

Curriculum Mapping

Math – 5rd Grade

1st Nine Weeks

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Chapter 1 : Place Value , Multiplication, and Expressions	Number of School Days: 14 days instruction, 3 days assessments, total 17 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	
High Importance Moderate Importance Low Importance	
*** Standards in Essential Need of Support (SENS) according to IDOE	

Lesson	Indiana Standard Academic Vocabulary	Learning Targets and “I CAN” Statements	Resources/Activities	Pacing (in school days)	Assessments
1.1 Place Value and Patterns	5.NS.3	<p>Learning Objective: You will model and describe the 10 to 1 relationship with multi-digit numbers.</p> <p>Students: I can explain that any digit is ten times larger in value than the digit to its right.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 1	<p>Checkmarked questions: #2 and #5 on page 7</p> <p>Homework: page 9-10 or online</p> <p>Math Journal: Write a number that has four digits with the same number in all places, such as 4,444. Circle the digit with the greatest value. Underline the digit with the smallest value. Explain.</p>

<p>1.2 Place Values of Whole Numbers</p>	<p>5.NS.3</p>	<p>Learning Objective: You will read and write whole numbers through hundred millions.</p> <p>Student: I can explain that any digit is ten times larger in value than the digit to its right.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 2</p>	<p>Checkmarked questions: #4 and #7 on page 13</p> <p>Homework: page 15-16 or online</p> <p>Math Journal: Write <i>Standard Form, Expanded Form, and Word Form</i> at the top of the page. Write five numbers that are at least 8 digits long under <i>Standard Form</i>. Write the expanded form and the word form for each number under the appropriate heading.</p>
<p>1.3 Algebra-- Properties</p>	<p>5.C.9</p>	<p>Learning Objective: You will use the properties of operations to evaluate whole number expressions.</p> <p>Student: I can use the commutative and associative properties of addition and multiplication to evaluate expressions involving whole numbers.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 3</p>	<p>Checkmarked questions: #4 and #6 on page 19</p> <p>Homework: page 21-22 or online</p> <p>Math Journal: Explain how you could mentally find 8×45 by using the distributive property.</p>
<p>1.4 Algebra-- Powers of 10 and Exponents</p>	<p>5.NS.4</p>	<p>Learning Objective: Explain patterns in the number of zeros when multiplying a number by powers of ten.</p> <p>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.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 4</p>	<p>Checkmarked questions: #2 and #4 on page 24</p> <p>Homework: page 27-28 or online</p> <p>Math Journal: Consider 7×10^3. Write a pattern to</p>

					find the value of the expression.
1.5 Algebra-- Multiplication Patterns	5.NS.4	<p>Learning Objective: You will use mental math and patterns to multiply by powers of ten.</p> <p>Student: I can show that when numbers are multiplied the decimal point does not move, rather, the number increases in size.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 5	<p>Checkmarked questions: #3 and #4 on page 30</p> <p>Homework: page 33-34 or online</p> <p>Math Journal: Do the products 40×500 and 40×600 have the same number of zeros? Explain.</p>
Mid-Chapter Checkpoint			Personal Math Trainer	Day 6	
1.6 Multiply by 1-Digit Numbers	5.C.1	<p>Learning Objective: You will multiply multi-digit numbers by a 1-digit number.</p> <p>Student: I can fluently multiply multi-digit whole numbers.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 7	<p>Checkmarked questions: #3 and #4 on page 39</p> <p>Homework: page 41-42 or online</p> <p>Math Journal: Show how to solve the problem 378×6 using place value with regrouping. Explain how you knew when to regroup.</p>
1.7 Multiply by Multi-Digit Numbers	5.C.1	<p>Learning Objective: You will multiply multi-digit numbers by multi-digit numbers.</p> <p>Student: I can select an appropriate algorithm to multiply multi-digit whole numbers.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 8	<p>Checkmarked questions: #4 and #5 on page 45</p> <p>Homework: page 47-48 or online</p> <p>Math Journal: Write a problem multiplying a</p>

					3-digit number by a 2-digit number. Show all the steps to solve it by using place value and regrouping and by using partial products.
1.7.2 Multiply by Multi-Digit Numbers (Added Extra Practice)	5.C.1	<p>Learning Objective: You will multiply multi-digit numbers by multi-digit numbers.</p> <p>Student: I can select an appropriate algorithm to multiply multi-digit whole numbers.</p>	Manipulatives Worksheet	Day 9	Homework: Worksheet
1.8 Relate Multiplication to Division	***5.C.2	<p>Learning Objective: You will use multiplication to solve division problems.</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>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 10	<p>Checkmarked questions: #3 and #4 on page 51</p> <p>Homework: page 53-54 or online</p> <p>Math Journal: For the problem $135 \div 5$, draw two different ways to break apart the array. Use the Distributive Property to write products for each way.</p>
1.9 (DELETE)		*5.C.2 requires students to use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. This lesson focuses on a strategy that does not align to these expectations.			

