

# FRANKLIN MATH ACTION PLAN

## Major Standard(s):

5NBT2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

## Do:

Explain (DOK 2)

Use (DOK 1)

**Learning Intention:** We will explain patterns in the number of zeros when multiplying by the power of 10.

We will explain patterns in the placement of decimal points when multiplying and dividing by powers of 10.

We will use whole-number exponents to denote powers of 10.

## What:

- Patterns in the number of zeros of the product when multiplying by powers of 10
- Patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10
- Whole number exponents to denote powers of 10

## Success Criteria:

We can find and explain patterns when multiplying by powers of 10.

We can find patterns when dividing by powers of 10.

We can use exponents to denote powers of 10.

## How:

Vocabulary: power, power of ten, base, exponent, squared, cubed, factor tree, prime, composite, factors, product, prime factorization

[Item Specs Review](#)

[Power of Ten Pattern](#)

CRA page 11 of unit plan

Decimal of the Day  
<https://www.pinterest.com/pin/777293216915398734/>

Manipulatives: base ten blocks

Interactive Notebook  
 Math book Chapter 2

Magnetic Boards

Anchor Chart:  
<https://www.pinterest.com/pin/43206477661173226/>

# FRANKLIN MATH ACTION PLAN

## Major Standard(s):

5NBT.6.

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### Do:

Find whole number quotients  
Using strategies  
Properties of operations  
Relate multiplication and division  
Illustrate

### What:

The student determines whole number quotients of whole numbers with up to four digit dividends and two digit divisors.

Use strategies based on place value, properties of operations, and the relationship between multiplication and division.

Learning Intention: We will find whole number quotients.

Success Criteria:  
Standard algorithm  
Estimation  
Model  
Fact family  
3 act math  
Math task  
Distributive property

### How:

Write, read, explain, estimate on a tree map and flow map  
3 Act Math [Tomato Tomato](#)  
Math Performance Task  
[George's Division Strategy](#)  
CRA page 42 of unit plan  
CFA [Lion Hunt](#)

#### Resources:

TE  
Unit Guide  
Framework  
SBAC STEMS  
Anchor Charts, Math Notebooks  
Base-Ten blocks  
Talk Like A Leader  
Prodigy math game  
SBAC Stems page 41 unit plan



# FRANKLIN MATH ACTION PLAN

## Major Standard(s):

5NBT.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.

### Do:

Add  
Subtract  
Multiply  
Divide (Unit 2)  
Relate  
Explain

Learning Intention:  
We will divide decimals to the hundredths place.

### What:

Divide decimals to the hundredths using models  
  
Divide decimals to the hundredths using drawings  
  
Divide decimals to the hundredths using strategies  
  
Relate strategy to a written method

Success Criteria:  
We use models, drawings, strategies, and properties of operations to divide decimals.

### How:

Example Stem 1: Enter the quotient.  
 $8.40 \div 5$   
Example Stem 2: Enter the quotient.  
 $7 \div 0.2$   
Example Stem: Which expression is equal to  $16.25 \div 2.5$ ?  
A.  $1.625 \div 25$   
B.  $16.25 \div 25$   
C.  $162.5 \div 25$   
D.  $1625 \div 25$

#### NUMBER TALK

[https://docs.google.com/presentation/d/17Tim0GDT3rJD1teBwX3i\\_Cb\\_dyANABzZOvpFsA17TtI/edit?usp=s\\_haring](https://docs.google.com/presentation/d/17Tim0GDT3rJD1teBwX3i_Cb_dyANABzZOvpFsA17TtI/edit?usp=s_haring)

CRA on page 12 of unit 2  
Videos on page 14 of unit 2

