



Curriculum  
Map

# Mathematics

## Grade 5

Sacramento City Unified School District

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<b>Grade 5 Year-at-a-Glance</b>			
	<b>Month</b>	<b>Unit</b>	<b>Content Standards</b>
<b>District Benchmark 1</b> <b>*Alignment TBD</b>	September	<b>Unit # 1:</b> Place Value in Base Ten – Whole Numbers and Decimal Fractions	5.NBT.1 5.NBT.2    5.MD.1 5.NBT.3    5.OA.1 5.NBT.4
<b>District Benchmark 2</b> <b>*Alignment TBD</b>	October/November	<b>Unit #2:</b> Multi-digit Operations with Whole Numbers and Decimal Fractions	5.NBT.5 5.NBT.6 5.NBT.7 5.MD.1
	December/January	<b>Unit #3:</b> Addition and Subtraction of Fractions	5.NF.1    5.MD.2 5.NF.2
<b>District Benchmark 3</b> <b>*Alignment TBD</b>	February/March	<b>Unit #4:</b> Multiplication and Division of Fractions	5.NF.3 5.NF.4    5.OA.2 5.NF.5    5.MD.2 5.NF.6    5.G.2 5.NF.7
	April/May	<b>Unit #5:</b> Geometric Measures of Volume	5.MD.3    5.NBT.2 5.MD.4    5.NBT.5 5.MD.5
<b>CAASPP</b> <b>(Smarter Balanced Summative Test)</b>	May	<b>Unit #6:</b> Numerical Expressions, Patterns, and Relationships	5.OA.1    5.G.1 5.OA.2    5.G.2 5.OA.3
	June	<b>Unit #7:</b> Two-dimensional Figures	5.G.3 5.G.4

## Unit #1: Place Value in Base Ten – Whole Numbers and Decimal Fractions

(Approx. \_\_ Days)

Content Standards: 5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4, 5.OA.1, 5.MD.1

### Math Common Core Content Standards:

#### Domain: Number and Operations in Base Ten 5.NBT

##### Understand the place value system.

1. Recognize that in a multi-digit number, a digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left.
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.
3. Read, write, and compare decimals to thousandths.
  - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$
  - b. Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $+$ , and  $<$  symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

#### Domain: Operations and Algebraic Thinking 5.OA

##### Write and interpret numerical expressions

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

#### Domain: Measurement and Data 5.MD

##### Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real world problems.

### Standards for Mathematical Practice:

- SMP 1 Make sense of problems and persevere in solving them
- SMP 2 Reason abstractly and quantitatively
- SMP 3 Construct viable argument and critique the reasoning of others
- SMP 4 Model with mathematics
- SMP 5 Use appropriate tools strategically

### SEL Competencies:

- Self-awareness, Self-management, Social awareness, Relationship skills,
- Responsible decision-making

SMP 6 Attend to precision

SMP 7 Look for and make use of structure

SMP 8 Look for and express regularity in repeated reasoning

### **ELD Standards to Support Unit**

#### Part I: interacting in Meaningful Ways

##### A. Collaborative

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

##### B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

##### C. Productive

9. Expressing information and ideas in formal oral presentations on academic topics
11. Supporting own opinions and evaluating others' opinions in speaking and writing
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