<p>1.10 Algebra-- Numerical Expressions</p>	<p>5.C.9</p>	<p>Learning Objective: You will write whole number numerical expressions to describe a situation.</p> <p>Student: I can solve real-world problems that involve multiplication and division of whole numbers.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 11</p>	<p>Checkmarked questions: #4 and #6 on page 63</p> <p>Homework: page 65-66 or online</p> <p>Math Journal: Write a numerical expression. Then write words to match the expression.</p>
<p>1.11 Algebra-- Evaluate Numerical Expressions</p>	<p>5.C.9</p>	<p>Learning Objective: You will use the order of operations to evaluate whole number numerical expressions.</p> <p>Student: I can use the commutative properties of addition and multiplication to evaluate expressions involving whole numbers.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 12</p>	<p>Checkmarked questions: #2 and #3 on page 69</p> <p>Homework: page 71-72 or online</p> <p>Math Journal: Give two examples that show how using parentheses can change the order in which operations are performed in an expression.</p>
<p>1.12 Algebra-- Grouping Symbols</p>	<p>5.C.9</p>	<p>Learning Objective: You will evaluate whole number numerical expressions that use parentheses or brackets.</p> <p>Student: I can use the associative properties of addition and multiplication to evaluate expressions involving whole numbers.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 13</p>	<p>Checkmarked questions: #2 and #3 on page 75</p> <p>Homework: page 77-78 or online</p> <p>Math Journal: Explain how to use grouping symbols to organize information appropriately.</p>
<p>INsuccess Book 1.12A</p>	<p>***5.AT.8</p>	<p>Learning Objective: You will write algebraic expressions to represent real-world situations.</p>	<p>IN Success Student Edition</p>	<p>Day 14</p>	<p>Checkmarked questions: #2 and #4 on page 3</p>

Algebra-- Write Algebraic Expressions		Student: I can define the variables to use when writing expressions that arise from real-world problems.			Homework: page 5-6 or online Math Journal: Write a real-world expression involving two unknown quantities. Then write an algebraic expression to represent the situation.
INsuccess Book 1.12B Algebra-- Evaluate Algebraic Expressions	***5.AT.8	Learning Objective: You will evaluate algebraic expressions by substituting numbers for the variables. Student: I can evaluate linear expressions in real-world problems for given values.	IN Success Student Edition	Day 15	Checkmarked questions: #3 and #6 on page 9 Homework: page 11-12 or online Math Journal: Explain how the terms <i>variable</i> , <i>algebraic expression</i> , and <i>evaluate</i> are related.
Chapter 1 Practice Test			Personal Math Trainer Student Edition	Day 16	
End Chapter Assessment			Personal Math Trainer Student Edition	Day 17	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 High Importance Moderate Importance Low Importance *** Standards in Essential Need of Support (SENS) according to IDOE	

Lesson	Indiana Standard(s)	Learning Targets and “I CAN” Statements	Resources/Activities	Pacing (in school days)	Assessments
2.1 Place the First Digit	***5.C.2	<p>Lesson Objective: 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>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 18	<p>Checkmarked questions: #2 and #3 on page 89</p> <p>Homework: page 91-92 or online</p> <p>Math Journal: Write a word problem that must be solved by using division. Include the equation and the solution, and explain how to place the first digit in the quotient.</p>
2.2 Divide by 1-Digit Divisors	***5.C.2	<p>Lesson Objective: 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>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 19	<p>Checkmarked questions: #2 and #3 on page 95</p> <p>Homework: page 97-98 or online</p> <p>Math Journal: Use a map to plan a trip in the United States. Find the number of miles between your current location and your destination, and divide the mileage by the number of days or hours that you wish to travel.</p>
2.2.2	***5.C.2	Learning Objectives: You will use strategies to divide 3- and 4-digit dividends by 1-digit divisors and will	Manipulatives Worksheet Online Games	Day 20	Homework: worksheet

Divide by 1-Digit Divisors (Added Practice)		check your answers for reasonableness. Student: I can find whole-number quotients involving dividends up to four digits and divisors up to two digits.			
2.3 Investigate -- Division with 2-Digit Divisors	***5.C.2	Learning Objective: You will find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors. Student: I can find whole-number quotients involving dividends up to four digits and divisors up to two digits. ***5.C.2 requires conceptual understanding. This lesson creates a procedure using base ten blocks that doesn't allow students to use strategies named in the standard. We will use Lesson 2.3 for division practice, but not the models represented within the lesson.	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 21	Checkmarked questions: #4 and #7 on page 101 Homework: page 103-104 or online Math Journal: Write a division problem that has a 3-digit dividend and a divisor between 10 and 20. Show how to solve it.
2.4 Partial Quotients	***5.C.2	Learning Objective: You will use partial quotients to divide by 2-digit divisors. 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.	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 22	Checkmarked questions: #2 and #3 on page 107 Homework: page 109-110 or online Math Journal: Explain how using a partial quotient to divide is similar to using the

