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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| **Pacing Guide & Books** | **Common Core Standards** | **Daily Learning Targets (I can...)** | **Resources & Activities** |
| **Read, Write and Compare Whole Numbers and Decimals****End of Unit Goal: Fluently read, write, and compare whole numbers and decimal numbers.****Time Frame: 1-2 weeks**Books/Place Value:* Sir Cumference and

 All the King’s Tens* How Much, How Many, How Far, How Heavy, How Long, How Tall is 1000?
* A Place for Zero
* How Much is a Million?

Math Curse | **\*\*Begin the year with Mathematical Practices, Rocket Math, Xtra-Math, Review Activities****Understand the place value system.****5.NBT.A.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.**5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole- number exponents to denote powers of 10.Perform operations with multi-digit whole numbers and with decimals to hundredths.**5.NBT.A.3** Read, write, and compare decimals to thousandths.a. Read and write decimals | **5.NBT.A.1 I Can…**-Express that in a multi-digit number, a digit in one place represents 10 times what is represents in the place to its right and 1/10 of what it represents on the place to its left**5.NBT.A.2 I Can…**-Explain patterns in the number of zeros of the product when multiplying numbers by powers of 10-Show powers of 10 using whole number exponents-Multiply and divide using powers of 10 to represent whole and decimal numbers**5.NBT.A.3 I Can…**-Identify decimal place value to the thousandths place-Read and write decimal numbers to the thousandths place**5.NBT.A.3a I Can…**-Read and write numbers to the thousandths place in expanded form-Write decimal numbers to the thousandths place using base ten numerals**5.NBT.3.b I Can…**-Compare two decimals to the thousandths place based on the meanings of the digits in each place | * Rocket Math
* XtraMath.com
* Interactive Notebook
* Envision Math Topic 1
* Strategies for Computation (Multiplication)
* Strategies for Computation (Division)

**5.NBT.A.1*** **LINK TO GAMES** [**https://grade5commoncoremath.wiki spaces.hcpss.org/5.NBT.1**](https://grade5commoncoremath.wikispaces.hcpss.org/5.NBT.1)

**5.NBT.A.2*** LINK TO GAMES [**https://grade5commoncoremath.wikispac es.hcpss.org/5.NBT.2**](https://grade5commoncoremath.wikispaces.hcpss.org/5.NBT.2)

**5.NBT.A.3**LINK TO GAMES* + [**https://grade5commoncoremath.wiki spaces.hcpss.org/5.NBT.3**](https://grade5commoncoremath.wikispaces.hcpss.org/5.NBT.3)

**5.NBT.4**LINK TO GAMES* [**https://grade5commoncoremath.wikispac es.hcpss.org/5.NBT.4**](https://grade5commoncoremath.wikispaces.hcpss.org/5.NBT.4)

**Teaching Tasks*** [https://www.illustrativemathematics.org/c ontent-standards/tasks/1562](https://www.illustrativemathematics.org/content-standards/tasks/1562)
* [https://www.illustrativemathematics.org/c](https://www.illustrativemathematics.org/content-standards/tasks/1800) [ontent-standards/tasks/1800](https://www.illustrativemathematics.org/content-standards/tasks/1800)
* [https://www.illustrativemathematics.org/c ontent-standards/tasks/1799](https://www.illustrativemathematics.org/content-standards/tasks/1799)
* [https://www.illustrativemathematics.org/c ontent-standards/tasks/1524](https://www.illustrativemathematics.org/content-standards/tasks/1524)
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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|  | to thousandths using base-ten numeral, number names, and expanded form.*e.g. 347.392 = 3 X 100 + 4 X 10**+ 7 X 1 + 3 X (1/10) + 9 X (1/100) + 2 X (1/1000).*b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and< symbols to record the results of comparisons.**CC.5.NBT.4** Use place value understanding to round decimals to any place. | using >, <, or =.-Order decimal numbers to the thousandths place from least to greatest**5.NBT.A.4 I Can…**-Use place value to round multi-digit numbers and decimals to any place-Round decimals to the thousandths place | * + [**https://www.illustrativemathematics. org/content-standards/tasks/1813**](https://www.illustrativemathematics.org/content-standards/tasks/1813)
	+ [**https://www.illustrativemathematics. org/content-standards/tasks/1802**](https://www.illustrativemathematics.org/content-standards/tasks/1802)

[**https://www.illustrativemathematics. org/content-standards/tasks/1803**](https://www.illustrativemathematics.org/content-standards/tasks/1803)* + [**https://www.illustrativemathematics. org/content-standards/tasks/1804**](https://www.illustrativemathematics.org/content-standards/tasks/1804)

**ASSESSMENT*** Entrance/Exit Slips
* Class Discussion
* Formal/Informal Observations
* ThatQuiz.Org
* XtraMath.com
* Rocket Math
* Assignments
* KhanAcademy
* Unit Test
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| **Pacing Guide & Books** | **TN Core Standards** | **Daily Targets (I can...)** | **Resources & Activities** |

