# Summit Public Schools

## Grade 5
## Mathematics Curriculum
Revised: July 2024

### Course Description

In Grade 5, instructional time should focus on three critical areas:

**(1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);** Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

**(2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations;** Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

**(3) developing understanding of volume;** Students recognize volume as an attribute of three-dimensional space. They understand

that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

| Supports for English Language Learners | | |
|---|---|---|
| **Sensory Supports** | **Graphic Supports** | **Interactive Supports** |
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

# Pacing Guide

| Trimester 1 | Trimester 2 | Trimester 3 |
|---|---|---|
| **Topic 13:** Write and Interpret Numerical Expressions (teach concepts/skills only; not formally assessed as it will be assessed throughout other topics)<br><br>**Topic 3:** Fluently Multiply Multi-Digit Whole Numbers & 1-2<br><br>**Topic 5:** Use Models and Strategies to Divide Whole Numbers<br><br>**Topic 1:** Understanding Place Value<br><br>**Topic 2**: Use Models and Strategies to Add and Subtract Decimals<br><br>**Topic 7:** Use Equivalent Fractions to Add and Subtract Fractions (start) | **Topic 7:** Use Equivalent Fractions to Add and Subtract Fractions (finish)<br><br>**Topic 8:** Apply Understanding of Multiplication to Multiply Fractions<br><br>**Topic 9:** Apply Understanding of Division to Divide Fractions<br><br>**Topic 4:** Use Models and Strategies to Multiply Decimals & 3-1<br><br>**Topic 6:** Use Models and Strategies to Divide Decimals<br><br>**Topic 11:** Understand Volume Concepts | **Topic 10/14:** Represent, Interpret, & Graph Data on Line Plots and a Coordinate Plane<br><br>**Topic 16:** Geometric Measurement: Classify Two-Dimensional Figures<br><br>**Topic 12:** Convert Measurements<br><br>**Topic 15:** Algebra: Analyze Patterns and Relationships |

| BOY Required Assessments: | Mid-Year Required Assessment: | EOY Required Assessment: | Topic Assessments to be given at the end of each topic throughout the year. Assessments and scoring guides are linked at the end of each topic in this document. |
|---|---|---|---|
| • iReady Math Diagnostic | • iReady Math Diagnostic | • iReady Math Diagnostic | |

NEW 25-26: Building a Math Community (Beginning of the Year Resources)

## Topic 13: Write and Interpret Numerical Expressions

**Topic 13 concepts are used throughout topics 1, 2, 3, and 7; writing and interpreting numerical expressions can be used to support mathematical modeling and problem solving throughout the year; therefore no formal assessment will be given as understanding/mastery will be assessed during the above mentioned topics.**

**Big Idea: Write and interpret numerical expressions**

| Essential Questions | Standards |
|---|---|
| • How is the value of a numerical expression found? | **5.OA.A.1:** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.<br>**5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932+ 921, without having to calculate the indicated sum or product. |

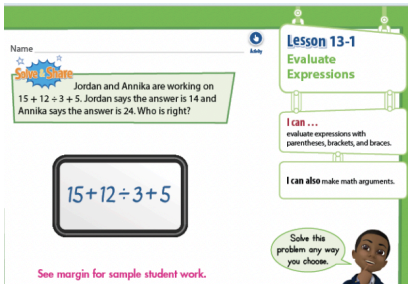
## Topic 13- Write and Interpret Numerical Expressions

**Key Vocabulary:** Numerical expression, evaluate, order of operations, parenthesis, brackets, braces

**Topic 13 concepts are used throughout topics 1, 2, 3, and 7; writing and interpreting numerical expressions can be used to support mathematical modeling and problem solving throughout the year; therefore no formal assessment will be given as understanding/mastery will be assessed during the above mentioned topics. Grade will be given on report card.**