					Distributive Property to multiply.
Mid-Chapter Checkpoint			Personal Math Trainer	Day 23	
2.5 Estimate with 2-Digit Divisors (Delete)		***5.C.2 does not require estimation.			
2.6 Divide by 2-Digit Divisors	***5.C.2	<p>Learning Objective: 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>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 24	<p>Checkmarked questions: #4 and #6 on page 121</p> <p>Homework: page 123-124 or online</p> <p>Math Journal: Choose a problem that you solved in the lesson, and solve the same problem using the partial quotients method. Compare the methods to solve the problems. Name the method you like better, and explain why.</p>
2.7 Interpret the Remainder	***5.NS.2 ***5.AT.1	<p>Learning Objective: 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>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 25	<p>Checkmarked questions: #2 and #3 on page 127</p> <p>Homework: page 129-130 or online</p> <p>Math Journal: Suppose you have 192 marbles in groups of 15 marbles</p>

					each. Find the number of groups of marbles that you have. Write the quotient with the remainder written as a fraction. Explain what the fraction part of your answer means.
2.8 Adjust Quotients	***5.C.2	<p>Learning Objective: 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>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 26	<p>Checkmarked questions: #3 and #6 on page 132</p> <p>Homework: page 135-136 or online</p> <p>Math Journal: Explain the different ways that you can use multiplication to estimate and solve division problems.</p>
2.9 Problem Solving -- Division	***5.C.2 ***5.A.1	<p>Learning Objective: You will use the strategy to draw a diagram to solve division problems.</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>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 27	<p>Checkmarked questions: #2 and #3 on page 139</p> <p>Homework: page 141-142 or online</p> <p>Math Journal: Create a word problem that uses division. Draw a bar model to help you write an equation to solve the problem.</p>
Chapter 2 Practice Test			Personal Math Trainer Student Edition	Day 28	
				Day 29	End Chapter Assessment

End Chapter Assessment					
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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	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics	
High Importance Moderate Importance Low Importance	
*** Standards in Essential Need of Support (SENS) according to IDOE	

Lesson	Indiana Standard	Learning Targets and “I CAN” Statements	Resources/Activities	Pacing (in school days)	Assessments
3.1 Investigate -- Thousandths	5.NS.3	<p>Learning Objective: You will model and describe the 10 to 1 relationship among decimal place-value positions.</p> <p>Student: I can explain that any digit is 1/10 the value than any digit to its left.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 30	<p>Checkmarked questions: #4 and #6 on page 153</p> <p>Homework: page 155-156 or online</p> <p>Math Journal: Write four decimals with the digit 4 in a different place in each—ones, tenths, hundredths, and thousands. Then write a statement that compares the value of the digit 4 in the different decimals.</p>
IN success Book 3.2A	***5.NS.1	<p>Learning Objective: You will use models and place value understanding to compare two decimals to thousandths by reasoning about their</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich	Day 31	<p>Checkmarked questions: #3 and #5 on page 15</p>

<p>Compare Decimals</p> <p>** Planning Guide has us skip 3.2 in the student book.</p>		<p>size and recording using the symbols $>$, $=$, or $<$.</p> <p>Student: I can use greater than, less than, and equal to symbols to record the results of comparisons of fractions, decimals, and mixed numbers.</p>	<p>Grab-and-Go Center</p>		<p>Homework: page 17-18 or online</p> <p>Math Journal: Show or describe two different ways to complete the comparison using $>$, $=$, or $<$. $0.26 \bigcirc 0.4$</p>
<p>INsuccess Book 3.2 B Investigate-- Order Decimals</p>	<p>***5.NS.1</p>	<p>Learning Objective: You will use models to compare two decimals and record using the symbols $>$, $=$, or $<$.</p> <p>Student: I can use greater than, less than, and equal to symbols to record the results of comparisons of fractions, decimals, and mixed numbers.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 32</p>	<p>Checkmarked questions: #4 and #6 on page 21</p> <p>Homework: page 23-24 or online</p> <p>Math Journal: Describe a few ways you could order the decimals 0.689, 0.83, and 0.702, and explain how you can use a number line to help you compare more than two decimals.</p>
<p>3.3 Compare and Order Decimals</p>	<p>***5.NS.1</p>	<p>Learning Objective: You will use place value to compare and order decimals to thousandths using $>$, $=$, and $<$ symbols.</p> <p>Student: I can use greater than, less than, and equal to symbols to record the results of comparisons of fractions, decimals, and mixed numbers.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 33</p>	<p>Checkmarked questions: #4 and #7 on page 165</p> <p>Homework: page 167-168 or online</p> <p>Math Journal: Write a word problem that can be solved by ordering three decimals to thousandths. Include a solution.</p>

