Marking Period	Unit Title	Recommended Instructional Days
1 & 2	**Add and Subtract Decimals**	**17 - 20 days**

Domain

Strand:

5.NBT.A.1 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.

5.NBT.A.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

5.NBT.A.3.b Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

5.NBT.A.4 Use place value understanding to round decimals to any place.

5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Key:

Major Cluster **Supporting Cluster** **Additional Cluster**

Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊Summative assessments

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reason of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Questions:

Lesson 3.1 How can you describe the relationship between two decimal place-value positions?
Lesson 3.2 How do you read, write, and represent decimals through thousandths?
Lesson 3.3 How can you use place value to compare and order decimals?
Lesson 3.4 How can you use place value to round decimals to a given place?
Lesson 3.5 How can you use base-ten blocks to model decimal addition?
Lesson 3.6 How can you use base-ten blocks to model decimal subtractions?
Lesson 3.7 How can you estimate decimal sums and differences?
Lesson 3.8 How can place value help you add decimals?
Lesson 3.9 How can place value help you subtract decimals?
Lesson 3.10 How can you use addition or subtraction to describe a pattern or create a sequence with decimals?
Lesson 3.11 How can the strategy make a table help you organize and keep track of your bank account balance?
Lesson 3.12 Which method could you use to find decimal sums and differences?

Essential Understandings:

Lesson 3.1 Model, read, and write,decimals through thousandths.
Lesson 3.2 Read and write decimals through thousandths.
Lesson 3.3 Compare and order decimals to thousandths using place value.

Lesson 3.4 Round decimals to any place.
Lesson 3.5 Model decimal addition using base-ten blocks.
Lesson 3.6 Model decimal subtraction using base-ten blocks.
Lesson 3.7 Make reasonable estimates of decimal sums and differences.
Lesson 3.8 Add decimals using place value.
Lesson 3.9 Subtract decimals using place value.
Lesson 3.10 Identify, describe, and create numeric patterns with decimals.
Lesson 3.11 Solve problems using the strategy, *make a table*.
Lesson 3.12 Choose a method to find a decimal sum or difference.

Vocabulary:

- Sequence
- Term
- Thousandth
- Benchmark
- Estimate
- Hundredth
- Round
- Tenth

Suggested Activity Description(s):
Show what you know, Problem of the Day, Fluency Builders, Personal Math Trainer, Math on the Spot Videos, Real World Videos, Vocabulary Preview Activity, Reteach and Enrichment Activities, Interactive Student Edition Textbook, RtI Activities, Grab and Go Differentiated Centers, Journal Writing, Advanced Learners Activities, Assessments, Standards Focus Packets for the related NJSLS, Success for English Learners Activities, Performance Task

◊ Suggested Sample Tasks:
Activity Description: Problem Solving
Interdisciplinary Connections: Math and Science
Content: What Are Properties of Matter?
Performance Task: What Affects the Rate of Dissolving (Unit 2 Lesson 2; Pages 102-105)

Science
Objective: Demonstrate if all things dissolve at the same rate.
Skills Assessed:
● Investigate

● Record results
● Analyze and gather data
● Make a conclusion

Math
Objective: Measure the rate in seconds [decimal form]. Find the difference between the rate of dissolving (no stirring, stirring slowly & stirring quickly)
Skills Assessed:
● Subtracting decimals
● Place value

Interdisciplinary Connections:

STEM Activity: In Chapter 3, students develop their understanding of addition and subtraction of decimals, as well as comparing decimals. These same topics are used often in the development of various science concepts and process skills. Help students make the connection between math and science through the S.T.E.M. activities and activity worksheets found at www.thinkcentral.com.

In Chapter 3, students connect math and science with the S.T.E.M. Activity The Sun and the Sea and the accompanying worksheets (pages 137 and 138). Through this S.T.E.M. Activity, students will connect to the GO Math! Chapter 3 concepts and skills with the effect of solar energy absorption by different types of terrain on regional temperature extremes, including comparing average temperatures in different geographic locations. It is recommended that this S.T.E.M. Activity be used after Lesson 3.3.

