Crest Memorial School Curriculum and Pacing Guide	
Grade: 5	Subject Area: Mathematics
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: Successful teaching and learning of mathematics play an important role in ensuring that students have the right skills required to compete in a 21st century global economy. When properly implemented and coupled with opportunities for students to engage in mathematical investigation, communication and problem solving, rigorous mathematics standards hold the promise of elevating the mathematical knowledge and skill of every learner to levels competitive with the best in the world, of preparing our college entrants to undertake advanced work in the mathematical sciences, and of readying the next generation for the jobs their world will demand.

Vision: A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society. All students will have access to a high-quality mathematics education that fosters a population that:

- leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions.
- persists to make sense of and model problems arising in everyday life, society, and the workplace.
- thinks critically and strategically to assess quantitative relationships and to solutions to complex problems.
- employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning.
- interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors.
- communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.

Integration of Technology

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

21st Century Skills
9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

Career Education
9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Interdisciplinary Connection
Science - 5-ESS1-1: Support an argument that differences in the apparent brightness of the sun compared to other stars are due to their relative distances from Earth. ELA - RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.

Accommodations and Modifications	
Special Education	● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in math notebook with dictation support ● create a word map
English Language Learners	● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in math notebook with dictation support ● create a word map

Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	● Lesson quick checks/Quiz checks ● Teacher Observation
Summative	● End of Unit Test (Topic)
Benchmark	● MAP ● NJSLA

Alternative	● Performance Tasks ● 3-ACT Math ● Choice Boards

Pacing Guide	
Unit Title	**Number of days**
Fluency with Whole Numbers and Decimals	69
Operations with Fractions	41
Geometry and Measurement	61

Unit Learning Goals
Fluency with Whole Numbers and Decimals: Understand how whole numbers and decimals are written, compared, and ordered; integrate decimals into the place value system; develop understanding of operations with decimals to hundredths; extend division to 2-digit divisors; and develop fluency with whole number and decimal operations

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1-2: Chapter introduction/Vocabulary and patterns with exponents and powers of 10	5.NBT.A.1 5.NBT.A.2	● Topic 1 Vocabulary Cards ● Students create equations using powers of 10 (ex. $10^4 = 10,000$) in small groups. ● XtraMath/Frax
● Day 3: Read, write, and understand whole number place value	5.NBT.A.1	● Students use manipulatives (base-ten blocks) to represent numbers up to the millions and thousandths place.

		● XtraMath/Frax
● Day 4: Represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals.	5.NBT.A.1 5.NBT.A.3a	● Students will turn and talk to partner about how when they read the decimal or fraction out loud they are actually saying the opposite form. ● XtraMath/Frax
● Day 5: Read and write numbers with decimals through thousandths using standard form, expanded form, and number names; identify equivalent decimals.	5.NBT.A.3a	● Daily Review Warm Up ● Students will play a matching game to match standard decimals with their word form and expanded form. ● XtraMath/Frax
● Day 6: Use place value to compare decimals through thousandths.	5.NBT.A.3b	● Students will use task cards to compare decimals with a partner. ● XtraMath/Frax
● Day 7: Use place value to round decimals to different places.	5.NBT.A.1	● Students will round decimals to the place of the underlined digit and then do the same activity using the place value names. ● XtraMath/Frax
● Day 8: PROBLEM SOLVING: Use the structure of the decimal place-value system to solve problems involving patterns.	5.NBT.A.3a 5.NBT.A.3b	● Mathematical Practice (MP.7, MP.6, MP.8) - Good math thinkers look for relationships in math to help solve problems. ● Students will Solve and Share during work on word problems. ● XtraMath/Frax
● Day 9: Topic 1 Reteaching to allow for item analysis for Diagnosis and Intervention.	5.NBT.A.1 5.NBT.A.2 5.NBT.A.4 5.NBT.A.3a 5.NBT.A.3b	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● XtraMath/Frax
● Day 10-11: Review and Summative Assessment: Apply knowledge of writing, comparing, and ordering whole numbers and decimals.	5.NBT.A.1 5.NBT.A.2 5.NBT.A.4 5.NBT.A.3a 5.NBT.A.3b	● Topic 1 Practice Assessment ● Topic 1 Assessment ● Topic 2 - ‘Review What You Know’

