

Navigating This Program



Once you have logged into the digital program, you can launch a guided tour with helpful navigation tips.

Unit & Sub-Unit Resources

Each unit includes a range of resources designed to support teachers in thinking through the progression of mathematics that students will engage with over the course of the unit. These resources can support teachers in their unit planning, as well as choices they make in response to students' thinking, strengths, and needs that arise over the course of the unit.

Unit at a Glance

Investigate and Explore

Explore: Folding Paper Launch the unit with a non-routine task to investigate the question, "How small can you fold a piece of paper?"

Assess and Respond

Sub-Unit 1

A Pre-Unit Check

Learn more about your students' understanding of foundational concepts and skills that will support them in Sub-Unit 1.

3.MD.7.d, 4.NF.4.b, 4.NF.4.c
SMP.2 SMP.6 SMP.7

1 Explore: Folding Paper

How small can you fold a piece of paper?

Explore fraction multiplication by predicting how many pieces a paper has been folded into.

Building Toward 5.NF.4
SMP.1 SMP.2 SMP.6

2 Parts of Parts

Representing Fractions of Fractions and Mixed Numbers

Represent problems that involve determining a fraction of a fraction using any strategy and explain how each strategy represents the same part of a part.

5.NF.6, 5.NF.4
SMP.2 SMP.4

3 One Part of One Part

Determining Products of Unit Fractions

Represent multiplication of 2 unit fractions with diagrams and equations.

5.NF.4.a, 5.NF.4.b, 5.NF.6
SMP.2 SMP.3 SMP.4 SMP.6 SMP.7

Assess and Respond

8 Applying Fraction Multiplication

Multiplying With Fractions and Mixed Numbers

Create expressions involving fractions with the greatest product and determine missing factors in equations involving fractions.

5.NF.4, 5.NF.5.a
SMP.7

9 Chores at Animal Haven

Comparing Products

Compare and justify the size of a fractional product to the size of 1 factor without multiplying.

5.NF.5.a, 5.NF.5.b
SMP.1 SMP.4 SMP.7

10 The Re-size-inator

Generalizations About Resizing

Compare fractional products to each factor using the size of the factors to generalize the size of the product without multiplying.

5.NF.5.b, 5.NF.5.a
SMP.3 SMP.7 SMP.8

A Quiz: Sub-Unit 1

Learn about your students' understanding of the concepts and skills so far in this unit.

5.NF.4.a, 5.NF.4.b, 5.NF.5
SMP.2 SMP.4 SMP.7

Assess and Respond

15 Life at Animal Haven

Writing and Solving Multiplication and Division Story Problems

Write and solve story problems for multiplication and division expressions involving unit fractions.

5.NF.7.c, 5.NF.6
SMP.1 SMP.2 SMP.7 SMP.8

A End-of-Unit Assessment

Learn about your students' understanding of the concepts and skills in the unit. There are two forms of the End-of-Unit Assessment: Forms A and B.

5.NF.4, 5.NF.4.a, 5.NF.4.b, 5.NF.5, 5.NF.6, 5.NF.7, 5.NF.7.a, 5.NF.7.b
SMP.2 SMP.3 SMP.6 SMP.7

Grade 5 Unit 3 181B Unit at a Glance

All lessons can be taught using the Student Edition while the teacher projects Presentation Screens.

We recommend students use devices to interact with some lessons, as indicated with

Pacing: 19 days | Short on time? See pacing considerations below.

Pre-Unit Check: 20 min
15 Lessons: 60 min each
Sub-Unit Quiz: 20 min
End-of-Unit Assessment: 45 min
Performance Task: 45 min (optional)

Sub-Unit 2

4 Making Food

Determining Products of Unit Fractions With Non-Unit Fractions or Mixed Numbers

Represent and solve problems involving multiplication of a unit fraction and a non-unit fraction or a unit fraction and a mixed number with diagrams and equations.

