Name:		Grading Quarter:	Week Beginning: Week 2		
Reynolds, Moon			2	10/21/24-10/	25/24
School Year: 2024-2025		Subject: Math			
Monday	Notes:	<ul> <li>Objective: <ul> <li>Students unumber by</li> <li>Students estrategies</li> <li>Students unucleated</li> <li>Students transmission</li> <li>Statem Contrastion</li> <li>Math prace</li> <li>Extra assigned</li> <li>Homework: No hold vocabulary: divided partial quotient</li> </ul></li></ul>	ise place-value patterns a y a multiple of 10. Istimate quotients of mul used to estimate quotients ise estimated quotients t solution. Ise estimated quotients t ed solution. Ise an area model to deter alk about how to use place vide a whole number by a alk about estimating quo than, and about. Explain how to use an are otients using comparative ful, and less helpful. Son 7-1: Division Patterns son 7-2: Estimate Quotient son 7-2: Estimate Quotient tice book: pages 63-66, 6 ur Thinking Problems ysis Questions tice online 5.NBT.B.7 mments mework end, divisor, quotient, est	ind basic facts to divide a whole ti-digit numbers using the same ts of lesser numbers. o make predictions about a o assess the reasonableness of ermine partial quotients and he quotient. ce-value patterns and basic in multiple of 10 using the modal tients using the terms greater a model to determine and add s more useful, less useful, with Multi-Digit Numbers its on of 2-Digit Divisors 9, 70	Academic Standards: <b>5.NBT.b</b> Perform operations with multi-digit whole numbers and with decimals to hundredths <b>5.NBT.B.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and /or the relationship between multiplication and division. Illustrate and explain the calculations by using equations, rectangular arrays, and/or area models. <b>5.L.4</b> 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.

Tues	<ul> <li>Students use place-value patterns and basic facts to divide a whole number by a multiple of 10.</li> <li>Students estimate quotients of multi-digit numbers using the same strategies used to estimate quotients of lesser numbers.</li> <li>Students use estimated quotients to make predictions about a calculated solution.</li> <li>Students use estimated quotients to assess the reasonableness of a calculated solution.</li> <li>Students use an area model to determine partial quotients and add partial quotients to calculate the quotient.</li> </ul> Language Objectives: <ul> <li>Students talk about how to use place-value patterns and basic facts to divide a whole number by a multiple of 10 using the modal verb can.</li> <li>Students talk about estimating quotients using the terms greater than, less than, and about.</li> <li>Students using comparatives more useful, less useful, more belaful, and loss helful.</li> </ul>	5.NBT.b Perform operations with multi-digit whole numbers and with decimals to hundredths 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and /or the relationship between multiplication and
lesday	<ul> <li>more helpful, and less helpful.</li> <li>Lesson Overview: <ul> <li>Unit 7 Lesson 7-1: Division Patterns with Multi-Digit Numbers</li> <li>Unit 7 Lesson 7-2: Estimate Quotients</li> <li>Unit 7 Lesson 7-4: Represent Division of 2-Digit Divisors</li> <li>Math practice book: pages 63-66, 69, 70</li> </ul> </li> <li>Differentiation: <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> </li> <li>Homework: No homework</li> <li>Vocabulary: dividend, divisor, quotient, estimate, division, evaluate,</li> </ul>	division. Illustrate and explain the calculations by using equations, rectangular arrays, and/or area models. <b>5.L.4</b> 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.