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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| **Add, Subtract, Multiply, and Divide Whole Numbers and Decimals to the Hundredths****End of Unit Goal: Add, Subtract, Multiply, and Divide fluently in solving problems****Suggested Time: 4-5 weeks**

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Books/ Division:* A Remainder of One

Books/ Multiplication:* One Hundred Angry Ants
* Amanda Bean’s Amazing

Dream* My Full Moon is a Square
 | **Perform operations with multi-digit whole numbers and with decimals to hundredths.****5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm**5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**CC.5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | **5.NBT.B.5 I Can…**-Multiply multi-digit whole numbers using the standard algorithm-Explain the steps of the multiplication algorithm**5.NBT.B.6 I Can…**-Divide up to a 4-digit dividend with a 2-digit divisor using the standard algorithm**5.NBT.B.7 I Can…**-Add, subtract, multiply, and divide decimal numbers to the hundredths place-Represent a math problem involving decimals with a model-Explain the method used in solving problems | * Rocket Math
* XtraMath.com
* Interactive Notebook
* Envision Math Topic 2-6

**5.NBT.5**LINK TO GAMES* [**https://grade5commoncoremat h.wikispaces.hcpss.org/5.NBT.5**](https://grade5commoncoremath.wikispaces.hcpss.org/5.NBT.5)

**Teaching Task*** [https://www.illustrativemathem atics.org/content- standards/tasks/1812](https://www.illustrativemathematics.org/content-standards/tasks/1812)

**5.NBT.6**LINK TO GAMES* [**https://grade5commoncoremat h.wikispaces.hcpss.org/5.NBT.6**](https://grade5commoncoremath.wikispaces.hcpss.org/5.NBT.6)

**Teaching Task*** + [**https://www.illustrativema**](https://www.illustrativemathematics.org/content-standards/tasks/878)[**thematics.org/content-**](https://www.illustrativemathematics.org/content-standards/tasks/878)[**standards/tasks/878**](https://www.illustrativemathematics.org/content-standards/tasks/878)

**5.NBT.7****Clarification of what needs to be taught with this standard:*** [**https://grade5commoncore math.wikispaces.hcpss.org/ 5.NBT.7**](https://grade5commoncoremath.wikispaces.hcpss.org/5.NBT.7)

LINK TO GAMES* [**https://grade5commoncore math.wikispaces.hcpss.org/ 5.NBT.7**](https://grade5commoncoremath.wikispaces.hcpss.org/5.NBT.7)
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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|  |  |  | **Teaching Tasks*** [**https://www.illustrativema thematics.org/content- standards/tasks/292**](https://www.illustrativemathematics.org/content-standards/tasks/292)
* [**https://www.illustrativema thematics.org/content- standards/tasks/1293**](https://www.illustrativemathematics.org/content-standards/tasks/1293)

**ASSESSMENT*** Entrance/Exit Slips
* Class Discussion
* Formal/Informal Observations
* ThatQuiz.Org
* XtraMath.com
* Rocket Math
* Assignments
* KhanAcademy
* Unit Test
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| **Pacing Guide & Books** | **TN Core Standards** | **Daily Targets (I can...)** | **Resources & Activities** |
| **Add and Subtract Fractions****End of Unit Goal: Students will demonstrate proficiency in addition and subtraction of fractions****Suggested Time: 3 weeks**

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 | **Use equivalent fractions as a strategy to add and subtract fractions.****5.NF.A.1** – Add and subtract fractions with unlike denominators (included mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.**5.NF.A.2** – Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. | **5.NF.A.1 I Can…**-Add and subtract fractions with unlike denominators-Solve multi-step problems involving fractions-Add and subtract mixed numbers with unlike denominators**5.NF.A.2 I Can…**-Solve word problems using adding and subtracting fractions with unlike denominators-Use benchmark fractions and number sense to check for reasonableness-Use fraction models or equations to represent a problem | * Rocket Math
* XtraMath.com
* Interactive Notebook
* Envision Math Topic 7

**5.NF.1*** LINK TO GAMES [https://grade5commoncoremath. wikispaces.hcpss.org/5.NF.1](https://grade5commoncoremath.wikispaces.hcpss.org/5.NF.1)

**Teaching Tasks*** [**https://www.illustrativemathem atics.org/content- standards/tasks/839**](https://www.illustrativemathematics.org/content-standards/tasks/839)
* [**https://www.illustrativemathem atics.org/content- standards/tasks/847**](https://www.illustrativemathematics.org/content-standards/tasks/847)
* [**https://www.illustrativemathem atics.org/content- standards/tasks/848**](https://www.illustrativemathematics.org/content-standards/tasks/848)
* [**https://www.illustrativemathem atics.org/content- standards/tasks/855**](https://www.illustrativemathematics.org/content-standards/tasks/855)
* [**https://www.illustrativemathem atics.org/content- standards/tasks/859**](https://www.illustrativemathematics.org/content-standards/tasks/859)
* [**https://www.illustrativemathem atics.org/content- standards/tasks/861**](https://www.illustrativemathematics.org/content-standards/tasks/861)
* [**https://www.illustrativemathem atics.org/content- standards/tasks/1563**](https://www.illustrativemathematics.org/content-standards/tasks/1563)