***Please note that since we are starting with Topic 13, there may be questions you will need to skip in lessons 13-1 and 13-2 because students have not yet learned those skills. You may also need to supplement with additional resources, either from our shared resources folder or ones you find that work well for your students.**

| Warm-Up<br>Number Talk Warm-Up Option | Mini-Lesson | Math Rotations | Share/Reflection |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1 Solve and Share:** Pg. 537 | **Daily Optional Mini-Lesson Support for** | **Suggestions/Ideas for Lessons/Topic:** | **Lesson 1 Exit Ticket** |

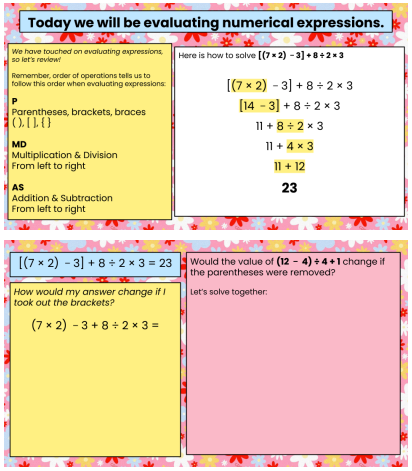



**Vocabulary:**
Numerical expression, evaluate, order of operations, parenthesis, brackets, braces

**Each Lesson/Topic:** Watch Visual Learning Animation Plus Video

**Lesson 1:**
Today we will evaluate expressions.

We will do this by:
1. Convince Me!
2. using the order of operations.




**Meet the Teacher:**
- Guided/Independent Practice pg. 539 (evens)
- Problem Solving pg. 540 #27, #28

**At Your Seat:**
- At Your Seat Folder

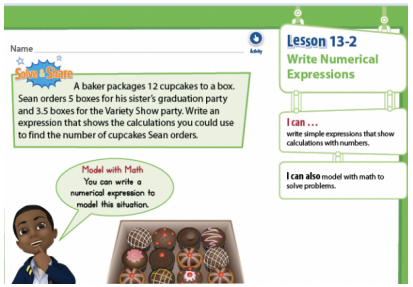
**Technology:**
- i-Ready
- enVision Math Games
- Mr. Nussbaum Order of Operations Online Game
- ABC Ya Order of Operations Online Game

**Hands On:**
- Hands On Folder
- Race to the Target Number-Fluency Practice
- Order of Operations Digital Escape Room

Additional Resources Folder

**Suggestion:**
- 13-1 Exit Ticket

**Lesson 2 Solve and Share:** Pg. 541




**Lesson 2:**
Today we will show calculations with numbers.

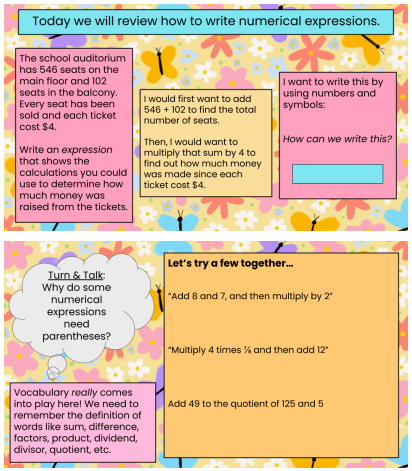
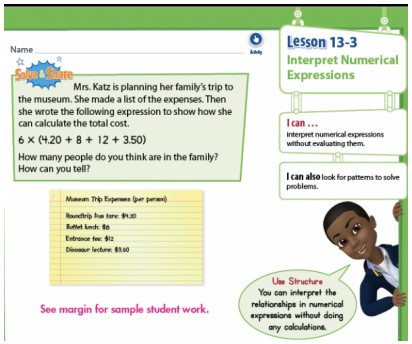
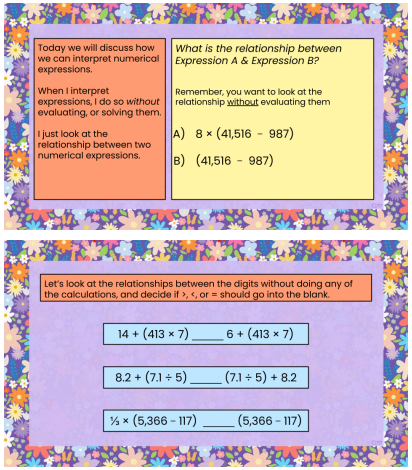
We will do this by:
1. Convince Me!
2. using simple expressions.