5.NF.6, 5.NF.4.a
SMP.2 SMP.4 SMP.7 SMP.8

5 Installing Turf

Multiplying 2 Non-Unit Fractions or a Non-Unit Fraction and a Mixed Number

Represent and solve area problems involving rectangles with side lengths that are non-unit fractions and mixed numbers with diagrams and equations.

5.NF.4.b, 5.NF.6
SMP.2 SMP.4 SMP.7

6 Rows and Columns

Representing Shaded Regions With Equations and Expressions

Explain how a given expression in the form $\frac{a}{b} \times \frac{c}{d}$ represents the area of shaded rectangular regions involving non-unit fraction side lengths.

5.NF.4.a, 5.NF.4, 5.NF.4.b
SMP.2 SMP.3 SMP.6 SMP.7

7 Messy Multiplication

Generating Fraction Multiplication

Estimate and determine the product of 2 fractions.

5.NF.4, 5.NF.4.a
SMP.2 SMP.3 SMP.7

11 Sharing Cat Food

Representing Dividing Unit Fractions With Diagrams and Equations

Represent an equal-sharing situation in which a unit fraction is shared equally with diagrams and equations.

5.NF.7.a, 5.NF.7.c
SMP.2 SMP.7

12 Hungry, Hungry Puppies

Dividing Whole Numbers by Unit Fractions With Diagrams and Equations

Represent "how many parts" situations in which a whole number is divided by a unit fraction with diagrams and equations.

5.NF.7.b, 5.NF.7.c
SMP.2 SMP.7

13 What's the Story?

Relating Story Problems to Expressions With Whole Numbers and Unit Fractions

Justify why expressions represent story problems and reason about the values of 2 multiplication and division expressions without evaluating.

5.NF.7.c, 5.NF.7.a, 5.NF.7.b
SMP.2 SMP.3 SMP.7

14 Reasoning About Relationships

Relating Multiplication and Division With Unit Fractions

Explain how multiplication and division with unit fractions are related and how both operations could represent the same situation.

5.NF.7, 5.NF.6, 5.NF.7.c
SMP.2 SMP.4 SMP.7 SMP.8

Pacing Considerations

End-of-Unit Assessment: This assessment can be given on the same day as the Pre-Unit Check for the next unit.

Lesson 1: This lesson can be omitted. It is an exploration that helps students engage in the unit, but is not essential for meeting required standards. If omitted, read and discuss the Unit Story prior to Lesson 2.

Lessons 7–8: These lessons can be combined by omitting Activity 2 from Lesson 8.

Grade 5 Unit 3 181C Unit at a Glance

Every unit has a **Unit at a Glance** page which shows teachers everything they need to know to get started planning out their upcoming unit.

We recommend students use **devices** to interact with most lessons. These lessons can be taught using the Student Edition while the teacher projects the screens.

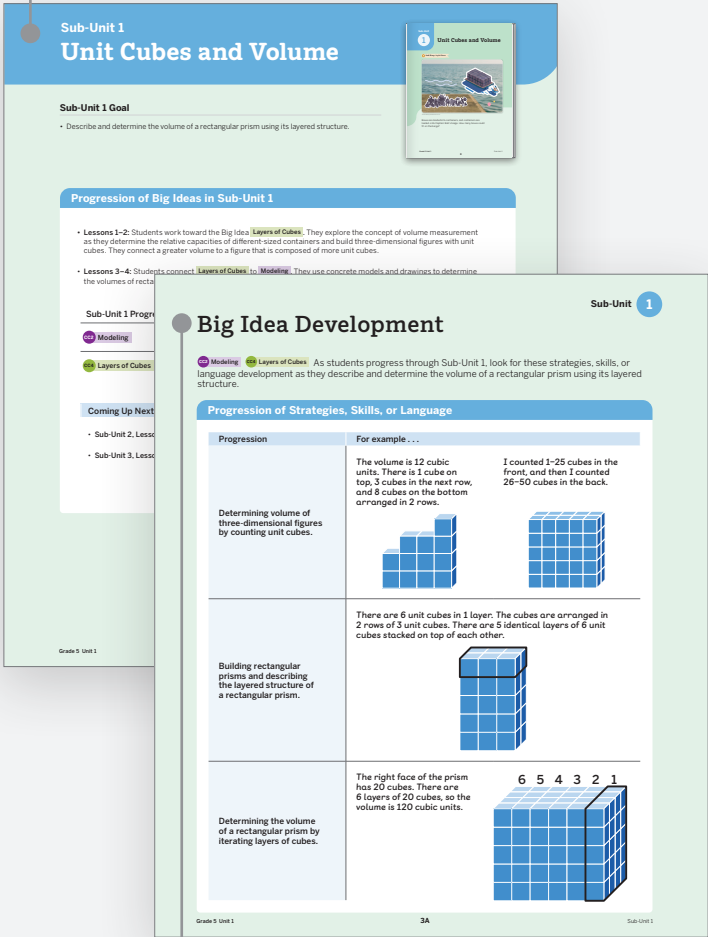
Each grade is accompanied by two course-level **investigations**. These investigations can be used after the content standards have been addressed for corresponding units.

