

Mathematics CFA

Pre-Instruction

1. List the Standard. Underline the nouns (what students will know) and highlight the verbs (what student will do):

5.NBT.1a, 5.NBT.1b- To recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to the its right and $1/10$ of what it represents in its place to its left.

2. Mathematical Practices

#1-Make sense and persevere in solving them.

#2-Reason abstractly and quantitatively

#8-Look for and express regularity in repeated reasoning.

3. I Can Statements – Put learning targets in student friendly terms.

I can determine the place value of a digit in a multi-digit number.

I can determine the value of a digit in a multi-digit number.

I can recognize that a digit in one place represents 10 times as much as the digit to its right.

I can recognize that a digit in one place represents $1/10$ of what it represents in its place to its left.

I can represent a digit in one place that is 10 times as much as the digit to its right.

I can represent a digit in one place that is $1/10$ as much as the digit to its left.

Depth of Knowledge of the standard (Highlight the Level of the Learning Target):

Level 1 Recall; Level 2 – Skill/Concept; Level 3 – Strategic Thinking; Level 4 – Extended Thinking

4. List the skills students need to know in order to begin this standard:

What a multi-digit number is.

Know place value from millions to thousandths.

What a digit is.

How to multiply by the powers of 10.

Their right from their left.

5. What type of assessment am I going to write? [selected response (m/c, t/f, y/n, matching, fill in ___) **or** constructed response (**short:** word, phrase, sentence, single problem; **extended:** multi-step operations in math, problem solving)] List the assessment questions.

Multiple Choice- to “recognize” that a multi-digit number in one place is 10 times as much as the digit to its right or $1/10$ as much as the digit to its left.

In the number 963, what is the value of the 3 and the 9?

A. 30; 900

B. 3; 90

C. 3; 900

D. 3; 9

Constructed Response:

In the number 963, how much more is the place value to the left of the 6? How much less is the place value to the right of the 6? Show your work and/or explain your answer.

(Give the number 888) Circle the digit that is 10 times as much as the digit that represents 80. Underline the digit that is $1/10$ as much as the digit that represents 80.

Create a multi-digit number that has an 8 in the hundreds place with a number 10 times as much in the place to its left and $1/10$ as much in the place to its right.

6. Scoring Guide

Exceeds Expectations: Students answered 4 out of 4 with correct, detailed explanations.

Proficient: Students answered 4 out of 4 with explanations.

Approaching Proficiency: Students answered 3 out of 4 with minor errors in explanations.

Not Proficient: Students answered less than 3. Little or no concept of standards.

Name _____ Date _____

Power Standard: 5.NBT.1a-b

Directions: Choose the correct answer in question one. Construct the correct response to the remaining questions.

1. In the number 963, what is the value of the 3 and the 9?

- A. 30; 900
- B. 3; 90
- C. 3; 900
- D. 3; 9

Constructed Response:

2. In the number 963, how much more is the **place value** to the left of the 6? How much less is the **place value** to the right of the 6? Show your work and/or explain your answer.

3. Circle the digit that is 10 times greater than the digit that represents 80. Underline the digit that is 1/10 the value as the digit that represents 80.

888

4. Look at the two numbers below. Does the 2 have the same value in each number? Explain your reasoning.

2,569

4,277

Power Standard: 5.NBT.1a, 5.NBT.1b- To recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to the its right and 1/10 of what it represents in its place to its left.

Tracking Sheet

Class: _____ Grade: 5

Student	1 st Attempt				2 nd Attempt				3 rd Attempt			
	Not Proficient	Approaching Proficiency	Proficient	Exceeds Expectations	Not Proficient	Approaching Proficiency	Proficient	Exceeds Expectations	Not Proficient	Approaching Proficiency	Proficient	Exceeds Expectations

<p>6. Scoring Guide</p> <p>Exceeds Expectations: Students answered 4 out of 4 with correct, detailed explanations.</p> <p>Proficient: Students answered 4 out of 4 with explanations.</p> <p>Approaching Proficiency: Students answered 3 out of 4 with minor errors in explanations.</p> <p>Not Proficient: Students answered less than 3. Little or no concept of standards.</p>
--