

**Stated Objectives:
TEK # and SE**

Problem Solving/Processing Standards

- 5.1 (A) apply mathematics to problems arising in everyday life, society, and the workplace;
- 5.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
- 5.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
- 5.3(C) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm
- 5.3(E) solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers
- 5.4(E) describe the meaning of parentheses and brackets in a numeric expression
- 5.3(K) add and subtract positive rational numbers fluently
- 5.4(B) represent and solve multi-step problems involving the four operations with whole numbers
using equations with a letter standing for the unknown quantity
- 5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping

Skills

- 5.10E Describe actions that might be taken to balance a budget when expenses exceed income
- 5.10F Balance a simple budget

Review

- 5.10E Describe actions that might be taken to balance a budget when expenses exceed income
- 5.10F Balance a simple budget

Concept

- 5.7 (A) Solve problems by calculating conversions within a measurement system, customary and metric

ELPS

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

See Instructional Focus Document (IFD) for TEK Specificity		
Key Understandings	<p>The size of a measurement unit may be described in relation to another measurement unit.</p> <p>Relationship between converting units</p> <ul style="list-style-type: none"> ● Converting within the same measurement system, customary or metric ● Multiplication converts larger units to smaller units. ● Division converts smaller units to larger units. 	
Misconceptions	<p>Some students have difficulty with the inverse relationship between the size of unit and the number of units measured and therefore apply the incorrect operation when converting from a smaller unit to larger unit or larger unit to smaller unit.</p>	
Key Vocabulary	<ul style="list-style-type: none"> ● Available balance – the amount available in an account for a person, business, or organization to spend ● Balance – to reconcile your budget or account statement with your check register to make sure the records match and are accurate ● Budget – a monthly or yearly spending and savings plan for an individual, family, business, or organization ● Check – a written document telling the financial institution to pay a specific amount of money from your account to a specific person or organization ● Credit card – a card that can be used to borrow money from financial institutions, stores, or other businesses in order to buy products and services on credit ● Debit card – a bankcard issued by a financial institution that is electronically linked to an individual's checking account for the purpose of making banking transactions, making payments for services, and/or making purchases ● Electronic payment (e-payment) – payments using security features on the Internet ● Expense – payment for goods and services ● Financial records – a formal record of the transactions made by a person, business, or other organization ● Gross income – the total amount of personal income prior to taxes and deductions ● Income – money earned or received ● Income tax – money paid by an employee or business to the federal government based on an individual's or business' income as required by law ● Net income – the income that remains after taxes and other deductions are taken from an individual's gross income ● Payroll tax – money collected by an employer from an employee's salary based on the employee's income that is paid to the federal government on behalf of the employee as required by law ● Property tax – the amount of money collected from the property owner based on the value of a property for the local government as required by law ● Register – a small table to track deposits added to account, expenses withdrawn from account, and current available balance ● Sales tax – the amount of money collected by a store (retailer), in addition to a good or service that was purchased, for the local government as required by law ● Transaction – a specific time or instance when money changes hands 	
Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes

Day 1- Engage/ Explore	Warm-Up (2 problem solving problems) Skills: money management Review: money management Concept: Length –Customary Conversion	From Sharon Wells Curriculum <ul style="list-style-type: none"> ● Skills ● Review ● Concept: Length-Customary Conversions (Blackline Masters 1A and 1B) ● Activity 1
Day 2 – Explain/ Extend	Warm-Up (2 problem solving problems) Skills: money management Review: money management Concept: Length – Metric Conversions	From Sharon Wells Curriculum <ul style="list-style-type: none"> ● Skills ● Review ● Concept: Length: Metric Conversions (Blackline Masters 2A and 2B) ● Activity 2
Day 3 - Extend	Warm-Up (2 problem solving problems) Skills: money management Review: balancing a budget Concept: Weight and Mass Conversions: Customary and Metric	From Sharon Wells Curriculum <ul style="list-style-type: none"> ● Skills ● Review ● Concept: Weight and Mass Conversions: Customary and Metric (Blackline Masters 3A and 3B) ● Activity 3
Day 4 –Extend	Warm-Up (2 problem solving problems) Skills: money management Review: money management Concept: Volume and Capacity Conversion: Customary and Metric	From Sharon Wells Curriculum <ul style="list-style-type: none"> ● Skills ● Review ● Concept: Volume and Capacity Conversions (Blackline Masters 4A and 4B) ● Activity 4
Day 5 - Evaluate	The teacher and students will go over the Week Three test taking skills questions with students and answer any student's questions. The students will then be given an assessment to complete independently to check their mastery of the skills taught throughout the week.	<ul style="list-style-type: none"> ● Week 3 Assessment

Accommodations for Special Populations

Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.