Teachers are provided with thoughtful **pacing considerations** for how they can adjust the pacing of the unit as needed without compromising unit learning goals.

Unit Overview pages

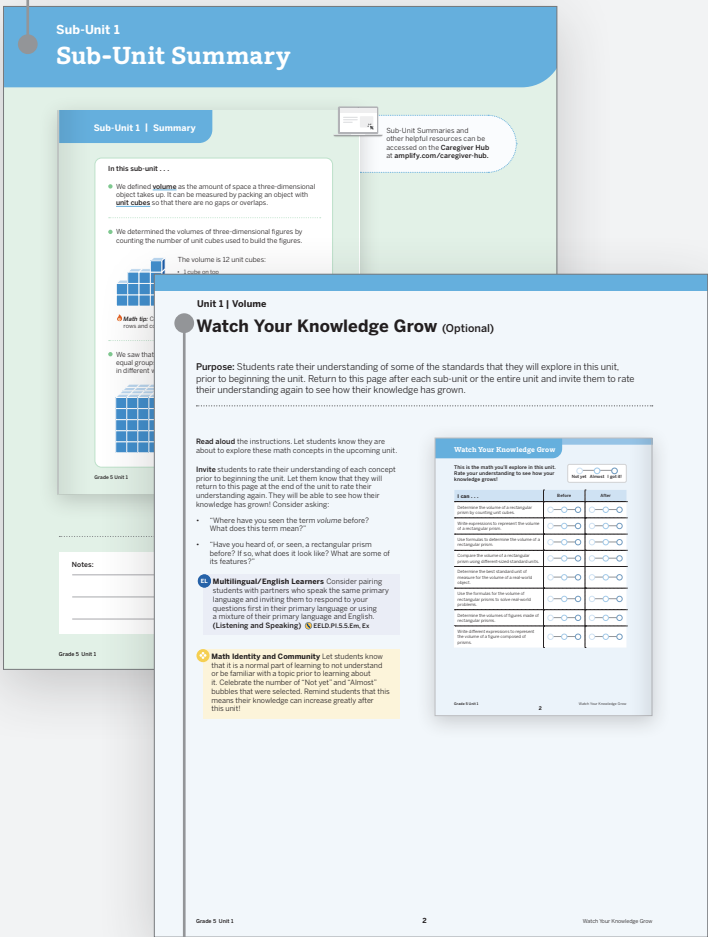
Teachers will find a comprehensive set of resources for each unit, including an overview of the math of the unit, a visual summary of the Unit at a Glance, a preview of each of the unit assessments, and unit guidance for differentiation, Centers, accessibility, language development, materials, technology, and connections to future learning. Each Unit Overview also includes a professional development activity, a formative Pre-Unit Check that teachers can use to assess students' readiness for unit topics, and a Unit Story that provides an engaging narrative to frame students' explorations throughout the unit.