<p>INsuccess Book 3.3A Investigate-- Under Percent</p>	<p>5.NS.6</p>	<p>Learning Objective: You will model and write percents as part of a hundred.</p> <p>Student: I can interpret percents as part of 100 using pictures, diagrams, and other visual models</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 34</p>	<p>Checkmarked questions: #3 and #6 on page 27</p> <p>Homework: page 29-30 or online</p> <p>Math Journal: Decide whether you would rather have 9% of something or 90% of something. Give an example.</p>
<p>3.4 Round Decimals</p>	<p>5.NS.5</p>	<p>Learning Objective: You will use place value to round decimals up to thousandths in any given place value.</p> <p>Student: I can round decimal numbers up to thousandths, to any given place value.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 35</p>	<p>Checkmarked questions: #2 and #6 on page 171</p> <p>Homework: page 173-174 or online</p> <p>Math Journal: Describe how to round 3.987 to the nearest tenth.</p>
<p>3.5 Investigate-- Decimal Addition</p>	<p>5.C.8</p>	<p>Learning Objective: You will use base-ten blocks and draw quick pictures to model decimal addition to the hundredths.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 36</p>	<p>Checkmarked questions: #4 and #5 on page 177</p> <p>Homework: page 179-180 or online</p> <p>Math Journal: Explain why drawing a quick picture is helpful when adding decimals.</p>
<p>3.6 Investigate-- Decimal Subtraction</p>	<p>5.C.8</p>	<p>Learning Objective: You will use base-ten blocks and draw quick pictures to model decimal subtraction to the hundredths.</p>	<p>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 37</p>	<p>Checkmarked questions: #4 and #5 on page 183</p> <p>Homework: page 185-186 or online</p>

		Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.			Math Journal: Describe a problem involving decimals that you would use a quick picture to solve. Then solve the problem.
Mid-Chapter Review			Personal Math Trainer Student Edition		
3.7 Estimate Decimal Sums and Differences (Delete)		***5.C.8 does not require estimation.			
3.8 Add Decimals	5.C.8 ***5.AT.5	Learning Objective: 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.	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 38	Checkmarked questions: #3 and #5 on page 196 Homework: page 199-200 or online Math Journal: Describe an addition problem that you might need to regroup hundredths to solve.
3.9 Subtract Decimals	5.C.8 ***5.AT.5	Learning Objective: 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.	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 39	Checkmarked questions: #3 and #6 on page 202 Homework: page 205-206 or online Math Journal: Write a decimal subtraction problem that requires

					regrouping to solve. Then solve the problem.
3.10 Algebra-- Patterns with Decimals (Delete)		***5.C.8 does not require pattern work.			
3.11 Problem Solving-- Add and Subtract Money 3.12 Choose a Method ***Combine these lessons. Emphasize the work of 3.12 and the use of 1-2 problems from 3.11.	5.C.8 ***5.AT.5	Learning Objective: You will use the strategy to make a table to add and subtract money in decimal notation. Student: I can add, subtract, multiply, and divide decimals to hundredths using models or drawings.	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 40	Checkmarked questions: #3 and #6 on page 220 Homework: page 223-224 or online Math Journal: Write a money problem that shows money being added to and subtracted from a bank account. Then solve the problem.
Chapter 3 Practice Test			Personal Math Trainer Student Edition	Day 41	
End Chapter Assessment				Day 42	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	
High Importance Moderate Importance Low Importance *** Standards in Essential Need of Support (SENS) according to IDOE	

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
4.1 Algebra-- Multiplication Patterns with Decimals	5.NS.4	<p>Learning Objective: You will use patterns and powers of ten to place the decimal point in a product.</p> <p>Student: I can show that when numbers are multiplied the decimal point does not move, rather, the number increases in size.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 43	<p>Checkmarked questions: #3 and #4 on page 235</p> <p>Homework: page 237-238 or online</p> <p>Math Journal: Explain how to use a pattern to find the product of a power of 10 and a decimal.</p>
4.2 Investigate-- Multiply Decimals and Whole Numbers	5.C.8	<p>Learning Objective: You will use decimal squares and draw quick pictures to model multiplication with whole numbers and decimals to 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>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 44	<p>Checkmarked questions: #3 and #5 on page 241</p> <p>Homework: page 243-244 or online</p> <p>Math Journal: Explain how multiplying a whole number and a decimal is similar to and different</p>