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PSSD 5th Grade Math Curriculum Guide **2015-16**

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|  |  |  | * [**https://www.illustrativemathem atics.org/content- standards/tasks/609**](https://www.illustrativemathematics.org/content-standards/tasks/609)

**5.NF.2**LINK TO GAMES* [**https://grade5commoncoremath.wik ispaces.hcpss.org/5.NF.2**](https://grade5commoncoremath.wikispaces.hcpss.org/5.NF.2)

**Teaching Tasks*** [**https://www.illustrativemathematics**](https://www.illustrativemathematics.org/content-standards/tasks/481)

[**.org/content-standards/tasks/481**](https://www.illustrativemathematics.org/content-standards/tasks/481)* [**https://www.illustrativemathematics**](https://www.illustrativemathematics.org/content-standards/tasks/1172)

[**.org/content-standards/tasks/1172**](https://www.illustrativemathematics.org/content-standards/tasks/1172)**ASSESSMENT*** Entrance/Exit Slips
* Class Discussion
* Formal/Informal Observations
* ThatQuiz.Org
* XtraMath.com
* Rocket Math
* Assignments
* KhanAcademy
* Unit Test
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| **Pacing Guide & Books** | **TN Core Standards** | **Daily Targets (I can...)** | **Resources & Activities** |
| **Multiply & Divide Fractions****End of Unit Goal: Students will demonstrate proficiency in multiplication and division of fractions****Suggested Time: 5 Weeks**

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 | **Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5.NF.B.3** Interpret a fraction as division of the numerator by the denominator (a/b = a÷b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g. by using visual fraction models or equations to represent the problem.**5.NF.B.4**Apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.1. Interpret the product (a/b) x q as a part of a partition of into b equal parts; equivalently, as the result of a sequence of operations.
2. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as
 | **5.NF.B.3 I Can…**-Recognize that the numbers in a division problem can be written as a fraction-Interpret a fraction as division of the numerator by the denominator**5.NF.B.4a I Can…**-Convert a whole number to a fraction (4=4/1)-Multiply fractions by fractions by multiplying numerator by numerator and denominator by denominator and simplifying, if necessary**5.NF.B.4b I Can…**-Find the area of a rectangle when units are expressed as fractions-Find the area of a rectangle with fractional side lengths by tiling it with unit squares**5.NF.B.5a I Can…**-Explain why multiplying a whole number by a fraction will result in a product greater than either factor**5.NF.B.5b I Can…**-Explain why multiplying a whole number by a fraction will result in a product less than the whole number**5.NF.B.6 I Can…**-Solve real-world problems using visual fraction models or equations to represent | * Rocket Math
* XtraMath.com
* Interactive Notebook
* Envision Math Topic 8-9

**5.NF.B.3**LINK TO GAMES* + [https://grade5commoncoremath.wikis paces.hcpss.org/5.NF.3](https://grade5commoncoremath.wikispaces.hcpss.org/5.NF.3)

**Teaching Tasks*** + [https://www.illustrativemathematics.o rg/content-standards/tasks/293](https://www.illustrativemathematics.org/content-standards/tasks/293)
	+ [https://www.illustrativemathematics.o rg/content-standards/tasks/858](https://www.illustrativemathematics.org/content-standards/tasks/858)
	+ [https://www.illustrativemathematics.o rg/content-standards/tasks/292](https://www.illustrativemathematics.org/content-standards/tasks/292)
	+ [https://www.illustrativemathematics.o rg/content-standards/tasks/882](https://www.illustrativemathematics.org/content-standards/tasks/882)

**5.NF.4**LINK TO GAMES* [https://grade5commoncoremath.wikispace s.hcpss.org/5.NF.4](https://grade5commoncoremath.wikispaces.hcpss.org/5.NF.4)

**Teaching Tasks*** [**https://www.illustrativemathematics.org/ content-standards/tasks/321**](https://www.illustrativemathematics.org/content-standards/tasks/321)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/965**](https://www.illustrativemathematics.org/content-standards/tasks/965)
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| Books/Fractions:* Fraction Fun
* Fraction Action
* Give Me Half
* If the World Were a Village
* Polar Bear Math
* If America Were a Village
* Eating Fractions
* Apple Fractions
* Hersheys Fractions Book

Need:* Full House
 | would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.**5.NF.B.5**Interpret multiplication as scaling (resizing), by:1. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
2. Explaining why multiplication is a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence *a/b = (n x a)(n x*

