

5th Grade - Chapter 1 - Place Value

Numbers and Operations in Base Ten

13 days

September 2 to September 19

September 1 HOLIDAY	September 2 Welcome Back to School	September 3 Am I Ready? Video Introduction My Math Words Foldables Activity <i>Pg 1-10</i>	September 4 Lesson 1 Place Value Through Millions <i>Pg 11-16</i>	September 5 Lesson 2 Compare and Order Whole Number Through Millions <i>Pg 17-22</i>
September 8 Lesson 3 Hands On: Model Fractions and Decimals <i>Pg 23-28</i>	September 9 Lesson 4 Represent Decimals <i>Pg 29-34</i>	September 10 District Summative Assessment SA-5-F	September 11 Check My Progress Lesson 5 Hands On: Understand Place Value <i>Pg 35-42</i>	September 12 Lesson 6 Place Value Through Thousandths <i>Pg 43-48</i>
September 15 Lesson 7 Compare Decimals <i>Pg 49-54</i>	September 16 Lesson 8 Order Whole Numbers and Decimals <i>Pg 55-60</i>	September 17 Lesson 9 Problem Solving: Use the Four-Step Plan <i>Pg 61-66</i>	September 18 Review and Reflect <i>Pg 67-70</i>	September 19 CA-5-1

Common Core State Standards

Number and Operations in Base Ten

Understand the place value system.

- 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.
- Read, write, and compare decimals to thousandths.
 - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Chapter 1 - Vocabulary

place-value chart
period
place
place value
standard form
expanded form
decimal
decimal point
equivalent decimals
tenths
hundredths
thousandths

What Students Should Be Able To Do

- ★Read and write whole numbers through the millions.
- ★Compare and order whole numbers through the millions.
- ★Use models to relate decimals to fractions.
- ★Represent fractions that name tenths, hundredths and thousandths as decimals.
- ★Understand place value in decimal numbers.
- ★Read and write decimals in standard form, expanded form and word form.
- ★Compare decimals.
- ★Order whole numbers and decimals.

IXL Alignment

5TH GRADE

A.1, A.2, A.3, A.4, A.6, C.3, C.4, C.5, C.6, C.7, C.8, C.9, C.10, C.11, C.13, J.4

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them. *
- Reason abstractly and quantitatively. *
- Construct viable arguments and critique the reasoning of others. *
- Model with mathematics. *
- Use appropriate tools strategically. *
- Attend to precision. *
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning. *

Potential Parent Support

Roll 6 dice and create different numbers, with each die being a place value in a created number. For example, I roll a 4, 5, 2, 3, 2 & 6, I can create 232,546. 2 is in the thousands place, 5 is in the hundreds place,... Other options include what is the biggest/smallest number you can create? What is the number in the tens place?

5th Grade - Chapter 2 - Multiply Whole Numbers

Numbers and Operations in Base Ten

12 days

September 22 to October 7

<p>September 22 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 71-80</p>	<p>September 23 Lesson 1 Prime Factorization Pg 81-86</p>	<p>September 24 Lesson 2 Hands On: Prime Factorization Patterns Pg 87-92</p>	<p>September 25 Lesson 3 Powers and Exponents Pg 93-98</p>	<p>September 26 Lesson 4 Multiplication Patterns Pg 99-104</p>
<p>September 29 Lesson 5 Problem Solving: Make a Table Pg 105-110</p>	<p>September 30 Check My Progress Lesson 6 Hands On: Use Partial Products and the Distributive Property Pg 111-118</p>	<p>October 1 Lesson 7 The Distributive Property Pg 119-124</p>	<p>October 2 Lesson 8 Estimate Products Pg 125-130</p>	<p>October 3 Lesson 9 Multiply by One-Digit Numbers Pg 131-136</p>
<p>October 6 Lesson 10 Multiply by Two-Digit Numbers Pg 137-142</p>	<p>October 7 Review and Reflect Pg 143-146 CA-5-2</p>			

Common Core State Standards

Number and Operations in Base Ten

Understand the place value system.