The **Sub-Unit Overview** clearly shows the goals and student-facing essential questions for the sub-unit. The progression of the development of the **Big Ideas** and their connections are provided for each sub-unit.



The **Big Idea Development** page illustrates for teachers the progression of strategies, skills, or language that students engage in as they work toward the Big Ideas in that sub-unit.

The **Summary** page clearly illustrates what students learned in the sub-unit, which aids teachers as they provide opportunities for practice and assessment of sub-unit topics.



The mathematical concepts of the unit are presented in student-friendly language on the **Watch Your Knowledge Grow** page, allowing students to monitor their own progress.

Sub-Unit Overview pages

The lessons within each unit are grouped into sub-units that address a related group of concepts. Each sub-unit starts and ends with pages that focus on the key ideas of the sub-unit.

Navigating This Program

Lesson Supports

Throughout this Teacher Edition, lesson guidance for teachers is organized clearly and consistently so that they have all of the information they need at their fingertips.

The **content goals** and **language goals** are clearly stated at the beginning of each lesson and aligned to the Big Ideas.

Each lesson clearly identifies the **Driver of Investigation** (Why), **Standard for Mathematical Practice** (How), and **Content Connection** (What) of focus.

In the **Connections and Coherence** section, teachers will find prior learning that has built to the math in this lesson, as well as future learning that this lesson is helping build to.

The **Integrating Rigor in Student Thinking** section explains how students develop conceptual understanding, procedural fluency, and application in this lesson.

The **Standards** section lists all applicable standards addressed in this lesson, including standards the lesson builds on and build towards. The **bolded** words indicate which parts of part of the primary standard described are covered in the lesson. Applicable **English Language Development Standards** and **Environmental Principles and Concepts** are also noted.

Teachers can quickly visualize the **Big Ideas** engaged in each lesson, as well as the connections between those Big Ideas.

Unit 1
Lesson
3

Cube Figures

Developing Strategies to Determine Volume

Let's explore the structure of rectangular prisms.

Today's Big Ideas

Vocabulary
Review Vocabulary

rectangular prism
unit cube
volume

Focus on the Big Ideas

Today's Goals

1. **Language Goal:** Describe the layered structure of a rectangular prism. (Writing, Speaking, and Listening)

2. **Goal:** Develop strategies to determine the volumes of rectangular prisms.

Why? In order to...

Recognize strategies for determining volume (D12)

How? Students will...

Communicate precisely to describe the layered structure of rectangular prisms (SMP.6)

What? While...

Composing and decomposing three-dimensional models with unit cubes. (CC.2, CC.4)

Connections and Coherence

Students compose and decompose rectangular prisms with unit cubes, developing language to describe the layered structure. They use the layered structure to develop more efficient strategies to determine volume and to consider what makes 2 prisms different. (SMP.3, SMP.6, SMP.7)

Prior Learning

In Grades 1 and 2, students built and described the attributes of rectangular prisms. In Lesson 2, students counted the unit cubes making up a solid figure to measure its volume.

Future Learning

In Lesson 4, students will determine the volumes of rectangular prisms represented as two-dimensional prisms. They will see that any face of the prism can be considered 1 layer and that each layer is identical.

Integrating Rigor in Student Thinking

Students continue to build their **conceptual understanding** of volume by examining the structures of rectangular prisms and using the structure to develop strategies to determine volume.

CA CCSSM

Addressing

5.MD.3
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
Also Addressing: **5.MD.4**
Mathematical Practices: SMP.3, SMP.6, SMP.7
CA ELD Standards: ELD.PI.5.1, ELD.PI.5.3, ELD.PI.5.6, ELD.PI.5.10, ELD.PI.5.12

Building Math Identity

I can be all of me in math class.
When do you do math outside of school?
Invite students to reflect on this question as they complete this lesson.

Grade 5 Unit 1 Lesson 312ACube Figures

Lesson Overview

This introductory page orients teachers to the topic, standards, and key learning goals of the lesson, including any new vocabulary terms that will be introduced.

The **time frame** and suggested **student grouping** is listed for each part of the lesson.

The screen icon is used to show which **Presentation Screens** or **Digital Student Screens** align to each instructional moment.

Lesson at a Glance

60 min

CA CCSSM: 5.MD.3, 5.MD.4, SMP.3, SMP.6, SMP.7

Warm-Up

Fluency

Whole Class | 10 min

Activity 1

Pairs | 15 min

Activity 2

Pairs | 20 min

Students are introduced to the **What Do You Know About ____?** routine, providing all students with the opportunity to share what they already know about rectangular prisms. (SMP.3, SMP.6)

Students build prisms using unit cubes. They describe and compare the structures of different rectangular prisms, recognizing that they can use the structure to determine the volume.

Manipulative Kit: connecting cubes

Additional Prep: Assemble a 3 x 2 x 2 rectangular prism with connecting cubes

Students are introduced to the Center Can You Build It? Stage 2, in which they compete to build as many different rectangular prisms as possible with a given volume. This prepares students to recognize the layered structure in images of prisms in Lesson 4.

Manipulative Kit: connecting cubes, number cards (0–5)

Materials: folders

Synthesis

Whole Class | 10 min

Show What You Know

Independent | 5 min

Students review and reflect on ways to describe the layered structure of rectangular prisms, recognizing that some prisms can look different but have the same volume.

Students demonstrate their understanding by selecting true statements about the volume of a rectangular prism.

Materials: Show What You Know PDF

Math Language Development

Multilingual/English Learners

Consider using the scaffolds from the **Math Language Development Resources** with Activity 1 to support math language acquisition for your students.

Emerging

Students work with you to describe their rectangular prism using their primary language and the provided support to share their thinking. Separate guiding questions are provided for you to ask students to share short responses.

Expanding

Students work with a partner to describe their rectangular prism using the provided support to share their thinking. Separate guiding questions are provided for you to ask students to share responses using simple phrases.

Bridging

Students work independently or with a partner to describe their rectangular prism using the provided support as needed. Separate guiding questions are provided for you to ask students to share responses using longer phrases or complete sentences.

Grade 5 Unit 1 Lesson 3

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Lesson at a Glance

Quickly preview the **English Learner proficiency-levelled supports** for this lesson. Refer to the *Math Language Development Resources* book for more information.

Materials needed for each activity are listed within each tile with an icon.

Whole Class | 10 min

Presentation Screen

Lesson 3 Warm-Up

Warm-Up

What Do You Know About ____?

Purpose: Students share ideas about rectangular prisms, preparing them to connect the layered structure to strategies for determining a prism's volume.

What do you know about rectangular prisms?

1 Launch

Display the question.

Use the **What Do You Know About ____?** routine.

ELD.PI.5.1.Em, Ex, Br

Ask, "What do you know about rectangular prisms?"

Invite students to share their responses.

2 Connect

Record students' responses as they share.

Ask, "How are rectangular prisms similar to the figures you built in the previous lesson? How are they different?"

Students might say . . .

ELD.PI.5.1.Em, Ex, Br

I know that rectangular prisms are solid shapes.

I know that rectangular prisms have 6 sides or faces.

I know that each face of a rectangular prism is a rectangle.

Grade 5 Unit 1 Lesson 3

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Warm-Up

Examples of what **students might say** in response to the Warm-Up prompt are provided to help teachers prepare to facilitate the conversation.

Lesson at a Glance

The Lesson at a Glance page describes the purpose of the Warm-Up, Activities, Synthesis, and Show What You Know. Teachers will find suggested timing for each part of the lesson, as well as guidance on whether students should work individually, in pairs, in small groups, or with the whole class.

The page also lists which Student Edition pages, Presentation Screens, or Digital Student Screens can be used with each part of the lesson, as well as any hands-on materials that may be needed.