Science:
1. Fossils are the prehistoric remains of plants or animals. There are two types of fossils: body fossils or trace fossils. A body fossil has been preserved in mud and sand, tar, lava, or frozen in ice. A trace fossil is a sign of a plant or an animal that has been preserved in rock, such as a leaf imprint or animal footprint. Some interesting fossils have been found. For example, geologists found a cockroach that measured 3.453 inches long! What is the number 3.453 written in expanded form?

2. Students experience precipitation in the form of rain, sleet, snow, and hail. Have them consider times of the year and locations they associate with each form. For example, students may relate summer in Florida to heavy rains. Baguio, Philippines receives an average of 180.04 inches of rain each year. Bogor, Indonesia receives an average of 166.33 inches of rain each year. What is the sum of the average rainfalls of the two cities each year?

3. Atoms are so small that it is not practical to measure the mass of one atom, so we measure an amount of atoms called a mole. A mole of iodine atoms has a mass of 126.9 grams. A mole of germanium atoms has a mass of 72.64 grams. What is the difference between the two masses?

Social Studies:
1. Rhode Island was one of the original 13 colonies. It was also the first colony to attack British rule. On May 4, 1776, Rhode Island declared its independence from Great Britain. Rhode Island was also the last of the original 13 colonies to ratify the U.S. Constitution, demanding that the Bill of

Rights be added. Of the 50 states, Rhode Island is the smallest. It ranks last in total land and water area. It has a total area of 1,545.05 square miles. Write 1,545.05 in word form.

2. Some of the events that led to the American Revolution were the Stamp Act, the Townshend Acts, and the Coercive Acts. The Stamp Act was passed in 1765 and repealed the next year. It taxed various items, such as paper, one pence to as much as 2 pounds. A stamp was placed on the item to show that the tax had been paid. Do research and find out how taxes on the colonists compare to taxes, such as sales tax, that we pay on items. Suppose a book you want to buy has a marked price of $18.55, and the tax on that book is $1.21. How much would the book cost, including tax?

3. A market economy is based on the division of labor, and the prices of goods and services are determined in a free price system by supply and demand. In the early 1800s, prices were much lower than they are today. For instance, one dozen eggs may have been sold for $0.09, and a pair of boots may have been sold for $2.54. Do research to find the price of one dozen eggs and the price for a pair of boots now. What are the differences between the present prices of these items and the prices in the early 1800s?

Language Arts:
1. Vocabulary Builder Activity, Go Math pg. 150
2. Vocabulary Game, Go Math pg. 150A
3. The Write Way, Go Math pg. 150B
4. Grab and Go Reader - Dewey and His Decimals

Spot Light On: *Ask challenging questions equitably of all students.*

Social and Emotional Learning: ***Competencies***	**Social and Emotional Learning:** ***Sub-Competencies***
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	• Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. •Develop, implement, and model effective problem solving and critical thinking skills.

Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	**Benchmarks & Summative Assessments:** Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Go Math Workbook, IXL, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, 60 minutes of weekly ST Math, Edulastic, Achieve the Core, Desmos	Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice worksheets	Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Go Math Leveled Strategies for English Learners, Go Math Linguistic Support	ST Math Challenge Objectives, G&T tasks, Enrichment worksheets, Art of Problem Solving, Leveled assessments, Go Math Teaching for Depth

Supplemental Resources

Technology:
• Chromebooks • Online math manipulatives
Other:
• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives

Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related content.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s):** Financial Well Being	
	Core Ideas:	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	Performance Expectation/s:	**9.4.5.CT.1**: Identify and gather relevant data that will aid in the problem-solving process.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community member and employee. **Attend to financial well-being.** **Consider the environmental, social and economic impacts of decisions.** **Demonstrate creativity and innovation.** **Utilize critical thinking to make sense of problems and persevere in solving them.**	

	Model integrity, ethical leadership and effective management. **Plan education and career paths aligned to personal goals.** **Use technology to enhance productivity, increase collaboration and communicate effectively.** **Work productively in teams while using cultural/global competence.**

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	**x**	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*	**x**	Standards in Action: *Climate Change*