● Day 12-13: Topic 2 introduction/Vocabulary and using properties of addition and strategies to solve problems mentally.	5.NBT.A.4 5.NBT.B.7	● Topic 2 Vocabulary Cards ● Students will watch a number rock video on the Properties of Addition and take notes to keep as a resource. ● XtraMath/Frax
● Day 14: Estimate sums and differences of decimals.	5.NBT.A.4 5.NBT.B.7	● Students will discuss the rules of rounding and practice ways to remember it. ● Students will make a list of compatible numbers and share with the class. ● XtraMath/Frax
● Day 15: Use models to add and subtract decimals.	5.NBT.B.7	● Students will use decimal grids to color in or cancel out to show the sum or difference of decimal addition and subtraction ● XtraMath/Frax
● Day 16: Add decimals to hundredths using familiar strategies, such as partial sums.	5.NBT.B.7	● Students will practice for fluency while understanding that adding multi-digit decimals is similar to adding multi-digit whole numbers. ● XtraMath/Frax
● Day 17: Subtract decimals to hundredths using familiar strategies, such as partial differences.	5.NBT.B.7	● Daily Review Warm-Up ● Decimal “Shopping Game”-Students will use a budget and “shop” for items for a class party to practice addition and subtraction of decimals. ● XtraMath/Frax
● Day 18: PROBLEM SOLVING: Model with Math: Use prior math knowledge and equations or bar diagrams to solve problems	5.NBT.B.7	● Mathematical Practice (MP.4, MP.1, MP.3) - Good math thinkers choose and apply math they know to show and solve problems from everyday life. ● Students will Solve and Share during work on word problems. ● XtraMath/Frax
● Day 19: Topic 2 Reteaching to allow for item analysis for Diagnosis and Intervention.	5.NBT.B.7 5.NBT.A.4	● Students will review each lesson with a Reteaching “set”- then practice

		independently/with partners. ● XtraMath/Frax
● Day 20-21: Review and Summative Assessment: Apply knowledge of using models and strategies to add and subtract decimals.	5.NBT.B.7 5.NBT.A.4	● Topic 2 Practice Assessment ● Topic 2 Assessment ● Topic 3 - 'Review What You Know'
● Day 22-23: Topic 3 introduction/Vocabulary - Use place-value understandings and patterns to mentally multiply whole numbers and powers of 10.	5.NBT.A.2	● Topic 3 Vocabulary Cards ● Students will fill in the missing products by multiplying by powers of 10 patterns. ● XtraMath/Frax
● Day 24: Use rounding and compatible numbers to estimate products.	5.NBT.B.5	● Students will discuss with their partner why estimating might be useful when buying items from a store. ● XtraMath/Frax
● Day 25: Use place-value and the standard algorithm to multiply multi-digit numbers by 1-digit numbers.	5.NBT.B.5	● Students will use grid paper/base-ten blocks to model partial products step-by-step. ● XtraMath/Frax
● Day 26: Multiply 2-digit by 2-digit numbers.	5.NBT.B.5	● Students will estimate to check if their products are reasonable. ● Students will solve multiplication problems in a team relay to encourage accuracy and collaboration. ● XtraMath/Frax
● Day 27-29: Multiply 3-digit by 2-digit numbers (and whole numbers with zeros) by adding partial products or by using the standard algorithm,	5.NBT.B.5	● Number rock video - Multiplying 2-digit by 2-digit numbers. ● Students will work together on practice problems by walking their partner through the steps. ● XtraMath/Frax
● Day 30: Use models and strategies to solve word problems using multiplication	5.NBT.B.5	● Students will create real-world word problems to be solved by classmates. ● XtraMath/Frax

● Day 31: PROBLEM SOLVING: Critique Reasoning: Critique the reasoning of others by asking questions, looking for flaws, and using prior knowledge of estimating products.	5.NBT.B.5	● Mathematical Practice (MP.3, MP.1, MP.2, MP.6) - Good math thinkers use math to explain why they are right. They can talk about the math others do, too. ● XtraMath/Frax
● Day 32: Topic 3 Reteaching to allow for item analysis for Diagnosis and Intervention.	5.NBT.B.5 5.NBT.A.2	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● XtraMath/Frax
● Day 33-34: Review and Summative Assessment: Apply knowledge on fluently multiplying multi-digit whole numbers	5.NBT.B.5 5.NBT.A.2	● Topic 3 Practice Assessment ● Topic 3 Assessment ● Topic 4 - ‘Review What You Know’
● Day 35-36: Topic 4 Introduction/Vocabulary - Use knowledge about place value and patterns to find the product of a decimal number and a power of 10.	5.NBT.A.2 5.NBT.B.7	● Students use index cards to create and match up numbers and patterns of decimals multiplied by powers of 10. ● Students use place value charts to move the decimal in a number to represent multiplying a decimal by powers of 10. ● XtraMath/Frax
● Day 37: Estimate the product of a decimal and a whole number.	5.NBT.B.7	● Students turn and share estimations with a partner to determine if their estimations are an ‘overestimate’ or ‘underestimate’. ● XtraMath/Frax
● Day 38: Use models and standard algorithm to multiply a decimal and a whole number.	5.NBT.B.7	● Decimal Area Models: Students use grid paper (decimal number grids) to create visual models of multiplication problems, like 0.4 x 3 ● Fluency practice - Understanding multiplying a decimal and a whole number is similar to the steps used when multiplying two whole numbers. Place value determines the placement of the