2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.

Chapter 2 - Vocabulary

prime factorization
exponent
base
power
squared
cubed
powers of 10
property
Distributive Property
compatible numbers

What Students Should Be Able To Do

- ☆ Find the prime factorization of numbers.
- ☆ Explore patterns in prime factorization.
- ☆ Use powers and exponents in expressions.
- ☆ Use basic facts and patterns to multiply multiples of 10, 100 and 1000 mentally.
- ☆ Explore multiplication by using area models.
- ☆ Use the Distributive Property to multiply mentally.
- ☆ Estimate products by using rounding and compatible numbers.
- ☆ Multiply up to a three-digit number by a one or two-digit number.

IXL Alignment

5TH GRADE

F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12, F.13, F.14, F.15, F.16, F.17, K.1, K.2, K.3

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Cou...

5th Grade - Chapter 3 - Divide by a One-Digit Divisor

Numbers and Operations in Base Ten

17 days

October 8 to October 31

		October 8 Am I Ready? Video Introduction My Math Words Foldables Activities <i>Pg 149-156</i>	October 9 Lesson 1 Relate Division to Multiplication <i>Pg 157-162</i>	October 10 INSERVICE DAY
October 13 Lesson 2 Hands On: Division Models <i>Pg 163-168</i>	October 14 Lesson 3 Two-Digit Dividends <i>Pg 169-174</i>	October 15 Lesson 4 Division Patterns <i>Pg 175-180</i>	October 16 Check My Progress Lesson 5 Estimate Quotients <i>Pg 181-188</i>	October 17 Catch Up Day
October 20 Lesson 6 Hands On: Division Models with Greater Numbers <i>Pg 189-194</i>	October 21 Lesson 7 Hands On: Distributive Property and Partial Quotients <i>Pg 195-200</i>	October 22 Lesson 8 Divide Three- and Four-Digit Dividends <i>Pg 201-206</i>	October 23 Check My Progress Lesson 9 Place the First Digit <i>Pg 207-214</i>	October 24 Lesson 10 Quotients with Zeros <i>Pg 215-220</i>
October 27 Lesson 11 Hands On: Use Models to Interpret the Remainder <i>Pg 221-226</i>	October 28 Lesson 12 Interpret the Remainder <i>Pg 227-232</i>	October 29 Lesson 13 Problem Solving: Determine Extra of Missing Information <i>Pg 233-238</i>	October 30 Review and Reflect <i>Pg 239-242</i>	October 31 CA-5-3

Common Core State Standards

Number and Operations in Base Ten Perform operations with multi-digit whole numbers and with decimals to hundredths.

6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Chapter 3 - Vocabulary

fact family
 unknown
 variable
 dividend
 divisor
 quotient
 remainder
 partial quotients

What Students Should Be Able To Do

- ☆Understand how division and multiplication are related.
- ☆Carry out division with and without remainders.
- ☆Use basic facts and patterns to divide multiples of 10, 100 and 1000 mentally.
- ☆Estimate quotients by using rounding and compatible numbers.
- ☆Divide using the Distributive Property and partial quotients.
- ☆Divide up to a four-digit number by a one-digit number.
- ☆Understand how to place the first digit in a quotient.
- ☆Solve division problems that result in quotients that have zeros.
- ☆Interpret the remainder in a division problem.

IXL Alignment

5TH GRADE

H.1, H.2, H.3, H.4, H.5, H.6, H.7, H.8, H.9, H.14, K.4, K.5

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Cou...

