

# MATH YEAR AT A GLANCE KINDERGARTEN

**1st NINE WEEKS**  
*August 17-October 13*

District Math Assessments  
 MAP BOY Testing: 9/5-9/29

<b>Weeks 1-3</b> 8/17-9/1	<b>Weeks 4-6</b> 9/5-9/22	<b>Weeks 7-9</b> 9/25-10/13
<p><b>TEKS:</b>            K.2A-D, K.5A, K.6ADEF, K.7A-B, K.8A</p> <p><b>Lessons:</b>            First 15 Days of Guided Math Routines</p> <p>Tang Math Tune-Up Lessons 1-8</p> <p>Number Formation 0-5</p> <p><b>Problem Solving/Number Talks:</b>            Math Meeting Board           <ul style="list-style-type: none"> <li>• 2D Shapes</li> <li>• Counting Forward and Backwards</li> <li>• Day by Day weeks 1-3</li> </ul> </p>	<p><b>TEKS:</b>            K.2A-D, K.5A, K.6ADEF, K.7A-B, K.8A</p> <p><b>Lessons:</b>            First 15 Days of Guided Math Routines</p> <p>Tang Math Tune-Up Lessons 9-15            Tang Math Lessons 16-21</p> <p>Number Formation 0-10</p> <p><b>Problem Solving/Number Talks:</b>            Math Meeting Board           <ul style="list-style-type: none"> <li>• 2D Shapes</li> <li>• Counting Forward and Backwards</li> <li>• Day by Day weeks 4-6</li> </ul> </p>	<p><b>TEKS:</b>            K.2A-D, K.5A, K.6ADEF, K.7A-B, K.8A</p> <p><b>Lessons:</b>            Tang Math Lessons 22-35</p> <p>Number Formation 6-10</p> <p><b>Problem Solving/Number Talks:</b>            Math Meeting Board           <ul style="list-style-type: none"> <li>• 2D Shapes</li> <li>• Counting Forward and Backwards</li> <li>• Day by Day weeks 7-9</li> </ul> </p>
<b>PRIMARY GOALS</b>		
<p>In this quarter, the Kindergarten student will be learning math routines in the classroom, exploring manipulatives, learning to count to 25, writing digits 0-5, and identifying 2-D shapes.</p>		<ul style="list-style-type: none"> <li>• Set up Math Meeting Board</li> <li>• Number Chart to at least 25</li> <li>• Calendar with numbers</li> <li>• Number Talk-Establish routines and procedures</li> </ul>

# MATH YEAR AT A GLANCE KINDERGARTEN

<b>2ND NINE WEEKS</b> <i>October 16-December 20</i>		
<u>District Math Assessments</u> MAP MOY Testing: 11/27-12/15		
<b>Weeks 1-3</b> 10/17-11/3	<b>Weeks 4-6</b> 11/7-12/1	<b>Weeks 7-9</b> 12/4-12/20
<b>TEKS:</b> K.2A-I K.3A-C, K.5A, K.6E, K.7A-B, K.8B  <b>Lessons:</b> Tang Math Lessons 36-45  <b>Problem Solving/Number Talks:</b> Math Meeting Board <ul style="list-style-type: none"> <li>• 2D and 3D Shapes</li> <li>• Counting Forward to 50</li> <li>• Count Backwards from 10</li> <li>• Counting by 10s</li> <li>• Day by Day Weeks 10-12</li> </ul> Tang Problem Solving: <ul style="list-style-type: none"> <li>• Result Unknown/Add to Join</li> </ul>	<b>TEKS:</b> K.2A-I K.3A-C, K.5A, K.6E, K.7A-B, K.8B  <b>Lessons:</b> Tang Math Lessons 46-58  <b>Problem Solving/Number Talks:</b> Math Meeting Board <ul style="list-style-type: none"> <li>• 2D and 3D Shapes</li> <li>• Counting Forward to 50</li> <li>• Count Backwards from 10</li> <li>• Counting by 10s</li> <li>• Day by Day 13-15</li> </ul> Tang Problem Solving: <ul style="list-style-type: none"> <li>• Result Unknown/Add to Join</li> <li>• Result Unknown/Take from separate</li> </ul>	<b>TEKS:</b> K.2A-I K.3A-C, K.5A, K.6E, K.7A-B, K.8B  <b>Lessons:</b> Tang Math Lessons 59-68  <b>Problem Solving/Number Talks:</b> Math Meeting Board <ul style="list-style-type: none"> <li>• 2D and 3D Shapes</li> <li>• Counting Forward to 50</li> <li>• Count Backwards from 10</li> <li>• Counting by 10s</li> <li>• Day by Day 16-18</li> </ul> Tang Problem Solving: <ul style="list-style-type: none"> <li>• Result Unknown/Take from separate</li> </ul>
PRIMARY GOALS		
In this quarter the Kindergarten student will be learning to count to 50 and will be introduced to addition and subtraction.		<ul style="list-style-type: none"> <li>• Math Meeting Board</li> <li>• Number Chart 1-50</li> <li>• Tally Marks for Days in School for the Month</li> <li>• Graphing</li> </ul>

