Winslow Township School District

Mathematics Curriculum – Grade 5

Unit 4

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
Unit 4 **Coordinate Geometry and Classifying Figures**	• 5.G.A.1 • 5.G.A.2 • 5.OA.B.3 • 5.G.B.3 • 5.G.B.4 • 5.MD.B.2 • 5.NBT.B.5* • 5.NBT.B.7* • 5.NF.B.7*	• Graph points on the coordinate plane to solve real-world and mathematical problems • Analyze patterns and relationships • Classify two dimensional figures into categories based on their properties • Represent and interpret data • Perform operations with multi-digit whole numbers and with decimals to hundredths • Apply and extend previous understanding of multiplication and division	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.
Unit 4: Suggested Open Educational Resources	5.G.A.1 Battle Ship Using Grid Paper 5.G.A.2 Meerkat Coordinate Plane Task 5.OA.B.3 Sidewalk Patterns 5.G.B.3 Always, Sometimes, Never 5.G.B.4 What is a Trapezoid? (Part 2) 5.MD.B.2 5.NF.A.1 Fractions on a Line Plot 5.NBT.B.7, 5.NF.B.3 What is 23 divided by 5? 5.NF.B.7c Salad Dressing		

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

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Curriculum Unit 4	Standards		Pacing	
			Days	Unit Days
Unit 4 **Coordinate Geometry and Classifying Figures**	• 5.G.A.1	Represent real world and mathematical problems by graphing points defined by whole number coordinates in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	3	45
	• 5.G.A.2	Generate two numerical patterns from two given rules, identify the relationship between corresponding terms, create ordered pairs and graph the ordered pairs.	4	
	• 5.OA.B.3	Generate two numerical patterns from two given rules, identify the relationship between corresponding terms, create ordered pairs and graph the ordered pairs.	5	
	• 5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	6	
	• 5.G.B.4	Classify two- dimensional figures in a hierarchy based on properties.	4	
	• 5.MD.B.2	Make a line plot to display a data set in measurements in fractions of a unit (1/2, 1/4, 1/8) and use it to solve problems involving the four operations on fractions with unlike denominators.	4	
	• 5.NBT.B.5*	Fluently multiply multi-digit whole numbers with accuracy and efficiency.	5	
	• 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; explain the reasoning used, relating the strategy to the written method.	6	
	• 5.NF.B.7*	Solve real world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions.	5	
	Assessment, Re-teach and Extension		3	

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
• 5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). • 5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	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.	Concept(s): • Coordinate plane as perpendicular number lines. • Perpendicular number lines (axes) define a coordinate system. • Intersection of the lines (origin) coincides with the 0 on each number line. • Given points in the plane is located using an ordered pair of numbers (coordinates). • First numbers in an ordered pair indicates how far to travel from the origin in the direction of the x-axis. • Second numbers in an ordered pair indicate how far to travel in the direction of the y-axis. Students are able to: • graph points defined by whole number coordinates in the first quadrant of the coordinate plane in order to represent real world and mathematical problems. • interpret coordinates in context. Learning Goal 1: Represent real world and mathematical problems by graphing points defined by whole number coordinates in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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• 5.OA.B.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*	MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.	Concept(s): No new concept(s) introduced Students are able to: • use two rules to create two numerical patterns. • compare corresponding terms (e.g. compare the first terms in each list, compare the second terms in each list, etc). • identify the relationship between corresponding terms and write ordered pairs. • graph the ordered pairs. Learning Goal 2: Generate two numerical patterns from two given rules, identify the relationship between corresponding terms, create ordered pairs and graph the ordered pairs.
• 5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* • 5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.	MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): • Attributes belonging to a category of two-dimensional figures also belong to *all* subcategories of that category. Students are able to: • classify two-dimensional figures (triangles, quadrilaterals) based on shared attributes (e.g. parallel sides, number of sides, angle size, side length, etc.). • arrange the categories/subcategories of figures (e.g. squares, rectangles, trapezoids, etc) in a hierarchy based on attributes. • identify attributes of a two-dimensional shape based on attributes of the categories to which it belongs. Learning Goal 3: Classify two- dimensional figures in a hierarchy based on properties.

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• 5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	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.	Concept(s): No new concept(s) introduced Students are able to: • use measurement information to create a line plot. • using measurement information presented in line plots, add, subtract, multiply and divide fractions in order to solve problems. Learning Goal 4: Make a line plot to display a data set in measurements in fractions of a unit (1/2, 1/4, 1/8) and use it to solve problems involving the four operations on fractions with unlike denominators.
• 5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm. *(benchmarked)	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.	Concept(s): No new concept(s) introduced Students are able to: • multiply multi-digit whole numbers with accuracy and efficiency. Learning Goal 5: Fluently multiply multi-digit whole numbers with accuracy and efficiency.
• 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. *(benchmarked)	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.7 Look for and make use of structure.	Concept(s): No new concept(s) introduced Students are able to: • add and subtract decimals to hundredths using concrete models and drawings. • multiply and divide decimals to hundredths using concrete models and drawings. • add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • relate the strategy to the written method and explain the reasoning used. Learning Goal 6: 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; explain the reasoning used, relating the strategy to the written method.

