

Quinton Township School District
Math
Grade 5
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Topic 1 Understand Place Value	Pacing:	12 days
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Unit Summary: Topic one focuses on deepening the understanding of place value in both whole numbers and decimals. Students explore the structure of our base-ten numeration system by recognizing the relationships among the place values. Students learn to read, write, compare, and round decimals to the thousandths.

Objectives:

Use patterns and the properties of multiplication to calculate a product when multiplying by a power of 10; use whole-number exponents to write powers of 10.

Use the structure of the decimal place-value system to solve problems involving patterns.

Read and write whole numbers using standard form, expanded form, and number names.

Represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals.

Read and write numbers with decimals through thousandths using standard form, expanded form, and number names; identify equivalent decimals.

Use place value to compare decimals through thousandths.

Use place value to round decimals to different places.

Essential Questions:

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How can you explain patterns in the number of zeros in a product?
 How are place-value positions related?
 How can you read and write decimals to the thousandths?
 How can you represent decimals?
 How can you compare decimals?
 How can you round decimals?
 How can you use structure to solve problems?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.NBT.A.2, 5.NBT.A.1, 5.NBT.A.3a, 5.NBT.A.3b, 5.NBT.A.4

Mathematics Practices: MP.2, MP.3, MP.6, MP.7, MP.8

Interdisciplinary Connections: 5-LS2-1, SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1.1 - Patterns with exponents and powers of 10 Lesson 1.2 - Understand Whole Number Place Value	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding	base-ten blocks, (TT4-5) counting tape, place-value charts (TT6) decimal place value charts	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications

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Lesson 1.3 - Decimals to Thousandths Lesson 1.4 - Understand Decimal Place Value Lesson 1.5 - Compare Decimals Lesson 1.6 - Round Decimals Lesson 1.7 - Problem Solving- Look for and use structure	*Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled-Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection	(TT3) grid paper index cards, two-color counters, color pencils, drawing paper, chart paper	Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL
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Assessments	
Formative Assessments ● Quick Check ● Practice Buddy ● Reteach for Understanding ● Exit Slip ● HW	Summative Assessments ● Topic One Performance Task/Assessment Suggested skills to be assessed: <i>Use properties of operations.</i> <i>Describe place value positions.</i> <i>Read, write, and represent whole numbers.</i> <i>Use exponents to show powers of 10.</i> <i>Multiply by 1-digit numbers.</i> <i>Multiply by multi-digit numbers.</i> <i>Write numerical expressions.</i>
Benchmark Assessments	Alternative Assessments

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Alternative Choice Projects
- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan. • Utilize effective amount of wait time. • Hold high expectations. • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Chunk tasks into smaller components. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative	• RTI • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Hold high expectations. • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• RTI Tiered Interventions following RTI framework • Basic Skills Instruction • Support instruction with RTI intervention resources. • Provide after-school tutoring services. • Hold high expectations. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated

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assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
Math
Grade 5

Marking Period:	One	Unit Title:	Topic 2 Use Models and Strategies to Add And Subtract Decimals	Pacing:	11 days
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Unit Summary: Topic two focuses on developing understanding of addition and subtraction of decimals using models, strategies, and understanding of decimal place value. Students learn to estimate and compute sums and differences of decimals to hundredths.

Objectives:

Use properties of addition and strategies to solve problems mentally.
Use rounding or compatible numbers to estimate sums and differences.
Model sums and differences of decimals.
Add decimals to hundredths using familiar strategies, such as partial sums.
Subtract decimals to hundredths using familiar strategies, such as partial differences.
Use prior math knowledge and equations or bar diagrams to solve problems.

Essential Questions:

How can you use mental math to add?

How can you estimate sums?
 How can you use models to add decimals?
 How can you add decimals?
 How can you subtract decimals?
 How can you represent a problem with bar diagrams?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.NBT.A.4; 5.NS.B.7

Mathematics Practices: MP.1, MP.2, MP.3, MP.5, MP.6, MP.8

Interdisciplinary Connections: 5-LS2-1, SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 2.1 - Mental Math Lesson 2.2 - Estimate sums and differences of decimals Lesson 2.3 - Use models to add and subtract decimals Lesson 2.4 - Use strategies to	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy *Enrichment	MathBoard, iTools, vocabulary cards grid paper base-ten blocks colored pencils, counting tape,	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project Practice Buddy

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add decimals Lesson 2.5 - Use strategies to subtract decimals Lesson 2.6 - Problem solving: model with math	<i>*enVision</i> Stem Activity *Problem Solving Leveled Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection	spinner with 10 sections, counting tape coins and bills blank flash cards decimal place value charts (TT6) decimal grids (TT8) Place value blocks (TT4-TT5)	Interactive Student Edition Personal Computers IXL
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Assessments	
Formative Assessments ● Quick Check ● Practice Buddy ● Reteach for Understanding ● Exit Slip ● HW	Summative Assessments ● Topic 2 Performance Task/Assessment Suggested skills to be assessed: <i>Compare and order decimals.</i> <i>Round decimals to a given place value.</i> <i>Find and extend patterns in sequences of decimals.</i> <i>Recognize the place value of digits in decimals.</i> <i>Subtract decimals with regrouping.</i> <i>Model decimals to thousandths and understand the place value system. Add decimals with regrouping.</i> <i>Subtract decimals using a quick picture and base-ten blocks.</i> <i>Estimate decimal differences by rounding.</i> <i>Add and subtract money amounts.</i> <i>Add decimals using a quick picture and base-ten blocks.</i>

	<i>Choose a method to find decimal sums and differences</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations. - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques. - Utilize scaffolding to support instruction. - Chunk tasks into smaller components. - Provide step-by-step instructions. - Model and use visuals as often as possible. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Learn/Utilize/Display some words in the students' native language. - Invite student to after-school tutoring sessions. - Utilize formative assessments to drive instruction. - Translate printed communications for parents in native language. - Hold conferences with translator present. - Utilize additional NJDOE resources/recommendations. - Review Special Education listing for additional recommendations.	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services. - Hold high expectations. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning for growth. - Provide for the development of self, an understanding of one's relationships with people, societal institutions,

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texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.	• Establish a consistent daily routine.		nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
Math
Grade 5

Marking Period:	One	Unit Title:	Topic 3 Fluently Multiply Multi-Digit Whole Numbers	Pacing:	13 Days
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Unit Summary: Topic 3 focuses on developing understanding, procedural skill, and fluency with multiplying multi-digit whole numbers using the standard algorithm.

