Foster Heights Intellectual Preparation
Unpacking a Unit

Step 1: Read and discuss the Unit Overview.

Guiding Questions: - What is the goal of this unit? - What are the section goals?	Unit Goals Students solve multi-step problems involving measurement conversions, line plots, and fraction operations, including addition and subtraction of fractions with unlike denominators. They also explain patterns when multiplying and dividing by powers of 10 and interpret multiplication as scaling by comparing products with factors. Section A Goals - Explain patterns when multiplying and dividing by powers of 10. - Solve multi-step problems involving measurement conversions. Section B Goals - Add and subtract fractions with unlike denominators. - Create line plots to display fractional measurement data, and use the information to solve problems. - Solve problems involving addition and subtraction of fractions. Section C Goals - Interpret multiplication as scaling (resizing). - Make generalizations about multiplying a whole number by a fraction greater than, less than and equal to 1.
PACING OF UNIT: How many days should the unit take to complete? **Consider:** Will the assessments need an entire day? Do we want to do the optional task?	21 Lessons with 2 Optional (Lessons 20 & 21) 19-21 days. Checkpoints will be taken before or after the lesson, a whole day is not needed for this. End of Unit: Whole class period needed. Not doing the optional lessons

Step 2: Read and discuss the End of Unit Assessment & OPTIONAL TASK/AUTHENTIC CONNECTIONS .

Guiding Questions: - What do students need to know for the final assessment? - What do students need to be able to do for the final	### End of Unit Assessment Students need to know: - Patterns of multiplying and dividing by Powers of 10 - Equivalent fractions - Adding and Subtracting fractions with unlike

assessment? ● How will we know students are successful? ● What would an independent exemplar response look like? <mark>LINK IN EXAMPLES</mark> ● <mark>What models need to be supplemented?</mark> Examine the Optional Task OR authentic connections of the unit, using the [Performance Assessment Design Process](#) - <mark>LIST potential brainstorming ideas</mark>	denominators - Creating and Reading Line Plots Students showing success: Q1: - Answers C, F - Explain how they represent Q2: - Answer C - Explain/Show how they are equivalent Q3: - Answer B, C, E - Explain how you knew these expressions equals a value larger than 1 whole. Q4: - Parts A-C answer/show work Q5: - Create an equations to solve which weighs the MOST - Create an equation to solve which weighs the LEAST - Explain/Show work Q6: - Create an equation/Solve/Show work Q7: - Explain/Show reasoning to solve - Explain how many plums were weighed, how do you know? - Explain if you agree or disagree with Noah's statement Q8: - Explain why the diagram is not correct - Create the correct diagram to represent the data - Explain Exemplar

SHIFT THE LESSON:

1. Identify the shifted lesson of the unit.
2. Identify the non-negotiables for that lesson.
   a. Learning Target
   b. Instructional Resources
   c. Mini-Lesson Focus/Explicit Instruction
   d. Success Criteria (Daily Formative Assessment)
   e. Scaffolds
3. Brainstorm potential shifts.
4. Create the shifted lesson plan.
   a. What additional resources, activities, or scaffolding is necessary to make this shift?

IM NON-NEGOTIABLES	TRANSFORMATIONS	SHIFTED LESSON
	PERSONAL REAL-WORLD STUDENT-LED COLLABORATIVE STUDENT OWNED	