

Math

TEAM 4	March 18th –March 22nd			Unit: Probability
MONDAY- March 18th	TUESDAY- March 19th	WEDNESDAY- March 20th	THURSDAY- March 21st	FRIDAY- March 22nd66ytt
SOL & Student Objective: VS 4.3 A Read write, and identify decimals represented through the thousandths VS. 4.3 D Given a model, write the decimals and fraction equivalents	SOL & Student Objective: VS 4.3 A Read write, and identify decimals represented through the thousandths VS 4.3 D. Given a model, write the decimals and fraction equivalents	SOL & Student Objective: VS 4.3 A. Read write, and identify decimals represented through the thousandths VS 4.3 C. Compare and Order Decimals, D. Given a model, write the decimals and fraction equivalents	SOL & Student Objective: VS 4.3 A read write, and identify decimals represented through the thousandths C. Compare and Order Decimals, D. Given a model, write the decimals and fraction equivalents	SOL & Student Objective: VS 4.3 A read write, and identify decimals represented through the thousandths C. Compare and Order Decimals, D. Given a model, write the decimals and fraction equivalents
Evaluation/Assessment S- F-station work, bottom two lines of decimals chart	Evaluation/Assessment S- converting fractions to decimals worksheet F-station work	Evaluation/Assessment S- F-ordering fractions activity	Evaluation/Assessment S- F-	Evaluation/Assessment S- F-
Essential Vocabulary: Tenths, Hundredths, Thousandths, Decimal Point,	Essential Vocabulary: Tenths, Hundredths, Thousandths, Decimal Point	Essential Vocabulary: Tenths, Hundredths, Thousandths, Decimal Point	Essential Vocabulary: Tenths, Hundredths, Thousandths, Decimal Point	Essential Vocabulary: Tenths, Hundredths, Thousandths, Decimal Point
Materials: Notes, Base 10 Blocks	Materials: Base 10 Blocks, Versatile, Problem of the day, Versatiles	Materials: Notes base 10 Blocks, Decimals Power point	Materials: -Alien Picture Walk, measuring up page 16 and 20	Materials: 4.3 quiz
Lesson Outline/Notes:	Lesson Outline/Notes:	Lesson Outline/Notes:	Lesson Outline/Notes:	Lesson Outline/Notes:
Whole group lesson: Teacher will introduce decimals with page 1 and 3 of notes and . Notes show pictorial representation for decimals using grids. It also shows equivalent decimals for example 20 hundredths is the same as 2-tenths. Draw place value chart for	Guided Math Groups: T Group: The students will practice decimals Group 1: Kaliyah Edwin Chance Kaitlyn Group 2: Riley, Aiden, Kailyn, Laurel, Gracie(two different activities from 1 and 2, 3 and 4) Group 3: James, Logan,	Whole Group Lesson: -Introduce comparing Decimals using a power point. Write what PowerPoint shows) Further introduce the concept with notes from page 6 and 7 of the notes Tell what notes shows number line, and place	Guided Math Groups: Stations: Group 1: Kaliyah Edwin Chance Kaitlyn Group 2: Riley, Aiden, Kailyn, Laurel, Gracie(two different activities from 1 and 2, 3 and 4) Group 3: James, Logan, Charlie, Brendan, Carter	Teacher Choice Morning work: Quiz converting fractions to decimals and comparing decimals No regular math block because of world fitness day.

<p>students</p> <p>Place value chart clearly shows each value of each digit to the left and to the right of the Decimal(tens, ones, tenths, hundredths, thousandths)</p> <p>Be sure to also show the concepts with the base ten blocks on the document camera.</p> <p>Model/guide students through the chart showing the picture, fraction decimal and word take exit cards for the students.(bottom two)</p> <p>HW: Decimals Hundredths and Tenths <i>worksheet #A-F</i></p> <hr/>	<p>Charlie, Brendan, Carter</p> <p>Group 4: Ryan, Sophie, Demarco, Ella, Olivia</p> <p>Stations:</p> <p>Teacher Station: Manipulative Chart. Model front together, back</p> <p>1: Converting fractions to Decimals worksheet</p> <p>For group 3 and 4 that may finish with time to spare, Make available the worksheet on Comparing and Ordering Decimals.</p> <p>2: Problem of the Day/Decimal practice on computers(make sure to have game picked in advance. Also direct groups three and four to choose games that challenge them at the appropriate level)</p> <p>3: Versatiles page 24-25</p> <p><i>HW: Pictures of base ten blocks worksheet #G-L</i></p> <hr/>	<p>value chart, and lining the numbers up to make sure we have the same amount of digits.(add zeroes to make sure they have same number of digits)</p> <p>Use the ordering fractions activity with students from teacher book page 396.</p> <p>HW: Comparing and Ordering decimals worksheet</p>	<p>Group 4: Ryan, Sophie, Demarco, Ella, Olivia</p> <p>Teacher Group: Reinforce test taking strategies for decimal questions.(Comparing and identifying using measuring up page 16 and 20)</p> <p>Station 1: Decimal Chart(Matching the fraction and the decimal with the picture) For this activity, if students 1 3 and four finish early, have more difficult decimals available.)</p> <p>Station 2: Alien Picture Walk. Student will use the recording sheet to answer each problem card which is comparing decimals.</p> <p>-Station 3. 398 #1 1-21(comparing decimals), page 389: 8-13(turning pictures of a base ten block into decimals</p> <p>Hw: Lesson 10, compare decimals</p>	
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My Changes to the Lesson:	My Changes to the Lesson:	My Changes to the Lesson:	My Changes to the Lesson:	My Changes to the Lesson:
<p>I will start this lesson by reviewing what a fraction means. I will write a fraction either on the board or on the document camera. I will ask students what the fraction means in connection to the whole. I will then write a decimal on the board (specifically, the decimal equivalent). I will ask the students to explain what this number means. If students need extra guidance, I will add a dollar sign and connect the decimal to money.</p> <p>Next, I will focus on the interactive notes and the picture in the notes.</p> <p>After, we have gone through the notes, I will show decimals using base ten blocks.</p> <p>Next, we will complete a worksheet. Because some of the questions ask students to shade in a picture, I will provide extra squares for students to glue onto the sheet to help keep their work neat. We will work through 2</p>	<p>I will not change much to the lesson. Before class I will have my groups chosen.</p> <p>I will keep all of the stations the same. However, I know that my computers have not been working well lately. If my computers are not working, I will have another activity ready for the students. One possible activity for them to complete is similar to the worksheet from Monday instead they will have to create their own decimals. I will have students use two number cubes to generate their own decimals. Students will roll the cubes. One number will be the whole number while the second number is the decimal. They will then have to write the number in words and write the mixed number for the decimal.</p>	<p>I will use start the lesson by comparing money and change. This should engage students and make them think about how much money they would rather have.</p> <p>Next I will complete the powerpoint and the interactive notes sheets.</p> <p>To conclude the lesson, I will use one of the activities from the teacher page. I will have a decimal race in which students will have to place decimals in order from least to greatest in their teams. There will be four rounds. Each round, the slowest group will be eliminated. The last group standing will be the winner.</p>	<p>I will not change much of this lesson. However, I will add the POD into the lesson to station 1.</p> <p>Also, before the start of this lesson, students will complete their timed fact quizzes.</p>	<p>I will not change this lesson due to World Fitness Day.</p>

together and then I will ask
students to finish the
worksheet on their own.