

Winslow Township School District
Mathematics Curriculum – Grade 5
Unit 2

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
Unit 2 Understanding Volume and Operations on Fractions	<ul style="list-style-type: none"> ● 5.MD.C.3 ● 5.MD.C.4 ● 5.MD.C.5 ● 5.NBT.B.5* ● 5.NF.A.1 ● 5.NF.A.2 ● 5.NF.B.3 ● 5.NF.B.4 	<ul style="list-style-type: none"> ● Understand concepts of volume ● Perform operations with multi-digit whole numbers and with decimals to hundredths ● Use equivalent fractions as a strategy to add and subtract fractions ● Apply and extend previous understandings of multiplication and division 	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p>
Unit 2: Suggested Open Educational Resources	<p>5.MD.C.5 Breaking Apart Composite Solids</p> <p>5.MD.C.5a using Volume to Understand the Associative Property of Multiplication</p> <p>5.MD.C.5b Cari's Aquarium</p> <p>5.MD.C Box of Clay</p> <p>5.NF.A.1 Making S'Mores</p> <p>5.NF.A.2 Do These Add Up?</p> <p>5.NF.A Measuring Cups</p> <p>5.NF.B.3 How Much Pie?</p> <p>5.NF.B.4b Chavone's Bathroom Tiles</p>		<p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>

Major **Supporting** **Additional** (Identified by PARCC Model Content Frameworks).

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Curriculum Unit 2	Standards		Pacing	
			Days	Unit Days
Unit 2 Understanding Volume and Operations on Fractions	● 5.MD.C.3	Measure volume by counting the total number cubic units required to fill a figure without gaps or overlaps.	3	45
	● 5.MD.C.4	Measure volume by counting the total number cubic units required to fill a figure without gaps or overlaps.	2	
	● 5.MD.C.5	Show that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas $V = l \times w \times h$ or $V = B \times h$. Apply formulas to solve real world and mathematical problems involving volumes of right rectangular prisms that have whole number edge lengths. Find the volume of a composite solid figure composed of two non-overlapping right rectangular prisms, applying this strategy to solve real-world problems.	6	
	● 5.NBT.B.5*	Fluently multiply multi-digit whole numbers with accuracy and efficiency.	3	
	● 5.NF.A.1	Add and subtract fractions (including mixed numbers) with unlike denominators by replacing the given fractions with equivalent fractions having like denominators	10	
	● 5.NF.A.2	Solve word problems involving adding or subtracting fractions with unlike denominators, and determine if the answer to the word problem is reasonable, using estimations with benchmark fractions.	7	
	● 5.NF.B.3	Interpret a fraction as a division of the numerator by the denominator; solve word problems in which division of whole numbers leads to fractions or mixed numbers as solutions.	4	
	● 5.NF.B.4	For whole number or fraction q , interpret the product $(a/b) \times q$ as a parts of a whole partitioned into b equal parts added q times (e.g. using a visual fraction model). Tile a rectangle with unit fraction squares to find the area and multiply side lengths to find the area of the rectangle, showing that the areas are the same.	7	
	Assessment, Re-teach and Extension		3	

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Content Standards	Suggested Standards for Mathematical Practice	Critical Knowledge & Skills
<ul style="list-style-type: none"> ● 5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. ● 5.MD.C.5a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. ● 5.MD.C.5b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. ● 5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units. 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> ● Volume is the amount of space inside a solid (3-dimensional) figure. ● Cubes with side length of 1 unit, called “a unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. ● Solid figures which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. ● Volume of a solid can be determined using unit cubes of other dimensions. <p>Students are able to:</p> <ul style="list-style-type: none"> ● count unit cubes in order to measure the volume of a solid. ● use unit cubes of centimeters, inches, and/or other units to measure volume. <p>Learning Goal 1: Measure volume by counting the total number cubic units required to fill a figure without gaps or overlaps.</p>

