her name:	Grade:	Subject:	Period(s) this lesson will be taught:	
	5	math		
MONDAY				
Module 1 / Les	son 1: Reason c	oncretely and pictoria	ally using place value understanding to	
relate adjacent base ten units from millions to thousandths.				
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as				
much as it repre	esents in the pla	ce to its right and 1/1	0 of what it represents in the place to its left.	
5.NBT.2 Expla	in patterns in the	e number of zeros of	the product when multiplying a number by	
powers of 10, a	nd explain patte	erns in the placement	of the decimal point when a decimal is	
multiplied or di	vided by a pow	er of 10. Use whole-r	number exponents to denote powers of 10.	
5.MD.1 Conver	rt among differe	nt-sized standard me	asurement units within a given measurement	
system (e.g., co	onvert 5 cm to 0 .	.05 m), and use these	conversions in solving multi-step, real	
world problems	5.			
Daily Objective: Reason concretely and pictorially using place value understanding to relate				
adjacent base te	adjacent base ten units from millions to thousandths.			
I. Opening				
A. Fluency Pra	ctice (minutes)			
2. Work Time (minutes)			
A. Application	Problem			
B. Concept Dev	velopment			
C. Problems I-				
D. Problem Set	A	:		
5. Closing and	Assessment (m	inutes)		
A. Student Deb	nei			
D. EXILLICKEL	Servint Dansons	1 milita haanda		
Personal place	sprint, Persona	i wille boards		
Worksheets	value mais, ulsk	s, and markers		
Fxit ticket				
	her name: Module 1 / Less relate adjacent 1 5.NBT.1 Recog much as it represent 5.NBT.2 Expla powers of 10, a multiplied or di 5.MD.1 Conversent system (e.g., co world problems Daily Objective adjacent base te 1. Opening A. Fluency Prace 2. Work Time (A. Application B. Concept Dev C. Problems 1- D. Problem Set 3. Closing and A. A. Student Deb B. Exit ticket Multiply by 10 Personal place 1 Worksheets Exit ticket.	her name:Grade: 5MONModule 1 / Lesson 1: Reason c relate adjacent base ten units fr5.NBT.1 Recognize that in a m much as it represents in the pla5.NBT.2 Explain patterns in th powers of 10, and explain patter multiplied or divided by a pow5.MD.1 Convert among differe system (e.g., convert 5 cm to 0. world problems.Daily Objective: Reason concre adjacent base ten units from mid1. Opening A. Fluency Practice (minutes) 2. Work Time (minutes) A. Application Problem B. Concept Development C. Problems 1- D. Problem Set 3. Closing and Assessment (m A. Student Debrief B. Exit ticketMultiply by 10 Sprint, Persona Personal place value mats, disk Worksheets Exit ticket.	her name: Grade: Subject: math MONDAY Module 1 / Lesson 1: Reason concretely and pictoria relate adjacent base ten units from millions to thousa 5.NBT.1 Recognize that in a multi-digit number, a d much as it represents in the place to its right and 1/1 5.NBT.2 Explain patterns in the number of zeros of powers of 10, and explain patterns in the placement multiplied or divided by a power of 10. Use whole-r 5.MD.1 Convert among different-sized standard me system (e.g., convert 5 cm to 0.05 m), and use these world problems. Daily Objective: Reason concretely and pictorially u adjacent base ten units from millions to thousandths 1. Opening A. Fluency Practice (minutes) 2. Work Time (minutes) A. Application Problem B. Concept Development C. Problems 1- D. Problem Set 3. Closing and Assessment (minutes) A. Student Debrief B. Exit ticket Multiply by 10 Sprint, Personal white boards Personal place value mats, disks, and markers Worksheets Exit ticket.	

Relevance/Rationale:	Fluency 1: Reviewing this fluency will acclimate students to the Sprint routine, a vital
(How do the strategies	component of the fluency program
employed meet students'	Fluency 2: Reviewing this Grade 4 topic will help lay a foundation for students to better
needs?)	understand place value to bigger and smaller units.
	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	Module 1 / Lesson 2: Reason abstractly using place value understanding to relate adjacent base
module #/ lesson # / lesson title	ten units from millions to thousandths.
Long-term Targets:	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as
(Common Core	much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
standards addressed)	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.
	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)	Daily Objective : Reason abstractly using place value understanding to relate adjacent base ten
(These are daily targets. What	units from millions to thousandths.
will students know and be able	
to do as a result of this lesson?)	
Agenda	1. Opening
(Activities / Tasks)	A. Fluency Practice (12 minutes)
	2. Work Time (38 minutes)
	A. Application Problem
	B. Concept Development
	C. Problems 1-10
	D. Problem Set
	3. Closing and Assessment (10 minutes)
	A. Student Debrief
	B. Exit ticket

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

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

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

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