Warm-Up

Every Amplify Desmos Math California lesson begins with a whole-class Warm-Up, an invitational Instructional Routine intended to provide a social moment at the start of the lesson in which every student has an opportunity to contribute. Some Warm-Ups build fluency or highlight a strategy that may be helpful in the current lesson. Other Warm-Ups act as an invitation into the math of the lesson. The Warm-Up for the first lesson of each unit introduces the Unit Story for the unit.

Grade 4

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Navigating This Program

Navigating This Program

The **Purpose** of each activity is highlighted here, as well as suggestions for the **student grouping**, **time frame**, and **screen pacing** for the activity.

Teachers are provided with thoughtful **Short on time?** suggestions for how they can adjust the pacing of the lesson as needed without compromising lesson goals.

Each lesson notes the corresponding **Teacher Presentation Screens** or related **Student Edition** pages also available to support the lesson.

For every activity, teachers will see the **corresponding student digital screens** or **Student Edition pages**, based on the recommended lesson modality.

Small Groups | 35 min

Activity 1 The Climbing Wall

Purpose: Students determine the volume of a solid figure composed of rectangular prisms where some edge lengths are unknown, recognizing that they may need to use parallel edges to determine unknown edge lengths.

1 Launch

Display the image of the climbing wall.

Read aloud the first part of the introduction.

Use the Think-Pair-Share routine. Ask, “Do you have all of the information you need to determine the volume of this climbing wall? Why or why not?”

Arrange students in groups of 3.

Display the 3 strategies.

Read aloud the second part of the introduction and Problems 1–3.

Say, “Once everyone has completed Problem 2, we will form new groups to complete Problem 3.” After students complete Problem 2, arrange new groups of 3 students so that each member worked on a different strategy in Problem 1.

Accessibility: Visual-spatial processing Provide access to colored pencils or highlighters for students to annotate the figure to show decomposition.

2 Monitor

After students have completed Problem 1, refer to the **Differentiation | Teacher Moves** table on the following page.

If students need help getting started ...

- Ask, “What information is given in the image that you will need to determine the volume of the solid figure?”
- Ask, “What information do you still need to determine the volumes of the rectangular prisms in the solid figure?”

Multilingual/English Learners Emerging, Expanding, and Bridging scaffolds and supports are available in the **Math Language Development Resources**.

3 Connect

Display the images of the 3 strategies, one at a time.

Invite students to share their expressions or equations for each strategy, one at a time, and how their expressions represent the strategy they used.

MLR2: Collect and Display ELD.P.5.3.Em, Ex, Br

- Collect student language used to describe strategies for determining the volume of a figure.
- Add the language students use to the class display and remind them to continue to refer to and use the display during class discussions.

Invite students to share their responses to Problem 3, focusing on how each strategy required them to use parallel edges to determine different missing edge lengths.

Key Takeaway: Say, “You may need to use parallel edges to determine the lengths of unlabeled edges. Different expressions and equations can represent the volume of a figure composed of prisms, depending on the strategy you use.”

Presentation Screens

Lesson 12
Activity 1

Materials

Lesson Resources:

- Refer to the Activity 1 PDF for answers to Problem 1.

Classroom materials:

- Provide access to colored pencils or highlighters (as needed).

Short on time? Consider discussing Problem 3 as a class.

Student Edition

Unit 1
Lesson 12

What's the Edge Length?

Let's write expressions to represent the volumes of figures when some edge lengths are unknown.

Warm-Up

Activity 1 The Climbing Wall

The Joyful Green Climbing Group used recyclable goods to make a three-dimensional climbing wall for Joyful Green Elementary.

Here are 3 different strategies you could use to determine the volume of the climbing wall.

Strategy A	Strategy B	Strategy C

Grade 5 Unit 1 Lesson 12

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Warm-Up 1 Activity 1

Activity 1

The Climbing Wall (continued)

1 Your group will be assigned 1 strategy. Use the assigned strategy to determine the volume of the figure in cubic feet.

Show your thinking.

Sample work shown. All answers are shown on the Activity 1 PDF.

top prism: $2 \times 2 \times 2 = 8$
bottom prism: $7 \times 2 \times 5 = 70$
volume: $8 + 70 = 78$
answer: 78 cubic feet

2 Write an expression or equation to represent how you determined the volume of the climbing wall. Sample response shown.