5th Grade - Chapter 8 - Fractions and Decimals

Numbers and Operations - Fractions

11 days

November 3 to November 19

<p>November 3 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 541-550</p>	<p>November 4 Lesson 1 Fractions and Division Pg 551-556</p>	<p>November 5 Lesson 2 Greatest Common Factor Pg 557-562</p>	<p>November 6 Lesson 3 Simplest Form Pg 563-568</p>	<p>November 7 Lesson 4 Problem Solving: Guess, Check and Revise Pg 569-574</p>
<p>November 10 TEACHER INSERVICE</p>	<p>November 11 HOLIDAY</p>	<p>November 12 Check My Progress Lesson 5 Least Common Multiple Pg 575-582</p>	<p>November 13 Lesson 6 Compare Fractions Pg 583-588</p>	<p>November 14 Lesson 7 Hands On: Use Models to Write Fractions as Decimals Pg 589-594</p>
<p>November 17 Lesson 8 Write Fractions as Decimals Pg 595-600</p>	<p>November 18 Review and Reflect Pg 601-604</p>	<p>November 19 CA-5-8</p>		

Common Core State Standards

Number and Operations in Base Ten

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.

Number and Operations—Fractions

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5. Interpret multiplication as scaling (resizing), by:
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

Chapter 8 - Vocabulary

fraction
numerator
denominator
common factors
greatest common factor (GCF)
simplest form
equivalent fractions
multiple
common multiples
least common multiple (LCM)
least common denominator (LCD)

What Students Should Be Able To Do

- ★Solve word problems by interpreting a fraction as division of the numerator by the denominator.
- ★Determine the common factors and the greatest common factor of a set of numbers.
- ★Generate equivalent fractions by writing a fraction in simplest form.
- ★Determine the common multiples and the least common multiple of a set of numbers.
- ★Compare fractions by using the least common denominator.
- ★Use fraction equivalence to write fractions as decimals.

IXL Alignment

5TH GRADE

L.1, L.2, L.3, L.4, L.5, L.6, L.7

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Compare items around the house based on attributes. Which items are the heaviest, longest, tallest, etc.? This is a fun activity to try with the family pets.

5th Grade - Chapter 9 - Add and Subtract Fractions

Numbers and Operations - Fractions

17 days

November 20 to December 19

			November 20 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 605-612	November 21 Lesson 1 Round Fractions Pg 613-618
December 1 Fractions Review Review Lesson 1	December 2 Lesson 2 Add Like Fractions Pg 619-624	December 3 Lesson 3 Subtract Like Fractions Pg 625-630	December 4 Lesson 4 Hands On: Add Unlike Fractions Pg 631-636	December 5 Lesson 5 Add Unlike Fractions Pg 637-642
December 8 Check My Progress Lesson 6 Hands On: Use Models to Subtract Unlike Fractions Pg 643-650	December 9 Lesson 7 Subtract Unlike Fractions Pg 651-656	December 10 Lesson 8 Problem Solving: Determine Reasonable Answers Pg 657-662	December 11 Lesson 9 Estimate Sums and Differences Pg 663-668	December 12 Check My Progress Lesson 10 Hands On: Use Models to Add Mixed Numbers Pg 669-676
December 15 Lesson 11 Add Mixed Numbers Pg 677-682	December 16 Lesson 12 Subtract Mixed Numbers Pg 683-688	December 17 Lesson 13 Subtract with Renaming Pg 689-694	December 18 Review and Reflect Pg 695-698 CA-5-9	December 19 Merry Christmas!

Common Core State Standards

Number and Operations—Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Chapter 9 - Vocabulary

like fractions
unlike fractions

What Students Should Be Able To Do

- ☆Use number lines and benchmark fractions, such as $\frac{1}{2}$, to round fractions.
- ☆Add like fractions and solve word problems involving the addition of like fractions.
- ☆Subtract like fractions and solve word problems involving the subtraction of like fractions.
- ☆Add unlike fractions and solve word problems involving the addition of unlike fractions.
- ☆Subtract unlike fractions and solve word problems involving the subtraction of unlike fractions.
- ☆Use number sense and benchmark fractions to estimate sums and differences.

IXL Alignment

5TH GRADE

M.1, M.2, M.3, M.4, M.5, M.6, M.9

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Compare items around the house based on attributes. Which items are the same color, size, shape, etc.?

