SVUSD Math Curriculum Grade 5 Unit 0 Overview (2023-2024)

Unit 0: Establishing an Effective Math Community Culture

Unit Rationale
This unit is designed to engage students in routines that establish year-long expectations for actively participating in mathematical learning. The purpose is to send the message to students that math is fun and interesting, while encouraging a growth mindset and equitable participation. The focus is on routines and discourse that carry over to other subjects, allowing students to be effective partners and mathematicians.

Implementation Tips
• **This Unit 0 incorporates Imagine Learning Unit 1 Lessons 1 and 2. Following the completion of Unit 0, 5th grade teachers can start with Imagine Learning Unit 1 Lesson 3.** • Refer back to the artifacts from this unit throughout the year, and reteach expectations as needed. • Include PBIS (MTSS SEB) connections while implementing the unit. • As much as possible, refer to how each routine or structure connects to similar expectations throughout the entire school day.

Success Criteria
Students will be successful in this unit if they can: ☐ Share their math thinking with a partner ☐ Listen to and consider a partner's math thinking ☐ Work on math as part of a team ☐ Believe in their math abilities and potential growth ☐ Use math materials and technology appropriately.

PBIS (MTSS SEB) Connections		
Our school expectations for students are: 1. 2. 3.	Ideas for Recognition: • Specific Verbal Praise • Pass out PBIS(SEB) tickets • Use student's positive behavior as an exemplar model	Ideas for Intervention: • Reteach expected behavior (class, small group, individual) • 1:1 quiet redirection • Ask if they need support quietly

4. 5.		• Pair with a partner who is successful • For disengagement: ask to be a helper, use proximity, call on student more frequently after lowering the rigor, give praise for small wins

Unit 0: Lesson Sequence (Mathematical Mindset)

	Lesson Objective	Connection to PBIS (MTSS SEB) Expectations	Routines to Introduce	Resources & Materials
Lesson 1	Students will consider the traits of a mathematician, and learn routines to use to engage in sharing math ideas with a partner.		• Partner Talk using the **Rally Robin** and **Timed Pair Share** engagement routines • Notice/Wonder instructional routine	Unit 0 Lesson 1 Slide Deck
Lesson 2	Students will consider the traits of a math community, and learn more routines to use to engage in sharing math ideas with a partner.		• Partner Talk using the **Lines of Communication** and **Stand Up Hand Up Pair Up** engagement routines • Which One Doesn't Belong? instructional routine • Centers	Unit 0 Lesson 2 Slide Deck Imagine Learning G5 Math Unit 0 Lesson 2 Unit 1 Lesson 1 Warm-Up & Inspire Math Video
Lesson 3	Students will participate in math volume activities, and practice previously learned routines to use to engage in sharing math ideas with a partner.		• Choosing a Center • Completing a Cool Down with a 5-minute timer	Unit 0 Lesson 3 Slide Deck Imagine Learning Unit 1 Lesson 1 Activity 1 and Activity 2

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Lesson 4	Students will participate in math volume activities, and learn routines to use to engage in sharing math ideas with a small team.		• Team Talk using the **Round Robin** and **Timed Round Robin** engagement routines (with a collaborative learning mat)	Unit 0 Lesson 4 Slide Deck Imagine Learning Unit 1 Lesson 2 Warm-Up & Activity 1 ST Math Collaborative Learning Mats (optional, but highly recommended)
Lesson 5	Students will participate in math volume activities, and learn more routines to use to engage in sharing math ideas with a small team.		• Team Talk using the **Numbered Heads Together** engagement routine (with a collaborative learning mat) • Center Rotations, including an ST Math option	Unit 0 Lesson 5 Slide Deck Imagine Learning Unit 1 Lesson 2 Activity 2 Collaborative Learning Mats (optional, but highly recommended)
Now proceed to teaching Imagine Learning Unit 1 Lesson 3.				
This week has focused on building your math community and incorporating some collaborative structures and routines. These classroom norms should be revisited on a daily basis and expectations for partner work and group work should be reviewed on a daily basis throughout the year. Reach out to your instructional coach or Math ToSA for support with these routines and/or ideas for later in the year.				