$(2 \times 2 \times 2) + (7 \times 2 \times 5) = 78$

3 Discuss ELD.P.5.3.Em, Ex, Br

Join a new group so that each member worked with a different strategy in Problem 1. **Oral activity:** No writing expected.

- How is your work in Problem 1 similar? How is it different?
- How are your expressions or equations in Problem 2 similar? How are they different?

Grade 5 Unit 1 Lesson 12

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Activity 1

D Differentiation | Teacher Moves

Look for students who ...

For example ...

Provide support ...

Almost there

Decompose the figure and use only labeled edge lengths to determine the volume.

$(7 \times 7 \times 2) + (7 \times 2 \times 5) = 343$, so 343 cubic feet

Decompose the figure and determine needed edge lengths based on their decomposition strategy.

$(2 \times 2 \times 2) + (7 \times 2 \times 5) = 78$, so 78 cubic feet

Support Ask, “By decomposing the figure in this way, how many separate prisms have you made that can be detached from each other?” Point to 1 unknown edge length and ask, “How long is this edge? How do you know?”

Stretch Ask, “Which strategy would require you to determine the fewest number of unknown edge lengths? How do you know?”

Grade 5 Unit 1 Lesson 12

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Activity 1

Grade 5 Unit 1 Lesson 12

69–70

Activity 1

In the **Launch, Monitor, Connect** guidance, teachers will find ways to help students get started, suggested facilitation moves, and discussion questions.

Math language development and English Learner supports are noted at point of use. Refer to the *Math Language Development Resources* for proficiency-level support.

The **Key Takeaway** is called out to highlight the learning goal of the activity and provide teachers with an example of how to frame the big idea of the activity for students.

The guidance for every activity includes a **D Differentiation** **Teacher Moves** table to support teachers in meeting the needs of all students during the activity. This table can help teachers anticipate the ways students may approach the activity, and provides prompts that they can use during the lesson to **Support**, **Strengthen**, and **Stretch** individual students in their thinking.

Activities

Each lesson includes one or two activities. These activities are the heart of each lesson. Students notice, wonder, explore, calculate, predict, measure, explain their thinking, settle disputes, create challenges for their classmates, and more.

Guidance is provided to help teachers Launch, Monitor, and Connect students' thinking over the course of each activity. Teachers will also find suggestions for pacing, facilitation moves, discussion questions, examples of early student thinking, and ideas for students who may enjoy a challenge, as well as opportunities to build and develop the math community in their classroom.

Support provides guidance for how to work with students who could benefit from targeted intervention.

Strengthen lists resources for students to reinforce their understanding of the concepts.

Stretch lists challenge opportunities for students who are ready to extend their learning.

D Differentiation Use after Lesson 12

Lesson Goal: Determine the volume of a figure composed of rectangular prisms when some edge lengths are unknown.

Support

Provide targeted intervention for students by using these resources.

If student response shows: the use of given edge lengths to determine the volume of a rectangular prism

Respond:

- **Mini-Lesson** | 15 min
Determining Volume With Unknown Edge Lengths

Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If student response shows: the use of an incorrect value for a missing edge length but a correct method for determining the volume of a figure composed of rectangular prisms

Respond:

- **Center** | 15 min
Capture Squares, Stage 7

Stretch

Challenge students and extend their learning with these resources.

If student response shows: the use of the correct value for a missing edge length and a correct method for determining a volume of 144 cubic inches

Respond:

- **Sub-Unit 3 Extension Activities** | 15 min

Support, Strengthen, and Stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding.

- **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., volume/volumen
- Frayer Model templates
- Vocabulary routines

Professional Learning

Who participated in math class today? What assumptions are you making about those who did not participate? How could you leverage each of your students' ideas to support them in being seen and heard in tomorrow's math class?