*b)* to the effect of multiplying a/b by 1. **5.NF.B.6**Solve real world problems | the problem-Recognize that a mixed number must be converted to an improper fraction before multiplying**5.NF.B.7a I Can…**-Apply and extend previous knowledge of division to divide unit fractions by whole numbers and whole numbers by unit fractions**5.NF.B.7b I Can…**-Interpret division of a unit fraction by a non-zero whole number-Divide a fraction by a whole number-Use a visual fraction model to show the quotient**5.NF.B.7c I Can…**-Interpret division of a whole number by a fraction or a fraction by a whole number-Divide a whole number by a fraction or a fraction by a whole number-Use a visual fraction model to show the quotient | **5.NF.5**LINK TO GAMES* [https://grade5commoncoremath.wikispace s.hcpss.org/5.NF.5](https://grade5commoncoremath.wikispaces.hcpss.org/5.NF.5)

**Teaching Tasks*** [**https://www.illustrativemathematics.org/ content-standards/tasks/22**](https://www.illustrativemathematics.org/content-standards/tasks/22)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/150**](https://www.illustrativemathematics.org/content-standards/tasks/150)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/151**](https://www.illustrativemathematics.org/content-standards/tasks/151)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/164**](https://www.illustrativemathematics.org/content-standards/tasks/164)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/143**](https://www.illustrativemathematics.org/content-standards/tasks/143)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/49**](https://www.illustrativemathematics.org/content-standards/tasks/49)
1. **NF. 6**

LINKS TO GAMES* + [https://grade5commoncoremath.wikispace s.hcpss.org/5.NF.6](https://grade5commoncoremath.wikispaces.hcpss.org/5.NF.6)

**Teaching Tasks*** + [**https://www.illustrativemathematics.org/ content-standards/tasks/294**](https://www.illustrativemathematics.org/content-standards/tasks/294)
	+ [**https://www.illustrativemathematics.org/ content-standards/tasks/295**](https://www.illustrativemathematics.org/content-standards/tasks/295)
	+ [**https://www.illustrativemathematics.org/ content-standards/tasks/296**](https://www.illustrativemathematics.org/content-standards/tasks/296)
	+ [**https://www.illustrativemathematics.org/**](https://www.illustrativemathematics.org/content-standards/tasks/297)
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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|  | involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.1. **NF.B.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
	1. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
	2. Interpret division of a whole number by a unit fraction, and compute such quotients.
	3. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
 |  | [**content-standards/tasks/297**](https://www.illustrativemathematics.org/content-standards/tasks/297)* [**https://www.illustrativemathematics.org/ content-standards/tasks/609**](https://www.illustrativemathematics.org/content-standards/tasks/609)

**5.NF.7**LINK TO GAMES* [https://grade5commoncoremath.wikispace s.hcpss.org/5.NF.7](https://grade5commoncoremath.wikispaces.hcpss.org/5.NF.7)

**Teaching Tasks*** [**https://www.illustrativemathematics.org/ content-standards/tasks/12**](https://www.illustrativemathematics.org/content-standards/tasks/12)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/829**](https://www.illustrativemathematics.org/content-standards/tasks/829)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/1196**](https://www.illustrativemathematics.org/content-standards/tasks/1196)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/957**](https://www.illustrativemathematics.org/content-standards/tasks/957)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/958**](https://www.illustrativemathematics.org/content-standards/tasks/958)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/1120**](https://www.illustrativemathematics.org/content-standards/tasks/1120)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/1172**](https://www.illustrativemathematics.org/content-standards/tasks/1172)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/932**](https://www.illustrativemathematics.org/content-standards/tasks/932)

**ASSESSMENT*** Entrance/Exit Slips
* Class Discussion
* Formal/Informal Observations
* ThatQuiz.Org
* XtraMath.com
* Rocket Math
* Assignments
* KhanAcademy
* Unit Test
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| **Pacing Guide & Books** | **TN Core Standards** | **Daily Learning Targets (I can...)** | **Resources & Activities** |
| **Volume of Solids****End of Unit Goal: Students will calculate the volume for a selected solid accurately and proficiently****Suggested Time: 4-5 weeks**InstructionPost-Assessment Review and Testing Window No SchoolBooks/Geometry:* Mummy Math
* The Greedy Triangle
* Lissy’s Friends
 | **Geometric measurement: understand concepts of volume and related volume to multiplication and to addition.**1. **MD.C.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
	1. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
	2. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

**5.MD.C.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.1. **MD.C.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
	1. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the
 | **5.MD.C.3a I Can…**-Find the volume of a given 3-D figure using a formula-Understand that a cube with a side length of one unit is called a “unit cube” and has “One cubic unit” of volume-Use a unit cube to measure volume**5.MD.C.3b I Can…**-Recognize any solid figure packed without gaps or overlaps and filled with (n) “units cubed” indicates the total cubic measurements or volume**5.MD.C.4 I Can…**-Recognize that volume is the number of cubic units that would fit inside a solid object-Count the number of units cubed in a figure to find the volume and represent that as cubic cm, cubic in, cubic ft, and improvised unit**5.MD.C.5a I Can…**-Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes-Develop a volume formula for a rectangular prism by comparing volume when filled with cubes to volume by multiplying the height by the area of the base or when multiplying the edge length | * TN Ready Lessons 24-27
* Rocket Math
* IXL.com [**https://www.ixl.com/standards/tenne ssee/math/grade-5**](https://www.ixl.com/standards/tennessee/math/grade-5)
* Teachers Pay Teachers Binder