• 5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.*(benchmarked) 5.NF.B.7c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*	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.	Concept(s): No new concept(s) introduced Students are able to: • use a story context to interpret division of a unit fraction by a whole number. • use a story context to interpret division of a whole number by a unit fraction. • divide unit fractions by whole numbers to solve real world problems, using visual fraction models and equations to represent the problem. • divide whole numbers by unit fractions to solve real world problems, using visual fraction models and equations to represent the problem. Learning Goal 7: Solve real world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions.

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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

Prerequisite skills:
Achieve the Core Coherence Map
https://achievethecore.org/coherence-map/

Standards:
5.G.A.1: 2.MD.6, 4.G.1
5.G.A.2: 3.MD.63 5.G.1
5.OA.B.3: 4.OA.5, 5.G.1, 5.G.2
5.G.B.3: 3.G.1, 4.G.1, 4.G.2
5.G.B.4: 3.G.1, 4.G.1, 4.G.2
5.MD.B.2: 5.NF (all)
5.NBT.B.5: 3.O A.7, 4.NBT.6, 5.NBT.1
5.NBT.B.7: 4.NBT.4, 5.NBT.1, 5.NBT.2, 5.NBT.3a, 5.NBT.5
5.NF.B.7: 3.OA.6, 4.NF.4, 4.NBT.6, 5.NF.3, 5.NF.4

Common Misconceptions:

5.G.A.1 & 5.G.A.2

When playing games with coordinates or looking at maps, students may think the order in plotting a coordinate point is not important. Have students plot points so that the position of the coordinates is switched. For example, have students plot (3, 4) and (4, 3) and discuss the order used to plot the points. Have students create directions for others to follow so that they become aware of the importance of direction and distance.

5.OA.B.3 Students reverse the points when plotting them on a coordinate plane. They count up first on the y-axis and then count over on the x-axis. The location of every point in the plane has a specific place. Have students plot points where the numbers are reversed such as (4, 5) and (5, 4). Begin with students providing a verbal description of how to plot each point. Then, have them follow the verbal description and plot each point**.**

Number Fluency:

5.NBT.5 Students fluently multiply multi-digit 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**
Xtra Math **www.xtramath.org**

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

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Instructional Best Practices and Exemplars	
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	
5.G.A.1 & 2 **Graph points on the coordinate plane to solve real-world and mathematical problems.** coordinate system, coordinate plane, first quadrant, points, lines, axis/axes, x-axis, y-axis, horizontal, vertical, intersection of lines, origin, ordered pairs, coordinates, x-coordinate, y-coordinate 5.OA.B.3 **Analyze patterns and relationships.** numerical patterns, rules, ordered pairs, coordinate plane **Go Math Chapter 10 Vocabulary** capacity, dekameter, milligram, ton, decimeter, mass, milliliter, weight **Go Math Chapter 11 Vocabulary** polyhedron, pyramid, regular polygon, unit cube, prism, quadrilateral, scalene triangle, volume	5.MD.B.2 **Present and interpret data.** line plot, length, mass, liquid volume 5.NBT.B.5 & 7 **Perform operations with multi-digit whole numbers and with decimals to hundredths.** multiplication/multiply, division/division, decimal, decimal point, tenths, hundredths, products, quotients, dividends, divisor, rectangular arrays, area models, addition/add, subtraction/subtract, (properties)-rules about how numbers work, reasoning

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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.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. 9.1.5.RMI.2: Justify reasons to have insurance. 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. 9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 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.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 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.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). 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/

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
  - Intensive Intervention Skill Pack
  - Response to Intervention Activities

English Language Learners	Suggested Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors ☐ Grades 4-5 WIDA Can Do Descriptors: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications that may include: • 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	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. • 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 Additional Strategies may be located at the links: ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs

Suggested Activities	
☐ Do Now/Warm-Up ☐ Whole Group ☐ Small Groups ☐ Guided Practice ☐ Independent Practice ☐ Personal Math Trainer on ThinkCentral ☐ Go Math Vocabulary Games	☐ Centers ☐ Intervention/Remediation ☐ Projects ☐Academic Games ☐ Other Suggested Activities: ☐ Go Math Grab and Go 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 NJSLS 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.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.