

Quinton Township School District
Math
Grade 5

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	One	Unit Title:	Place Value, Multiplication, and Expressions	Pacing:	19 days
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Unit Summary: In this unit students will recognize that each place-value position is 10 times greater than the value to its right, and 1/10 the value to its left. Students will also learn to evaluate expressions with multiple grouping symbols. The students will multiply by powers of 10, and look for patterns in the product. In this unit, students will also recognize the inverse relationship between multiplication and division and use this relationship to solve problems.

Objectives: Recognize the 10 to 1 relationship among place-value positions
Classify and compare quadrilaterals using their properties
Write and evaluate repeated factors in exponent form
Use a basic fact and pattern to multiply mentally by multiples of 10, 100, and 1,000
Multiply by 1-digit numbers
Multiply by 2-digit numbers
Estimate the Volume of a Rectangular Prism
Use the strategy *solve a simpler problem* to solve problems
Write numerical expressions
Use the order of operations to evaluate numerical expressions
Evaluate numerical expressions with parentheses, brackets, and braces

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Essential Questions: How can you describe the relationship between two place-value positions?
 How do you read, write, and represent whole numbers through hundred millions?
 How can you use properties of operations to solve problems?
 How can you use an exponent to show powers of 10?
 How can you use a basic fact and a pattern to multiply by a 2-digit number?
 How do you multiply by 1-digit numbers?
 How do you multiply by Multi-digit numbers?
 How is multiplication used to solve a division problem?
 How can you use the strategy to solve a simpler problem to help you solve a division problem?
 How can you use a numerical expression to describe a situation?
 In what order must operations be evaluated to find the solution to a problem?
 In what order must operations be evaluated to find a solution when there are parentheses within parentheses?

Common Core State Standards/Learning Targets: 5.NBT.1, 5.NBT.2, 5.NBT.6, 5.NBT.5, 5.OA.1, 5.OA.2
 Other Standards covered: [8.1](#), [5.ESS1-1.3.1](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1.1- Investigate Place Value and Patterns Lesson 1.2- Place Value of Whole Numbers Lesson 1.3- Algebra- Properties	GO Math Chapter 1 Teacher’s Edition TE pgs. 3-4 Carmen San Diego online “Math Detective” School to Home Letter	MathBoard, base-ten blocks, counting tape, place-value charts grid paper	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ThinkCentral ● ixl.com

<p>Lesson 1.4- Algebra- Powers of 10 and Exponents</p> <p>Lesson 1.5- Multiplication Patterns</p> <p>Lesson 1.6- Multiply by One Digit Numbers</p> <p>Lesson 1.7- Multiply by Multi-Digit Numbers</p> <p>Lesson 1.8- Relate Multiplication to Division</p> <p>Lesson 1.9- Problem Solving- Multiplication and Division</p> <p>Lesson 1.10- Algebra- Numerical Expressions</p> <p>Lesson 1.11- Algebra- Evaluate Numerical Expressions</p> <p>Lesson 1.12- Algebra- Grouping Symbols</p>	<p>Grab and Go Center Activities: Number Explosion pg. 1 Form Fun pg.1 TE pgs. 5-8 Grab and Go Center Activities: Amazing Areas pg.11 TE pgs. 13A-16 Literature: A Drive Through History TE pgs. 17A-20</p> <p>-Grab and Go Center Activities: Multiplication Relay</p> <p>TE pgs. 21A-24 E pgs. 27A-30</p> <p>-Real World Video- <i>Forestry and Replanting</i></p> <p>-Grab and Go Center Activities: Amazing Areas pg.11 Multiplication Relay pg.11 TE pgs.31A-34 TE pgs.35A-38</p> <p>-Grab and Go Center Activities: 15 Minute March pg. 15</p>	<p>index cards, two-color counters, color pencils, drawing paper, chart paper</p>	<ul style="list-style-type: none"> • Personal Math Trainer • Personal Computers
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	<p>-Literature: Niagara Falls Numbers</p> <p>-Games: What's Left? pg. 25</p> <p>TE pgs.39A-42</p> <p>TE pgs.43A-46</p> <p>TE pgs.47A-50</p> <p>TE pgs.51A-54</p> <p>Chapter Review</p> <p>pg. 55-58</p> <p>parconline.org/practice tests</p>		
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> -Math Journal Mid-chapter Check-Point pg. 25-26 -Exit Slip -HW 	<p>Final Assessment/Benchmark/Project: Chapter One Test MAP benchmark test</p> <p>Suggested skills to be assessed: Use properties of operations. Describe place value positions. Read, write, and represent whole numbers. Use exponents to show powers of 10. Multiply by 1-digit numbers. Multiply by multi-digit numbers. Evaluate numerical expressions. Evaluate with grouping symbols. Write numerical expressions. Relate multiplication to division. Solve multiplication and division problems.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated

<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			<p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p>
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**Quinton Township School District
Math
Grade 5**

Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	One	Unit Title:	Divide Whole Numbers	Pacing:	11 days
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Unit Summary: In this unit, students will develop methods for multi-digit whole number division. Students will begin with one-digit divisors and will then extend their knowledge to include two-digit divisors. They will start by using base ten blocks, and will later develop their algorithm using standard division. Students will also apply division to real-world problems in this unit, and learn to interpret remainders to decide the best way to represent it for the given problem.

Objectives: Place the first digit in the quotient by estimating or using place value.
Divide 3- and 4-digit dividends by 1-digit divisors.
Model division with 2-digit divisors using base-ten blocks.
Use partial quotients to divide by 2-digit divisors.
Estimate quotients using compatible numbers.
Divide by 2-digit divisors.
Solve division problems and decide when to write a remainder as a fraction.
Adjust the quotient if the estimate is too high or too low.
Solve problems by using the strategy draw a diagram.

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Essential Questions: How can you tell where to place the first digit of a quotient without dividing?
 How do you solve and check division problems?
 How can you use base-ten blocks to model and understand division of whole numbers?
 How can you use partial quotients to divide by 2-digit divisors?
 How can you use compatible numbers to estimate quotients?
 How can you divide by 2-digit divisors?
 When solving a division problem, when do you write the remainder as a fraction?
 How can you adjust the quotient if your estimate is too high or too low?
 How can the strategy draw a diagram help you solve a division problem?

