**Grade** **Level**: 5th **Dates**: January 31,2022- February 25, 2022

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| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Hall, Seagrave, Jackson  **Buffer**: | **Transdisciplinary Theme**: How the World Works  **Segment of Theme**: Inquiry into the world and its laws  **Over Arching Concept**: Decimals and Money | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: Decimals are utilized in our everyday lives. | | |
| 1. **Key Concepts**: Function, Connection | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Estimation  Place value  Sum  Difference  Product  Quotient | - Decimals correlate with how we use money in real world situations.  -The way we spend money has an effect on our economy. | **DOK Level 3 & 4**  How can the knowledge of decimals be used to solve real world problems?  How can adding and subtracting decimals be used in the real world?  How can we efficiently solve multiplication and division problems with decimals?  How does multiplying and dividing decimals help us solve problems in everyday life?  What strategies can we use for adding and subtracting fractions with different denominators? |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| Students will need to understand place value, be able to write decimals in expanded form, recall basic addition/subtraction/multiplication/division facts, and be able to compare and round decimals. | How will you assess student’s understanding of the lines of inquiry?  Students will demonstrate the connection between decimals and money by opening a gaming store in the classroom. Teacher will observe student in the gaming store to gauge student understanding of the lines of inquiry. |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| Culminating Task: Road Trip: Students will plan a field trip and analyze how to determine the most cost-effective trip based on the given data. In order to do this, students will need to use reasoning to: determine which trip should be taken, calculate costs for one trip, and use repeated reasoning to explain how to compare costs on other trips. | Research Skills, Communication Skills. Thinking Skills, Self-Management Skills  Social Skills | Communicator, Reflective, Open-Minded, Balanced, Principled, Risk-Taker, Inquirer, Caring, Knowledgeable, Thinker |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | |
| 1. Pre-Assessments:   What assessment will be given at the beginning of the unit to inform current understanding | 1. Formative Content Based Assessments:   What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:   What assessments will be given for students to show mastery of unit content? |
| Performance Matters Pre-Assessment  Iready Math Pre-Assessment  Class Discussion of Decimals/KWL | Exit tickets  Station work activities  Teacher observation  Practice problems | IReady Math Post Assessment  Performance Matters Post Assessment  Kahoot |
| **Section 4: How will we Facilitate Learning?** | | |
| 1. Provocation:   How will interest into this unit be sparked? | 1. Learning Experiences:   What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:   How will the learning experiences be adjusted to different learning styles/abilities? |
| Students will watch a video that explains decimals:  <https://www.youtube.com/watch?v=9frz4ODJUc0>  Video on adding/subtracting decimals rap:  <https://www.youtube.com/watch?v=dlotpOS8NFA>  <https://www.youtube.com/watch?v=n-OcbG1FlBQ>  Video on multiplying/dividing decimals:  <https://www.youtube.com/watch?v=nHg4RVqQ12E>  <https://www.youtube.com/watch?v=aa8R5tSHEng> | Week 1 (Tuning In)  Magazine Find: Students will learn more about decimals by making the real-life connection of decimals and money. Student will start the week by looking in magazines to find involving addition of decimals.  Week 2 (Finding Out)  Video Game Store: Students will open a gaming store. They will use play money in their group to sell games. Display the equation, have students’ model with the play money. Students will use which ever method they prefer (addition or subtraction) to find the solution and to give their partner change after their purchase.  Week 3 (Sorting Out)  Place The Point: Students will use estimation to determine where to place the decimal point in several quotients. The digits remain the same; however, the value will change.  Week 4 (Going Further)  Road Trip: Students will plan a field trip and analyze how to determine the most cost-effective trip based on the given data. In order to do this, students will need to use reasoning to: determine which trip should be taken, calculate costs for one trip, and use repeated reasoning to explain how to compare costs on other trips. | Students can work in smaller groups to get additional support.  Students who understand can help assist students that may struggle.  Students use manipulatives, multiplication chart and calculators to assist with solving problems. |
| 1. Learning Experiences in Specials:   How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:   How can we connect the content to local/national/global issues? | 1. Student Action:   What learning experiences support potential student-initiated action? |
|  | Students will connect decimals with going to the store and spending money to buy new things. | Students may want to complete chores or tasks for others to make money. They may try to make money to buy things that they want but their parents will not buy for them. |