Objectives:

Use place-value understandings and patterns to mentally multiply whole numbers and powers of 10.
Use rounding and compatible numbers to estimate products.
Use place value and the standard algorithm to multiply multi-digit numbers by 1-digit numbers.
Use the expanded and the standard algorithm to multiply 2-digit by 2-digit numbers. Estimate to check if products are reasonable.
Multiply 3-digit by 2-digit numbers by adding partial products or by using the standard algorithm.
Use knowledge about place value and multiplying with 2-digit and 3-digit numbers to multiply with zeros.
Use properties and the standard algorithm for multiplication to find the product of multi-digit numbers.
Use models and strategies to solve word problems.
Critique the reasoning of others by asking questions, looking for flaws, and using prior knowledge of estimating products.

Essential Questions:

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How can you use patterns and mental math to multiply a whole number by a power of 10?

How can you estimate products?

What is a common way to record multiplication?

How do you multiply 3-digit numbers by 2-digit numbers?

How can you multiply with zeros?

How can you use multiplication to solve problems?

How can you use a bar diagram to solve a multiplication problem?

How can you critique the reasoning of others?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.NBT.A.1, 5.NBT.A.2, 5.NBT.B.5

Mathematics Practices: MP.1, MP.2, MP.3, MP.4, MP.5

Interdisciplinary Connections: 5-ESS2-2, 5-ESS3-1, SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 3.1 - Multiply Greater numbers by powers of 10 Lesson 3.2 - Estimate products	<i>enVision</i> Mathematics *Daily Review *Reteach to Build	MathBoard, iTools, colored pencils, straightedge place-value charts, base-ten	Smart Board Applications Savvas Realize Visual Learning Animation Plus

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Lesson 3.3 - Multiply by 1-digit numbers Lesson 3.4 - Multiply 2 digit by 2-digit numbers Lesson 3.5 - Multiply 3-digit by 2-digit numbers Lesson 3.6 - Multiply Whole numbers with zeros Lesson 3.7 - Practice Multiplying Multi-Digit Numbers Lesson 3.8 - Solve word problems using multiplication Lesson 3.9 - Problem Solving - Critique Reasoning	Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection	blocks, spinners, index cards, place-value blocks TT4-5 paper pencils colored markers	Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL
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Assessments	
Formative Assessments ● Quick Check ● Practice Buddy ● Reteach for Understanding ● Exit Slip ● HW	Summative Assessments ● Topic 3 Performance Task/Assessment Suggested skills to be assessed: <i>Multiply greater numbers by powers of 10</i> <i>Estimate products</i> <i>Multiply by 1-digit numbers</i> <i>Multiply 2-digit by 2-digit numbers</i> <i>Multiply 3-Digit by 2-digit numbers</i>

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	<i>Multiply Whole numbers with zeros</i> <i>Practice Multiplying multi-digit numbers</i> <i>Solve word problems using multiplication</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations. - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques. - Utilize scaffolding to support instruction. - Chunk tasks into smaller components. - Provide step-by-step instructions. - Model and use visuals as often as possible. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Learn/Utilize/Display some words in the students' native language. - Invite student to after-school tutoring sessions. - Utilize formative assessments to drive instruction. - Translate printed communications for parents in native language. - Hold conferences with translator present. - Utilize additional NJDOE resources/recommendations.	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services. - Hold high expectations. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning for growth. - Provide for the development

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• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily	• Review Special Education listing for additional recommendations. • Establish a consistent daily routine.		of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
Math
Grade 5

Marking Period:	One/Two	Unit Title:	Topic 4 Use Models and Strategies to Multiply Decimals	Pacing:	15 Days
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Unit Summary: Topic four focuses on developing understanding of multiplying with decimals using models and strategies.

Objectives:

Use knowledge about place value and patterns to find the product of a decimal number and a power of 10.
Use rounding and compatible numbers to estimate the product of a decimal and a whole number.
Use models to represent multiplying a decimal and a whole number.
Use place-value understanding and an algorithm for multiplying whole numbers to multiply a decimal and a whole number.
Use grids to model decimals and find the product of a decimal and a decimal.
Multiply decimals using partial products and models.
Use properties to multiply decimals.
Use number sense and reasoning to place the decimal point in a product.
Use previously learned concepts and skills to represent and solve problems.

Essential Questions:

What patterns can help you multiply decimals by powers of 10?

What are some ways to estimate products of decimals and whole numbers?
 How can you model multiplying a decimal by a whole number?
 How do you multiply a decimal by a whole number?
 How do you model decimal multiplication?
 How can you multiply decimals using partial products?
 How can you use properties to multiply decimals?
 How can you use number sense to multiply decimals?
 How can you model a problem with an equation?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.NBT.A.2 ; 5.NBT.B.7

Mathematics Practices: MP.1, MP.2, MP.6, MP.7, MP.8

Interdisciplinary Connections: 5-ESS2-2, 5-ESS3-1, SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
4.1 - Multiply Decimals by powers of 10 4.2 - Estimate the product of a	<i>enVision</i> Mathematics *Daily Review *Reteach to Build	decimal grids (TT8) index cards paper	Smart Board Applications Savvas Realize Visual Learning Animation Plus