**5.MD.3**LINK TO GAMES* [https://grade5commoncoremath.wikispace s.hcpss.org/5.MD.3](https://grade5commoncoremath.wikispaces.hcpss.org/5.MD.3)

**Teaching Task*** [**https://www.illustrativemathematics.org/ content-standards/tasks/1031**](https://www.illustrativemathematics.org/content-standards/tasks/1031)

**ASSESSMENT*** [**https://grade5commoncoremath.wikispac es.hcpss.org/Assessing+5.MD.3**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.MD.3)

**5.MD.4**LINK TO GAMES* [https://grade5commoncoremath.wikispace s.hcpss.org/5.MD.4](https://grade5commoncoremath.wikispaces.hcpss.org/5.MD.4)

**Teaching Task*** [**https://learnzillion.com/lessonsets/364- count-unit-cubes-to-measure-volume**](https://learnzillion.com/lessonsets/364-count-unit-cubes-to-measure-volume)

**ASSESSMENT*** [**https://grade5commoncoremath.wikispac es.hcpss.org/Assessing+5.MD.4**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.MD.4)

**5.MD.5**LINK TO GAMES* [**https://grade5commoncoremath.wikispac es.hcpss.org/5.MD.5**](https://grade5commoncoremath.wikispaces.hcpss.org/5.MD.5)

**Teaching Tasks** |

PSSD 5th Grade Math Curriculum Guide **2015-16**

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| * Kites
* Grandfather Tang’s Story
* Bigger, Better, Best
* Sir Cumference
 | volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.Represent threefold whole- number products as volumes, e.g., to represent the associative property of multiplication.1. Apply the formulas *V = I x w x h* and *V = b x h* for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
2. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non- overlapping parts, applying this technique to solve real world problems.
 | **5.MD.C.5b I Can…**-Understand that “b” is the area of a right rectangular prism’s base-Apply the volume formulas of right rectangular prism (v=LxWxH and V=BxH)**5.MD.C.5c I Can…**-Find the volume of solid figures composed of two non-overlapping right rectangular prisms by adding the formula of each part together-Apply the technique of breaking figures apart to find the collective volume | * [**https://www.illustrativemathematics.org/ content-standards/tasks/1631**](https://www.illustrativemathematics.org/content-standards/tasks/1631)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/1655**](https://www.illustrativemathematics.org/content-standards/tasks/1655)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/1308**](https://www.illustrativemathematics.org/content-standards/tasks/1308)
* [**https://www.illustrativemathematics.org/ content-standards/tasks/1031**](https://www.illustrativemathematics.org/content-standards/tasks/1031)

**ASSESSMENT*** [**https://grade5commoncoremath.wikispac es.hcpss.org/Assessing+5.MD.5**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.MD.5)
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| March |
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| **13** | **14** | **15** | **16** | **17** | **18** | **19** |
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| **Pacing Guide & Books** | **TN Core Standards** | **Daily Learning Targets****(I can...)** | **Resources & Activities** |
| **Patterns and Numerical Expressions****End of Unit Goal: Fluently solve problems using patterns and variables****Suggested Time: 2-3 weeks**InstructionPost-Assessment No School**Books/Algebra & Patterns:*** Hide and Snake
* One Grain of Rice
* Two Ways to Count to Ten
* Patterns in Peru

**Books/Graphing:** | **Write and interpret numerical expressions. 5.OA.A.1** Useparentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.**5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation* | **5.OA.A.1 I Can…**-Solve expressions containing parentheses, brackets, and braces when working with order of operations-Identify the purpose of parentheses, brackets, and braces**5.OA.A.2 I Can…**-Interpret numerical expressions without solving them-Recognize that addition or multiplication of whole numbers will increase value and subtractions and division of whole numbers will | * TN Ready Lessons 19-20 & 25
* Rocket Math
* IXL.com [**www.ixl.com/standards/tennessee/math/gr https://ade-5**](https://www.ixl.com/standards/tennessee/math/grade-5)
* Teachers Pay Teachers Binder

