



Marietta City Schools District Unit Planner

Fifth Grade

Unit Title	<i>Launch Unit</i>	Unit duration	<i>5-7 days</i>
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GSE Standards

Standards (Prerequisite)

MGSE3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

MGSE3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$

MGSE3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MGSE3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Standards for Mathematical Practice 1-8

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Assessment Tasks

Diagnostic Assessment(s): Savvas Readiness Test

Formative Assessment(s): Independent Tasks

Unit Overview and Rationale

Purpose and Goals of the Launch Unit

- for students to become familiar with the rituals and routines of the Mathematics Workshop, Number Talks and Guided Math
- for teachers to be able to implement and teach the rituals and routines that allow Number Talks, Guided Math and the Mathematics Workshop to function smoothly in the classroom.

Rituals and routines that should be established in the mini-lesson include the following:

- expectations of behavior when working with a partner, small group or participating in a whole group discussion.
- signals to use for confusion, questions, or proposing alternative strategies or solutions.
- how and when movement is constrained or not constrained.
- how student work and oral participation is respected.
- what to do when an activity is completed.
- how and when to use the tools of mathematics.

Teacher Preparation Before Beginning the Launch Unit

Suggested Math Block: [MCS Mathematics Instructional Framework](#)

Duration	Instructional Component	Description
5-10 min.	Number Talk	<ul style="list-style-type: none">• classroom conversation around purposefully crafted computation problems that are solved mentally• (can be done anytime throughout the day)
5-10 min.	Opening <i>Savvas Component: Solve & Share</i>	<ul style="list-style-type: none">• Activating strategy to activate schema (problem-based learning)• Introduces standard(s), learning target(s) and success criteria, along with an emphasis on academic work• Engages students, accesses prior knowledge and makes connections• Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
5-10 min.	Transition to Work Session <i>Savvas Component: Visual Learning Bridge + Guided Practice</i>	<ul style="list-style-type: none">• Engages students in collaborative, problem-solving tasks• Engages students in lesson-specific discussion• Models problem-solving and comprehension strategies• Asks challenging questions
30-45 min.	Work Session <i>Savvas Component: Assess & Differentiate</i>	<ul style="list-style-type: none">• Provides small group instruction based on data (differentiated support)• Facilitates independent and small group work; scaffolds learning task• Purposefully forms collaborative groups and differentiates tasks allowing for student choice• Monitors, assesses and documents student progress and provides ongoing, standards-based feedback• Allows students to engage in productive struggle, make mistakes, and engage in error analysis

5 min.	Closing <i>Savvas Component: Quick Check</i>	<ul style="list-style-type: none"> • Clarifies misconceptions in student understanding and provides data-driven, targeted feedback • Formatively assesses student understanding • Summarizes and celebrates progress toward learning target and mastery of standard(s) • Identifies next steps for instruction based on data analysis
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As you work through the math workshop for this launch unit, the times might be different than they will be as you move through the year. These are just guiding times. Your differentiated groups will later be your differentiated lessons and small group instruction time based on student needs. Teacher will provide guidance regarding procedures for obtaining and returning various materials, partner selection, and ending work time.

Anchor Charts for Routines and Procedures:

Anchor chart ideas are attached throughout this unit. However, the anchor charts for your class NEED to be created by the students. You can write them, but students should be involved in generating the ideas you record. The anchor charts SHOULD NOT be created prior to the lesson.

Common Learning Experiences

Day 1 Lesson

Number Talk

We are not doing a number talk today. Instead there is an additional mini-lesson for working with a manipulative.

Math Workshop

Opening

Create an anchor chart ahead of time of what Math Workshop looks like. Discuss with the students what Math workshop will look like and what the participants' jobs are during each section. Start a new anchor chart on how to use manipulatives. This chart will be added to throughout the launch unit. Cover rules and procedures on using manipulatives (where they are stored, how to get them, and how to use them appropriately). Select students to model expected behavior. Then ask a student to model how NOT to use manipulatives. Explain your expectations for clean-up. Create an anchor chart on how to work with a partner. Students could model correct and incorrect behavior.

Introduce "Loose Links" activity (attached in the Work Time section below) by modeling the game (use the directions provided in the "Introducing" portion of the activity with a class volunteer.

[5 Procedures for Manipulatives.jpg](#) [5 Partner Talk.jpg](#) [5 Good Partners.jpg](#)

Work Time

Students will work in partners to develop an understanding of division using the "On their Own" section of the activity, "Loose Links" (attached below).

[5 Loose Links.pdf](#)

Closing

Signal students to clean up and return to the gathering area. Ask: What challenges and benefits are there when working with a partner? You can extend the discussion by using the discussion prompts from the Loose Links document ("Bigger Picture" section).