#### Part II. Learning About How English Works

##### A. Structuring Cohesive Texts

1. Understanding text structure
2. Understanding cohesion

##### B. Expanding and Enriching Ideas

5. Modifying to add details

##### C. Connecting and Condensing Ideas

6. Connecting ideas
7. Condensing ideas

Unit #1: Place Value in Base Ten – Whole Numbers and Decimal Fractions					
Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
<ul style="list-style-type: none"> <li>How are decimals and base-ten fractions useful in understanding the relationship between powers of ten (i.e. a digit in one place represents 10 times what it represents in its place to the right?)</li> <li>When you multiply factors with powers of ten to each other, what happens to the number of zeroes in the product?</li> <li>What are three different methods to express a number written to the thousandths place?</li> <li>How do we compare decimals? What things need to be considered when comparing decimals of different lengths?</li> </ul>	<p>Assessments/Tasks aligned to learning outcomes:</p> <p>“Kipton’s Scale”  <a href="http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/562/original/illustrative_mathematics_1562.pdf?1390748900">http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/562/original/illustrative_mathematics_1562.pdf?1390748900</a></p> <p>“Which One Is It?”  <a href="http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/799/original/illustrative_mathematics_1799.pdf?1392694217">http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/799/original/illustrative_mathematics_1799.pdf?1392694217</a></p>	<p>Students will be able to...</p> <p>1. Explore and reason that in multi-digit whole numbers and decimal numbers a digit in one place represents 10 times what it represents in the place to its right and <math>\frac{1}{10}</math> of what it represents in the place to its left. Students reason that computations and the relationship between the values represented by the places for whole numbers extend to decimals.</p>	<p>Apply the reasoning of bundling tens: ten 10s to make 100, ten 100s make 1,000, etc. Likewise, unbundling 1,000 by groups of ten or taking <math>\frac{1}{10}</math> of a 1,000 is 100, etc. (refer to the Progressions document <i>K-5, Number and Operations in Base Ten</i>).</p> <p>Use base-ten blocks or attaching cubes (refer to <i>Mathematics Framework</i>, p. 1-12).</p> <p>Use one-unit model cut into 10 equal pieces, shaded, or describe as <math>\frac{1}{10}</math> of the model using fractional language.</p> <p>Use 10 x 10 grids, or metric length measurements/ rulers to explore concept.</p>	<p><i>Use of math journals for differentiation and formative assessment (use link below)</i>  <a href="https://www.teachinchannel.org/videos/math-journals">https://www.teachinchannel.org/videos/math-journals</a></p> <p><b>Flexible grouping:</b></p> <ul style="list-style-type: none"> <li>Content</li> <li>Interest</li> <li>Project/product</li> <li>Level (Heterogeneous/ Homogeneous)</li> </ul> <p><b>Tiered:</b></p> <ul style="list-style-type: none"> <li>Independent Management Plan (Must Do/May Do)</li> <li>Grouping                             <ul style="list-style-type: none"> <li>Content</li> <li>Rigor w/in the concept</li> <li>Project-based learning</li> <li>Homework</li> <li>Grouping</li> <li>Formative Assessment</li> </ul> </li> </ul>	<p><b>CCSS Support:</b></p> <ul style="list-style-type: none"> <li>CA Mathematics Framework,                             <ul style="list-style-type: none"> <li>Grade 5, pp. 7, 10-16, 32-33  <a href="http://www.cde.ca.gov/ci/ma/cf/documents/aug2013grade5.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/aug2013grade5.pdf</a></li> <li>“Instructional Strategies”  <a href="http://www.cde.ca.gov/ci/ma/cf/documents/aug2013instructstrat.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/aug2013instructstrat.pdf</a></li> <li>“Supporting High Quality Common Core Instruction”  <a href="http://www.cde.ca.gov/ci/ma/cf/documents/aug2013supportinghqccm.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/aug2013supportinghqccm.pdf</a></li> </ul> </li> <li>Kansas Association of Teachers of Mathematics (KATM) 5<sup>th</sup> Flipbook, pp. 6, 12-19, 48-49  <a href="http://katm.org/wp/">http://katm.org/wp/</a></li> </ul>
	<p>“Marta’s Multiplication Error”  <a href="http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/524/original/illustrative_mathematics_1524.pdf?1390748904">http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/524/original/illustrative_mathematics_1524.pdf?1390748904</a></p> <p>“Multiplying Decimals by 10”</p>	<p>2. Reason and describe the patterns in the number of zeros of the product when multiplying a whole number by powers of 10. Use whole-number exponents to denote powers of 10. Students connect the relationship that in our base-ten system, the power of ten is the repetition of bundling by tens. Students will check their solutions with calculators to reason</p>	<p>Refer to <i>Mathematics Framework</i>, p.12-13.</p>		

