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| Diocese of Wheeling-Charleston | | | | |
| CASE Math Unit Planner | | | | |
| Name of Teacher: Tara Marciniak | | | Grade Level: 5 | |
| **Domain**: All Saints Catholic School | | | | |
| Estimated Duration of Unit: 2-3 weeks | | | | |
| Specific **Clusters** Addressed: | | | | |
| Teaching Strategies: Lecture by teacher, textbook assignments, problem solving | | | | |
| Catholic Identity Connections: Cross Curricular Opportunities Students will create and measure the effects of plans to conserve energy, reflecting an understanding of the call to be stewards of this earth. (Science, Math, Religion) | | | | |
| Assessment (authentic/published - summative/formative): informal observations, quizzes, homework, teacher questions, worksheets, formal observation, tests, stations | | | | |
| **Standards Addressed** | | | | |
| Standard Number | **Standards** | | | |
| M.5.MD.1 | convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step, real-world problems. | | | |
| M.5.MD.2 | make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) and use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* | | | |
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| Description of Activity | | | Resources | Date of Completion |
| Day 1 – Relate Customary Units of Length. Use Inch ruler, yard stick. Use tools to determine length of different objects throughout the classroom. Topic Questions; why are there different types of measurement?, How do you decide which type of measurement to use? When is it appropriate to estimate versus find actual measurement? | | | Progress in Mathematics |  |
| Day 2 – Relate Customary Units of Capacity. Students will look in magazine, books, newspapers or ads to cut out pictures of items that can hold liquids of various sizes. Students will sort pictures into fluid ounce, cup, pint, quart, and gallon. Work practice problems in text. Homework 11-2 workbook page. | | | Progress in Mathematics |  |
| Day 3 – Relate Customary Units of Weight. Discussion questions; During which situations are objects weighed? Eg, food, people, recycling, post office, ect. What tools are used to weigh different objects? | | | Progress in Mathematics |  |
| Day 4 – Temperature. Have students use chromebooks to look up the weekly temperature, find the daily high and low. Then create a line graph to display the information. Discuss the class finding in group discussion. Homework 11-4 workbook | | | Progress in Mathematics |  |
| Day 5 – Units of Time. Display Tables on the board, ask students to see if they can see the rule for each. Focus seconds, minutes, hour, day, week, month, year, century. Computing Elapsed Time. Homework 11-5 workbooks. | | | Progress in Mathematics |  |
| Day 6 – Time Zones. Use a globe and a flashlight to show how at noon, sunlight is directly overhead on one side of the globe and it is midnight on the opposite side of the globe. Point out that the Earth rotates west to east once about every 24 hours. The world is divided into 24 time zones, one for each hour of the day. In a class discussion, talk about traveling to different time zones. | | | Progress in Mathematics |  |
| Differentiated Instruction Opportunities/Overview: Use a map to locate different cities, states, continents to determine different time zones. Have students work in small groups to check for understanding and/or debate on correct answer responses. | | | | |
| Cross Curricular Opportunities: | | | | |
| Standard Number | Standard Description | | Resources | Date |
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| **Mathematical Practice Standards - 8 Progressions** | | | | **Check all the Apply** |
| **1** | **Make sense of problems and persevere in solving them.** | | | **X** |
| **2** | **Reason abstractly and quantitatively.** | | | **X** |
| **3** | **Construct viable arguments and critique the reasoning of others.** | | | **X** |
| **4** | **Model with mathematics.** | | | **X** |
| **5** | **Use appropriate tools strategically.** | | | **X** |
| **6** | **Attend to precision.** | | |  |
| **7** | **Look for and make use of structure.** | | | **x** |
| **8** | **Look for and express regularity in repeated reasoning** | | |  |
| Summary of unit upon completion | | | | |
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