					from multiplying whole numbers.
4.3 Multiplication- - with Decimals and Whole Numbers	5.C.8	<p>Learning Objective: You will use the Distributive Property and place value patterns to multiply with whole numbers and decimals to hundredths.</p> <p>Student: I can use the distributive property to evaluate expressions involving whole numbers.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 45	<p>Checkmarked questions: #5 and #6 on page 247</p> <p>Homework: page 249-250 or online</p> <p>Math Journal: Compare and contrast the methods you can use to multiply a whole number and a decimal.</p>
4.4 Multiply using Expanded Form	5.C.8	<p>Learning Objective: You will use expanded form and place value patterns to multiply with decimals up to hundredths and whole numbers.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 46	<p>Checkmarked questions: #2 and #5 on page 253</p> <p>Homework: page 255-256 or online</p> <p>Math Journal: Compare the method of using expanded form and the method of using place value to multiply a decimal and a whole number.</p>
4.5 Problem Solving -- Multiply Money	5.C.8 ***5.AT.5	<p>Learning Objective: You will use the strategy “draw a diagram” to multiply money in decimal notation.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 47	<p>Checkmarked questions: #2 and #3 on page 259</p> <p>Homework: page 261-262 or online</p> <p>Math Journal: Create a word problem that uses multiplication of money.</p>

					Draw a bar model to help you write equations to solve the problem.
Mid-Chapter Review			Student Edition Personal Math Trainer		
4.6 Investigate-- Decimal Multiplication	5.C.8	<p>Learning Objective: You will use decimal squares to model multiplication of decimals by decimals.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 48	<p>Checkmarked questions: #2 and #3 on page 267</p> <p>Homework: page 269-270 or online</p> <p>Math Journal: Write a story problem that involves multiplying a decimal less than 2 by a decimal less than 1. Include the solution and the work you did to find it.</p>
4.7 Multiply Decimals	5.C.8 ***5.AT.5	<p>Learning Objective: You will use place value patterns and estimation to determine where to place the decimal point in a product.</p> <p>Student: I can add, subtract, multiply, and divide decimals to hundredths using strategies based on place value or properties of operations.</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 49	<p>Checkmarked questions: #4 and #5 on page 272</p> <p>Homework: page 275-276 or online</p> <p>Math Journal: Write a problem that includes multiplying decimals. Explain how you know where to place the decimal in the product.</p>
4.8 Zeros in the Product	5.C.8 ***5.AT.5	<p>Learning Objective: You will describe and use strategies to determine how many decimal places</p>	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich	Day 50	<p>Checkmarked questions: #5 and #6 on page 279</p>

		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.	Grab-and-Go Center		Homework: page 281-282 or online Math Journal: Explain how you write products when there are not enough digits in the product to place the decimal point.
Chapter 4 Practice Test			Student Edition Personal Math Trainer	Day 51	
End Chapter Assessment				Day 52	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 High Importance Moderate Importance Low Importance *** Standards in Essential Need of Support (SENS) according to IDOE	

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
5.1 Algebra -- Division Patterns with Decimals	5.NS.4	Learning Objective: You will use place-value patterns or exponents to place the decimal point in quotients. Student: I can show that when numbers are divided the decimal point does not move, rather, the number decreases in size.	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 53	Checkmarked questions: #3 and #4 on page 293 Homework: page 295-296 or online Math Journal: Explain how to use a pattern to find $35.6 \div 10^2$.

<p>5.2 Investigate-- Divide Decimals by Whole Numbers</p>	<p>5.C.8</p>	<p>Learning Objective: 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>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 54</p>	<p>Checkmarked questions: #2 and #11 on page 299</p> <p>Homework: page 301-302 or online</p> <p>Math Journal: Explain how you can use base-ten blocks or other decimal models to find $3.15 \div 3$. Include pictures to support your explanation.</p>
<p>5.3 Estimate Quotients</p>	<p>5.C.8</p>	<p>Learning Objective: 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>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 55</p>	<p>Checkmarked questions: #4 and #5 on page 305</p> <p>Homework: page 307-308 or online</p> <p>Math Journal: Explain how to find an estimate for the quotient $3.4 \div 6$.</p>
<p>5.4 Division of Decimals by Whole Numbers</p>	<p>5.C.8</p>	<p>Learning Objective: 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>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 56</p>	<p>Checkmarked questions: #4 and #5 on page 311</p> <p>Homework: page 313-314 or online</p> <p>Math Journal: Write a word problem involving money that requires dividing a decimal by a whole number. Include an estimate and a solution.</p>
<p>Mid-Chapter Checkpoint</p>			<p>Student Edition Personal Math Trainer</p>	<p>Day 57</p>	

