| **Scope of lesson plan:** Lessons 1-5 | **Teacher name:** | **Grade:** **5** | **Subject:** **math** | **Period(s) this lesson will be taught:** |
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| **MONDAY** | | | | |
| **EngageNY** module #/ lesson # / lesson title | Module 1 / Lesson 1: Reason concretely and pictorially using place value understanding to relate adjacent base ten units from millions to thousandths. | | | |
| **Long-term Targets:** (Common Core standards addressed) | 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.<br>5.NBT.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.<br>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. | | | |
| **Supporting target(s)** (These are daily targets. What will students know and be able to do as a result of this lesson?) | Daily Objective: Reason concretely and pictorially using place value understanding to relate adjacent base ten units from millions to thousandths. | | | |
| **Agenda** (Activities / Tasks) | 1. Opening<br>A. Fluency Practice ( minutes)<br>2. Work Time ( minutes)<br>A. Application Problem<br>B. Concept Development<br>C. Problems 1-<br>D. Problem Set<br>3. Closing and Assessment ( minutes)<br>A. Student Debrief<br>B. Exit ticket | | | |
| **Resources/ Materials:** (What texts, digital resources, & materials will be used in this lesson?) | Multiply by 10 Sprint, Personal white boards<br>Personal place value mats, disks, and markers<br>Worksheets<br>Exit ticket. | | | |

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| **Relevance/Rationale:**<br>(How do the strategies employed meet students' needs?) | **Fluency 1:** Reviewing this fluency will acclimate students to the Sprint routine, a vital component of the fluency program<br>**Fluency 2:** Reviewing this Grade 4 topic will help lay a foundation for students to better understand place value to bigger and smaller units.<br>**Application Problem:** This problem is intended to activate prior knowledge from Grade 4 and offer a successful start to Grade 5. Some students may use area models to solve while others may choose to use the standard algorithm. Still others may draw tape diagrams to show their thinking. Allow students to share work and compare approaches. |
| **TUESDAY** | |
| **EngageNY**<br>module #/ lesson # / lesson title | Module 1 / Lesson 2: Reason abstractly using place value understanding to relate adjacent base ten units from millions to thousandths. |
| **Long-term Targets:**<br>(Common Core standards addressed) | 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.<br>5.NBT.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.<br>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |
| **Supporting target(s)**<br>(These are daily targets. What will students know and be able to do as a result of this lesson?) | Daily Objective : Reason abstractly using place value understanding to relate adjacent base ten units from millions to thousandths. |
| **Agenda**<br>(Activities / Tasks) | 1. Opening<br>A. Fluency Practice (12 minutes)<br>2. Work Time (38 minutes)<br>A. Application Problem<br>B. Concept Development<br>C. Problems 1-10<br>D. Problem Set<br>3. Closing and Assessment (10 minutes)<br>A. Student Debrief<br>B. Exit ticket |

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| **Resources/ Materials:**<br>(What texts, digital resources, & materials will be used in this lesson?) | Personal white boards<br>Worksheets<br>Exit ticket. |
| **Relevance/Rationale:**<br>(How do the strategies employed meet students' needs?) | **Fluency 1:** Practicing skip-counting on the number line builds a foundation for accessing higher order concepts throughout the year.<br>**Fluency 2:** Decomposing whole numbers into different units will lay a foundation to do the same with decimal fractions<br>**Fluency 3:** Reviewing this fluency will help students work towards mastery of changing place value units in the base ten system.<br>**Fluency 4:** Reviewing this skill from Lesson 1 will help students work towards mastery. |
| **WEDNESDAY** | |
| **EngageNY**<br>module #/ lesson # / lesson title | Module 1 / Lesson 3: Use exponents to name place value units and explain patterns in the placement of the decimal point. |
| **Long-term Targets:**<br>(Common Core standards addressed) | 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.<br>5.NBT.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.<br>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |
| **Supporting target(s)**<br>(These are daily targets. What will students know and be able to do as a result of this lesson?) | Daily Objective: Use exponents to name place value units and explain patterns in the placement of the decimal point |
| **Agenda**<br>(Activities / Tasks) | 1. Opening<br>A. Fluency Practice (15 minutes)<br>2. Work Time (35 minutes)<br>A. Application Problem<br>B. Concept Development<br>C. Problems 1-9<br>D. Problem Set |