Common Core State Standards/Learning Targets: 5.NBT.B6; 5.NS.B3
 Other Standards covered: [8.1](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 2.1- Place the First Digit Lesson 2.2- Divide by 1-Digit Divisors Lesson 2.3- Division with 2-Digit Divisors Lesson 2.4- Partial Quotients Lesson 2.5- Estimate with 2-Digit Divisors	GO Math Chapter 2- Teacher’s Guide Re-Teach, Enrich and Grab and Go TE pgs. 59-60 Carmen Sandiego-Online “Math Detective” TE pgs. 61A-64 -Real World Video <i>The Flower Market</i>	MathBoard, iTools, vocabulary cards grid paper base-ten blocks colored pencils, counting tape, spinner with 10 sections, counting tape	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ThinkCentral ● ixl.com ● Personal Math Trainer ● Personal

<p>Lesson 2.6- Divide by 2-Digit Divisors Lesson 2.7- Interpret the Remainder Lesson 2.8- Adjust Quotients Lesson 2.9- Problem Solving •Division</p>	<p>-Grab and Go Center Activities: Divide and Conquer pg. 15</p> <p>-Literature: Niagara Falls Numbers TE pgs. 65A-68</p> <p>-Literature: Niagara Falls Numbers</p> <p>-Games: What's Left? pg. 25 TE pgs. 69A-72 TE pgs. 73A-76 TE pgs. 79A-82 TE pgs. 83A-86</p> <p>-Grab and Go Center Activities: Decide and Divide pg. 15 TE pgs. 87A-90 TE pgs. 91A-94 TE pgs. 95A-98 Chapter review- pgs. 99-100</p>	<p>coins and bills blank flash cards</p>	<p>Computers</p>
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Formative Assessment Plan	Summative Assessment Plan
Suggested activities to assess student progress:	Final Assessment/Benchmark/Project: Chapter 2 Test

<ul style="list-style-type: none"> -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW 	<p>Suggested skills to be assessed: Place the first digit of a quotient. Divide by 1-digit divisors. Divide by 2-digit divisors. Use partial quotients. Use base-ten blocks to model division. Estimate with 2-digit divisors. Interpret the remainder. Draw a diagram to solve a division problem. Adjust quotients.</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing

<p>questioning techniques</p> <ul style="list-style-type: none"> • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback 	<ul style="list-style-type: none"> • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>and RS Plan.</p> <ul style="list-style-type: none"> • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>and utilize teachable moments.</p> <ul style="list-style-type: none">• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Math
Grade 5**

Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	One	Unit Title:	Add and Subtract Decimals	Pacing:	14 Days
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Unit Summary: In this unit, students will learn to read, write, compare, and order decimals to the thousandths place. Students will also learn to solve multi-digit addition and subtraction problems with decimals up to the thousandths place. This unit will also teach students to solve problems that deal with money.

- Objectives:** Model, read, and write decimals to thousandths.
Read and write decimals through thousandths.
Compare and order decimals to thousandths using place value.
Round decimals to any place.
Model decimal addition using base-ten blocks.
Model decimal subtraction using base-ten blocks.
Make reasonable estimates of decimal sums and differences.
Add decimals using place value.
Subtract decimals using place value.
Identify, describe, and create numeric patterns with decimals.

Solve problems using the strategy make a table.
Choose a method to find a decimal sum or difference.

Essential Questions: How can you describe the relationship between two decimal place-value positions?
How do you read, write, and represent decimals through thousandths?
How can you use place value to compare and order decimals?
How can you use place value to round decimals to a given place?
How can you use base-ten blocks to model decimal addition?
How can you use base-ten blocks to model decimal subtraction?
How can you estimate decimal sums and differences?
How can place value help you add decimals?
How can place value help you subtract decimals?
How can you use addition or subtraction to describe a pattern or create a sequence with decimals?
How can the strategy make a table help you organize and keep track of your bank account balance?
Which method could you choose to find decimal sums and differences?

Common Core State Standards/Learning Targets: 5.NBT.A1, 5.NBT.A3.a, 5.NBT.A3.b, 5.NBT.A4, 5.NBT.B7
Other Standards covered: [8.1](#), [5-EESS1-1.3.1](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 3.1- Investigate • Thousandths Lesson 3.2- Place Value of Decimals Lesson 3.3- Compare and Order Decimals Lesson 3.4- Round Decimals	GO Math Chapter 3 Teacher's Guide TE pgs. 103-104 -Carmen Sandiego-Online "Math Detective"	MathBoard, iTools, colored pencils, straightedge place-value charts, base-ten blocks,	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ThinkCentral ● ixl.com

