Unit Topic: _Place Value, Rounding, Comparing Numbers_   Content: _Math_____   Grade: _5th_____ Date: _Aug. 10 – Aug. 31_

D A Y I N U N I T	*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.NBT.1 (E), 5.NBT.3 (I), 5.NBT.2 (E), 5.NBT.4 (E), 5.NBT.7 (E) **Learning Targets:** I can demonstrate the powers of 10 using whole number exponents. I can read and write decimal numbers to the thousandths in number names and expanded forms. I can compare decimal numbers to the thousandths based on the place value of each digit, and use the correct symbols >, <, = to show my results. I can round decimal numbers to any place. I can use drawings and written words to explain how to add, subtract, multiply, and divide decimals to the hundredths accurately. **Essential Questions:** How do patterns of exponents represent powers of ten in a numerical expression?				Whole Number and Decimals Pre-Test	Task: Students will complete a Whole Number and Decimals Pre-Test to show areas that need to be taught in this unit.	CCSS Tiered Practice (for use throughout unit)

	How do we use symbols to evaluate numerical expressions? How does my understanding of place value help me to compare and order the value of decimals and whole numbers? How does my understanding of place value help me to compare and order the value of decimals and whole numbers? How does my understanding of place value help me to complete basic operations involving decimal numbers? How does my understanding of place value help me to round decimals?						
2	**Content:** 5.NBT.1 (E) Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **Target:** I can understand the relationship between each number in a multi-digit number. **Essential Question:** How does my knowledge of numbers help me to identify patterns and to determine rules for those patterns?	**Vocabulary:** Decimal Multi-Digit Number Place Value Whole Number **Activity:** Thoughtful Ed. Vocabulary Chart	Discovery Time: Students have base ten blocks at table and will use them to explore the meaning of the lesson's target statement. They will work with others during this time. Place Value Flipbook Student Engagement: Emotional/Intellectual Safety Learning With Others Clear/Modeled Expectations	During Discovery Time, students will have to be able to communicate with each other to express ideas after reading the target statement for the lesson.	Formative: Students will complete Digit Values Worksheet Summative: Students will be assessed with the Flashback Friday Quiz and Unit 1 Test	Task: After Discovery Time, students will have time to make a Place Value Flipbook.	Place Value.ppt Decimal Place Value Tiles by Marcy Cook-Library Game: Hangman Place Value

			Personal Response				
3	**Content:**5.NBT.3 (I) Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **Target:** I can compare decimal numbers to the thousandths based on the place value of each digit, and use the correct symbols >, <, = to show my results. **Essential Question:** How does my understanding of place value help me to compare and order the value of decimals and whole numbers?	**Vocabulary:** Less Than Greater Than **Activity:** Thoughtful Ed. Vocabulary Chart	Discovery Time: Students have base ten blocks, a deck of Everyday Math cards, and a set of (<, >, =) cards to use to help them explore the meaning of the lesson's target statement. They will work in small groups at this time. Student Engagement: Emotional/Intellectual Safety Learning with Others Personal Response	During Discovery Time, students will have to be able to communicate with each other to express ideas after reading the target statement for the lesson. Students will read/follow directions both from Powerpoint and the websites to complete tasks.	Formative: Students will complete Comparing Number Worksheet or Comparing –Six Digit Numbers Worksheet Summative: Students will be assessed with the Flashback Friday Quiz and Unit 1 Test	Task: After a lesson on <, >, =, students will be comparing numbers with partners and on their own. They will then have the opportunity to play comparing/ordering numbers games on the internet.	Comparing Numbers Powerpoint Students use computers to play Comparing/ Ordering Games
4	**Content:** 5.NBT.3 (I) Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3	No New Vocabulary	Bellringer Samples Student Engagement: Clear/Modeled Expectations Emotional/Intellectual Safety Learning With Others	Students will read to follow directions and have to be able to communicate their thoughts to play game.	Formative: Bellringer covering today's target statement 5.NBT.3 and students will complete Ordering the Supplies Worksheet Summative: Students	Task: Students will have lesson over ordering numbers and will work in small groups to complete Ordering the Supplies Worksheet	Teacher will use Interwrite Slate and allow students to use as well

	× 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **Target:** I can compare decimal numbers to the thousandths based on the place value of each digit, and use the correct symbols >, <, = to show my results. **Essential Question:** How does my understanding of place value help me to compare and order the value of decimals and whole numbers?				will be assessed with the Flashback Friday Quiz and Unit 1 Test	Place Value Game with directions will be played in small groups after completing classwork	
5	**Content:** 5.NBT.4 (E) Use place value understanding to round decimals to any place. **Target:** I can round decimal numbers to any place. **Essential Question:** How does my understanding of place value help me to round decimals?	No new vocabulary	Sample Bellringers Student Engagement: Emotional/Intellectual Safety Learning with Others	Communication components of speaking/listening must take place during this lesson	Formative-Students will complete an exit slip with a question asking students to round a number to a certain place value. They must explain their reasoning. Summative-Students will have a summative assessment with Unit 1 Test	Task: After the internet mini-lessons on rounding, students will work together to practice rounding numbers	Student YouTube Lesson TeacherTube Lesson

