



Monday 03/01/2021

Math

**Lesson / Instruction**

Volume Summative Review (Send home)

Math



## Standards

**MAFS.5.MD.3.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (DOK 1)

**MAFS.5.MD.3.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (DOK 2)

**MAFS.5.MD.3.5.a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

**MAFS.5.MD.3.5.b** Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

**MAFS.5.MD.3.5.c** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

## Objectives / Essential Question

**LEARNING TARGET:** I can relate volume to the operations of multiplication and addition to solve real world problems (use the formula  $L \times W \times H$ )

**ACADEMIC LANGUAGE:** attribute, cubic units, decompose, edge, height, length, rectangular prism, unit cube, width

## ANCHOR CHART(S):

## Lesson / Instruction

### WHOLE GROUP:

- Bell Ringer: Mountain Math Spiral Review
- Finding volume using the formula  $l \times w \times h$
- Find missing dimensions

### INDEPENDENT PRACTICE:

- Finish missing dimensions practice page

### CENTERS:

- **Small Group/Remediation: Volume**
- **IXL:** DD. 14 & DD.15
- **Instructional Videos:** Khan Academy - <http://www.youtube.com/watch?v=feNWZEIn6Nc>
- **FlipGrid:** Use the provided volume blocks to explain what volume is and how to find the volume of a prism using cubes (finish from last week)
- **Interactive Notebook:** Volume matching
- **Math Journal:** Define volume in math & give an example of when you would use volume in the real world (finish from last week)
- **Real World Application:** Volume Math Mystery
- **Task Cards:** Volume Task Cards
- **Spiral Review/Word Problem of the Day:** FSA "Crunch time" Spiral review
- **Early Finishers:** U-Know games, place value games, color by number, "lucky number" project
- **iReady:** 1 lesson + quiz



Science

**Forces Lab**

**Standards**

**SC.5.P.13.1** Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects. (DOK 1)

**SC.5.P.13.2** Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object. (DOK 2)

**SC.5.P.13.3** Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. (DOK 2)

**SC.5.P.13.4** Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced. (DOK 3)

**Objectives / Essential Question**

**LEARNING TARGET:** I can describe that the greater the force applied to it, the greater the change in motion of a given object.

**ACADEMIC LANGUAGE:** attract/ attraction, direction, distance, force, friction, gravity, magnetism, motion, newton (N), position, pull, push, repel/repulsion, speed, spring scale.

**ANCHOR CHART(S):**

**Lesson / Instruction**

**WHOLE GROUP:**

- SW rotate through the force and motion lab.

**ACTIVITY:**

- Using the recording packet students will complete the force and motion lab.



Tuesday 03/02/2021

Math

**Standards**

**MAFS.5.MD.3.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (DOK 1)

**MAFS.5.MD.3.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (DOK 2)

**MAFS.5.MD.3.5.a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

**MAFS.5.MD.3.5.b** Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

**MAFS.5.MD.3.5.c** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

---

**Objectives / Essential Question**



**LEARNING TARGET:** I can find the volume of solid figures composed of two non-overlapping right rectangular prisms.

**ACADEMIC LANGUAGE:** attribute, cubic units, decompose, edge, height, length, rectangular prism, unit cube, width

**ANCHOR CHART(S):**

Volume through Decomposition

MD.5.C recognize volume as an additive. find volume of figures composed of 2 non-overlapping rectangular prisms. (add the volumes of the 2 prisms)

Steps

- 1) break into 2 separate rectangular prisms
- 2) determine missing measurements
- 3) determine volume of the 2 prisms
- 4) Add the 2 volumes

**Diagram:** A composite figure consisting of two rectangular prisms, A and B, stacked on top of each other. Prism B is the bottom prism, colored green, with a length of 12, a width of 6, and a height of 3. Prism A is the top prism, colored red, with a length of 6, a width of 4, and a height of 8. The total length of the base is 12, and the total height is 11. The diagram shows the decomposition of the total length of 12 into 8 and 4, and the total height of 11 into 3 and 8.

