



# Back to School

5 days of math lesson plans, PowerPoints, and activities

Name: \_\_\_\_\_

## MYSTERY PUZZLE

Directions: Solve each equation. Find each sum or difference in the puzzle and place the letter in the square that contains the number. At the end there is a mystery phrase!

2.385  
- 1.349  
a =

7.293  
- 4.588  
e =

9.0  
-  
c =

1.06

## 1.3 DIVISION STRATEGIES

<p><u>I CAN STATEMENT</u></p> <p>I can use division strategies to solve problems.</p>	<p><u>MATERIALS</u></p> <p>1.3 PPT 1.3 activity 1 die per student</p>	<p><u>VOCABULARY</u></p> <p>division equal groups partial quotients standard algorithm area model</p>
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MINI LESSON

Using the PPT, review the division strategies with students. There are four different strategies to show the students. Have a discussion with the students to see if there is a strategy they like the best.

After reviewing with the students, introduce the activity to the students. You can use the last slide of the PPT to model how to roll the die 3 times to get the numbers for the problem. Model solving the problem using various strategies. Tell the students that they can use whichever strategy they prefer to solve each problem.

<p><u>INTERVENTION</u></p> <p>Leave an example of each strategy on the board for the students to reference while they are working.</p>	<p><u>EXTENSION</u></p> <p>Challenge the students to solve their problems using a different strategy.</p>
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WRAP-UP

Allow a few students to share how they solved their problems.

## ORDERING FRACTIONS

20 is a common multiple of 4 & 5! Multiply each fraction to make the denominator 20.

$$\frac{3}{5} \times 4 = \frac{12}{20}$$

$$\frac{2}{4} \times 5 = \frac{10}{20}$$

## ORDERING FRACTIONS

Rewrite each fraction with the common denominator.

$$\frac{3}{5} \times 4 = \frac{12}{20}$$

$$\frac{2}{4} \times 5 = \frac{10}{20}$$

$$\frac{2}{5} \times 4 = \frac{8}{20}$$

## ROLL A PROBLEM

Directions: Roll a die and write the number you rolled on the 1<sup>st</sup> roll spot. Roll again for the 2<sup>nd</sup> and 3<sup>rd</sup> spots. Solve the problem you rolled using the space below.

1

$$\frac{\quad}{\quad} \overline{) \quad \quad \quad}$$

1<sup>st</sup> roll    2<sup>nd</sup> roll    3<sup>rd</sup> roll

3

$$\frac{\quad}{\quad} \overline{) \quad \quad \quad \quad}$$

1<sup>st</sup> roll    2<sup>nd</sup> roll    3<sup>rd</sup> roll    4<sup>th</sup> roll

## MATCH FRACTIONS & DECIMALS

Directions: Cut out the squares and give one to each student. Students will then find two matches that are equivalent to their card. If the number of students in your class is not divisible by 3, you can tell students that they may have one match or two matches. You can collect and redistribute the cards as many times as you like for extra practice.

Note: only cut out the amount of cards you need to give one per student.