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							 50 Ideas

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N I T	-How do you know? Curriculum document Common Core						
6	**Content:**5.NBT.1 (E), 5.NBT.3 (I), 5.NBT.4 (E) **Target:** I can understand the relationship between each number in a multi-digit number. I can compare decimal numbers to the thousandths based on the place value of each digit, and use the correct symbols >, <, = to show my results. I can round decimal numbers to any place. **Essential Question:** How does my understanding of place value help me to compare and order the value of decimals and whole numbers? How does my knowledge of numbers help me to identify patterns and to determine rules for those patterns? How does my understanding of place value help me to round decimals?	No new vocabulary	Personal Response: Ones, tens, tenths, thousandths Which one doesn't belong and why? Personal Response Emotional/Intellectual Safety Learning with Others Sense of Audience Choice Novelty and Variety Authenticity	Students will write their song, rap, poem, acronym to share with the class.	Formative-Students' projects will show level of understanding of standards and will be shared with others Summative-Flashback Friday Quiz on Rounding	T-Students make up a song, rap, poem, acronym to help remember place value, rounding rules, comparison symbols, etc. Use white boards/dry erase markers to give example of each question from quiz	Students will have the opportunity to record their performances using green screen technology
7	**Content:** 5.NBT.1 (E) Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place	No New Vocabulary	Discovery Time: Students will use base ten blocks to experiment with exchanges showing that numbers are 10 times as much moving to the left and 1/10 to the	Students must communicate with each other to work sample problems.	Formative-Exit Slip: Explain the pattern you noticed in class today for multi-digit numbers. Summative-Unit 1 Test	T-Students will display a certain number using base-ten blocks. 3.20.Students will also receive a decimal man (smiley face always looks to the left,	Teaching Student-Centered Mathematics Grades 3-5 Van de Walle

#	Content/Target/Essential Question	Vocabulary	Activity	ELA	Assessment	Teacher Notes	Resources
	to its left. **Target:** I can understand the relationship between each number in a multi-digit number. **Essential Question:** How does my knowledge of numbers help me to identify patterns and to determine rules for those patterns?		right. Sample bellringer: Make a 3 digit number with your blocks. Add 9 to your number. Explain what happened with your blocks. Could you make any exchanges? Why or why not? Emotional/Intellectual Safety Learning With Others			which signifies the named unit) Students will use the materials to show that the decimals always dictates the wholes.	
8	**Content:** 5.NBT.4 (E) Use place value understanding to round decimals to any place. 5.NBT. 2 (E) Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **Target:** I can round decimal numbers to any place. I can demonstrate the powers of 10 using whole number exponents. I can read and write decimal numbers to the thousandths in number names and expanded forms.	No New Vocabulary	Discovery Time: Students will make up a number and trade with a partner to locate number on a number line/ruler. Students will then round the number to the nearest whole number and order their decimals with their table. Emotional/Intellectual Safety Learning With Others	Working in partners, students will need to read, write, speak, listen numbers for the number line activity	Formative-classroom discussion/observation Summative-unit 1 assessment	T-Students will use number lines and/or rulers to locate decimals on a numbers line. This will provide a visual to aide in understanding rounding and ordering decimals Discuss powers of 10 and how they affect numbers when multiplying/dividing. Students will look for patterns with a partner and explain the pattern they see.	Teaching Student-Centered Mathematics Grades 3-5 Van de Walle

	Essential Question: How does my understanding of place value help me to round decimals? How do patterns of exponents represent powers of ten in a numerical expression?						
9	**Content:** 5.NBT.1 (E) Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **Target:** I can understand the relationship between each number in a multi-digit number. **Essential Question:** How does my knowledge of numbers help me to identify patterns and to determine rules for those patterns?	No New Vocabulary	Discovery Time: Students will use money to answer the following question: What is $3.50 + $4.50? Make with the fewest number of bills and coins possible. Emotional/Intellectual Safety Learning With Others	Students will be able to read, write, make exchanges for money	Formative-Students will be assessed through informal classroom observations of making exchanges of money Summative- Unit 1 Assessment	T-Students will work with each other to make exchanges for pennies, dimes, 1's, 10's, and 100's. Students will make connections on their place value charts to money by drawing pictures of the previously mentioned monetary amounts	Teaching Student-Centered Mathematics Grades 3-5 Van de Walle

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						Big Explanation Tool
							Technology
							50 Ideas

