| C:\Users\Audrey\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SRRIEIYL\MC900446310[1].wmf | **Teacher:** | Miss Audrey Gagnon |
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| **School/District:** | Garden Creek Elementary School - 18 |
| **Subject Area(s) Addressed:** | Mathematics, Science |
| **Grade Level(s)/Course:** | 5 |
| **Date Submitted:** | 18 April 2012 |
| **Lesson/Unit Duration:** | 90 minutes, 90 minutes, 60 minutes |

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| Lesson/Unit Outcome | MATHEMATICS – Grade 5   * N8: Décrire et représenter des nombres décimaux (dixième, centièmes et millièmes) de façon contrète, imagées et symbolique) * N9: Faire le lien entre des nombres décimaux et des fractions (jusqu’aux milièmes). * N10: Comparer et ordonner des nombres décimaux (jusqu’aux millièmes) à l’aide de: * Points de repère * Valeur de position * Nombre décimaux équivalent   MATHEMATICS – Grade 4   * N8: Démontrer une comprehension des fractions inférieures ou égales à 1 en utilisant des representations concretes ou images pour: - nommer et noter des fractions pour les parties d’un tout ou d’un ensemble   - Comparer et ordonner des fractions  - Modéliser et expliquer que, pour differents touts, il est possible que deux fractions identiques ne représentent pas la meme quantité  - fournir des exemples de situations dans lesquelles on utilise des fractions.  SCIENCE   * KNOWLEDGE 🡪 Students will be expected to: * 303-12 investigate different kinds of forces used to move objects or hold them in place * SKILLS 🡪 Students will be expected to: * 206-9 identify new questions or problems that arise from learning new information * 207-1 communicate questions, ideas, and intentions, and listen to others while conducting investigations * 205-2 select and use tools to manipulate materials and build models * 205-5 make observations and collect information relevant to a given question or problem * 206-6 suggest improvements to a design or constructed object |
| **Resources Needed** | MATHEMATICS – Grade 5   * Student’s math workbooks * SMARTBOARD * Student’s math books * Teacher guide * Auto evaluation forms * Exercises supplémentaires * Student’s journals   MATHEMATICS – Grade 4   * SMARTBOARD * Student’s workbooks * Chenelière DVD; module 5 – fractions * Sheets “Étape par étapes” and “Exercises supplémentaires” * Activity/practice worksheet on multiplications and fractions * Multiplication flashcards   SCIENCE   * SMARTBOARD & presentation |
| **Teacher-Led Activities** | MATHEMATICS BLOCK (Grade 5) – 90 MINUTES   * For today’s lesson, I will ask a student to distribute the workbooks and journals to the rest of the class. * The beginning of the class (for about 20-30 minutes) will be used for students to make the corrections necessary on yesterday’s work/journal or to complete the work not finished. * Students will then focus to the front of the class where I will go over a few questions that were not done correctly by the majority of the students in order for everyone to understand. * Students will get an opportunity to give their answer and reasoning for getting their answer by explaining it to the rest of their classmates. * Following this I will check with everyone and ask if there are any other questions that need to be gone over and clarified before we are able to move onto the next lesson. * Once the corrections have been made, I will distribute the “Exercises supplémentaire” which students will be to work on and pass back in to be marked upon completion. * Upon completion of this work sheet, I will distribute the “auto-evaluation” sheets to the students in order for them to complete their own level of understanding of the concepts (curriculum outcome goals) thus far. * They will also be asked to answer questions from other outcomes to test their knowledge of them at this point in time. * Following this, I will give students a set of decimal numbers and they are to attempt to circle which decimal number is the biggest out of the set. * This will then bring us to the beginning of the following lesson, lesson 7, where we will go on as usual with the “Explore” which students are to complete with a partner but without teacher explanation. * After about 10 minutes, we will gather back and students will be able to share their answers with their classmates as a whole-class discussion. * With time permitting, I will then bring on the “Découvre” section on the SMARTBOARD where we will learn about comparing and sort decimal numbers, as we did previously for fractions.   MATHEMATICS BLOCK (Grade 4) – 90 MINUTES   * Today’s lesson will be a continuation of practicing fractions as a whole with the help of exercise sheets. * We will begin by correcting together questions that I noticed were more problematic for the majority of the class. * Students will then get a chance to make other corrections in their book. * We will then play a little game which will be for students to be able to identify/pick out fractions within a whole using the class and different attributes of the class. * Each student will be called upon one at a time and they will be to come up to the front, write down a fraction on the board which will describe our class and we will have to try and guess what the fraction is describing. * This will simply be a quick review of the concept we have learned thus far this week and a little practice run-through. * I will then distribute the next two worksheets (“Étape par étape” and “Exercise supplémentaire") that are to be completed and handed in for marking purposes in order for me to see how much more work needs to be focused on for this particular lesson. * Students will then get a third worksheet which is a practice of multiplications and fractions again which they will be to hand in upon completion as well. * I will then gather the students’ attention back to the front where we will play our multiplication game to practice for the “match” against the red team – Mme Chantal’s group. * With the remaining time, and provided that they worked well and remained on task, students will be permitted to get their laptops in order to play math games.   SCIENCE BLOCK – 60 MINUTES   * We will begin a completely new unit today in science which pertains to “Simple Machines” * Today’s hour-long class will be more of an introduction of the simple machines concept to the class. * We will have a whole-class discussion following a SMARTBOARD presentation where we will discuss the differences between machines back in the day versus the ones we see in today’s time. * Questions pertaining to this new unit will be displayed on the SMARTBOARD which students will be to answer through whole-class discussions. |
| **Student-Centered Activities** | * Students will volunteer to explain their strategy for getting their answers to their question. * Students will correct their work in their own book. * Students will complete “Exercises supplémentaire” worksheet and hand it in for marking purposes. * Students will complete their auto-evaluation sheet. * Students will learn how to compare and sort decimal numbers (a new lesson). * Students will volunteer to explain their strategy for getting their answers for certain questions. * Students will correct their work in their workbooks * Students will complete the “Étape par étape” and “Exercise supplémentaire” worksheets and hand them in for marking purposes. * Students will complete the activity worksheet on practicing their multiplications and fractions. * Students will practice their multiplications through a multiplication game * Students will learn about the new unit we will be working on (Simple machines) through today’s presentation on the SMARTBOARD and through whole-class discussion. |
| **Student Assessment Strategy** | * Students will be assessed on their understanding of comparing fractions from presenting their answers to questions 4, 5, 10 and 12 of the “À ton tour” section we worked on yesterday. * Students will be assessed on their understanding of decimal numbers through the supplementary worksheet for this lesson. * Students will self-evaluate their knowledge and understanding of the outcomes thus far. * Students will be assessed on their ability to sort and compare decimal numbers before beginning this section of the unit. * Students will be assessed on their understanding of the fraction unit based on their work in the “À ton tour” section and the corrections we make together as a group. * Students will be assessed on their understanding of the fraction unit based on the completion of their work on the three worksheets provided in class. * Students will be assessed on their understanding of indentifying fractions as a whole through the in-class activity with the class. * Students will be assessed on their knowledge of simple machines before beginning the unit based on whole-class discussions of this particular topic. |