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<ul style="list-style-type: none"> ● 5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 5.MD.C.5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. 5.MD.C.5b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. 5.MD.C.5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> ● Volume is additive: volumes of composite solids can be determined by adding the volumes of each solid. <p>Students are able to:</p> <ul style="list-style-type: none"> ● pack right rectangular prisms with cubes to find volume and multiply side lengths of the right rectangular prism to find volume, showing that they are the same. ● pack right rectangular prisms with cubes to find volume and multiply height by the area of the base, showing that they are the same. ● explain how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height). ● write the volume of an object as the product of three whole numbers. ● solve real-world and mathematical problems using the formulas $V = l \times w \times h$ and $V = B \times h$. ● find the volume of a composite solid composed of two right rectangular prisms. <p>Learning Goal 2: Show that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas $V = l \times w \times h$ or $V = B \times h$.</p> <p>Learning Goal 3: Apply formulas to solve real world and mathematical problems involving volumes of right rectangular prisms that have whole number edge lengths.</p> <p>Learning Goal 4: Find the volume of a composite solid figure composed of two non-overlapping right rectangular prisms, applying this strategy to solve real-world problems.</p>
<ul style="list-style-type: none"> ● 5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm. *(benchmarked) 	<p>MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.</p>	<p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● multiply multi-digit whole numbers with accuracy and efficiency. <p>Learning Goal 5: Fluently multiply multi-digit whole numbers with accuracy and efficiency.</p>

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<ul style="list-style-type: none"> ● 5.NF.A.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ (in general, $a/b + c/d = (ad + bc)/bd$).</i> 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> ● Equivalent fractions can be used to add and subtract fractions. <p>Students are able to:</p> <ul style="list-style-type: none"> ● produce an equivalent sum (or difference) of fractions with like denominators from the original sum (or difference) of fractions that has unlike denominators. ● add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions. <p>Learning Goal 6: Add and subtract fractions (including mixed numbers) with unlike denominators by replacing the given fractions with equivalent fractions having like denominators</p>
<ul style="list-style-type: none"> ● 5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i> 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p>	<p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● add and subtract fractions, including mixed numbers, with unlike denominators to solve word problems. ● represent calculations and solutions with visual fraction models and equations ● estimate answers using benchmark fractions and explain whether the answer is reasonable. ● estimate answers by reasoning about the size of the fractions and explain whether the answer is reasonable. <p>Learning Goal 7: Solve word problems involving adding or subtracting fractions with unlike denominators, and determine if the answer to the word problem is reasonable, using estimations with benchmark fractions.</p>

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<ul style="list-style-type: none"> ● 5.NF.B.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i> 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> ● Fractions represent division. <p>Students are able to:</p> <ul style="list-style-type: none"> ● represent a fraction as a division statement ($a/b = a \div b$). ● divide whole numbers in order to solve real world problems, representing the quotient as a fraction or a mixed number. ● represent word problems involving division of whole numbers using visual fraction models and equations. <p>Learning Goal 8: Interpret a fraction as a division of the numerator by the denominator; solve word problems in which division of whole numbers leads to fractions or mixed numbers as solutions.</p>
<ul style="list-style-type: none"> ● 5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.B.4a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i> 5.NF.B.4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p>	<p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● for whole number or fraction q, represent $(a/b) \times q$ as a parts of a partition of q into b equal parts [e.g. using a visual fraction model, $(3/4) \times 5$ can be represented by 3 parts, after partitioning 5 objects into 4 equal parts]. ● for whole number or fraction q, represent $(a/b) \times q$ as $a \times q \div b$ [e.g. showing that $(2/5) \times 3$ is equivalent to $(2 \times 3) \div 5$]. ● from a story context, interpret $(a/b) \times q$ as a parts of a partition of q into b equal parts. ● tile a rectangle having fractional side lengths using unit squares of the appropriate unit fraction [e.g. given a $3 \frac{1}{4}$ inch \times $7 \frac{3}{4}$ inch rectangle, tile the rectangle using $\frac{1}{4}$ inch tiles]. ● show that the area found by tiling with unit fraction tiles is the same as would be found by multiplying the side lengths. <p>Learning Goal 9: For whole number or fraction q, interpret the product $(a/b) \times q$ as a parts of a whole partitioned into b equal parts added q times (e.g. using a visual fraction model).</p> <p>Learning Goal 10: Tile a rectangle with unit fraction squares to find the area and multiply side lengths to find the area of the rectangle, showing that the areas are the same.</p>