Students should be able to:

- maintain appropriate partner voices
- use manipulatives as directed
- follow a task and directions

- work collaboratively
- maintain a clean work area and classroom organization

Day 2 Lesson

Number Talk

A Number Talk is not required today. Instead, move to the Math Workshop portion of the lesson plans. If you do feel comfortable and want to begin Number Talks with your class, please feel free. Before beginning Number Talks, please read over the following information:

(Teacher Note: The introduction of number talks is a pivotal vehicle for developing efficient, flexible, and accurate computation strategies that build upon the key foundational ideas of mathematics such as composition and decomposition of numbers, our system of tens, and the application of properties.)

Overview of “Number Talks”

Teacher will preview Number Talk’s Hand Signals Chart and explain to students “Number talks” (Below is a Number Talks lesson format with hand signals).

Number Talks is a time for students to discover their own strategies. (Student directed, not teacher directed. Some strategies that you may encounter are listed below. Please take time to review and become familiar with these strategies before beginning Number Talks in your classroom.

[5_NT Strategy Posters.pdf](#) [5_Number Talk Format.pdf](#) [5_Multiplication Strategy Anchor Charts.notebook](#) [5_Division and Subtraction Anchor Charts \(1\).notebook](#)

Math Workshop

Opening

Review rules and exceptions for working with partners and then continue on with the “What Amounts? Game” using the “Introducing” section of the game (attached below):

[5_What Amounts.pdf](#)

Work Time

Students will practice using manipulatives to represent numbers and recognize patterns while working with partners.

Closing

Signal students to clean up and return to the gathering area. Use discussion prompts from What Amounts? Document (in the “Bigger Picture” section).

Students should be able to:

- maintain appropriate partner voices
- use manipulatives as directed
- follow a task and directions
- work collaboratively
- maintain a clean work area and classroom organization

Small Groups

Have students work in small groups or partners to solve 3-5 problem cards.

[5_Two Step Word Problems.pdf](#)

Day 3 Lesson

Number Talk

A Number Talk is not required today. Instead, move to the Math Workshop portion of the lesson plans. If you do feel comfortable and want to begin Number Talks with your class, please feel free.

Math Workshop

Opening

Go over group task expectations, product expectations (picture representation, number sentence and written explanation). Also, discuss early finisher expectations. Ask students what they know about fishing & write down their responses (possible word cloud). Then read aloud “Fish Dilemma” task (attached below).

Work Time

Have students work in partners or small groups (3 or 4) and require the students to collaboratively show their work in “pictures, numbers and words”. Stress the importance of having the students solve these tasks in a picture representation, a number sentence and words describing how they solved the task (pictures, numbers and words).

*Students will always need to solve tasks this year with “pictures, numbers and words” unless directed by the teacher beforehand.

[5 Fish Dilemma.pdf](#)

Closing

Invite 3 or 4 groups to share their findings with the class. Have the class ask questions and respond to each group with comments such as, “I noticed____, I wonder_____”.

Discuss the strategies that each group used after they presented. If time allows, have the students answer the following questions on a piece of paper or math journal:

What do you like about math?

What don't you like about math?

Students should be able to:

- maintain appropriate partner voices
- follow a task and directions
- work collaboratively
- maintain a clean work area and classroom organization

Small Groups

Have students work in small groups or partners to solve 3-5 problem cards.

[5 Two Step Word Problems.pdf](#)

Day 4 Lesson

Number Talk

The introduction of number talks is a pivotal vehicle for developing efficient, flexible, and accurate computation strategies that build upon the key foundational ideas of mathematics such as composition and decomposition of numbers, our system of tens, and the application of properties.)

Teacher will preview Number Talk's Hand Signals Chart and explain to students “Number talks” (Below is a Number Talks lesson format use with hand signals)

[5 Number Talk Format.pdf](#)

Adding in Chunks Number Talk—This is the first Number Talk of the year. Work with easier numbers. The goal is to go over procedures and expectations, more than number sense today.

$45 + 30$

$45 + 38$

$45 + 40$

$45 + 46$

Math Workshop

Opening

Introduce centers and your expectations for centers. Introduce/model the game, “Nimble Numbers” (using the “Introducing” section).

Small group time (stations/centers) are only inserted in today’s worktime (this Launch Unit) to scaffold students on the procedures of small groups.

[5_Nimble Numbers.pdf](#)

*Once rules and expectations are established, the opening is much shorter and the work time and closing are longer.

Work Time

Students will rotate through the centers listed in the small group section over the next 4 days. Teacher needs to rotate through centers and take anecdotal notes on every student during these next few days.

Closing

Have the students write a reflection in their math journals about group and center rules and expectations. Ask students if they would add or change any rules. Give students a chance to share as a whole group.

Students should be able to:

- maintain appropriate partner voices
- use manipulatives as directed
- follow a task and directions
- work collaboratively
- make a clean work area and classroom organization
- use established Number Talk signals
- transition properly
- be aware of expected work space

Station 1 Loose Links - extension or modification 5_Loose Links.pdf	Station 2 - Computer Based Edgenuity	Station 3 What Amounts? 5_What Amounts.pdf
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Day 5 Lesson

Number Talk

More Complex Adding in Chunks Number Talk—Continue to focus on the procedures and expectations.