# MATH YEAR AT A GLANCE 1ST GRADE

<b>1st NINE WEEKS</b> <i>August 17-October 13</i>		
<u>District Math Assessments</u> MAP BOY Testing: 9/5-9/29		
<b>Weeks 1-3</b> 8/17-9/1	<b>Weeks 4-6</b> 9/5-9/22	<b>Weeks 7-9</b> 9/25-10/13
<b>TEKS:</b> 1.2A-G, 1.3A-E, 1.5A-G, 1.5D-G, 1.8A-C  <b>Lessons:</b> First 15 Days of Guided Math Routines Tang Math <b>Tune-Up</b> Lessons 1-10  Start skip counting routine: counting by 5's and 10's to 120.  <b>Problem Solving/Number Talks:</b> Problem Solving <ul style="list-style-type: none"> <li>Result Unknown/Add to Join</li> </ul>	<b>TEKS:</b> 1.2A-G, 1.3A-E, 1.5A-G, 1.5D-G, 1.8A-C  <b>Lessons:</b> First 15 Days of Guided Math Routines Tang Math <b>Tune-Up</b> Lessons 11-15 Tang Math Lessons 16-22  Start skip counting routine: counting by 5's and 10's to 120.  <b>Problem Solving/Number Talks:</b> Problem Solving <ul style="list-style-type: none"> <li>Change Unknown/Add to Join</li> </ul>	<b>TEKS:</b> 1.2A-G, 1.3A-E, 1.5A-G, 1.5D-G, 1.8A-C  <b>Lessons:</b> Tang Math Lessons 24-38  Start skip counting routine: counting by 5's and 10's to 120.  <b>Problem Solving/Number Talks:</b> Problem Solving <ul style="list-style-type: none"> <li>Result Unknown-Take From/Separate</li> <li>Change Unknown-Take From/Separate</li> </ul>
<b>PRIMARY GOALS</b>		
During Q1, students will develop number sense by using concrete and pictorial models to represent numbers, exploring a variety of problem solving and mental math strategies, and building understanding of place value, within 20.		<ul style="list-style-type: none"> <li>Building Problem-Solving Routines</li> <li>Establishing Number Talks Routines</li> </ul>

# MATH YEAR AT A GLANCE 1ST GRADE

2ND NINE WEEKS <i>October 16-December 20</i>		
District Math Assessments MAP MOY Testing: 11/27-12/15		
Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20
<p><b>TEKS:</b> 1.2A-F, 1.3A-E, 1.5A-B, 1.5D-G, 1.4A-B, 1.9A-D</p> <p><b>Lessons:</b> Tang Math Lessons 39-52</p> <p>Start skip counting routine: counting by 2's, 5's and 10's to 120.</p> <p><b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>Change Unknown-Take From/Separate</li> </ul> </p>	<p><b>TEKS:</b> 1.2A-F, 1.3A-E, 1.5A-B, 1.5D-G, 1.4A-B, 1.9A-D</p> <p><b>Lessons:</b> Tang Math Lessons 53-65</p> <p>Start skip counting routine: counting by 2's, 5's and 10's to 120.</p> <p><b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>Total Unknown-Put Together/Take Apart</li> <li>Addend Unknown-Put Together/Take Apart</li> </ul> </p>	<p><b>TEKS:</b> 1.2A-F, 1.3A-E, 1.5A-B, 1.5D-G, 1.4A-B, 1.9A-D</p> <p><b>Lessons:</b> Tang Math Lessons 66-82, 136-137, 143-145,</p> <p>Start skip counting routine: counting by 2's, 5's and 10's to 120.</p> <p><b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>Addend Unknown-Put Together/Take Apart</li> <li>Difference Unknown-Put Together/Take Apart</li> </ul> </p>
PRIMARY GOALS		
During Q2, students will develop number sense by using concrete and pictorial models to represent numbers, exploring a variety of problem solving and mental math strategies, and building understanding of place value, within 50. In addition, students will develop an understand of financial literacy.		<ul style="list-style-type: none"> <li>Continue Number Sense Routines</li> <li>Continue Problem Solving Routines</li> </ul>