5th Grade - Chapter 10 - Multiply and Divide Fractions

Numbers and Operations - Fractions

18 days

January 5 to January 28

January 5 WORK DAY	January 6 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 699-706	January 7 Lesson 1 Hands On: Part of a Number Pg 707-712	January 8 Lesson 2 Estimate Products of Fractions Pg 713-718	January 9 Lesson 3 Hands On: Model Fraction Multiplication Pg 719-724
January 12 Lesson 4 Multiply Whole Numbers and Fractions Pg 725-730	January 13 Check My Progress Lesson 5 Hands On: Use Models to Multiply Fractions Pg 731-738	January 14 Catch Up Day	January 15 Lesson 6 Multiply Fractions Pg 739-744	January 16 Lesson 7 Multiply Mixed Numbers Pg 745-750
January 19 HOLIDAY	January 20 Lesson 8 Hands On: Multiplication as Scaling Pg 751-756	January 21 Check My Progress Lesson 9 Hands On: Division with Unit Fractions Pg 757-764	January 22 Lesson 10 Divide Whole Numbers by Unit Fractions Pg 765-770	January 23 Lesson 11 Divide Unit Fractions by Whole Numbers Pg 771-776
January 26 Lesson 12 Divide Unit Fractions by Whole Numbers Pg 777-782	January 27 Review and Reflect Pg 783-786	January 28 CA-5-10		

Common Core State Standards

Number and Operations - Fractions

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5. Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

b. Interpret division of a whole number by a unit fraction, and compute such quotients.

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

Chapter 10 - Vocabulary

scaling
unit fraction

What Students Should Be Able To Do

- ☆Explore how to find part of a number.
- ☆Estimate products of fractions using compatible numbers and rounding.
- ☆Multiply whole numbers, mixed numbers and fractions.
- ☆Divide whole numbers by unit fractions using models.
- ☆Use bar diagrams to divide whole numbers by unit fractions and divide unit fractions by whole numbers.

IXL Alignment

5TH GRADE

N.1, N.2, N.3, N.4, N.5, N.6, N.7, N.8, N.9, N.10, N.11, N.12, N.13, O.1, O.2, O.3, O.4, O.5, O.6, O.7

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Ask position questions about objects around the house. Is the cat above or below the sink? Is dad in or out of the doghouse?

5th Grade - Chapter 12 - Geometry

Geometry

16 days

January 29 to February 20

			January 29 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 887-902	January 30 Lesson 1 Polygons Pg 903-908
February 2 Lesson 2 Hands On: Sides and Angles of Triangles Pg 909-914	February 3 Lesson 3 Classify Triangles Pg 915-920	February 4 Check My Progress Lesson 4 Hands On: Sides and Angles of Quadrilaterals Pg 921-928	February 5 Lesson 5 Classify Quadrilaterals Pg 929-934	February 6 Lesson 6 Hands On: Build Three- Dimensional Figures Pg 935-940
February 9 Lesson 7 Three-Dimensional Figures Pg 941-946	February 10 Check My Progress Lesson 8 Hands On: Use Models to Find Volume Pg 947-954	February 11 Lesson 9 Volume of Prisms Pg 955-960	February 12 Lesson 10 Hands On: Build Composite Figures Pg 961-966	February 13 Lesson 11 Volume of Composite Figures Pg 967-972
February 16 HOLIDAY	February 17 Lesson 12 Problem Solving: Make a Model Pg 973-978	February 18 Review and Reflect Pg 979-982 CA-5-12	February 19 Performance Task 1 Field Trip *Lesson Plan, Task & Rubric are on the wiki	February 20 Performance Task 1 Field Trip *Lesson Plan, Task & Rubric are on the wiki

Common Core State Standards

Geometry

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

4. Classify two-dimensional figures in a hierarchy based on properties.

Measurement and Data

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

IXL Alignment

5TH GRADE

B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.9, B.11, B.12, B.13, B.22, B.23, B.24, B.25, B.26