$56 + 40$

$56 + 50$

$156 + 40$

$156 + 143$

Math Workshop

Opening

Do the more accessible version of the “Hot Dogs For A Picnic” Exemplar together:

“Mrs. Richards is planning a picnic for many of her relatives. Everyone coming to the picnic wants to eat hot dogs. Mrs. Richards knows that hot dogs at the local store are sold 10 in a package. The hot dog rolls are sold 8 in a package. What is the least number of packages of hot dog and hot dog rolls Mrs. Richards can buy to have exactly the same amount of hot dogs and rolls?”

Worktime

Have students work in collaborative groups to do the original version and/or the more challenging version of the task, “Hot Dogs for a Picnic”.

[5 Hot Dogs for a Picnic.pdf](#)

Closing

Have groups share how they solved the task and discuss findings.

Students should be able to:

- maintain appropriate partner voices
- use manipulatives as directed
- follow a task and directions
- work collaboratively
- maintain a clean work area and classroom organization
- use established Number Talk signals
- transition properly
- be aware of expected work space

Station (30 minutes)

Have the students rotate to a different center/station:

Station 1

Loose Links - extension or modification

[5 Loose Links.pdf](#)

Station 2 - Computer Based

Edgenuity

Station 3

What Amounts?

[5 What Amounts.pdf](#)

Day 6 Lesson**Number Talk**

Adding up in Chunks Number Talk. The goal is to continue focusing on the procedures and expectations.

134 + 100

134 + 300

134 + 380

134 + 387

Math Workshop

Opening

Explain and model the Super Source activity, “It’s in the Bag” (use directions from the “Introducing” section).

Work Time

Have students work in partners on “It’s in the Bag”. Students will view division as making equal shares and predict outcomes when they play “It’s in the Bag”.

[5_ Its In the Bag.pdf](#)

Closing

Signal students to clean up and return to gathering area. Use discussion prompts from “It’s in the Bag” document (use questions from the “Bigger Picture” section).

Students should be able to:

- maintain appropriate partner voices
- use manipulatives as directed
- follow a task and directions
- work collaboratively
- maintain a clean work area and classroom organization
- use established Number Talk signals
- transition properly
- be aware of expected work space

Stations (30 minutes)

Have the students rotate to a different center/station:

Station 1

Loose Links - extension or modification

[5_Loose Links.pdf](#)

Station 2 - Computer Based

Edgenuity

Station 3

Nimble Numbers

[5_Nimble Numbers.pdf](#)

Day 7 Lesson

Number Talk

Making Benchmark or Friendly Numbers Number Talk—Consists of one addend that is one away from a multiple of ten or a benchmark number

19 + 2

19 + 5

19 + 8

19 + 12

Math Workshop

Opening

Explain and model the Super Source activity, “Trains and Boxcars” (use the “Introducing” section from the attachment below).

[5_Trains and Boxcars.pdf](#) [5_Snap Cube Grid Paper.pdf](#)

Work Time

The students will work in partners to play the game. Students will view multiplication as repeated addition and practice using multiplication symbolism correctly.

Closing

Signal students to clean up and return to gathering area. Use discussion prompts from the “Trains and Boxcars” document (“Bigger Picture” section).

Students should be able to:

- maintain appropriate partner voices
- use manipulatives as directed
- follow a task and directions
- work collaboratively
- maintain a clean work area and classroom organization
- use established Number Talk signals
- transition properly
- be aware of expected work space

Centers (30 minutes)

Students will rotate through a different center/station described below:

Station 1 Loose Links - extension or modification 5 Loose Links.pdf	Station 2 - Computer Based Edgenuity	Station 3 Nimble Numbers 5 Nimble Numbers.pdf
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Materials Needed		
Day 1 Lesson	Day 2 Lesson	Day 3 Lesson
<ul style="list-style-type: none"> • chart paper • markers • Color Tiles 	<ul style="list-style-type: none"> • Base Ten Blocks • What Amounts Game-Super Source • Overhead Base Ten Blocks (optional) 	<ul style="list-style-type: none"> • paper • pencil
Day 4 Lesson	Day 5 Lesson	Day 6 Lesson
<ul style="list-style-type: none"> • Base Ten Blocks, 1 set of longs (rods) and units per pair • Color Tiles • computers 	<ul style="list-style-type: none"> • Manipulatives available for task if students need them • computers 	<ul style="list-style-type: none"> • Base Ten Blocks, 1 set of longs (rods) and units per pair • Color Tiles • computers • small paper bags, each marked with a letter and filled with a collection of flats and longs representing an amount such as 15, 18, 20, 24, 25, 26, 1 per group

Day 7 Lesson

- Base Ten Blocks, 1 set of longs (rods) and units per pair
- Color Tiles
- computers
- Snap Cubes, about 40 per group
- dice, one die per group
- Snap Cubes grid paper (attached)
- calculators, one per group (optional)