

Scope and Sequence
Math - 5th Grade STREAM

Unit :

Terms to Know:	<i>Place-Value, Period, Standard Form, Billions, Expanded Form, Power of 10, Base, Exponent, Equation</i>				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Project Theme:	<i>Students will research the International Space Station as we study math related to it. Students will present their information that they discover via poster board; project to be turned in when completed or by the due date, whichever comes first. The requirements to research are below:</i>				
Project Breakdown:	<i>Students will illustrate and fully-color an image of the International Space Station and write a title on their board. On their poster board, students will answer the following questions: approximately how many people are on the ISS each day? What countries are they from? Where is the ISS currently located? How high is it above the Earth? How fast is it moving? What percent of people on the Earth does the ISS pass over routinely? What does it appear as in the night sky? What color does it usually appear as? What layer of the atmosphere does it travel in? List two websites that can be used to track the ISS daily.</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 1	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Place Value and Expanded Form - 15 min
	<i>Sadlier Math, Chapter One, Pages 1-3 - Read aloud and discuss: what are place values? What is standard form? What number group follows "billions"? Use the chart on page 2 to direct questions - 15 min</i>	<i>Teacher to review material from Sadlier Math, Chapter One, Pages 1-3; discuss and review any questions; students to define: place value, period, standard form, and billions - 15 min</i>	<i>Sadlier Math, Chapter One, "Check Your Progress", Pages 6-7 - Teacher to lead review with students, working together on the board for #'s 1-10; students to ask questions and teacher to review as needed - 20 min</i>	<i>Sadlier Math, Chapter One, Pages 8-9 - Read aloud and discuss: what is Power of 10? What is an exponent? What is the base? Teacher to create examples of each and review with the students; As a class, complete "Practice, #'s 1-6" together and review - 20 min</i>	<i>Students to go to the following website and play "https://play.prodigygame.com/"; students may need to create an account the first time that they play - 25 min</i>
	<i>Sadlier Math, Chapter One, Page 2 - As a class, complete "Practice, #'s 1-6" and discuss your responses; students to attempt individually "Practice, #'s 7-12" and teacher to review when complete - 20 min</i>	<i>Sadlier Math, Chapter One, Pages 4-5 - Read aloud and discuss: what is expanded form? Teacher to provide examples of numbers in expanded form, students to analyze and respond - 15 min</i>	<i>Sadlier Math, Chapter One, "Check Your Progress", Page 7 - Students in groups of 3 or 4, answer and discuss: students to work together to solve #'s 11-19; teacher to review responses and check for accuracy - 10 min</i>	<i>Sadlier Math, Chapter One, Page 9 - Students in pairs, answer and discuss: using colored pencils, students to solve together "Practice, #'s 7-15" and review with teacher when complete - 15 min</i>	
	<i>Sadlier Math, Chapter One, Page 3 - Students in pairs, answer and review; "Problem Solving, #'s 20-24" when complete, review with the class and discuss how answers were attained - 15 min</i>	<i>Sadlier Math, Chapter One, Pages 4-5 - Students in pairs, complete and review: students to complete "Practice, #'s 1-8" and discuss in class; students explain how responses were obtained - 20 min</i>	<i>Teacher to introduce project and students provided in-class time to begin - 20 min</i>	<i>Sadlier Math, Chapter One, Page 9 - Students in groups of 3 or 4, discuss answers while working: using different-colored colored pencils than before, students to solve together "Practice, #'s 16-21" and review with teacher when complete - 15 min</i>	<i>In-class time to work on project - 20 min</i>

