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| **Math** | **ELA** | **Science** | **Social Studies** |
| **Topic 4**  **Topic Essential Question**  What are the standard procedures for estimating and finding products involving decimals?  **Cluster: 5.NBT.A** Understand the place value system.  **Content Standard: 5.NBT.A.2 --** Explain patterns in the number of zeros of the product when multiplying a number of by powers of 10, and explain patterns in the placement of the deicaml point when a decimal is multiplied or divided  by a power of 10. Use whole-number exponents to denote powers of 10.  **Objective:**  Use knowledge about place value and pattern to find the product of a decimal number and a power of 10.  **Lesson 4-1**  **Multiplying Decimals By Powers of 10**  **Objective:** Use knowledge about place value and patterns to find the product of a decimal number and a power of 10.  **Lesson 4-2**  **Estimate the Product of a Decimal and a Whole Number**  **Objective:** Use rounding and compatible numbers to estimate the product of a decimal and a whole number  **Lesson 4-3**  **Use Models to Multiply a Decimal and a Whole Number**  **Objective:** Use models to represent multiplying a decimal and a whole number.  **Lesson 4-4**  **Multiply a Decimal by a Whole Number.**  **Objective:** Use place- value understanding and the standard multiplication algorithm to multiply a decimal by a whole number.  **Lesson 4-5**  **Use Models to Multiply a Decimal and a Decimal**  **Objective:** Use grids to model decimals and find the product of a decimal and a decimal.  **Lesson 4-6**  **Multiply Decimals Using Partial Products**  **Objective:** Multiply decimals using partial products and models.  **Lesson 4-7**  **Use Properties to Multiply Decimals**  **Objective:** Use properties to multiply decimals  **Lesson 4-8**  **Use Number Sense to Multiply Decimals**  **Objective:** Use number sense and reasoning to place the decimal point in a product.  **Lesson 4-9**  **Multiply Decimals**  **Objective:** Multiply decimals using the standard algorithm for multiplication and multiplication strategies  **Lesson 4-10**  **Model with Math**  **Objective:** Use previously learned concepts and skills to represent and solve problems. | **Unit 2 – Module A: Finding Courage**  **Readers** will understand the importance of summarizing texts.  \*Readers will quote accurately from a text when summarizing the events or the main ideas and details.  Writers will understand that opinions can be supported with evidence from a variety of sources.  \*Writers will state and support an opinion using evidence from a variety of sources.  **Learners** will understand that people respond to inequality and injustice in different ways. | **Science: Ecosystems**  Essential Questions: Why would adding a new fish to an aquarium cause the other fish to become sick?  **Learning Objective**   * **5-LS2-1**: The student is expected to develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.   **3-5-ETS1-2**: The student is expected to generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem | **SS.G.1.5 –** Investigate how the cultural and environmental characteristics of places within the United States change over time.  **SS.H.3.5**: Explain probable causes and effects of events and developments in U.S. history. |