**Meet the Teacher:**
- Guided/Independent Practice pg. 543
- Problem Solving pg. 544 #17, #18

*At Your Seat, Technology, Hands On, see above.

**Lesson 2 Exit Ticket Suggestion:**

Fourteen students bought their art teacher a new easel for $129 and a set of blank canvases for $46. Sales tax was $10.50. They shared the cost equally. Write an

| | | | |
|---|---|---|---|
| **Vocabulary:**<br>Numerical expression, evaluate, order of operations, parenthesis, brackets, braces |  | | expression to show how you could calculate the amount each student paid. |
| **Lesson 3 Solve and Share:** Pg. 545<br>  <br>**Vocabulary:**<br>Numerical expression, evaluate, order of operations, parenthesis, brackets, braces | **Lesson 3:**<br>Today we will interpret numerical expressions.<br><br>We will do this by:<br>1. Convince Me!<br>2. comparing the structures without evaluating them.<br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 547<br>• Problem Solving pg. 548 #13, #14, #16<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br><br>Students complete problem 17 on pg. 548 and explain how they found their answer. |
| **Topic 13 Review:** Kahoot! (see below) | | | |

**Topic 13 concepts are used throughout topics 1, 2, 3, and 7; writing and interpreting numerical expressions can be used to support mathematical modeling and problem solving throughout the year; therefore no formal assessment will be given as understanding/mastery will be assessed during the above mentioned topics. Grade will be given on report card.**

## Topic 3: Fluently Multiply Multi-Digit Whole Numbers

**Big Idea: Fluently multiply multi-digit numbers using the standard algorithm**

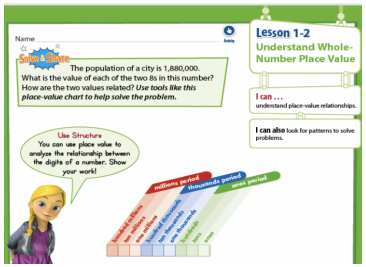
| Essential Questions | Standards |
|---|---|
| • What are the standard procedures for finding products of multi-digit numbers? | **5.NBT.B.5**: With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm. |

### Topic 3 - Fluently Multiply Multi-Digit Whole Numbers

**Key Vocabulary:** Underestimate, overestimate, partial products, variable

**Start with lesson 1-2 and then move to lesson 3-2; lesson 3-1 has been moved to the start of Topic 4 as it is more coherently connected to 5.NBT.A.2**

| Warm-Up<br>Number Talk Warm-Up Option | Mini-Lesson | Math Rotations | Share/Reflection |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Topic 1- Lesson 2: Understand Whole Number Place Value** | | | |
| **Lesson 2 Solve and Share: Pg.** | **Lesson 2:** Today we will learn how place value positions are related. | **Suggestions/Ideas for Lessons/Topic:** | **Lesson 2 Exit Ticket Suggestion:** Create your own 8-digit |

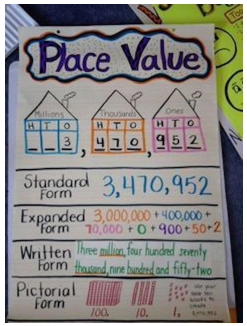


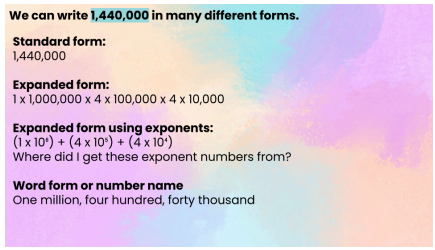

9

**Vocabulary:**
Value, expanded form

We will do this by:

1. Convince Me!
2. using place value mats and replacing /exchanging base ten blocks.




**Meet the Teacher:**

- Guided/Independent Practice pg. 11
- Problem Solving pg. 12 #19, #20

**At Your Seat:**

- At Your Seat Folder

**Technology:**

- i-Ready
- enVision Math Games
- ABCYa Clear It Multiplication
- 3-digit by 1-digit Multiplication Maze
- Mr. Nussbaum's Great American Multiplication Challenge
- Khan Academy 2-digit by 2-digit Practice
- 2-digit by 2-digit Multiplication "Gameshow" Quiz

**Hands On:**

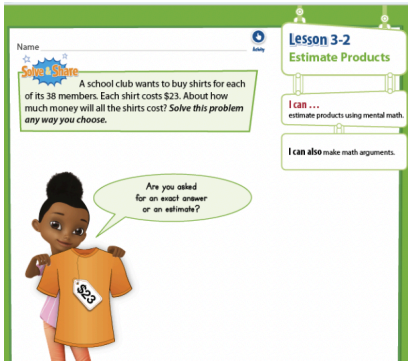
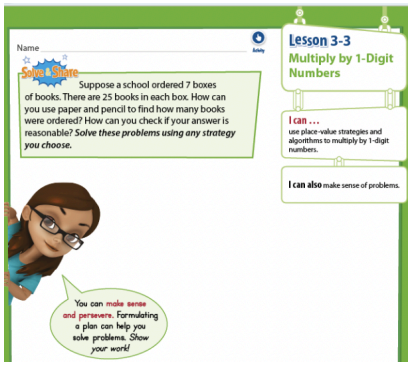
- Hands On Folder

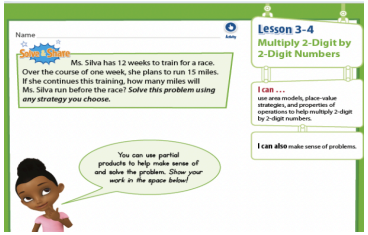
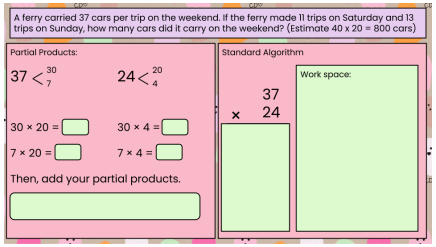
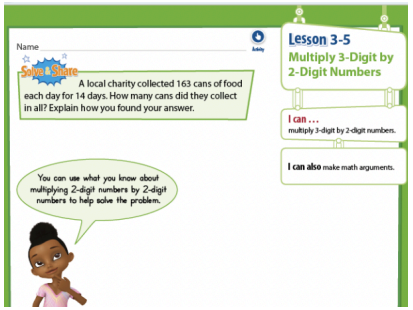
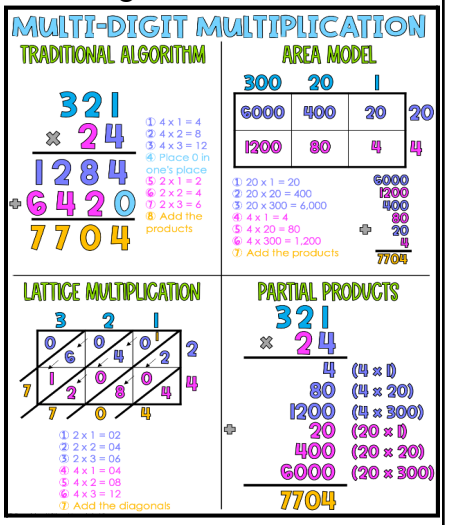
Project Options Folder

