • Math practice online 5.NBT.B.7 • Extra assignmentsEst.4 Determine or clar the meaning of unknown and multiple-meaning or unknown and multiple-meaning of unknown and multiple	Monday	Notes:	Objectives: Students cl. subcategor Students or into a hiera Students or properties. Language Objective Students ta using same Students ex- based on the Lesson Overview: Year Review fractions, su decimals, st Math packet together Remediation Extend You Error Analy Stem Conne Math pract Extra assign Homework: No Hor Vocabulary: coordi coordinate, y-axis, y triangle, hierarchy, triangle, subcatego rectangle, square, r	Subject: Math assify triangles into ca ies based on their pro- ganize the categories rchy. ame quadrilaterals bas es: Ik about classifying dif , different, and share. cplain how to identify heir properties with kn v of standards packet: ubtracting unlike fract tory problems, coordin et for all 5 <sup>th</sup> grade stan on of DNA test scores/s r Thinking Problems sis Questions ection Questions ice online 5.NBT.B.7 memts mework nate plane, ordered pa y-coordinate, category isosceles triangle, pro ry, attribute, parallelo hombus, rectangle, tra	tegories and perties. and subcategories sed on their fferent triangles quadrilaterals low and makes. Addin unlike ions, Multiplying nate grids, volume. dards and review standards air, origin, x-axis, x- y, equilateral perty, scalene gram, quadrilateral, apezoid.	Academic Standards: 5.G.A.1 Use a pair of perpendicular lines, called axes, to define a coordinate system with the intersection of the lines (the origin) arranged to coincide with 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. 5.G.A.2 Represent real- world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. E5.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.

	Objectives:	Academic
Tuesday	<ul> <li>Objectives:         <ul> <li>Students classify triangles into categories and subcategories based on their properties.</li> <li>Students organize the categories and subcategories into a hierarchy.</li> <li>Students name quadrilaterals based on their properties.</li> </ul> </li> <li>Language Objectives:         <ul> <li>Students talk about classifying different triangles using same, different, and share.</li> <li>Students explain how to identify quadrilaterals based on their properties with know and makes.</li> </ul> </li> <li>Lesson Overview:         <ul> <li>Year Review of standards packet: Addin unlike fractions, subtracting unlike fractions, Multiplying decimals, story problems, coordinate grids, volume.</li> <li>Math packet for all 5<sup>th</sup> grade standards and review together                 <ul> <li>Remediation of DNA test scores/standards</li> </ul> </li> </ul> </li> <li>Extend Your Thinking Problems         <ul> <li>Error Analysis Questions</li> <li>Stem Connection Questions</li> <li>Math practice online 5.NBT.B.7</li> <li>Extra assignments</li> </ul> </li> <li>Homework: No Homework</li> <li>Vocabulary: coordinate plane, ordered pair, origin, x-axis, x-coordinate, y-axis, y-coordinate, category, equilateral triangle, hierarchy, isosceles triangle, property, scalene triangle, square, rhombus, rectangle, trapezoid.</li> </ul>	Academic Standards: S.G.A.1 Use a pair of perpendicular lines, called axes, to define a coordinate system with the intersection of the lines (the origin) arranged to coincide with 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. S.G.A.2 Represent real- world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. ES.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.

	Objectives:	Academic
		Standards:
	<ul> <li>Students classify triangles into categories and</li> </ul>	
	subcategories based on their properties	5.G.A.1
	<ul> <li>Students organize the categories and subcategories</li> </ul>	Use a pair of
	into a hierarchy	perpendicular lines,
	<ul> <li>Students name quadrilaterals based on their</li> </ul>	called axes, to
	nronerties	system with the
		intersection of the
	Language Objectives:	lines (the origin)
	Students talk about classifying different triangles	arranged to
	using same, different, and share.	each line and a
	<ul> <li>Students explain how to identify guadrilaterals</li> </ul>	given point in the
	based on their properties with know and makes.	plane located by
		using an ordered
	Lesson Overview:	called its
N+	• Year Review of standards packet: Addin unlike	coordinates.
Not	fractions, subtracting unlike fractions, Multiplying	
	decimals, story problems, coordinate grids, volume.	5.G.A.2 Represent real-
	<ul> <li>Math packet for all 5<sup>th</sup> grade standards and review</li> </ul>	world and
< label{eq:started_startes	together	mathematical
e d	<ul> <li>Remediation of DNA test scores/standards</li> </ul>	problems by
ne		the first quadrant
sda		of the coordinate
¥	Differentiation	plane, and interpret
	Extend Your Thinking Problems	coordinate values
	Error Analysis Questions	context of the
	Stem Connection Questions	situation.
	Math practice online 5.NBT.B.7	
	Extra assignments	F5 I 4
		Determine or clarify
	Homework: No Homework	the meaning of
		unknown and
	vocabulary: coordinate plane, ordered pair, origin, x-axis, x-	words and phrases
	coordinate, y-axis, y-coordinate, category, equilateral	based on grade 5
	triangle, nierarchy, isosceles triangle, property, scalene	reading and
	rostangle, subcategory, attribute, parallelogram, quadmateral,	content, choosing
	rectangie, square, mornous, rectangie, trapezoiu.	range of strategies

