**Teachology 101**

**Date**: 10/24/15

**Grade Level:** 5th Grade

**Time Needed:** 60 minutes

**Teacher:** Ms. Emily Schmitz

**Subject Area:** Math

**Topic:** Story Problems

**Common Core State Standards Addressed in this lesson:**

**ELA Standard:**

[CCSS.ELA-LITERACY.RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/)
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**Common Core Learning Experience (CCLE):**

5.OA

Write and Interpret Numerical Expressions

Analyze patterns and relationships

* Solve culturally relevant, multistep and multiplicative comparison word problems including but not limited to context of liquid capacity, area, length, perimeter, volume, angles, and mass and temperature.

**Learning and Language Objectives:**

Students can identify action words in a story problem and use them to write their own story problems.

I CAN use the CUBES strategy

I CAN identify action words in a story problem

I CAN create my own story problem

 **Materials Needed:**

1. CUBES Anchor Chart
2. Action Words anchor chart
3. Doc Cam
4. Group Work from previous day
5. Chrome Books (or computer lab access)
6. Post it notes

**Lesson Context:** Students have already learned the CUBES strategy and practiced on basic problems. Today, students will get more practice using grade level problems. Students will also get the opportunity to write their own story problems if they have mastered the concept of identifying action words. But first, will discuss what a great 5th grade story problem looks like.

**Lesson Opening:** Remind students of the importance of practicing word problems. Math is EVERYWHERE! Then talk about the multiple strategies we discussed yesterday about identifying action words and what they tell us about the problem.

**Procedures:**

1. (10 min) I CANs/Review CUBES strategy
	1. I CAN use the CUBES strategy
	2. I CAN identify action words in a story problem
	3. I CAN create my own story problem
	4. Anchor Chart
	5. Go over some of the action charts from the day before
2. (10-20 min) Practice harder problems/review
	1. Assign students link for Formative Website
		1. Give feedback as students are working
		2. Schenk Sharks and/or quick code.
3. (10 min) Mini Lesson--How to WRITE a good story problem.
	1. Asks a question
		1. Where does the question go? How can we ask?
	2. Has numbers
		1. The numbers have to make sense in context
	3. Uses ACTION word (operation)
		1. If we are writing story problems, they should look similar to the ones we saw yesterday—including ACTION words.
	4. Something to make it interesting
		1. This is ‘fluff’ but makes story problems fun!
4. (10 min) Model writing story problem (I DO)
	1. Use 40 X 4 = 160
	2. See x is action—look in notebook for word (thinking about the word “each”)
	3. Something that I have 4 groups of 40 (hmm....thinking about Halloween candy)
	4. Halloween candy is interesting...
	5. Example: Connor was so excited to get home from trick-or-treating! The first thing he did was count up all his candy. He had 4 piles of candy and 40 pieces in each pile. The four piles were Snickers, Sour Patch Kids, Reese’s Peanut Butter Cups, and Skittles. How many pieces of candy did Connor have in all?
		1. Think aloud as I am writing this on the board.
5. (~5 min) Brainstorm topics for good story problems
	1. Shout-outs to collect these
		1. Write on board or type on computer...
	2. These answers will depend on what students say
		1. Food, sports, shopping....
6. Break up into different groups to practice writing own word problems with number sentences (if time)
	1. Use formative to do so.
7. Otherwise, close lesson and will pick up where we left off tomorrow!

**Closure:** I will close the lesson with a review of all the material we have covered and prepare students for the topics for tomorrow! They will continue to write story problems.

**Special Considerations:** Varies based on class.

**Assessment:** Formative Assessment—Using the website Formative, students will be assessed immediately and given feedback as they work.