

5th Grade Enrichment

NUMBERS & OPERATIONS

Menu Choice board

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Name: _____ due date: _____

Choose activities from the project menu below that equal \$10 or more.
Shade in each box to show which activities you completed.

Standards	Appetizers \$1	Entrée \$5	Desserts \$3	Project Proposal
5.NBT.A.1 I can recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Quiz Create a five problem multiple choice quiz where students have to identify the place value of whole digit numbers. Don't forget to include an answer key.	Talk Show Script Create a script for a talk show where you explain the place value system and how to identify the place value of whole numbers. Include at least 5 example problems into your script.	Poster Find and cut out fifteen numbers you find in the newspaper. Create a poster where you properly place the numbers in a chart based on their place value.	<p>Not interested in doing any of the projects here? Create your own project using the project proposal form and present it to your teacher. Once your project is approved, your teacher will determine how many points your project is worth.</p> <p>Not interested in doing any of the projects here? Create your own project using the project proposal form and present it to your teacher. Once your project is approved, your teacher will determine how many points your project is worth.</p>
5.NBT.A.2 I can explain the powers of ten with whole-number exponents and decimals.	Dominos Create a six piece domino game where students match multiplying decimals and whole numbers by powers of ten with their answers.	Lesson Plan Think about lessons that you learned and enjoyed the most. Design your own math lesson where you teach multiplying decimals and whole numbers using the powers of ten.	Classifieds Create 10 classified ads for any items you wish. Represent the value of each item by multiplying decimals and whole numbers by powers of ten. (Example: Car = \$5 x 10,000).	
I can read, write, and compare decimals to the	Spinner Game Design a game spinner that includes at least four different decimals. Spin the spinner twice and write down the two decimals. Compare the decimals and circle the larger number. Do this three times!	Picture Book Create a picture book where the main character has to compare decimals to the thousandths place in order to solve the conflict. A successful book will include at least six comparisons.	Anchor Chart Create an anchor chart that teaches others how to compare decimals to the thousandths place. Include a large title, step by step instructions, and several example problems.	
	Real World Connection When would you round decimals in real life? Write and solve two real life word problems that require the rounding of decimals.	Organized Chart Find examples of decimals in magazines, newspapers, and other print sources. Cut them out and create a chart where you round the decimals to the nearest whole number, tenths, and hundredths	Book Order Look through the book order or Amazon and choose 20 books you would like to purchase. Estimate the total cost of these books to the nearest dollar.	

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Common Core Aligned

Fun and Engaging Activities

Color & Black/White

Lesson Plans & Scoring Rubrics Included

Project Based Learning

TERMS OF USE & ABOUT THE AUTHOR

My name is Christy Simon, and I have been an educator for over 12 years. I have taught everything from middle school reading to a 4/5 combination class. For the past few years, I have been the gifted and talented resource teacher at my school and absolutely love my job! I have a true passion for project based learning and am honored to share the resources I create for my own students with other teachers through TPT.



Check out my blog at www.simon-says-school.com.

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Choice Board

guide for teachers

Choice boards are an amazing differentiation tool that I have been using in my classroom for years! By creating a variety of meaningful, engaging, and fun activities, I am able to empower my students through choice while also meeting their individual needs. These menus are especially wonderful for both gifted and reluctant learners because they give the students a greater sense of ownership, the ability to work at their own pace, and the freedom to choose or design activities based on their own interests and readiness. I hope you find the learning menu in this resource to be easy to use and rewarding for your students!

This Packet Includes Both COLOred and Black/white COPIes Of...

- Menu Choice Board
- Project Proposal
- Project Rubric
- Presentation Rubric

Set-up

- Print enough copies of the learning menu and scoring rubrics for each of your students.
- Start with 20 copies of the "Project Proposal" because students will require them as needed.

Process

- Distribute a copy of the "Menu Choice Board" to each student. Explain the purpose of choice boards, how the menu is organized, and the requirements for this project (They will choose activities from the project menu that equal \$10 or more. Students can choose any combination of projects desired based on their interests.)
- Project and/or distribute copies of the "Project Proposal." Explain that students can choose to design their own activities but that the proposal must be approved by the teacher prior to starting. Review the proposal form together as a class.
- Distribute and review the "Project Scoring Rubric" and the "Presentation Scoring Rubrics" with students.
- At this time, give students an opportunity to review and choose which activities they would like to complete.
- Students can complete these projects during their regular math block, at home as homework, or as an early finisher activity whenever time permits.
- When students are finished, ask them to self-assess their projects using the "Project Rubric." You can also ask students to present their projects to the whole class or in small groups. Assess them using the "Presentation Rubric."

Assessment

Teacher Observation, Discussion, Student Self-Assessment, Presentation Rubric, and Project Rubric

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5.NBT.A.2 I can explain the powers of ten with whole-number exponents and decimals.	Dominos Create a six piece domino game where students match multiplying decimals and whole numbers by powers of ten with their answers.	Lesson Plan Think about lessons that you learned and enjoyed the most. Design your own math lesson where you teach multiplying decimals and whole numbers using the powers of ten.	Classifieds Create 10 classified ads for any items you wish. Represent the value of each item by multiplying decimals and whole numbers by powers of ten. (Example: Car = \$5 x 10,000).	
5.NBT.A.3 I can read, write, and compare decimals to the thousandths place.	Spinner Game Design a game spinner that includes at least four different decimals. Spin the spinner twice and write down the two decimals. Compare the decimals and circle the larger number. Do this three times!	Picture Book Create a picture book where the main character has to compare decimals to the thousandths place in order to solve the conflict. A successful book will include at least six comparisons.	Anchor Chart Create an anchor chart that teaches others how to compare decimals to the thousandths place. Include a large title, step by step instructions, and several example problems.	
5.NBT.A.4 I can use place value understanding to round decimals to any place value.	Real World Connection When would you round decimals in real life? Write and solve two real life word problems that require the rounding of decimals.	Organized Chart Find examples of decimals in magazines, newspapers, and other print sources. Cut them out and create a chart where you round the decimals to the nearest whole number, tenths, and hundredths	Book Order Look through the book order or Amazon and choose 20 books you would like to purchase. Estimate the total cost of these books to the nearest dollar.	