**5.OA.1**LINK TO GAMES* <https://grade5commoncoremath.wikispaces.hcpss.org/5.OA.1>

**Teaching Tasks*** [**https://www.illustrativemathematics.org/content-standards/tasks/555**](https://www.illustrativemathematics.org/content-standards/tasks/555)
* [**https://www.illustrativemathematics.org/content-standards/tasks/969**](https://www.illustrativemathematics.org/content-standards/tasks/969)
* [**https://www.illustrativemathematics.org/content-standards/tasks/1596**](https://www.illustrativemathematics.org/content-standards/tasks/1596)
* [**https://www.illustrativemathematics.org/content-standards/tasks/1630**](https://www.illustrativemathematics.org/content-standards/tasks/1630)
* [**https://www.illustrativemathematics.org/content-standards/tasks/1631**](https://www.illustrativemathematics.org/content-standards/tasks/1631) **ASSESSMENT**
* [**https://grade5commoncoremath.wikispaces.hcpss.org/Assessing+5.OA.1**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.OA.1)

**5.OA.2**LINKS TO GAMES* + <https://grade5commoncoremath.wikispaces.hcpss.org/5.OA.2>

**Teaching Tasks*** + [**https://www.illustrativemathematics.org/content-standards/tasks/556**](https://www.illustrativemathematics.org/content-standards/tasks/556)
	+ [**https://www.illustrativemathematics.org/content-standards/tasks/590**](https://www.illustrativemathematics.org/content-standards/tasks/590)
	+ [**https://www.illustrativemathematics.org/content-standards/tasks/139**](https://www.illustrativemathematics.org/content-standards/tasks/139)
	+ [**https://www.illustrativemathematics.org/content-standards/tasks/1222**](https://www.illustrativemathematics.org/content-standards/tasks/1222) **ASSESSMENT**
* [**https://grade5commoncoremath.wikispaces.hcpss.org/Assessing+5.OA.2**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.OA.2)
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| * Mapping Penny’s World
* The Best Vacation Ever
 | *“add 8 and 7, then multiply by 2” as**2 x (8+7).**Recognize that 3 x (18932 +**921) is three times as large a 18932 + 921,**without having to calculate the indicated sum or product.***Analyze patterns and relationships. CC.5.OA.3**Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate | decrease value**5.OA.B.3 I Can…**-Generate two numerical patterns using two given rules-Form ordered pairs from generated numerical patterns-Graph ordered pairs on a coordinate plane | **5.OA.3**LINK TO GAMES* <https://grade5commoncoremath.wikispaces.hcpss.org/5.OA.3>

**Teaching Task*** **Create an input/output chart for 2 different 2-operation rules.**
* **Calvin is using a copier that makes 9 copies per minute. John’s copy machine makes 12 copies per minute. How many copies will Calvin have after 8 minutes? John finishes copying and has 144 copies, how many minutes did it take him?**
* **Kay’s pool has a $10 membership fee you pay once a year and then you pay**

**$8 each time you visit the pool. Heather’s pool has no annual fee, but charges $10 each time you visit. Create input/output tables, and determine the “rules” to show the functions for both pools. Graph both functions on the coordinate grid. Both Kay and Heather go to the pool 8 times during the summer, who spent more money? At what number visits would Kay and Heather spend the same amount of money?****ASSESSMENT*** [**https://grade5commoncoremath.wikispaces.hcpss.org/Assessing+5.OA.3**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.OA.3)
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| **Pacing Guide & Books** | **TN Core Standards** | **Daily Learning** | **Resources & Activities** |

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| March |
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| **1****3** | **1****4** | **1****5** | **1****6** | **1****7** | **1****8** | **1****9** |
| **2****0** | **2****1** | **2****2** | **2****3** | **2****4** | **2****5** | **2****6** |
| **2****7** | **2****8** | **2****9** | **3****0** | **3****1** |  |  |

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| April |
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| **1****0** | **1****1** | **1****2** | **1****3** | **1****4** | **1****5** | **1****6** |
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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|  |  | **Targets (I can...)** |  |
| **Units of Measure** | **Convert like measureme** | **5.MD.A.1 I****Can…** | * TN Ready Lessons 21-22
* Rocket Math
* IXL.com

[**www.ixl.com/standards/tennessee/math/gr https://ade-5**](https://www.ixl.com/standards/tennessee/math/grade-5)* Teachers Pay Teachers Binder

**5.MD.1**LINKS TO GAMES* <https://grade5commoncoremath.wikispaces.hcpss.org/5.MD.1ES>

**Teaching Tasks*** [**https://www.illustrativemathematics.org/content- standards/tasks/293**](https://www.illustrativemathematics.org/content-standards/tasks/293)
* [**https://www.illustrativemathematics.org/content- standards/tasks/878**](https://www.illustrativemathematics.org/content-standards/tasks/878)