		Objective:	
			Academic
		<ul> <li>Students classify triangles into categories and</li> </ul>	Standards:
		subcategories based on their properties.	
		<ul> <li>Students organize the categories and subcategories</li> </ul>	5.G.A.1
		into a hierarchy.	Use a pair of
		<ul> <li>Students name guadrilaterals based on their</li> </ul>	perpendicular lines,
		properties.	define a coordinate
			system with the
		Language Objectives:	intersection of the
		<ul> <li>Students talk about classifying different triangles</li> </ul>	arranged to
		using same, different, and share.	coincide with 0 on
		• Students explain how to identify quadrilaterals	each line and a
		based on their properties with know and makes.	given point in the
			using an ordered
		Lesson Overview:	pair of numbers,
		Year Review of standards packet: Addin unlike	called its
		fractions, subtracting unlike fractions, Multiplying	coordinates.
		decimals, story problems, coordinate grids, volume.	5.G.A.2
	Notes:	<ul> <li>Math packet for all 5<sup>th</sup> grade standards and review</li> </ul>	Represent real-
Th		together	world and
urs		<ul> <li>Remediation of DNA test scores/standards</li> </ul>	mathematical
ida			graphing points in
<			the first quadrant
		Differentiation	of the coordinate
		Extend Your Thinking Problems	coordinate values
		Error Analysis Questions	of points in the
		Stem Connection Questions	context of the
		Math practice online 5.NBT.B.7	situation.
		Extra assignments	
		Homework: No Homework	<b>E5.L.4</b> Determine or clarify
		Vocabulary: coordinate plane, ordered pair, origin, x-axis, x-	unknown and
		coordinate, v-axis, v-coordinate, category, equilateral	multiple-meaning
		triangle, hierarchy, isosceles triangle, property, scalene	words and phrases
		triangle, subcategory, attribute, parallelogram, quadrilateral,	reading and
		rectangle, square, rhombus, rectangle, trapezoid.	content, choosing
		0 - / - 1 /	flexibly from a
			range of strategies.

	Objectives:	Academic Standards:
	<ul> <li>Students classify triangles into categories and subcategories based on their properties.</li> <li>Students organize the categories and subcategories into a hierarchy.</li> <li>Students name quadrilaterals based on their properties.</li> </ul> Language Objectives: <ul> <li>Students talk about classifying different triangles using same, different, and share.</li> <li>Students explain how to identify quadrilaterals based on their properties with know and makes.</li> </ul>	<b>5.G.A.1</b> Use a pair of perpendicular lines, called axes, to define a coordinate system with the intersection of the lines (the origin) arranged to coincide with 0 on each line and a given point in the plane located by using an ordered
	Lesson Overview:	called its
Friday	<ul> <li>Year Review of standards packet: Addin unlike fractions, subtracting unlike fractions, Multiplying decimals, story problems, coordinate grids, volume.</li> <li>Math packet for all 5<sup>th</sup> grade standards and review together</li> <li>Remediation of DNA test scores/standards</li> </ul>	coordinates. 5.G.A.2 Represent real- world and mathematical problems by graphing points in the first guadrant
	Differentiation	of the coordinate
	<ul> <li>Extend Your Thinking Problems</li> <li>Error Analysis Questions</li> <li>Stem Connection Questions</li> <li>Math practice online 5.NBT.B.7</li> <li>Extra assignments</li> </ul>	plane, and interpret coordinate values of points in the context of the situation. <b>E5.L.4</b> Determine or clarify
	Homework: No Homework	the meaning of
	<b>Vocabulary:</b> coordinate plane, ordered pair, origin, x-axis, x- coordinate, y-axis, y-coordinate, category, equilateral triangle, hierarchy, isosceles triangle, property, scalene triangle, subcategory, attribute, parallelogram, quadrilateral, rectangle, square, rhombus, rectangle, trapezoid.	unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.