# MATH YEAR AT A GLANCE 2ND GRADE

<b>1st NINE WEEKS</b> <i>August 17-October 13</i>		
<u>District Math Assessments</u> MAP BOY Testing: 9/5-9/29		
<b>Weeks 1-3</b> 8/17-9/1	<b>Weeks 4-6</b> 9/5-9/22	<b>Weeks 7-9</b> 9/25-10/13
<b>TEKS:</b> 2.2B, 2.4A-C  <b>Lessons:</b> First 15 Days of Guided Math Routines  Tang Math <b>Tune-Up</b> Lessons 1-12  <b>Problem Solving/Number Talks:</b> Problem Solving <ul style="list-style-type: none"> <li>Result Unknown/Add to Join</li> </ul>	<b>TEKS:</b> 2.2B, 2.4A-C  <b>Lessons:</b> First 15 Days of Guided Math Routines  Tang Math <b>Tune-Up</b> Lessons 13-15 Tang Lessons 16-28  <b>Problem Solving/Number Talks:</b> Problem Solving <ul style="list-style-type: none"> <li>Change Unknown/Add to Join</li> <li>Start Unknown/Add to Join</li> </ul>	<b>TEKS:</b> 2.2B, 2.4A-C  <b>Lessons:</b> Tang Math Lessons 29-35  <b>Problem Solving/Number Talks:</b> Problem Solving <ul style="list-style-type: none"> <li>Start Unknown/Add to Join</li> <li>Result/Change/Start Unknown-Add to Join REVIEW</li> </ul>
<b>PRIMARY GOALS</b>		
In this quarter, the focus will be to implement your "math minded" classroom. You will create a schedule of daily number talks, intentional problem solving, mini-lesson, math workshop/guided math, and a lesson reflection. The first quarter will contain the first two units from the Greg Tang Scope. In Unit 1, students will review place value to 100, practice adding and subtracting numbers up to 100 and word problems to 20. In Unit 2, students will add and subtract double digit number and continue practice word problems, making sure they understand WHAT the problem is asking them to do (try numberless word problems).	Through tune-up you will focus on: <b>Unit 1-Tune Up</b> <ul style="list-style-type: none"> <li>Place Value to 100</li> <li>Add to 100</li> <li>Subtract to 100</li> <li>Word Problems to 20</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Add and Subtract to 100</li> <li>Add Double-Digit Numbers</li> <li>Addition Word Problems</li> <li>Subtract Double-Digit Numbers</li> </ul>	<b>Other Routines</b> <ul style="list-style-type: none"> <li>Establish Routines and Procedures</li> <li>Intentional Problem Solving</li> <li>Number Talks</li> <li>Set up-<a href="#">First 15 Days of Guided Math</a></li> </ul>