		decimal point in the product. ● XtraMath/Frax
● Day 39: Use models to multiply a decimal and a decimal	5.NBT.B.7	● Decimal Area Models: Students use grid paper (decimal number grids) to create visual models of multiplication problems, like 0.4 x 0.3 ● XtraMath/Frax
● Day 40-41: Multiply decimals using partial products and area models.	5.NBT.B.7	● Daily Review Warm-Up ● Students will use grid paper to show multiplying two decimals using area models. Students will work with a partner to find the missing pieces and solve using the partial products. ● XtraMath/Frax
● Day 42-43: Use properties and number sense to multiply decimals.	5.NBT.B.7	● Students will review the Associative and Commutative Properties to break apart and multiply decimals. ● Students will use reasoning with a partner to place the decimal in products. ● XtraMath/Frax
● Day 44: PROBLEM SOLVING: Model with Math: use previously learned concepts and skills to represent and solve problems.	5.NBT.B.7	● Mathematical Practice (MP.3, MP.1, MP.4, MP.6) - Good math thinkers choose and apply math they know to show and solve problems from everyday life. ● Shopping Challenge- Students will “buy” items with decimal prices and calculate total costs using multiplication.
● Day 45: Topic 4 Reteaching to allow for item analysis for Diagnosis and Intervention.	5.NBT.B.7	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● XtraMath/Frax
● Day 46-47: Review and Summative Assessment: Apply knowledge on using models and strategies to multiply decimals.	5.NBT.B.7 5.NBT.A.2	● Topic 4 Practice Assessment ● Topic 4 Assessment ● Topic 5 - ‘Review What You Know’
● Day 48-49: Topic 5 Introduction - Vocabulary	5.NBT.B.6	● Topic 5 Vocabulary Cards

Use place-value patterns and mental math to find quotients.		● Students will use place value charts to record and discuss patterns of problems with dividends and divisors that are multiples of 10. They will work with basic math facts to solve and check with multiplication for reasonable quotients. ● XtraMath/Frax
● Day 50: Estimate quotients with 2-digit divisors	5.NBT.B.6	● Students will write a note to a classmate who is absent about how to use compatible numbers and rounding to estimate quotients and explain why doing so is helpful when solving problems. ● XtraMath/Frax
● Day 51: Use models and properties to divide with 2-digit divisors.	5.NBT.B.6	● Students will use grid paper to draw area models to find quotients with multi-digit whole numbers. ● XtraMath/Frax
● Day 52: Use partial quotients to divide whole numbers.	5.NBT.B.6	● Students will make an estimation before completing the partial quotient division problem. Students will do this with area models and grid paper to represent two different ways to use partial products. ● XtraMath/Frax
● Day 53-54: Use sharing (standard algorithm) to divide with 2-digit divisors and greater dividends.	5.NBT.B.6	● Daily Review Warm-Up ● Division Scavenger Hunt- Students will move around the room solving division problems on task-cards. Each solution will complete part of a puzzle on their answer sheet. ● XtraMath/Frax
● Day 55: Choose a strategy to divide	5.NBT.B.6	● Students will complete independent practice using IXL to choose the best strategy to divide whole numbers. ● Long-Division Cross Number Puzzle. ● XtraMath/Frax

● Day 56: PROBLEM SOLVING: Make Sense and Persevere: make sense of problems and keep working.	5.NBT.B.6	● Mathematical Practice (MP.1, MP.2, MP.3) - Good math thinkers make sense of problems and think of ways to solve them. If they get stuck, they don't give up. ● Students will use wipe boards to complete word problems by breaking down each real-life situation into steps before solving.
● Day 57: Topic 5 Reteaching to allow for item analysis for Diagnosis and Intervention.	5.NBT.B.6 5.NBT.A.2	● Students will review each lesson with a Reteaching "set"- then practice independently/with partners. ● XtraMath/Frax
● Day 58-59: Review and Summative Assessment: Apply knowledge to use models and strategies to divide whole numbers.	5.NBT.B.6 5.NBT.A.2	● Topic 5 Practice Assessment ● Topic 5 Assessment ● Topic 6 - 'Review What You Know'
● Day 60-61: Topic 6 Introduction - Vocabulary Use mental math and place-value patterns to divide a decimal by a power of 10.	5.NBT.A.2 5.NBT.B.7	● Topic 6 Vocabulary Cards ● Students will use decimal place value charts and index cards to model dividing a decimal by a power of 10. They will use this method to visually see the decimal moving within the number. ● XtraMath/Frax
● Day 62: Estimate decimal quotients	5.NBT.B.7	● Students will refresh on rounding of decimals and compatible numbers together as a class and then work to complete practice problems using estimation. ● XtraMath/Frax
● Day 63: Use models to divide decimals by 1-digit whole numbers.	5.NBT.B.7	● Students will use Decimal Grids and Area Models in stations. They will move stations to work with a different type of model. ● XtraMath/Frax
● Day 64: Divide by a 2-digit whole number.	5.NBT.B.7	● Number Rock - Dividing Decimals video ● Interactive Decimal Grids- Students will work to use decimal grids to model problems like 1.2 ÷ 0.4 using shading of the decimal grids.