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decimals 4.3 - Use models to multiply a decimal and a whole number 4.4 - Multiply a decimal and a whole number 4.5 - Use models to multiply a decimal and a decimal 4.6 - Multiply decimals using partial products 4.7 - Use properties to multiply decimals 4.8 - Use number sense to multiply decimals 4.9 - Problem solving: Model with math	Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection	pencils bills and coins (TT18) math games pick a project	Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL
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Assessments	
Formative Assessments - Math Quick Check - Practice Buddy - Reteach for Understanding - Exit Slip - HW	Summative Assessments Topic 4 Performance Task/Assessment Suggested skills to be assessed: <i>Multiply decimals by powers of 10.</i> <i>Estimate the product of a decimal and a whole number.</i> <i>Use models to multiply a decimal and a whole number.</i> <i>Multiply a decimal and a whole number.</i> <i>Use models to multiply a decimal and a decimal.</i>

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	<i>Multiply decimals using partial products.</i> <i>Use properties to multiply decimals.</i> <i>Use number sense to multiply decimals.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations. - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques. - Utilize scaffolding to support instruction. - Chunk tasks into smaller components. - Provide step-by-step instructions. - Model and use visuals as often as possible. - Utilize extended time and/or reduce number of items	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Learn/Utilize/Display some words in the students' native language. - Invite student to after-school tutoring sessions. - Utilize formative assessments to drive instruction. - Translate printed communications for parents in native language. - Hold conferences with translator present.	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services. - Hold high expectations. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning for

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given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary.	• Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.		growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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• Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			
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Quinton Township School District
Math
Grade 5

Marking Period:	Two	Unit Title:	Topic 5 Use Models and Strategies to Divide Whole Numbers	Pacing:	17 Days
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Unit Summary: Topic five focuses on developing understanding of dividing whole numbers using models and strategies. Students learn to estimate and compute quotients of whole numbers with 2-digit divisors.

Objectives:

Use place-value patterns and mental math to find quotients.

Use compatible numbers and place-value patterns to estimate quotients.

Use models to find quotients.

Solve division problems using partial quotients.

Use place value and sharing to divide by 2-digit divisors.

Use place value and sharing to divide greater dividends.

Select from different strategies to divide 3 and 4 digit numbers by 2 digit numbers.

Essential Questions:

How can patterns help you divide multiple of 10?

How can you use compatible numbers to estimate quotients?

How can you use area models and properties to find quotients?

How can you use partial quotients to solve division problems?

How can you record division with a two-digit divisor?

How can you record division with a two digit divisor and a four-digit divisor?

What are some different strategies I can use to solve a division problem?

How can you make sense of problems and persevere in solving them?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.NBT.B.6

Mathematics Practices: MP.1, MP.5, MP.6, MP.7

Interdisciplinary Connections: SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
5.1 - Use patterns and mental math to divide 5.2 - Estimate quotients with 2-digit divisors	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy	decimal grids (TT8) index cards paper pencils bills and coins (TT18)	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project

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5.3 - Use models and properties to divide with 2-digit divisors 5.4 - Use partial quotients to divide 5.5 - Use sharing to divide; 2-Digit divisors 5.6 - Use sharing to divide to divide: greater dividends 5.7 - Choose a strategy to divide 5.8 - Make sense and persevere	*Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection	math games pick a project centimeter grid paper (TT9)	Practice Buddy Interactive Student Edition Personal Computers IXL
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Assessments	
Formative Assessments - Math Quick Check - Practice Buddy - Reteach for Understanding	Summative Assessments Topic 5 Performance Task/Assessment Suggested skills to be assessed:

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- Exit Slip - HW	<i>Use patterns and mental math to divide.</i> <i>Estimate quotients with two-digit divisors.</i> <i>Use models and properties to divide with two-digit divisors.</i> <i>Use partial quotients to divide.</i> <i>Use sharing to divide with two-digit divisors.</i> <i>Use sharing to divide greater dividends.</i> <i>Choose a strategy to divide.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations. - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques. - Utilize scaffolding to support instruction. - Chunk tasks into smaller components. - Provide step-by-step instructions.	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Learn/Utilize/Display some words in the students' native language. - Invite student to after-school tutoring sessions. - Utilize formative assessments to drive instruction. - Translate printed	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services. - Hold high expectations. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of

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• Model and use visuals as often as possible. • Utilize extended time and/or reduce items given for homework and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as	communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.		appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			
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Quinton Township School District
Math
Grade 5

Marking Period:	Two/Three	Unit Title:	Topic 6 Use Models and Strategies to Divide Decimals	Pacing:	19 Days
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Unit Summary: Topic six focuses on developing understanding of dividing with decimals using models, place-value strategies, and properties

Objectives:

Use mental math and place-value patterns to divide a decimal by a power of 10.
 Use reasoning and strategies such as rounding and compatible numbers to estimate quotients in problems with decimals.
 Use models to help find quotients in problems involving decimals.
 Use models to visualize the relationship between division and multiplication to divide decimals by 2-digit whole numbers.
 Use models to divide a decimal by a decimal.
 Use reasoning to solve problems by making sense of quantities and relationships in the situations.

Essential Questions:

How can you divide decimals by powers of 10?

How can you use estimation to find quotients?

How can you use models to find a decimal quotient?

How can you divide decimals by 2-digit numbers?

How can you divide a decimal by a decimal?

