BRIDGES IN MATHEMATICS

GRADE 5

Unit 3 Screener Implementation Guide

Materials

- Screener (English | Spanish)
- Screener Recording Sheet (PDF | Google Doc)

Overview

A brief screener/diagnostic assessment for each unit is provided to help teachers identify learning needs that might influence students' ability to access grade-level content. An accompanying implementation guide includes the following information about each item:

- Description of skill and CCSS designation
- Answer key
- Current Expectation: What do my students need to be able to do relative to this skill to access the content of the unit?
- Connection to Unit: What does this skill have to do with the unit?
- Activities for Reengagement:
  - How can I modify the Work Places for students who have yet to develop proficiency with these skills throughout this topic of instruction?
  - What previous grade-level Bridges resources or Bridges Intervention activities can I use to support these critical standards?

Once you've conducted the screener and collected students' work, you can:

- Sort the papers into two stacks for each item, e.g., "Meeting Current Expectation" or "Not There Yet."
- Using the recommendations below, score each item to determine whether the student is meeting current expectations (MCE).

In either case, you can record the results on the Screener Record Sheet. Additional observations while students work and targeted one-on-one conversations about students' reasoning may also inform changes to the content or sequence of instruction.

Activities for Reengagement can be used to support individuals, small groups, or the whole class. For example:

- If most students demonstrate proficiency on an item, no further action is needed.
- If some students do not demonstrate proficiency on an item, use Activities for Reengagement with small groups during Work Places or another time of your choosing.
- If most of the class has difficulty with an item, consider using Activities for Reengagement as warmups, closings, or additional whole-class sessions.

NOTE *Any grouping used to address specific learning needs should be considered flexible, fluid, and temporary, and is not intended for tracking.*

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1. Use, read, and write multi-digit whole numbers using words, numbers & expanded notation. (CCSS 4.NBT.2)

Fill in the table below.

Base Ten Numeral	Number Name	Expanded Form
463,812	four hundred sixty-three thousand, eight hundred twelve	400,000 + 60,000 + 3,000 + 800 + 10 + 2
53,907	fifty-three thousand, nine hundred seven	50,000 + 3,000 + 900 + 7
1,024,350	one million, twenty-four thousand, three hundred fifty	1,000,000 + 20,000 + 4,000 + 300 + 50

Current Expectation	Unit 3 Connections	Activities for Reengagement
Show place value understanding by reading & writing whole numbers using words, numbers, and expanded notation. **MCE** *(Meets Current Expectation)* 5–6 correct answers	Place value understanding is essential for success with the conceptual understanding of decimals that is expected in Unit 3.	**Focus** *Use, read & write multi-digit whole numbers using words, numbers & expanded notation (CCSS 4.NBT.2)* **On-Grade Work Place Modifications** • Make base ten pieces available to support place value understanding. • See additional support suggestions in Work Place Guides. **Work Places from Previous Grade Level** Grade 4 WP4D Target Five **Number Corner Workouts from Previous Grade Level** Grade 4 November Computational Fluency, Activities 1 & 2: Roll & Compare **Bridges Intervention Volume 1** Module 8 Session 38 Activity: Place Value Challenge & Expanded Notation (revised, original)

2. Reason about equivalent fractions. (CCSS 4.NF.5)

Sarah says that 40/100 of the grid below is shaded in. DJ says that 4/10 of the grid below is shaded in.

Who is correct? **They are both correct.**

Why? Explain your answer. **Explanations will vary**

Current expectation	Unit 3 Connections	Activities for Reengagement
Demonstrate the understanding that 4/10 = 40/100 using a visual model and explain why they are/are not equivalent. **MCE** **2a** correct answer AND **2b** any viable explanation	Reasoning about equivalent fractions with denominators of 10 and 100 is essential for success with the conceptual understanding of decimals that is expected in Unit 3.	**Focus** *Reason about equivalent fractions. (CCSS 4.NF.5)* **On-Grade Work Place Modifications** • Make money value pieces available to support students' understanding of decimal fractions. • See additional support suggestions in Work Place Guides. **Work Places from Previous Grade Level** Grade 4 WP3C Decimal Four Spins to Win **Bridges Intervention Volume 9** Module 5 Sessions 22–24 Activities: • Shade & Guess (revised, original) • Decimal Fractions Bingo (revised, original) Bingo Board (revised, original) Cards (revised, original) • Decimal Numbers Bingo (revised, original) Bingo Board (revised, original) Cards (revised, original)

3. Compare and add fractions with denominators of 10 and 100. (CCSS 4.NF.5)

Kendra ran 4/10 of a mile yesterday. Her friend, Elisa, ran 47/100 of a mile.