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School/District Formative Assessment Plan	School/District Summative Assessment Plan
Pre-Assessment-"Show What You Know" "Mid-Chapter Checkpoint" Lesson Quizzes Exit Tickets Daily Monitoring	Link It Chapter Tests Math Portfolio
Focus Mathematical Concepts	
<p>Prerequisite skills: Achieve the Core Coherence Map https://achievethecore.org/coherence-map/</p> <p>Standards: 5.MD.C.3: 1.MD.2, 2.G.1, 3.MD.5 5.MD.C.4: 3.MD.6, 5.MD.3 5.MD.C.5: 3.MD.7, 5.MD.3, 5.MD.4 5.NBT.B.5: 3.OA.7, 4.NBT.4, 4.NBT.5 5.NF.A.1: 4.NF.1, 4.NF.3 5.NF.A.2: 4.NF.2, 5.NF.1 5.NF.B.3: 3.NF.1, 3.OA.6, 4.OA.2, 4.NF.3 5.NF.B.4: 3.MD.7a, 4.NF.4</p>	

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Common Misconceptions:

5.NF.A.1: Students often mix models when adding, subtracting or comparing fractions. Students will use a circle for thirds and a rectangle for fourths when comparing fractions with thirds and fourths. Remind students that the representations need to be from the same whole models with the same shape and size.

5.NF.B.3: Students may believe that multiplication always results in a larger number. Using models when multiplying with fractions will enable students to see that the results will be smaller.

Additionally, students may believe that division always results in a smaller number. Using models when dividing with fractions will enable students to see that the results will be larger.

5.MD.C.4 Students are unsure as to which units to use to measure volume because they are not sure what they are measuring. Also, they may confuse the need to find volume with area.

Number Fluency:

5.NBT.5 Students fluently multiply multidigit whole numbers using the standard algorithm.

Achieve the Core – GoMath Fluency Activities

<https://achievethecore.org/page/2853/go-math-k-5-guidance-documents>

Achieve the Core – Fluency Activities

<https://achievethecore.org/page/2948/fluency-resources-for-grade-level-routines>

Math Coach – Fact Fluency <http://schoolwires.henry.k12.ga.us/Page/21865>

Math Wire – Basic Facts Link <http://mathwire.com/numbersense/bfactslinks.html>

Math Fact Practice <http://www.playkidsgames.com/games/mathfact/mathFact.htm>

Xtramath - www.xtramath.org

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District/School Tasks	District/School Primary and Supplementary Resources and Technology Integration
<p>PARCC Released Items http://www.parcc-assessment.org/released-items</p> <p>NJDOE Digital Item Library https://nj.digitalitemlibrary.com/home</p> <p>NJSLA Mathematics Evidence Statements https://docs.google.com/spreadsheets/d/18M5r1jk4P729fTpAlWAzrw1gE6tken233I-Yk0U712M/edit#gid=554025491</p> <p>LinkIt! Form A, B, & C</p>	<p>Text: Go Math</p> <p>Think Central https://www-k6.thinkcentral.com/ePC/viewResources.do?method=retrieveResources&pageName=resourcepage</p> <p>GoMath Personal Math Trainer</p> <p>Xtramath www.xtramath.org Sumdog www.sumdog.com Khan Academy www.khanacademy.org</p> <p>Math Coach – Fact Fluency http://schoolwires.henry.k12.ga.us/Page/21865 Math Wire – Basic Facts Link http://mathwire.com/numbersense/bfactslinks.html Math Fact Practice http://www.playkidsgames.com/games/mathfact/mathFact.htm</p> <p>5th grade Flip Book http://community.ksde.org/Default.aspx?tabid=5646</p> <p>North Carolina Dept of Ed. Wikispaces: http://maccss.ncdpi.wikispaces.net/Elementary</p> <p>PARCC Math Resources http://www.parcc-assessment.org/assessments/test-design/mathematics/math-test-specifications-documents</p> <p>101 Math Discourse Questions: http://www.casamples.com/downloads/100MathDiscourseQuestions_Printable.pdf</p> <p>Asking Effective Questions http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf</p>