How can you use reasoning to solve problems?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.NBT.A.2; 5.NBT.B.7

Mathematics Practices: MP.1, MP.2, MP.3, MP.4, MP.7

Interdisciplinary Connections: SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
6.1 - Patterns for dividing with decimals 6.2 - Estimate decimal	<i>enVision</i> Mathematics *Daily Review *Reteach to Build	decimal place value charts (TT6) Bills and Coins (TT18)	• Smart Board Applications • Savvas Realize Visual

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quotients 6.3 - Use models to divide by a 1-digit whole number 6.4 - Divide by a 2-digit whole number 6.5 - Divide by a decimal 6.6 - Problem solving: reasoning	Understanding *Build Mathematical Literacy *Enrichment *enVision Stem Activity *Problem Solving Leveled Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection	decimal models (TT7) decimal grids (TT8) place-value blocks (TT4-5) centimeter grid paper (TT9) colored pencils, decimal models, base-ten blocks ruler grid paper index cards number lines	Learning Animation Plus ● Google Applications ● Pick a Project ● Practice Buddy ● Interactive Student Edition ● Personal Computers ● IXL
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Assessments	
Formative Assessments ● Math Quick Check ● Practice Buddy ● Reteach for Understanding ● Exit Slip ● HW	Summative Assessments ● Chapter 6 Test Suggested skills to be assessed: <i>Determine where to place the decimal point when dividing a decimal by a power of 10.</i> <i>Divide decimals (to hundredths) by whole numbers using concrete models or drawings.</i> <i>Estimate the quotient of a decimal (to hundredths) divided by a whole number.</i> <i>Divide decimals by whole numbers.</i>

	<i>Divide decimals using strategies based on place value.</i> <i>Divide decimals by decimals (to hundredths) using concrete models or drawings.</i> <i>Write a zero in the dividend to divide.</i> <i>Add, subtract, multiply, and divide decimals to hundredths.</i> <i>Use the problem-solving strategy work backward to solve problems.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations. - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques. - Utilize scaffolding to support instruction. - Chunk tasks into smaller components.	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Learn/Utilize/Display some words in the students' native language. - Invite student to after-school tutoring sessions. - Utilize formative assessments	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services. - Hold high expectations. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent daily	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.

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• Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students'	• to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	routine.	• Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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reading levels. - Utilize manipulatives as necessary. - Utilize auditory reminders as deemed necessary. - Provide breaks to allow for refocusing as necessary. - Establish a consistent daily routine.			
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**Quinton Township School District
Math
Grade 5**

Marking Period:	Two	Unit Title:	Topic 7 Use Equivalent Fractions to Add and Subtract Fractions	Pacing:	15 Days
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Unit Summary: Topic seven focuses on developing understanding of how to add and subtract fractions and mixed numbers with unlike denominators by using equivalent fractions.

Objectives:

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Estimate sums and differences of fractions by using the nearest half or whole number.
Find common denominators for fractions with unlike denominators.
Add fractions with unlike denominators using equivalent fractions using a common denominator.
Subtract fractions with unlike denominators.
Write equivalent fractions to add and subtract fractions with unlike denominators.
Estimate sums and differences of fractions and mixed numbers.
Add mixed numbers using models.
Add mixed numbers using equivalent fractions and a common denominator.
Use models to subtract mixed numbers.
Subtract mixed numbers using equivalent fractions and a common denominator.
Add and subtract mixed numbers using equivalent fractions and a common denominator.
Represent a problem situation with a mathematical model.

Essential Questions:

How can you estimate the sum of two fractions?
How can you find common denominators?
How can you add fractions with unlike denominators?
How can you subtract fractions with unlike denominators?
How can adding and subtracting fractions help you solve problems?
What are some ways to estimate?
How can you model addition of mixed numbers?
How can you add mixed numbers?
How can you model subtraction of mixed numbers?

How can you subtract mixed numbers?
 How can adding and subtracting mixed numbers help you solve problems?
 How can you represent a problem with a bar diagram?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.NF.A.1; 5.NF.A.2; 5.NF.A.1

Mathematics Practices: MP.1, MP.2, MP.3, MP.5, MP.6, MP.8

Interdisciplinary Connections: SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
7.1 - Estimate sums and differences of fractions 7.2 - Find common denominators 7.3 - Add fractions with unlike denominators 7.4 - Subtract fractions with unlike denominators 7.5 - Add and subtract	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Levelled	counters index cards fractions strips (TT13) number lines (TT12) circle fraction models (TT14)	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers

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fractions 7.6 - Estimate sums and differences of mixed numbers 7.7 - Add mixed numbers using models 7.8 - Add mixed numbers 7.9 - Use models to subtract mixed numbers 7.10 - Subtract mixed numbers 7.11 - Add and subtract mixed numbers 7.12 - Problem Solving: Model with math	Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection		IXL
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Assessments	
Formative Assessments • Math Quick Check • Practice Buddy • Reteach for Understanding • Exit Slip • HW	Summative Assessments • Topic 7 Performance Task/Assessment Suggested skills to be assessed: <i>Use models to add fractions with unlike denominators.</i> <i>Use models to subtract fractions with unlike denominators.</i> <i>Make reasonable estimates of fraction sums and differences.</i> <i>Find a common denominator or a least common denominator to write equivalent fractions.</i> <i>Use equivalent fractions to add and subtract fractions.</i> <i>Add and subtract mixed numbers with unlike denominators.</i>

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	<i>Rename to find the difference between two mixed numbers.</i> <i>Identify, describe, and create numeric patterns with fractions.</i> <i>Solve problems using the strategy work backward.</i> <i>Add fractions and mixed numbers with unlike denominators.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations. - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques. - Utilize scaffolding to support instruction. - Chunk tasks into smaller components. - Provide step-by-step instructions. - Model and use visuals as often as possible. - Utilize extended time and/or reduce number of items given	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Learn/Utilize/Display some words in the students' native language. - Invite student to after-school tutoring sessions. - Utilize formative assessments to drive instruction. - Translate printed communications for parents in native language. - Hold conferences with translator present.	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services. - Hold high expectations. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning for

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for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for	• Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.		growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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refocusing as necessary. Establish a consistent daily routine.			
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Quinton Township School District
Math
Grade 5

Marking Period:	Two	Unit Title:	Topic 8 Apply Understanding of Multiplication to Multiply Fractions	Pacing:	8 Days
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Unit Summary: Topic eight focuses on extending conceptual understanding of multiplication from whole numbers to fractions and using this understanding to solve problems involving multiplication with fractions and mixed numbers.