Chapter 12 - Vocabulary

polygon, regular polygon
 pentagon, hexagon, octagon **circle, radius**
 congruent sides congruent angles
 attribute congruent figures
 Types of triangles: equilateral, acute, isosceles, obtuse, scalene, right
 Types of quadrilaterals: square, rectangle, parallelogram, rhombus, trapezoid
 Three-dimensional figures: **cone, sphere**
 cube, rectangular prism, triangular prism, **cylinder**
 face, edge, base, vertex, **round**
 volume unit cube cubic unit
 composite figure

What Students Should Be Able To Do

- ☆Classify two-dimensional figures based on properties.
- ☆Classify triangles based on attributes, such as side measures and angle measures.
- ☆Measure the sides and angles of quadrilaterals. Use this information to find congruent sides, parallel sides and right angles; and classify the quadrilaterals.
- ☆Build nets and describe the properties of three-dimensional figures.
- ☆Use volume formulas to find the volume rectangular prisms.
- ☆Find the volume of composite figures by relating volume to the operations of multiplication and addition.

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Identify shapes "hidden" around the house. For example a box is a prism and a soccer ball is a sphere.

5th Grade - Chapter 4 - Divide by a Two-Digit Divisor

Numbers and Operations in Base Ten

7 days

February 23 to March 3

February 23 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 243-250	February 24 Lesson 1 Estimate Quotients Pg 251-256	February 25 Lesson 2 Hands On: Divide Using Base-Ten Blocks Pg 257-262	February 26 Lesson 3 Divide by a Two-Digit Divisor Pg 263-268	February 27 Check My Progress Lesson 4 Adjust Quotients Pg 269-276
March 2 Lesson 5 Divide Greater Numbers Pg 277-282	March 3 Review and Reflect Pg 289-294 CA-5-4	March 4 GRADING DAY	March 5 CONFERENCES	March 6 CONFERENCES

Common Core State Standards

Number and Operations in Base Ten
Perform operations with multi-digit whole numbers and with decimals to hundredths.

6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Chapter 4 - Vocabulary

ALL REVIEW VOCABULARY

What Students Should Be Able To Do

- ☆Estimate quotients with two-digit divisors.
- ☆Divide up to a three-digit number by a two-digit divisor.
- ☆Adjust the quotient when the estimated digit is too high or too low.
- ☆Divide greater numbers by multi-digit divisors.

IXL Alignment

5TH GRADE
 H.10, H.11, H.13

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision.
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support
 Take apart groups that add to 10. For example 1 legomen + ? = 10 legomen, 2 legomen + ? = 10 legomen, 3 legomen + ? = 10 legomen, 4 legomen + ? = 10 legomen, etc.

5th Grade - Chapter 7 - Expressions and Patterns

Operations and Algebraic Thinking

10 days

March 9 to March 20

<p>March 9 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 471-480</p>	<p>March 10 Lesson 1 Hands On: Numerical Expressions Pg 481-486</p>	<p>March 11 Lesson 2 Order of Operations Pg 487-492</p>	<p>March 12 Lesson 3 Write Numerical Expressions Pg 493-498</p>	<p>March 13 Check My Progress Lesson 5 Hands On: Generate Patterns Pg 505-512</p>
<p>March 16 Lesson 6 Patterns Pg 513-518</p>	<p>March 17 Lesson 7 Hands On: Map Locations Pg 519-524</p>	<p>March 18 Lesson 8 Ordered Pairs Pg 525-530</p>	<p>March 19 Lesson 9 Graph Patterns Pg 531-536</p>	<p>March 20 Review and Reflect Pg 537-540 CA-5-7</p>
Spring Break!				