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| | 3. Closing and Assessment (10 minutes)<br>A. Student Debrief<br>B. Exit ticket |
| **Resources/ Materials:**<br>(What texts, digital resources, & materials will be used in this lesson?) | Multiply by 3 Sprint<br>Personal white boards<br>Worksheets<br>Exit ticket |
| **Relevance/Rationale:**<br>(How do the strategies employed meet students' needs?) | **Fluency 1:** This fluency will review foundational skills learned in Grades 3 and 4<br>**Fluency 2:** Reviewing these skills will help students work towards mastery of decimal place value, which will help them apply their place value skills to more difficult concepts.<br>**Fluency 3:** This fluency drill will review concepts taught in Lesson 2 |
| **THURSDAY** | |
| **EngageNY**<br>module #/ lesson # / lesson title | Module 1 / Lesson 4: Use exponents to denote powers of 10 with application to metric conversions. |
| **Long-term Targets:**<br>(Common Core standards addressed) | 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.<br>5.NBT.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.<br>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |
| **Supporting target(s)**<br>(These are daily targets. What will students know and be able to do as a result of this lesson?) | Daily Objective: Use exponents to denote powers of 10 with application to metric conversions. |
| **Agenda**<br>(Activities / Tasks) | 1. Opening<br>A. Fluency Practice (12 minutes)<br>2. Work Time (38 minutes)<br>A. Application Problem<br>B. Concept Development<br>C. Problems 1-4<br>D. Problem Set |

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| | 3. Closing and Assessment (10 minutes)<br>A. Student Debrief<br>B. Exit ticket |
| **Resources/ Materials:**<br>(What texts, digital resources, & materials will be used in this lesson?) | Personal white boards<br>(S) Meter strip, markers<br>Worksheets<br>Exit ticket |
| **Relevance/Rationale:**<br>(How do the strategies employed meet students' needs?) | **Fluency 1:** This fluency drill will review concepts taught in earlier lessons and help students work towards mastery in multiplying and dividing decimals by 10, 100, and 1000.<br>**Fluency 2:** Reviewing these skills will help students work towards mastery of decimal place value, which will in turn help them apply their place value skills to more difficult concepts.<br>**Fluency 3:** Reviewing this skill in isolation will lay a foundation for students to apply the skill in multiplication during the lesson.<br>**Application Problem:** Use this problem with a familiar context of money to help students begin to use various units to rename the same quantity—the focus of today's lesson. |
| **FRIDAY** | |
| **EngageNY**<br>module #/ lesson # / lesson title | Module 1 / Lesson 5: Name decimal fractions in expanded, unit, and word forms by applying place value reasoning |
| **Long-term Targets:**<br>(Common Core standards addressed) | 5.NBT.3 Read, write, and compare decimals to thousandths.<br>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.<br>b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. |
| **Supporting target(s)**<br>(These are daily targets. What will students know and be able to do as a result of this lesson?) | Daily Objective: Name decimal fractions in expanded, unit, and word forms by applying place value reasoning. |
| **Agenda**<br>(Activities / Tasks) | 1. Opening<br>A. Fluency Practice (12 minutes)<br>2. Work Time (38 minutes)<br>A. Application Problem |

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| | B. Concept Development<br>C. Problems 1-<br>D. Problem Set<br>3. Closing and Assessment (10 minutes)<br>A. Student Debrief<br>B. Exit ticket |
| **Resources/ Materials:**<br>(What texts, digital resources, & materials will be used in this lesson?) | Multiply Decimals by 10, 100, and 1000 Sprint<br>Personal white boards<br>Personal white board with place value chart<br>Worksheets<br>Exit ticket |
| **Relevance/Rationale:**<br>(How do the strategies employed meet students' needs?) | **Fluency 1:** This Sprint will help students work towards automaticity of multiplying and dividing decimals by 10, 100, and 1000.<br>**Fluency 2-3:** This fluency will help students work towards mastery on the concept that was introduced in Lesson 4.<br>**Application Problem:** Today's application problem offers students a quick review of yesterday's concepts before moving forward to naming decimals. |