Unit 6: Bonus Unit - Step up to Grade 5

Content Area: **Mathematics**
Course(s): **Mathematics**
Time Period: **Marking Period 4**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will previews standards that will be further addressed in fifth grade.

Standards

MA.5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
MA.5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
MA.5.NBT.A.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.
MA.5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
MA.5.NBT.A.4	Use place value understanding to round decimals to any place.
MA.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 division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA.5.NBT.B.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.
MA.5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MA.5.NF.B.4a	Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
MA.5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.

Application of Knowledge and Skills...

Students will know that...

- the digit to right of the rounding places helps determine how to round a number

Students will be skilled at...

- adding and subtracting decimals to the hundredths place using concrete and pictorial models
- calculating the volume of a prism using your prior knowledge of perimeter and area
- comparing how decimal place values are related to whole number place values rounding decimals
- dividing a whole number by a fraction
- multiplying fractions by whole numbers
- using basic facts to find the quotients of division problems who dividends and divisors are multiples of ten
- using compatible numbers when estimating quotients of problems with 2-digit divisors
- using the Distributive Property to break apart or join together numbers in expressions and to evaluate expressions mentally
- writing expressions using variables

Assessments

- Basic Facts Timed Tests
- Benchmark Tests
- End of Year Test (administered after completing program)
- Placement Test (administered prior to beginning program)
- Task Cards
- Topic Math Projects
- Topic Quick Checks
- Topic Tests

Activities

Problem of the Day-Present a daily problem that serves as a review from the previous day's lesson.

Vocabulary- Have students create a chart for each new vocabulary word that includes the word's meaning and an example or use vocabulary cards as flash card game

Station activities- Each section has center activities to reinforce skill (leveled) - please see Domain 1 unit for

individual directions for each station activity

- **Display the Digits**
- **Toss and Talk**
- **Clip and Cover**
- **Think Together**
- **Teamwork**
- **Display the Digits**
- **Quick Questions**

STEM - Certain sections have Going Digital integrating technology and the use of calculators

Interactive Learning - Problem-Based Interactive learning activities at the beginning of each topic

Projects - There is a math project for each topic (See Cross-Disciplinary Instruction for projects and page numbers)

Practice work - Communicator practice can be done using Independent work and problem- solving practice problems in each section.

- Play SCOOT for certain sections or review for topic tests
- Task cards and use answer sheets for assessment

Ticket to Leave - Quick Checks on each sections

Activities to Differentiate Instruction

General strategies for modification of this curriculum for students with special needs, ELL, and gifted learners:

- **General strategies:**
  - preferential seating
  - manipulatives
  - modified workbook pages
  - practice or enrich homework pages
- **Center activities** - There are leveled center activities for each section. There is a separate activity for "Intervention", and then "On-Level" and "Advanced" are in spiral book.
- **Leveled practice pages** - There are three leveled (Reteaching, Practice, and Enrichment) sheets that can be used for practice or homework.
- **Math Concept Readers:** These readers allow the student to read the story at different levels- above

level, on level, and below level. (also available on line with audio) Complete the Think and Respond and Write Math questions at the conclusion of each book.

- **Assessment**- Using Quick Check Review can determine differentiated instruction levels using sample answers and using the rubric at the Close/ Assess and Differentiate section in the teacher edition.

Resources

Topics Categories in book form:

Step up to Grade 5

Master Enrichment pages

Master Reteaching pages

Master Practice pages

Student Edition workbook

On line Resources available at www.pearsonrealize.com

- Teacher Edition (TE) Textbook
- Student Edition (SE) Textbook
- Tests on line
- Concepts videos
- Math Tools

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

	with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.