<p>5.5 Investigate-- Decimal Division</p>	<p>5.C.8</p>	<p>Learning Objective: 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>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 58</p>	<p>Checkmarked questions: #2 and #7 on page 318-319</p> <p>Homework: page 321-322 or online</p> <p>Math Journal: Write a word problem that involves dividing by a decimal. Include a picture of the solution using a model.</p>
<p>5.6 Divide Decimals</p>	<p>5.C.8</p>	<p>Learning Objective: 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>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 59</p>	<p>Checkmarked questions: #4 and #6 on page 325</p> <p>Homework: page 327-328 or online</p> <p>Math Journal: Write and solve a division problem involving decimals. Explain how you know where to place the decimal point in the quotient.</p>
<p>5.7 Write Zeros in the Dividend</p>	<p>5.C.8</p>	<p>Learning Objective: 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>Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center</p>	<p>Day 60</p>	<p>Checkmarked questions: #7 and #8 on page 331</p> <p>Homework: page 333-334 or online</p> <p>Math Journal: Solve $14.2 \div 0.5$. Show your work and explain how you</p>

					knew where to place the decimal point.
5.8 Problem Solving-- Decimal Operations	5.C.8 ***5.AT.5	Learning Objective: You will use the strategy to work backward to solve multi-step real-world decimal problems by making a flowchart to show the information. Student: I can solve real-world problems that involve adding, subtracting, multiplying and dividing numbers with decimals to the hundredths.	Student Edition Personal Math Trainer Math on the Spot Video Reteach and Enrich Grab-and-Go Center	Day 61	Checkmarked questions: #2 and #3 on page 337 Homework: page 339-340 or online Math Journal: Write a problem that can be solved using a flowchart and working backward. Then draw the flowchart and solve the problem.
Chapter 5 Practice Test			Student Edition Personal Math Trainer	Day 62	
End Chapter Assessment				Day 63	End Chapter Assessment

Chapter 6 : Add and Subtract Fractions with Unlike Denominators days	Number of School Days: 11 days instruction, 2 days assessments, total 13 days
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 High Importance Moderate Importance Low Importance *** Standards in Essential Need of Support (SENS) according to IDOE	

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
INsuccess Book	***5.NS.2	Teacher: You will use fraction models to name equal parts of a whole.	Engage: IN TE 31A	Day 65	Elaborate: Practice and Homework IN pg.35-36

6.0A Fractions of a Whole		Student: I can interpret fractions as parts of a whole.	Explore: Inv. IN pg. 31-32 Explain: Share and Show IN pg. 33-34		Evaluate: IN TE pg. 31A
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 66	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 67	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 68	Elaborate: Practice and Homework pg. 367-368 Evaluate: TE pg. 366
6.4 Common Denominators and	***5.C.4	Teacher: You will find common denominators and then use the least common denominator to write	Engage: TE 369B Explore: Inv. pg. 369-370	Day 69	Elaborate: Practice and Homework pg. 373-374 Evaluate: TE pg. 372

Equivalent Fractions		equivalent fractions for a pair of fractions. Student: I can explore the concept of fraction equivalence.	Explain: Share and Show pg. 371-372		
IN success Book 6.0B Compare and Order Fractions and Mixed Numbers ** Moved to after lesson 6.4 due to requiring finding common denominators.	***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 $<$. 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 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
6.5 Add and Subtract Fractions	***5.C.4	Teacher: You will add and subtract fractions with unlike denominators by first using a common denominator to write equivalent fractions with like denominators. Student: I can add or subtract fractions with unlike denominators.	Engage: TE 375B Explore: Inv. pg. 375-376 Explain: Share and Show pg. 377-378	Day 71	Elaborate: Practice and Homework pg. 379-380 Evaluate: TE pg. 378 ** Optional Mid-Chapter Assessment
6.6 Add and Subtract Mixed Numbers	***5.C.4	Teacher: You will add and subtract mixed numbers with unlike denominators by first using a common denominator to write equivalent fractions with like denominators. Student: I can add or subtract mixed numbers with unlike denominators.	Engage: TE 383B Explore: Inv. pg. 383-384 Explain: Share and Show pg. 385-386	Day 72	Elaborate: Practice and Homework pg. 387-388 Evaluate: TE pg. 386
6.7 Subtract with Renaming	***5.C.4	Teacher: You will find the difference of two mixed numbers by first writing equivalent fractions with like	Engage: TE 689B Explore: Inv. pg. 689-670	Day 73	Elaborate: Practice and Homework pg. 673-674 Evaluate: TE pg. 672

