**Sequencing Rationale**

This particular design sequence is based on three short cycle assessments per quarter. The design focuses on clustering the fifth grade math curriculum together in order to make students successful and show growth in one year’s time.

 Mathematics in fifth grade is taking those basic skills students have used in early elementary and having them apply them into problematic situations. In other words, it is taking it to the other levels of Bloom’s Taxonomy. Instead of just understanding a concept they now have to be able to analyze and eventually create the concept through mathematical situations. In order for this to take place students have to continue to see and use these skills repeatedly in order to take it to that next level proving that they are retaining the information. This is the reason for this particular design.

 By grouping certain skills into three week cycles we are now able to stay more focused on certain skills. Students are able to know what they are learning and understand how they are progressing when they see an end result. Also, by using the three week short cycles students won’t get lost in the curriculum. In other words, if they do not understand a concept by the end of the three weeks it is easier for the teacher to get an intervention in place for that child.

On the other end of the spectrum you also have to keep in mind those children who get the skills before they are taught, which means they need some type of acceleration. By giving a pre-test before each short cycle this also allows the teacher to be able to accelerate a child to meet their learning needs.

Overall, this particular design sequence uses the idea of shorter is better. It gives students many times to be successful and does not overwhelm them or overload them with too many mathematical concepts. We as adults hate to be overloaded and stressed out, so why make our students feel that way? They need to be able to know and see the progress they are making throughout the school year.