**Calculations:**

Prism A =  $6 \times 4 \times 8$   
 $24 \times 8 = 192 \text{ u}^3$

Prism B =  $8 \times 6 \times 3$   
 $48 \times 3 = 144 \text{ u}^3$

4) Add the 2 volumes

$$\begin{array}{r} 192 \\ + 144 \\ \hline 336 \text{ u}^3 \end{array}$$



## Lesson / Instruction

### WHOLE GROUP:

- Bell Ringer: Mountain Math Spiral Review
- Volume of irregular shaped figures/additive volume (guided practice packet)

### INDEPENDENT PRACTICE:

- Practice page
- Formative - Volume

### CENTERS:

- **Small Group/Remediation:** Volume
- **IXL:** DD. 14 & DD.15
- **Instructional Videos:** Khan Academy - <http://www.youtube.com/watch?v=feNWZEIn6Nc>
- **FlipGrid:** Use the provided volume blocks to explain what volume is and how to find the volume of a prism using cubes (finish from last week)
- **Interactive Notebook:** Volume matching
- **Math Journal:** Define volume in math & give an example of when you would use volume in the real world (finish from last week)
- **Real World Application:** Volume Math Mystery
- **Task Cards:** Volume Task Cards
- **Spiral Review/Word Problem of the Day:** FSA "Crunch time" Spiral review
- **Early Finishers:** U-Know games, place value games, color by number, "lucky number" project
- **iReady:** 1 lesson + quiz

## Formative

Volume Formative

## Attachments

[VolumeFormative-Updated.pdf](#)

[AdditiveVolumeofCompositeFiguresPrintandDigitalforGoogleClassroom-11.pdf](#)

Science



## Forces Lab

### Standards

**SC.5.P.13.1** Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects. (DOK 1)

**SC.5.P.13.2** Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object. (DOK 2)

**SC.5.P.13.3** Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. (DOK 2)

**SC.5.P.13.4** Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced. (DOK 3)

### Objectives / Essential Question

**LEARNING TARGET:** I can describe that the greater the force applied to it, the greater the change in motion of a given object.

**ACADEMIC LANGUAGE:** attract/ attraction, direction, distance, force, friction, gravity, magnetism, motion, newton (N), position, pull, push, repel/repulsion, speed, spring scale.

### ANCHOR CHART(S):

### Lesson / Instruction

#### WHOLE GROUP:

- SW rotate through the force and motion lab.

ACTIVITY:



Wednesday 03/03/2021

Math

**Standards**

**MAFS.5.MD.3.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (DOK 1)

**MAFS.5.MD.3.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (DOK 2)

**MAFS.5.MD.3.5.a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

**MAFS.5.MD.3.5.b** Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

**MAFS.5.MD.3.5.c** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

**Objectives / Essential Question**

**LEARNING TARGET:** I can relate volume to the operations of multiplication and addition to solve real world problems (use the formula  $L \times W \times H$ )

**ACADEMIC LANGUAGE:** attribute, cubic units, decompose, edge, height, length, rectangular prism, unit cube, width

**ANCHOR CHART(S):**

**Lesson / Instruction**

**WHOLE GROUP:**

- Bell Ringer: Mountain Math Spiral Review
- Volume of irregular shaped figures/additive volume (guided practice packet)

**INDEPENDENT PRACTICE:**

- Practice page

**CENTERS:**

- **Small Group/Remediation:** Volume
- **IXL:** DD. 14 & DD.15
- **Instructional Videos:** Khan Academy - <http://www.youtube.com/watch?v=feNWZEIn6Nc>
- **FlipGrid:** Use the provided volume blocks to explain what volume is and how to find the volume of a prism using cubes (finish from last week)
- **Interactive Notebook:** Volume matching
- **Math Journal:** Define volume in math & give an example of when you would use volume in the real world (finish from last week)
- **Real World Application:** Volume Math Mystery
- **Task Cards:** Volume Task Cards
- **Spiral Review/Word Problem of the Day:** FSA "Crunch time" Spiral review
- **Early Finishers:** U-Know games, place value games, color by number, "lucky number" project
- **iReady:** 1 lesson + quiz

Science





## Standards

- SC.5.P.13.1** Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects. (DOK 1)
- SC.5.P.13.2** Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object. (DOK 2)
- SC.5.P.13.3** Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. (DOK 2)
- SC.5.P.13.4** Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced. (DOK 3)

## Objectives / Essential Question

**LEARNING TARGET:** I can describe that the greater the force applied to it, the greater the change in motion of a given object.

**ACADEMIC LANGUAGE:** attract/ attraction, direction, distance, force, friction, gravity, magnetism, motion, newton (N), position, pull, push, repel/repulsion, speed, spring scale.

## ANCHOR CHART(S):

## Lesson / Instruction

### WHOLE GROUP:

- Finish forces lab then review what was learned to review for formative.

### ACTIVITY:

- SW take the formative assessment.

