

Grade 5 Curriculum Map

Unit/Timeframe: Place Value and Basic Decimals (Topics 1 & 2)* Approximately 2 weeks in total		Grade Level: 5
Topic 1: Place Value		
Additional Notes		
<p>*Please consider this as a part of a two-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p> <ul style="list-style-type: none"> <i>Common Core Progress</i> Lesson 4 addresses 5.NBT.1 well and should be incorporated into your lesson sequencing. <p>Topics 1-8 taught by December Break. Please note Topics 3-7 are not in sequential order.</p>		
Content Standards		2011 MA Curriculum Framework for Literacy
5.NBT.1: 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. 5.NBT.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. 5.NBT.3b: Compare two decimals to thousandths based on meanings of the digits in each place.		N/A
Essential Questions	Knowledge/Concepts	Skills
How are whole numbers and decimals written, compared, and ordered?	Understanding that a decimal such as .09 can be expanded to $9 \times \frac{1}{100}$ The hundreds place is not the same as the hundredths place, etc. Difference between value and place	Students will be able to: Identify the place and value of every digit in a mixed number written as a decimal. Write decimals in expanded form expressing the decimals as a

	<p>Requiring students to use proper language to read decimals</p> <p>Anticipated Misconceptions:</p> <p>Decimal representations may not be obvious to students –explicit instruction using visual models is necessary</p>	<p>product of a whole number and a fraction.</p> <p>Recognize the digits to the left are 10x larger and the digits to the right, and 1/10 of the digits to the left.</p> <p>Compare and order decimals to the thousandths.</p> <p>Use models to understand decimal equivalency such as hundreds grid and place value blocks.</p>
Common Resources		Common Assessments
<p>Using base 10 blocks to understand place value.</p> <p>http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT3</p> <p><i>Common Core Progress</i> Unit 2</p> <p>Green Boxes for intervention for differentiated instruction (see Teacher’s Manual)</p> <p>Interactive Learning Pages in Teacher’s Manual <i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf</p> <p>Common Core Sheets http://www.commoncoresheets.com/</p>		<p>N/A</p>

Lesson	Standard	Notes	Intervention		
1-1	5.NBT.1	See the unpacked standard	F10 and F13		
Additional Lesson	5.NBT.1	<i>Common Core Progress Lesson 4</i>			
1-2 & 1-3	5.NBT.3a		H30-33		
1-4	5.NBT.3a		H22, 24, 25		
Additional Lesson	5.NBT.3a	<i>Common Core Progress Lesson 6</i>			
1-5	5.NBT.3b	Look at 2 nd paragraph in math background, use unpacked standard, common core progress lesson and common core sheets			
1-6	5.NBT.3	Optional; good extension lesson, nice application of the SMPs	H28-29		
Vocabulary					
digits, value, standard form, expanded form, word form, equivalent decimals, decimal point					

Unit/Timeframe: Place Value and Basic Decimals (Topics 1 & 2)* Approximately 2 weeks in total		Grade Level: 5
Topic 2: Adding and Subtracting Decimals		
Additional Notes		
<p>*Please consider this as a part of a two-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p> <ul style="list-style-type: none"> • <u>Add</u> <i>Common Core Progress</i> Lesson 8 as a supplement to teach rounding decimals. <p>Topics 1-8 taught by December Break. Please note Topics 3-7 are not in sequential order.</p>		
Content Standards		2011 MA Curriculum Framework for Literacy
5.NBT.4: Use place value understanding to round decimals to any place. 5.NBT.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 methods and explain the reasoning used.		N/A
Essential Questions	Knowledge/Concepts	Skills
How can sums and differences of decimals be estimated? What are the standard procedures for adding and subtracting whole numbers and decimals?	Anticipated Misconceptions: Students should have knowledge of values on a number line in order to round	Students will be able to: Use place value understanding to round whole numbers and decimals to any place. Add and subtract decimals using strategies based on place value. Use estimation to check for reasonableness of sums and differences.

		Use models and drawings to add and subtract decimals.	
		Use properties to solve addition and subtraction problems of decimals to hundredths (commutative, associative, compensation, compatible numbers).	
Common Resources		Common Assessments	
Use of hundredths grid Number lines for rounding <i>Interactive Learning Pages</i> in Teacher’s Manual <i>Common Core Progress</i> Green boxes for intervention for differentiated instruction (Teacher’s Manual)		N/A	
Lesson	Standard	Notes	Intervention
2-1	NBT.7	You might need to explicitly reteach number sense of decimals from 4 th grade	G11
2-2 OMIT			
2-3	NBT.7	Encourage students to continue to use estimation daily	G15, H53, H56
Additional Lesson	NBT.4	<i>Common Core Progress</i> Lesson 8	
2-4	NBT.7	Encourage students to continue to use estimation daily	J8
2-5 OMIT			

2-6 & 2-7	NBT.7		H54, H55, H57
Additional Lesson	NBT.7		
2-8 OMIT			

<http://www.k-5mathteachingresources.com/support-files/rounding-decimals.pdf> NBT4
<http://www.k-5mathteachingresources.com/5th-grade-number-activities.html> NBT7
Common Core Flip Book Grade 5
<http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf>
Interactive Learning Pages in Teacher's Manual