Bellwork Topic:	Teacher to create four problems to solve based upon place value and standard form	<i>Sadlier Math, Chapter One, "Write About It", Page 3</i> - complete in written form and explain your answer!	<i>Sadlier Math, Chapter One, "Write About It", Page 5</i> - complete in written form and explain your answer!	<i>Sadlier Math, Chapter One, "Check Your Progress", #'s 20-22, Page 7</i>	None
Suppliment Extra Time With:	Teacher-created problems about place value	Teacher-created problems about expaned form	Teacher-created problems about expaned form	Teacher-created problems about expaned form	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter One, "Practice, #'s 13-19", Page 3</i> ; due tomorrow!	<i>Sadlier Math, Chapter One, "Practice, #'s 9-24", page 5</i> ; due tomorrow!	Teacher created worksheet (twelve problems) on place value and expanded form; due tomorrow	Study for quiz tomorrow on place value and expanded form!	<i>Sadlier Math, Chapter One, "Practice" & "Problem Solving, #'s 22-32", Page 9</i> ; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 2	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week One (spelling & definition), plus four-step process - 15 min
	<i>Sadlier Math, Chapter One, Pages 10-11</i> - Read aloud and discuss: review the example question about Annelida and create more tangible questions; discuss multiples and how they work; teacher to create problems to review - 20 min	Teacher to review material from <i>Sadlier Math, Chapter One, Pages 1-11</i> ; discuss and review any questions; students to define: place value, period, standard form, billions, exponent, equation, Power of 10, and base - 20 min	<i>Sadlier Math, Chapter One, Pages 12-13</i> - Read aloud and discuss: what are the three properties of addition? What are the main components of each? Teacher to provide examples; as a class, solve "Practice, #'s 1-5" together - 20 min	Using Google Docs, write the definitions to the "Terms to Know" from Week One in your own words and submit them to your teacher - 20 min	Students to go to the following website and play " https://play.prodigygame.com/ "; students should follow up on previous play and may also play from home; teacher may create an account to play as well - 20 min
	Watch "Math Antics - Intro To Exponents (aka Indices)" on YouTube (10:04 min) and discuss: how does this video help you to learn about exponents? What tips did it provide? - 15 min	Watch "easy system to solve word problems.wmv" on YouTube (7:25 min) and discuss valuable tips received from the video; how did circling parts in the question help you understand things better? - 10 min	<i>Sadlier Math, Chapter One, Page 13</i> - Students in pairs, answer and discuss: using magic markers, students to complete "Practice, #'s 6-11", then come to the board to display how to complete them as a class - 10 min	Watch "Addition Properties and Subtraction Rules 2-1" on YouTube (10:11 min) and discuss: what are the properties and how can they be used?	
	<i>Sadlier Math, Chapter One, Page 11</i> - As a class, review each problem #'s 1-4 and solve them together; students read aloud and analyze, teacher to assist - 15 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 20 min	In-class time to work on project - 25 min

Bellwork Topic:	<i>Sadlier Math, Chapter One, "Write About It", Page 9</i> - complete in written form and explain your answer!	<i>Sadlier Math, Chapter One, "Write About It", Page 11</i> - complete in written form and explain your answer!	Teacher to create two story problems to solve based upon exponents	<i>Sadlier Math, Chapter One, "Write About It", Page 13</i> - complete in written form and explain your answer!	None
Suppliment Extra Time With:	Teacher-created problems about four-step process	Teacher-created problems about exponents	Teacher-created story problems about exponents	Teacher-created story problems and how to break them down to solve	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter One, "Practice, #'s 5-9", Page 11</i> ; due tomorrow!	Work on Project; due in four days!	<i>Sadlier Math, Chapter One, "Practice" & "Problem Solving", #'s 12-26", Page 13;</i> due tomorrow!	Study for quiz tomorrow on "Terms to Know" from Week One (spelling & definition) plus four-step process!	Work on Project; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 3	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Bellwork - 10 min	Weekly Quiz: Estimating - 15 min
	Students to present their projects to the class; discuss the International Space Station and how it relates to math; teacher to ask questions for deeper knowledge - 20 min	Watch "BrainPOP UK - Estimating" on YouTube (5:49 min) and discuss: how is estimating different than guessing? Why is it useful in math? How can you quickly estimate time or distance? - 10 min	Watch "A clever way to estimate enormous numbers - Michael Mitchell" on YouTube (4:14 min) and discuss: how is using this method beneficial? Does it make sense? Teacher to review this method - 15 min	<i>Sadlier Math, Chapter One, Page 16</i> - Read aloud finding sums and differences; how is each different from the other? How is this different than estimating? - 10 min	Students to go to the following website and play " https://play.prodigygame.com/ "; students should follow up on previous play and may also play from home; teacher may create an account to play as well - 20 min
	<i>Sadlier Math, Chapter One, Page 14</i> - Read aloud and discuss what rounding, estimating, and front-end estimating are; review the examples on page 14 together - 10 min	<i>Sadlier Math, Chapter One, Page 15</i> - Teacher-led discussion and review of estimating: "Practice, #'s 17-20"; address questions before moving on - 15 min	Students in pairs, each pair to create a list of five three-digit numbers (ex. 105, 528, 902, 278, 456); repeat this six times; pairs exchange lists with other groups and estimate added totals of their numbers - 15 min	<i>Sadlier Math, Chapter One, Page 16</i> - Teacher-led discussion: complete together "Practice, #'s 1-6" and review answers - 15 min	
	<i>Sadlier Math, Chapter One, Page 14</i> - Teacher-led discussion: Complete "Practice, #'s 1-8" together as a class, students may complete some privately and teacher to review - 10 min	<i>Sadlier Math, Chapter One, Page 15</i> - Students in pairs, complete "Problem Solving, #'s 21-25" and share results with class when complete; teacher to review - 20 min	Students to use their rulers ONLY and estimate the total distance of the following items after one measurement with their ruler: the length of the hallway, length of one set of six lockers, height of the ceiling in the classroom, height of the ceiling in the hallway, height of the doorframe in the hallway, width of the doorframe to the AD Office - 20 min	<i>Sadlier Math, Chapter One, Page 17</i> - Students in groups of 3 or 4, answer and review: Complete "Practice, #'s 7-12" together and share results with the class; teacher to review answers as they progress and address questions about alignment - 15 min	<i>Sadlier Math, Chapter One, Page 17</i> - Teacher to review sums and differences by conducting together "Practice, #'s 13-16" and addressing questions; students in pairs, solve "Practice, #'s 17-20" together and review answers as a class - 20 min
Bellwork Topic:	Write the definition of three of the "Terms to Know" from Week One	Teacher to create three problems similar to yesterday's work regarding estimating	<i>Sadlier Math, Chapter One, "Write About It", Page 15</i> - complete in written form and explain your answer!	Teacher to create three sets of numbers to estimate the totals of	None