		• XtraMath/Frax
• Day 65: Divide decimals by whole numbers (Standard Algorithm)	5.NBT.B.7	• • XtraMath/Frax
• Day 66: PROBLEM SOLVING: Reasoning: Use reasoning to solve problems by making sense of quantities and relationships in the situation.	5.NBT.B.7	• Mathematical Practice (MP.2, MP.4, MP.6) - Good math thinkers know how to reason about words and numbers to solve problems.
• Day 67: Topic 6 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.NBT.A.2 5.NBT.B.7	• Students will review each lesson with a Reteaching "set"- then practice independently/with partners. • XtraMath/Frax
• Day 68-69: Review and Summative Assessment: Apply knowledge of using models and strategies to solve divide decimals.	5.NBT.A.2 5.NBT.B.7	• Topic 6 Practice Assessment • Topic 6 Assessment • Topic 7 "Review What You Know"
Flexible Learning time/Extra Math time		

Inclusive concepts
• In our 5th-grade mathematics classroom, we prioritize creating an inclusive and culturally competent learning environment where every student feels valued, respected, and seen. Recognizing the diverse backgrounds, experiences, and identities of our students, we aim to integrate inclusive teaching practices that celebrate this diversity while fostering a sense of belonging.

Unit Learning Goals
Operations with Fractions: Students will focus on deep understanding of using equivalent fractions to add and subtract fractions and mixed numbers. Students will also extend their deep understanding of multiplication and division from whole numbers to fractions.

Core Instructional Materials	Supplemental Materials
• Textbook - enVisions • Online benchmark assessment resource	• Number Rock Videos • IXL

	● SplashLearn

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1-2: Topic 7 Introduction - Vocabulary Estimate sums and differences of fractions by using the nearest half or whole number.	5.NF.A.1 5.NF.A.2	● Chapter 7 Vocabulary Cards ● Fraction Review using fraction strips and number lines. ● Students will write notes and discuss 'Benchmark' fractions including ½ and ¼ then use this to estimate sums and differences of fractions. ● Frax
● Day 3: Find common denominators for fractions with unlike denominators.	5.NF.A.1 5.NF.A.2	● Students will complete Fraction Puzzles: match fractions with their equivalent forms using visual cards. ● Frax
● Day 4: Add fractions with unlike denominators using equivalent fractions with a common denominator.	5.NF.A.1 5.NF.A.2	● Students will use Fraction strips to model equivalent fractions and combine fractions with unlike denominators. ● Frax
● Day 5: Subtract Fractions with unlike denominators.	5.NF.A.1 5.NF.A.2	● Students will use fraction strips to model equivalent fractions. Then students will use this visual to subtract fractions with unlike denominators. ● Frax
● Day 6: Add and Subtract Fractions	5.NF.A.1 5.NF.A.2	● Daily Review Warm-up ● Students will work around the room solving task cards that have a mix of addition and subtraction of fractions problems on them. They will record their work (equivalent fractions) on their answer sheet to be checked. ● Frax
● Day 7: Estimate sums and differences of mixed numbers.	5.NF.A.1 5.NF.A.2	● Students will write notes and discuss 'Benchmark' fractions including ½ and ¼ then use this to estimate sums and differences of

		mixed numbers. ● Frax
● Day 8-9: Use models to add mixed numbers and add mixed numbers using equivalent fractions and a common denominator.	5.NF.A.1 5.NF.A.2	● Students will use fraction strips to model addition of mixed numbers. ● Students will use IXL to practice changing mixed numbers to improper fractions and back. ● Frax
● Day 10-11: Use models to subtract mixed numbers and subtract mixed numbers using equivalent fractions and a common denominator.	5.NF.A.1 5.NF.A.2	● Students will use fraction strips to model addition of mixed numbers. ● Students will work with a partner to roll dice and create mixed numbers to add and subtract. ● Frax
● Day 12: Add and Subtract Mixed Numbers.	5.NF.A.1 5.NF.A.2 3-ACT MATH: 5.NF.A.1, 5.NBT.A.2, 5.NBT.B.7, 5.NF.A.2	● Recipe Adjustments: Students will double or halve recipes, adding and subtracting fractions to modify ingredient amounts. ● 3-ACT MATH: The Gif Recipe
● Day 13: PROBLEM SOLVING: Model with Math: represent a problem situation with a mathematical model.	5.NF.A.1 5.NF.A.2	● Mathematical Practice (MP.2, MP.4, MP.6) - Good math thinkers choose and apply math they know to show and solve problems from everyday life. ● Frax
● Day 14: Topic 7 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.NF.A.1 5.NF.A.2	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● Frax
● Day 15-16:Review and Summative Assessment: Apply knowledge to use equivalent fractions to solve addition and subtraction problems with fractions.	5.NF.A.1 5.NF.A.2	● Topic 7 Practice Assessment ● Topic 7 Assessment ● Topic 8 “Review What You Know”
● Day 17-18: Topic 8 Introduction - Vocabulary Multiply a fraction by a whole number.	5.NF.B.4a 5.NF.B.6	● Topic 8 Vocabulary Cards ● Students will use fraction stips to model the product of a fraction and whole number. This will show interpreting as repeated addition. ● Frax