**ASSESSMENT*** [**https://grade5commoncoremath.wikispaces.hcpss.org/Assessing+5. MD.1**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.MD.1)
 |
|  | **nt units** | -Multiply and |
| **End of Unit Goal: Students** | **within a** | divide to |
| **will measure accurately** | **given** | convert |
| **and proficiently** | **measureme** | measuremen |
|  | **nt system.** | ts within a |
| **Suggested Time: 2 weeks** | **5.MD.A.1**Convert | measurement system |
|  | among | -Distinguish |
|  | different- | between the |
|  | sized | customary |
|  | standard | and metric |
|  | measureme | measuremen |
|  | nt units | t systems |
|  | within a | -Convert |
|  | given | units within a |
|  | measureme | system to |
|  | nt system | solve real |
|  | (e.g., | world multi- |
|  | convert 5 cm | step |
|  | to 0.05 m), | problems |
|  | and use |  |
|  | these |  |
|  | conversions |  |
|  | in solving |  |
|  | multi-step, |  |
|  | real world |  |
|  | problems. |  |
| Instruction |  |  |
| Post-Assessment |  |  |
| No School |  |  |
| Books/ Measurement: |  |  |

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PSSD 5th Grade Math Curriculum Guide **2015-16**

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| * Bigger, Better, Best
* Super Saturday Sand Castle
* Inchworm and a Half
* Inch by Inch
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| **Pacing Guide & Books** | **TN Core Standards** | **Daily Learning Targets (I can...)** | **Resources & Activities** |
| **Data** | **5.MD.B.2** Make | **5.MD.B.2 I** | * TN Ready Lesson 23
* Rocket Math
* IXL.com

[**www.ixl.com/standards/tennessee/math/gr https://ade-5**](https://www.ixl.com/standards/tennessee/math/grade-5)* Teachers Pay Teachers Binder

**5.MD.2**LINK TO GAMES* [**https://grade5commoncoremath.wikispaces.hcpss.org/5.MD.2**](https://grade5commoncoremath.wikispaces.hcpss.org/5.MD.2) **Teaching Task**
* [**https://www.illustrativemathematics.org/content-standards/tasks/1563**](https://www.illustrativemathematics.org/content-standards/tasks/1563) **ASSESSMENT**
* [**https://grade5commoncoremath.wikispaces.hcpss.org/Assessing+5.MD.2**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.MD.2)
 |
| **End of Unit Goal: Students will represent data accurately and proficiently** | a line plot todisplay a data set of measurements | **Can…**-Create a line plot identifying benchmark |
|  | in fractions of a | fractions |
| **Suggested time: 1 week** | unit (1/2, 1/4, | -Solve |
|  | 1/8). Use | problems |
|  | operations in | involving |
|  | fractions for this | information |
|  | grade to solve | presented in |
|  | problems | line plots using |
|  | involving | benchmark |
|  | information | fractions. |
|  | presented in line |  |
| InstructionPost-Assessment No School | plots. *For**example, given different measurements* |  |
|  | *of liquid in* |  |
|  | *identical* |  |
|  | *beakers, find the* |  |
|  | *amount of liquid* |  |
|  | *each beaker* |  |

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| April |
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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|  | *would contain if the total amount in all the beakers were redistributed equally.* |  |  |

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| **Pacing Guide & Books** | **TN Core Standards** | **Daily Targets (I can...)** | **Resources & Activities** |
| **Coordinate Geometry** | **5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a | **5.G.A.1 I Can…**-Define the coordinate system-Identify the x and the y axis | * TN Ready Lessons 28-29
* IXL.com [**www.ixl.com/standards/tenn essee/math/gr https://ade-5**](https://www.ixl.com/standards/tennessee/math/grade-5)
* Teachers Pay Teachers Binder
* Rocket Math

**5.G.A.1**LINK TO GAMES* [https://grade5commoncoremath.wikis paces.hcpss.org/5.G.1](https://grade5commoncoremath.wikispaces.hcpss.org/5.G.1)

**Teaching Task*** [**https://www.illustrativemathematics**](https://www.illustrativemathematics.org/content-standards/tasks/489)

[**.org/content-standards/tasks/489**](https://www.illustrativemathematics.org/content-standards/tasks/489) |
|  | coordinate system, with the | -Locate the origin on the coordinate |
| **End of Unit Goal: Students** | intersection of the lines (the | system |
| **will proficiently and** | origin) arranged to coincide | -Identify coordinates of a point on a |
| **accurately use a coordinate plane to determine the relationship of selected points** | with the 0 on each line and agiven point in the plane located by using an ordered pair of numbers, called its coordinates. Understand | coordinate system-Recognize and describe the connection between the ordered pair and the X and Y axis (from the origin) |
| **Suggested time: 1 week** | that the first numberindicates how far to travel | **5.G.A.2 I Can…**-Represent real world and mathematical |
|  | from the origin in the | problems by graphing points in the first |
|  | direction of one axis, and the | quadrant of the coordinate plane |
|  | second number indicates | -Interpret coordinate values of points in |
|  | how far to travel in the | the context of the situation |
|  | direction of the second axis, |  |

PSSD 5th Grade Math Curriculum Guide **2015-16**

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|  | **17** | **18** | **19** | **20** | **21** | **22** | **23** |  | with the convention that the names of the two axes and the coordinates correspond (e.g., e-axis and x-coordinate, y-axis and y-coordinate).**CC.5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. |  | **ASSESSMENT*** [**https://grade5commoncoremath.wik ispaces.hcpss.org/Assessing+5.G.1**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.G.1)