Unit #1: Place Value in Base Ten – Whole Numbers and Decimal Fractions					
Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
	<a href="http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/620/original/illustrative_mathematics_1620.pdf?1390748899">http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/620/original/illustrative_mathematics_1620.pdf?1390748899</a>	about the decimal placements and the relationship between the original numbers (both whole and decimal) multiplied by the powers of 10.		<b>Anchor Activities:</b> <ul style="list-style-type: none"> <li>• Content-related</li> <li>• Tasks for early finishers                             <ul style="list-style-type: none"> <li>○ Game</li> <li>○ Investigation</li> <li>○ Partner Activity</li> <li>○ Stations</li> </ul> </li> </ul> <b>Depth and Complexity Prompts/Icons:</b> <ul style="list-style-type: none"> <li>• Depth                             <ul style="list-style-type: none"> <li>○ Language of the Discipline</li> <li>○ Patterns</li> <li>○ Unanswered Questions</li> <li>○ Rules</li> <li>○ Trends</li> <li>○ Big Ideas</li> <li>○ Complexity</li> </ul> </li> </ul>	<a href="http://wp-content/uploads/flipbooks/5th-Flipbookedited2.pdf">wp-content/uploads/flipbooks/5th-Flipbookedited2.pdf</a> <ul style="list-style-type: none"> <li>• North Carolina Department of Public Instruction: <i>Unpacked Content</i>, pp. 11-16 <a href="http://www.ncpublicschools.org/docs/acre/standards/common-core-tools/unpacking/math/5th.pdf">http://www.ncpublicschools.org/docs/acre/standards/common-core-tools/unpacking/math/5th.pdf</a></li> <li>• <i>Progression for the Common Core State Standards in Mathematics: K–5, Number and Operations in Base Ten</i> pp. 2-4, 16-18 <a href="http://commoncoretools.me/wp-content/uploads/2011/04/ccss_progression_nbt_2011_04_073_corrected2.pdf">http://commoncoretools.me/wp-content/uploads/2011/04/ccss_progression_nbt_2011_04_073_corrected2.pdf</a></li> </ul> <b>Strategies and Tasks:</b>
		3. Reason and describe the patterns in the decimal point placement when a decimal is multiplied or divided by powers of 10. Use whole-number exponents to denote powers of 10.	Students may use a calculator to check for the decimal placement as they multiply or divide by powers of 10 and record the exponents.		
		4. Read and write decimals to thousandths by using base-ten numerals, number names, and expanded form (for example, $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$ ). Understand and use parentheses to separate parts of the expanded form.	Models may include base-ten blocks, place value charts, grids, pictures, drawings, manipulatives and technology.		
	“Comparing Decimals on the Number Line” <a href="http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/802/original/illustrative_mathematics_1802.pdf?1397529587">http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/802/original/illustrative_mathematics_1802.pdf?1397529587</a>  “Drawing Pictures to Illustrate Decimal Comparisons” <a href="http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/802/original/illustrative_mathematics_1802.pdf?1397529587">http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/802/original/illustrative_mathematics_1802.pdf?1397529587</a>	5. Compare two decimals to the thousandths based on meanings of the digits’ place value using >, <, and = symbols.			

Unit #1: Place Value in Base Ten – Whole Numbers and Decimal Fractions					
Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
	<a href="http://s3.amazonaws.com/illustrativemathematics.org/000/001/801/original/illustrative_mathematics_1801.pdf?1392693932">rativemathematics/illustration_pdfs/000/001/801/original/illustrative_mathematics_1801.pdf?1392693932</a>				<ul style="list-style-type: none"> <li>• Illustrative Mathematics <a href="https://www.illustrativemathematics.org/5">https://www.illustrativemathematics.org/5</a></li> <li>• engageNY <a href="http://www.engageNY.org">www.engageNY.org</a></li> <li>• North Carolina Wikispaces <a href="http://3-5cctask.ncdpi.wikispaces.net/">http://3-5cctask.ncdpi.wikispaces.net/</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://scusd-math.wikispaces.com/home">http://scusd-math.wikispaces.com/home</a></li> <li>• <a href="#">Universal Design for Learning</a></li> </ul>
	“Rounding to Tenths and Hundredths” <a href="http://s3.amazonaws.com/illustrativemathematics.org/000/001/804/original/illustrative_mathematics_1804.pdf?1397530112">http://s3.amazonaws.com/illustrativemathematics.org/000/001/804/original/illustrative_mathematics_1804.pdf?1397530112</a>	6. Use place value understanding to round decimals to any place.	Students can use number lines (utilizing the halfway point), hundred number charts, rulers, etc. to measure the distance (closer to, further than, same distance from) to determine the value of the rounded number.		
	“Are these equivalent to 9.52?” <a href="http://s3.amazonaws.com/illustrativemathematics.org/000/001/813/original/illustrative_mathematics_1813.pdf?1393420805">http://s3.amazonaws.com/illustrativemathematics.org/000/001/813/original/illustrative_mathematics_1813.pdf?1393420805</a>	7. Understand equivalence of decimals and fractions (for example, $0.4 = 0.40 = 0.400$ $0.12 = \frac{12}{100} = \frac{10}{100} + \frac{2}{100} = \frac{1}{10} + \frac{2}{100}$ ).	Use base-ten blocks or attaching cubes (refer to <i>Mathematics Framework</i> , p.13-14).		
		8. Apply the understanding of place value to convert among different-sized measurement units (for example, convert 3 cm to 0.03 m).			
	Mid-unit Assessment: Grade 5 Mathematics Module 1: Mid-Module Assessment - Word Document (engageNY Mid-Module Assessment)				