Who ran farther, Kendra or Elisa? **Elisa**

Explain your answer. How do you know? **Explanations will vary; 4/10 is equivalent to 40/100 and 47/100 is greater than 40/00**

How much of a mile did the two girls run in all? Show your work. **87/100 of a mile; work will vary; 40/100 + 47/100 = 87/100**

Current expectation	Unit 3 Connections	Activities for Reengagement
Compare fractions with denominators of 10 and 100. Add a fraction with a denominator of 10 to a fraction with a denominator of 100 and explain one's reasoning. **MCE** **3a** Correct answer (Don't penalize for misspelling *Elisa*.) **3b** Any viable explanation AND **3c** Viable strategy; may have minor errors	Comparing and adding fractions with denominators of 10 and 100 is essential for success with the conceptual understanding of decimals that is expected in Unit 3.	**Focus** *Compare & add fractions with denominators of 10 and 100. (CCSS 4.NF.5)* **On-Grade Work Place Modifications** • Make money value pieces available to support students' understanding of decimal fractions. • See additional support suggestions in Work Place Guides. **Work Places from Previous Grade Level** Grade 4 WP3C Decimal Four Spins to Win **Intervention Volume 9** Module 6 Sessions 27–28 Warm-Ups 1 & 2: • Moving the Snail & Caterpillar on the Number Line (revised, original) • Jumps of Tenths & Hundredths (revised, original) • Snail & Caterpillar Markers (revised, original) • 0–1 Number Line (from Module 5) (revised, original) Module 6 Session 28 Activity: Close to One (revised, original)

4. Write equivalent fractions and decimals. (CCSS 4.NF.5, 4.NF.6)		
This entire grid is worth 1. [Grid shown with 20/100 parts shaded.] Write a fraction to represent the shaded part. **20/100 (2/10 or 1/5 also acceptable)** Write a decimal to represent the shaded part. **0.20 (.20, 0.2, and .2 also acceptable)**		
Current expectation	**Unit 3 Connections**	**Activities for Reengagement**
Understand that fraction and decimal notation can represent the same quantity using a base ten model. **MCE** Both answers correct	To have easy access to the content of Unit 3, students need to understand that tenths and hundredths can be written as fractions or decimal numbers.	**Focus** ***Write equivalent fractions and decimals. (CCSS 4.NF.5, 4.NF.6)*** **G5 Work Place Modifications** • Make money value pieces available to support students' understanding of decimal fractions. • See additional support suggestions in Work Place Guides. **Work Places from Previous Grade Level** Grade 4 WP3E Fractions & Decimals **Intervention Volume 9** Module 6 Session 29 Warm-Ups 1 & 2: • How Much Farther to One? (revised, original) • Adding Tenths & Hundredths on the Number Line (revised, original) • 0–1 Number Line (from Module 5) (revised, original) Module 6 Session 28–29 Activities: • Close to One (Session 28) (revised, original) • Close to One (Session 29) (revised, original)

Baseline Number Corner Assessment Items That Address Unit 3 Prerequisite/Critical 4th Grade Skills

NOTE *If you conducted the Number Corner Baseline Assessment, you might look back at students' responses to the following items to get a sense of their proficiency with foundational fraction and decimal understandings at the beginning of the school year.*

Item # 17 Convert between tenths and hundredths; write fractions with denominators 10 and 100 in decimal notation. 60/100, 7/10, 0.3, 0.35

Item # 18 Use the symbols >, =, and < to compare pairs of decimal numbers to hundredths. <, >, >, =