**5.G.A.2**LINK TO GAMES* [https://grade5commoncoremath.wikis paces.hcpss.org/5.G.2](https://grade5commoncoremath.wikispaces.hcpss.org/5.G.2)

**Teaching Task*** [**https://www.illustrativemathematics**](https://www.illustrativemathematics.org/content-standards/tasks/1516)

[**.org/content-standards/tasks/1516**](https://www.illustrativemathematics.org/content-standards/tasks/1516) **ASSESSMENT*** [**https://grade5commoncoremath.wik ispaces.hcpss.org/Assessing+5.G.2**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.G.2)
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|  | **24** | **25** | **26** | **27** | **28** | **29** | **30** |
| InstructionPost-Assessment No School |
|  |  |  |  |
| **Pacing Guide & Books** | **TN Core Standards** | **Daily Targets (I can...)** | **Resources & Activities** |
| **Classifying Plane Figures****End of Unit Goal: Students will classify two- dimensional shapes accurately and proficiently****Suggested time: 1 week** | **Classify two-dimensional figures into categories based on their properties.****CC.5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.**CC.5.G.4** Classify two- dimensional figures in a | * + - 1. **I Can…**

-Understand the attributes of a category of 2-D figures-Identify the attributes of a 2-D shape-Recognize that categories have sub- categories* + - 1. **I Can…**

-Recognize the hierarchy of 2-D shapes based on their attributes-Analyze properties of 2-D figures in order to place into a hierarchy | * TN Ready Lessons 30-31
* Rocket Math
* IXL.com [**https://www.ixl.com/standards/tenn essee/math/grade-5**](https://www.ixl.com/standards/tennessee/math/grade-5)
* Teachers Pay Teachers Binder

**5.G.B.3**LINKS TO GAMES* [https://grade5commoncoremath.wikis paces.hcpss.org/5.G.3](https://grade5commoncoremath.wikispaces.hcpss.org/5.G.3)
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PSSD 5th Grade Math Curriculum Guide **2015-16**

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|  | April |  | hierarchy based on properties. | -Classify 2-D figures into categories and/or sub-categories based on their attributes | **Teaching Task*** **Can you draw a shape that has no lines of symmetry, exactly two right angles and one acute angle?**
* **What is the definition of a parallelogram? Does a square fit in that category?**
* **Draw two quadrilaterals, compare their angles, sides, lines or symmetry etc.**
* **How many other classifications does a square fit? (a square is a parallelogram, and a rhombus, and a rectangle**

**ASSESSMENT*** [**https://grade5commoncoremath.wik ispaces.hcpss.org/Assessing+5.G**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.G)**.3**

**5.G.B.4**LINKS TO GAMES* [https://grade5commoncoremath.wikis paces.hcpss.org/5.G.4](https://grade5commoncoremath.wikispaces.hcpss.org/5.G.4)

**Teaching Task*** [**https://www.illustrativemathematics**](https://www.illustrativemathematics.org/content-standards/tasks/1505)

[**.org/content-standards/tasks/1505**](https://www.illustrativemathematics.org/content-standards/tasks/1505)**ASSESSMENT*** [**https://grade5commoncoremath.wik ispaces.hcpss.org/Assessing+5.G.4**](https://grade5commoncoremath.wikispaces.hcpss.org/Assessing%2B5.G.4)
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|  | **10** | **11** | **12** | **13** | **14** | **15** | **16** |
|  | **17** | **18** | **19** | **20** | **21** | **22** | **23** |
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| InstructionPost-Assessment No School |

PSSD 5th Grade Math Curriculum Guide **2015-16**

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| **Pacing Guide & Books** | **TN Core Standards** | **Daily Targets (I can...)** | **Resources & Activities** |
| **Review** **TCAP Testing** Review Instruction No School Last Day of School |  |  |  |

**Great Web Resources:**

1. [http://www.wiki-teacher.com](http://www.wiki-teacher.com/unwrapSearch.php#contentAreaId%3D6%26courseId%3D1171) (You can access ideas for each standard – Unwrap the standards)
2. [www.learnzillion.com](http://www.learnzillion.com/)
3. <http://secc.sedl.org/common_core_videos/grade.php?grade=5>(SEDL Common Core Videos)
4. [http://www.ck12.org](http://www.ck12.org/)
5. [http://www.illustrativemathematics.org](http://www.illustrativemathematics.org/)
6. <http://www.lyon.k12.nv.us/education/components/scrapbook/default.php?sectiondetailid=1021>
7. <http://nsdl.org/search/standards/D10003FB?id=2.OA>
8. <http://commoncoretools.me/author/wgmccallum/>
9. <http://illuminations.nctm.org/>10.<http://www.nctm.org/>11.<http://tncore.org/>