Place Value, Multiplication and Division of whole numbers, decimals, and volume.

Content Area: **Math**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Enduring Understandings

There are many different ways to solve a problem.
Understanding patterns of powers of 10 are important when multiplying and dividing whole numbers.
All objects have attributes which can be manipulated and measured.
There are two standards of measurement to quantify an object's attributes.

Essential Questions

Learning Objectives

Use visual models and strategies (such as arrays, area models, and strip diagrams) to understand and solve multiplication and division problems.

Explain how multiplication and division are connected as inverse operations.

Explore relationships between various multiplication and division algorithms to determine their appropriate use.

Apply basic facts, patterns, and visual representations to multiply multi-digit numbers, including two-digit by two-digit computation.

Use properties of place value, including powers of ten for multiplication and division.

Identify and explain partial products and place values.

Recognize patterns in multiplication and division of numbers.

Recognize patterns that aid in accurate multiplication and division of decimal numbers.

Solve problem with multidigit and decimals.

Describe how units within a measurement system relate to one another.

Identify real-world problems involving measurement and determine which tools and strategies are best suited to solve them.

Explain the need for standard units of measurement.

Identify what tools are used for gaining measurement.

Convert metric units by applying knowledge of base-ten multiplication and division.

Compare and convert metric units of length, capacity, and weight with precision.

Solve multistep problems that involve converting between measurement units.

Define volume as the amount of space occupied in three-dimensional objects.

Use visual models and formulas to find volume.

Understand why volume is measured in cubic units and apply this concept to real-world situations.

Standards: Content

5.OA.A	Write and interpret numerical expressions
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.
5.NBT	Number and Operations in Base Ten
5.NBT.A	Understand the place value system
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.
5.NBT.B	Perform operations with multi-digit whole numbers & with decimals to hundredths
5.NBT.B.5	With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm.
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.
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.
5.M	Measurement
5.M.A	Convert like measurement units within a given measurement system
5.M.A.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.
5.M.B	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
5.M.B.2	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
5.M.B.2.a	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
5.M.B.2.b	A solid figure which can be packed without gaps or overlaps using □ unit cubes is said to have a volume of □ cubic units.
5.M.B.3	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.
5.M.B.4	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
5.M.B.4.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
5.M.B.4.b	Apply the formulas □ = □ × □ × □ and □ = □ × □ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
5.M.B.4.c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
5.DL	Data Literacy
5.DL.A	Understand and analyze data visualizations
	Analysis of data and visualizations at this grade excludes ratio, rate, proportion and percentages. These concepts are introduced in Grade 6
5.DL.A.1	Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns.
5.DL.A.2	Develop strategies to collect, organize and represent data of various types and from various sources. Communicate results digitally through a data visual (e.g., chart, storyboard, video presentation).
5.DL.A.3	Collect and clean data to be analyzable (e.g., make sure each entry is formatted correctly, deal with missing or incomplete data).
5.DL.A.4	Using appropriate visualizations (i.e., double line plot, double bar graph), analyze data across samples.

Standards: Interdisciplinary

9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2	Explain why an individual would choose to save money.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.ED.5	Describe how specifications and limitations impact the engineering design process.

Assessment Evidence

Formative	Collaborative Activities, Homework, Daily Classwork, Discussion, Independent Class Assignment, Informal Observations of Students, Games, Exit Slips, Questioning, Teacher Made Pages, Learning Centers, Problem of the Day, Reveal Workbooks, Fluency Checks, Curious, Activity Based Exploration, Guided Exploration, On My Own.
Summative	Tests, Mid-Chapter Checkpoint assessments, teacher generated assessments
Alternative & Benchmark	Alternative – Reteaching, One on One Conferencing, Learning Centers, student portfolio of assignments, Homework, Higher Order Thinking Problems, Additional leveled practice, orally administered assessments. Benchmark - LinkIt Benchmark Assessments, Totowa TPA
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Reveal Math Resources, manipulatives, post-it notes, markers, number lines, chart & graph paper, construction paper, glue, scissors, paperclips, crayons, envelopes, dot ink & cards, geo blocks, number cubes/dice.

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		