Suppliment Extra Time With:	Teacher-created additional problems	Teacher-created additional problems	Teacher to provide additional items to estimate the height or length of	Teacher-created additional problems	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter One, "Practice, #'s 9-16", page 15 - due tomorrow!</i>	Teacher-created worksheet (ten problems) on estimating; due tomorrow!	Students to provide an estimate of the size of at least five items in their house; it can be any five school-appropriate items; due tomorrow!	Study for quiz tomorrow on estimating!	None

Unit :

Terms to Know:	<i>Front-end estimation, rounding, estimate, sum, difference</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
Project Theme:	<i>What is estimating and how is it helpful? Students will use a familiar base-unit of measurement (a ruler, so 12 inches or 30 centimeters) to estimate the requested length or height of various items. Students will create a table on poster board expressing this information neatly and clearly so that it is easily reviewable.</i>				
Project Breakdown:	<i>Students will estimate the length or height of ten required items plus an additional ten items that they choose. They will neatly create a table on poster board diagraming their estimate for each item in one column. In a second column, students will use a ruler, the Internet, or other more appropriate means to measure the true height or length of the requested items. Some items will NOT be a perfect measurement (you'll see when you read the required items) but the Internet will provide close measurements that you may use in those cases. In the third column, you will list what tool you used to collect the estimated value for each item (ruler, Internet, meter stick, etc.). The required items are listed below, students MUST complete these ten items and MUST pick ten additional school-appropriate items that they will estimate then measure for.</i>				
Project Required Items:	<i>1. The length of your shoe 2. The length of the Fairfax Recreation Center (longest side) 3. The height of our Upper Campus School 4. The height of Mr. Jones 5. The length of Saint Adalbert/OLBS Church 6. The length of our Upper Campus Cafeteria 7. The lenth of the main hallway in the Early Learning Center 8. The length of the block from Central Avenue to Quincy Avenue 9. The length of the City of Cleveland from East 185th Street to West 117th Street 10. The height of Mr. Gainey</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 4	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 5 min	Weekly Quiz: Chapter One - 20 min
	<i>Sadlier Math, Chapter One, Page 17 - Teacher to review finding sums and differences as a class, then complete together "Problem Solving, 22-26" and review responses - 20 min</i>	<i>Sadlier Math, Chapter One, Pages 16-17 - Teacher to review finding sums and differences before moving on to the next item; address any questions and review story problems - 10 min</i>	<i>Watch "Grade 3 Math #1.5c, Find the Unknown number" on YouTube (3:49 min) and discuss: how is this helpful in your review? How does it help in grouping numbers? How is this similar to estimating? - 10 min</i>	<i>Sadlier Math, Chapter One Review, Page 19 - Students to work individually to complete #'s 37-44 privately, teacher to review answers as a class and address questions about how to properly solve them - 20 min</i>	<i>Students to go to the following website and play "https://play.prodigygame.com/"; students should follow up on previous play and may also play from home;</i>

