Glynn County Lesson Plan for ESOL

Teacher : Sheryl Caudle	
Course/ Subject: 5th Grade **Eureka Math** 8:55-9:45 and 12:40-1:30	
Week of Instruction: December 7, 2020 – December 11, 2020	
Students: 8:55-9:45 - <u>Strategy Group</u>: Iordi, Yonathan, Jared <u>Check on</u>: Mario, Aylin, Danna, Andres 12:40-1:30 - <u>Strategy Group</u>: Carmelita, Gustavo, Maylene, Jaiden, Sheyla <u>Check on</u>: David, Giselle	

Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. **TKES 1, 2, 3,4,5, 8,10**	**Standards:** **MGSE.5.NF.1** Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators. **MGSE.5.NF.2** Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem).
	WIDA Standards: Standard 3: The Language of Mathematics English language learners communicate (listening, speaking, reading, writing) information, ideas and concepts necessary for academic success in the content area of **Mathematics.** *patterns and relationships *two/three dimensional shapes *problem solving strategies *Interpretation of data *standard/metric measurement *basic operations
	Learning Targets: <u>Monday</u> – I will be able to show mastery of grade level skills on the IXL computer program. <u>Tuesday</u> – I will be able to show mastery of grade level skills on the IXL computer program. <u>Wednesday</u> – I will be able to add and subtract fractions from whole numbers. <u>Thursday</u> - I will be able to add fractions with like units. <u>Friday</u>- I will be able to add fractions with sums greater than 2.
	Success Criteria: I can be successful when… <u>Monday</u>- I can improve my score by 100 points on the IXL assessment. <u>Tuesday</u> – I can improve my score by 100 points on the IXL assessment. <u>Wednesday</u>- I can use a number line to add and subtract fractions. <u>Thursday</u>- I can use a common multiple to find like fractions. <u>Friday</u>- I can create equivalent fractions.
	Introduction/Connection: **Monday**– benchmark fraction, denominator, equivalent fractions, expression, fraction, fraction model, like denominators, like units, mixed number, non-unit fraction, numerator, partition, simplest form, unlike denominators **Tuesday** – benchmark fraction, denominator, equivalent fractions, expression, fraction, fraction model, like denominators, like units, mixed number, non-unit fraction, numerator, partition, simplest form, unlike denominators **Wednesday** – benchmark fraction, denominator, equivalent fractions, expression, fraction, fraction model, like denominators, like units, mixed number, non-unit fraction, numerator, partition, simplest form, unlike denominators **Thursday** – benchmark fraction, denominator, equivalent fractions, expression, fraction, fraction model, like denominators, like units, mixed number, non-unit fraction, numerator, partition, simplest form, unlike denominators

	Friday – benchmark fraction, denominator, equivalent fractions, expression, fraction, fraction model, like denominators, like units, mixed number, non-unit fraction, numerator, partition, simplest form, unlike denominators
	Direct Instruction: **Monday:** Show how to use a fraction chart. **Tuesday:** Show how to use a fraction chart. **Wednesday:** Show how to use a fraction chart. **Thursday:** Show how to use a fraction chart. **Friday:** Show how to use a fraction chart.
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7. 8,10	**GUIDED PRACTICE: Fluency Practice, Application Problems, Concept Development (We Do)** **Monday:** • Fluency - add fractions with like denominators by use of power point presentation • Students will answer IXL diagnostic questions for benchmark assessment Considerations for Differentiation: • Below level Students will use fluency book for practice (& not complete Application problem.) **Tuesday:** • Students will answer IXL diagnostic questions for benchmark assessment Considerations for Differentiation: • Below level Students will use fluency book for practice (& not complete Application problem.) **Wednesday:** • Fluency - decompose a mixed number to a whole number and a fraction (chorally) • Using number lines, teacher will model how to add and subtract a fraction from a whole and mixed numbers. Considerations for Differentiation: • Students can use fraction strips made in previous lessons. **Thursday:** • Sprint: add and subtract fractions with like units. • Teacher will model using multiplication to find like fractions and discuss equivalency when adding fractions. Considerations for Differentiation: • Students can use fraction strips made in previous lessons. **Friday:** • Sprint: add and subtract whole numbers with fractions • Teacher will model how to add mixed numbers by adding whole numbers first then adding like fractions. Considerations for Differentiation: • Students can use fraction strips.
	INDEPENDENT APPLICATION: Problem Set (You Do): **Monday**: • Students work on IXL Benchmark assessment on Chrome books. Considerations for Differentiation: • Students with special accommodations will receive extended time. **Tuesday:** • Students work on IXL Benchmark assessment on Chrome books. Considerations for Differentiation: • Students with special accommodations will receive extended time. **Wednesday**: #1-4

	<u>Considerations for Differentiation:</u> • Only assign. #1 **Thursday:** • #1-4 <u>Considerations for Differentiation:</u> • Only assign #1. **Friday**: • #1-4 <u>Considerations for Differentiation:</u> • Only assign. #1
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. **TKES :** <mark>**1,2,3, 4,5,6,7,8**</mark>	**Wrap Up:** **Monday:** Exit Ticket **Tuesday:** Exit Ticket **Wednesday:** Exit Ticket **Thursday:** Exit Ticket **Friday:** Exit Ticket

Learning Target:

Monday – I will be able to show mastery of grade level skills on the IXL computer program.

Tuesday – I will be able to show mastery of grade level skills on the IXL computer program.

Wednesday – I will be able to add and subtract fractions from whole numbers.

Thursday - I will be able to add fractions with like units.

Friday- I will be able to add fractions with sums greater than 2.

Success Criteria:

Monday-   I can improve my score by 100 points on the IXL assessment.

Tuesday – I can improve my score by 100 points on the IXL assessment.

Wednesday- I can use a number line to add and subtract fractions.

Thursday- I can use a common multiple to find like fractions.

Friday- I can create equivalent fractions.