** Planning Guide Skips lesson 6.8		denominators then renaming mixed numbers as fractions greater than 1 as needed. Student: I can subtract mixed numbers with unlike denominators.	Explain: Share and Show pg. 671-672		
6.9 Problem Solving Practice Addition and Subtraction	***5.AT.2	Teacher: You will use the strategy to work backward to solve addition and subtraction fraction problems with unlike denominators by using inverse operations. Student: I can solve real-world problems that involve adding and subtracting fractions referring to the same whole and with unlike denominators.	Engage: TE 401B Explore: Inv. pg. 401-402 Explain: Share and Show pg. 403-404	Day 74	Elaborate: Practice and Homework pg. 405-406 Evaluate: TE pg. 404
6.10 Algebra-- Use Properties of Addition	***5.C.4	Teacher: You will use strategies based on the properties of operations to add fractions with unlike denominators. Student: I can add fractions with unlike denominators.	Engage: TE 407B Explore: Inv. pg. 407-408 Explain: Share and Show pg. 409-410	Day 75	Elaborate: Practice and Homework pg. 411-412 Evaluate: TE pg. 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	

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Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
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 and Whole Numbers	5.C.5	Teacher: You will use fraction strips and fraction circles to show 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 427B Explore: Inv. pg. 427-428 Explain: Share and Show pg. 429-430	Day 80	Elaborate: Practice and Homework pg. 431-432 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.	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

		Student: I can use visual fraction models to multiply a fraction by a fraction or whole number.			
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 Number **Remove 1&2 from Think Central Homework**	***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

<p>7.8 Compare Mixed Number Factors and Products</p>	<p>5.C.3 5.C.6</p>	<p>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.</p> <p>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.</p>	<p>Engage: TE 465B Explore: Inv. pg. 465-466 Explain: Share and Show pg. 467-468</p>	<p>Day 86</p>	<p>Elaborate: Practice and Homework pg. 469-470 Evaluate: TE pg. 468</p>
<p>7.9 Multiply Mixed Numbers</p>	<p>5.AT.3</p>	<p>Teacher: You will use an area model, renaming, or the Distributive Property to multiply mixed numbers.</p> <p>Student: I can use the distributive property to evaluate expressions involving whole numbers.</p>	<p>Engage: TE 471B Explore: Inv. pg. 471-472 Explain: Share and Show pg. 473-474</p>	<p>Day 87</p>	<p>Elaborate: Practice and Homework pg. 475-476 Evaluate: TE pg. 474</p>
<p>7.10 Problem Solving: Find Unknown Lengths</p>	<p>5.AT.3 ***5.M.2</p>	<p>Teacher: You will use the strategy guess, check, and revise to solve fraction problems by trying different calculations and comparing the resulting measures.</p> <p>Student: I can solve real-world problems that involve multiplying fractions including mixed numbers using visual fraction models.</p>	<p>Engage: TE 477B Explore: Inv. pg. 477-478 Explain: Share and Show pg. 479-480</p>	<p>Day 88</p>	<p>Elaborate: Practice and Homework pg. 481-482 Evaluate: TE pg. 480</p>
<p>End Chapter Assessment</p> <p>** Remove 14 from Test and Practice Test**</p>				<p>Day 89</p>	<p>End Chapter Assessment (will need modified for IN standards)</p>

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

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High Importance Moderate Importance Low Importance

*** Standards in Essential Need of Support (SENS) according to IDOE

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
8.1 Investigate: Divide Fractions and Whole Numbers	5.C.7	Teacher: You will use fraction strips or number lines to divide a whole number by a fraction and a fraction by a whole number. Student: I can use visual fraction models to divide a nonzero whole number by a unit fraction.	Engage: TE 491B Explore: Inv. pg. 491-492 Explain: Share and Show pg. 493-494	Day 91	Elaborate: Practice and Homework pg. 495-496 Evaluate: TE pg. 494
8.2 Problem Solving: Use Multiplication	5.C.7	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. Student: I can use visual fraction models to divide a nonzero whole number by a unit fraction.	Engage: TE 497B Explore: Inv. pg. 497-498 Explain: Share and Show pg. 499-500	Day 92	Elaborate: Practice and Homework pg. 501-502 Evaluate: TE pg. 500
8.3 Connect Fractions to Division	***5.NS.2	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.	Engage: TE 503B Explore: Inv. pg. 503-504 Explain: Share and Show pg. 505-506	Day 93	Elaborate: Practice and Homework pg. 507-508 Evaluate: TE pg. 506 Optional Mid-Chapter Assessment

		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	
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Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
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. Student: I can represent data using bar graphs.	Engage: TE 61A Explore: Inv. pg. 61-62 Explain: Share and Show pg. 63-64	Day 102	Elaborate: Practice and Homework pg. 65-66 Evaluate: TE pg. 61A
INsuccess Book 9.1B Mean, Median, and Mode	5.DS.2	Teacher: You will use mean, median, and mode to describe 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