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Instructional Best Practices	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
Vocabulary	
<p>5.MD.C.3, 4, & 5 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. measurement, attribute, volume, solid figure, right rectangular prism, unit, unit cube, gap, overlap, cubic units (cubic cm, cubic in. cubic ft. nonstandard cubic units), multiplication, addition, edge lengths, height, area of base</p> <p>5.NBT.B.5 Perform operations with multi-digit whole numbers and with decimals to hundredths. multiplication/multiply, division/division, decimal, decimal point, tenths, hundredths</p> <p>Go Math Chapter 4 Vocabulary place value, expanded form, pattern, product, thousandth</p> <p>Go Math Chapter 5 Vocabulary estimate, dividend, exponent, remainder</p>	<p>5.NF.A.1 & 2 Use equivalent fractions as a strategy to add and subtract fractions. fraction, equivalent, addition/ add, sum, subtraction/subtract, difference, unlike denominator, numerator, benchmark fraction, estimate, reasonableness, mixed numbers</p> <p>5.NF.B.3 & 4 Apply and extend previous understanding of multiplication and division to multiply and divide fractions. fraction, numerator, denominator, operations, multiplication/multiply, division/divide, mixed numbers, product, quotient, partition, equal parts, equivalent, factor, unit fraction, area, side lengths, fractional sides lengths</p>

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Suggested Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Provide the opportunity to re-take tests
- Modify activities/assignments/projects/assessments
- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Modify Content
- Modify Amount
- Small Group Intervention/Remediation
- Individual Intervention/Remediation
- Additional Support Materials
- Guided Notes
- Graphic Organizers
- Adjust Pacing of Content
- Increase one on one time
- Peer Support
- Other Modifications for Special Education:
 - Think Central Online Resources:
 - Reteach
 - Strategic Intervention
 - Intensive Intervention Skill Pack
 - Response to Intervention Activities

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Suggested Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Provide the opportunity to re-take tests
- Increase one on one time
- Oral prompts can be given
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format
- Peer Support
- Modify activities/assignments/projects/assessments
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Modify Content
- Modify Amount
- Adjust Pacing of Content
- Small Group Intervention/Remediation
- Individual Intervention/Remediation
- Additional Support Materials
- Guided Notes
- Graphic Organizers
- Other Modifications for Students At-Risk:
 - Think Central Online Resources:
 - Reteach
 - Strategic Intervention
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 - Response to Intervention Activities

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English Language Learners	Suggested Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 4-5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in mathematics studies in student’s home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs
Suggested Activities	
<ul style="list-style-type: none"> <input type="checkbox"/> Do Now/Warm-Up <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Groups <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Personal Math Trainer on ThinkCentral <input type="checkbox"/> Go Math Vocabulary Games 	<ul style="list-style-type: none"> <input type="checkbox"/> Centers <input type="checkbox"/> Intervention/Remediation <input type="checkbox"/> Projects <input type="checkbox"/> Go Math Grab and Go Activities <input type="checkbox"/> Academic Games <input type="checkbox"/> Other Suggested Activities:

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Interdisciplinary Connections

Science/Social Studies questions embedded in series (math, science, social studies)
Think Central Go Math! Real World Videos (math, reading, science, social studies)
Think Central S.T.E.M. Activities (math and science)
Math Journal Prompts embedded in series (math and writing)

Integration of Computer Science and Design Thinking NJSL 8

8.1.5.CS.1: Model how computing devices connect to other components to form a system.
8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.