Unit #1: Place Value in Base Ten – Whole Numbers and Decimal Fractions					
Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
	Post Assessment: <a href="#">Grade 5 Mathematics Module 1: End-of-Module Assessment - Word Document (engageNY End-of-Module Assessment)</a>				

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## Unit #2: Multi-digit Operations with Whole Numbers and Decimal Fractions

(Approx. # Days)

Content Standards: 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.MD.1

### Math Common Core Content Standards:

**Domain: Number and Operations in Base Ten 5.NBT**

**Perform operations with multi-digit whole numbers and with decimals to hundredths.**

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole –number quotients of whole numbers with up to four-digit dividends and two-digit divisor, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**Domain: Measurement and Data 5.MD**

**Convert like measurement units within a given measurement system.**

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.

### Standards for Mathematical Practice:

- SMP 1 Make sense of problems and persevere in solving them
- SMP 2 Reason abstractly and quantitatively
- SMP 3 Construct viable argument and critique the reasoning of others
- SMP 4 Model with mathematics
- SMP 6 Attend to precision
- SMP 7 Look for and make use of structure
- SMP 8 Look for and express regularity in repeated reasoning

### SEL Competencies:

Self-awareness, Self-management, Social awareness, Relationship skills,  
Responsible decision-making

### ELD Standards to Support Unit


Part I: interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

- 3. Offering and supporting opinions and negotiating with others in communicative exchanges
  - 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
  - B. Interpretive
    - 5. Listening actively to spoken English in a range of social and academic contexts
    - 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
    - 7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area
    - 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
  - C. Productive
    - 9. Expressing information and ideas in formal oral presentations on academic topics
    - 11. Supporting own opinions and evaluating others' opinions in speaking and writing
    - 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas
- Part II. Learning About How English Works
- A. Structuring Cohesive Texts
    - 1. Understanding text structure
    - 2. Understanding cohesion
  - B. Expanding and Enriching Ideas
    - 5. Modifying to add details
  - C. Connecting and Condensing Ideas
    - 6. Connecting ideas
    - 7. Condensing ideas

Unit #2: Multi-digit Operations with Whole Numbers and Decimal Fractions					
Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
<ul style="list-style-type: none"> <li>How can you use place value understanding to solve multiplication and division problems?</li> <li>How can drawing a diagram help you solve multiplication and division problems?</li> <li>How can knowing properties of operations help you solve multiplication and division problems?</li> <li>What does it mean to divide?</li> <li>How can you use multiplication to solve division problems?</li> <li>When dividing, why is the remainder important? Or, why do you need to consider the remainder?</li> </ul>	Assessments/Tasks aligned to learning outcomes:	Students will be able to... 1. Multiply multi-digit whole numbers using mental strategies.	For example, using doubling & halving, properties of operations, decomposition as multiplication strategies.	<i>Use of math journals for differentiation and formative assessment (use link below)</i> <a href="https://www.teachingchannel.org/videos/math-journals">https://www.teachingchannel.org/videos/math-journals</a>	<b>CCSS Support:</b> <ul style="list-style-type: none"> <li>CA Mathematics Framework                             <ul style="list-style-type: none"> <li>Grade 5, pp. 16-22, 32-33 <a href="http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefive.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefive.pdf</a></li> <li>“Instructional Strategies” <a href="http://www.cde.ca.gov/ci/ma/cf/documents/aug2013instructions.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/aug2013instructions.pdf</a></li> <li>“Supporting High Quality Common Core Instruction” <a href="http://www.cde.ca.gov/ci/ma/cf/documents/aug2013supportinghccm.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/aug2013supportinghccm.pdf</a></li> </ul> </li> <li>Kansas Association of Teachers of Mathematics (KATM) 5<sup>th</sup> Flipbook, pp. 20-28, 48-49 <a href="http://katm.org/wp/wp-content/uploads/flipbooks/5th-Flipbo">http://katm.org/wp/wp-content/uploads/flipbooks/5th-Flipbo</a></li> </ul>
	“Field Trip Funds” <a href="#">5.NBT.5 Task 2.doc</a>	2. Apply place value knowledge to fluently multiply multi-digit numbers using a partial products method and to solve multi-step, real world word problems (add, and/or subtract, and multiply).	The partial products method is another way to record the standard algorithm. Give students enough opportunity to use partial products in order to make the connection to standard algorithm. Rename numbers in tens and ones and use the distributive property to calculate different multiplication problems, such as equal groups, arrays, area, and (measurement) comparison. Apply the distributive property of multiplication over addition as a strategy to solve products they do not know by using the area model (for example, $3 \times 5$ is 15, so $3 \times 6$ is 15 +	Flexible grouping: <ul style="list-style-type: none"> <li>Content</li> <li>Interest</li> <li>Project/product</li> <li>Level (Heterogeneous/Homogeneous)</li> </ul> Tiered: <ul style="list-style-type: none"> <li>Independent Management Plan (Must Do/May Do)</li> <li>Grouping                             <ul style="list-style-type: none"> <li>Content</li> <li>Rigor w/in the concept</li> <li>Project-based learning</li> <li>Homework</li> <li>Grouping</li> <li>Formative</li> </ul> </li> </ul>	

Unit #2: Multi-digit Operations with Whole Numbers and Decimal Fractions					
Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
			<p>3 more is 18)</p> <p><b>Decomposing <math>4 \times 7</math></b></p> $4 \times 7 = 4 \times (5 + 2)$ $= (4 \times 5) + (4 \times 2)$ $= 20 + 8$ $= 28$ <p><b>Supporting reasoning with area diagram</b></p> $7 = 5 + 2$  <p>4</p> $20 + 8 = 28$ $4 \times 5 + 4 \times 2 = 4 \times 7$	<p>Assessment</p> <p><b>Anchor Activities:</b></p> <ul style="list-style-type: none"> <li>• Content-related</li> <li>• Tasks for early finishers                             <ul style="list-style-type: none"> <li>○ Game</li> <li>○ Investigation</li> <li>○ Partner Activity</li> <li>○ Stations</li> </ul> </li> </ul> <p><b>Depth and Complexity Prompts/Icons:</b></p> <ul style="list-style-type: none"> <li>• Depth                             <ul style="list-style-type: none"> <li>○ Language of the Discipline</li> <li>○ Patterns</li> <li>○ Unanswered Questions</li> <li>○ Rules</li> <li>○ Trends</li> <li>○ Big Ideas</li> </ul> </li> <li>• Complexity</li> </ul>	<p><a href="#">okedited2.pdf</a></p> <ul style="list-style-type: none"> <li>• <i>Progression for the Common Core State Standards in Mathematics: K–5, Number and Operations in Base Ten</i> pp. 2-4, 16-18 <a href="http://commoncoretools.me/wp-content/uploads/2011/04/ccs_progression_nbt_2011_04_073_corrected2.pdf">http://commoncoretools.me/wp-content/uploads/2011/04/ccs_progression_nbt_2011_04_073_corrected2.pdf</a></li> </ul> <p><b>Strategies and Tasks:</b></p> <ul style="list-style-type: none"> <li>• “Progression of Number Skills, Concepts and Mental Math Strategies – PreK through Fifth Grade”_ <a href="https://www.teachinchannel.org/videos/third-grade-mental-math">https://www.teachinchannel.org/videos/third-grade-mental-math</a></li> <li>• engageNY 5.NBT.7</li> </ul>
	“George’s Division Strategy” <a href="#">5.NBT.6 Task 1.doc</a>	3. Divide multi-digit whole numbers using mental strategies, including manipulatives & estimation.	<a href="http://www.youtube.com/watch?v=8IXAqXGDMXw">http://www.youtube.com/watch?v=8IXAqXGDMXw</a>		
	“Lion Hunt” <a href="#">5.NBT.6 Task 2.doc</a>	4. Apply place value knowledge to extend multi-digit division of numbers up to four-digit dividends and two-digit divisors to solve multi-step, real world word problems. Students will use various strategies, such as the partial quotient method, area model, drawings, and equations to illustrate and explain their reasoning.	<p>Use base ten, drawings, “Russian division method” to support place value knowledge.</p> <p>Refer to <i>Mathematics Frameworks</i>, pp.18-19</p> <p>“Exploring Dividing Decimals to the Hundredths” <a href="http://www.engageny.org/resource/common-core-instruction-exploring-dividing-decimals-to-the-hundredths">http://www.engageny.org/resource/common-core-instruction-exploring-dividing-decimals-to-the-hundredths</a></p>		