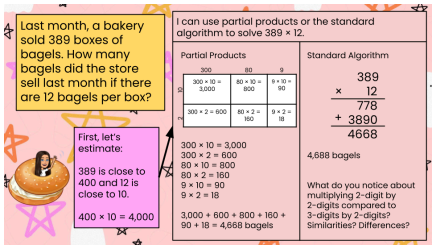
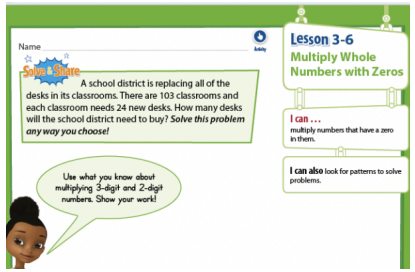
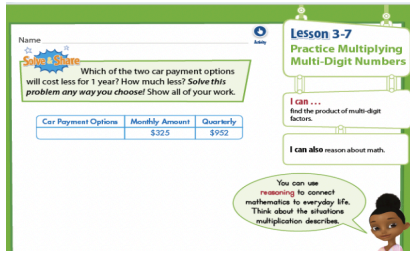
Homework Options Folder

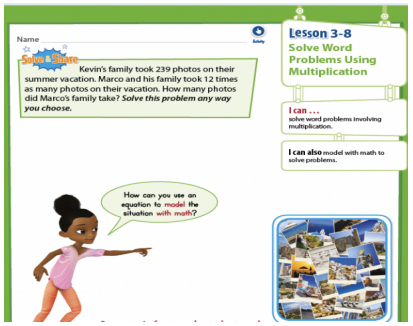
number and write it in standard form, expanded form, and word form. Then, share and check with a partner.

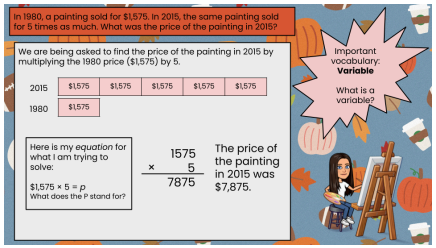
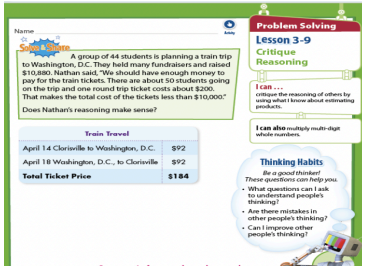
**Topic 3 (start with lesson 3-2): Fluently Multiply Multi-Digit Whole Numbers**

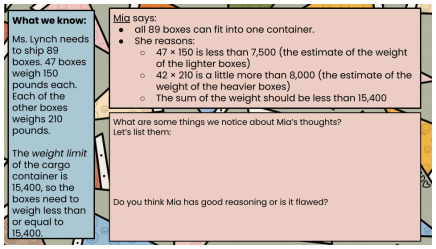
| | | | |
|---|---|---|---|
| **Lesson 2 Solve and Share: Pg. 85**<br>  <br><br>**Vocabulary:**<br>Underestimate, overestimate | **Lesson 2:**<br>Today we will learn how we can estimate products.<br><br>We will do this by:<br>1. Convince Me!<br>2. using our rounding skills. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 87<br>● Problem Solving pg. 88 #19, #20, #24, #25<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 2 Exit Ticket Suggestion:**<br>Susan used rounding to estimate 24 × 413 and found 20 × 400. Jeremy used compatible numbers and found 25 × 400. Whose method gives an estimate closer to the actual product? Explain. |
| **Lesson 3**<br><br>**Solve and Share: Pg. 89**<br>  <br><br>**Vocabulary:**<br>N/A | **Lesson 3**<br>Today we will multiply by a one digit number<br><br>We will do this by:<br>1. Convince Me!<br>2. using the algorithm for multiplication of multi-digit numbers. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 91<br>● Problem Solving pg. 92 #14, #20<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>Last year, Anthony's grandmother gave him 33 silver coins and 16 gold coins to start a coin collection. Now Anthony has six times as many coins in his collection. How many coins does Anthony have in his collection? |
| **Lesson 4 Solve and Share: Pg. 93** | **Lesson 4:** Today we will multiply 2 digit by 2 digit numbers. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 95<br>● Problem Solving pg. 96 | **Lesson 4 Exit Ticket Suggestion:**<br>Write a multiplication statement multiplying a 2-digit |