	.17		.2
			36
			17

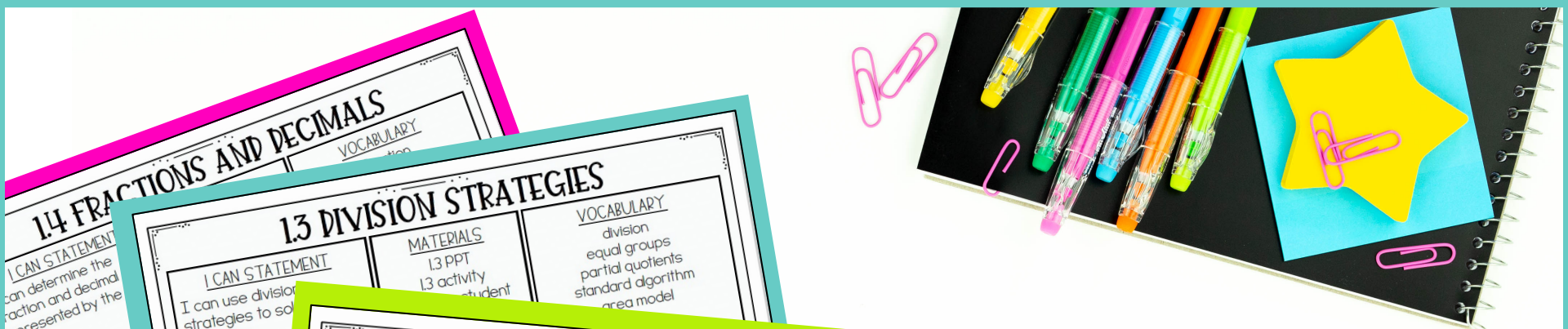
# UNIT 1: BACK TO SCHOOL *at a glance*

Day 1	Day 2	Day 3	Day 4	Day 5
Addition and Subtraction	Multiplication Strategies	Division Strategies	Fractions and Decimals	Ordering Fractions

Notes:



Includes a pacing guide so you can see your whole week at a glance.



### 1.4 FRACTIONS AND DECIMALS

**I CAN STATEMENT**  
I can determine the fraction and decimal represented by the shaded area.

**VOCABULARY**  
fraction  
decimal

### 1.3 DIVISION STRATEGIES

**I CAN STATEMENT**  
I can use division strategies to solve problems.

**MATERIALS**  
1.3 PPT  
1.3 activity  
student

**VOCABULARY**  
division  
equal groups  
partial quotients  
standard algorithm  
area model

### 1.5 ORDERING FRACTIONS

**I CAN STATEMENT**  
I can order fractions from least to greatest.

**MATERIALS**  
Day 5 PPT  
Day 5 activity

**VOCABULARY**  
fraction  
common denominator  
multiple

**MINI LESSON**  
Use the PPT to review how to order fractions from least to greatest. Tell the students that in order to compare the fractions we need to change the fractions to have a common denominator. Model how to find a common denominator in a set of fractions. Then, model how to change each fraction to have the common denominator. Finally, show the students how to order the fractions from least to greatest.

At the end of the PPT, show the students the ordering fractions template. Tell them that they will work with a partner to order fractions from least to greatest.

**INTERVENTION**  
Pair struggling students with students that better understand the concept.

**EXTENSION**  
Challenge students to order fractions that have three different denominators.

### 1.1 ADDITION AND SUBTRACTION

**I CAN STATEMENT**  
I can solve addition and subtraction problems.

**MATERIALS**  
Day 1 PPT  
Day 1 Activity

**VOCABULARY**  
addition  
subtraction  
sum  
difference

**MINI LESSON**  
Use the "Day 1 PPT" to review how to add and subtract using the standard algorithm. Allow students the opportunity to engage in the lesson by having them help you add or subtract each place value column or tell you when you need to regroup.

At the end of the lesson, tell the students that they will use their addition and subtraction skills to solve a mystery puzzle. Tell the students that when they solve the puzzle to be careful not to shout it out so every student has the chance to solve it on their own.

You can use the end of the PPT to model how to solve the problems and the mystery puzzle if needed.

**INTERVENTION**  
Allow students to work in pairs if

**EXTENSION**  
Students can use the backs of



Engaging lessons are done for you, making prep and planning a breeze.

# AREA MODELS

Use the area model to find each quotient.

$$136 \div 6 = \underline{\quad}$$

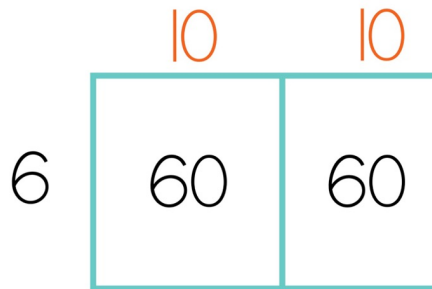
# AREA MODELS

What is the total quotient with the remainder?

6



$$136 \div 6 = \underline{\quad}$$



# AREA MODELS

What is the total quotient with the remainder?

$$136 \div 6 = \underline{22} \text{ r } 4$$

$$10 + 10 + 2 = 22$$



Step-by-step PowerPoint are perfect for reviewing and teaching new math skills.

Name: \_\_\_\_\_

# MYSTERY PUZZLE

Directions: Solve each equation. Find each sum or difference in the puzzle and place the letter that it equals there. At the end there is a mystery phrase!