	Notes:	Objective:	Academic Standarday
Wednesday	Notes:	<ul> <li>Objective:</li> <li>Students use place-value patterns and basic facts to divide a whole number by a multiple of 10.</li> <li>Students estimate quotients of multi-digit numbers using the same strategies used to estimate quotients of lesser numbers.</li> <li>Students use estimated quotients to make predictions about a calculated solution.</li> <li>Students use estimated quotients to assess the reasonableness of a calculated solution.</li> <li>Students use an area model to determine partial quotients and add partial quotients to calculate the quotient.</li> <li>Language Objectives: <ul> <li>Students talk about how to use place-value patterns and basic facts to divide a whole number by a multiple of 10 using the modal verb can.</li> <li>Students talk about estimating quotients using the terms greater than, less than, and about.</li> <li>Students explain how to use an area model to determine and add partial quotients using comparatives more useful, less useful, more helpful, and less helpful.</li> </ul> </li> <li>Lesson Overview: <ul> <li>Unit 7 Lesson 7-1: Division Patterns with Multi-Digit Numbers</li> <li>Unit 7 Lesson 7-2: Estimate Quotients</li> <li>Unit 7 Lesson 7-4: Represent Division of 2-Digit Divisors</li> <li>Math practice book: pages 63-66, 69, 70</li> </ul> </li> <li>Differentiation: <ul> <li>Extend Your Thinking Problems</li> <li>Error Analysis Questions</li> <li>Stem Connection Questions</li> </ul> </li> </ul>	Academic Standards: Standards: <b>5.NBT.b</b> Perform operations with multi-digit whole numbers and with decimals to hundredths <b>5.NBT.B.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and /or the relationship between multiplication and division. Illustrate and explain the calculations by using equations, rectangular arrays, and/or area models. <b>5.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content,
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		<ul> <li>Stem Connection Questions</li> <li>Math practice online 5.NBT.B.7</li> <li>Extra assignments</li> </ul>	reading and content, choosing flexibly from a range of strategies.
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	Notes:	Objective:	Academic Standards:
Thursday		<ul> <li>Students use place-value patterns and basic facts to divide a whole number by a multiple of 10.</li> <li>Students estimate quotients of multi-digit numbers using the same strategies used to estimate quotients of lesser numbers.</li> <li>Students use estimated quotients to make predictions about a calculated solution.</li> </ul>	<b>5.NBT.b</b> Perform operations with multi-digit whole numbers and with decimals to hundredths
		<ul> <li>Students use estimated quotients to assess the reasonableness of a calculated solution.</li> <li>Students use an area model to determine partial quotients and add partial quotients to calculate the quotient.</li> </ul>	<b>5.NBT.B.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends
		<ul> <li>Language Objectives:</li> <li>Students talk about how to use place-value patterns and basic facts to divide a whole number by a multiple of 10 using the modal verb can.</li> <li>Students talk about estimating quotients using the terms greater than, less than, and about.</li> <li>Students explain how to use an area model to determine and add partial quotients using comparatives more useful, less useful, more helpful, and less helpful.</li> </ul>	and two-digit divisors, using strategies based on place value, the properties of operations, and /or the relationship between multiplication and division. Illustrate and explain the calculations by using
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	a calculated solution.	5.NBT.B.6
	<ul> <li>Students use an area model to determine partial quotients and add partial quotients to calculate the quotient.</li> </ul>	Find whole-number quotients of whole numbers with up to
	Language Objectives:	four-digit dividends
Fridav	<ul> <li>Students talk about how to use place-value patterns and basic facts to divide a whole number by a multiple of 10 using the modal verb can.</li> <li>Students talk about estimating quotients using the terms greater than, less than, and about.</li> <li>Students explain how to use an area model to determine and add partial quotients using comparatives more useful, less useful, more helpful, and less helpful.</li> </ul>	and two-digit divisors, using strategies based on place value, the properties of operations, and /or the relationship between multiplication and division. Illustrate and explain the
	Lesson Overview:	calculations by using
	<ul> <li>Unit 7 Lesson 7-1: Division Patterns with Multi-Digit Numbers</li> <li>Unit 7 Lesson 7-2: Estimate Quotients</li> <li>Unit 7 Lesson 7-4: Represent Division of 2-Digit Divisors</li> <li>Math practice book: pages 63-66, 69, 70</li> </ul>	equations, rectangular arrays, and/or area models. <b>5.L.4</b> Determine or clarify the meaning of unknown and
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