| 1. Student Agency and Play:   What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | | 1. Resources:   Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| Video Game Store: Students will open a gaming store. They will use play money in their group to sell games. Display the equation, have students’ model with the play money. Students will use which ever method they prefer (addition or subtraction) to find the solution and to give their partner change after their purchase. | | Video that explains decimals:  <https://www.youtube.com/watch?v=9frz4ODJUc0>  Video on adding/subtracting decimals rap:  <https://www.youtube.com/watch?v=dlotpOS8NFA>  <https://www.youtube.com/watch?v=n-OcbG1FlBQ>  Video on multiplying/dividing decimals:  <https://www.youtube.com/watch?v=nHg4RVqQ12E>  <https://www.youtube.com/watch?v=aa8R5tSHEng>  IReady Toolbox Lessons 10, 11, 14, 15, 16, 17  IReady Text book  Base ten blocks  Number line |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| Completing the st  Hall 2022- Students loved the learning experiences in this unit. They were able to make real life connections with each experiment and it was relevant to things they are interested in. They were able to pick up on the skills by using experiences they have actually had in life. The video game store really stood out to them because they were able to combine what they really like and something they thought was really difficult together and come out with a better understanding of decimals.  Jackson 2022- Students enjoyed the learning experiences within this unit and used real world connections to further their experiences. The students used previous skills learned in other units to build upon the newly taught skills in this unit. Many students wanted to advance their practice by creating different games and activities that could support their learning. The video game store activity was a great student agency that made students real become thinkers, reflective, and communicators in odrer to sell their video games efficently.  Seagrave (2022) - Students were engaged and interested in the learning experiences provided throughout this unit. I noticed it was easier for them to relate the skills back to their personal lives. The video game activity was a huge hit in my classroom because a lot of my students are video gamers and they enjoyed simulating the task. Their motivation to complete the activities and solve the problems increased through these experiences. | | |
| 1. How were the tasks differentiated to meet different learning styles? | | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea? |
| Hall 2022- Students who struggled in some areas were able to work in groups to complete the tasks. They were also modeling for students who learn through doing and working with magazines helped students who needed visuals to learn and understand.    Jackson 2022- Task were differentiated for students depending on their different needs. Students were that struggled with decimal place value received the place value chart Students were also able to use grocery store papers to get a visual of how decimals are used in real life.  Seagrave (2022) - Students were given the success tools needed in order to complete their work, and they were permitted to work in groups. My students were able to understand the tasks better when they were able to work through it with their peers. They could describe what and how to do it better in a “language” that they understood. | | Hall 2022- The learning experiences gave students first-hand experience of how decimals are used in our lives. They were able to make connections with decimals and money in many different ways throughout this unit.  Seagrave (2022) - The real life connections that students made throughout this unit helped to develop and show student understanding of the central idea. They were able to express and show how the affected them in the real world.  Jackson 2022- The learning experience and strategies help students understand the importance of decimals and how they are connected in our real lives daily. |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning? | | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments? |
| Hall 2022- The road trip experience was very supportive to students development. They were able to become more knowledgeable about money and they also had to become reflective while trying to plan the trip.  Seagrave (2022) - The road trip learning experience heavily supported students’ development in this unit. Students were being open-minded and thinkers when working through their road trip budget. They were discussing various ways to spend the money that they had, and had to work together in order to successfully complete the task.  Jackson 2002- The road trip experience was a great foundation to help support students in learning and allowed them to be more knowledgeable. They learned that decimals and have various value. Several students discussed the importance of decimals, and how money can hold | | Hall 2022- The summative assessments were very effective with measuring student understanding of decimals.  Seagrave (2022) - The summative assessments were an effective way of measuring student learning.  Jackson 2022- The summative assessment was effective and backed up the learning experiences students in this unit. |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| Hall 2022- Students wanted to know more about where money comes from. How is money made?  Seagrave (2022) - Students were curious as to why a piece of paper held so much value.  Jackson 2022- Student were curious to how money or decimals develop their value and what would life be like if we used whole numbers instead of decimals. | | Hall 2022- Students wanted to find different ways to make money. They want to get jobs so they can buy things they want.  Seagrave (2022) - Students were interested in making money. They brainstormed different jobs that might be a good fit for them and where they could make the most money.  Jackson 2022- Students wanted develop new ways to add/ subtract decimals. They also wanted create a way to help future students understand the decimal value in a simplier way. |
| 1. Any additional notes or changes that need to be considered next year? | | |
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| **Section 6: Picture Evidence** | | |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**Math**:

MGSE.5.NBT.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.