	Watch "6th Grade Math Estimating Sums and Differences" on YouTube (5:11 min) and discuss: how is this video helpful? What is an easy way to estimate sums? Differences? - 10 min	<i>Sadlier Math, Chapter One Review, Page 18</i> - Students in groups of 3 or 4, answer and discuss: groups to complete #'s 1-9 together and teacher to review answers as a class - 20 min	<i>Sadlier Math, Chapter One Review, Page 18</i> - Students in pairs, answer and discuss: pairs to complete #'s 17-28 together and teacher to review answers as a class - 20 min	<i>Sadlier Math, Chapter One Review, Page 19</i> - Teacher-led discussion: As a class, complete "Problem Solving, #'s 45-47" together and review responses for accuracy - 15 min	teacher may create an account to play as well - 20 min
	Introduce project and the aspects of it; review the components and assist students with beginning - 15 min	In-class time to work on Project - 20 min	In-class time to work on Project - 20 min	In-class time to work on Project - 20 min	In-class time to work on Project - 15 min
Bellwork Topic:	<i>Sadlier Math, Chapter One, "Write About It", Page 17</i> - complete in written form and explain your answer!	Teacher-created problems about estimating	Teacher-created problems about finding sums of several groups of numbers	<i>Sadlier Math, Chapter One, "Write About It", Page 19</i> - complete in written form and explain your answer!	None
Suppliment Extra Time With:	Extra time to begin your project	<i>Review of Sadlier Math, Chapter One Review, Page 18, #'s 1-9</i>	Teacher-created problems about finding sums and differences of several groups of numbers	Teacher-created problems about finding sums and differences of several groups of numbers	Extra game time on Prodigy
Daily Homework:	Start working on your project! It is due in approximately two weeks	<i>Sadlier Math, Chapter One Review, Page 18</i> - Complete #'s 10-16, due tomorrow!	<i>Sadlier Math, Chapter One Review, Page 19</i> - Complete #'s 29-36, due tomorrow!	Study for quiz tomorrow on Chapter One!	Work on your project!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 5	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Four (spelling & definition) - 15 min
	<i>Sadlier Math, Chapter One Performance Assessment, Page 20</i> - As a class, complete #'s 1-3 together and review the reasoning for responses to ensure quality learning - 15 min	<i>Sadlier Math, Chapter One Fluency Practice, Page 22</i> - Using Google Docs, students will individually complete this page by writing the correct letter to each problem in Google Docs and submitting to their teacher - 15 min	<i>Sadlier Math, Chapter Two, Page 23</i> - Read aloud and discuss: how do the decimal points show a part of a size? What are the smallest seeds in the world? What type of survival rate do the smallest seeds have? - 15 min	Using Google Docs, write the definitions to the "Terms to Know" from Week Four in your own words and submit them to your teacher - 20 min	Students to go to the following website and play " https://play.prodigygame.com/ "; students should follow up on previous play and may also play from home; teacher may create an account to play as well - 20 min
	<i>Sadlier Math, Chapter One Performance Assessment, Pages 20-21</i> - Students in pairs, complete #'s 4, 5, & 7 together and review responses as a class for validity - 15 min		Watch "Adding & Subtracting Decimals Song 4th & 5th Grade" on YouTube (2:46 min) and discuss: how is this video helpful? How does the song help you to remember? - 10 min	<i>Sadlier Math, Chapter Two, Page 25</i> - Students in pairs, complete "Practice #'s 19-24" and review answers as a class, check for validity - 20 min	

	Watch "How does the International Space Station work?" on YouTube (9:20 min) and discuss: how does this information relate to the information that you have already learned about the station? What information is new? Discuss the new information - 15 min	In-class time to work on Project - 40 min	<i>Sadlier Math, Chapter Two, Page 24</i> - Read aloud and discuss: what are the tenths, hundredths, and thousandths places in a decimal system? How do you convert fractions to decimals? Complete "Practice, #'s 1-8" together and review - 20 min	<i>Sadlier Math, Chapter Two, Page 25</i> - Students to attempt individually "Practice #'s 25-29" and teacher to review answers; review how to correctly accomplish this; address questions - 15 min	In-class time to work on Project; it is due tomorrow! - 20 min
Bellwork Topic:	Teacher to create four problems about finding sums and differences of several groups of numbers	Teacher to create four problems about finding sums and differences of several groups of numbers	Answer the questions: what is a decimal point? What are some examples of its use?	Review decimals from last class; what are number names? Provide examples	None
Suppliment Extra Time With:	Teacher-created problems about the ISS that are similar to those from the textbook	Teacher to create additional problems about finding sums and differences of several groups of numbers	Teacher-created examples of number names to review	Teacher-created examples of converting decimals to fractions	Extra game time on Prodigy
Daily Homework:	<i>Sadlier Math, Chapter One Performance Assessment, Page 21</i> - Complete #'s 7 & 8 for tomrrow!	Work on project	<i>Sadlier Math, Chapter Two, Practice #'s 9-18, Page 24</i> - due tomorrow!	Study for quiz tomorrow on "Terms to Know" from Week Four (spelling & definition)!	Complete estimating project, it is due tomorrow!