| | | | |
|---|---|---|---|
|  <br>**Vocabulary:**<br>Partial products, standard algorithm | We will do this by:<br>1. Convince Me!<br>2. either using the algorithm for multiplication or the partial products.<br>  | #15, #18, #19<br><br>*At Your Seat, Technology, Hands On, see above. | by a 2-digit number and swap with a partner to solve. |
| **Lesson 5 Solve and Share: Pg. 97**<br>  <br>**Vocabulary:**<br>N/A | **Lesson 5:** Today we will multiply 3 digit by 2 digit numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using the standard algorithm.<br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 99<br>• Problem Solving pg. 100 #19, #23, #24<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket Suggestion:**<br>Is 3,198 a reasonable product for 727 × 44? Why or why not? |

| | | | |
|---|---|---|---|
| |  | | |
| **Lesson 6 Solve and Share: Pg. 101**<br>  <br>**Vocabulary:**<br>N/A | **Lesson 6:** Today we will multiply whole numbers by zero.<br><br>We will do this by:<br>1. Convince Me!<br>2. using the standard algorithm. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 103<br>● Problem Solving pg. 104 #19, #20<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 6 Exit Ticket Suggestion:**<br>709 × 41 |
| **Lesson 7 Solve and Share: Pg. 105**<br>  <br>**Vocabulary:**<br>N/A | **Lesson 7:** Today we will practice multiplying multi digit numbers.<br><br>We will do this by:<br><br>1. Convince Me!<br>2. using the standard algorithm. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 107<br>● Problem Solving pg. 108 #23, #24<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 7 Exit Ticket Suggestion:**<br>A cook at a restaurant is planning her food order. She expects to use 115 pounds of potatoes each day for 12 days. How many pounds of potatoes will she order? |
| **Lesson 8**<br>**Solve and Share: Pg.109** | **Lesson 8:** Today we solve word problems using multiplication.<br><br>We will do this by: | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 111<br>● Problem Solving pg. 112 #10, #11 | **Lesson 8 Exit Ticket Suggestion:**<br>Sandi's school has 1,030 students. Karla's school had 3 times as many students as |

<table>
<tr>
<td> 

<br><br>Vocabulary:<br>Variable</td>
<td>1. Convince Me!<br>2. using a bar diagram.<br><br> 
</td>
<td>*At Your Seat, Technology, Hands On, see above.</td>
<td>Sandi's school. Write an equation to find s, the number of students in Karla's school. Then, solve your equation.</td>
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<tr>
<td>Lesson 9 Pacing Suggestion: Build into small groups instead of a full day lesson<br><br>Solve and Share: Pg. 113<br> 

<br><br>Vocabulary:<br>N/A</td>
<td>Lesson 9: Today we will use critique reasoning to solve problems.<br><br>We will do this by:<br><br>1. Convince Me!<br>2. asking questions and determining the best strategy.<br><br> 
</td>
<td>Meet the Teacher:<br>• Guided/Independent Practice pg. 115<br>• Problem Solving pg. 116<br><br>*At Your Seat, Technology, Hands On, see above.</td>
<td>Lesson 9 Exit Ticket Suggestion:<br>A drama club needs to buy 33 scripts for all of the actors and crew people. The scripts cost $12 each. Kelli said, "$300 should be enough to buy the scripts because $12 rounds to $10 and 33 rounds to 30. $10 × 30 = $300. Does Kelly's reasoning make sense?</td>
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<td colspan="4">Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder<br>Topic 3 Review: Kahoot!</td>
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| Topic 5: Use Models and Strategies to Divide Whole Numbers | |
|---|---|
| **Big Idea: Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division to divide whole numbers** | |
| **Essential Questions** | **Standards** |
| • How can you use place value to divide? | **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. |