Objectives:

Multiply a fraction by a whole number.

Multiply a whole number by a fraction.

Multiply fractions and whole numbers.

Use models to multiply two fractions.

Multiply two fractions.

Find the area of a rectangle using fractions and diagrams.

Use models, equations and previously learned strategies to multiply mixed numbers.

Compare the size of the product to the size of one factor without multiplying to consider multiplication as scaling.

Use previously learned knowledge to make sense of problems and persevere in solving them.

Essential Questions:

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What are some ways to multiply and divide a fraction by a whole number?
 How can you multiply a whole number by a fraction?
 How can you multiply fractions and whole numbers?
 How can you use a model to multiply fractions?
 How can you use the product of two fractions?
 How can you find the area of a rectangle with fractional side lengths?
 How can you find the product of mixed numbers?
 How can you use number sense to evaluate the size of a product?
 How can you make sense of problems and persevere in solving them?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.NF.B.6 ;5.NF.B.5a; 5.NF.B.5b; 5.NF.B.4a; 5.NF.B.4b

Mathematics Practices: MP.1, MP.2, MP.3, MP.4, MP. 5, MP.6, MP.8

Interdisciplinary Connections: SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 8.1 - Multiply a fraction by a whole number	<i>enVision</i> Mathematics *Daily Review	Fraction Strips (TT13) Centimeter Grid Paper (TT9)	Smart Board Applications Savvas Realize Visual

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Lesson 8.2 - Multiply a whole number by a fraction Lesson 8.3 - Multiply fractions and whole numbers Lesson 8.4 - Use models to multiply two fractions Lesson 8.5 - Multiply two fractions Lesson 8.6 - Area of a rectangle	*Reteach to Build Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled-Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection	Paper Pencil Notebooks Number Lines TT12	Learning Animation Plus Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL
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Assessments	
Formative Assessments - Math Quick Check - Practice Buddy - Reteach for Understanding - Exit Slip - HW	Summative Assessments Topic 8 Performance Task/Assessment Suggested skills to be assessed: <i>Multiply a fraction by a whole number.</i> <i>Multiply a whole number by a fraction.</i> <i>Multiply fractions and whole numbers.</i> <i>Use models to multiply two fractions</i> <i>Multiply two fractions.</i> <i>Find the area of a rectangle.</i>

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	<i>Multiply mixed numbers.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations. - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques. - Utilize scaffolding to support instruction. - Chunk tasks into smaller components. - Provide step-by-step instructions. - Model and use visuals as often as possible. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Learn/Utilize/Display some words in the students' native language. - Invite student to after-school tutoring sessions. - Utilize formative assessments to drive instruction. - Translate printed communications for parents in native language. - Hold conferences with translator present. - Utilize additional NJDOE resources/recommendations. - Review Special Education	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services. - Hold high expectations. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning for growth. - Provide for the development of self, an understanding of

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to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.	listing for additional recommendations. • Establish a consistent daily routine.		one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
Math
Grade 5

Marking Period:	Three	Unit Title:	Topic 9 Apply Understanding of Division to Divide Fractions.	Pacing:	10 Days
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Unit Summary: Topic nine focuses on applying conceptual understanding of whole-number division to divide unit fractions by whole numbers and whole numbers by unit fractions.

Objectives:

Understand how fractions are related to division.

Implement division of fractions to show quotients as fractions and mixed numbers.

Use multiplication to divide a whole number by a unit fraction.

Use models, such as pictorial models or a number line, to show dividing a whole number by a unit fraction.

Use models to divide unit fractions by non-zero whole numbers.

Use models to divide whole numbers and unit fractions. Check your answer using multiplication.

Solve multi-step problems involving division with unit fractions.

Identify repetition in calculations and generalize about how to divide whole numbers and unit fractions.

Essential Questions:

How can a line plot help you find an average with data given in fractions?

How can you identify and plot points on a coordinate grid?

How can you use a coordinate grid to display data collected in an experiment?

How can you use a line graph to display and analyze real-world data?

How can you identify a relationship between two numerical patterns?

How can you use the strategy to solve a simpler problem to help you solve a problem with patterns?

How can you write and graph ordered pairs on a coordinate grid using two numerical patterns?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.NF.B.3, 5NF.B.7b; 5NF.B.7c

Mathematics Practices: MP.1, MP.2, MP.3, MP.4, MP.4, MP.5, MP.6, MP.7

Interdisciplinary Connections: 5-PS1-3, SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 9.4.5.IML.2, 9.4.5.IML.3, 8.1.5.DA.1, 8.1.5.DA.3

Career Education: 9.2.5.CAP.7

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 9:1 - Fractions and division Lesson 9.2 - Fractions and mixed numbers as quotients	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding	Circle Fraction Models (TT14) Number Lines (TT12) Fraction Strips (TT13)	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications

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Lesson 9.3 - Use multiplication to divide Lesson 9.4 - Divide whole numbers by unit fractions Lesson 9.5 - Divide unit fractions by non-zero whole numbers Lesson 9.6 - Divide whole numbers and unit fractions Lesson 9.7 - Solve problems using division Lesson 9.8 - Problem Solving: repeated Reasoning	*Build Mathematical Literacy *Enrichment *<i>enVision</i> Stem Activity *Problem Solving Leveled Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection	Paper Pencils Whiteboards Markers	Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL
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Assessments	
Formative Assessments • Math Quick Check • Practice Buddy • Reteach for Understanding • Exit Slip • HW	Summative Assessments • Topic 9 Performance Task/Assessment Suggested skills to be assessed: <i>Use multiplication to divide.</i> <i>Divide whole numbers by unit fractions.</i> <i>Divide unit fractions by non-zero whole numbers.</i> <i>Divide whole numbers and unit fractions.</i> <i>Solve problems using division.</i>
Benchmark Assessments	Alternative Assessments

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Alternative Choice Projects
- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan. • Utilize effective amount of wait time. • Hold high expectations. • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Chunk tasks into smaller components. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of	• RTI • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Hold high expectations. • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• RTI Tiered Interventions following RTI framework • Basic Skills Instruction • Support instruction with RTI intervention resources. • Provide after-school tutoring services. • Hold high expectations. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

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instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			
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Quinton Township School District
Math
Grade 5

Marking Period:	Three	Unit Title:	Topic 10 Represent and Interpret Data	Pacing:	10 days
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Unit Summary: Topic ten focuses on using line plots to represent and interpret data, with an emphasis on measurement data involving fractions. Students use the data to solve problems involving fraction operations.

Objectives:

Read and analyze line plots.

Organize and display data in a line plot.

Solve problems using data in a line plot.

Critique the reasoning of others using understanding of line plots and fractions.

Essential Questions:

How can you analyze data displayed in a line plot?

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How can you use a line plot to organize and represent measurement data?
 How can you use measurement data represented in a line plot to solve problems?
 How can you critique the reasoning of others?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.MDB.2; 5NFA.2, 5NF.B.6

Mathematics Practices: MP.1, MP.2, MP.3, MP.4, MP.6, MP.8

Interdisciplinary Connections: 5-ESS2-1, 5ESS3-1, SL.PE.5.1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 9.4.5.IML.2, 9.4.5.IML.3, 8.1.5.DA.1, 8.1.5.DA.3

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
10.1 - Analyze line plots 10.2 - Make line plots 10.3 - Solve word problems using measurement data 10.4 - Problem solving: critique reasoning	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving	Number Lines (TT12) Paper Pencils	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers

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	Leveled-Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection		IXL
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Assessments	
Formative Assessments - Math Quick Check - Practice Buddy - Reteach for Understanding - Exit Slip - HW	Summative Assessments Topic 10 Performance Task/Assessment Suggested skills to be assessed: <i>Analyze line plots.</i> <i>Make line plots.</i> <i>Solve word problems.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as	- RTI - Basic Skills Instruction	RTI Tiered Interventions following RTI framework	Organize the curriculum to include more elaborate,

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listed in student's IEP or 504 plan. • Utilize effective amount of wait time. • Hold high expectations. • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Chunk tasks into smaller components. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work	• Speech/Language Therapy • Rosetta Stone • Hold high expectations. • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• Basic Skills Instruction • Support instruction with RTI intervention resources. • Provide after-school tutoring services. • Hold high expectations. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	complex, and in-depth study of major ideas and problems through compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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(strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			
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Quinton Township School District
Math
Grade 5

Marking Period:	Three	Unit Title:	Topic 11 Understand Volume Concepts	Pacing:	15 Days
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Unit Summary: Topic 11 focuses on developing understanding of the measurable attribute of volume and on using numbers and operations to compute the volume of rectangular prisms and composite shapes.

Objectives:

Find the volume of solid figures.

Find the volume of rectangular prisms using a formula.

Find the volume of a solid figure that is the combination of two or more rectangular prisms.

Use models, prior knowledge of volume and previously learned strategies to solve word problems involving volume.

Use previously learned knowledge about volume to choose the appropriate tools to solve volume problems.

Essential Questions:

How can you measure space inside a solid figure?

How can you use a formula to find the volume of a rectangular prism?

How can you use volume formulas to solve real world problems?

How can you find the volume of a solid figure composed of two rectangular prisms?

How can you use appropriate tools to solve volume problems?

New Jersey Student Learning Standards**Mathematics Learning Targets:** 5.MD.C.4 5.MD.C.5b; 5.MD.C.3a; 5MD.C.5c**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.5**Interdisciplinary Connections:** SL.PE.5.1**Career Readiness, Life Literacies, and Key Skills:** 9.4.5.CT.3, 9.4.5.CT.4**Computer Science and Design Thinking:** 9.4.5.IML.2, 9.4.5.IML.3, 8.1.5.DA.1, 8.1.5.DA.3

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 11.1 - Model volume Lesson 11.2 - Develop a volume formula Lesson 11.3 - Combine volumes of prisms Lesson 11.4 - Solve word problems using volume Lesson 11.5 - Problem Solving: Use appropriate Tools	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled-Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities	quadrilateral models colored pencils tennis balls centimeter cubes different sized boxes, rectangular prisms nets	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL

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	*Language Support Handguide *Listen and Look For *Home-School Connection		
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Assessments	
Formative Assessments - Math Quick Check - Practice Buddy - Reteach for Understanding - Exit Slip - HW	Summative Assessments Topic 11 Performance Task/Assessment Suggested skills to be assessed: <i>Model volume.</i> <i>Develop a volume formula.</i> <i>Combine volumes of prisms.</i> <i>Solve word problems using volume.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations.	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use.	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive

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• Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Chunk tasks into smaller components. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to	• Place with native-language-speaking teacher/paraprofessional as available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• Hold high expectations. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			
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Quinton Township School District
Math
Grade 5

Marking Period:	Four	Unit Title:	Topic 12 Convert Measurements	Pacing:	15 Days
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Unit Summary: Topic 12 focuses on using multiplication and division to convert measurements of length, capacity, weight, and mass within either the customary or metric measurement system, on converting units of time, and on solving problems involving measurement conversions.

Objectives:

Convert customary units of length.
Convert customary units of capacity.
Convert customary units of weight.
Convert metric units of length.
Convert metric units of capacity.
Convert metric units of mass.
Convert units of time.
Solve real-world problems with measurement conversions.
Be precise when solving measurement problems.

Essential Questions:

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How can you identify and classify polygons?

How can you classify triangles?

How can you classify and compare quadrilaterals?

How can you identify, describe, and classify three-dimensional figures?