● Day 19: Multiply a whole number by a fraction.	5.NF.B.4a 5.NF.B.6	● Students will turn and talk to a partner about how to use fraction strips to model multiplying a whole number by a fraction. ● Frax
● Day 20: Multiply fractions and whole numbers.	5.NF.B.4a	● Students will complete IXL assignments to practice strategies to multiply fractions and whole numbers. ● Frax
● Day 21-22: Use models to multiply two fractions and use strategies to multiply two fractions.	5.NF.B.4a	● Daily Review Warm-Up ● Students will use an area model on a grid paper to represent the product of two fractions or two mixed numbers. They will draw models to represent problems such as ½ x ⅓ . ● Frax
● Day 23: Use a model to multiply two fractions or mixed numbers and find the area of a rectangle	5.NF.B.4b	● Students will use models and grid paper to find the area of shapes found around the room. Students will measure square and rectangular shapes to find the area. Remembering that areas are “squared” ● Frax
● Day 24: Multiply Mixed Numbers	5.NF.B.6	● Fraction Task Cards- Students will move around the room to solve tasks cards. Some cards will have word problems involving sharing or scaling quantities. ● Frax
● Day 25: Multiplication as Scaling	5.NF.B.5a 5.NF.B.5b	● Students will refresh their notes on scaling to compare the size of the product to the size of one factor without multiplying to consider multiplication as scaling. Number Lines will be used to visualize. ● Frax
● Day 26: PROBLEM SOLVING: Make sense and Persevere: Use previously learned knowledge to make sense of problems and persevere in solving them.	5.NF.B.6	● Mathematical Practice (MP.1, MP.3, MP.4) - Good math thinkers make sense of problems and think of ways to solve them. If they get stuck, they don’t give up. ● Frax

● Day 27: Topic 8 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.NF.B.4a 5.NF.B.4b 5.NF.B.5a 5.NF.B.5b 5.NF.B.6	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● Frax
● Day 28-29: Review and Summative Assessment: Apply knowledge of Multiplication to Multiply Fractions.	5.NF.B.4a 5.NF.B.4b 5.NF.B.5a 5.NF.B.5b 5.NF.B.6	● Topic 8 Practice Assessment ● Topic 8 Assessment ● Topic 9 “Review What You Know”
● Day 30-31: Topic 9 Introduction / Vocabulary Understand how fractions are related to division.	5.NF.B.3	● Topic 9 Vocabulary Cards ● Number Rock Video - Fractions as Division: Students will work to understand that a fraction can be interpreted as division of the numerator by the denominator. ● Frax
● Day 32: Implement division of fractions to show quotients as fractions and mixed numbers.	5.NF.B.3	● Visual Fraction Division: Students will use bar models or fraction strips to solve division problems like ½ ÷ ¼ . ● Frax
● Day 33: Use multiplication to divide a whole number by a unit fraction.	5.NF.B.7b 5.NF.B.7c	● ● Frax
● Day 34: Use models and number lines to show dividing a whole number by a unit fraction	5.NF.B.7b 5.NF.B.7c	● “Share the Pie” Activity- Students divide objects (like pizzas or pies) into fractional parts and explore sharing scenarios. ● Frax
● Day 35: Divide unit fractions by non-zero whole numbers.	5.NF.B.7a 5.NF.B.7c	● Daily Review Warm-Up ● Students will use number lines on a wipe board to model a part of a whole divided into equal parts. ● Frax
● Day 36: Divide whole numbers and unit fractions. Check your answers using multiplications.	5.NF.B.7a 5.NF.B.7b 5.NF.B.7c	● Students will work in partners to complete an IXL dividing whole numbers and unit fractions. They will check every answer using multiplication before submitting their answer.

		● Frax
● Day 37: Solve multi-step problems involving division with unit fractions.	5.NF.B.7c 5.NF.B.7b *3-ACT MATH:* 5.NF.B.3, 5.NF.B.6	● Word Problem Task Cards- Students will solve real-world problems like: “How many ⅓ - cup servings are in 2 cups of rice?” ● 3-ACT MATH: Slime Time
● Day 38: PROBLEM SOLVING: Repeated Reasoning: Notice repetition in calculations and generalize about how to divide whole numbers and units fractions.	5.NF.B.7a	● Mathematical Practice (MP.2, MP.4, MP.8) - Good math thinkers look for things that repeat, and they make generalizations. ● Frax
● Day 39: Topic 9 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.NF.B.7a 5.NF.B.7b 5.NF.B.7c 5.NF.B.3	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● Frax
● Day 40-41: Review and Summative Assessment: Apply knowledge of Division to Divide Fractions.	5.NF.B.7a 5.NF.B.7b 5.NF.B.7c 5.NF.B.3	● Topic 9 Practice Assessment ● Topic 9 Assessment ● Topic 10 “Review What You Know”
Flexible Learning time/Extra Math time	5.OA.B.3 5.NBT.B.7 5.MD.A.1 5.MD.B.2 5.MD.C.3 5.MD.C.4 5.MD.C.5 5.NF.A.1 5.NF.4a	● Complete a themed Monthly Math book

Inclusive concepts
● Through culturally relevant examples, collaborative learning, and real-world applications, we ensure that mathematics connects to students’ lives and communities. Lessons are intentionally designed to include diverse contexts—such as cultural patterns, historical contributions to math, and global perspectives—so that students can see themselves and others reflected in the content.