Vocabulary

commutative property, associative property, compensation, compatible numbers, rounding, digits, value, standard form, expanded form, word form, equivalent decimals, decimal point

Unit/Timeframe: Multiplication and Division Strategies (Topics 3, 6, 4, 5 & 7)* Approximately 9 weeks in total		Grade Level: 5
Topic 3 : Multiplying Whole Numbers		
Additional Notes		
<p>*Please consider this as a part of a five-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p> <p>Topics 1-8 taught by December Break. Please note Topics 3-7 are not in sequential order.</p>		
Content Standards		2011 MA Curriculum Framework for Literacy
5.NBT.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. 5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm. 5.NBT.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.		N/A
Essential Questions	Knowledge/Concepts	Skills
What are the standard procedures for estimating and multiplying whole numbers?	The understanding of the use zero(s) as a placeholder(s); Don't call it the <i>magic zero</i> or write x The understanding of partial products/area model	Students will be able to: Show fluency when multiplying multi-digit whole numbers using the standard algorithm. Estimate whole number products. Explain patterns when multiplying by power of 10.

		Use place value and properties of operations.																																				
		Use distributive property to bridge between the array and the standard algorithm.																																				
Common Resources		Common Assessments																																				
<p>Read <i>Math Background</i> pages 61A and 61B</p> <p><i>Common Core Progress</i> http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p> <p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf</p> <p><i>Interactive Learning</i> Pages in Teacher’s Manual</p> <p>Interventions: Suggested <i>Intervention Activity</i> on page 65B (green box) in Teacher’s Manual</p> <table border="1"> <thead> <tr> <th>Lesson</th> <th>Standards</th> <th>Notes</th> <th>Intervention</th> </tr> </thead> <tbody> <tr> <td>3-1</td> <td>OMIT</td> <td></td> <td></td> </tr> <tr> <td>3-2</td> <td>OMIT</td> <td></td> <td></td> </tr> <tr> <td>Additional Lesson</td> <td>NBT.2</td> <td><i>Common Core Progress</i> Lesson 5, use multiplication only</td> <td></td> </tr> <tr> <td>3-3</td> <td>OMIT</td> <td></td> <td></td> </tr> <tr> <td>3-4</td> <td>OMIT</td> <td></td> <td></td> </tr> <tr> <td>3-5</td> <td>NBT.5</td> <td>We suggest reviewing the unpacked standard</td> <td>F40</td> </tr> <tr> <td>3-6</td> <td>NBT.5</td> <td></td> <td>G52</td> </tr> <tr> <td>3-7</td> <td>NBT.5</td> <td></td> <td>G68-69</td> </tr> </tbody> </table>		Lesson	Standards	Notes	Intervention	3-1	OMIT			3-2	OMIT			Additional Lesson	NBT.2	<i>Common Core Progress</i> Lesson 5, use multiplication only		3-3	OMIT			3-4	OMIT			3-5	NBT.5	We suggest reviewing the unpacked standard	F40	3-6	NBT.5		G52	3-7	NBT.5		G68-69	N/A
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3-7	NBT.5		G68-69																																			

3-8	NBT.5		G70-71		
3-9 Optional	NBT.5	This could be for early finishers while others continue working on partial products or the algorithm	J9		
Vocabulary					
<p>commutative property of multiplication, associative property of multiplication, identity property of multiplication, zero property of multiplication, distributive property, factors, product, multiple, overestimate, underestimate, partial product, base, exponent, power, exponential notation, expanded form, standard form, squared, cubed</p>					

Unit/Timeframe: Multiplication and Division Strategies (Topics 3, 6, 4, 5 & 7)* Approximately 9 weeks in total		Grade Level: 5
Topic 6: Multiplying Decimals		
Additional Notes		
<p>*Please consider this as a part of a five-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p> <p>Topics 1-8 taught by December Break. Please note Topics 3-7 are not in sequential order.</p>		
Content Standards		2011 MA Curriculum Framework for Literacy
5.NBT.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. 5.NBT.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 methods and explain the reasoning used.		N/A
Essential Questions	Knowledge/Concepts	Skills
What are the standard procedures for estimating and finding products involving decimals?	Meaning of counting decimal places Understanding the need to annex zeros to hold place value Understanding that there is a decimal point at the end of whole numbers	<p>Students will be able to:</p> Explain patterns in the placement of decimal point when multiplying by a power of 10. Use models and concrete drawings to hundredths to understand decimal multiplication. Apply various strategies based on place value, properties of operations,