Common Core State Standards

Operations and Algebraic Thinking

Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

IXL Alignment

5TH GRADE

Q.1, Q.2, Q.3, Q.4, Q.7, R.1, R.3, R.4, R.5, R.6, T.1, T.2, T.3, T.4, T.5

Chapter 7 - Vocabulary

numerical expression
evaluate
order of operations
sequence
term
coordinate
plane
origin
ordered pairs
x-coordinate
y-coordinate

coordinate graph
point
location
x-axis
y-axis

What Students Should Be Able To Do

- ☆Write and evaluate numerical expressions using order of operations.
- ☆Use numbers and operation symbols to write verbal phrases as numerical expressions.
- ☆Generate/extend numerical patterns and identify pattern relationships.
- ☆Plot points on a grid to solve real-world problems.
- ☆Graph points (ordered pairs) on a coordinate plane to solve real-world problems, mathematical problems and problems involving two numerical patterns.

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Find groups of items around the house that are between 11 and 20 items. Show the items as a group of 10 added to a group of ones. For example you have 10 toy cars + 6 toy cars which equals 16 toy cars.

5th Grade - Chapter 5 - Add and Subtract Decimals

Numbers and Operations in Base Ten

13 days

March 30 to April 15

March 30 WORK DAY	March 31 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 295-302	April 1 Lesson 1 Round Decimals Pg 303-308	April 2 Lesson 2 Estimate Sums and Differences Pg 309-314	April 3 Lesson 3 Problem Solving: Estimate or Exact Answer (Skip if needed) Pg 315-320
April 6 Check My Progress Lesson 4 Hands On: Add Decimals Using Base-Ten Blocks Pg 321-328	April 7 Lesson 5 Hands On: Add Decimals Using Models Pg 329-334	April 8 Lesson 6 Add Decimals Pg 335-340	April 9 Lesson 7 Addition Properties Pg 341-346	April 10 Check My Progress Lesson 8 Hands On: Subtract Decimals Using Base-Ten Blocks Pg 347-354
April 13 Lesson 9 Hands On: Subtract Decimals Using Models Pg 355-360	April 14 Lesson 10 Subtract Decimals Pg 361-366	April 15 Review and Reflect Pg 367-370 CA-5-5		

Common Core State Standards

Number and Operations in Base Ten

Understand the place value system.

4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Chapter 5 - Vocabulary

Commutative Property of Addition
Associative Property of Addition
Identity Property of Addition
inverse operations

What Students Should Be Able To Do

- ☆Round decimals.
- ☆Estimate sums and differences by rounding.
- ☆Explore adding decimals using base-ten blocks and models.
- ☆Add decimals.
- ☆Use the Associative, Commutative and Identity Properties to add whole numbers and decimals mentally.
- ☆Explore subtracting decimals using base-ten blocks and models.
- ☆Subtract decimals.

IXL Alignment

5TH GRADE

E.1, E.2, E.3, E.4, E.5, E.6

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Purchase flash cards and practice basic addition facts. Digital flashcards are available at <http://www.factmonster.com/math/flashcards.html>.

5th Grade - Chapter 6 - Multiply and Divide Decimals

Numbers and Operations in Base Ten

15 days

April 16 to May 6

			April 16 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 371-378	April 17 Lesson 1 Estimate Products of Whole Numbers and Decimals Pg 379-384
April 20 Lesson 2 Hands On: Use Models to Multiply Pg 385-390	April 21 Lesson 3 Multiply Decimals by Whole Numbers Pg 391-396	April 22 Lesson 4 Hands On: Use Models to Multiply Decimals Pg 397-402	April 23 Lesson 5 Multiply Decimals Pg 403-408	April 24 Check My Progress Lesson 6 Multiply Decimals by Powers of Ten Pg 409-416
April 27 Lesson 8 Multiplication Properties Pg 423-428	April 28 Lesson 9 Estimate Quotients Pg 429-434	April 29 Check My Progress Lesson 10 Hands On: Divide Decimals Pg 435-442	April 30 Lesson 11 Divide Decimals by Whole Numbers Pg 443-448	May 1 Lesson 12 Hands On: Use Models to Divide Decimals Pg 449-454
May 4 Lesson 13 Divide Decimals Pg 455-460	May 5 Lesson 14 Divide Decimals by Powers of Ten Pg 461-466	May 6 Review and Reflect Pg 467-470 CA-5-6		

Common Core State Standards

Number and Operations in Base Ten

Understand the place value system.