Unit Learning Goals

Geometry and Measurement: Develop understanding of line graphs and graph data and analyze relationships. Develop understanding of customary and metric measurements and conversions, and develop understanding of volume using numbers and operations to compute the volume of rectangular prisms and composite shapes.

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1-2: Topic 10 Introduction / Vocabulary Analyze Line Plots	5.MD.B.2 changed to 5.DL.B.5	● Topic 10 Vocabulary Cards ● Students will read and analyze data collected in a survey organized and represented on a line plot. ● Frax
● Day 3: Organize and display data in a line plot.	5.MD.B.2 changed to 5.DL.B.5 5.NF.A.2 *New 5.DL.A.1	● Class Data Collecting: Students will work together to collect class data (ex. shoe sizes) and represent it on a line plot. ● Frax
● Day 4: Solve word problems using measurement data.	5.MD.B.2 changed to 5.DL.B.5 5.NF.A.2 5.NF.B.6 *New 5.DL.A.2 *New 5.DL.A.3	● Survey and Analyze: Students will design surveys, collect responses, clean and format data and display results through data visuals (ex. data graphs, line plots, charts, storyboards, video presentations) ● Frax
● Day 5: Critique Reasoning: Critique the reasoning of others using understanding of line plots and fractions.	5.MD.B.2 changed to 5.DL.B.5 5.NF.A.2	● Mathematical Practice (MP.1, MP.2, MP.3, MP.4, MP.6) - Good math thinkers use math to explain why they are right. They can talk about the math that others do, too. ● Frax
● Day 6: Topic 10 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.MD.B.2 changed to 5.DL.B.5 5.NF.A.2	● Students will review each lesson with a Reteaching “set”- then practice

	5.NF.B.6	independently/with partners. ● Frax
● Day 7-8: Review and Summative Assessment: Apply knowledge of representing and interpreting data using line plots.	5.MD.B.2 changed to 5.DL.B.5 5.NF.A.2 5.NF.B.6 *New 5.DL.A.1 *New 5.DL.A.2 *New 5.DL.A.3	● Topic 10 Practice Assessment ● Topic 10 Assessment ● Topic 11 “Review What You Know”
● Day 9-10: Topic 11 Introduction / Vocabulary Model volume-Find the volume of solid figures.	5.MD.C.3a changed to 5.M.B.2a 5.MD.C.3b changed to 5.M.B.2b 5.MD.C.4 changed to 5.M.B.3	● Topic 11 Vocabulary Cards ● Students will discuss and use Unit Cubes to understand that a cube with a side length of 1 unit, called a “unit cube” is said to have “one cubic unit” of volume. They will work together to build solid figures with no gaps or overlaps and find the volume in ‘cubic units’ ● Frax
● Day 11: Develop a volume formula to find the volume of rectangular prisms.	5.MD.C.4 changed to 5.M.B.3 5.MD.C.5a changed to 5.M.B.4a 5.MD.C.5b changed to 5.M.B.4b	● Unit Cube Volume Building: Students will build rectangular prisms using unit cubes and calculate the volume (length x width x height) ● Frax
● Day 12: Find the volume of a solid figure that is the combination of two or more rectangular prisms.	5.MD.C.5c changed to 5.M.B.4c *3-ACT MATH:* 5.MD.C.5a changed to 5.M.B.4a 5.MD.C.3 changed to 5.M.B.2 5.MD.C.4 changed to 5.M.B.3	● ● ● 3-ACT MATH: Fill’er Up
● Day 13: Solve word problems using volume.	5.MD.C.5c changed to 5.M.B.4c	● Volume Hunt: Students will identify objects in the classroom to measure and calculate their approximate volume. Students will then write a word problem using the measurements they found and exchange problems with a partner. ● Frax
● Day 14: PROBLEM SOLVING: Use Appropriate Tools: Use previously learned knowledge about volume to choose the appropriate tools to solve volume problems.	5.MD.C.3a changed to 5.M.B.2a 5.MD.C.3b changed to 5.M.B.2b 5.MD.C.4 changed to 5.M.B.3	● Mathematical Practice (MP.4, MP.5, MP.7) - Good math thinkers know how to pick the right tools to solve math problems. Students will work within the text book to solve multi-step

