

Dec. Gr. 5 My Math Unit 5: Decimals

Content Area: **Math**
Course(s):
Time Period: **December**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

This unit explores strategies to be used when working with decimals.

Enduring Understandings

It is important to remember and apply certain strategies when working with decimals.

Essential Questions

What strategies can be used to work with decimals?

Instructional Strategies & Learning Activities

Chapter 5

Pacing Guide

Suggested Pacing

Instruction	10 days
Review/Assessment	2 days
Total*	12 days

*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary
Lesson 1 <i>pp. 303-308</i> Round Decimals	Round decimals.	<ul style="list-style-type: none">• paper• markers	

Lesson 2 *pp.* 309-314

Estimate Sums and Differences

Estimate sums and differences by rounding.

- menus from a pizza restaurant

Lesson 3 *pp.* 315-320

Problem Solving Investigation: Estimate or Exact Answer Check My Progress

Solve problems by using an estimate or an exact answer.

Lesson 4 *pp.* 323-328

Hands On: Add Decimals Using Base-Ten Blocks

Explore adding decimals using base-ten blocks.

- base-ten blocks

Lesson 5 *pp.* 329-334

Hands On: Add Decimals Using Models

Explore adding decimals using models.

- 10-by-10 grids

Lesson 6 *pp.* 335-340

Add Decimals Check My Progress

Add decimals.

- an assortment of coin and bill denominations.

Lesson 7 *pp.* 341-346

Addition Properties

Use the Associative, Commutative, and Identity Properties to add whole numbers and decimals mentally.

- index cards

Commutative Property of Addition
Associative Property of Addition
Identity Property of Addition

Lesson 8 *pp.* 349-354

Hands On: Subtract Decimals Using Base-Ten Blocks

Explore subtracting decimals using base-ten blocks.

- base-ten blocks

Lesson 9 *pp.* 355-360

**Hands On: Subtract
Decimals Using Models**

Explore subtracting
decimals using models.

• 10-by-10
grids

Lesson 10 *pp.* 361-366

**Subtract Decimals
My Chapter Review**

Subtract decimals.

• dominos

inverse operations

Integration of Career Readiness, Life Literacies and Key Skills

Students will work in cooperative groups to solve problems. Students will interact with the Smartboard to enhance the learning process.

TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.CT	Critical Thinking and Problem-solving
WRK.9.2.5.CAP	Career Awareness and Planning
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Technology and Design Integration

Students will interact with the Smartboard to enhance the learning process. Students will use Dreambox to enhance and expand their knowledge. Students will supplement learning through mrnussbaum.com as needed.

CS.3-5.8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
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CS.3-5.8.1.5.DA.1

Data can be organized, displayed, and presented to highlight relationships.

Collect, organize, and display data in order to highlight relationships or support a claim.

CS.3-5.8.1.5.CS.3

Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Students read and write throughout the unit.

LA.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LA.RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

LA.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

LA.RF.5.4.A

Read grade-level text with purpose and understanding.

LA.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.

Differentiation

Differentiation:

- Use of different resources to match the readiness levels of the students when working on the activities in the daily lessons.
- Respond to students' needs for reteaching, reinforcing, and extending learning.
- Use of a variety of instructional strategies to engage students in learning.
- Question prompts to promote student engagement
- Small group settings as needed for specific skills
- Use discussion to promote collaboration among students
- Integrate technology to offer varied learning experiences
- Adjust instruction based on formative tasks/assessments

Modifications & Accommodations

Modifications & Accommodations:

- In class support and scaffolding based on the individual IEP's
- Independent levels on My Math and Splash Math

Benchmark Assessments

Students will complete Aimsweb testing for benchmark assessments.

Formative Assessments

Formative Assessments:

- Task completion
- Answers and discussions
- Student maps
- Bingo
- Quizzes
- Participation

Summative Assessments

Summative Assessments:

- Quizzes
- Final Test

Instructional Materials

My Math Textbook series grade 5

See materials in lessons above

Standards

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.