

	Campus: Harper/Smith/Lacy/Godwin/Lowe	
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Six Weeks Period: 2nd	Grade Level & Course: 5 th grade math	
Timeline: 5 days	Unit Title: Decimal Addition and Subtraction	Week 2

Stated Objectives: TEK # and SE	<p style="text-align: center;">Problem Solving</p> <p>5.1A apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>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;</p> <p>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;</p> <p>5.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>5.1E create and use representations to organize, record, and communicate mathematical ideas;</p> <p>5.1F analyze mathematical relationships to connect and communicate mathematical ideas;</p> <p>5.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication;</p> <p style="text-align: center;">Skills</p> <p>5.9C solve one and/or two step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot</p> <p style="text-align: center;">Review</p> <p>5.3B multiply with fluency a three-digit number by a two-digit number using the standard algorithm;</p> <p>5.3C solve for proficiency for quotients of up to a four digit dividend by a two digit divisor using strategies and the standard algorithm;</p> <p style="text-align: center;">Concept</p> <p>5.3K add and subtract positive rational numbers fluently; (decimals)</p> <p style="text-align: center;">ELPS:</p>
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<http://www.teksresourcesystem.net/module/standards/Tools/Browse?StandardId=118099>

See Instructional Focus Document (IFD) for TEK Specificity

Key Understandings

When solving addition and subtraction problems involving whole numbers and decimals, equivalent forms of the numbers may be needed so that digits with the same place value can be added or subtracted because digits in like places have the same underlying unit amount.

Problem solving with addition and subtraction of whole numbers and decimals involves analyzing the given information, the missing information, and the question(s); developing a solution plan with strategies; observing and communicating the mathematical ideas through verbal/written descriptions, statements, and/or equations; and evaluating the solution for reasonableness

Misconceptions

- Some students think numbers should be lined up to the far right instead of lining up the decimals.
- Some students think adding a decimal can't change a number.
- Some students may think the word "more" means to add rather than a term that could lead to addition or subtraction.
- Some students may think the words "take away" means to subtract rather than a term that could lead to multiple structures of subtraction.
- Some students who work through the standard algorithm procedures may think about numbers as digits and ignore place value leading to an unreasonable amount rather than think about place value to help determine a reasonable amount

Key Vocabulary

Decimal point, tenths, hundredths, thousandths, sum, difference, regroup, base ten models,

Suggested Day 5E Model

Instructional Procedures
(Engage, Explore, Explain, Extend/Elaborate, Evaluate)

Materials, Resources, Notes

Day 1- Engage/Explore/Explanation

Warm-Up (2 problem solving problems)
Skills – Bar Graph - Analyzing Data
Review – Mixed Computation Review
Concept – Concrete Level: instructing students to build problems with base ten blocks (adding and subtracting decimals) on the *Operations Board*.

- *TEK 3C Low on STAAR - Reinforce
- *TEK 3K Low on STAAR - Reinforce

From Sharon Wells Curriculum

- **Skills 17**
- **Review 17**
- **Activity 1**
Base 10 blocks

<p>Day 2 – Explain</p>	<p>Warm-Up (2 problem solving problems) Skills – Double Bar Graph - Missing Bar Review – Mixed Computation Review Concept – Semi-concrete Level: students will be building the problem on the <i>Operations Board</i> and the teacher will instruct the students how to write and sketch the problems.</p> <p>*TEK 3C Low on STAAR - Reinforce *TEK 3K Low on STAAR - Reinforce</p>	<p>From Sharon Wells Curriculum</p> <ul style="list-style-type: none"> ● Skills 18 ● Review 18 ● Activity 2 <p>Base10 blocks Index cards</p>
<p>Day 3 - Explain</p>	<p>Warm-Up (2 problem solving problems) Skills – Double Bar Graph - Tables Review – Mixed Computation Review Concept – Semiabstract Level: Teacher will direct instruction and have students to write, sketch, and draw to solve word problems using decimals.</p> <p>*TEK 3C Low on STAAR - Reinforce *TEK 3K Low on STAAR - Reinforce</p>	<p>From Sharon Wells Curriculum</p> <ul style="list-style-type: none"> ● Skills 19 ● Review 19 ● Activity 3
<p>Day 4 –Extend</p>	<p>Warm-Up (2 problem solving problems) Skills – Data Analysis - Bar Graph practice Review – Mixed Computation Review Concept – Abstract Level: Decimal addition and subtraction word problems</p> <p>*TEK 3C Low on STAAR - Reinforce *TEK 3K Low on STAAR - Reinforce</p>	<p>From Sharon Wells Curriculum</p> <ul style="list-style-type: none"> ● Skills 20 ● Review 20 ● Activity 4 <p>Process cards Chart paper</p>
<p>Day 5 – Evaluate</p>	<p>Students will complete Week 5 Assessment.</p>	<p>From Sharon Wells Curriculum</p> <ul style="list-style-type: none"> ● Week 5 assessment

<p>Accommodations for Special Populations</p>	<p>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.</p>
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