Grade 5 Math M-5.1	**KAS Standard:** Use place value understanding to round decimals to any place.	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Use place value understanding to round decimals to any place.	

What does the student need to know to begin? (pre-requisite skills) whole number place value, 10-to-1 value of any two adjacent positions, compare decimals (less than, greater than, equal to), rounding, number ID, understanding of how decimals are constructed, linear knowledge of numbers (as in a number line).

What will the student be able to do? (student outcomes) Recognize the numerical position of a decimal and round accordingly.

How will you task analyze the skill?

How will you teach this? (SDI, strategies) use base-ten block activities, instruction in the use of a decimal number line and how to sequence decimals, graphic organizer for breaking down decimals into place values.

What materials will be needed? Decimal number line, graphic organizer, unifix cubes/manipulatives.

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 5 Math M-5.2	**KAS Standard:** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Solve real world problems involving multiplication of fractions.	

What does the student need to know to begin? (pre-requisite skills) multiply fractions/repeated addition, multiply whole numbers, use fraction model representation (parts of a whole), how to reduce fractions to their simplest form, know basic fraction concepts (denominator/numerator), how to represent a whole number as a fraction.

What will the student be able to do? (student outcomes) Student will be able to pull key information from a word problem to set up and solve an equation, student will be able to multiply fractions.

How will you task analyze the skill?

How will you teach this? (SDI, strategies) use repeated addition activities, with color coding (pg 169 grade 3-5 book), area or array models (multiple representation of multiplication concepts/grouping of sets of fractions), reducing fractions to simplest form, use real-life examples (duplicating a recipe).

What materials will be needed? Calculator, manipulatives (fraction pieces), graphic organizer (for organizing information from word problem and visually representing fractions).

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 5 Math M-5.3	**KAS Standard:** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Generate two real world numerical patterns using two given rules. Form ordered pairs and graph the pairs on a coordinate plane.		

What does the student need to know to begin? (pre-requisite skills) numerical patterns, find ordered pairs, graph ordered pairs, find given rules starting at 0, addition concepts, understanding of coordinate planes/x and y axes, linear knowledge of numbers, how to plot coordinates in a plane, how to draw a line from one coordinate to the other.

What will the student be able to do? (student outcomes) will be able to follow a rule and create a numerical pattern with corresponding ordered pairs, will graph the ordered pairs from the generated pattern.

How will you task analyze the skill?

How will you teach this? (SDI, strategies) instruction in the use of a calculator, instruction in parts of a graph, instruction in graphing ordered pairs in a plane, multisensory approach (patterns represented by various smells, textures, sounds, tastes, etc.).

What materials will be needed? graphing calculator, Various materials to assist with multisensory approach, interactive graphing tool in conjunction with Boardmaker Plus with scanning option), interactive SMART Board lessons, straight edge to assist with graphing, Microsoft Excel.

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 5 Math M-5.4	**KAS Standard:** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane.	

What does the student need to know to begin? (pre-requisite skills) Quadrants, graphing points on coordinate planes, X, y axis.

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies) human bingo to teach quadrants, maps.

What materials will be needed?

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)		
Grade 5 Math M-5.5	**KAS Standard:** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Measure volume by counting unit cubes, using cubic in., cubic ft., and improvised units.	
What does the student need to know to begin? (pre-requisite skills) counting cubic units, measurement, concepts of cubic inches/cubic feet, non-standard/improvised measurement (i.e. using paperclips to measure length), volume, solid figures.		
What will the student be able to do? (student outcomes)		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) pg 382 Elementary and Middle Teacher Dev., 7th edition ,Karp and Van de Wall		
What materials will be needed?		
What will daily checks for understanding look like? (formative assessment)		
What were the outcomes of your practice test (summative assessment)?		

Reflections (what worked well, what will you change next time)

Grade 5 Math M-5.6	**KAS Standard:** Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category.	

What does the student need to know to begin? (pre-requisite skills) two-dimensional figures, attributes of two dimensional figures, sorting based on attribute, right angles, rectangles, squares.

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies) mosaic puzzles, sorting by characteristics, geoboards, T charts for sorting.

What materials will be needed?

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)