<p>Lesson 3.5- Investigate • Decimal Addition</p> <p>Lesson 3.6- Investigate • Decimal Subtraction</p> <p>Lesson 3.7- Estimate Decimal Sums and Differences</p> <p>Lesson 3.8- Add Decimals</p> <p>Lesson 3.9- Subtract Decimals</p> <p>Lesson 3.10- Algebra • Patterns with Decimals</p> <p>Lesson 3.11- Problem Solving • Add and Subtract Money</p> <p>Lesson 3.12- Choose a Method</p>	<p>-School to Home Letter TE pgs.105A-108</p> <p>-Grab and Go Center Activities: Do We Decimal? pg. 4</p> <p>-Literature: Dewey and His Decimal TE pgs.109A-112 TE pgs.113A-116 Games: Decimal Challenge pg. 23 TE pgs.117A-120 TE pgs.121A-124 Get Around pg. 5 Decimal Display pg. 5</p> <p>-Literature: A Hundredth of a Second TE pgs.125A-128</p> <p>-Literature: Halfpipe</p> <p>-Games: Ride the Course pg. 21 TE pgs.131A-134</p> <p>-Grab and Go Center Activities: Get Around! Pg.5</p> <p>-Literature: Halfpipe</p>	<p>spinners, index cards, decimal models, number lines, grid paper, dollar bills, coins</p>	<ul style="list-style-type: none"> • Personal Math Trainer • Personal Computers
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	<p>-Games: Ride the Course pg. 21 TE pgs.135A-138</p> <p>-Grab and Go Center Activities: Add A Around! Pg.5</p> <p>-Literature: A Hundredth of a Second</p> <p>-Games: Ride the Course pg. 21 TE pgs.139A-142</p> <p>-Literature: Halfpipe</p> <p>-Games: Ride the Course pg. 21 TE pgs.143A-146</p> <p>-Grab and Go Center Activities: Get Around! pg. 5</p> <p>-Literature: A Hundredth of a Second</p> <p>-Games: Ride the Course pg. 21 TE pgs.147A-150 TE pgs.151A-154 Chapter Review pgs. 155-156</p>		
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW 	<p>Final Assessment/Benchmark/Project: Chapter Three Test</p> <p>Suggested skills to be assessed: Compare and order decimals. Round decimals to a given place value. Find and extend patterns in sequences of decimals. Recognize the place value of digits in decimals. Subtract decimals with regrouping. Model decimals to thousandths and understand the place value system. Add decimals with regrouping. Subtract decimals using a quick picture and base-ten blocks. Estimate decimal differences by rounding. Add and subtract money amounts. Add decimals using a quick picture and base-ten blocks. Choose a method to find decimal sums and differences</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.

<ul style="list-style-type: none"> ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder 	<p>teacher/paraprofessional as available</p> <ul style="list-style-type: none"> ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>within SIS.</p> <ul style="list-style-type: none">• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Math**

Grade 5

Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: **Technology** **Careers** **Interdisciplinary Studies**

Marking Period:	Two	Unit Title:	Multiply Decimals	Pacing:	15 Days
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Unit Summary: In this unit, students will use prior knowledge to explain patterns in the product when multiplying decimals. Students will also explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. In lessons 4.3- 4.8, students will multiply decimals to hundredths, using concrete models or drawings and strategies based on place value, and properties of operations. Students will be able to relate the strategy to a written method and explain the reasoning used.

Objectives: Find patterns in products when multiplying by powers of 10.
Model multiplication of whole numbers and decimals.
Multiply a decimal and a whole number using properties and place value.
Use expanded form and place value to multiply a decimal and a whole number.
Solve problems using the strategy draw a diagram to multiply money.
Model multiplication of decimals.
Place the decimal point in decimal multiplication.
Multiply decimals with zeros in the product.

Essential Questions: How can patterns help you place the decimal point in a product?
How can you use a model to multiply a whole number and a decimal?
How can you use properties and place value to multiply a decimal and a whole number?

How can you use expanded form and place value to multiply a decimal and a whole number?
 How can the strategy draw a diagram help you solve a decimal multiplication problem?
 How can you use a model to multiply decimals?
 What strategies can you use to place a decimal point in a product?
 How do you know you have the correct number of decimal places in your product?

Common Core State Standards/Learning Targets: 5.NBT.A.2 ; 5.NBT.B.7
 Other Standards covered: 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
4.1- Algebra- Multiplication Patterns with Decimals 4.2- Investigate- Multiply Decimals and Whole Numbers 4.3- Multiplication with Decimals and Whole Numbers 4.4- Multiply Using Expanded Form 4.5- Problem Solving- Multiply Money 4.6- Investigate- Decimal Multiplication 4.7- Multiply Decimals 4.8- Zeros in the Product	TE pgs. 159-160 -Carmen Sandiego-Online "Math Detective" -School to Home Letter -TE pgs. 161A-164 -Grab and Go Center Activities: <u>One Form to Another</u> pg. 4 -Literature: <u>Doubling Every Day</u> TE pgs. 165A-168 -Grab and Go Center Activities: <u>Dueling Decimals</u> pg. 14	MathBoard, iTools, colored pencils, decimal models books, magazines or newspapers place-value charts spinners coins, bills base-ten blocks number cards labeled 1-6 problem solving graphic organizers index cards counting tape grid paper	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ThinkCentral ● ixl.com ● Personal Math Trainer ● Personal Computers

	<p>-TE pgs. 169A-172</p> <p>-TE pgs. 173A-176</p> <p>-TE pgs. 177A-180</p> <p>-TE pgs. 183A-186</p> <p>-Grab and Go Center Activities: <u>Market Multiplication</u> pg. 13</p> <p>-Games: <u>Powerful Products</u> pg.11</p> <p>-TE pgs. 187A-190</p> <p>-Grab and Go Center Activities: <u>Tic-Tac Decimals</u> pg. 13</p> <p>-TE pgs. 191A-194</p> <p>-Real World Video: <i>Sea Lion Feeding and Training</i></p> <p>Chapter Review pgs. 195-196 parconline.org/practice</p>		
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress: -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW</p>	<p>Final Assessment/Benchmark/Project: Chapter 4 Test Mid-Year Benchmark Assessment- MAP Testing</p> <p>Suggested skills to be assessed: Use patterns in the placement of the decimal point to multiply by a power of 10. Use models to find the product of a decimal and a whole number. Use place value to multiply a decimal and a whole number. Use place value to determine the placement of a decimal in a product. Multiply decimals to hundredths by whole numbers. Solve decimal multiplication problems. Use models to find the product of two decimals to hundredths. Multiply two decimals.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study

<p>plan</p> <ul style="list-style-type: none"> • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work 	<ul style="list-style-type: none"> • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>(strategically selected) and collaboration as necessary.</p> <ul style="list-style-type: none">• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Math**

Grade 5

Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: **Technology** **Careers** **Interdisciplinary Studies**

Marking Period:	Two	Unit Title:	Divide Decimals	Pacing:	15 Days
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Unit Summary: In this unit, students will determine strategies for dividing decimals using place value relationships and strategies learned from whole number division. Students will be able to use models or drawings to relate to their written method for dividing decimals, and explain the reasoning used to calculate the quotient.

