Marking Period	Unit Title	Recommended Instructional Days
1	**Divide Whole Numbers**	**13 - 16 days**

Domain

Strand:

5.NBT.B.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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. *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?*

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 2.1 How can you tell where to place the first digit of a quotient without dividing?
Lesson 2.2 How do you solve and check division problems?
Lesson 2.3 How can you use base-ten blocks to model and understand division of whole numbers?
Lesson 2.4 How can you use partial quotients to divide by 2-digit divisors?
Lesson 2.5 How can you use compatible numbers to estimate quotients?
Lesson 2.6 How can you divide by 2-digit divisors?
Lesson 2.7 When solving a division problem, when do you write the remainder as a fraction?
Lesson 2.8 How can you adjust the quotient if your estimate is too high or too low?
Lesson 2.9 How can using the strategy, *draw a diagram*, help you solve a division problem?

Essential Understandings:

Lesson 2.1 Place the first digit of a quotient by estimating or using place value.
Lesson 2.2 Divide 3- and 4-digit dividends by 1-digit divisors.
Lesson 2.3 Model division with 2-digit divisors using base-ten blocks.
Lesson 2.4 Use partial quotients to divide by 2-digit divisors.
Lesson 2.5 Estimate quotients using compatible numbers.
Lesson 2.6 Divide by 2-digit divisors.
Lesson 2.7 Solve division problems and decide when to write the remainder as a fraction.
Lesson 2.8 Adjust the quotient if your estimate is too high or too low.
Lesson 2.9 Solve problems using the strategy, *draw a diagram*.

Vocabulary:

- Compatible Numbers
- Estimate
- Inverse
- Operations

- Remainder

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

Interdisciplinary Connections:

STEM Activity: In Chapter 2, students extend their understanding of dividing whole numbers, such as dividing with 2-digit divisors. These same topics are used often in the development of various science concepts and process skills. Help students make the connection between math, science, and engineering through the S.T.E.M. activities and activity worksheets found at www.thinkcentral.com.

In Chapter 2, students connect math, science, and engineering with the S.T.E.M. Activity Wonderful Water and the accompanying worksheets (pages 135 and 136). Through this S.T.E.M. Activity, students will connect to the GO Math! Chapter 2 concepts and skills with various water conservation appliances, including finding the total amount of water saved by replacing a traditional shower head with a water-saving shower head. It is recommended that this S.T.E.M. Activity will be used after Lesson 2.6.

Science:
1. The gain of heat energy causes water to change phase from solid (ice) to liquid to gas (water vapor). When the temperature reaches ice's melting point of 32°F, it begins to form a liquid. At sea level, when water is heated to its boiling point of 212°F, it begins to change into a gas. Every substance has its own melting and boiling points. For example, iron's melting point is 2,795°F and its boiling point is 4,982°F. At sea level, Toshi puts a container of 59°F water on a hot stove. The water temperature increases 9°F every minute. How long will it take for the water to reach its boiling point of 212°F?

2. Saturn is one of the outer planets in the solar system. You probably recognize Saturn because of the rings around it. The rings are made of ice, dust, boulders, and frozen gas. The length of a year on Saturn is equal to a little more than 29 years on Earth. About how many Saturn years are equal to 212 Earth years? Use compatible numbers to estimate.

Social Studies:
1. Before gasoline-powered tractors, steam-powered threshing machines were used to harvest wheat. John Froelich invented the first gasoline-powered tractor in 1892. The tractor could move forward and backward. Only four of these tractors were ever made, but they were the stepping stones to today's tractors. John Froelich used his tractor to harvest 72,000 bushels of wheat in 52 days, or about 1,384 bushels a day. If he worked 8 hours to harvest 1,384 bushels, how many bushels did he harvest each hour?

2. The telegraph was patented in 1837 by Samuel Morse. Before telegraphs, people had to use word- of-mouth or send letters by horseback, railroad, or steamboat. The telegraph set the stage for Alexander Graham Bell's development of the telephone. The telegraph and telephone transformed long-distance communication in America.

0: – – – – –	1: • – – – –	2: • • – – –	3: • • • – –	4: • • • • –
5: • • • • •	6: – • • • •	7: – – • • •	8: – – – • •	9: – – – – •

Have students use Morse Code to estimate the quotient of 2,458447.

Language Arts:
1. Vocabulary Builder Activity, Go Math pg. 86
2. Vocabulary Game, Go Math pg. 86A
3. The Write Way, Go Math pg. 86B
4. Grab and Go Reader - A Drive Through History

Spot Light On: *Show students the why behind how things are done when possible.*

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):** Critical Thinking and Problem Solving	
	Core Ideas:	With a growth mindset, failure is an important part of success.
	Performance Expectation/s:	**9.4.12.CI.1**: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	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*		Standards in Action: *Climate Change*