		and the relationship of repeated addition to reason about decimal multiplication.																												
Common Resources		Common Assessments																												
<p><i>Math Background</i> in Teacher’s Manual</p> <p>Hundreds grid</p> <p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p> <p>Interventions: Green box—intervention for differentiated instruction (Teacher’s Manual)</p> <p><i>Interactive Learning Pages</i> in Teacher’s Manual</p> <table border="1"> <thead> <tr> <th>Lesson</th> <th>Standard</th> <th>Notes</th> <th>Intervention</th> </tr> </thead> <tbody> <tr> <td>Additional Lesson</td> <td>NBT.2</td> <td>Use <i>Common Core Progress</i> Lesson 5</td> <td>H59</td> </tr> <tr> <td>6-1 OMIT</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6-2 & 6-3</td> <td>NBT.7</td> <td>Encourage to use estimation daily</td> <td>H60</td> </tr> <tr> <td>6-4 & 6-5</td> <td>NBT.7</td> <td></td> <td>H60, H58</td> </tr> <tr> <td>6-6</td> <td>NBT.7</td> <td></td> <td>H61, H62</td> </tr> <tr> <td>6-7</td> <td>NBT.7</td> <td></td> <td>J4</td> </tr> </tbody> </table> <p>Math Reads: <i>Can You Count to a Googol?</i> <i>Pennies for Elephants</i></p>		Lesson	Standard	Notes	Intervention	Additional Lesson	NBT.2	Use <i>Common Core Progress</i> Lesson 5	H59	6-1 OMIT				6-2 & 6-3	NBT.7	Encourage to use estimation daily	H60	6-4 & 6-5	NBT.7		H60, H58	6-6	NBT.7		H61, H62	6-7	NBT.7		J4	N/A
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6-7	NBT.7		J4																											

Vocabulary

No new vocabulary

Unit/Timeframe: Multiplication and Division Strategies (Topics 3, 6, 4, 5 & 7)* Approximately 9 weeks in total		Grade Level: 5
Topics 4 & 5: Dividing by 1- and 2-Digit Divisors		
Additional Notes		
<p>*Please consider this as a part of a five-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p> <ul style="list-style-type: none"> • Teach these topics together; pace according to your students. <p>Topics 1-8 taught by December Break. Please note Topics 3-7 are not in sequential order.</p>		
Content Standards		2011 MA Curriculum Framework for Literacy
5.NBT.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.		N/A
Essential Questions	Knowledge/Concepts	Skills
What is the standard procedure for dividing with one-digit and two-digit divisors and why does it work?	Use problems/questions from enVisionMath but solve with other strategies The idea that compatible numbers need to be accessible through mental math	Students will be able to: Use estimation to determine the reasonableness of answers.

	<p>Compatible numbers can be different to individuals—can't use multiple choice questions when assessing compatible numbers</p> <p>Anticipated Misconceptions: Traditional algorithm not assessed until 6th grade---students need a lot of time to understand decimal division in concrete models and place value understanding</p>	<p>Find quotients of up to 4 digit dividends and 2 digit divisors using various strategies based on place value understanding, partial quotient models, and the relationship of multiplication to division.</p> <p>Model division understanding by using equations, rectangular arrays, and area models.</p>																				
Common Resources		Common Assessments																				
<p><i>Common Core Progress</i> Lesson #5 (Lesson 5-3 shows models)</p> <p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p> <p>Interventions: Green box—intervention for differentiated instruction (Teacher's Manual)</p> <p><i>Interactive Learning Pages</i> in Teacher's Manual</p> <table border="1" data-bbox="205 1182 1360 1404"> <thead> <tr> <th>Lesson</th> <th>Standard</th> <th>Notes</th> <th>Intervention</th> </tr> </thead> <tbody> <tr> <td>4-1</td> <td>NBT.6</td> <td></td> <td>G44</td> </tr> <tr> <td>4-2</td> <td>NBT.6</td> <td>Continue to estimate daily</td> <td>G46</td> </tr> <tr> <td>4-3</td> <td>OMIT</td> <td></td> <td></td> </tr> <tr> <td>4-4</td> <td>NBT.6</td> <td></td> <td>G53</td> </tr> </tbody> </table>		Lesson	Standard	Notes	Intervention	4-1	NBT.6		G44	4-2	NBT.6	Continue to estimate daily	G46	4-3	OMIT			4-4	NBT.6		G53	N/A
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4-1	NBT.6		G44																			
4-2	NBT.6	Continue to estimate daily	G46																			
4-3	OMIT																					
4-4	NBT.6		G53																			

4-5	NBT.6	We suggest a zero in the quotient the same as any other digit	G55, G58		
4-6	NBT.6		G56		
4-7	NBT.6		J12		
5-1 & 5-2	NBT.6	Continue to use estimation daily	G73, G74		
5-3	NBT.6		G53		
5-4 OMIT					
Additional Lesson	NBT.6	Use <i>Common Core Progress</i> Lesson 5	G73		
5-6	NBT.6		G76		
5-7 Optional	NBT.6		G77		
5-8			J1		
Vocabulary					
dividend, divisor, quotient					

Unit/Timeframe: Multiplication and Division Strategies (Topics 3, 6, 4, 5 & 7)* Approximately 9 weeks in total		Grade Level: 5
Topic 7: Dividing Decimals		
Additional Notes		
<p>*Please consider this as a part of a five-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p> <p>Topics 1-8 taught by December Break. Please note Topics 3-7 are not in sequential order.</p>		
Content Standards		2011 MA Curriculum Framework for Literacy
5.NBT.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. 5.NBT.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 methods and explain the reasoning used.		N/A
Essential Questions	Knowledge/Concepts	Skills
What are the standard procedures for estimating and finding quotients involving decimals?	How to make the divisor into a whole number when it is a decimal How and when to extend the dividend so there is no remainder	Students will be able to: Use mental math to divide decimals by 10, 100 or 1000. Estimate quotients of decimal division. Reason the placement of the decimal point in decimal division.

		<p>Divide decimals by whole numbers.</p> <p>Divide whole numbers by decimals.</p> <p>Divide decimals by decimals.</p> <p>Use multiple steps to solve problems.</p>																												
Common Resources		Common Assessments																												
<p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p> <p>Interventions: Green box—intervention for differentiated instruction (Teacher’s Manual)</p> <p><i>Interactive Learning</i> Pages in Teacher’s Manual</p> <p><i>Common Core Progress</i> Lesson 5 (parts for 7-1)</p> <table border="1"> <thead> <tr> <th>Lesson</th> <th>Standard</th> <th>Notes</th> <th>Intervention</th> </tr> </thead> <tbody> <tr> <td>7-1</td> <td>NBT.2</td> <td>Use <i>Common Core Progress</i> Lesson 5 (parts)</td> <td>H64</td> </tr> <tr> <td>7-2 & 7-3</td> <td>NBT.7</td> <td></td> <td>H66</td> </tr> <tr> <td>7-4</td> <td>NBT.7</td> <td></td> <td>H63, H65</td> </tr> <tr> <td>7-5</td> <td>NBT.7</td> <td></td> <td>H66</td> </tr> <tr> <td>7-6</td> <td>NBT.7</td> <td></td> <td>H67</td> </tr> <tr> <td>7-7</td> <td>NBT.7</td> <td></td> <td>J5</td> </tr> </tbody> </table>		Lesson	Standard	Notes	Intervention	7-1	NBT.2	Use <i>Common Core Progress</i> Lesson 5 (parts)	H64	7-2 & 7-3	NBT.7		H66	7-4	NBT.7		H63, H65	7-5	NBT.7		H66	7-6	NBT.7		H67	7-7	NBT.7		J5	N/A
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7-5	NBT.7		H66																											
7-6	NBT.7		H67																											
7-7	NBT.7		J5																											

Math Reads: <i>Pennies for Elephants</i>	
Vocabulary	
Revisit previous vocabulary: divisor, dividend, decimal, quotient, remainder	

Unit/Timeframe: Approximately 2 weeks	Topic 8: Numerical Expressions, Patterns and Relationships	Grade Level: 5
Content Standards		2011 MA Curriculum Framework for Literacy
<p>5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p>5.OA.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.</p>		N/A
Essential Questions	Knowledge/Concepts	Skills
How are the values of an algebraic expression and a numerical expression found?	<p>Understanding of the order of operations</p> <p>A number adjacent to a parentheses symbol represents multiplication</p> <p>Tables in lessons are shown horizontally, but may be vertical on assessments/tests</p>	<p>Students will be able to:</p> <p>Apply the order of operations to evaluate and simplify expressions.</p> <p>Write and evaluate algebraic expressions with two operations.</p>

		<p>Extend patterns in a table using rules and look for the relationship between corresponding terms.</p> <p>Use variables in writing expressions.</p> <p>Translate words into algebraic expressions.</p>																								
Common Resources		Common Assessments																								
<p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p> <p>Interventions: Green box—intervention for differentiated instruction (Teacher’s Manual)</p> <p><i>Interactive Learning Pages</i> in Teacher’s Manual</p> <p><i>Common Core Progress Lesson 3</i></p>		N/A																								
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<p>Math Reads: <i>Frankie Pickle and the Mathematical Menace</i> <i>Anno's Mysterious Multiplying Jar</i> <i>Math for Smarty Pants</i> <i>One Grain of Rice</i> <i>The Great Number Rumble</i> <i>Math Appeal</i> <i>Swirl by Swirl</i> <i>Super Bowl Super Touchdowns</i> <i>Blockhead</i></p>	
Vocabulary	
variable, algebraic expression, corresponding, sequence, term, order of operations	

<p>Unit/Timeframe: Operating with Fractions and Mixed Numbers (Topics 9, 10, & 11)* Approximately 9 weeks in total</p> <p>Topic 9: Adding and Subtracting Fractions</p>	Grade Level: 5
Additional Notes	
<p>*Please consider this as a part of a three-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p> <ul style="list-style-type: none"> • Encourage students to use rectangles to represent fractions visually. Discourage the use of circles. 	

Content Standards		2011 MA Curriculum Framework for Literacy
<p>5.NF.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.</p> <p>5.NF.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.</p>		N/A
Essential Questions	Knowledge/Concepts	Skills
<p>What does it mean to add and subtract fractions with unlike denominators?</p> <p>What is a standard procedure for adding and subtracting fractions with unlike denominators?</p>	<p>There is more than one equivalent fraction for a fraction</p> <p>Difference between factors and multiples</p> <p>The smaller the denominator, the larger the portion when the numerators are the same</p> <p>Anticipated Misconceptions: Do not add/subtract numerators and denominators. We are adding/subtracting <u>parts</u> of a whole.</p>	<p>Students will be able to:</p> <p>Use benchmark fractions to estimate reasonableness of answers.</p> <p>Use number line or ruler.</p> <p>Find the lowest common multiple (LCM).</p> <p>Find the simplest form and greatest common factor (GCF).</p> <p>Add or subtract two or more fractions with unlike denominators using order of operations.</p> <p>Find lowest common denominator (LCD).</p> <p>Use divisibility rules.</p>

Common Resources				Common Assessments
<p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p> <p>K-5 Math Teaching Resources http://www.k-5mathteachingresources.com/5th-grade-number-activities.html</p> <p>Interventions: Green box—intervention for differentiated instruction (Teacher’s Manual)</p>				N/A
Lesson	Standard	Notes	Interventions	
9-1 (Consider doing 9-5 before this)	5NF1	Preview video and adjust accordingly.	H14	
9-2	5NF1		H17	
9-3	5NF2	This is a lesson on benchmark fractions.	H1-3	
9-4	5NF1 and 5NF2		H16	
9-5	5NF1		G65	
9-6	5NF1		G65	
9-7 (You may choose to combine with 9-8)	5NF1	Consider a review of adding with like denominators.	H40	
9-8	5NF1	Consider a review of subtracting with like denominators.	H41	
9-9	5NF1		H40-41	
9-10	5NF2		J11	

Math Reads: <i>If the World Were a Village</i>	
Vocabulary	
equivalent fractions, simplest form, benchmark fraction, common multiple, least common multiple (LCM), common denominator, least common denominator (LCD)	

Unit/Timeframe: Approximately 9 weeks in total	Operating with Fractions and Mixed Numbers (Topics 9, 10, & 11)*	Grade Level: 5
Topic 10: Adding and Subtracting Mixed Numbers		
Additional Notes		
*Please consider this as a part of a three-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).		
Content Standards		2011 MA Curriculum Framework for Literacy
<p>5.NF.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.</p> <p>5.NF.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.</p>		N/A

Essential Questions	Knowledge/Concepts	Skills
<p>What does it mean to add and subtract mixed numbers?</p> <p>What is a standard procedure for adding and subtracting mixed numbers?</p>	<p>Defining a proper vs. improper fraction</p> <p>Understanding the process of converting mixed numbers to improper fractions</p> <p>Identifying fractions as division</p> <p>How to combine a whole number and fraction to get an answer</p> <p>When students end up with a mixed number that includes an improper fraction they need to take the extra step to convert the improper fraction</p> <p>Emphasize one whole is equivalent to many fractions. The numerator and denominator are the same. They need to understand this to regroup and subtract successfully</p> <p>Anticipated Misconception: When subtracting a mixed number from a whole number, you cannot subtract the whole numbers and bring down the fraction.</p>	<p>Students will be able to:</p> <p>Convert mixed numbers and improper fractions.</p> <p>Regroup mixed numbers to subtract.</p> <p>Demonstrate divisibility skills.</p> <p>Use visual representation to model conversion of mixed numbers and improper fractions.</p> <p>Use benchmark fractions to estimate.</p> <p>Define perimeter and how to find it.</p>
Common Resources		Common Assessments
<p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p>		N/A

K-5 Math Teaching Resources

<http://www.k-5mathteachingresources.com/5th-grade-number-activities.html>

Interventions: Green box—intervention for differentiated instruction (Teacher’s Manual)

Lesson	Standard	Notes	Intervention
10-1	5NF1	Do <i>Review What You Know</i> page to review comparing fractions.	H18
10-2	5NF2	Incorporate benchmark fractions in everyday lessons.	H42
10-3 (Omit) See notes	5NF2	Incorporate 10-3 into 10-4 and 10-5	H43-44
10-4	5NF1		H43-44
10-5	5NF1		H43-44
10-6	5NF1		H43-44
10-7	5NF1		

Vocabulary

improper fraction, mixed number, proper fraction, benchmark fraction

Unit/Timeframe: Operating with Fractions and Mixed Numbers (Topics 9, 10, & 11)* Approximately 9 weeks in total	Grade Level: 5
Topic 11: Multiplying and Dividing Fractions and Mixed Numbers	
Additional Notes	
<p>*Please consider this as a part of a three-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p> <ul style="list-style-type: none"> • This topic is full of rich mathematical ideas. You may consider assessing multiplication of fractions in the middle of the topic then assess division separately. 	
Content Standards	2011 MA Curriculum Framework for Literacy
<p>5.NF.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.</p> <p>5.NF.4a: 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 $a \times q \div b$.</p> <p>5.NF.4b: 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.</p> <p>5.NF.5a: 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.</p> <p>5.NF.5b: 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.</p>	N/A

<p>5.NF.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.</p> <p>5.NF.7a: Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p> <p>5.NF.7b: Interpret division of a whole number by a unit fraction, and compute such quotients.</p> <p>5.NF.7c: 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.</p>		
Essential Questions	Knowledge/Concepts	Skills
<p>What are standard procedures for estimating and finding products and quotients of fractions and mixed numbers?</p>	<p>The word “of” often indicates multiplication</p> <p>A whole number is written as the number over one</p> <p>Multiplication does not always mean you get a larger answer</p> <p>Division does not always mean you get a smaller answer</p> <p>When multiplying mixed numbers, they need to be converted to improper fractions first</p> <p>Find the reciprocal of the divisor</p>	<p>Students will be able to:</p> <p>Create a model to represent multiplication and division.</p> <p>Find the area of a rectangle.</p>

	Students may think they can divide similar to the way they do multiplication. See page 295 “prevent misconceptions”																																	
Common Resources		Common Assessments																																
<p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p> <p>K-5 Math Teaching Resources http://www.k-5mathteachingresources.com/5th-grade-number-activities.html</p> <p>Interventions: Green box—intervention for differentiated instruction (Teacher’s Manual)</p> <table border="1" data-bbox="205 737 1346 1391"> <thead> <tr> <th>Lesson</th> <th>Standard</th> <th>Notes</th> <th>Intervention</th> </tr> </thead> <tbody> <tr> <td>11-1 (Omit)</td> <td>5NF3</td> <td>This was addressed in 10-1.</td> <td></td> </tr> <tr> <td>11-2</td> <td>5NF4a</td> <td></td> <td>H45</td> </tr> <tr> <td>11-3 (Embed estimation skill within other lessons in this topic)</td> <td>5NF5a</td> <td></td> <td></td> </tr> <tr> <td>11-5 (This lesson comes before 11-4)</td> <td>5NF4b</td> <td></td> <td>H46</td> </tr> <tr> <td>11-4</td> <td>5NF4a</td> <td>Do not use the problems with three factors!</td> <td>H46</td> </tr> <tr> <td>11-6</td> <td>5NF4a</td> <td></td> <td>H45</td> </tr> <tr> <td>11-7</td> <td>5NF5b</td> <td></td> <td>H45</td> </tr> </tbody> </table>		Lesson	Standard	Notes	Intervention	11-1 (Omit)	5NF3	This was addressed in 10-1.		11-2	5NF4a		H45	11-3 (Embed estimation skill within other lessons in this topic)	5NF5a			11-5 (This lesson comes before 11-4)	5NF4b		H46	11-4	5NF4a	Do not use the problems with three factors!	H46	11-6	5NF4a		H45	11-7	5NF5b		H45	N/A
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11-6	5NF4a		H45																															
11-7	5NF5b		H45																															

11-8	5NF6	Use as needed, incorporate into other lessons	H47	
11-9 & 11-10 (combine over 2 days)	5NF7b 5NF7c	Make a connection between the two days in regards to the reciprocal. Rely on the visual models to understand the concept rather than the algorithm	J5	
11-11 (optional)	5NF7a		J11	
Math Reads: <i>Frankie Pickle and the Mathematical Menace</i>				
Vocabulary				
resizing, scaling, reciprocal				

Unit/Timeframe: Approximately 5 weeks in total	Volume of Solids and Units of Measure (Topics 12 & 13)*	Grade Level: 5
Topic 12: Volume of Solids		
Additional Notes		
*Please consider this as a part of a two-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).		

Content Standards		2011 MA Curriculum Framework for Literacy
<p>5.MD.3a: 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.</p> <p>5.MD.3b: 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.</p> <p>5.MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.</p> <p>5.MD.5a: 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.</p> <p>5.MD.5b: 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.</p> <p>5.MD.5c: 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.</p>		N/A
Essential Questions	Knowledge/Concepts	Skills
<p>How can 3-dimensional shapes be represented and analyzed?</p> <p>What does the volume of a rectangular prism mean and be found?</p>	<p>Volume is the space inside a solid figure. It is measured in cubic units.</p> <p>Volume is additive</p> <p>A solid figure has 3 dimensions (height, length and width) hence the notation for cubic units. Make the connection with exponential notation.</p> <p>$L \times W \times H$ or $B \times H$ (what we mean by these formulas and variables)</p>	<p>Students will be able to:</p> <p>Calculate the volume by counting cubes or with the formula.</p> <p>Given the volume and 2 dimensions, find the missing dimension.</p> <p>Find the volume given one layer of the figure.</p> <p>Find the combined volume of two figures.</p>

		Compare volumes of prisms.	
Common Resources		Common Assessments	
<p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p> <p>K-5 Math Teaching Math Resources http://www.k-5mathteachingresources.com/support-files/designing-a-toy-box.pdf</p> <p>Interventions: Green box—intervention for differentiated instruction (Teacher’s Manual)</p>		N/A	
Lesson	Standard	Notes	Intervention
12-1	5MD3	Focus on rectangular prisms and the definitions of vertices, edges and faces.	
12-2 (Omit)			
12-3 (Omit)			
12-4	MD3a	Use examples from 12-7 with the lesson.	I55
12-5	MD5a and MD5b	Use $b \times h$ and connect with exponential notation	I56
12-6 (2 days)	MD5c	May use <i>Common Core Progress Lesson 33</i>	I58
12-7 (use with 12-4)	MD4		J24
Vocabulary			

3 dimensional shape, cube, edge, face, vertex/vertices, prism, volume, cubic unit

Unit/Timeframe: Approximately 5 weeks in total		Volume of Solids and Units of Measure (Topics 12 & 13)*	Grade Level: 5
Topic 13: Units of Measure			
Additional Notes			
*Please consider this as a part of a two-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).			
Content Standards		2011 MA Curriculum Framework for Literacy	
5.MD.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.		N/A	
Essential Questions	Knowledge/Concepts		Skills
What are customary measurement units and how are they related?	Identify the different purposes and meanings of measurement types (weight, mass, length and capacity)		Students will be able to: Convert within a system. Compare units of measure. Solve measurement problems.
What are metric measurement units and how are they related?	Parallels science concepts (scientific inquiry)		
	When to divide/multiply (in conversions)		

	The bigger the unit, the smaller the number needed to represent a quantity (e.g. you need less feet than inches to represent the same length)																																	
Common Resources		Common Assessments																																
<p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7 Interventions: Green box—intervention for differentiated instruction (Teacher’s Manual)</p> <p>Gallon Man</p> <p>King Henry Doesn’t Usually Drink Chocolate Milk</p> <table border="1" data-bbox="205 776 1213 1101"> <thead> <tr> <th>Lesson</th> <th>Standard</th> <th>Notes</th> <th>Intervention</th> </tr> </thead> <tbody> <tr> <td>13-1</td> <td>5MD1</td> <td></td> <td>I22</td> </tr> <tr> <td>13-2</td> <td>5MD1</td> <td></td> <td>I34</td> </tr> <tr> <td>13-3</td> <td>5MD1</td> <td></td> <td>I35</td> </tr> <tr> <td>13-4</td> <td>5MD1</td> <td></td> <td>I23</td> </tr> <tr> <td>13-5</td> <td>5MD1</td> <td></td> <td>I36</td> </tr> <tr> <td>13-6</td> <td>5MD1</td> <td></td> <td></td> </tr> <tr> <td>13-7 (Omit)</td> <td>5MD1</td> <td></td> <td></td> </tr> </tbody> </table> <p>Math Reads: <i>Super Bowl Super Touchdowns</i> <i>Time Zones</i> <i>Skyscraper</i> <i>The Man Who Walked Between the Towers</i> <i>Math Dictionary</i> <i>Polly’s Pen Pal</i></p>		Lesson	Standard	Notes	Intervention	13-1	5MD1		I22	13-2	5MD1		I34	13-3	5MD1		I35	13-4	5MD1		I23	13-5	5MD1		I36	13-6	5MD1			13-7 (Omit)	5MD1			N/A
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<i>Guinness World Records: Ultimate Machines</i> <i>Hottest, Coldest, Highest, Deepest</i> <i>How Strong Is It?</i> <i>If Dogs Were Dinosaurs</i>	
Vocabulary	
customary, metric	

Unit/Timeframe: Plane Figures, Coordinate Geometry, Positive and Negative Integers, Data (Topics 15, 16, Special Topic, and 14)* Approximately 5 weeks in total Topic 15: Classifying Plane Figures	Grade Level: 5
Additional Notes	
*Please consider this as a part of a four-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).	
Content Standards	2011 MA Curriculum Framework for Literacy
5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	N/A

5.G.4: Classify two-dimensional figures in a hierarchy based on properties.																																
Essential Questions		Knowledge/Concepts		Skills																												
<p>How can angles be measured and classified?</p> <p>How can polygons, triangles, and quadrilaterals be described, classified and named?</p>		<p>Classifying angles</p> <p>Classifying triangles</p> <p>Classifying quadrilaterals</p> <p>Identifying the properties of quadrilaterals</p> <p>Differentiating between regular and irregular polygons</p>		<p>Students will be able to:</p> <p>Identify and classify polygons.</p> <p>Compare attributes of polygons.</p>																												
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Math Reads: <i>Chasing Vermeer</i>	
Vocabulary	
<p>polygon, regular polygon, triangle, quadrilateral, pentagon, hexagon, octagon, equilateral triangle, isosceles triangle, scalene, triangle, right triangle, acute triangle, obtuse triangle, parallelogram, trapezoid, rectangle, rhombus, square, generalization,</p>	

Unit/Timeframe: Plane Figures, Coordinate Geometry, Positive and Negative Integers, Data (Topics 15, 16, Special Topic and 14)* Approximately 5 weeks in total Topic 16: Coordinate Geometry	Grade Level: 5
Additional Notes	
<p>*Please consider this as a part of a four-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p>	
Content Standards	2011 MA Curriculum Framework for Literacy
5.G.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).	N/A

5.G.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.																							
Essential Questions		Knowledge/Concepts		Skills																			
<p>How are points graphed?</p> <p>How can we show the relationship between sequences on a graph?</p>		<p>Where do you start counting on the coordinate plane?</p> <p>Which direction do you go first?</p> <p>Anticipated misconceptions: Ordering the coordinates appropriately to create an ordered pair</p> <p><i>Coordinates</i> are axis specific, so you can't use the terms <i>coordinates</i> and <i>ordered pairs</i> as synonyms</p>		<p>Students will be able to: Identify and graph points.</p> <p>Find the distance between two points.</p> <p>Create and identify axes.</p> <p>Use vertical and horizontal tables.</p> <p>Figure out the rule given a table.</p>																			
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Lesson	Standard	Notes	Intervention																				
16-1	5G1		R30																				
16-2	5G1		R31																				
16-3	5G1		J15																				
16-4	5G2		F32																				

16-5	5G2		F32	
16-6	5G1		J28	
Math Reads: <i>The Fly on the Ceiling</i>				
Vocabulary				
coordinate grid, x-axis, y-axis, origin, ordered pair, x-coordinate, y-coordinate				

Unit/Timeframe: Plane Figures, Coordinate Geometry, Positive and Negative Integers, Data (Topics 15, 16, Special Topic and 14)* Approximately 5 weeks in total		Grade Level: 5
Special Topic: Positive and Negative Integers (Approximately 1 day)		
Additional Notes		
<p>*Please consider this as a part of a four-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p> <ul style="list-style-type: none"> This concept should only take <u>one day</u> to teach. 		
Content Standards	2011 MA Curriculum Framework for Literacy	
5.NS.MA.1 Use positive and negative integers to describe quantities such as temperature, above/below zero, elevation above/below sea level, credit and debit.		

Essential Questions	Knowledge/Concepts	Skills
<p>How can we use positive and negative integers in real-world situations?</p>	<p>Negative numbers have a smaller value than positive numbers</p> <p>Anticipated misconception: The higher the digit, the less the value when using negative integers (you need to mind place value)</p>	<p>Students will be able to: Use positive and negative integers to describe a quantity.</p>
Common Resources		Common Assessments
<p>Vertical number line (e.g. thermometer) See supplemental material</p>		<p>N/A</p>
Vocabulary		
<p>integer, positive integer, negative integer, sea level, debit, credit, elevation, temperature</p>		

Unit/Timeframe: Unit/Timeframe: Plane Figures, Coordinate Geometry, Positive and Negative Integers, Data (Topics 15, 16, Special Topic and 14)* Approximately 5 weeks in total		Grade Level: 5
Topic 14: Data		
Additional Notes		
<p>*Please consider this as a part of a four-Topic unit. You may wish to be flexible with the sequence of the lessons and/or Topics throughout the unit (e.g. teaching lessons from within this unit – but from different Topics - together or in a different order).</p>		
Content Standards		2011 MA Curriculum Framework for Literacy
5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. 5.G.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.		N/A
Essential Questions	Knowledge/Concepts	Skills
How can line plots be used to represent data and answer questions? How can numbers be used to describe certain data sets?	Understand that data is collected to answer questions	Students will be able to: Read a line plot with fractions. Create a line plot.

	<p>Data can be represented using charts, tables, and graphs</p> <p>Each type of graph is most appropriate for certain kinds of data</p> <p>Surveys can be used to make predictions about populations</p>	<p>Interpret a line plot.</p> <p>Use the data on the line plot to answer questions.</p>																												
Common Resources		Common Assessments																												
<p><i>Common Core Flip Book</i> Grade 5 http://www.katm.org/flipbooks/5%20FlipBook%20Final%20CCSS%202014.pdf http://www.k-5mathteachingresources.com/5th-grade-number-activities.html NBT7</p> <p>Interventions: Green box—intervention for differentiated instruction (Teacher’s Manual)</p> <table border="1" data-bbox="205 776 1312 1218"> <thead> <tr> <th>Lesson</th> <th>Standard</th> <th>Notes</th> <th>Intervention</th> </tr> </thead> <tbody> <tr> <td>14-1</td> <td></td> <td>14-2 and 14-2 is a good review of line plots and the related vocabulary.</td> <td></td> </tr> <tr> <td>14-2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>14-3</td> <td>5MD2</td> <td></td> <td>I63</td> </tr> <tr> <td>14-4</td> <td>5MD2</td> <td>You can use <i>Common Core Progress</i> Lesson 27</td> <td></td> </tr> <tr> <td>14-5</td> <td>5G2</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Math Reads: <i>If the World Were a Village</i> <i>Wilma Unlimited</i></p>		Lesson	Standard	Notes	Intervention	14-1		14-2 and 14-2 is a good review of line plots and the related vocabulary.		14-2				14-3	5MD2		I63	14-4	5MD2	You can use <i>Common Core Progress</i> Lesson 27		14-5	5G2							<p>N/A</p>
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14-5	5G2																													

Vocabulary

data, frequency table, line plot, outlier, sample, survey