What is a unit cube and how can you use it to build a solid figure?

How can you use unit cubes to find the volume of a rectangular prism?

How can you use an everyday object to estimate the volume of a rectangular prism?

How can you find the volume of a rectangular prism?

How can you use a formula to find the volume of a rectangular prism?

How can you use the strategy to make a table to compare different rectangular prisms with the same volume?

How can you find the volume of rectangular prisms that are combined?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.G.B.3; 5.G.B.4; 5.MD.C.3; 5.MD.C.3a; 5.MD.C.3b; 5.MD.C.; 5.MD.C.5a; 5.MD.C.5b; 5.MD.C.5c

Mathematics Practices: MP.1, MP.2, MP.3, MP.7, MP.8

Interdisciplinary Connections: 5-ESS2-1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 12.1 - Convert Customary units of length Lesson 12.2 - Convert Customary Units of Capacity Lesson 12.3 - Convert Customary Units of Weight Lesson 12.4 - Convert Metric Units of Length Lesson 12.5 - Convert Metric Units of Capacity Lesson 12.6 - Convert Metric Units of Mass Lesson 12.7 - Convert Units of Time Lesson 12.8 - Solve Word Problems Using Measurement Conversions Lesson 12.9 - Problem Solving - Precision	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem-Solving Leveled-Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For *Home-School Connection	MathBoards, iTools pattern blocks toothpicks index cards centimeter ruler protractor scissors quadrilateral models colored pencils tennis balls centimeter cubes different sized boxes, rectangular prisms nets	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL Personal Computers

Assessments

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Formative Assessments • Math Quick Check • Practice Buddy • Reteach for Understanding • Exit Slip • IXL.com	Summative Assessments • Topic 12 Performance Task/Assessment Suggested skills to be assessed: <i>Converting customary units of length.</i> <i>Converting customary units of capacity.</i> <i>Converting customary units of weight.</i> <i>Converting metric units of length.</i> <i>Converting metric units of capacity.</i> <i>Converting metric units of mass.</i> <i>Converting units of time.</i> <i>Solving real-world problems with measurement conversions.</i> <i>Using precision when solving measurement problems.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan. • Utilize effective amount of wait time. • Hold high expectations. • Communicate directions clearly and concisely and repeat, reword, modify as	• RTI • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Hold high expectations. • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as	• RTI Tiered Interventions following RTI framework • Basic Skills Instruction • Support instruction with RTI intervention resources. • Provide after-school tutoring services. • Hold high expectations. • Hold fall and spring parent conferences.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or

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necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Chunk tasks into smaller components. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate.	available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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• Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			
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Quinton Township School District
Math
Grade 5

Marking Period:	Four	Unit Title:	Topic 13 Write and Interpret Numerical Expressions	Pacing:	5 Days
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Unit Summary: Topic 13 focuses on developing understanding of the order of operations and how to use it to evaluate, write, and interpret numerical expressions with grouping symbols.

Objectives:

Use the order of operations to evaluate expressions.

Write simple expressions that show calculations with numbers.

Interpret numerical expressions without evaluating them.

Use reasoning to solve problems by making sense of quantities and relationships in the situation.

Essential Question:

How is the value of a numerical expression found?

New Jersey Student Learning Standards

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Mathematics Learning Targets: 5.OA.A.1; 5.OA.A.1

Mathematics Practices: MP.1, MP.2, MP.4, MP.3, MP.6, MP.7

Interdisciplinary Connections: 5-PS3-1, 5-LS2-1

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.: ,9.4.5.CT.4

Computer Science and Design Thinking: 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 13.1 - Evaluate Expressions Lesson 13.2 - Write Numerical Expressions Lesson 13.3 - Interpret Numerical Expressions Lesson 13.4 - Problem Solving: Reasoning	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled-Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For	MathBoards, iTools pattern blocks toothpicks index cards centimeter ruler protractor scissors quadrilateral models colored pencils tennis balls centimeter cubes different sized boxes, rectangular prisms nets	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL Personal Computers

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	*Home-School Connection		
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Assessments	
Formative Assessments - Math Quick Check - Practice Buddy - Reteach for Understanding - Exit Slip - HW	Summative Assessments Topic 13 Performance Task/Assessment Suggested skills to be assessed: <i>Use the order of operations to evaluate expressions.</i> <i>Write simple expressions that show calculations with numbers.</i> <i>Interpret numerical expressions without evaluating them.</i> <i>Use reasoning to solve problems by making sense of quantities and relationships in the situation.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations.	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use.	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive

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• Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Chunk tasks into smaller components. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to	• Place with native-language-speaking teacher/paraprofessional as available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• Hold high expectations. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
Math
Grade 5

Marking Period:	Four	Unit Title:	Topic 14 Graph Points on the Coordinate Plane	Pacing:	5 Days
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Unit Summary: Topic 14 focuses on developing understanding of the order of coordinate system and how to use ordered pairs to locate points in a plane.

Objectives:

Locate points on a coordinate grid.

Graph points on a coordinate grid.

Solve real-world problems by graphing points.

Use reasoning to solve problems by making sense of quantities and relationships in the situation.

Essential Questions:

How are points plotted?

How are relationships shown on a graph?