# MATH YEAR AT A GLANCE 2ND GRADE

2ND NINE WEEKS October 16-December 20		
District Math Assessments MAP MOY Testing: 11/27-12/15		
Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20
<b>TEKS:</b> 2.2A, C-D, 2.3A-D, 2.4C-D, 2.7B  <b>Lessons:</b> Tang Math Lessons 36-52  <b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>Result Unknown-Take From/Separate</li> <li>Change Unknown-Take From/Separate</li> </ul>	<b>TEKS:</b> 2.2A, C-D, 2.3A-D, 2.4C-D, 2.7B  <b>Lessons:</b> Tang Math Lessons 61-75  <b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>Change Unknown-Take From/Separate</li> <li>Start Unknown-Take From/Separate</li> </ul>	<b>TEKS:</b> 2.2A, C-D, 2.3A-D, 2.4C-D, 2.7B  <b>Lessons:</b> Tang Math Lessons 71-82  <b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>Start Unknown-Take From/Separate</li> <li>Result/Change/Start Unknown-Take From/Separate</li> </ul> REVIEW
PRIMARY GOALS		
<p>In this quarter, the focus will be on Greg Tang Units 3 through 5. During <b>Unit 3</b>, students will be generating and solving addition and subtraction situations with the unknown in any position up to 100. They will also generate comparing word problems. <b>Unit 4</b> is all about fractions. Students should be introduced to length and area models by using WORD FORM of halves, fourths and eights. This helps solidify understanding of the number of fractional parts to make a whole. <b>Unit 5</b> has students using place value to model composing and decomposing numbers up to 1,200. Students will start with comparing 2 digit numbers then comparing digits in 2-digit numbers. Students will be introduced to 3 digit expanded form and the concept of <i>SHIFTING</i> to re-group. Teachers should model these concepts using the CPA (concrete, pictorial, abstract) approach as the sum of so many thousands, hundreds, tens and ones.</p>	<b>Unit 3 - Word Problems to 100:</b> <ul style="list-style-type: none"> <li>Add-To Word Problems</li> <li>Take-From Word Problems</li> <li>Comparison Word Problems</li> </ul> <b>Unit 4 - Fractions</b> <ul style="list-style-type: none"> <li>Length Models</li> <li>Area Models</li> </ul>	<b>Unit 5 - Place Value</b> <ul style="list-style-type: none"> <li>Compare 2-Digit Numbers</li> <li>Compare Digits in 2-Digit Numbers</li> <li>3-Digit Expanded Form</li> <li>Shift to Re-Group</li> </ul>

# MATH YEAR AT A GLANCE 3RD GRADE

1st NINE WEEKS <i>August 17-October 13</i>		
District Math Assessments MAP BOY Testing: 9/5-9/29		
Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13
<p><b>TEKS:</b> 3.2A-D, 3.4A-B, 3.5A</p> <p><b>Lessons:</b> First 15 Days of Guided Math Routines  Tang Math Tune-Up Lessons 1-9</p> <p><b>Problem Solving/Number Talks:</b> Problem Solving</p> <ul style="list-style-type: none"> <li>• Introduce Framework</li> <li>• Add To within 100</li> </ul>	<p><b>TEKS:</b> 3.2A-D, 3.4A-B, 3.5A</p> <p><b>Lessons:</b> First 15 Days of Guided Math Routines Tang Math Tune-Up Lessons 10-15 Tang Math Lessons 16-23</p> <p><b>Problem Solving/Number Talks:</b> Problem Solving</p> <ul style="list-style-type: none"> <li>• Add To within 1000</li> <li>• Take From 100</li> <li>• Take From 1000</li> </ul>	<p><b>TEKS:</b> 3.2A-D, 3.4A-B, 3.5A</p> <p><b>Lessons:</b>  Tang Math Lessons 24-36</p> <p><b>Problem Solving/Number Talks:</b> Problem Solving</p> <ul style="list-style-type: none"> <li>• Put-Together within 100</li> <li>• Put-Together within 1000</li> <li>• Take Apart within 100</li> </ul>
PRIMARY GOALS		
<p><b>Math Minded Classroom</b> This unit is setting the foundation of your "Math Minded" classroom. It will include an introduction to your Math Workshop and Foundational Skills through Greg Tang Tune Up. The focus is to implement your math schedule of Daily number talks, intentional problem solving, mini-lesson, math workshop/guided math, and a lesson reflection.</p> <p><b>Place Value &amp; Word Problems</b> Unit 2 is a focus on Place Value and Word Problems. Students will need to be able to solve with fluency one-step and two-step problems using an understanding of place value to solve. We will cover comparing and ordering whole numbers, rounding whole numbers, place value relationships, and strategies to solve addition and subtraction problems.</p>		<p><b>Math Minded Classroom</b></p> <ul style="list-style-type: none"> <li>• Add and Subtract Within 100</li> <li>• Word Problems Within 100</li> <li>• Add &amp; Subtract to 1,000</li> </ul> <p><b>Establish Routines and Procedures</b></p> <ul style="list-style-type: none"> <li>• Set up-First 15 Days of Guided Math</li> <li>• <a href="#">Problem Solving Routines</a></li> <li>• Establish Number Talk Routines</li> <li>• <a href="#">Number Talks-Intro Video</a></li> </ul> <p><b>Place Value &amp; Word Problems</b></p> <ul style="list-style-type: none"> <li>• Place Value (Ones to Hundred Thousands)</li> <li>• Place Value Relationships (x10)</li> </ul>

