PRINCETON INDEPENDENT SCHOOL DISTRICT	**Campus:** Harper/Lacy/Smith/Godwin/Lowe	
Author(s): Elsbury, Garlington, Stovall, Eaton, Warren, Venters	**Date Created July 30, 2020**	
Six Weeks Period: 4th	**Grade Level & Course: 5th grade math**	
Timeline: 5 days	**Unit Title: Mixed review of Fractions**	**Week 4**

Stated Objectives:
K # and SE

Problem Solving

5.1A apply mathematics to problems arising in everyday life, society, and the workplace;
5.1B 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;
5.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
5.1D communicate mathematical ideas, reasoning, including symbols, diagrams, graphs, and language as appropriate.
5.1 E create and use representations to organize, record, and communicate mathematical ideas.
5.1F analyze mathematical relationships to connect and communicate mathematical ideas.
5.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communications

Concepts

5.3I represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;

5.3J represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models**;**
5.3L divide whole numbers by unit fractions and unit fractions by whole number

Skills

5.9A Represent categorical data with a bar graph or frequency table and numerical data, including data sets of measurement in fractions or decimals with dot plots or stem-and-leaf plots
5.9C Solve one and 2 step problems using data from a frequency table, dot plot, bar graph, and stem-and-leaf plots or scatterplots

Review

5.4E Create and use representations to organize record and communicate mathematical ideas
5.4F Simplify numerical expressions that do not involve exponents, including up to 2 levels of grouping

	ELPS http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
See Instructional Focus Document (IFD) for TEK Specificity	
Key Understandings	Some students may not consider all the information in a problem situation before developing an algebraic equation. Some students may become confused when abbreviations are used in conjunction with a letter representing an unknown in a problem situation (e.g., 6m to mean 6 times the variable m compared to 6 m to mean 6 meters).
Misconceptions	Some students may simplify an expression or solve an equation from left to right rather than using to the order of operations or grouping symbols to simplify. Some students may simplify an expression or solve an equation by performing all like operations first rather than using the grouping symbols to simplify. Some students may think the equal sign means "solve this" or "the answer is" rather than understanding that the equal sign represents a quantitative and balanced relationship. Some students may think that the equal sign can only be placed at the end of an equation rather than thinking it can be placed at the beginning or end as long as the equation is balanced (e.g., 7 + 3 + 5 = n and n = 7 + 3 + 5). Some students may think that the number 1 is prime rather than understanding that 1 is neither prime nor composite. Some students may think that all prime numbers are odd numbers and all composite numbers are even numbers rather than thinking of the number of factors involved.
Key Vocabulary	Composite number – a whole number with more than two factors Counting (natural) numbers – the set of positive numbers that begins at one and increases by increments of one each time {1, 2, 3, ..., n} Dividend – the number that is being divided Divisor – the number the dividend is being divided by Equation – a mathematical statement composed of algebraic and/or numeric expressions set equal to each other Expression – a mathematical phrase, with no equal sign or comparison symbol, that may contain a number(s), an unknown(s), and/or an operator(s) Factor – a number multiplied by another number to find a product Grouping symbols – symbols to show a group of terms and/or expressions within a mathematical expression Order of operations – the rules of which calculations are performed first when simplifying an expression Prime number – a whole number greater than 1 with exactly two factors, 1 and the number itself Product – the total when two or more factors are multiplied Quotient – the size or measure of each group or the number of groups when the dividend is divided by the divisor Whole numbers – the set of counting (natural) numbers and zero {0, 1, 2, 3, ..., n}

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- stem and leaf Review-practice Activity 1-multiply fractions practice	**From Sharon Wells Curriculum** ● **Problems solving 1A 1B** ● **Skills 1** ● **Review 1** ● **Activity 1**
Day 2 – Explain/ Extend	Warm-Up (2 problem solving problems) Skills- stem and leaf Review 2-practice Activity 2-Diving fractions practice	**From Sharon Wells Curriculum** ● **Skills 2** ● **Review 2** ● **Activity 2**
Day 3 - Extend	Warm-Up (2 problem solving problems) Skills 3-stem and leaf Review 3-practice Activity 3-Practice	**From Sharon Wells Curriculum** ● **Skills 3** ● **Review 3** ● **Activity 3**
Day 4 –Extend	Warm-Up (2 problem solving problems) Skills 4-stem and leaf Review 4- practice Activity 4-Fraction finale	**From Sharon Wells Curriculum** ● **Skills 4** ● **Review 4** ● **Activity 4**
Day 5-Evaluation	Go over Week 4 Test Taking Skills as a class. Students will complete Week 1 Assessment.	**From Sharon Wells** ● **Week 1 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.**