## Formative

Benchmark 13.2



Thursday 03/04/2021

## Math

### Standards

**MAFS.5.MD.3.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (DOK 1)

**MAFS.5.MD.3.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (DOK 2)

**MAFS.5.MD.3.5.a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

**MAFS.5.MD.3.5.b** Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

**MAFS.5.MD.3.5.c** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

### Objectives / Essential Question

**LEARNING TARGET:** I can relate volume to the operations of multiplication and addition to solve real world problems (use the formula  $L \times W \times H$ )

**ACADEMIC LANGUAGE:** attribute, cubic units, decompose, edge, height, length, rectangular prism, unit cube, width

### ANCHOR CHART(S):

### Lesson / Instruction

#### WHOLE GROUP:

- Bell Ringer: Mountain Math Spiral Review
- Volume of irregular shaped figures/additive volume (guided practice packet)

#### INDEPENDENT PRACTICE:

- Practice page

#### CENTERS:

- **Small Group/Remediation:** Volume
- **IXL:** DD. 14 & DD.15
- **Instructional Videos:** Khan Academy - <http://www.youtube.com/watch?v=feNWZEIn6Nc>
- **FlipGrid:** Use the provided volume blocks to explain what volume is and how to find the volume of a prism using cubes (finish from last week)
- **Interactive Notebook:** Volume matching
- **Math Journal:** Define volume in math & give an example of when you would use volume in the real world (finish from last week)
- **Real World Application:** Volume Math Mystery
- **Task Cards:** Volume Task Cards
- **Spiral Review/Word Problem of the Day:** FSA "Crunch time" Spiral review
- **Early Finishers:** U-Know games, place value games, color by number, "lucky number" project
- **iReady:** 1 lesson + quiz

## Science



## Summative Review

### Standards

**SC.5.P.13.1** Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects. (DOK 1)

**SC.5.P.13.2** Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object. (DOK 2)

**SC.5.P.13.3** Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. (DOK 2)

**SC.5.P.13.4** Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced. (DOK 3)

### Objectives / Essential Question

**LEARNING TARGET:** I can show what I know in the review of forces and motion.

**ACADEMIC LANGUAGE:** attract/ attraction, direction, distance, force, friction, gravity, magnetism, motion, newton (N), position, pull, push, repel/repulsion, speed, spring scale.

### ANCHOR CHART(S):

### Lesson / Instruction

#### WHOLE GROUP:

- Review for Summative

#### ACTIVITY:

### Attachments

[Forcesmotionstudyguide.pdf](#)



Friday 03/05/2021

Math

**Standards**

**MAFS.5.MD.3.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (DOK 1)

**MAFS.5.MD.3.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (DOK 2)

**MAFS.5.MD.3.5.a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

**MAFS.5.MD.3.5.b** Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

**MAFS.5.MD.3.5.c** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

**Objectives / Essential Question**

**LEARNING TARGET:** I can relate volume to the operations of multiplication and addition to solve real world problems (use the formula  $L \times W \times H$ )

**ACADEMIC LANGUAGE:** attribute, cubic units, decompose, edge, height, length, rectangular prism, unit cube, width

**ANCHOR CHART(S):**

**Lesson / Instruction**

**WHOLE GROUP:**

- Bell Ringer: Mountain Math Spiral Review
- Review for test Monday - Line Plots & Volume
- Go over review sheet

**INDEPENDENT PRACTICE:**

- Finish up centers, TW pull small groups & help with centers

**CENTERS:**

- **Small Group/Remediation:** Volume
- **IXL:** DD. 14 & DD.15
- **Instructional Videos:** Khan Academy - <http://www.youtube.com/watch?v=feNWZEIn6Nc>
- **FlipGrid:** Use the provided volume blocks to explain what volume is and how to find the volume of a prism using cubes (finish from last week)
- **Interactive Notebook:** Volume matching
- **Math Journal:** Define volume in math & give an example of when you would use volume in the real world (finish from last week)
- **Real World Application:** Volume Math Mystery
- **Task Cards:** Volume Task Cards
- **Spiral Review/Word Problem of the Day:** FSA "Crunch time" Spiral review
- **Early Finishers:** U-Know games, place value games, color by number, "lucky number" project
- **iReady:** 1 lesson + quiz

Science



## Force and Motion Summative

### Standards

**SC.5.P.13.1** Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects. (DOK 1)

**SC.5.P.13.2** Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object. (DOK 2)

**SC.5.P.13.3** Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. (DOK 2)

**SC.5.P.13.4** Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced. (DOK 3)

### Objectives / Essential Question

**LEARNING TARGET:** I can show what I know on the forces and motion summative.

**ACADEMIC LANGUAGE:** attract/ attraction, direction, distance, force, friction, gravity, magnetism, motion, newton (N), position, pull, push, repel/repulsion, speed, spring scale.

### ANCHOR CHART(S):

### Lesson / Instruction

#### WHOLE GROUP:

- SW take the summative assessment on forces and motion.