Objectives: Find patterns in quotients when multiplying by powers of 10
Model division of whole numbers by decimals
Estimate decimal quotients
Divide decimals by whole numbers
Model division by decimals
Place the decimal point in a decimal division problem
Write a zero in the dividend to find a quotient
Solve multi-step decimal problems using the strategy *work backward*

Essential Questions: How can patterns help you place the decimal point in a quotient?
How can you use a model to divide a decimal by a whole number?
How can you estimate decimal quotients?
How can you divide decimals by whole numbers?
How can you use a model to divide by a decimal?

How can you place the decimal point in the quotient?
 When do you write a zero in the dividend to find a quotient?
 How do you use the strategy work backward to solve multi-step decimal problems?

Common Core State Standards/Learning Targets: 5.NBT.A.2 ; 5.NBT.B.7
 Other Standards covered: [8.1](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
5.1- Algebra-Division Patterns with Decimals 5.2-Investigate: Divide Decimals and Whole Numbers 5.3- Estimate Quotients 5.4- Division of Decimals by Whole Numbers 5.5- Investigate: Model Division by Decimals 5.6- Dividing Decimals 5.7- Write Zeros in the Dividend 5.8- Problem Solving: Decimal Operations	-TE pgs. 199-200 -Carmen Sandiego-Online "Math Detective" -School to Home Letter TE pgs. 201A-204 -Grab and Go Center Activities: <u>Dis for ...</u> pg. 17 -Literature: <u>Seeking the Lowest Price</u> -TE pgs. 205A-208 TE pgs. 209A-212 -Grab and Go Center Activities: <u>Centimeter Division</u> pg. 17 -Games: <u>Match Up</u> pg. 25	MathBoard, iTools index cards, scissors digit cards, counters colored pencils, decimal models, base-ten blocks counting tape grid paper newspaper advertisements	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ThinkCentral ● ixl.com ● Personal Math Trainer ● Personal Computers

	<p>TE pgs. 213A-216</p> <p>-TE pgs. 219A-222</p> <p>-Grab and Go Center Activities: <u>Grid It</u> pg. 17</p> <p>-TE pgs. 223A-226</p> <p>-Grab and Go Center Activities: <u>Grid It</u> pg. 17</p> <p>TE pgs. 227A-230</p> <p>-TE pgs. 231A-240</p> <p>Chapter Review pgs. 235-238 parconline.org/practice</p>		
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress: -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW</p>	<p>Final Assessment/Benchmark/Project: Chapter 5 Test</p> <p>Suggested skills to be assessed: Determine where to place the decimal point when dividing a decimal by a power of 10.</p>

	<p>Divide decimals (to hundredths) by whole numbers using concrete models or drawings.</p> <p>Estimate the quotient of a decimal (to hundredths) divided by a whole number.</p> <p>Divide decimals by whole numbers.</p> <p>Divide decimals using strategies based on place value.</p> <p>Divide decimals by decimals (to hundredths) using concrete models or drawings.</p> <p>Write a zero in the dividend to divide.</p> <p>Add, subtract, multiply, and divide decimals to hundredths. Use the problem solving strategy work backward to solve problems.</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing

<ul style="list-style-type: none"> • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable 	<ul style="list-style-type: none"> • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>and RS Plan.</p> <ul style="list-style-type: none"> • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>moments.</p> <ul style="list-style-type: none">• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Math
Grade 5**

Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	Two	Unit Title:	Add and Subtract Fractions with Unlike Denominators	Pacing:	17 Days
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Unit Summary: In this unit, students will use models to explore addition and subtraction of fractions with unlike denominators. They learn to estimate sums and differences using benchmark fractions and find common denominators to write equivalent fractions. Students will also use equivalent fractions to formalize addition and subtraction of fractions with unlike denominators as well as mixed numbers with unlike denominators. They will identify and describe fraction patterns, use multiple operations in a word problem, and use properties of addition to add fractions with unlike denominators.

Objectives: Use models to add fractions with unlike denominators
Use models to subtract fractions with unlike denominators
Make reasonable estimates of fraction sums and differences
Find a common denominator or a least common denominator to write equivalent fractions
Use equivalent fractions to add and subtract fractions
Add and subtract mixed numbers with unlike denominators
Rename to find the difference of two mixed numbers
Identify, describe, and create numeric patterns with fractions

Solve problems using the strategy *work backward*
 Add fractions and mixed numbers with unlike denominators

Essential Questions:

- How can you use models to add fractions that have different denominators?
- How can you use models to subtract fractions that have different denominators?
- How can you make reasonable estimates of fraction sums and differences?
- How can you add and subtract mixed numbers with unlike denominators?
- How can you use a common denominator to add and subtract fractions with unlike denominators?
- How can you add and subtract mixed numbers with unlike denominators?
- How can you use renaming to find the difference of two mixed numbers?
- How can you use addition or subtraction to describe a pattern or create a sequence with fractions?
- How can the strategy work backward help you solve a problem with fractions that involves addition and subtraction?
- How can properties help you add fractions with unlike denominators?

Common Core State Standards/Learning Targets: 5.NF.A.1; 5.NF.A.2
 Other Standards covered: [8.1](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
6.1- Investigate: Addition with Unlike Denominators 6.2- Investigate: subtraction with Unlike Denominators 6.3- Estimate Fraction Sums and	-TE pgs. 241-242 - Carmen Sandiego-Online “Math Detective” -School to Home Letter -TE pgs. 243A-246	MathBoard, iTools, fraction strips stopwatch paper plates, scissors	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ThinkCentral ● ixl.com