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5.NBT.A.6	I can find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using a variety of strategies. and division.	Flipbook Children sleep approximately 180 hours a month. Assume there are 30 nights in a month. Create a flipbook that shows the steps to calculating how much you sleep each night given the information above.	News Broadcast You were just asked to do a special segment for your school's tv station. You've noticed that the fifth graders have been struggling with division, so you have decided to create a news broadcast that showcases three or more strategies to dividing multi-digit whole numbers.	Interactive Notebook Create your own interactive notebook page that teaches others how to divide four-digit dividends and two-digit divisors evenly. Your page should include at least one foldable/interactive element, 5 practice problems, definitions of important vocabulary, and an objective.	
5.NBT.A.7	I can add, subtract, multiply, and divide decimals to hundredths, using a variety of strategies.	Shopping Trip Look online or in a catalogue to find 10 different items you would like to purchase (each of these items must contain a decimal). How much is the total cost of the items you have chosen?	Brochure Create a digital or handwritten brochure that teaches your fellow classmates how to add, subtract, multiply, and divide decimals using a variety of strategies. If you are able, photocopy your brochure and distribute it to the other students in your class.	Jeopardy Create a jeopardy game where teams have to add, subtract, multiply, and divide decimals to the hundredths. As the question value increases so should the difficulty of the problems. Don't forget to include a challenging final jeopardy question!	

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Project Proposal

Name: _____

date: _____

What product will you create? _____ Standard Addressed: _____

Write a detailed description of your project: _____

How many points do you feel your project should be worth? *Circle one* Appetizer (\$1) Entrée (\$5) Dessert (\$3)

Why do you want to create this project?

Teacher Use Only

Approval Decision : Not Approved Approved

Modifications to Project: _____

Project Level : Appetizer (\$1) Entrée (\$5) Dessert (\$3)

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Project Rubric

Name: _____

Score: _____

CATEGORY	Exceeds 4	Meets 3	Approaches 2	Emergent 1
Required Elements	Student included more information than what was necessary. Additional details and/or components were added.	Student included all of the information that was required.	Almost all of the information that was required is included. One part or element is missing or incomplete.	Student included some information that was required but several important components are missing.
Accuracy	All math computations are accurate and absolutely no errors are present.	Most of the math computations are accurate but there are one or two small errors.	There are two to four small math computation errors or one major error present.	There are many math computation errors, and the student has not shown mastery.
Mastery	It is obvious that the student has an in-depth and extensive understanding of the math concept. The student can accurately answer all questions and explains his/her understanding in great detail.	The student has a strong understanding of the math concept and has shown mastery.	The student has a basic understanding of the math concept, and the work completed does not show mastery.	The student has not shown mastery of the math concept and cannot answer the majority of questions satisfactorily.
Originality	The project shows an exceptional degree of creativity and divergent thinking.	A lot of student creativity is present.	The project shows some creativity but parts were inspired by the designs or ideas of others.	The project lacks overall creativity.
Neatness & Attractiveness	The project is exceptionally attractive in terms of design, layout, neatness, and overall appearance.	The project is attractive in terms of design, layout, neatness, and overall appearance.	The project is somewhat attractive. More time could have been spent on the overall appearance and presentation of the project.	The overall appearance is not attractive. The project looks rushed and does not show the student's best effort.

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presentation rubric

Name: _____

Score: _____

CATEGORY	Exceeds 4	Meets 3	Approaches 2	Emergent 1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Answers Questions	The student can accurately answer all questions and explains his or her understanding in great detail.	The student is able to answer all questions posed accurately.	The student is unable to explain his or her thinking to all of the questions asked.	The student cannot answer the majority of questions satisfactorily.
Explains Thinking and Shows Mastery	Shows an advanced understanding of the math concept and provided an in depth explanation of his or her thinking.	Shows a good understanding of the math concept and clearly shared his or her thinking.	Additional practice is necessary for mastery. Student struggled at times with explaining his or her thinking.	Does not show mastery and is unable to explain his or her thinking.
Posture, Eye Contact, and Volume	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation, and the volume is loud enough to be heard by all audience members throughout the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation, and the volume is loud enough to be heard by all audience members.	Sometimes stands up straight and establishes eye contact. Occasionally, the volume is not loud enough to be heard by all audience members.	Slouches and/or does not look at people during the presentation. The volume is often too soft to be heard by all audience members.
Use of Visual Aid	Student explains and seamlessly integrates his/her visual aid into the presentation and uses it to make the presentation better.	Student explains and integrates his/her visual aid into the presentation and uses it to make the presentation better.	Student refers to his/her visual aid during presentation but it does not add to the presentation.	Student never refers to the visual aid OR the visual aid chosen detracts from the presentation.

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FONTS & CLIPART

