# CAR Unit Template

## Unit Title: Mathematics – Building Fractions & Decimal Notation – Unit 2 – Module B

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. \*\*

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **5.NBT.B.6 – WALT** find whole-number quotients with up to four-digit dividends and two-digit divisors using strategies based on place value |  |  |  |  |
| **5.NBT.B.6 – WALT** find whole-number quotients with up to four-digit dividends and two-digit divisors using strategies based on properties of operations or the relationship between multiplication and division |  |  |  |  |
| **5.NBT.B.6 – WALT** illustrate and explain the division calculation by using equations, rectangular arrays, and/or area models |  |  |  |  |
| **5.NBT.B.7 – WALT** divide decimals to hundredths using models or drawings |  |  |  |  |
| **5.NBT.B.7 – WALT** divide decimals to hundredths using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction |  |  |  |  |
| **5.NBT.B.7 – WALT** relate the strategy to the concrete model or drawing, and explain the reasoning used |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |