

Curriculum Mapping

Math – 5rd Grade

1st Nine Weeks

Written by Jason Talbot, Centerville- Abington Elementary

Chapter 1 : Place Value , Multiplication, and Expressions	Number of School Days: 14 days instruction, 2 days assessments, total 16 days
Chapter Vocabulary: base, evaluate, inverse operations, order of operations, distributive property, exponent, numerical expression, & period	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics	

Lesson	Indiana Standard Power Standard	Learning Targets and “I CAN” Statements	Resources/Activities	Pacing (in school days)	Assessments
Authentic Task Chapters 1-5		Fluency with Whole Numbers and Decimals: <i>Extend understanding of multiplication and division by 1- and 2-digit numbers and evaluating numerical expressions. Develop a conceptual understanding of decimal place value and operations with decimals.</i>	Pages 1-2	Day 1	Optional online version: B1-B2
Chapter 1 Introduction		Activate Prior Knowledge	Pages 1 - 4D	Day 1 cont.	
1.1 Place Value and Patterns	5.NS.3	Teacher: You will model and describe the 10 to 1 relationship with multi-digit numbers. Students: I can explain that any digit is ten times larger in value than the digit to its right.	Engage: TE pg. 5B Explore: Inv. pg. 5 - 6 Explain: Share and Show pg. 7-8	Day 2	Elaborate: Practice and Homework pg. 9 - 10 Evaluate: TE pg. 8
1.2 Place Values of Whole Numbers	5.NS.3	Teacher: You will read and write whole numbers through hundred millions.	Engage: TE pg. 11B Explore: Inv. pg. 11-12 Explain: Share and Show pg. 13-14	Day 3	Elaborate: Practice and Homework pg. 15-16 Evaluate: TE pg. 14

		Student: I can explain that any digit is ten times larger in value than the digit to its right.			
1.3 Algebra-- Properties	5.C.9	Teacher: You will use the properties of operations to evaluate whole number expressions. Student: I can use the commutative and associative properties of addition and multiplication to evaluate expressions involving whole numbers.	Engage: TE pg. 17B Explore: Inv. pg. 17-18 Explain: Share and Show pg. 19-20	Day 4	Elaborate: Practice and Homework pg. 21-22 Evaluate: TE pg. 20
1.4 Algebra-- Powers of 10 and Exponents	5.NS.4	Teacher: You will explain patterns in the number of zeros when multiplying a number by powers of ten. Student: I can show that when numbers are multiplied by powers of 10, there is a pattern in the number of zeros in the resulting product.	Engage: TE pg. 23B Explore: Inv. pg. 23-24 Explain: Share and Show pg. 25-26	Day 5	Elaborate: Practice and Homework pg. 27-28 Evaluate: TE pg. 26
1.5 Algebra-- Multiplication Patterns	5.NS.4	Teacher: You will use mental math and patterns to multiply by powers of ten. Student: I can show that when numbers are multiplied the decimal point does not move, rather, the number increases in size.	Engage: TE pg. 29B Explore: Inv. pg. 29-30 Explain: Share and Show pg. 31-32	Day 6	Elaborate: Practice and Homework pg. 32-33 Evaluate: TE pg. 32 Optional Mid Chapter Assessment
1.6 Multiply by 1-Digit Numbers	5.C.1	Teacher: You will multiply multi-digit numbers by a 1-digit number. Student: I can fluently multiply multi-digit whole numbers.	Engage: TE pg. 37B Explore: Inv. pg. 37-38 Explain: Share and Show pg. 39-40	Day 7	Elaborate: Practice and Homework pg. 41-42 Evaluate: TE pg. 40
1.7 Multiply by Multi-Digit Numbers	5.C.1	Teacher: You will multiply multi-digit numbers by multi-digit numbers.	Engage: TE pg. 43B Explore: Inv. pg. 43-44 Explain: Share and Show pg. 45-46	Day 8	Elaborate: Practice and Homework pg. 47-48 Evaluate: TE pg. 46

		Student: I can select an appropriate algorithm to multiply multi-digit whole numbers.			
1.8 Relate Multiplication to Division	5.C.2	Teacher: You will use multiplication to solve division problems. Student: I can select and use an appropriate strategy including, place value, properties of operations, and the relationship between multiplication and division to solve division problems.	Engage: TE pg. 49B Explore: Inv. pg. 49-50 Explain: Share and Show pg. 51-52	Day 9	Elaborate: Practice and Homework pg. 53-54 Evaluate: TE pg. 52
1.9 Problem Solving-- Multiplication and Division	5.C.2 5.AT.1	Teacher: You will solve division problems using the strategy to solve a simpler problem. Student: I can find whole-number quotients involving dividends up to four digits and divisors up to two digits.	Engage: TE pg. 55B Explore: Inv. pg. 55-56 Explain: Share and Show pg. 57-58	Day 10	Elaborate: Practice and Homework pg. 59-60 Evaluate: TE pg. 58
1.10 Algebra-- Numerical Expressions	5.C.9	Teacher: You will write whole number numerical expressions to describe a situation. Student: I can solve real-world problems that involve multiplication and division of whole numbers.	Engage: TE pg. 61B Explore: Inv. pg. 61-62 Explain: Share and Show pg. 63-64	Day 11	Elaborate: Practice and Homework pg. 65-66 Evaluate: TE pg. 64
1.11 Algebra-- Evaluate Numerical Expressions	5.C.9	Teacher: You will use the order of operations to evaluate whole number numerical expressions. Student: I can use the commutative properties of addition and multiplication to evaluate expressions involving whole numbers.	Engage: TE pg. 67B Explore: Inv. pg. 67-68 Explain: Share and Show pg. 69-70	Day 12	Elaborate: Practice and Homework pg. 71-72 Evaluate: TE pg. 70

1.12 Algebra-- Grouping Symbols	5.C.9	Teacher: You will evaluate whole number numerical expressions that use parentheses or brackets. Student: I can use the associative properties of addition and multiplication to evaluate expressions involving whole numbers.	Engage: TE pg. 73B Explore: Inv. pg. 73-74 Explain: Share and Show pg. 75-76	Day 13	Elaborate: Practice and Homework pg. 77-78 Evaluate: TE pg. 76
INsuccess Book 1.12 A Algebra-- Write Algebraic Expressions	5.AT.8	Teacher: You will write algebraic expressions to represent real-world situations. Student: I can define the variables to use when writing expressions that arise from real-world problems.	Engage: IN TE pg. 1A Explore: Inv. pg. 1-2 Explain: Share and Show IN pg. 3-4	Day 14	Elaborate: Practice and Homework IN pg. 5-6 Evaluate: IN TE pg. 4
INsuccess Book 1.12B Algebra-- Evaluate Algebraic Expressions	5.AT.8	Teacher: You will evaluate algebraic expressions by substituting numbers for the variables. Student: I can evaluate linear expressions in real-world problems for given values.	Engage: IN TE pg. 7A Explore: IN Inv. pg. 7-8 Explain: Share and Show IN pg. 9-10	Day 15	Elaborate: Practice and Homework IN pg. 11-12 Evaluate: IN TE pg. 10
End Chapter Assessment & Performance Task			Performance Task "Talking About Phones" 1-51 to 1-52	Day 16	End Chapter Assessment (will need modified for IN standards)

Chapter 2 : Divide Whole Numbers	Number of School Days: 9 days instruction, 2 days assessments, total 11 days
Chapter Vocabulary: base, Distributive Property, evaluate. exponent, inverse operations, numerical expression, order of operations, period	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics	

Lesson	Indiana Standard(s)	Learning Targets and "I CAN" Statements	Resources/Activities	Pacing (in school days)	Assessments
Chapter 2 Introduction		Activate Prior Knowledge	Pages 79-86	Day 17	

2.1 Place the First Digit	5.C.2	<p>Teacher: You will use estimation or place value to determine where to place the first digit in the quotient.</p> <p>Student: I can select and use an appropriate strategy including, place value, properties of operations, and the relationship between multiplication and division to solve division problems.</p>	<p>Engage: TE 87B Explore: Inv. pg. 87-88 Explain: Share and Show pg. 89-90</p>	Day 18	<p>Elaborate: Practice and Homework pg. 91-92 Evaluate: TE pg. 90</p>
2.2 Divide by 1-Digit Divisors	5.C.2	<p>Teacher: You will use strategies to divide 3- and 4-digit dividends by 1-digit divisors and will check your answers for reasonableness.</p> <p>Student: I can find whole-number quotients involving dividends up to four digits and divisors up to two digits.</p>	<p>Engage: TE 93B Explore: Inv. pg. 94-94 Explain: Share and Show pg. 95-96</p>	Day 19	<p>Elaborate: Practice and Homework pg. 97-98 Evaluate: TE pg. 96</p>
2.3 Investigate -- Division with 2-Digit Divisors	5.C.2	<p>Teacher: You will use base-ten blocks and draw quick pictures to model whole number division with 2-digit divisors.</p> <p>Student: I can select and use an appropriate strategy including, place value, properties of operations, and the relationship between multiplication and division to solve division problems.</p>	<p>Engage: TE 99B Explore: Inv. pg. 99-100 Explain: Share and Show pg. 101-102</p>	Day 20	<p>Elaborate: Practice and Homework pg. 103-104 Evaluate: TE pg. 102</p>
2.4 Partial Quotients	5.C.2	<p>Teacher: You will use partial quotients to divide by 2-digit divisors.</p> <p>Student: I can select and use an appropriate strategy including, place value, properties of operations, and the relationship between multiplication and division to solve division problems.</p>	<p>Engage: TE 105B Explore: Inv. pg. 105-106 Explain: Share and Show pg. 107-108</p>	Day 21	<p>Elaborate: Practice and Homework pg. 109-110 Evaluate: TE pg. 108</p> <p>Optional Mid Chapter Assessment</p>

2.5 Estimate with 2-Digit Divisors	5.C.2	<p>Teacher: You will use compatible numbers to estimate with 2-digit divisors.</p> <p>Student: I can select and use an appropriate strategy including, place value, properties of operations, and the relationship between multiplication and division to solve division problems.</p>	<p>Engage: TE 113B Explore: Inv. pg. 113-114 Explain: Share and Show pg. 115-116</p>	Day 22	<p>Elaborate: Practice and Homework pg. 117-118 Evaluate: TE pg. 116</p>
2.6 Divide by 2-Digit Divisors	5.C.2	<p>Teacher: You will use strategies to divide 3- and 4-digit whole numbers by 2-digit divisors and will check your answers for reasonableness.</p> <p>Student: I can select and use an appropriate strategy including, place value, properties of operations, and the relationship between multiplication and division to solve division problems.</p>	<p>Engage: TE 119B Explore: Inv. pg. 119-120 Explain: Share and Show pg. 121-122</p>	Day 23	<p>Elaborate: Practice and Homework pg. 123-124 Evaluate: TE pg. 122</p>
2.7 Interpret the Remainder	5.NS.2 5.AT.1	<p>Teacher: You will interpret the whole number remainder to solve division problems.</p> <p>Student: I can relate fractions to division problems of one being divided by another whole number.</p>	<p>Engage: TE 125B Explore: Inv. pg. 125-126 Explain: Share and Show pg. 127-128</p>	Day 24	<p>Elaborate: Practice and Homework pg. 129-130 Evaluate: TE pg. 128</p>
2.8 Adjust Quotients	5.C.2	<p>Teacher: You will adjust the quotient if the estimate is too high or too low.</p> <p>Student: I can select and use an appropriate strategy including, place value, properties of operations, and the relationship between multiplication and division to solve division problems.</p>	<p>Engage: TE 131B Explore: Inv. pg. 131-132 Explain: Share and Show pg. 133-134</p>	Day 25	<p>Elaborate: Practice and Homework pg. 135-136 Evaluate: TE pg. 124</p>
2.9 Problem Solving -- Division	5.C.2 5.AT.1	<p>Teacher: You will use the strategy to draw a diagram to solve division problems.</p>	<p>Engage: TE 137B Explore: Inv. pg. 137-138</p>	Day 26	<p>Elaborate: Practice and Homework pg. 141-142 Evaluate: TE pg. 140</p>

		Student: I can select and use an appropriate strategy including, place value, properties of operations, and the relationship between multiplication and division to solve division problems.	Explain: Share and Show pg. 139-140		
End Chapter Assessment & Performance Task			Performance Task "Feature Presentation" 2-29 to 2-30	Day 27	End Chapter Assessment

Chapter 3 : Add and Subtract Decimals	Number of School Days: 14 days instruction, 2 days assessments, total 16 days
Chapter Vocabulary: benchmark, hundredth, place value, round, sequence, tenth, term, and thousandths	
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Lesson	Indiana Standard	Learning Targets and "I CAN" Statements	Resources/Activities	Pacing (in school days)	Assessments
Chapter 3 Introduction		Activate Prior Knowledge	Pages 143-150	Day 28	
3.1 Investigate -- Thousandths	5.NS.3	Teacher: You will model and describe the 10 to 1 relationship among decimal place-value positions. Student: I can explain that any digit is 1/10 the value than any digit to its left.	Engage: TE pg. 151 B Explore: Inv. pg. 151-152 Explain: Share and Show pg. 153-154	Day 29	Elaborate: Practice and Homework pg. 155-156 Evaluate: TE pg. 154
INsuccess Book 3.2A Compare Decimals ** Planning Guide has us skip 3.2 in the student book.	5.NS.1	Teacher: You will use models and place value understanding to compare two decimals to thousandths by reasoning about their size and recording using the symbols $>$, $=$, or $<$. Student: I can use greater than, less than, and equal to symbols to record the results	Engage: IN TE 13A Explore: Inv. pg. 13-14 Explain: Share and Show pg. 15-16	Day 30	Elaborate: Practice and Homework pg. 17-18 Evaluate: TE pg. 13A

		of comparisons of fractions, decimals, and mixed numbers.			
INsuccess Book 3.2 B Investigate-- Order Decimals	5.NS.1	Teacher: You will use models to compare two decimals and record using the symbols $>$, $=$, or $<$. Student: I can use greater than, less than, and equal to symbols to record the results of comparisons of fractions, decimals, and mixed numbers.	Engage: IN TE 19A Explore: Inv. pg. 19-20 Explain: Share and Show pg. 21-22	Day 31	Elaborate: Practice and Homework pg. 23-24 Evaluate: TE pg. 19A
3.3 Compare and Order Decimals	5.NS.1	Teacher: You will use place value to compare and order decimals to thousandths using $>$, $=$, and $<$ symbols. Student: I can use greater than, less than, and equal to symbols to record the results of comparisons of fractions, decimals, and mixed numbers.	Engage: TE 163B Explore: Inv. pg. 163-164 Explain: Share and Show pg. 165-166	Day 32	Elaborate: Practice and Homework pg. 167-168 Evaluate: TE pg. 166
INsuccess Book 3.3A Investigate-- Under Percent	5.NS.6	Teacher: You will model and write percents as part of a hundred. Student: I can interpret percents as part of 100 using pictures, diagrams, and other visual models	Engage: TE 25A Explore: Inv. pg. 25-26 Explain: Share and Show pg. 27-28	Day 33	Elaborate: Practice and Homework pg. 29-30 Evaluate: TE pg. 25A
3.4 Round Decimals	5.NS.5	Teacher: You will use place value to round decimals up to thousandths in any given place value. Student: I can round decimal numbers up to thousandths, to any given place value.	Engage: TE 169B Explore: Inv. pg. 169-170 Explain: Share and Show pg. 171-172	Day 34	Elaborate: Practice and Homework pg. 173-174 Evaluate: TE pg. 172
3.5 Investigate-- Decimal Addition	5.C.8	Teacher: You will use base-ten blocks and draw quick pictures to model decimal addition to the hundredths. Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.	Engage: TE 175B Explore: Inv. pg. 175-176 Explain: Share and Show pg. 177-178	Day 35	Elaborate: Practice and Homework pg. 179-180 Evaluate: TE pg. 178

3.6 Investigate-- Decimal Subtraction	5.C.8	Teacher: You will use base-ten blocks and draw quick pictures to model decimal subtraction to the hundredths. Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.	Engage: TE 181B Explore: Inv. pg. 181-182 Explain: Share and Show pg. 183-184	Day 36	Elaborate: Practice and Homework pg. 185-186 Evaluate: TE pg. 184 Optional Mid Chapter Assessment
3.7 Estimate Decimal Sums and Differences	5.C.8	Teacher: You will use rounding or benchmarks to estimate decimal sums and differences. Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.	Engage: TE 189B Explore: Inv. pg. 189-190 Explain: Share and Show pg. 191-192	Day 37	Elaborate: Practice and Homework pg. 193-194 Evaluate: TE pg. 192
3.8 Add Decimals	5.C.8 5.AT.5	Teacher: You will use place value to add decimals to hundredths. Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.	Engage: TE 195B Explore: Inv. pg. 195-196 Explain: Share and Show pg. 197-198	Day 38	Elaborate: Practice and Homework pg. 199-200 Evaluate: TE pg. 198
3.9 Subtract Decimals	5.C.8 5.AT.5	Teacher: You will use place value to subtract decimals to hundredths. Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.	Engage: TE 201B Explore: Inv. pg. 201-202 Explain: Share and Show pg. 203-204	Day 39	Elaborate: Practice and Homework pg. 205-206 Evaluate: TE pg. 204
3.10 Algebra-- Patterns with Decimals	5.C.8	Teacher: You will describe a pattern and use decimals to complete a pattern in a sequence. Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.	Engage: TE 207B Explore: Inv. pg. 207-208 Explain: Share and Show pg. 209-210	Day 40	Elaborate: Practice and Homework pg. 211-212 Evaluate: TE pg. 210
3.11 Problem Solving-- Add and Subtract Money	5.C.8 5.AT.5	Teacher: You will use the strategy to make a table to add and subtract money in decimal notation.	Engage: TE 213B Explore: Inv. pg. 213-214	Day 41	Elaborate: Practice and Homework pg. 217-218 Evaluate: TE pg. 216

		Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.	Explain: Share and Show pg. 215-216		
3.12 Choose a Method	5.C.8 5.AT.5	Teacher: You will choose a method to find decimal sums and differences. Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.	Engage: TE 219B Explore: Inv. pg. 219-220 Explain: Share and Show pg. 221-222	Day 42	Elaborate: Practice and Homework pg. 223-224 Evaluate: TE pg. 222
End Chapter Assessment & Performance Task			Performance Task “Behind the Scenes” pg. 3-35 to 3-36	Day 43	End Chapter Assessment (will need modified for IN standards)

Curriculum Mapping
Math – 5th Grade
2nd Nine Weeks

Chapter 4 : Multiplying Decimals	Number of School Days: 8 days instruction, 2 days assessments, total 10 days
Chapter Vocabulary: decimal expanded form hundredth pattern place value product tenth thousandths	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics	

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
Chapter 4 Introduction		Activate Prior Knowledge		Day 44	
4.1 Algebra-- Multiplication Patterns with Decimals	5.NS.4	Teacher: You will use patterns and powers of ten to place the decimal point in a product. Student: I can show that when numbers are multiplied the decimal point does not move, rather, the number increases in size.	Engage: TE 233B Explore: Inv. pg. 233-234 Explain: Share and Show pg. 235-236	Day 45	Elaborate: Practice and Homework pg. 237-238 Evaluate: TE pg. 236

4.2 Investigate-- Multiply Decimals and Whole Numbers	5.C.8	Teacher: You will use decimal squares and draw quick pictures to model multiplication with whole numbers and decimals to hundredths. Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.	Engage: TE 239B Explore: Inv. pg. 239-240 Explain: Share and Show pg. 241-242	Day 46	Elaborate: Practice and Homework pg. 243-244 Evaluate: TE pg. 242
4.3 Multiplication-- with Decimals and Whole Numbers	5.C.8	Teacher: You will use the Distributive Property and place value patterns to multiply with whole numbers and decimals to hundredths. Student: I can use the distributive property to evaluate expressions involving whole numbers.	Engage: TE 245B Explore: Inv. pg. 245-246 Explain: Share and Show pg. 247-248	Day 47	Elaborate: Practice and Homework pg.249-250 Evaluate: TE pg. 248
4.4 Multiply using Expanded Form	5.C.8	Teacher: You will use expanded form and place value patterns to multiply with decimals up to hundredths and whole numbers. Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.	Engage: TE 251B Explore: Inv. pg. 251-252 Explain: Share and Show pg. 253-254	Day 48	Elaborate: Practice and Homework pg. 255-256 Evaluate: TE pg. 254
4.5 Problem Solving -- Multiply Money	5.C.8 5.AT.5	Teacher: You will use the strategy draw a diagram to multiply money in decimal notation. Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.	Engage: TE 257B Explore: Inv. pg. 257-258 Explain: Share and Show pg. 259-260	Day 49	Elaborate: Practice and Homework pg. 261-262 Evaluate: TE pg. 260 ** Optional: Mid-Chapter Assessment**
4.6 Investigate-- Decimal Multiplication	5.C.8	Teacher: You will use decimal squares to model multiplication of decimals by decimals.	Engage: TE 265B Explore: Inv. pg. 265-266	Day 50	Elaborate: Practice and Homework pg. 269-270 Evaluate: TE pg. 268

		Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.	Explain: Share and Show pg. 267-268		
4.7 Multiply Decimals	5.C.8 5.AT.5	Teacher: You will use place value patterns and estimation to determine where to place the decimal point in a product. Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.	Engage: TE 271B Explore: Inv. pg. 271-272 Explain: Share and Show pg. 273-274	Day 51	Elaborate: Practice and Homework pg. 275-276 Evaluate: TE pg. 274
4.8 Zeros in the Product	5.C.8 5.AT.5	Teacher: You will describe and use strategies to determine how many decimal places should be in the product when you multiply decimals with zeros. Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.	Engage: TE 277B Explore: Inv. pg. 277-278 Explain: Share and Show pg. 279-280	Day 52	Elaborate: Practice and Homework pg. 281-282 Evaluate: TE pg. 280
End Chapter Assessment & Performance Task			Performance Task	Day 53	End Chapter Assessment

Chapter 5: Divide Decimals	Number of School Days: 8 days instruction, 2 days assessments, total 10 days
Chapter Vocabulary: decimal point dividend divisor equivalent fractions estimate exponent quotient remainder	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics	

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
Chapter Introduction		Activate Prior Knowledge		Day 54	
5.1 Algebra -- Division Patterns with Decimals	5.NS.4	<p>Teacher: You will use place-value patterns or exponents to place the decimal point in quotients.</p> <p>Student: I can show that when numbers are divided the decimal point does not move, rather, the number decreases in size.</p>	<p>Engage: TE 291B</p> <p>Explore: Inv. pg. 291-292</p> <p>Explain: Share and Show pg. 293-294</p>	Day 55	<p>Elaborate: Practice and Homework pg. 295-296</p> <p>Evaluate: TE pg. 294</p>
5.2 Investigate-- Divide Decimals by Whole Numbers	5.C.8	<p>Teacher: You will use decimal models and base-ten blocks to divide decimals by whole numbers.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.</p>	<p>Engage: TE 297B</p> <p>Explore: Inv. pg. 297-298</p> <p>Explain: Share and Show pg. 299-300</p>	Day 56	<p>Elaborate: Practice and Homework pg. 301-302</p> <p>Evaluate: TE pg. 300</p>
5.3 Estimate Quotients	5.C.8	<p>Teacher: You will use compatible numbers to estimate decimal quotients with 1- and 2-digit divisors.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p>	<p>Engage: TE 303B</p> <p>Explore: Inv. pg. 303-304</p> <p>Explain: Share and Show pg. 305-306</p>	Day 57	<p>Elaborate: Practice and Homework pg. 307-308</p> <p>Evaluate: TE pg. 306</p>
5.4 Division of Decimals by Whole Numbers	5.C.8	<p>Teacher: You will use place-value to divide decimals by whole numbers or use an estimate to place the decimal point in the quotient.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p>	<p>Engage: TE 309B</p> <p>Explore: Inv. pg. 309-310</p> <p>Explain: Share and Show pg. 311-312</p>	Day 58	<p>Elaborate: Practice and Homework pg. 313-314</p> <p>Evaluate: TE pg. 312</p> <p>** Optional Mid-Chapter Assessment</p>

5.5 Investigate-- Decimal Division	5.C.8	<p>Teacher: You will divide a decimal by a decimal by cutting apart decimal models of tenths and hundredths to show groups of tenths or hundredths.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p>	<p>Engage: TE 317B Explore: Inv. pg. 317-318 Explain: Share and Show pg. 319-320</p>	Day 59	<p>Elaborate: Practice and Homework pg. 321-322 Evaluate: TE pg. 320</p>
5.6 Divide Decimals	5.C.8	<p>Teacher: You will divide decimals by multiplying the dividend and the divisor by the power of 10 that makes the divisor a whole number.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p>	<p>Engage: TE 323B Explore: Inv. pg. 323-324 Explain: Share and Show pg. 325-326</p>	Day 60	<p>Elaborate: Practice and Homework pg. 327-328 Evaluate: TE pg. 326</p>
5.7 Write Zeros in the Dividend	5.C.8	<p>Teacher: You will determine when to write a zero in the dividend as you divide a decimal by a whole number in order to show the amount that is left over as a decimal.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p>	<p>Engage: TE 329B Explore: Inv. pg. 329-330 Explain: Share and Show pg. 331-332</p>	Day 61	<p>Elaborate: Practice and Homework pg. 333-334 Evaluate: TE pg. 332</p>
5.8 Problem Solving-- Decimal Operations	5.C.8 5.AT.5	<p>Teacher: You will use the strategy to work backward to solve multi-step real-world decimal problems by making a flowchart to show the information.</p> <p>Student: I can solve real-world problems that involve adding, subtracting, multiplying and dividing numbers with decimals to the hundredths.</p>	<p>Engage: TE 335B Explore: Inv. pg. 335-336 Explain: Share and Show pg. 337-338</p>	Day 62	<p>Elaborate: Practice and Homework pg. 339-340 Evaluate: TE pg. 338</p>

End Chapter Assessment & Performance Task			Performance Task	Day 63	End Chapter Assessment
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Chapter 6 : Add and Subtract Fractions with Unlike Denominators days	Number of School Days: 11 days instruction, 2 days assessments, total 13
Chapter Vocabulary: common denominator common multiple denominator difference equivalent fractions mixed number numerators simplest form	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics	

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
Authentic Task Chapters 6-8		Operations with Fractions: <i>Extend understanding by using equivalent fractions as a strategy to add and subtract fractions and mixed numbers. Apply previous understandings of multiplication and division to develop a conceptual understanding of multiplication and division of fractions.</i>	Pages: 347-348	Day 64	Optional online version: B3-B4
Chapter Introduction		Activate Prior Knowledge	Pages: 349-350	Day 64 cont.	
INsuccess Book 6.0A Fractions of a Whole	5.NS.2	Teacher: You will use fraction models to name equal parts of a whole. Student: I can interpret fractions as parts of a whole.	Engage: IN TE 31A Explore: Inv. IN pg. 31-32 Explain: Share and Show IN pg. 33-34	Day 65	Elaborate: Practice and Homework IN pg.35-36 Evaluate: IN TE pg. 31A
INsuccess Book 6.0B Compare and Order Fractions and Mixed Numbers	5.NS.1	Teacher: You will use number lines to compare two fractions or mixed numbers with different denominators and record the results of comparisons with symbols $>$, $=$, or $<$.	Engage: IN TE 37A Explore: Inv. IN pg. 37-38 Explain: Share and Show IN pg. 39-40	Day 66	Elaborate: Practice and Homework IN pg. 41-42 Evaluate: IN TE pg. 37A

		Student: I can use greater than, less than, and equal to symbols to record the results of comparisons of fractions, decimals, and mixed numbers.			
6.1 Investigate -- Addition with Unlike Denominators	5.C.4 5.AT.2	Teacher: You will use visual fraction models to add fractions that have unlike denominators and use the 1-whole fraction strip to determine if a sum is greater than 1 or less than 1. Student: I can add fractions with unlike denominators.	Engage: TE 351B Explore: Inv. pg. 351-352 Explain: Share and Show pg. 363-354	Day 67	Elaborate: Practice and Homework pg. 355-356 Evaluate: TE pg. 354
6.2 Investigate -- Subtraction with Unlike Denominators	5.C.4 5.AT.2	Teacher: You will use visual fraction models to subtract fractions that have unlike denominators by finding fraction strips that fit exactly under the difference. Student: I can subtract fractions with unlike denominators.	Engage: TE 357B Explore: Inv. pg. 357-358 Explain: Share and Show pg. 359-360	Day 68	Elaborate: Practice and Homework pg. 361-362 Evaluate: TE pg. 360
6.3 Estimate Fraction Sums and Differences	5.AT.2	Teacher: You will estimate fraction sums and differences by using benchmarks on a number line and mental math to round fractions by comparing the numerator and the denominator. Student: I can use fraction benchmarks to help me mentally estimate sums and differences and to assess whether my answers are reasonable.	Engage: TE 363B Explore: Inv. pg. 363-364 Explain: Share and Show pg. 365-366	Day 69	Elaborate: Practice and Homework pg. 367-368 Evaluate: TE pg. 366
6.4 Common Denominators and Equivalent Fractions	5.C.4	Teacher: You will find common denominators and then use the least common denominator to write equivalent fractions for a pair of fractions. Student: I can explore the concept of fraction equivalence.	Engage: TE 369B Explore: Inv. pg. 369-370 Explain: Share and Show pg. 371-372	Day 70	Elaborate: Practice and Homework pg. 373-374 Evaluate: TE pg. 372

6.5 Add and Subtract Fractions	5.C.4	<p>Teacher: You will add and subtract fractions with unlike denominators by first using a common denominator to write equivalent fractions with like denominators.</p> <p>Student: I can add or subtract fractions with unlike denominators.</p>	<p>Engage: TE 375B Explore: Inv. pg. 375-376 Explain: Share and Show pg. 377-378</p>	Day 71	<p>Elaborate: Practice and Homework pg. 379-380 Evaluate: TE pg. 378</p> <p>** Optional Mid-Chapter Assessment</p>
6.6 Add and Subtract Mixed Numbers	5.C.4	<p>Teacher: You will add and subtract mixed numbers with unlike denominators by first using a common denominator to write equivalent fractions with like denominators.</p> <p>Student: I can add or subtract mixed numbers with unlike denominators.</p>	<p>Engage: TE 383B Explore: Inv. pg. 383-384 Explain: Share and Show pg. 385-386</p>	Day 72	<p>Elaborate: Practice and Homework pg. 387-388 Evaluate: TE pg. 386</p>
6.7 Subtract with Renaming ** Planning Guide Skips lesson 6.8	5.C.4	<p>Teacher: You will find the difference of two mixed numbers by first writing equivalent fractions with like denominators then renaming mixed numbers as fractions greater than 1 as needed.</p> <p>Student: I can subtract mixed numbers with unlike denominators.</p>	<p>Engage: TE 689B Explore: Inv. pg. 689-670 Explain: Share and Show pg. 671-672</p>	Day 73	<p>Elaborate: Practice and Homework pg. 673-674 Evaluate: TE pg. 672</p>
6.9 Problem Solving Practice Addition and Subtraction	5.AT.2	<p>Teacher: You will use the strategy to work backward to solve addition and subtraction fraction problems with unlike denominators by using inverse operations.</p> <p>Student: I can solve real-world problems that involve adding and subtracting fractions referring to the same whole and with unlike denominators.</p>	<p>Engage: TE 401B Explore: Inv. pg. 401-402 Explain: Share and Show pg. 403-404</p>	Day 74	<p>Elaborate: Practice and Homework pg. 405-406 Evaluate: TE pg. 404</p>
6.10 Algebra-- Use Properties of Addition	5.C.4	<p>Teacher: You will use strategies based on the properties of operations to add fractions with unlike denominators.</p>	<p>Engage: TE 407B Explore: Inv. pg. 407-408</p>	Day 75	<p>Elaborate: Practice and Homework pg. 411-412 Evaluate: TE pg. 410</p>

		Student: I can add fractions with unlike denominators.	Explain: Share and Show pg. 409-410		
End Chapter Assessment & Performance Task			Performance Task	Day 76	End Chapter Assessment (will need modified for IN standards)

Curriculum Mapping

Math – 5th Grade

3rd Nine Weeks

Chapter 7: Multiply Fractions	Number of School Days: 11 days instruction, 2 days assessments, total 13 days
Chapter Vocabulary: common factor denominator equivalent fractions factor mixed number numerators product simplest form	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics	

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
Chapter Introduction		Activate Prior Knowledge		Day 77	
INsuccess Book 7.0A Fractions of a Group	5.NS.2	Teacher: You will use fractions to name parts of a group. Student: I can interpret fractions as parts of a set.	Engage: TE 43A Explore: Inv. pg. 43-44 Explain: Share and Show pg. 45-46	Day 78	Elaborate: Practice and Homework pg. 47-48 Evaluate: TE pg. 43A
7.1 Find Part of a Group	5.C.5	Teacher: You will draw counters and arrays to find a fractional part of a group. Student: I can use visual fraction models to multiply a fraction by a fraction or whole number.	Engage: TE 421B Explore: Inv. pg. 421-422 Explain: Share and Show pg. 423-424	Day 79	Elaborate: Practice and Homework pg.425-426 Evaluate: TE pg. 424
7.2 Investigate: Multiply Fractions	5.C.5	Teacher: You will use fraction strips and fraction circles to show the product of a	Engage: TE 427B	Day 80	Elaborate: Practice and Homework pg. 431-432

and Whole Numbers		whole number by a fraction and a fraction by a whole number. Student: I can use visual fraction models to multiply a fraction by a fraction or whole number.	Explore: Inv. pg. 427-428 Explain: Share and Show pg. 429-430		Evaluate: TE pg. 430
7.3 Fraction and Whole Number Multiplication	5.C.5	Teacher: You will use a model and record the product of a whole number by a fraction and a fraction by a whole number. Student: I can use visual fraction models to multiply a fraction by a fraction or whole number.	Engage: TE 433B Explore: Inv. pg. 433-434 Explain: Share and Show pg. 435-436	Day 81	Elaborate: Practice and Homework pg. 437-438 Evaluate: TE pg. 436
7.4 Investigate: Multiply Fractions	5.C.5 5.M.2	Teacher: You will use area models to find the product of two fractions. Student: I can use visual fraction models to multiply a fraction by a fraction or whole number.	Engage: TE 439B Explore: Inv. pg. 439-440 Explain: Share and Show pg. 441-442	Day 82	Elaborate: Practice and Homework pg. 443-444 Evaluate: TE pg. 442
7.5 Compare Fractions Factors and Products	5.C.3 5.C.6	Teacher: You will use an area model to compare the size of a product to the size of one factor and a number line to show the relationship between products when a fraction is multiplied or resized by a number. Student: I can compare the size of a product to the size of the factors without performing the indicated multiplication.	Engage: TE 445B Explore: Inv. pg. 445-446 Explain: Share and Show pg. 447-448	Day 83	Elaborate: Practice and Homework pg. 449-450 Evaluate: TE pg. 448
7.6 Fraction Multiplication	5.C.5 5.C.6	Teacher: You will multiply fractions with and without visual fraction models and analyze the results. Student: I can use numbers to multiply a fraction by a fraction or whole number.	Engage: TE 451B Explore: Inv. pg. 452-453 Explain: Share and Show pg. 454-455	Day 84	Elaborate: Practice and Homework pg. 456-457 Evaluate: TE pg. 455 ** Optional Mid-Chapter Assessment

7.7 Investigate: Area and Mixed Numbers	5.M.2	Teacher: You will use square tiles and area models to find the area of rectangles with side lengths that are unit fractions or mixed numbers. Student: I can find the area of rectangles with fractional side lengths using unit squares.	Engage: TE 459B Explore: Inv. pg. 459-460 Explain: Share and Show pg. 461-462	Day 85	Elaborate: Practice and Homework pg. 463-464 Evaluate: TE pg. 462
7.8 Compare Mixed Number Factors and Products	5.C.3 5.C.6	Teacher: You will use area models and a number line to compare the relative size of a product when one factor is equal to 1, less than 1, or greater than 1. Student: I can compare the size of a product to the size of one factor on the basis of the size of the other factor.	Engage: TE 465B Explore: Inv. pg. 465-466 Explain: Share and Show pg. 467-468	Day 86	Elaborate: Practice and Homework pg. 469-470 Evaluate: TE pg. 468
7.9 Multiply Mixed Numbers	5.AT.3	Teacher: You will use an area model, renaming, or the Distributive Property to multiply mixed numbers. Student: I can use the distributive property to evaluate expressions involving whole numbers.	Engage: TE 471B Explore: Inv. pg. 471-472 Explain: Share and Show pg. 473-474	Day 87	Elaborate: Practice and Homework pg. 475-476 Evaluate: TE pg. 474
7.10 Problem Solving: Find Unknown Lengths	5.AT.3 5.M.2	Teacher: You will use the strategy guess, check, and revise to solve fraction problems by trying different calculations and comparing the resulting measures. Student: I can solve real-world problems that involve multiplying fractions including mixed numbers using visual fraction models.	Engage: TE 477B Explore: Inv. pg. 477-478 Explain: Share and Show pg. 479-480	Day 88	Elaborate: Practice and Homework pg. 481-482 Evaluate: TE pg. 480
End Chapter Assessment				Day 89	End Chapter Assessment (will need modified for IN standards)

Chapter 8: Divide Fractions

Number of School Days: 5 days instruction, 2 days assessments, total 7 days

Chapter Vocabulary: dividend divisor equation fraction inverse operations product quotient remainder

Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
Chapter Introduction		Activate Prior Knowledge		Day 90	
8.1 Investigate: Divide Fractions and Whole Numbers	5.C.7	<p>Teacher: You will use fraction strips or number lines to divide a whole number by a fraction and a fraction by a whole number.</p> <p>Student: I can use visual fraction models to divide a nonzero whole number by a unit fraction.</p>	<p>Engage: TE 491B</p> <p>Explore: Inv. pg. 491-492</p> <p>Explain: Share and Show pg. 493-494</p>	Day 91	<p>Elaborate: Practice and Homework pg. 495-496</p> <p>Evaluate: TE pg. 494</p>
8.2 Problem Solving: Use Multiplication	5.C.7	<p>Teacher: You will use the strategy to draw a diagram to solve fraction division problems by dividing a number of fraction models into a number of fractional parts then multiplying by the number of parts in each model.</p> <p>Student: I can use visual fraction models to divide a nonzero whole number by a unit fraction.</p>	<p>Engage: TE 497B</p> <p>Explore: Inv. pg. 497-498</p> <p>Explain: Share and Show pg. 499-500</p>	Day 92	<p>Elaborate: Practice and Homework pg. 501-502</p> <p>Evaluate: TE pg. 500</p>
8.3 Connect Fractions to Division	5.NS.2	<p>Teacher: You will use a drawing to show how fractions can be written as division problems that result in a fraction or a mixed number.</p>	<p>Engage: TE 503B</p> <p>Explore: Inv. pg. 503-504</p> <p>Explain: Share and Show pg. 505-506</p>	Day 93	<p>Elaborate: Practice and Homework pg. 507-508</p> <p>Evaluate: TE pg. 506</p> <p>Optional Mid-Chapter Assessment</p>

		Student: I can relate fractions to division problems of one being divided by another whole number.			
8.4 Fraction and Whole-Number Division	5.AT.4	Teacher: You will use an area model to show how to divide a number into fractional parts then write a related multiplication sentence to solve the division problem. Student: I can solve real-world problems that involve dividing unit fractions by non-zero whole numbers using equations to represent the problem.	Engage: TE 511B Explore: Inv. pg. 511-512 Explain: Share and Show pg. 513-514	Day 94	Elaborate: Practice and Homework pg. 515-516 Evaluate: TE pg. 514
8.5 Interpret Division with Fractions	5.C.7	Teacher: You will represent division with fractions by using area models, writing a division equation with a related multiplication equation, and writing story problems. Student: I can use numbers to divide a non-zero whole number by a unit fraction.	Engage: TE 517B Explore: Inv. pg. 517-518 Explain: Share and Show pg. 519-520	Day 95	Elaborate: Practice and Homework pg. 521-522 Evaluate: TE pg. 520
End Chapter Assessment				Day 96	End Chapter Assessment

Chapter 9: Algebra: Patterns and Graphing	Number of School Days: 9 days instruction, 2 days assessments, total 11 days
Chapter Vocabulary: coordinate grid data interval line graph line plot ordered pair origin scale x-axis x-coordinate y-axis y-coordinate	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics	

Unit Chapter Lesson	Indiana Standar d	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
Authentic Task Chapters 9-11		Geometry and Measurement: Extend measurement concepts by converting among different-sized units, generating numerical patterns, and displaying data sets of measurements as fractions. Develop conceptual understanding of volume and relate volume to multiplication and to addition.	Pages: 529-530	Day 97	Optional online version: B5-B6
Chapter Introduction		Activate Prior Knowledge		Day 98	
INsuccess Book 9.0A Collect and Organize Data	5.DS.1	Teacher: You will identify good ways to collect data, and you will use tally tables to record data. Student: I can represent data using tables, including frequency tables	Engage: TE 49A Explore: Inv. pg. 49-50 Explain: Share and Show pg. 51-52	Day 99	Elaborate: Practice and Homework pg. 53-54 Evaluate: TE pg. 49A
INsuccess Book 9.0B Different Types of Data	5.DS.1	Teacher: You will recognize the difference between categorical data and numerical data. Student: I can explain the difference between categorical and numerical data and which representation is appropriate for each.	Engage: TE 55A Explore: Inv. pg. 55-56 Explain: Share and Show pg. 57-58	Day 100	Elaborate: Practice and Homework pg. 59-60 Evaluate: TE pg. 55A
9.1 Line Plots	5.DS.1	Teacher: You will use a line plot and follow the order of operations to find an average with data that is given in fractions. Student: I can represent data using line plots and line graphs.	Engage: TE 533B Explore: Inv. pg. 533-534 Explain: Share and Show pg. 535-536	Day 101	Elaborate: Practice and Homework pg. 537-538 Evaluate: TE pg.536
INsuccess Book 9.1A Investigate: Make Bar Graphs	5.DS.1	Teacher: You will represent data in a bar graph using an appropriate scale.	Engage: TE 61A Explore: Inv. pg. 61-62	Day 102	Elaborate: Practice and Homework pg. 65-66 Evaluate: TE pg. 61A

		Student: I can represent data using bar graphs.	Explain: Share and Show pg. 63-64		
INsuccess Book 9.1B Mean, Median, and Mode	5.DS.2	Teacher: You will use mean, median, and mode to describe a data set. Student: I can recognize the difference between the mean, median, and mode of a data set.	Engage: TE 67A Explore: Inv. pg. 67-68 Explain: Share and Show pg. 69-70	Day 103	Elaborate: Practice and Homework pg. 71-72 Evaluate: TE pg. 67A
9.2 Ordered Pairs	5.AT.6	Teacher: You will use ordered pairs to graph and name points then find the distance between two points on a coordinate grid. Student: I can graph points with whole number coordinates on a coordinate plane.	Engage: TE 539A Explore: Inv. pg. 539-540 Explain: Share and Show pg. 541-542	Day 104	Elaborate: Practice and Homework pg. 543-544 Evaluate: TE pg. 542
9.3 Investigate: Graph Data	5.DS.1 5.AT.7	Teacher: You will collect and graph data from an experiment on a coordinate grid then analyze the data in the graph. Student: I can use experiments to collect data.	Engage: TE 545B Explore: Inv. pg. 545-546 Explain: Share and Show pg. 547-548	Day 105	Elaborate: Practice and Homework pg. 549-550 Evaluate: TE pg. 548
9.4 Line Graphs	5.AT.7	Teacher: You will use ordered pairs to make and analyze data in a line graph. Student: I can interpret the values of the coordinates of a point in context.	Engage: TE 551B Explore: Inv. pg. 552-553 Explain: Share and Show pg. 554-555	Day 106	Elaborate: Practice and Homework pg. 556-557 Evaluate: TE pg. 555
INsuccess Book 9.4A Choose and Appropriate Graph ** Planning Guide Skips Lessons 9.5, 9.6, & 9.7 of student book	5.DS.1	Teacher: You will choose the most appropriate type of graph to represent categorical data and numerical data. Student: I can explain the difference between categorical and numerical data and which representation is appropriate for each.	Engage: TE 73A Explore: Inv. pg. 73-74 Explain: Share and Show pg. 75-76	Day 107	Elaborate: Practice and Homework pg.77-78 Evaluate: TE pg. 73A Optional Mid-Chapter Assessment
End Chapter Assessment				Day 108	End Chapter Assessment (will need modified for IN standards)

Chapter 10: Convert Units of Measure

Number of School Days: 7 days instruction, 2 days assessments, total 9 days

Chapter Vocabulary: capacity decimeter dekameter mass milligram (mg) milliliter (mL) ton (T) weight

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Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
Chapter Introduction		Activate Prior Knowledge		Day 109	
10.1 Customary Length	5.M.1	<p>Teacher: You will use a bar model and write an equation to compare and convert customary units and mixed measures of length.</p> <p>Student: I can solve real-world problems using conversions within a given measurement system.</p>	<p>Engage: TE 585B</p> <p>Explore: Inv. pg. 585-586</p> <p>Explain: Share and Show pg. 587-588</p>	Day 110	<p>Elaborate: Practice and Homework pg. 589-590</p> <p>Evaluate: TE pg. 588</p>
10.2 Customary Capacity	5.M.1	<p>Teacher: You will use a bar model and write an equation to compare and convert customary units of capacity.</p> <p>Student: I can solve real-world problems using conversions within a given measurement system.</p>	<p>Engage: TE 591B</p> <p>Explore: Inv. pg. 591-592</p> <p>Explain: Share and Show pg. 593-594</p>	Day 111	<p>Elaborate: Practice and Homework pg. 595-596</p> <p>Evaluate: TE pg. 594</p>
10.3 Weight	5.M.1	<p>Teacher: You will use a picture, a bar model, and write an equation to compare and convert customary units of weight.</p> <p>Student: I can solve real-world problems using conversions within a given measurement system.</p>	<p>Engage: TE 597B</p> <p>Explore: Inv. pg. 597-598</p> <p>Explain: Share and Show pg. 599-600</p>	Day 112	<p>Elaborate: Practice and Homework pg. 601-602</p> <p>Evaluate: TE pg. 600</p>

10.4 Multistep Measurement Problems	5.M.1	Teacher: You will convert measurement units to solve multi-step problems. Student: I can solve real-world problems using conversions within a given measurement system.	Engage: TE 603B Explore: Inv. pg. 603-604 Explain: Share and Show pg. 605-606	Day 113	Elaborate: Practice and Homework pg. 607-608 Evaluate: TE pg. 606 ** Optional Mid-Chapter Assessment
10.5 Metric Measures	5.M.1	Teacher: You will use a metric conversion table to find the relationship between the units and convert metric units. Student: I can solve real-world problems using conversions within a given measurement system.	Engage: TE 611B Explore: Inv. pg. 611-612 Explain: Share and Show pg. 613-614	Day 114	Elaborate: Practice and Homework pg. 615-616 Evaluate: TE pg. 614
10.6 Problem Solving: Customary and Metric Conversions	5.M.1	Teacher: You will use the strategy to make a table to solve customary and metric conversion problems by making a table to show the relationship between the units. Student: I can solve real-world problems using conversions within a given measurement system.	Engage: TE 617B Explore: Inv. pg. 617-618 Explain: Share and Show pg. 619-620	Day 115	Elaborate: Practice and Homework pg. 621-622 Evaluate: TE pg. 620
10.7 Elapsed Time	5.M.1	Teacher: You will convert units of time and mixed measures to solve elapsed time problems. Student: I can solve real-world problems using conversions within a given measurement system.	Engage: TE 623B Explore: Inv. pg. 623-624 Explain: Share and Show pg. 625-626	Day 116	Elaborate: Practice and Homework pg. 627-628 Evaluate: TE pg. 626
End Chapter Assessment				Day 117	End Chapter Assessment

Curriculum Mapping
Math – 5th Grade
4th Nine Weeks

Chapter Vocabulary:

Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
Chapter Introduction		Activate Prior Knowledge		Day 118	
11.1 Polygons	5.G.2	<p>Teacher: You will name and classify polygons using their properties and tell whether each polygon is a regular or not a regular polygon.</p> <p>Student: I can classify polygons in hierarchies based on their properties.</p>	<p>Engage: TE 637B</p> <p>Explore: Inv. pg. 637-638</p> <p>Explain: Share and Show pg. 639-640</p>	Day 119	<p>Elaborate: Practice and Homework pg. 641-642</p> <p>Evaluate: TE pg. 640</p>
11.2 Triangles	5.G.1 5.G.2	<p>Teacher: You will describe each type of triangle and classify triangles by the length of its sides and by the measures of its angles.</p> <p>Student: I can identify and classify triangles into the following categories: equilateral, isosceles, scalene, right, acute, and obtuse based on their angle measures and sides.</p>	<p>Engage: TE</p> <p>Explore: Inv. pg.</p> <p>Explain: Share and Show pg.</p>	Day 120	<p>Elaborate: Practice and Homework pg.</p> <p>Evaluate: TE pg.</p>
INsuccess Book 11.2A Describe and Draw Triangles	5.G.1 5.G.2	<p>Teacher: You will draw and classify triangles according to their side lengths and angle measures.</p> <p>Student: I can identify and classify triangles into the following categories: equilateral, isosceles, scalene, right, acute,</p>	<p>Engage: TE 79A</p> <p>Explore: Inv. pg. 79-80</p> <p>Explain: Share and Show pg. 81-82</p>	Day 121	<p>Elaborate: Practice and Homework pg. 83-84</p> <p>Evaluate: TE pg. 79A</p>

		and obtuse based on their angle measures and sides.			
11.3 Quadrilaterals	5.G.1	Teacher: You will describe and classify each type of quadrilateral and use a Venn diagram to sort quadrilaterals to find how they are related. Student: I can classify polygons such as quadrilaterals, pentagons, and hexagons based on their properties.	Engage: TE 649B Explore: Inv. pg. 649-650 Explain: Share and Show pg. 651-652	Day 122	Elaborate: Practice and Homework pg. 653-654 Evaluate: TE pg. 652
INsuccess Book 11.3A Circles	5.G.1	Teacher: You will draw circles using a compass, name parts of circles, and describe how these parts relate. Student: I can draw circles using appropriate tools and technology.	Engage: TE 85A Explore: Inv. pg. 85-86 Explain: Share and Show pg. 87-88	Day 123	Elaborate: Practice and Homework pg. 89-90 Evaluate: TE pg. 85A
INsuccess Book 11.3B Perimeter Formulas	5.M.3	Teacher: You will use formulas to find the perimeter of polygons. Student:	Engage: TE 91A Explore: Inv. pg. 91-92 Explain: Share and Show pg. 93-94	Day 124	Elaborate: Practice and Homework pg. 95-96 Evaluate: TE pg. 91A
INsuccess Book 11.3C Find Area	5.M.3	Teacher: You will find the area of squares and rectangles by counting the number of unit squares and using area formulas. Student: I can develop formulas through investigation for the area of triangles, parallelograms, and trapezoids.	Engage: TE 97A Explore: Inv. pg. 97-98 Explain: Share and Show pg. 99-100	Day 125	Elaborate: Practice and Homework pg.101-102 Evaluate: TE pg. 97A
INsuccess Book 11.3D Area of Parallelograms	5.M.3	Teacher: You will use a model to develop a formula for finding the area of a parallelogram. Student: I can use a formula to find the area of parallelograms.	Engage: TE 103A Explore: Inv. pg. 103-104 Explain: Share and Show pg. 105-106	Day 126	Elaborate: Practice and Homework pg. 107-108 Evaluate: TE pg. 103A
INsuccess Book 11.3E Explore Area of Triangles	5.M.3	Teacher: You will use a model to develop a formula for finding the area of a triangle.	Engage: TE 109A Explore: Inv. pg. 109-110	Day 127	Elaborate: Practice and Homework pg. 113-114 Evaluate: TE pg. 109A

		Student: I can identify and use appropriate units when finding the perimeter and area of triangles, parallelograms, and trapezoids.	Explain: Share and Show pg. 111-112		
INsuccess Book 11.3F Area of Triangles	5.M.3	Teacher: You will use a formula to find the area of triangles. Student: I can identify and use appropriate units when finding the perimeter and area of triangles, parallelograms, and trapezoids.	Engage: TE 115A Explore: Inv. pg. 115-116 Explain: Share and Show pg. 117-118	Day 128	Elaborate: Practice and Homework pg. 119-120 Evaluate: TE pg. 115A
INsuccess Book 11.3G Explore Area of Trapezoids	5.M.3	Teacher: You will use grid paper to analyze the relationships between the areas of trapezoids and parallelograms and trapezoids and rectangles. Student: I can use a formula to find the area of trapezoids.	Engage: TE 121A Explore: Inv. pg. 121-122 Explain: Share and Show pg. 123-124	Day 129	Elaborate: Practice and Homework pg. 125-126 Evaluate: TE pg. 121A
INsuccess Book 11.3H Area of Trapezoids ** Planning Guide Skips Lessons 11.4 in student book	5.M.3	Teacher: You will use a formula to find the area of trapezoids and find an unknown height for a trapezoid. Student: I can use a formula to find the area of trapezoids.	Engage: TE 127A Explore: Inv. pg. 127-128 Explain: Share and Show pg. 129-130	Day 130	Elaborate: Practice and Homework pg.131-132 Evaluate: TE pg. 127A
11.5 Investigate: Unit Cubes and Solid Figures	5.M.4	Teacher: You will use unit cubes to build solid figures and make comparisons between two solid figures by counting the number of unit cubes in each solid figure. Student: I can use unit cubes to find the volume of a right rectangular prism with whole number side lengths.	Engage: TE 663B Explore: Inv. pg. 663-664 Explain: Share and Show pg. 665-666	Day 131	Elaborate: Practice and Homework pg. 667-668 Evaluate: TE pg. 666
11.6 Investigate: Understand Volume	5.M.4	Teacher: You will use unit cubes to find the volume of rectangular prisms and use cubic units to compare volumes between two solid figures.	Engage: TE 669B Explore: Inv. pg. 669-670 Explain: Share and Show pg. 671-672	Day 132	Elaborate: Practice and Homework pg. 673-674 Evaluate: TE pg. 672

		Student: I can use unit cubes to find the volume of a right rectangular prism with whole number side lengths.			
11.7 Investigate: Estimate Volume	5.M.4	Teacher: You will use everyday objects to estimate the volume of rectangular prisms. Student: I can show how the volume of a prism filled with unit cubes is the same as if found by multiplying the height by the area of the base.	Engage: TE 675B Explore: Inv. pg. 675-676 Explain: Share and Show pg. 677-678	Day 133	Elaborate: Practice and Homework pg. 679-680 Evaluate: TE pg. 678
11.8 Volume of Rectangular Prisms	5.M.4 5.M.5	Teacher: You will use base and height and length, width, and height to find the volume of rectangular prisms. Student: I can show how the volume of a prism filled with unit cubes is the same as if found by multiplying the height by the area of the base.	Engage: TE 681B Explore: Inv. pg. 681-682 Explain: Share and Show pg. 683-684	Day 134	Elaborate: Practice and Homework pg. 685-686 Evaluate: TE pg.684
11.9 Algebra: Apply Volume Formulas	5.M.4 5.M.5	Teacher: You will use formulas to find the volume of rectangular prisms and to find an unknown measurement when the volume is given. Student: I can show how the volume of a prism filled with unit cubes is the same as if found by multiplying the height by the area of the base.	Engage: TE 687B Explore: Inv. pg. 687-688 Explain: Share and Show pg. 689-690	Day 135	Elaborate: Practice and Homework pg. 691-692 Evaluate: TE pg. 690
11.10 Problem Solving: Compare Volumes	5.M.5	Teacher: You will use the strategy to make a table to compare different rectangular prisms with the same volume by using a formula to find all possible prisms with a given volume. Student: I can use the formulas $V = l \times w \times h$ and $V = B \times h$ to find the volume of right rectangular prisms with whole number edge lengths.	Engage: TE 693B Explore: Inv. pg. 693-694 Explain: Share and Show pg. 695-696	Day 136	Elaborate: Practice and Homework pg. 697-698 Evaluate: TE pg. 696

11.11 Find Volume of Composed Figures	5.M.6	<p>Teacher: You will use addition and subtraction to find the volume of rectangular prisms that are combined.</p> <p>Student: I can find the volume of solid figures composed of two non-overlapping right rectangular prisms by finding the sum of the volumes of the individual prisms.</p>	<p>Engage: TE 699B</p> <p>Explore: Inv. pg. 699-700</p> <p>Explain: Share and Show pg. 701-702</p>	Day 137	<p>Elaborate: Practice and Homework pg. 703-704</p> <p>Evaluate: TE pg. 702</p>
End Chapter Assessment				Day 139	End Chapter Assessment (will need modified for IN standards)

The remainder of the school year may include the optional “Review Projects” and/or “Getting Ready for 6th Grade” lessons available in the End-of-Year Resources.