		word problems using the correct tools. ● Frax
● Day 15: Topic 11 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.MD.C.3a changed to 5.M.B.2a 5.MD.C.3b changed to 5.M.B.2b 5.MD.C.4 changed to 5.M.B.3 5.MD.C.5a changed to 5.M.B.4a 5.MD.C.5b changed to 5.M.B.4b 5.MD.C.5c changed to 5.M.B.4c	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● Frax
● Day 16-17: Review and Summative Assessment: Apply knowledge of understanding and computing the volume of rectangular prisms and composite shapes.	5.MD.C.3a changed to 5.M.B.2a 5.MD.C.3b changed to 5.M.B.2b 5.MD.C.4 changed to 5.M.B.3 5.MD.C.5a changed to 5.M.B.4a 5.MD.C.5b changed to 5.M.B.4b 5.MD.C.5c changed to 5.M.B.4c	● Topic 11 Practice Assessment ● Topic 11 Assessment ● Topic 12 “Review What You Know”
● Day 18-19: Topic 12 Introduction/Vocabulary Convert Customary Units of Length.	5.MD.A.1 changed to 5.M.A.1 5.NBT.B.5 5.NBT.B.6	● Topic 12 Vocabulary Cards ● Number Rock Customary Measurement Videos. ● Students will take notes on flashcards with Customary length conversions. Students will understand that multiplication and division are used to convert between units of length. (foot, inch, yard, mile) ● Frax
● Day 20: Convert Customary Units of Capacity.	5.MD.A.1 changed to 5.M.A.1 5.NBT.B.5 5.NBT.B.6	● Students will take notes on flashcards with Customary capacity conversions. Students will understand that multiplication and division are used to convert between units of capacity. ● Students will create a ‘Gallon Man’ to help remember capacity conversions. ● Frax
● Day 21: Convert customary units of weight.	5.MD.A.1 changed to 5.M.A.1 5.NBT.B.5 5.NBT.B.6	● Students will take notes on flashcards with Customary weight conversions. Students will understand that multiplication and division are used to convert between units of weight. (ton, pound, ounce) ● Measurement Stations: Students will move

		around to hands on stations where they will convert between customary units.
● Day 22: Convert Metric units of length.	5.MD.A.1 changed to 5.M.A.1 5.NBT.A.2	● Number Rock Metric Measurement Videos. ● Students will take notes on flashcards with Metric length conversions. Students will understand that multiplication and division are used to convert between units of length. ● Classroom Measurement Scavenger Hunt: Measure classroom items and convert the measurements to other units. (centimeter ruler and meter sticks) ● Frax
● Day 23: Convert Metric units of capacity	5.MD.A.1 changed to 5.M.A.1 5.NBT.A.2	● Students will take notes on flashcards with Metric capacity conversions. Students will understand that multiplication and division are used to convert between units of capacity. ● Frax
● Day 24: Convert metric units of mass.	5.MD.A.1 changed to 5.M.A.1 5.NBT.A.2	● Students will take notes on flashcards with Metric mass conversions. Students will understand that multiplication and division are used to convert between units of mass. ● Measurement Stations: Students will move around to hands on stations where they will convert between metric units.
● Day 25: Convert units of time.	5.MD.A.1 changed to 5.M.A.1 5.NBT.B.5 5.NBT.B.6	● Students will take notes on flash cards with time conversions. Students will understand that multiplication and division are used to convert between units of time. ● Frax
● Day 26: Solve word problems using measurement conversions.	5.MD.A.1 changed to 5.M.A.1 5.NBT.B.5	● Students will work with a partner to work through real-world problems with measurement conversions. Students will understand that some problems can be solved by first finding and solving one or more sub-problems, and then using the answer(s) to solve the original problem ● Frax

● Day 27: PROBLEM SOLVING: Precision: Be precise when solving measurement problems.	5.MD.A.1 changed to 5.M.A.1 5.NBT.B.5	● Mathematical Practice (MP.1, MP.4, MP.6) - Good math thinkers are careful about what they write and say, so their ideas about math are clear. ● Frax
● Day 28: Topic 12 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.MD.A.1 changed to 5.M.A.1 5.NBT.A.2 5.NBT.B.5 5.NBT.B.6	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● Frax
● Day 29-30: Review and Summative Assessment: Apply knowledge of	5.MD.A.1 changed to 5.M.A.1 5.NBT.A.2 5.NBT.B.5 5.NBT.B.6	● Topic 12 Practice Assessment ● Topic 12 Assessment ● Topic 13 “Review What You Know”
● Day 31-32: Topic 13 Introduction/Vocabulary Evaluate Expressions: Use the order of operations to evaluate expressions.	5.OA.A.1	● Topic 13 Vocabulary Cards ● Number Rock Video - PEMDAS ● Students will take notes and create a tool to use to remember the order of operations. Then independent practice.
● Day 33: Write numerical expressions that show calculations with numbers.	5.OA.A.1 5.OA.A.2	● PEMDAS puzzle: Students will work around the room to evaluate equations to piece together a class puzzle. ● Frax
● Day 34: Interpret numerical expressions without evaluating them.	5.OA.A.2	● Students will write a helpful note to an absent student about how to interpret numerical expressions without actually evaluating them. ● Frax
● Day 35: PROBLEM SOLVING: Reasoning: Use reasoning to solve problems by making sense of quantities and relationships in the situation.	*3-ACT MATH:* 5.OA.A.2 5.MD.A.1 changed to 5.M.A.1	● Mathematical Practice (MP.1, MP.2, MP.4) - Good math thinkers know how to think about words and numbers to solve problems. ● *3-ACT MATH:* Measure Me!
● Day 36: Topic 13 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.OA.A.1 5.OA.A.2	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● Frax