Unit #2: Multi-digit Operations with Whole Numbers and Decimal Fractions					
Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
					<a href="http://www.engageny.org/resource/common-core-instruction-exploring-dividing-decimals-to-the-hundredths">http://www.engageny.org/resource/common-core-instruction-exploring-dividing-decimals-to-the-hundredths</a> 5.NBT.7 <a href="http://www.engageny.org/resource/common-core-instruction-exploring-dividing-decimals-to-the-hundredths">http://www.engageny.org/resource/common-core-instruction-exploring-dividing-decimals-to-the-hundredths</a>
	“For the Hundredths Time” <a href="http://scusd-math.wikispaces.com/file/view/MARS2012-05+For+the+Hundredths+Time.pdf/509378802/MARS2012-05%20For%20the%20Hundredths%20Time.pdf">http://scusd-math.wikispaces.com/file/view/MARS2012-05+For+the+Hundredths+Time.pdf/509378802/MARS2012-05%20For%20the%20Hundredths%20Time.pdf</a>	5. Add and subtract decimals up to hundredths (using a variety of strategies) and apply to word problems.	Use money, concrete models, and drawings to support the reasoning.		<a href="http://www.engageny.org/resource/common-core-instruction-exploring-dividing-decimals-to-the-hundredths">http://www.engageny.org/resource/common-core-instruction-exploring-dividing-decimals-to-the-hundredths</a> • North Carolina Wikispaces <a href="http://3-5cctask.ncdpi.wikispaces.net/">http://3-5cctask.ncdpi.wikispaces.net/</a>
	“Minutes and Days” <a href="http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/000/878/original/illustrative_mathematics_878.pdf?1390748889">http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/000/878/original/illustrative_mathematics_878.pdf?1390748889</a>	6. Apply place value knowledge to extend to decimal multi-digit multiplication (up to hundredths) using concrete models, drawings, various strategies, and explanations.			<b>Differentiation:</b> • <a href="http://scusd-math.wikispaces.com/home">http://scusd-math.wikispaces.com/home</a>
	“The Value of Education” <a href="http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/293/original/illustrative_mathematics_1293.pdf?1390748907">http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/293/original/illustrative_mathematics_1293.pdf?1390748907</a>	7. Extend division understanding from whole numbers to decimal numbers (up to hundredths) using concrete models, drawings, various strategies, and written models.	Use money, drawings, base ten understanding to support place value knowledge. Refer to “North Carolina Unpacked Content” document, pp 19-29 Refer to <i>Mathematics Frameworks</i> , pp.19-22		• <a href="#">Universal Design for Learning</a>
	“Earning Pocket Money” <a href="http://scusd-math.wikispaces.com">http://scusd-math.wikispaces.com</a>				

Unit #2: Multi-digit Operations with Whole Numbers and Decimal Fractions					
Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
	<a href="https://www.marsdenacademy.com/file/view/MARS2011-05+Earning+Pocket+Money.pdf/509381216/MARS2011-05%20Earning%20Pocket%20Money.pdf">om/file/view/MARS2011-05+Earning+Pocket+Money.pdf/509381216/MARS2011-05%20Earning%20Pocket%20Money.pdf</a>				
	“Who Ran Further?” <a href="#">5.MD.1 Task 1.doc</a>	8. Extend base-ten understanding (such as, powers of 10) to explore and solve measurement word problems involving the conversions within the metric system (decimal place up to hundredths).			
	Mid-unit Assessment: <a href="#">Grade 5 Mathematics Module 2: Mid-Module Assessment - Word Document</a> (engageNY Mid-Module Assessment)  Post Assessment: <a href="#">Grade 5 Mathematics Module 2: End-of-Module Assessment - Word Document</a> (engageNY End-of-Module Assessment)				