

Accelerated Instruction Plan (AIP) Grade 5 Mathematics

Student :

Teacher:

Date _____

Between 2nd and 3rd Snapshot

Assessment Results/Data Snapshot 1 Snapshot 2 Snapshot 3 TAKS 1 st administration	Targeted Skill Development <i>Write students expectations tested in TAKS/snapshots or common assessment.</i>
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Area for Acceleration/TAKS Obj/Student Expectation	Target indicator(master)		Time (min. daily)	Strategy	Progress Monitoring (when ready indicate M)
	I (0-25%)	I (26-74)			
<p>TAKS 1: Number, Operations, and Quantitative Reasoning</p> <p>(5.1) The student uses place value to represent whole numbers and decimals. The student is expected to</p> <p>5.1(A) use place value to read, write, compare, and order whole numbers through the billions place;</p> <p>5.1(B) use place value to read, write, compare, and order decimals through the thousandths place.</p> <p>(5.2) The student uses fractions in problem-solving situations. The student is expected to</p> <p>5.2(A) generate equivalent fractions;</p> <p>5.2(B) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators</p> <p>5.2(C) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.</p> <p>(5.3) The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to</p> <p>5.3(A) use addition and subtraction to solve problems involving whole numbers and decimals;</p> <p>5.3(B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);</p> <p>5.3(C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology);</p> <p>5.3(D) identify prime factors of a whole number and common factors of a set of whole numbers;</p> <p>5.3(E) model and record addition and subtraction of fractions with like denominators in problem solving situations.</p> <p>(5.4) The student estimates to determine reasonable results. The student is expected to</p> <p>5.4(A) round whole numbers and decimals through tenths to approximate reasonable results in problem situations</p> <p>5.4(B) estimate to solve problems where exact answers are not required.</p>				<p>Tutorials</p> <p>One to one tutor</p> <p>Peer tutoring</p> <p>Use of manipulatives</p> <p>Use of computer software(destination math)</p> <p>Pull out</p> <p>Small group</p> <p>Teacher guided practice</p> <p>Independent practice, etc.</p>	<p>Daily classwork</p> <p>Weekly assessment</p> <p>Homework</p> <p>Destination math software</p>

Area for Acceleration/TAKS Obj/Student Expectation	Target indicator(master)		Time	Strategy	Progress Monitoring
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<p>TAKS 2: Patterns, Relationships, and Algebraic Thinking</p> <p>(5.5) The student makes generalizations based on observed patterns and relationships. The student is expected to</p> <p>5.5(A) use [concrete objects or] pictures to make generalizations about determining all possible combinations;</p> <p>5.5(B) use lists, tables, charts, and diagrams to find patterns and make generalizations such as a procedure for determining equivalent fractions;</p> <p>5.5(C) identify prime and composite numbers using [concrete] models and patterns in factor pairs.</p> <p>(5.6) The student describes relationships mathematically. The student is expected to</p> <p>5.6(A) select from and use diagrams and number sentences to represent real-life situations.</p>					
<p>TAKS 3: Geometry and Spatial Reasoning</p> <p>(5.7) The student generates geometric definitions using critical attributes. The student is expected</p> <p>5.7(A) identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes and solids</p> <p>5.7(B) use critical attributes to define geometric shapes or solids.</p> <p>(5.8) The student models transformations. The student is expected to</p> <p>5.8(A) sketch the results of translations, rotations, and reflections</p> <p>5.8(B) describe the transformation that generates one figure from the other when given two congruent figures.</p> <p>(5.9) The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. The student is expected to</p> <p>5.9(A) locate and name points on a coordinate grid using ordered pairs of whole numbers.</p>					
<p>TAKS 4: Measurement</p> <p>(5.10) . The student selects and uses appropriate units and procedures to measure volume. The student is expected to</p> <p>5.10(A) measure volume using [concrete] models of cubic units.</p> <p>(5.11) The student applies measurement concepts. The student is expected to</p> <p>5.11(A) measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area</p> <p>5.11(B) describe numerical relationships between units of measure within the same measurement system such as an inch is one-twelfth of a foot.</p>					

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<p>TAKS 5:Probability and Statistics</p> <p>(5.12) The student describes and predicts the results of a probability experiment. The student is expected to</p> <p>5.12(A) use fractions to describe the results of an experiment;</p> <p>5.12(B) use experimental results to make predictions.</p> <p>(5.13) The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to</p> <p>5.13(A) use tables of related number pairs to make line graphs;</p> <p>5.13(B) describe characteristics of data presented in tables and graphs including the shape and spread of the data and the middle number;</p> <p>5.13(C) graph a given set of data using an appropriate graphical representation such as a picture or line.</p>					
<p>TAKS 6:Underlying Processes and Mathematical Tools</p> <p>(5.14) The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to</p> <p>5.14(A) identify the mathematics in everyday situations;</p> <p>5.14(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</p> <p>5.14(C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p> <p>(5.15) The student communicates about Grade 5 mathematics using informal language. The student is expected to</p> <p>5.15(B) relate informal language to mathematical language and symbols.</p> <p>(5.16) The student uses logical reasoning to make sense of his or her world. The student is expected to</p> <p>5.16(A) make generalizations from patterns or sets of examples and nonexamples.</p>					

I=Needs intervention in that area

M= Master objectives/students expectations

Evaluation of Plan *[District defines appropriate periods of time; e.g., every two weeks, every month, etc.]*

<u>Period 1</u>	<u>Period 2</u>	<u>Period 3</u>	<u>Period 4</u>	<u>Period 5</u>
Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:
Recommendations:	Recommendations:	Recommendations:	Recommendations:	Recommendations:

Parent notification

Name

Signature

Date