● Day 37-38: Review and Summative Assessment: Apply knowledge of using the Order of Operations to evaluate, write, and interpret numerical expressions with grouping symbols.	5.OA.A.1 5.OA.A.2	● Topic 13 Practice Assessment ● Topic 13 Assessment ● Topic 14 “Review What You Know”
● Day 39-40: Topic 14 Introduction/Vocabulary The coordinate system: Locate points on a coordinate grid.	5.G.A.1	● Topic 14 Vocabulary Cards ● Students will take notes about the set up of a coordinate grid and work with a large coordinate grid on the board to plot points. ● Frax
● Day 41: Graph data points using ordered pairs.	5.G.A.1 5.G.A.2	● Students will complete an IXL assignment and then work on Coordinate Plane Art where they will plot points on a coordinate grid to create pictures or patterns. ● Frax
● Day 42: Solve real-world problems by graphing ordered pairs.	5.G.A.2	● Students will complete word problems with a partner to deepen understanding. With extra time each day, students will continue working on as much coordinate grid art as they would like! ● Frax
● Day 43: PROBLEM SOLVING: Reasoning: Use reasoning to solve problems by making sense of quantities and relationships in the situation.	5.G.A.1 5.G.A.2	● Mathematical Practice (MP.1, MP.2, MP.5) - Good math thinkers know how to think about words and numbers to solve problems. ● Frax
● Day 44: Topic 14 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.G.A.1 5.G.A.2	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● Frax
● Day 45-46: Review and Summative Assessment: Apply knowledge of understanding the coordinate system, and how it works safely.	5.G.A.1 5.G.A.2	● Topic 14 Practice Assessment ● Topic 14 Assessment ● Topic 15 “Review What You Know”
● Day 47-48: Topic 15 Introduction/Vocabulary Algebra: Analyze numerical patterns.	5.OA.B.3	● Topic 15 Vocabulary Cards ● Students will discuss and take notes on

		strategies to use to find patterns between two extended patterns. ● Frax
● Day 49: More numerical patterns: use tables to identify relationships between patterns.	5.OA.B.3	● Students will fill in data tables at stations around the room and plot the points of their answers on grid paper. ● Frax
● Day 50: Analyze patterns, and graph ordered pairs generated from number sequences.	5.OA.B.3 5.G.A.2 *New 5.DL.B.5	● Students will create and use appropriate visualizations (ex. Double line plot or bar graph) to analyze data across samples. Independent work and then join a classmate. ● Frax
● Day 51: PROBLEM SOLVING: Make sense and persevere: Make sense of problems and persevere in solving them.	5.OA.B.3 *3-ACT MATH:* 5.OA.B.3, 5.G.A.2	● Mathematical Practice (MP.1, MP.2, MP.5) - Good math thinkers make sense of problems and think of ways to solve them. If they get stuck, they don't give up. ● Frax ● *3-ACT MATH:* Speed Stacks
● Day 52: Topic 15 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.OA.B.3 5.G.A.2	● Students will review each lesson with a Reteaching "set"- then practice independently/with partners. ● Frax
● Day 53-54: Review and Summative Assessment: Apply knowledge of	5.OA.B.3 5.G.A.2	● Topic 15 Practice Assessment ● Topic 15 Assessment ● Topic 16 "Review What You Know"
● Day 55-56: Topic 16 Introduction/Vocabulary Classify triangles by their angles and sides.	5.G.B.3 5.G.B.4	● Topic 16 Vocabulary Cards-Students will draw a picture on their flashcards to help remember how to classify the animals. ● Number Rock Classifying Triangles. ● Frax
● Day 57: Classify quadrilaterals by their properties. (sides and angles)	5.G.B.3 5.G.B.4	● Shape Detective Challenge: Students will be provided with clues for classifying shapes (ex. "This shape has four equal sides but no right angles. ● Frax

● Day 58: Continue to classify quadrilaterals using a hierarchy.	5.G.B.3 5.G.B.4	● Shape Sorting Activity: Use cards of different polygons to sort them and properties. (sides, angles) ● Frax
● Day 59: PROBLEM SOLVING: Construct Arguments: construct arguments about geometric figures.	5.G.B.3 5.G.B.4	● Mathematical Practice (MP.1, MP.2, MP.3) - Good math thinkers use math to explain why they are right. They can talk about the math that others do, too.
● Day 60: Topic 16 - Reteaching to allow for item analysis for Diagnosis and Intervention.	5.G.B.3 5.G.B.4	● Students will review each lesson with a Reteaching “set”- then practice independently/with partners. ● Frax
● Day 61-62: Review and Summative Assessment: Apply knowledge of understanding the attributes of a two-dimensional shape and how it makes identifying the shape much easier.	5.G.B.3 5.G.B.4	● Topic 16 Practice Assessment ● Topic 16 Assessment

Inclusive concepts
● We encourage respectful dialogue, teamwork, and critical thinking to nurture an environment where students feel empowered to share their ideas and explore mathematical concepts without fear of judgment. By incorporating multiple ways of problem-solving and valuing students’ varied approaches to math, we acknowledge and embrace the strengths that each learner brings to the classroom.