Unit Topic: Multiplication and Division Content: Math Grade: 5th Date: Sept. 6-Oct. 12

DAY IN UNIT	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/ Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,…
1	**Content** **5.OA.1** **5.OA.2** **5NBT.5** **5.NBT.6** **5.NBT.7**				**Pretest:** **Multiplication** with and without decimals **Division:** with and without decimals **Numerical expressions** without evaluation		Students will use CCSS Tiered practice (for use throughout unit)
2	**5.NBT.5** **Target:** I can fluently multiply multi-digit numbers using a variety of strategies. **Essential Question**: How can I use different strategies to find the product in multiplication?	**New Vocabulary:** Multiply Digit Factor Product Standard Lattice (Tic-tac-toe multiplication)	Your Way Day: Students will be given a multiplication word problem (according to their ability level) and **demonstrate** what strategy they used to get the product. Students will **complete** their answers on post it notes and put it in the appropriate column on the board. Students will **explain** with the class how they got their answers.		Students will use a deck of cards to play multiplication game. Students will use different numbers as the multiplier	Students will get tiered problems depending on their ability level. Students will move to next level if they finish their problem early. 0 Tier 1 00 Tier 2 000 Tier 3	Brain pop video on Multiplying

3	**5.NBT.5** **Target:** I can fluently multiply multi-digit whole numbers (Using the standard algorithm) I can fluently multiply multi-digit whole numbers using a variety of strategies **Essential Question:** How can I use different strategies to multiply whole numbers?	**NO New Vocabulary** Review vocabulary from previous day	Students will be given a white board, expo marker, and eraser to **solve** a variety of multi-digit problems given by the teacher. Teacher will check and then **demonstrate** how to work the problem on the board.	Student will have a reference book available to look up any vocabulary words.	**Formative assessment:** Student will be given immediate feedback according to their answers in the activity. Students will be given problems to work at home and be graded on following day. **Summative assessment:** Concepts taught will be assessed in a flashback Friday Quiz and on the unit 3 test.	**Task:** Students will be given work leveled in 3 tiers depending on their ability level 0 Tier 1 00 Tier 2 000 Tier 3	The Interwrite board and slate will be used as needed to demonstrate work.
4	**5.NBT.5** **Target:** Same as previous day	**No New Vocabulary** Review vocabulary from previous day	**Student Choice:** Students will **solve** multiplication problems **selecting** the strategy of choice.	Students will have reference book available to look up any vocabulary words.	**Formative Assessment** Students will be given a ball with multiplication facts. The ball will be tossed across the circle to another student wherever your right thumbs lands you work the problem and continue game until everyone has had a turn. Students will be given immediate feedback while working on multiplication problems. Student's homework will be graded following day.	Task: Students will be given tiered work: see previous day	Demonstrate different strategies to multiply using interwrite board and slate.

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5	**5.NBT.5** **5.NBT.7** **Target:** I can fluently multiply multi-digit whole numbers using a variety of strategies. I can multiply and explain the reasoning used to solve decimal problems in written form. **Essential Question:** How can I use different strategies to solve multiplication problems with and without decimals?	**New Vocabulary:** Decimal point **Old Vocabulary:** Review previous unit vocabulary: Place value	Students will be placed in groups of two. Students will **brainstorm** where the finished multiplications decimal could be placed. Teacher will then demonstrate to students how to solve problems with decimals. Students will then **apply** what was learned by **comparing** the same problems worked without decimals to a decimal problem. Students will teach their partner concepts not understood.	Student reference book will be available for students to use who do not understand the process of multiplying decimals and vocabulary	**Flashback Friday Quiz** Students will be given immediate feedback when problems are worked Students will be assessed on Flashback Friday quiz Students will be given a unit test on concepts Students will be given decimal problems for homework to be check the next day	Students will be given tiered work according to their ability level. 0 Tier 1 00 Tier 2 000 Tier 3 Students may move to next tier when work is completed and they show they are ready.	Interwrite board and slate will be used as needed

