# CAR Unit Template

## Unit Title: Mathematics – Decimal Multiplication & Division and Volume Concepts – Unit 2 – Module C

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

 **5.MD.C.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

 **5.MD.C.4** Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and non-standard units.

 **5.MD.C.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

 **5**.**MD.C.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

b. Apply the formulas *V* = *l* × *w* × *h* and *V* = *B* × *h* for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.

 **5.MD.C.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

**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** |
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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.MD.C.3a – WALT** a cube with side length 1 unit is called a “unit cube”, has “one cubic unit” of volume, and can be used to measure volume |  |  |  |  |
| **5.MD.C.3b – WALT** a solid figure which can be packed without gaps or overlaps using (*n*) unit cubes has a volume of *n* cubic units |  |  |  |  |
| **5.MD.C.4 – WALT** measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and non-standard units |  |  |  |  |
| **5.MD.C.5a – WALT** find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths |  |  |  |  |
| **5.MD.C.5a – WALT** represent volumes as the product of three whole numbers |  |  |  |  |
| **5.MD.C.5b – WALT** apply the formulas *V* = *l* × *w* × *h* and *V* = *B* × *h* for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems |  |  |  |  |
| **5.MD.C.5b – WALT** recognize volume as additive and find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**  |
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Benchmark Assessment 2

| **Benchmark Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Summative Assessments (add rows as needed)

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

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