<p>Differences</p> <p>6.4- Common Denominators and Equivalent Fractions</p> <p>6.5- Add and Subtract Fractions</p> <p>6.6- Add and subtract Mixed Numbers</p> <p>6.7- Subtraction with Renaming</p> <p>6.8- Patterns with Fractions</p> <p>6.9- Problem Solving-Practice Addition and Subtraction</p> <p>6.10- Algebra-Use Properties of Addition</p>	<p>-Grab and Go Center Activities: <u>Plan a Schedule</u> pg. 8</p> <p>-Literature: <u>Fossil Hunters</u></p> <p>-TE pgs. 247A-250</p> <p>-Grab and Go Center Activities: <u>What's the Difference</u> pg. 22</p> <p>-TE pgs. 251A-254</p> <p>-Real World Video: <i>Testing Bike Wheels</i></p> <p>-TE pgs. 255A-258</p> <p>-TE pgs. 259A-262</p> <p>-TE pgs. 265A-268</p> <p>-Grab and Go Center Activities: <u>Mixed Measures</u> pg. 8</p> <p>-Literature: <u>Table Soccer, Anyone?</u></p> <p>-Games: <u>Picture Problems</u> pg. 22</p> <p>-TE pgs. 269A-272</p> <p>-Grab and Go Center Activities: <u>Pattern Blocks Mix Up</u> pg. 8</p> <p>-TE pgs. 273A-276</p> <p>-Grab and Go Center Activities: <u>Mixed Measures</u> pg. 8</p> <p>-Literature: <u>Fractions Add Up!</u></p> <p>-TE pgs. 277A-280</p> <p>-Grab and Go Center Activities: <u>Pattern Blocks Mix Up</u> pg. 8</p> <p>-TE pgs. 281A-284</p> <p>Chapter Review pgs.285-288</p>	<p>colored pencils, decimal models, base-ten blocks fraction circles ruler grid paper index cards number lines</p>	<ul style="list-style-type: none"> ● Personal Math Trainer ● Personal Computers
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW 	<p>Final Assessment/Benchmark/Project: Chapter 6 Test</p> <p>Suggested skills to be assessed:</p> <p>Estimate fraction sums and differences. Solve problems involving addition and subtraction of mixed numbers. Write equivalent fractions with a common denominator. Add and subtract mixed numbers. Use fraction strips to subtract fractions with unlike denominators. Identify properties of addition. Describe patterns in sequences that contain fractions. Use fraction strips to add fractions with unlike denominators. Subtract mixed numbers with renaming. Add and subtract fractions with unlike denominators.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate,

<p>listed in student's IEP or 504 plan</p> <ul style="list-style-type: none"> • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. 	<ul style="list-style-type: none"> • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>intervention resources</p> <ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none">• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Math**

Grade 5

Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: **Technology** **Careers** **Interdisciplinary Studies**

Marking Period:	Three	Unit Title:	Multiply Fractions	Pacing:	17 Days
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Unit Summary: In this unit, students use models to investigate multiplying fractions and whole numbers. They will be able to find the product of a fraction and a whole number. Students will learn to multiply fractions using models, and relate the size of the product to the size of one factor. Students will also learn to multiply a fraction by a fraction.

Objectives: Model the fractional part of a group
Model the product of a fraction and a whole number
Make reasonable estimates of fraction sums and differences
Multiply fractions using models
Relate the size of the product compared to the size of one factor when multiplying fractions
Multiply fractions
Use a model to multiply two mixed numbers and find the area of a rectangle
Relate the size of the product compared to the size of one factor when multiplying fractions greater than one
Multiply mixed numbers
Solve problems using the strategy *guess, check, and revise*

Essential Questions: How can you find a fractional part of a group?
How can you use a model to show the product of a fraction and a whole number?

How can you find the product of a fraction and a whole number without using a model?
 How can you use an area model to show the product of two fractions?
 How does the size of the product compare to the size of one factor when multiplying fractions?
 How do you multiply fractions?
 How can you use a unit tile to find the area of a rectangle with fractional side lengths?
 How does the size of the product compare to the size of one factor when multiplying fractions greater than one?
 How do you multiply mixed numbers?
 How can you use the strategy guess, check, and revise to solve problems with fractions?

Common Core State Standards/Learning Targets: 5.NF.B.4; 5.NF.B.5; 5.NF.B.6
 Other Standards covered: [8.1](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
7.1- Find Part of a Group 7.2- Multiply Fractions and Whole Numbers 7.3- Estimate Fraction Sums and Differences 7.4- Investigate: Multiply Fractions 7.5- Compare Fractions Factors and Products 7.6- Fraction Multiplication 7.7- Investigate: Area and Mixed Numbers 7.8- Compare Fraction Factors and	TE pgs. 289-290 -Carmen Sandiego-Online "Math Detective" -School to Home Letter -TE pgs. 291A-294 -Real World Video: <i>Electronic Drums</i> -Grab and Go Center Activities: <u>Fraction Fix Up</u> pg.6, <u>Fruitful Fractions</u> pg.6	MathBoard, iTools, counters index cards grid paper, straws, paper cups counting tape, fraction strips, fraction circles index cards old food magazines/cookbooks grid paper, paper plates number cubes	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ThinkCentral ● ixl.com ● Personal Math Trainer ● Personal Computers

<p>Products 7.9- Multiply Mixed Numbers 7.10- Problem Solving- Find Unknown Lengths</p>	<p>-TE pgs. 295A-298 -TE pgs. 299A-302 TE pgs. 303A-306 Games: <u>Fraction Factors</u> pg.23 -TE pgs. 307A-310 -TE pgs. 311A-314 -Literature: <u>Cranking Out the Numbers</u> -TE pgs. 317A-320 -Grab and Go Center Activities: <u>Amazing Areas</u> pg. 23 -TE pgs. 321A-324 -Grab and Go Center Activities: <u>Mixed Fractions</u> pg.6 -TE pgs. 325A-328 -TE pgs. 329A-332 Chap. Rev. pg. 333-336</p>	<p>rulers</p>	
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Formative Assessment Plan	Summative Assessment Plan
Suggested activities to assess student progress:	Final Assessment/Benchmark/Project: Chapter 7 Test

<ul style="list-style-type: none"> -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW 	<p>Suggested skills to be assessed:</p> <p>Multiply fractions and whole numbers using a model.</p> <p>Use the size of the mixed number factors to compare products.</p> <p>Solve problems involving area with fractions and mixed numbers.</p> <p>Use an area model to multiply fractions.</p> <p>Draw a model to find part of a group.</p> <p>Multiply mixed numbers.</p> <p>Use the size of fractional factors to compare products.</p> <p>Multiply fractions by multiplying their numerators and denominators.</p> <p>Use unit tiles and area models to multiply mixed numbers.</p> <p>Find the product of a fraction and a whole number.</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