$\begin{array}{r} 2,385 \\ - 1,349 \\ \hline \end{array}$	$\begin{array}{r} 14,534 \\ + 12,865 \\ \hline \end{array}$	$\begin{array}{r} 9,000 \\ - 3,648 \\ \hline \end{array}$	$\begin{array}{r} 13,039 \\ + 8,453 \\ \hline \end{array}$
a = _____	t = _____	o = _____	h = _____
$\begin{array}{r} 7,293 \\ - 4,588 \\ \hline \end{array}$	$\begin{array}{r} 10,394 \\ + 10,462 \\ \hline \end{array}$	$\begin{array}{r} 5,300 \\ - 2,358 \\ \hline \end{array}$	$\begin{array}{r} 14,589 \\ + 3,483 \\ \hline \end{array}$
e = _____	k = _____	i = _____	d = _____
$\begin{array}{r} 9,038 \\ - 378 \\ \hline \end{array}$	$\begin{array}{r} 3,482 \\ + 8,294 \\ \hline \end{array}$	$\begin{array}{r} 10,438 \\ - 9,374 \\ \hline \end{array}$	$\begin{array}{r} 3,283 \\ + 8,994 \\ \hline \end{array}$
c = _____	g = _____	f = _____	r = _____

\_\_\_\_\_ 1,064    \_\_\_\_\_ 2,942    \_\_\_\_\_ 1,064    \_\_\_\_\_ 27,399    \_\_\_\_\_ 21,492

\_\_\_\_\_ 11,776    \_\_\_\_\_ 12,2

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ s  
12,227    5,352    8,660    20,856

NOT SO WIMPY TEACHER

Name: \_\_\_\_\_

# ROLL A PROBLEM

Directions: Roll a die and write the number you rolled on the 1<sup>st</sup> roll spot. Roll again for the 2<sup>nd</sup> and 3<sup>rd</sup> spots. Solve the problem you rolled using the space below.

1

_____	_____	_____
1 <sup>st</sup> roll	2 <sup>nd</sup> roll	3 <sup>rd</sup> roll

2

_____	_____	_____
1 <sup>st</sup> roll	2 <sup>nd</sup> roll	3 <sup>rd</sup> roll

3

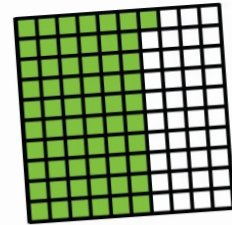
_____	_____	_____	_____
1 <sup>st</sup> roll	2 <sup>nd</sup> roll	3 <sup>rd</sup> roll	4 <sup>th</sup> roll

4

_____	_____	_____	_____
1 <sup>st</sup> roll	2 <sup>nd</sup> roll	3 <sup>rd</sup> roll	4 <sup>th</sup> roll

.61

$\frac{61}{100}$



Get students excited with a targeted, hands-on math activity for each day.

# ORDERING FRACTIONS TEMPLATË

Original fraction

What would

1st fraction

2nd fraction

3rd fraction

## 1.2 MULTIPLICATION STRATEGIES

### I CAN STATEMENT

I can use multiplication strategies to solve problems.

### MATERIALS

1.2 PPT  
12 strategy cards  
4 blank anchor chart papers

### VOCABULARY

multiplication  
partial products  
area model  
standard algorithm  
10's, 100's, and 1,000's.

### MINI LESSON

Using the PPT, review the multiplication strategies with students. There are four different strategies to show the students. Have a discussion with the students to see if there is a strategy they like the best.

After reviewing with the students, give each student a strategy card. Each card has a problem to solve and a specific multiplication strategy to use to solve it.

Break the students into four groups according to the strategy they were given. Give each group a piece of blank anchor chart paper. Have the students solve their problems on the paper to make an anchor chart for each strategy.

### INTERVENTION

Ask students which strategy they feel the most confident with and allow each student to solve their problem with that strategy.

### EXTENSION

When students are finished with their anchor charts, have them present their work to the class.

**PARTIAL PRODUCTS**

145

**AREA MODEL**

42

27

**STANDARD ALGORITHM**

$77 \times 42$

## UNIT 1: BACK TO SCHOOL *at a glance*

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Addition and Subtraction	Multiplication Strategies	Division Strategies	Fractions and Decimals	Ordering Fractions



Teach with confidence; each day is fully planned for you with all the tools you need!