Marking Period	Unit Title	Recommended Instructional Days
2	**Divide Decimals**	**15 - 19 days**

Domain

Strand:

5.NBT.A.2 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.

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 5.1 How can patterns help you place the decimal point in a quotient?
Lesson 5.2 How can you use a model to divide a decimal by a whole number?
Lesson 5.3 How can you estimate decimal quotients?
Lesson 5.4 How can you divide decimals by a whole number?
Lesson 5.5 How can you use a model to divide by a decimal?
Lesson 5.6 How can you place the decimal point in a quotient?
Lesson 5.7 When do you write a zero in the dividend to find a quotient?
Lesson 5.8 How do you use the strategy, *work backward*, to solve multi-step decimal problems?

Essential Understandings:

Lesson 5.1 Find patterns in quotients when dividing by powers of 10.
Lesson 5.2 Model division of decimals by whole numbers.
Lesson 5.3 Estimate decimal quotients.
Lesson 5.4 Divide decimals by whole number.
Lesson 5.5 Model division by decimals.
Lesson 5.6 Place the decimal point in decimal division.
Lesson 5.7 Write a zero in the dividend to find a quotient.
Lesson 5.8 Solve multi-step decimal problems using the strategy work backward.

Vocabulary:

- Compatible Numbers
- Decimal
- Decimal Point
- Dividend
- Division
- Divisor
- Estimate
- Hundredth
- Quotient

- 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

Interdisciplinary Connections:

STEM Activity: In Chapter 5, students develop their understanding of division involving decimals by dividing a decimal by a whole number. 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 5, students connect math and science with the S.T.E.M. Activity Living Things Change and the accompanying worksheets (pages 141 and 142). Through this S.T.E.M. Activity, students will connect to the GO Math! Chapter 5 concepts and skills with various data analysis techniques, including finding the mean length of an adult corn snake. It is recommended that this S.T.E.M. Activity will be used after Lesson 5.4.

Science:
1. Your small intestine plays an important role in your digestive system. It is responsible for breaking down the food mixture sent from your stomach so your body can absorb the nutrients. It can take about four hours for the food mixture in your small intestine to break down small enough to be absorbed by your blood cells. A small intestine is not so small! An adult's small intestine can be as long as 6.7 meters (22 feet) when stretched out. A standard door is close to 2 meters high. About how many doors long is an adult's small intestine?

2. Cross Curricular Word Problems - Go Math Teacher Guide pg 307

Social Studies:
1. In Colonial America, candles were used to light homes. Candles were made in two ways. One way was by repeatedly dipping a wick into a pot of melted tallow. The wick was made from a few twisted or braided threads of flax, hemp, or cotton. Tallow was saved throughout the year from the fat of animals. A faster way to make candles was to pour the melted tallow into pewter molds, which made 6 to 24 candles at a time. Today, candles are made using other materials, such as beeswax and paraffin. Suppose a mold holds 8 ounces of wax. About how many candles can be made from 65.4 ounces of wax?

2. Cross Curricular Word Problems - Go Math Teacher Guide pg 307

Language Arts:
1. Vocabulary Builder Activity, Go Math pg. 290
2. Vocabulary Game, Go Math pg. 290A

3. The Write Way, Go Math pg. 290B
4. Grab and Go Reader - Seeking the Lowest Price

Spot Light On: *Seek multiple perspectives and different answers to questions.*

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,	Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice	Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Go	ST Math Challenge Objectives, G&T tasks, Enrichment worksheets, Art of Problem

Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, 60 minutes of weekly ST Math, Edulastic, Achieve the Core, Desmos	worksheets	Math Leveled Strategies for English Learners, Go Math Linguistic Support	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):** Education and Career	
	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*