<p>necessary.</p> <ul style="list-style-type: none"> • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology 	<p>language</p> <ul style="list-style-type: none"> • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>and spring</p> <ul style="list-style-type: none"> • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>generate new knowledge.</p> <ul style="list-style-type: none"> • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>as appropriate.</p> <ul style="list-style-type: none">• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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Quinton Township School District
Math
Grade 5

Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: **Technology** **Careers** **Interdisciplinary Studies**

Marking Period:	Three	Unit Title:	Divide Fractions	Pacing:	12 Days
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Unit Summary: In this unit, students will divide fractions and whole numbers. Students will use number lines and fraction strips to explore division of unit fractions and whole numbers, and students will draw diagrams to write related multiplication expressions. Students will also explore the relationship between fractions and division. In the unit students will learn to write related multiplication expressions to represent division situations. At the end of the unit, students will demonstrate their understanding of division involving fractions in by writing word problems to represent division situations.

Objectives: Divide a whole number by a fraction and divide a fraction by a whole number
Solve problems using the strategy *draw a diagram*
Interpret a fraction as division and solve whole number division problems that result in a fraction or whole number
Divide a fraction by a whole number and divide a whole number by a fraction
Represent division by drawing diagrams and writing story problems and equations

Essential Questions: How do you divide a whole number by a fraction and divide a fraction by a whole number?
How can the strategy draw a diagram help you solve fraction division problems by writing a multiplication sentence?
How does a fraction represent division?
How can you divide fractions by solving a related multiplication sentence?
How can you use diagrams, equations, and story problems to represent division?

Common Core State Standards/Learning Targets: 5.NF.B.7a; 5.NF.B.7b; 5.NF.B.7c; 5.NF.B.3

Other Standards covered: 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 8.1- Divide Fractions and Whole Numbers Lesson 8.2- Problem Solving-Use Multiplication Lesson 8.3- Connect Fractions to Division Lesson 8.4- Fractions and Whole Number Division Lesson 8.5- Interpret Division with Fractions</p>	<p>-TE pgs. 337-338 -Carmen Sandiego-Online ‘Math Detective’ -TE pgs. 339A-342 -Grab and Go Center Activities: <u>Fraction Fix Up</u> pg.6 -TE pgs. 343A-346 -Grab and Go Center Activities: <u>Fraction Fix Up</u> pg.6 -Games: <u>Fraction Factors</u> pg.23 -TE pgs. 347A-350 -Literature: <u>Cranking Out the Numbers</u> -TE pgs. 353A-356 -Real World Video: <i>Simulating Space Flight</i> -TE pgs. 357A-360 Chapter Review</p>	<p>MathBoard, iTools, fraction strips</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • ThinkCentral.com • ixl.com • Personal Math Trainer • Personal Computers

	pgs. 361-362 parconline.org/practice		
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW 	<p>Final Assessment/Benchmark/Project: Chapter 8 Test</p> <p>Suggested skills to be assessed:</p> <p>Use strategies to help you solve fraction division problems. Divide a whole number by a fraction and divide a fraction by a whole number. Solve word problems involving division of whole numbers leading to answers in the form of fractions. Use visual models to solve fraction division problems and by solving a related multiplication sentence.. Create a story-context for an expression involving the division of a whole number by a unit fraction.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework 	

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized 	<ul style="list-style-type: none"> • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>assistance as necessary.</p> <ul style="list-style-type: none">● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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Quinton Township School District
Math
Grade 5
Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: **Technology** **Careers** **Interdisciplinary Studies**

Marking Period:	Three	Unit Title:	Patterns and Graphing	Pacing:	10 Days
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Unit Summary: In this unit, students make and use line plots with fractions to solve word problems. Students will learn to use operations with whole numbers to solve word problems involving graphing. In the unit students will use operations with whole numbers to solve word problems involving numerical patterns. And in the end of the unit, students will use operations with whole numbers to solve word problems involving analyzing relationships using a coordinate grid.

Objectives: Make and use line plots with fractions to solve problems
 Graph and name points on a coordinate grid using ordered pairs
 Collect and graph data on a coordinate grid
 Analyze and display data in a line graph
 Use two rules to generate a numerical pattern and identify the relationship between the corresponding terms in the patterns
 Solve problems using the strategy *solve a simpler problem*
 Graph the relationships between two numerical patterns on a coordinate grid

Essential Questions:

How can a line plot help you find an average with data given in fractions?
 How can you identify and plot points on a coordinate grid?
 How can you use a coordinate grid to display data collected in an experiment?
 How can you use a line graph to display and analyze real-world data?
 How can you identify a relationship between two numerical patterns?
 How can you use the strategy solve a simpler problem to help you solve a problem with patterns?
 How can you write and graph ordered pairs on a coordinate grid using two numerical patterns?

Common Core State Standards/Learning Targets: 5.MD.B.2; 5.G.A.1; 5.G.A.2; 5.OA.B.3
 Other Standards covered: [8.1](#), [5.PS.1.2](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 9:1- Line Plots Lesson 9.2- Ordered Pairs	-TE pgs. 367-368	MathBoard, iTools, paper cup, water, ice,	<ul style="list-style-type: none"> Smart Board Applications