6	**5.NBT.6** **Target:** I can divide a 4-digit dividend by a two digit divisor to find a quotient with no remainder. I can use strategies to solve division problems. I can illustrate and explain division problems. **Essential Question:** How can I use different strategies to find quotients in long division?	**New Vocabulary:** Dividend Divisors Quotient Multiples	Teacher will **demonstrate** how to divide whole numbers. Student will be given acronym (DMSB Does McDonalds Sell Burgers) Acronym stands for Divide, Multiply, Subtract, Bring Down Students will be given white boards, erasers, and expo markers to **solve** problems given by teacher.	Student reference book available for students to look up vocabulary and division concepts not understood	Students will be given immediate feedback from work solved on white boards. Students will be given a flash back Friday test Concepts will be covered in Unit 2 test.	All students will be given extra instruction who do not understand the concept. Students who are ready may work independently	Interwrite board and slate will be used as needed.
7	**5.NBT.6** **Target:** I can use fact families to find quotients of whole numbers I can find quotients of whole number with 4 digit dividends and 2 digit divisors **Essential question:** How can I use different strategies to find quotients in long division?	**New Vocabulary:** Fact family	**Antonetti anticipatory set:** Students will **create** a word problem within their group and think of ways to solve it. Students will **convert** fact families into division problems and **solve**.	Students will use the Student Reference Book as needed.	Students will use white board to work problems; they will be required to get each problem checked before moving on. Students will be assessed on skill in Flashback Friday quiz Students will have a unit test at the end of unit.	Students will be grouped according to ability. Tier 3 students will be given extra help as needed. Tier 2 students will work with Tier 3 students to get worked checked and to ask questions as needed.	Students will watch a Brain Pop video on division.

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8	**5.NBT.7** **Target:** I can divide decimals to hundredths I can explain the reasoning used to solve decimal problems in written form **Essential Question:** How can I divide decimals to the hundredths place and explain why in written form	**No new Vocabulary** Review previous division vocabulary	Students will practice 3 strategies of division. Students will be shown where to place the decimal in each strategy Student will **choose** what strategy to use.		**Formative Assessment**: Teacher will be signed on to Edmodo account and check all answers with feedback and any corrections as needed.	Tier 1 students must work and answer at least 5 math problems posted on Edmodo Tier 2 students must solve and answer at least 10 division problems. Tier 3 students must answer at least 10 problems but can do as many as they would like as time permits.	Students will log on to their Edmodo account and post one division problem for the class. Each member of the class must do at least 5 problems.
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9	**5.NBT.7** **Target:** I can divide decimals to hundredths I can explain the reasoning used to solve decimal problems in written form.	Review Division vocabulary **New Vocabulary**: Decimal point Place value multiple	Students will **practice** standard division with decimals. Students will **use** newspaper to **make** a collage of different ways decimals are used in the real world	Student will use the newspaper to evaluate and categorize numbers	Students collage will be checked for accuracy. Students 3 column method will be checked for accuracy.	All students will be assessed on their abilty Tier 1 students will have a minimum of 5 decimals and evaluations Tier 2 will have a	Brain pop over dividing with decimals

	Essential Question: How can I use different strategies to find quotients in long division?		Students will **evaluate** the decimals and **categorize** the decimals in three ways using a three column method			minimum of 5 decimals and evaluations. Tier 3 will have a minimum of 10 decimal number and evaluations All students must have a 3 column method to categorize decimals tier 2-3 may have more.	
10	**5.NBT.6** **5.NBT.7** **Target:** I can divide decimals to hundredths I can explain the reasoning used to solve decimal problems in written form. **Essential Question:** How can I divide decimals to the hundredths and explain the reason in written form?	**No new Vocabulary** Review previous division vocabulary	Students will have a **choice** of web pages to **solve** division problems	Students can use the Reference book as needed for help and volcabulary	**Flashback Friday Quiz** **Formative Assessment:**. Students will be given a word problem using decimals as exit slip.	Students will work at their ability level to solve division problems on the computer.	Students will use the computers to practice division with and without decimals **Sites:** Coolmath4kids.com Tenmarks.com Kahnacademy.org