2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.

7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Chapter 6 - Vocabulary

Commutative Property of Multiplication
Associative Property of Multiplication
Identity Property of Multiplication

What Students Should Be Able To Do

- ☆Estimate products of whole numbers and decimals.
- ☆Multiply decimals by whole numbers.
- ☆Multiply decimals by decimals.
- ☆Use the Associative, Commutative and Identity Properties to multiply decimals mentally.
- ☆Estimate and find quotients of decimals and whole numbers.
- ☆Divide decimals by decimals.
- ☆Divide decimals by powers of ten.

IXL Alignment

5TH GRADE

G.1, G.2, G.3, G.4, G.5, G.6, G.7, G.8, G.9, I.1, I.2, I.3, I.4, I.5

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Purchase flash cards and practice basic subtraction facts. Digital flashcards are available at <http://www.factmonster.com/math/flashcards.html>.

5th Grade - Chapter 11 - Measurement

Measurement

15 days

May 7 to May 29

			May 7 Am I Ready? Video Introduction My Math Words Foldables Activity <i>Pg 787-800</i>	May 8 Lesson 1 Hands On: Measure with a Ruler <i>Pg 801-806</i>
May 11 Lesson 2 Convert Customary Units of Length <i>Pg 807-812</i>	May 12 Lesson 4 Hands On: Estimate and Measure Weight <i>Pg 819-824</i>	May 13 Lesson 5 Convert Customary Units of Weight <i>Pg 825-830</i>	May 14 Check My Progress Lesson 6 Hands On: Estimate and Measure Capacity <i>Pg 831-838</i>	May 15 Lesson 7 Convert Customary Units of Capacity <i>Pg 839-844</i>
May 18 Lesson 8 Display Measurement Data on a Number Line <i>Pg 845-850</i>	May 19 Lesson 9 Hands On: Metric Rulers <i>Pg 851-856</i>	May 20 Lesson 10 Convert Metric Units of Length <i>Pg 857-862</i>	May 21 Check My Progress Lesson 11 Hands On: Estimate and Measure Metric Mass <i>Pg 863-870</i>	May 22 GRADING DAY
May 25 HOLIDAY	May 26 Lesson 12 Convert Metric Units of Mass <i>Pg 871-876</i>	May 27 Lesson 13 Convert Metric Units of Capacity <i>Pg 877-882</i>	May 28 Review and Reflect <i>Pg 883-886</i> CA-5-11	May 29 District Summative Assessment SA-5-S

Common Core State Standards

Measurement and Data

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.

Chapter 11 - Vocabulary

length			
inch	foot	yard	mile
customary system		convert	
weight			
ounces		pound	ton
capacity			
pints	cups	quarts	gallons
fluid ounce		fair share	
metric system			
centimeter	millimeter	meter	kilometer
mass			
milligram		gram	kilogram
liter		milliliter	

What Students Should Be Able To Do

- ☆Measure length to the nearest half inch and quarter inch.
- ☆Convert measurements of length, weight and capacity within the customary system.
- ☆Estimate the weight or mass of objects and use a balance to measure the weight or mass of the object.
- ☆Estimate and measure the capacity of liquids.
- ☆Display measurement data in fractions of a unit on a line plot and solve real-world problems.
- ☆Measure the length of objects to the nearest centimeter and millimeter.
- ☆Convert measurements of length, mass and capacity within the metric system.

IXL Alignment

5TH GRADE

W.1, W.2, W.3, W.4, W.6, W.7, W.9

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Identify shapes "hidden" around the house. For example the TV is a rectangle and the dinner plate is a circle.