New Jersey Student Learning Standards

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Mathematics Learning Targets: 5.G.A.1; 5.G.A.2

Mathematics Practices: MP.1, MP.2, MP.3, MP.5, MP.7

Interdisciplinary Connections: 5-ESS1-2

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4

Computer Science and Design Thinking: 9.4.5.IML.2, 9.4.5.IML.3, 8.1.5.DA.1, 8.1.5.DA.3

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 13.1 - Evaluate Expressions Lesson 13.2 - Write Numerical Expressions Lesson 13.3 - Interpret Numerical Expressions Lesson 13.4 - Problem Solving: Reasoning	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled-Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For	MathBoards, iTools pattern blocks toothpicks index cards centimeter ruler protractor scissors quadrilateral models colored pencils tennis balls centimeter cubes different sized boxes, rectangular prisms nets	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL Personal Computers

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	*Home-School Connection		
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Assessments	
Formative Assessments - Math Quick Check - Practice Buddy - Reteach for Understanding - Exit Slip - HW	Summative Assessments Topic 14 Performance Task/Assessment Suggested skills to be assessed: <i>Locate points on a coordinate grid.</i> <i>Graph points on a coordinate grid.</i> <i>Solve real-world problems by graphing points.</i> <i>Use reasoning to solve problems by making sense of quantities and relationships in situations.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations.	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use.	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive

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• Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Chunk tasks into smaller components. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to	• Place with native-language-speaking teacher/paraprofessional as available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• Hold high expectations. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			
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**Quinton Township School District
Math
Grade 5**

Marking Period:	Four	Unit Title:	Topic 15 Algebra: Analyze Patterns and Relationships	Pacing:	5 Days
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Unit Summary: Topic 15 focuses on patterns and relationships in number sequences, tables, and graphs.

Objectives:

Analyze numerical patterns.

Use tables to identify relationships between patterns.

Analyze patterns, and graph ordered pairs generated from number sequences.

Make sense of problems, and persevere in solving them.

Essential Questions:

How can number patterns be analyzed and graphed?

How can number patterns and graphs be used to solve problems?

New Jersey Student Learning Standards

Mathematics Learning Targets: 5.OA.B.3; 5.G.A.2

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Mathematics Practices: MP.1, MP.2, MP.3, MP.5, MP.7, MP.8
Interdisciplinary Connections: 3-5-ETS1
Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.3, 9.4.5.CT.4
Computer Science and Design Thinking: 9.4.5.IML.2, 9.4.5.IML.3, 8.1.5.DA.1, 8.1.5.DA.3

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 15.1 - Numerical Patterns Lesson 15.2 - More Numerical Patterns Lesson 15.3 - Analyze and Graph Relationships Lesson 15.4 - Problem Solving: Make Sense and Persevere	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled-Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide *Listen and Look For rs *Home-School Connection	MathBoards, iTools pattern blocks toothpicks index cards centimeter ruler protractor scissors quadrilateral models colored pencils tennis balls centimeter cubes different sized boxes, rectangular prisms nets	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL Personal Computers

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Assessments	
Formative Assessments - Math Quick Check - Practice Buddy - Reteach for Understanding - Exit Slip - HW	Summative Assessments Topic 15 Performance Task/Assessment Suggested skills to be assessed: <i>Analyzing numerical patterns</i> <i>Using tables to identify relationships between patterns</i> <i>Analyzing patterns and graphing ordered pairs generated from number sequences</i> <i>Making sense of problems, and persevering in solving them</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations. - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques.	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Learn/Utilize/Display some words in the students' native	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services. - Hold high expectations. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing

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• Utilize scaffolding to support instruction. • Chunk tasks into smaller components. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral-recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments.	• language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning for growth. • Provide for the development of self, an understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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• Utilize graphic organizers. • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			
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Quinton Township School District
Math
Grade 5

Marking Period:	Four	Unit Title:	Topic 16 Geometric Measurement: Classify Two-Dimensional Figures	Pacing:	5 Days
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Unit Summary: Topic 16 focuses on understanding that the attributes belonging to a category of two-dimensional shapes also belong to all subcategories of that category.

Objectives:

Classify triangles by their angles and sides.
Classify quadrilaterals by their properties.
Classify quadrilaterals using a hierarchy.
Construct arguments about geometric figures.

Essential Questions:

How can triangles and quadrilaterals be described, classified, and named?

New Jersey Student Learning Standards**Mathematics Learning Targets:** 5.G.B.3; 5.G.B.4**Mathematics Practices:** MP.1, MP.2, MP.3, MP.6, MP.8**Interdisciplinary Connections:** 5-LS2-1**Career Readiness, Life Literacies, and Key Skills:** 9.4.5.CT.3, 9.4.5.CT.4**Computer Science and Design Thinking:** 8.1.5.DA.1, 9.4.5.IML.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 16.1 - Classify Triangles Lesson 16.2 - Classify Quadrilaterals Lesson 16.3 - Continue to Classify Quadrilaterals Lesson 16.4 - Problem Solving: Construct Arguments	<i>enVision</i> Mathematics *Daily Review *Reteach to Build Understanding *Build Mathematical Literacy *Enrichment * <i>enVision</i> Stem Activity *Problem Solving Leveled-Reading Mat *Problem-Solving Reading Activity *Digital Math Tools Activities *Language Support Handguide	MathBoards, iTools pattern blocks toothpicks index cards centimeter ruler protractor scissors quadrilateral models colored pencils tennis balls centimeter cubes different sized boxes, rectangular prisms	Smart Board Applications Savvas Realize Visual Learning Animation Plus Google Applications Pick a Project Practice Buddy Interactive Student Edition Personal Computers IXL Personal Computers

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	*Listen and Look For *Home-School Connection	nets	
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Assessments	
Formative Assessments - Math Quick Check - Practice Buddy - Reteach for Understanding - Exit Slip - HW	Summative Assessments Topic 16 Performance Task/Assessment Suggested skills to be assessed: <i>Classifying triangles by their angles and sides</i> <i>Classifying quadrilaterals by their properties</i> <i>Classifying quadrilaterals using a hierarchy</i> <i>Constructing arguments about geometric figures</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan. - Utilize effective amount of wait time. - Hold high expectations. - Communicate directions clearly and concisely and	- RTI - Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Hold high expectations. - Provide English/Native Language Dictionary for use. - Place with native-language-speaking	- RTI Tiered Interventions following RTI framework - Basic Skills Instruction - Support instruction with RTI intervention resources. - Provide after-school tutoring services. - Hold high expectations. - Hold fall and spring parent	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize

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