

D A Y I N U N I T	<p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p>Curriculum document</p> <p>Common Core</p>	<p>Vocabulary/ Vocab Activity</p> <p>Activities</p> <p>Activities II</p>	<p>Thoughtful Ed./ Student Engagement</p> <p>www.marshall.kyschools.us/</p> <p>www.muhlenberg.kyschools.us/?q=node/61</p> <p>Engagement Cube</p> <p>Cube II (examples)</p>	<p>Literacy/Reading in the Content</p> <p>Literacy Ideas</p>	<p>Formative/ Summative Assessment</p> <p>F –Formative</p> <p>S-Summative</p> <p>www.act.org/standard/guides/explore/</p> <p>Strategies</p> <p>More Ideas</p>	<p>Differentiation</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p>http://serge.ccsso.org/Ideas</p> <p>9 Types</p> <p>Big Explanation Tool</p>	<p>Technology</p> <p>50 Ideas</p>
1	<p>Representing Decimal Numbers</p> <p>5.NBT.1</p> <p>I can recognize the relationship between decimal places.</p> <p>5.NBT.3.a</p> <p>I can read and write decimals to thousandths using various forms.</p>	<p>Tenths</p> <p>Hundredths</p> <p>Thousandths</p>	<p>Use of models to represent a decimal number.</p>	<p>Reading and Writing decimal numbers in various forms.</p>	<p>F-Can students accurately model a decimal number using a hundredths grid.</p>	<p>S-Use of color to identify the difference between decimal places.</p> <p>G-Higher level questioning.</p>	
2	<p>Compare and Order Decimals</p> <p>5.NBT.3.a-</p> <p>I can read and write decimals to thousandths using various forms.</p> <p>5.NBT.3.b</p> <p>I can compare two decimals using > or <.</p>	<p>></p> <p><</p>	<p>Use of models to compare decimal numbers.</p>	<p>Speaking: Explain how you know one decimal is greater or less than another.</p>	<p>F- Can students use models to represent comparisons correctly?</p>	<p>S-Use of color to identify the difference between decimal places. One color is more valuable than the other.</p>	
3	<p>Compare and Order Decimals</p> <p>5.NBT.3.a</p> <p>I can read and write decimals to thousandths using various forms</p> <p>5.NBT.3.b</p> <p>I can compare two decimals using > or <.</p>	<p>></p> <p><</p>	<p>Decide as a small group, how you know which number is greater than or less than.</p>	<p>Speaking: Communicate with group members.</p>	<p>F-Do students use correct thinking strategies to order a set of decimal number?</p>	<p>S-Use models and color to help identify decimal numbers.</p> <p>G-Increase difficulty</p>	Turning Point
4	<p>Round and Estimate Decimals</p> <p>5.NBT.4</p> <p>I can use place value understanding to round decimals to any place.</p>	<p>Benchmark decimals</p>	<p>Personal response: What decimal numbers are close to the given benchmarks? Can you give a number that is closer than that given by a classmate?</p>	<p>Speaking: Sharing various decimal numbers with the class and why they are close to the benchmark.</p>	<p>F-Are students able to give appropriate decimal numbers that are near the benchmark decimals?</p>	<p>S-Use models of benchmarks to give students a visual point of reference.</p> <p>G-Challenge students to get closer to the benchmark than the given decimal.</p>	

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5	<p>Add and Subtract Decimals</p> <p>6.NS.3</p> <p>I can fluently add and subtract multi-digit decimals using the standard algorithm.</p>	<p>Sum Difference</p>	<p>Use base ten blocks to model problems.</p>	<p>Speaking: Explain how you modeled your problem.</p>	<p>F – Are the students able to model addition and subtraction of decimals correctly using base ten blocks?</p>	<p>S-Use of manipulatives.</p> <p>G-How do our models show the process of the standard algorithm.</p>	
6	<p>Add and Subtract Decimals</p> <p>6.NS.3</p> <p>I can fluently add and subtract multi-digit decimals using the standard algorithm.</p>	<p>Sum Difference</p>	<p>Work with a peer to add and subtract problems.</p>	<p>Reading: Add and subtract decimal number from contextual problems.</p>	<p>F-Can the students accurately add and subtract a given decimal number.</p>	<p>S-Decreased difficulty</p> <p>G-Increased difficulty</p>	<p>Turning Point</p>
7	<p>Multiply Decimals</p> <p>6.NS.3</p> <p>I can fluently multiply multi-digit decimals using the standard algorithm.</p>	<p>Product</p>	<p>Use models to show multiplication of decimal numbers.</p>	<p>Speaking: Explain how you modeled your problem.</p>	<p>F-Are the students able to model multiplication of decimal numbers correctly using a hundredths grid?</p>	<p>S-Use of models</p> <p>G-Why does this particular model work in creating our answer?</p>	
8	<p>Multiply Decimals</p> <p>6.NS.3</p> <p>I can fluently multiply multi-digit decimals using the standard algorithm.</p>	<p>Product</p>	<p>Work with a peer to multiply decimal numbers.</p>	<p>Speaking/Listening to others to solve a problem.</p>	<p>F-Can the students accurately multiply decimal numbers using the standard algorithm.</p>	<p>S-Use of color to identify different steps of the algorithm.</p> <p>G-Increased difficulty.</p>	<p>Turning Point</p>

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9	Whole Number Division 6.NS.2 I can use the standard algorithm to fluently divide multi-digit numbers.	Quotient Divisor Dividend	Use modeled problems.	Reading: Division problems in context.	F-Do students know the steps of the algorithm? F-Can students use the algorithm successfully?	S-Use of calculator for accuracy on each step of the algorithm. G-Increased difficulty G-Optional method	
10	Whole Number Division 6.NS.2 I can use the standard algorithm to fluently divide multi-digit numbers.	Quotient Divisor Dividend	Work with a small group using the division algorithm. Each member of the group must contribute to a step in the problem.	Reading: Division problems in context.	F-Does each group member make a contribution to the group? F-Are students able to use the division algorithm successfully?	S-Use of calculator for accuracy on each step of the algorithm. G-Increased difficulty G-Optional method	Turning Point
11	Divide Decimal Numbers 6.NS.3 I can fluently divide multi-digit decimals using the standard algorithm.	Quotient Divisor Dividend	Compare equivalent division problems. Use modeled problems.	Reading: Division problems in context. Speaking: Describe the similarities between two equivalent division problems.	F-Can students identify similarities between equivalent division problems? F-Can students use what they know about equivalent division problems to divide decimal numbers?	S-Use of calculator for accuracy on each step of the algorithm. G-Optional method	
12	Divide Decimal Numbers 6.NS.3 I can fluently divide multi-digit decimals using the standard algorithm.	Quotient Divisor Dividend	Follow models.	Reading: Division problems in context.	F-Can students use the standard algorithm to divide decimal numbers?	S- Use of calculator for accuracy on each step of the algorithm. G- Optional method	Turning Point
13	Unit Test				S- Final Unit Assessment	S- Use of models, color, and fewer problems.	