<p>Lesson 9.3- Graph Data Lesson 9.4- Line Graphs Lesson 9.5- Numerical Patterns Lesson 9.6- Problem solving- Finding a Rule Lesson 9.7- Graph and Analyze Relationships</p>	<p>-Carmen Sandiego-Online “Math Detective” -School to Home Letter -TE pgs. 369A-372 -Grab and Go Center Activities: <u>Fraction Fix Up</u> pg. 6 -TE pgs. 373A-376 -Real World Video: <i>Designing Windsurfing Sails</i> -Grab and Go Center Activities: <u>Figure Out the Points</u> pg. 19 -Literature: <u>Is This a Career for You?</u> -Games: <u>It’s a Toss Up</u> pg.24 -TE pgs. 377A-380 -Grab and Go Center Activities: <u>What’s the Point</u> pg. 19 -TE pgs. 381A-386 -Grab and Go Center Activities: <u>Let’s Shake!</u> pg. 19 -Literature: <u>Park Visitors</u> -TE pgs. 387A-390 -TE pgs. 391A-394 -TE pgs. 395A-398</p>	<p>stopwatch, thermometer grid of quadrant one</p>	<ul style="list-style-type: none"> ● Google Applications ● Think Central ● ixl.com ● Personal Math Trainer ● Personal Computers
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Formative Assessment Plan	Summative Assessment Plan
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<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW 	<p>Final Assessment/Benchmark/Project: Chapter 9 Test</p> <p>Suggested skills to be assessed:</p> <p>Identify and plot points on a coordinate grid. Create line plots and use them to find averages.</p> <p>Use a line graph to analyze data.</p> <p>Identify and analyze the relationship between two numerical patterns.</p> <p>Analyze patterns and relationships.</p> <p>Use a coordinate grid to display gathered data.</p> <p>Write and graph ordered pairs using numerical patterns and identify the numerical relationship shown in a line graph.</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing

<ul style="list-style-type: none"> • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable 	<ul style="list-style-type: none"> • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>and RS Plan.</p> <ul style="list-style-type: none"> • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>moments.</p> <ul style="list-style-type: none"> • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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**Quinton Township School District
Math
Grade 5**

Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: **Technology** **Careers** **Interdisciplinary Studies**

Marking Period:	Four	Unit Title:	Geometry and Measurement	Pacing:	10 days
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Unit Summary: In this unit, students will learn conversion calculations in the customary system involving multiplication and division of multi-digit whole numbers. Students will also learn metric conversions using place-value understanding by limiting conversions to multiplication and division by powers of 10. In the end of the unit, students will develop fractional conversion factors and require multiplication of whole numbers and fractions.

Objectives: Compare, contrast, and convert customary units of length
 Compare, contrast, and convert customary units of capacity
 Compare, contrast, and convert customary units of weight
 Convert measurement units to solve multi-step problems
 Compare, contrast, and convert metric units
 Solve problems about customary and metric conversions using the strategy *make a table*
 Convert units of time to solve elapsed time problems

Essential Questions:

How can you compare and convert customary units of length?
 How can you compare and convert customary units of capacity?
 How can you compare and convert customary units of weight?
 How can you solve multistep problems that include measurement conversions?
 How can you compare and convert metric units?
 How can you use the strategy make a table to help solve problems about customary and metric conversions?
 How can you solve elapsed time problems by converting units of time?

Common Core State Standards/Learning Targets: 5.MD.A.1

Other Standards covered: 8.1, 5.PS.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
10.1- Customary Length 10.2- Customary Capacity	-TE pgs. 403-404	MathBoard, iTools almanacs	<ul style="list-style-type: none"> Smart Board Applications

<p>10.3- Weight 10.4- Multi-Step Measurement Problems 10.5- Metric Measures 10.6- Customary and Metric Conversions 10.7- Elapsed Time</p>	<p>-Carmen Sandiego-Online “Math Detective” -TE pgs. 405A-408</p> <p>-Grab and Go Center Activities: <u>Size It Up Metric</u> pg. 2</p> <p>-Literature: <u>A Math Mix-Up</u></p> <p>-Games: <u>2 Steps Forward, 1 Step Back</u> pg. 26 -TE pgs. 409A-412 -TE pgs. 413A-416</p> <p>-Real World Video: <i>A Former Astronaut</i> -TE pgs. 417A-420 -TE pgs. 423A-426</p> <p>-Grab and Go Center Activities: <u>Conversion Challenge</u> -TE pgs. 427A-430</p> <p>-Grab and Go Center Activities: <u>Measurement MATHO</u> -TE pgs. 431A-434 -Literature: <u>A Day in Dallas</u> Chapter Review pgs. 435-436</p>	<p>sports reference books</p>	<ul style="list-style-type: none"> ● Google Applications ● Think Central ● ixl.com ● Personal Math Trainer ● Personal Computers
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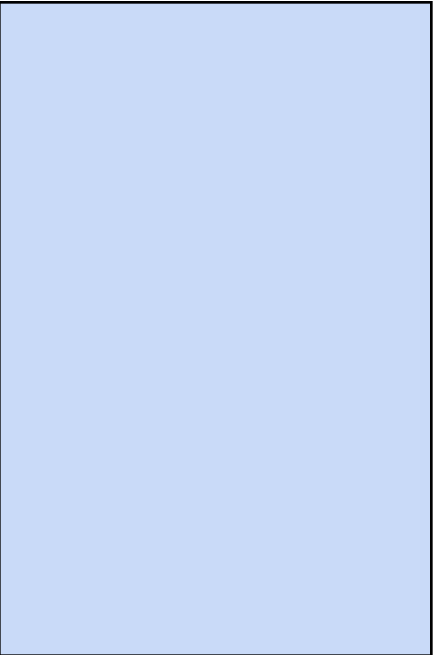
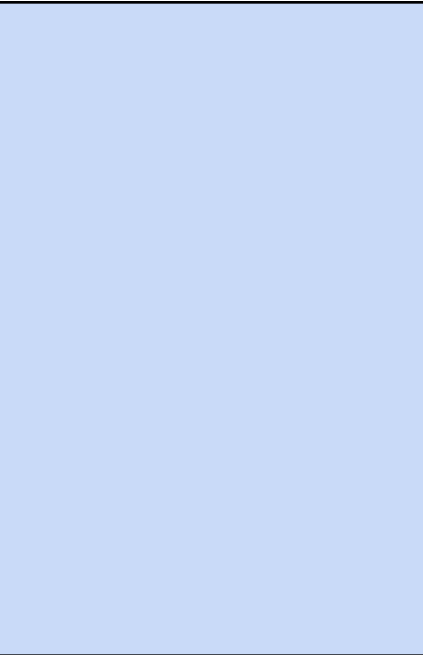
Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW 	<p>Final Assessment/Benchmark/Project: Chapter 10 Test</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> Convert among different-sized customary units of length. Convert among different-sized customary units of capacity. Calculate elapsed time by converting between hours and minutes when necessary. Convert among different-sized metric units of length, capacity, or mass. Convert among different-sized units of weight. Solve multi-step measurement problems involving conversion of units within the metric measurement system. Convert among different-sized units of time.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI 	<ul style="list-style-type: none"> • Organize the curriculum to