10	**Content:** 5.NBT.4 (E) Use place value understanding to round decimals to any place. **Target:** I can round decimal numbers to any place. **Essential Question:** How does my understanding of place value help me to round decimals?	No New vocabulary	Emotional/Intellectual Safety Learning With Others Novelty and Variety	Speaking/Listening	Formative-Classroom Questioning Summative-Unit 1 Assessment	T-Students will work in teams to round various numbers to various places and explain their answers. Students must be able to read the number as well.	Interwrite slate
11	**Content:** 5.NBT.4 (E) Use place value understanding to round decimals to any place. **Target:** I can round decimal numbers to any place. **Essential Question:** How does my understanding of place value help me to round decimals?	No New Vocabulary	Novelty and Variety Authenticity	Reading/Writing	Summative-Flashback Friday Quiz: Rounding Unit 1 Assessment	T-After finishing quiz, students will begin to make a menu for a lesson to take place later in the unit…Menus must include prices of items	Rounding Quiz
12	**Content:** 5.NBT.7 (E) Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Target:** I can use drawings and written words to explain how to add, subtract, multiply, and divide decimals to the hundredths accurately.	No New Vocabulary	Discovery Time: Students use base ten blocks to work the problem: 1.3 + 10.45= Learning With Others Choice Novelty and Variety Authenticity	Students will read grocery ads from the newspaper to make "purchases" within their budget.	Formative-classroom activity of staying within a budget after adding they items Summative-unit 1 assessment	T-Students will use newspaper fliers to make a grocery list of items they may purchase within their budget. Students will have an estimated cost and an actual cost to determine.	Grocery ads Grocery List

	Essential Question: How does my understanding of place value help me to complete basic operations involving decimal numbers?					
1 3	**Content:**5.NBT.7 (E) Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Target:** I can use drawings and written words to explain how to add, subtract, multiply, and divide decimals to the hundredths accurately. **Essential Question:** How does my understanding of place value help me to complete basic operations involving decimal numbers?	No New Vocabulary	Discovery Time: Students will use base ten blocks to solve: 12.4-3.21 Learning With Others Sense of Audience Choice Novelty and Variety Authenticity	Students will read menus to place orders.	Formative-Students' ability to add/subtract decimals during restaurant activity Summative-unit 1 assessment	T-Students will present menus to "customers" in their restaurants and be able to compute the total of the order and give change, which allows them to practice adding and subtracting decimals	Student-made menus, play money, Guest Check Add/Sub Decimals Tier 1 Add/Sub Decimals Tier 2 Add/Sub Decimals Tier 3
1 4	**Content:** 5.NBT.4 (E) Use place value understanding to round decimals to any place. 5.NBT.7 (E) Add, subtract, multiply, and divide decimals to hundredths,	No New Vocabulary	Clear/Modeled Expectations Emotional/Intellectual Safety	Students will read constructed response question and be able to answer the question by writing their	Formative-classroom discussion/questions Summative-unit 1 assessment	T-Teacher will model how to approach a constructed response question by circling verb(s), underlining everything else, and	Constructed Response Study Guide

	using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Target:** I can round decimal numbers to any place. I can use drawings and written words to explain how to add, subtract, multiply, and divide decimals to the hundredths accurately. **Essential Question:** How does my understanding of place value help me to round decimals? How does my understanding of place value help me to complete basic operations involving decimal numbers?			solution		putting thoughts on paper. If time permits, students can score their own based on a student-generated rubric Students will be given a study guide	
1 5	**Content:** 5.NBT.1 (E), 5.NBT.3 (I), 5.NBT.2 (E), 5.NBT.4 (E), 5.NBT.7 (E) **Learning Targets:** I can demonstrate the powers of 10 using whole number exponents. I can read and write decimal numbers to the thousandths in number names and expanded forms. I can compare decimal numbers to the thousandths based on the	No New Vocabulary	Personal Response Clear/Modeled Expectations Learning With Others Sense of Audience Choice Novelty and Variety Authenticity	Literacy Center in Center Rotations		T-See Unit 1 Centers	IPads

place value of each digit, and use the correct symbols >, <, = to show my results. I can round decimal numbers to any place. I can use drawings and written words to explain how to add, subtract, multiply, and divide decimals to the hundredths accurately. **Essential Questions:** How do patterns of exponents represent powers of ten in a numerical expression? How do we use symbols to evaluate numerical expressions? How does my understanding of place value help me to compare and order the value of decimals and whole numbers? How does my understanding of place value help me to compare and order the value of decimals and whole numbers? How does my understanding of place value help me to complete basic operations involving decimal numbers? How does my understanding of place value help me to round decimals?						

| 16 | **Content:** 5.NBT.1 (E), 5.NBT.3 (I), 5.NBT.2 (E), 5.NBT.4 (E), 5.NBT.7 (E)
Learning Targets: I can demonstrate the powers of 10 using whole number exponents. I can read and write decimal numbers to the thousandths in number names and expanded forms. I can compare decimal numbers to the thousandths based on the place value of each digit, and use the correct symbols >, <, = to show my results. I can round decimal numbers to any place. I can use drawings and written words to explain how to add, subtract, multiply, and divide decimals to the hundredths accurately.
Essential Questions: How do patterns of exponents represent powers of ten in a numerical expression?
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How does my understanding of | No New Vocabulary | | | Summative-Unit 1 Assessment | T-Unit 1 Assessment | |

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place value help me to compare and order the value of decimals and whole numbers? How does my understanding of place value help me to complete basic operations involving decimal numbers? How does my understanding of place value help me to round decimals?						