Grade 5 Unit 1 Lesson 12
 73A
 Differentiation

Mini-Lessons provide targeted intervention to students who need additional support or need more time. Ideal for small-group or whole-class instruction, as well as independent learning.

Professional Learning callouts feature questions and prompts designed to help teachers reflect on how students' thinking developed over the course of the lesson.

Unit 1 | Quiz: Sub-Unit 1
 Assess and Respond

Quiz: Sub-Unit 1 Independent | 20 min

Facilitation: Assign this Sub-Unit Quiz at the end of Sub-Unit 1 to evaluate students' proficiency with the key concepts and skills addressed in this sub-unit. The Up Next problem previews targeted concepts and skills addressed in the next sub-unit.

Layers of Cubes **Measuring and Plotting (Grade 4)**

Item Analysis

Problem	Concept or skill	DOK	CA CCSSM
1	Using the structure of 2 figures built from unit cubes to compare their volumes and showing or explaining the reasoning used	2	5.MD.3, 5.MD.4 (MP3, MP7)
2	Using the structure of a figure built from unit cubes to determine its volume and showing or explaining the reasoning used	2	5.MD.3, 5.MD.4 (MP3, MP7)
Up Next ...	Preparation for Lesson 7		
3*	Knowing relative		

*Because this problem addresses preparation for the next sub-unit, it is not included in the Item Analysis.

Assessment Resource PDF

Assessment Resources

- Student Print Assessments
- Answer Keys and Rubrics
- Show What You Know and Review Keys

Quiz: Sub-Unit 1

Each figure is made up of unit cubes. Which figure has a greater volume?

Figure A **Figure B**

Figure A has a volume of 10 unit cubes, and Figure B has a volume of 8 unit cubes. So, Figure A has a greater volume because it takes up more space.

Answer: Figure A

Quiz: Sub-Unit 1 (Continued)

The rectangular prism is made up of unit cubes. Determine the volume of the rectangular prism in unit cubes.

There are 2 layers of 10 unit cubes.

Answer: 20 unit cubes

Which units could be used to measure the length of a pencil?

centimeters, inches, feet, yards

D Differentiation (Quiz: Sub-Unit 1)

Sub-Unit Goal	Problem	Respond to Student Thinking
Sub-Unit 1: Describe and determine the volume of a rectangular prism using its layered structure.	1	Support • Mini-Lesson: Comparing Volume (ML 1.02) • Teacher Move: Invite students to review the problem and then provide additional opportunities for students to compare the volumes of prisms.
	2	Support • Mini-Lesson: Using the Structure of Rectangular Prisms to Determine Volume (ML 1.04) • Teacher Move: Invite students to review the problem by determining the volume of the top layer and then counting the number of layers.
Up Next ... (Preparation for Lesson 7)		
Sub-Unit 2: Determine the volume of a rectangular prism using the formulas $V = l \times w \times h$ and $V = B \times h$.	3	Support • Mini-Lesson: Solving Problems With Liters and Milliliters (Grade 4, ML 5.13) • Teacher Move: Plan to use base ten units and unit cubes in Lesson 7 to demonstrate the relative sizes of standard measurement units.

Grade 5 Unit 1
 25D
 Assess and Respond

An **Item Analysis** is provided to show what concepts and skills are assessed in each problem.

A **Differentiation** table suggests specific teacher moves and resources to support students' understanding based on their responses to assessment problems.

Differentiation

A comprehensive set of differentiation suggestions and resources are provided for teachers to use as needed after each lesson. This includes Mini-Lessons for Supporting, Centers for Strengthening, and Extension activities for Stretching students' understanding of the lesson goal.

Digital resources designed to Support, Strengthen, and Stretch student learning include Boost Personalized Learning, Fluency Practice, and Math Adventures.

Assess and Respond

Each unit typically includes one or two Sub-Unit Quizzes. Quizzes are designed for students to show what they know and can do based on what they have learned so far in the unit. Each unit includes Assess and Respond guidance for the Pre-Unit Check, Sub-Unit Quizzes, and End-of-Unit Assessment.