# MATH YEAR AT A GLANCE 3RD GRADE

<b>2ND NINE WEEKS</b> <i>October 16-December 20</i>		
<u>District Math Assessments</u> MAP MOY Testing: 11/27-12/15		
<b>Weeks 1-3</b> 10/17-11/3	<b>Weeks 4-6</b> 11/7-12/1	<b>Weeks 7-9</b> 12/4-12/20
<b>TEKS:</b> 3.4D-FH-K, 3.5BD, 3.6CE, 3.7A-B, 3.3AC-H  <b>Lessons:</b> Tang Math Lessons 32-44  <b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>• Equal Groups</li> <li>• Multiplicative Comparisons</li> </ul>	<b>TEKS:</b> 3.4D-FH-K, 3.5BD, 3.6CE, 3.7A-B, 3.3AC-H  <b>Lessons:</b> Tang Math Lessons 45-56, 91-92  <b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>• Equal Groups-group size unknown</li> <li>• Equal Groups-group number unknown</li> <li>• Fractions-part unknown</li> </ul>	<b>TEKS:</b> 3.4D-FH-K, 3.5BD, 3.6CE, 3.7A-B, 3.3AC-H  <b>Lessons:</b> Tang Math Lessons 57-64, 93-95  <b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>• Fractions-part unknown</li> <li>• Equal Groups</li> </ul>
PRIMARY GOALS		
<p><b>Multiply/Divide 0-5 Groups</b>            Our focus in unit 3 is to multiply and divide 2-5 groups. Students will understand the number of groups v the size of the groups. Then, students will learn how to use number bonds to multiply 2-5 groups. Transition into word problems and applying multiplication to finding perimeter and area. The students will make connections between multiplication and division.</p> <p><b>Multiply/Divide 6-10 Groups</b>            Students will use known facts to multiply and divide 6-9 groups. Students will apply their knowledge of multiplying and dividing 6-9 groups to find the perimeter and area of figures. Students will round numbers to the nearest 10 and 100.</p>		<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Think in Equal Groups</li> <li>• Concrete Models</li> <li>• Number Bonds</li> <li>• Perimeter &amp; Area</li> <li>• Word Problems</li> <li>• Sharing Model for Division</li> <li>• Multiply to Divide</li> </ul>



# MATH YEAR AT A GLANCE 4TH GRADE

<b>1st NINE WEEKS</b> <i>August 17-October 13</i>		
<u>District Math Assessments</u> MAP BOY Testing: 9/5-9/29		
<b>Weeks 1-3</b> 8/17-9/1	<b>Weeks 4-6</b> 9/5-9/22	<b>Weeks 7-9</b> 9/25-10/13
<b>TEKS:</b> 4.2A-D, 4.3A-CF 4.4A-DG, 4.5A  <b>Lessons:</b> First 15 Days of Guided Math Routines Tang Math <b>Tune Up</b> Lessons 1-15  Tang Lessons 24-28, 32-33  <b>Problem Solving/Number Talks:</b> Problem Solving <ul style="list-style-type: none"> <li>Tune Up-Greg Tang Lessons 1-15</li> </ul>	<b>TEKS:</b> 4.2A-D, 4.3A-CF 4.4A-DG, 4.5A  <b>Lessons:</b> First 15 Days of Guided Math Routines  Tang Math Lessons 29-31, 34-45  <b>Problem Solving/Number Talks:</b> Problem Solving <ul style="list-style-type: none"> <li>Problem Solving Framework</li> <li>Product Unknown-Equal Groups</li> </ul>	<b>TEKS:</b> 4.2A-D, 4.3A-CF 4.4A-DG, 4.5A  <b>Lessons:</b>  Tang Math Lessons 46-58  <b>Problem Solving/Number Talks:</b> Problem Solving <ul style="list-style-type: none"> <li>Product Unknown-Equal Groups</li> <li>Group Size Unknown-Equal Groups</li> </ul>
<b>PRIMARY GOALS</b>		
This quarter is setting the foundation of your "Math Minded" classroom. It will include an introduction to your Math Workshop and Foundational Skills through Greg Tang Tune Up. The focus is to implement your math schedule of Daily number talks, intentional problem solving, mini-lesson, math workshop/guided math, and a lesson reflection.		Through tune-up you will focus on: - <ul style="list-style-type: none"> <li>Add and Subtract Three Digit Numbers Within 1000</li> <li>Multiply and Divide within 100</li> <li>Establish Routines and Procedures</li> <li>Set up-First 15 Days of Guided Math</li> <li>Problem Solving Routines</li> <li>Establish Number Talk Routines</li> </ul>

