

# P.Cert.Gr.5 My Math Unit 8: Fractions, Decimals, GCF, LCM

Content Area: **Math**  
Course(s):  
Time Period: **February**  
Length: **4-6 Weeks**  
Status: **Published**

## Unit Overview

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This unit explores strategies for working with fractions and decimals and finding Greatest Common Factors and Least Common Multiples.

## Enduring Understandings

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It is important to remember and apply certain strategies when working with fractions and decimals and finding Greatest Common Factors and Least Common Multiples.

## Essential Questions

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What strategies can be used when working with fractions and decimals and finding Greatest Common Factors and Least Common Multiples?

## Instructional Strategies & Learning Activities

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### Chapter 8

#### Pacing Guide

##### Suggested Pacing

Instruction	8 days
Review/Assessment	2 days
Total*	10 days

\*Includes additional time for remediation and differentiation.

<b>Lesson</b>	<b>Objective</b>	<b>Material &amp; Manipulatives</b>	<b>Vocabulary</b>
Lesson 1 <i>pp. 551-556</i> <b>Fractions and Division</b>	Solve word problems by interpreting a fraction as division of the numerator by the denominator.	• fraction circles	<b>fraction</b> <b>numerator</b> <b>denominator</b>
Lesson 2 <i>pp. 557-562</i> <b>Greatest Common Factor</b>	Determine the common factors and the greatest common factor of a set of numbers.	• counters	<b>common factors</b> <b>greatest common factor (GCF)</b>
Lesson 3 <i>pp. 563-568</i> <b>Simplest Form</b>	Generate equivalent fractions by writing a fraction in simplest form.		<b>simplest form</b> <b>equivalent fractions</b>
Lesson 4 <i>pp. 569-574</i> <b>Problem-Solving Investigation: Guess, Check, and Revise</b>	Guess, check, and revise to solve problems.		
<b>Check My Progress</b> Lesson 5 <i>pp. 577-582</i> <b>Least Common Multiple</b>	Determine the common multiples and the least common multiple of a set of numbers.	• number lines	<b>multiple</b> <b>common multiples</b> <b>least common multiple (LCM)</b>
Lesson 6 <i>pp. 583-588</i> <b>Compare Fractions</b>	Compare fractions by using the least common denominator.	• fraction tiles • index card • masking tape	<b>least common denominator (LCD)</b>
Lesson 7 <i>pp. 589-594</i> <b>Hands On: Use Models to Write Fractions as Decimals</b>	Explore how to use models and fraction equivalence to write fractions as decimals.	• tenths grids • hundredths grids	
Lesson 8 <i>pp. 595-600</i> <b>Write Fractions as Decimals</b>	Use fraction equivalence to write fractions as decimals.	• place-value charts • play money	

## **Integration of 21st Century Themes and Career Exploration**

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

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology Integration**

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Students will interact with the Smartboard to enhance the learning process. Students will use various web-based, interactive sites to expand the content, as needed.

## **Interdisciplinary Connections**

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Students will read and write throughout the unit. They will also use art supplies to create charts.

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**

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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**

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Modifications & Accommodations:

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

## **Benchmark Assessments**

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Students will complete the AimsWeb testing.

## **Formative Assessments**

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Formative Assessments:

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

## **Summative Assessments**

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Summative Assessments:

- Quizzes

- Final Test

## Instructional Materials

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My Math Textbook series grade 5

See materials in lessons above

## Standards

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MA.5.NF.B.5	Interpret multiplication as scaling (resizing), by:
MA.5.NF.B.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
MA.5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
MA.5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ( $\frac{a}{b} = a \div b$ ). 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.