# CAR Unit Template

## Unit Title: Mathematics – Decimal Multiplication & Division and Volume Concepts – Unit 2 – Module A

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

 **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.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

 **5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm.

 **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

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT****We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **5.NBT.A.2 – WALT** explain patterns in the number of zeros of the product when multiplying by powers of 10 |  |  |  |  |
| **5.NBT.A.2 – WALT** explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 |  |  |  |  |
| **5.NBT.A.2 – WALT** denote powers of 10 by using whole-number exponents |  |  |  |  |
| **5.MD.A.1 – WALT** convert among different-sized standard measurement units within a given measurement system |  |  |  |  |
| **5.MD.A.1 – WALT** use conversions in solving multi-step, real world problems |  |  |  |  |
| **5.NBT.B.5 – WALT** multiply multi-digit whole numbers using the standard algorithm working towards accuracy and efficiency |  |  |  |  |
| **5.NBT.B.7 – WALT** multiply decimals to hundredths using models or drawings |  |  |  |  |
| **5.NBT.B.7 – WALT** multiply decimals to hundredths using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction |  |  |  |  |
| **5.NBT.B.7 – WALT** relate the strategy to the concrete model or drawing, and explain the reasoning used |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**  |
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Benchmark Assessment 2

| **Benchmark Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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