# MATH YEAR AT A GLANCE 4TH GRADE

<b>2ND NINE WEEKS</b> <i>October 16-December 20</i>		
<u>District Math Assessments</u> MAP MOY Testing: 11/27-12/15		
<b>Weeks 1-3</b> 10/17-11/3	<b>Weeks 4-6</b> 11/7-12/1	<b>Weeks 7-9</b> 12/4-12/20
<b>TEKS:</b> 4.3D, 4.4C-H, 4.5A-BD, 4.10ABE  <b>Lessons:</b> Tang Math Lessons 59-72  <b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>• Group Size Unknown-Equal Groups</li> <li>• Group Number Unknown-Equal Groups</li> </ul>	<b>TEKS:</b> 4.3D, 4.4C-H, 4.5A-BD, 4.10ABE  <b>Lessons:</b> Tang Math Lessons 73-82  <b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>• Group Number Unknown-Equal Groups</li> <li>• Review Product, Group Size and Group Number Unknown-Equal Groups</li> <li>• Product Unknown-Area/Arrays</li> </ul>	<b>TEKS:</b> 4.3D, 4.4C-H, 4.5A-BD, 4.10ABE  <b>Lessons:</b> Tang Math Lessons 83-97  <b>Problem Solving/Number Talks:</b> Tang Problem Solving: <ul style="list-style-type: none"> <li>• Product Unknown-Area/Arrays</li> <li>• Group Size Unknown-Area/Arrays</li> </ul>
<b>PRIMARY GOALS</b>		
This quarter students will divide to 10,000, work with place value, input-output tables and two digit multiplication.		Fluency Fact Program

# MATH YEAR AT A GLANCE 5TH GRADE ON-LEVEL

**1st NINE WEEKS**  
*August 17-October 13*

District Math Assessments  
 MAP BOY Testing: 9/5-9/29

**Weeks 1-3**  
 8/17-9/1

**Weeks 4-6**  
 9/5-9/22

**Weeks 7-9**  
 9/25-10/13

**TEKS:**

5.3B-C,H-L

**Lessons:**

First 15 Days of Guided Math Routines

Tang Math Lessons 12, 16-19, 24-26,  
 32-33, 37-41, 83-45

**Problem Solving/Number Talks:**

**TEKS:**

5.3B-C,H-L

**Lessons:**

First 15 Days of Guided Math Routines

Tang Math Lessons 41, 46, 49-58

**Problem Solving/Number Talks:**

**TEKS:**

5.3B-C,H-L

**Lessons:**

Tang Math Lessons 64-66, 75-76

**Problem Solving/Number Talks:**

## PRIMARY GOALS

**Topic 1**

- \*Intro/Review Number Talks
- \*Review Problem Solving Strategies/Intentional Problem Solving
- \*Multiplying Whole Numbers
- \*Dividing Whole Numbers

**Topic 2**

- \*Review factors/multiples
- \*Review Simplifying Fractions
- \*Review Equivalent Fractions
- \*Adding & Subtracting Fractions with unlike denominators

**Topic 3**

- Model Fraction Multiplication and Division
- Fraction Multiplication and Division
- Problem Solving with Multiplying and Dividing Fractions