		Student: I can recognize the difference between the mean, median, and mode of a data set.			
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
IN success Book 9.4A Choose an 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		Remove questions 9.R.4A, 9.R.5A, 9.R.6 & 9.R.15 from test. They are from skipped lessons		Day 108	End Chapter Assessment (will need modified for IN standards)
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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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High Importance Moderate Importance Low Importance	
*** Standards in Essential Need of Support (SENS) according to IDOE	

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
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>Engage: TE 597B</p> <p>Explore: Inv. pg. 597-598</p>	Day 112	<p>Elaborate: Practice and Homework pg. 601-602</p> <p>Evaluate: TE pg. 600</p>

		Student: I can solve real-world problems using conversions within a given measurement system.	Explain: Share and Show pg. 599-600		
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
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Curriculum Mapping
Math – 5th Grade
4th Nine Weeks

Chapter 11: Geometry and Volume	Number of School Days: 19 days instruction, 2 days assessments, total 21 days
Chapter Vocabulary:	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance *** Standards in Essential Need of Support (SENS) according to IDOE	

Unit Chapter Lesson	Indiana Standard	Key Concepts	Resources/Activities	Pacing (in school days)	Assessments
11.1 Polygons	***5.G.2	Teacher: You will name and classify polygons using their properties and tell whether each polygon is a regular or not a regular polygon. Student: I can classify polygons in hierarchies based on their properties.	Engage: TE 637B Explore: Inv. pg. 637-638 Explain: Share and Show pg. 639-640	Day 119	Elaborate: Practice and Homework pg. 641-642 Evaluate: TE pg. 640
11.2 Triangles ** Skip 11.2A - it is the same as 11.2.	***5.G.1 ***5.G.2	Teacher: You will describe each type of triangle and classify triangles by the length of its sides and by the measures of its angles. Student: I can identify and classify triangles into the following categories: equilateral, isosceles, scalene, right,	Engage: TE Explore: Inv. pg.643-644 Explain: Share and Show pg. 645-646	Day 120	Elaborate: Practice and Homework pg.647-648 Evaluate: TE pg. 646

		acute, and obtuse based on their angle measures and sides.			
11.3 Quadrilaterals	***5.G.2	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 121	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 122	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 123	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 124	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.	Engage: TE 103A Explore: Inv. pg. 103-104 Explain: Share and Show pg. 105-106	Day 125	Elaborate: Practice and Homework pg. 107-108 Evaluate: TE pg. 103A

		Student: I can use a formula to find the area of parallelograms.			
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. Student: I can identify and use appropriate units when finding the perimeter and area of triangles, parallelograms, and trapezoids.	Engage: TE 109A Explore: Inv. pg. 109-110 Explain: Share and Show pg. 111-112	Day 126	Elaborate: Practice and Homework pg. 113-114 Evaluate: TE pg. 109A
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 127	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 128	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 129	Elaborate: Practice and Homework pg. 131-132 Evaluate: TE pg. 127A
11.5	***5.M.4	Teacher: You will use unit cubes to build solid figures and make comparisons between two solid	Engage: TE 663B Explore: Inv. pg. 663-664	Day 130	Elaborate: Practice and Homework pg. 667-668 Evaluate: TE pg. 666

Investigate: Unit Cubes and Solid Figures		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.	Explain: Share and Show pg. 665-666		
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. Student: I can use unit cubes to find the volume of a right rectangular prism with whole number side lengths.	Engage: TE 669B Explore: Inv. pg. 669-670 Explain: Share and Show pg. 671-672	Day 131	Elaborate: Practice and Homework pg. 673-674 Evaluate: TE pg. 672
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 132	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 133	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.	Engage: TE 687B Explore: Inv. pg. 687-688 Explain: Share and Show pg. 689-690	Day 134	Elaborate: Practice and Homework pg. 691-692 Evaluate: TE pg. 690

		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.			
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 135	Elaborate: Practice and Homework pg. 697-698 Evaluate: TE pg. 696
11.11 Find Volume of Composed Figures	5.M.6	Teacher: You will use addition and subtraction to find the volume of rectangular prisms that are combined. 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.	Engage: TE 699B Explore: Inv. pg. 699-700 Explain: Share and Show pg. 701-702	Day 136	Elaborate: Practice and Homework pg. 703-704 Evaluate: TE pg. 702
End Chapter Assessment		See modifications to Ch. 11 test due to so many lessons from IN State Standards specific INSuccess book.		Day 137	End Chapter Assessment (will need modified for IN standards)

Chapter 11 Test Revisions

1. Remove questions 11.R.1, 11R.3a, 11.R.6a, 11.R.9a, 11.R.12,
2. Add from 4th grade 13.R.2a, 13.R.3, 13.R.4, 13.R.7a, 13.R.11, 13.R.13
3. Add from 6th grade 10.R.1. 10.R.7, 10.R.11, 10.2.4, 10.2.5

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.