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11	**5.OA.1** **5.OA.2** **Target:** I can use order of operations including parenthesis brackets or braces. I can evaluate expressions using the order of operations including parenthesis brackets or braces. **Essential Question:** How can I use the order of operations to solve numerical expressions?	**New vocabulary:** Acronym: PEMDAS (Please Excuse My Dear Aunt Sally) Parenthesis, Exponents, Multiply, Divide, add, subtract Brackets Braces	**Introduce** how to **solve** problems using the order of operations **Practice** using white board, expo markers, and erasers Students will hold up answer when they have **solved** the problem, teacher will check answers for correctness		**Formal Assessment** Students will receive immediate feedback from White Board activity Students will do independent work to be checked by teacher after 2-3 problems before working ahead. **Summative Assessment**: Unit 2 test will evaluate all work in unit.	Tier 1 students will be grouped for extra help as needed by teacher. Tier 2-3 students will ask their partner to help if they need it on independent work.	
12	**5.OA.1** **Target:** I can use order of operations including parenthesis brackets or braces. I can evaluate expressions using the order of operations including parenthesis, brackets, or braces. **Essential Question:** How can I use the order of operations to evaluate	**New Vocabulary:** Mathematical expressions	Students will be given independent work after the game of Order of Operations Millionaire. Students will **solve** problems in groups of two in order to prepare for assessment.	Students will **create** a story using a number problem and order of operations. Students will exchange story problem with another student to solve.	Antonetti Order of operation activity self assessment/Rubric	Students will be given tiered work according to their ability level.	In teams of girls vs. boys Play Order of Operations millionaire **Site** Math-play.com

	expressions using parenthesis, brackets, or braces?						
13	**5.OA.2** **Target:** I can describe the relationship between expressions without calculating them I can write numerical expressions for numbers with operation words I can interpret numerical expressions without evaluating them**.** **Essential Question:** How can I describe the relationship between numerical expressions in words without solving them?	**No new vocabulary**	Students will **choose** 3 word problems from a bank of problems. Students will **generate** numerical expressions from their word problems. Students will **explain** in words what their expression means.		**Formative assessment** Students will get immediate feedback when they check their answers with a partner to see if they correctly worked the problem Students exit slip for this day will be to answer 3 of five word problems given by the teacher.		Edmodo: Put expression 10=3*2-1 as a post. Students will **solve** and **argue** the correct answers with their peers. Students will be encouraged to **create** their own problems to post for class discussion
14	**5.OA.1** **5.OA.2** **5.NBT.5** **5.NBT.6** **5.NBT.7** **Target:** Review all previous Targets for the last 2 weeks. Review study guide, prepare for tomorrows unit test.	Review all vocabulary for the Unit. Multiply Factor Product Decimal Decimal point Place value Dividend Divisor Quotient Numerical Expression	Students will **create** a quiz having at least 10 questions they think will be on the test for this unit. Students will get into groups of two and answer each other's questions. Students will **review** learning targets for this Unit in order to ask question they may not understand about		**Formative Assessment** Exit slips will be evaluated for understanding Study guide will be given and practiced **Summative Assessment** All concepts will be assessed on the Unit 2 test tomorrow.		

		Order of operations Bracket Parenthesis Braces	concepts.				
15	**Unit Test:** **Target: 5.NBT.5, 5.NBT.6** **5.NBT.7** **5.OA.1** **5.OA.2** I can multiply whole numbers with and without decimals (4 digits dividend by 2 digit divisor) I can divide whole numbers with and without decimals to hundredths place I can use order of operations including parenthesis, brackets, or braces I can evaluate expressions using the order of operations (including parenthesis(), Brackets[], And braces{} I can describe the relationship between expressions without calculating them I can write numerical expressions for numbers with operation words I can interpret numerical expressions without evaluating them				**Unit 3 test:** Covers multiplication of whole numbers and decimals Covers division of whole numbers and decimals to hundredths place Order of operations Numerical expressions		Students will choose a math site from Simpson County Schools Web Page when finished.