# MATH YEAR AT A GLANCE 5TH GRADE

<b>2ND NINE WEEKS</b> <i>October 16-December 20</i>		
<u>District Math Assessments</u> MAP MOY Testing: 11/27-12/15		
<b>Weeks 1-3</b> 10/17-11/3	<b>Weeks 4-6</b> 11/7-12/1	<b>Weeks 7-9</b> 12/4-12/20
<b>TEKS:</b> 5.2A-C, 5.3A-G,K 5.4A-B, E-F  <b>Lessons:</b> Tang Math Lessons 91-103	<b>TEKS:</b> 5.2A-C, 5.3A-G,K 5.4A-B, E-F  <b>Lessons:</b> Tang Math Lessons 3-4, 104-112	<b>TEKS:</b> 5.2A-C, 5.3A-G,K 5.4A-B, E-F  <b>Lessons:</b> Tang Math Lessons 28-31
PRIMARY GOALS		
<b>Topic 4 - Decimal Place Value</b> <ul style="list-style-type: none"> <li>Place Value Names</li> <li>Reading and Writing Decimal Numbers</li> <li>Understanding Expanded Notation (5 X 0.1 or 5 X 1/10)</li> <li>Rounding Numbers (5 or more raise the score; 4 or less let it rest)</li> <li>Comparing Numbers using &lt;, &gt;, =</li> </ul> <b>Topic 5 - Decimal Operations</b> <ul style="list-style-type: none"> <li>Adding &amp; Subtracting Decimal Numbers - make sure decimals are lined up</li> <li>Multiplying Decimal Numbers - decimals don't need to line up, line up digits, count up how many digits behind the decimal in the problem, add decimal to the answer</li> </ul>		<b>Topic 5 Continued...</b> <ul style="list-style-type: none"> <li>Dividing Decimal Numbers - raise the decimal from the dividend to the "roof" (the quotient)</li> </ul> <b>Topic 6 - Algebraic Reasoning</b> <ul style="list-style-type: none"> <li>Prime Numbers - only 2 factors</li> <li>Composite Numbers - more than 2 factors</li> <li>PEMDAS/GEMDAS - Order of Operations (Excluding Exponents)</li> <li>Intro Exponents - but not tested</li> <li>Solving for variables</li> </ul>

# MATH YEAR AT A GLANCE 5TH GRADE

<b>3RD NINE WEEKS</b> <i>January 8-March 7</i>		
<u>District Math Assessments</u>		
<b>Weeks 1-3</b> 1/8-1/26	<b>Weeks 4-6</b> 1/29-2/15	<b>Weeks 7-9</b> 2/20-3/7
<b><u>TEKS:</u></b>  <b><u>Lessons:</u></b> Tang Math Lessons  <b><u>Problem Solving/Number Talks:</u></b> Tang Problem Solving: •	<b><u>TEKS:</u></b>  <b><u>Lessons:</u></b> Tang Math Lessons  <b><u>Problem Solving/Number Talks:</u></b> Tang Problem Solving: •	<b><u>TEKS:</u></b>  <b><u>Lessons:</u></b> Tang Math Lessons  <b><u>Problem Solving/Number Talks:</u></b> Tang Problem Solving: •
<b>PRIMARY GOALS</b>		

# MATH YEAR AT A GLANCE 5TH GRADE

4TH NINE WEEKS <i>March 18-May 23</i>		
District Math Assessments MAP EOY Testing: 4/8-5/3		
Weeks 1-3 3/18-4/5	Weeks 4-6 4/8-4/26	Weeks 7-10 4/29-4/23
<b><u>TEKS:</u></b>  <b><u>Lessons:</u></b> Tang Math Lessons  <b><u>Problem Solving/Number Talks:</u></b> Tang Problem Solving: <ul style="list-style-type: none"> <li>•</li> </ul>	<b><u>TEKS:</u></b>  <b><u>Lessons:</u></b> Tang Math Lessons  <b><u>Problem Solving/Number Talks:</u></b> Tang Problem Solving: <ul style="list-style-type: none"> <li>•</li> </ul>	<b><u>TEKS:</u></b>  <b><u>Lessons:</u></b> Tang Math Lessons  <b><u>Problem Solving/Number Talks:</u></b> Tang Problem Solving: <ul style="list-style-type: none"> <li>•</li> </ul>
PRIMARY GOALS		
		<ul style="list-style-type: none"> <li>•</li> </ul>