<p>listed in student's IEP or 504 plan</p> <ul style="list-style-type: none"> • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. 	<ul style="list-style-type: none"> • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>intervention resources</p> <ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine



Quinton Township School District
Math
Grade 5
Pacing Chart/Curriculum MAP

Pacing Chart/Curriculum MAP

Key: **Technology** **Careers** **Interdisciplinary Studies**

Marking Period:	Four	Unit Title:	Chapter 11	Pacing:	16 Days
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Unit Summary: In this unit, students study volume by learning more about polygons, specifically triangles and quadrilaterals and their classifications. The unit extends students' understanding of polygons to three-dimensional figures that have flat polygonal faces, such as prisms and pyramids. Students also begin to build an understanding of volume. Students learn to count unit cubes to find the volume of rectangular prisms. Students connect this concept with finding the volume by first finding the area of the base and then multiplying that by the height. Students then extend that concept to the general volume formula for rectangular prisms. Students learn to find possible dimensions of rectangular prisms when given a volume. Then at the end of the unit, students learn how to find the volume of solid figures composed of multiple non-overlapping right rectangular prisms.

Objectives: Identify and classify polygons
Classify and draw triangles using their properties
Classify and compare quadrilaterals using their properties
Solve problems using the strategy *act it out*

Identify, describe, and classify three-dimensional figures
Understand unit cubes and how they can be used to build a solid figure
Count unit cubes that fill a solid figure to find volume
Estimate the volume of a rectangular prism
Find the volume of a rectangular prism
Use a formula to find the volume of a rectangular prism
Use the strategy *make a table* to compare volumes
Find the volume of combined rectangular prisms

Essential Questions: How can you identify and classify polygons?
How can you classify triangles?
How can you classify and compare quadrilaterals?
How can you identify, describe, and classify three-dimensional figures?
What is a unit cube and how can you use it to build a solid figure?
How can you use unit cubes to find the volume of a rectangular prism?
How can you use an everyday object to estimate the volume of a rectangular prism?
How can you find the volume of a rectangular prism?
How can you use a formula to find the volume of a rectangular prism?
How can you use the strategy *make a table* to compare different rectangular prisms with the same volume?
How can you find the volume of rectangular prisms that are combined?

Common Core State Standards/Learning Targets: 5.G.B.3; 5.G.B.4; 5.MD.C.3; 5.MD.C.3a; 5.MD.C.3b; 5.MD.C.; 5.MD.C.5a;
5.MD.C.5b; 5.MD.C.5c
Other Standards covered: [8.1](#), [9.1](#).

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 11.1- Polygons Lesson 11.2- Triangles Lesson 11.3- Quadrilaterals Lesson 11.4- Problem Solving-Properties of Two-Dimensional Figures Lesson 11.5- Three-Dimensional Figures Lesson 11.6- Investigate-Unit Cubes and Solid Figures Lesson 11.7- Investigate- Understand Volume Lesson 11.8- Investigate- Estimate volume Lesson 11.9- Volume of Rectangular Prisms Lesson 11.10- Apply Volume Formulas Lesson 11.11- Problem Solving- Compare Volumes</p>	<p>-TE pgs. 439-440 -Carmen Sandiego-Online "Math Detective" -School to Home Letter -TE pgs. 441A-444 -Grab and Go Center Activities: <u>Geometry Matho</u> pg.16 -Literature: <u>Beautiful Geometry</u> -Games: <u>Model Makers</u> pg. 27 -TE pgs. 445A-448 -Grab and Go Center Activities: <u>Protractor Practice</u> pg.20 -Literature: <u>Beautiful Geometry</u> -TE pgs. 449A-452 -Grab and Go Center Activities: <u>Picture This</u> pg. 16 -TE pgs. 453A-456</p>	<p>MathBoards, iTools pattern blocks toothpicks index cards centimeter ruler protractor scissors quadrilateral models colored pencils tennis balls centimeter cubes different sized boxes, rectangular prisms nets</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Think Central ● ixl.com ● Personal Math Trainer ● Personal Computers

	<p>-Grab and Go Center Activities: -Literature: <u>A Roller Coaster of Angles</u> -TE pgs. 457A-460</p> <p>-Real World Video: <i>Structures that Move</i></p> <p>-Grab and Go Center Activities: <u>3-D Construction</u> pg. 14 -Literature: <u>City of the Future</u> -TE pgs. 463A-466</p> <p>-Grab and Go Center Activities: <u>Who's In the Box</u> pg. 12 -TE pgs. 463A-466 -TE pgs. 467A-470</p> <p>-Literature: <u>A Peek into a Tiny World</u> -TE pgs. 471A-474 -TE pgs. 475A-478</p> <p>-Games: <u>Triple Play</u> pg. 27 -TE pgs. 479A-482</p> <p>-Grab and Go Center Activities: <u>Inner Space</u> pg. 12 -TE pgs. 483A-486</p>		
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	-Grab and Go Center Activities: <u>Inner Space</u> pg. 12 -TE pgs. 487A-490		
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> -Math Journal -Mid-Chapter Checkpoint -Exit Slip -HW 	<p>Final Assessment/Benchmark/Project: Chapter 11 Test MAP End-of-year Benchmark Assessment PARCC Assessment</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> Classify triangles by their sides and angles. Use a formula to find the volume of a rectangular prism. Classify and compare polygons. Find the volume of a composite figure. Investigate unit cubes and solid figures. Classify and describe three-dimensional figures. Find volume using unit cubes. Estimate volume of a rectangular prism. Classify quadrilaterals using a hierarchy. Find the volume of a rectangular prism. Find and compare volumes of rectangular prisms.

Differentiation

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