







Trimester	Unit Title	Recommended Instructional Days
2	<b>Add and Subtract Fractions with Unlike Denominators</b>	<b>8-10 days</b>
<b>Domain: Number and Operations - Fractions</b>		
<p><b>Strand:</b></p> <p> <b>5.NF.A.1</b> 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,</i>  <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{21}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{(ad+bc)}{bd}</math>.)</p> <p> <b>5.NF.A.2</b> 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>For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</i></p> <p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <b>Major Cluster</b></div> <div style="text-align: center;"> <b>Supporting Cluster</b></div> <div style="text-align: center;"> <b>Additional Cluster</b></div> <div style="text-align: center;"> <b>Climate Change Opportunity</b></div> </div>		
<b>Mathematical Practices:</b>		
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> </ol>		

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 NJSL-CLKS within Unit**

**Essential Questions:**

- Lesson 9.1: How can we use visual models to add fractions that have unlike denominators?  
Lesson 9.2: How can we use visual models to subtract fractions that have unlike denominators?  
Lesson 9.3: How can we make reasonable estimates of fraction sums and differences?  
Lesson 9.4: How can we write a pair of fractions so that they have a common denominator?  
Lesson 9.5: How can we use a common denominator to add and subtract fractions with unlike denominators?

**Essential Understandings:**

- Lesson 9.1: Using visual models to add fractions with unlike denominators helps us understand how to create equivalent fractions with a common denominator.  
Lesson 9.2: Using visual models to subtract fractions with unlike denominators allows us to visually represent the fractions with a common denominator.  
Lesson 9.3: Making reasonable estimates of fraction sums and differences involves approximating fractions to familiar benchmarks.  
Lesson 9.4: Writing fractions with a common denominator involves finding a common multiple of the denominators.  
Lesson 9.5: Using a common denominator to add and subtract fractions with unlike denominators ensures that the fractions are on the same scale

**Vocabulary**

- common denominator

**Suggested Activity Description:**

Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSL, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

**Interdisciplinary Connections:**

**Language Arts:**

1. Problem #11 on TB page 335.
2. Problem #12 on TB page 341.
3. Problem #12 on TB page 347.

**Science:**

1. See Cross-Curricular box on Teacher Edition page 347.
2. Problem #10 on TB page 359.

<b>Social Studies:</b> 1. See Cross-Curricular box on Teacher Edition page 347.  <b>Spot Light On:</b> <i>Use multiple ways of assessing student understanding.</i>			
<b>Social and Emotional Learning: <i>Competencies</i></b>		<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
SEL Competencies: <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Social Awareness</li> <li>• Self- Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>		<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Identify and apply ways to persevere through alternative methods to achieve goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		<b><u>Benchmarks &amp; Summative Assessments:</u></b> Chapter/Unit Assessments • Standardized Tests • Project-based Assessments	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments

Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI		Strategies for English Learners, Linguistic Support	
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks • Online math manipulatives</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended <u>Strategies &amp; Techniques</u></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	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 student to related

<b>NJSLS CAREER                  READINESS, LIFE                  LITERACIES &amp; KEY                  SKILLS</b>	<b>Disciplinary Concept(s):</b> Leadership	
	<b>Core Ideas:</b>	Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.
	<b>Performance Expectation/s:</b>	<b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p><b>Act as a responsible and contributing community member and employee.</b></p> <p><b>Attend to financial well-being.</b></p> <p><b>Consider the environmental, social and economic impacts of decisions.</b></p> <p><b>Demonstrate creativity and innovation.</b></p> <p><b>Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>Model integrity, ethical leadership and effective management.</b></p> <p><b>Plan education and career paths aligned to personal goals.</b></p> <p><b>Use technology to enhance productivity, increase collaboration and communicate effectively.</b></p> <p><b>Work productively in teams while using cultural/global competence.</b></p>	

New Jersey Legislative Statutes and Administrative Code  
 (place an “X” before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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