## Topic 5 - Use Models and Strategies to Divide Whole Numbers

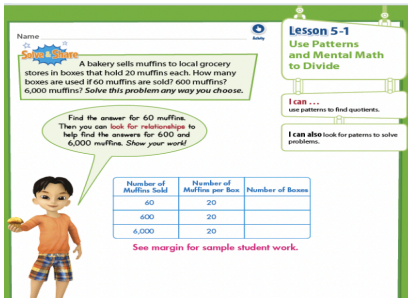
**Key Vocabulary:** divisor, dividend, quotient, remainder

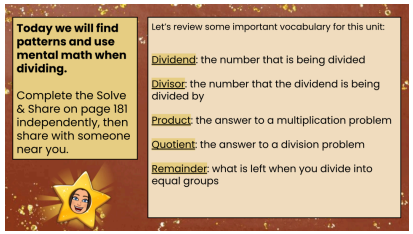
Anchor Charts

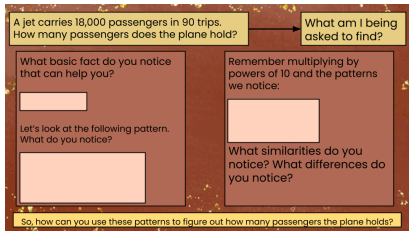
Although the 5th grade standard does not require students to master the standard algorithm for division, we have decided that it is beneficial to introduce this method in 5th grade. Doing so will better prepare students for other 5th grade topics, such as the division of decimals, and set a solid foundation for 6th grade math. While students are not expected to master the standard algorithm at this level, please ensure they are exposed to it alongside the various strategies (**at the very least, area model**) presented in enVision.

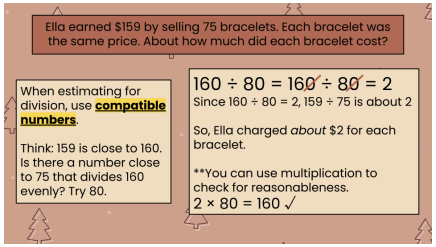
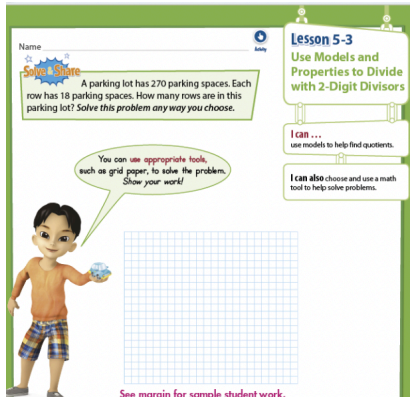
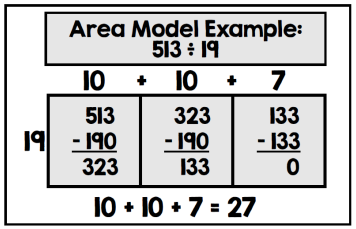
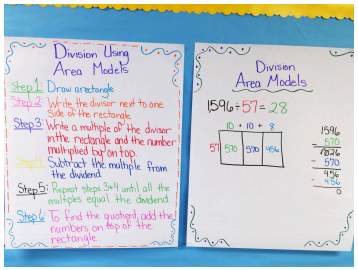
***Mastery of the standard algorithm will remain a focus in 6th grade.**

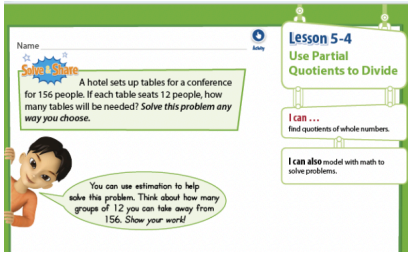
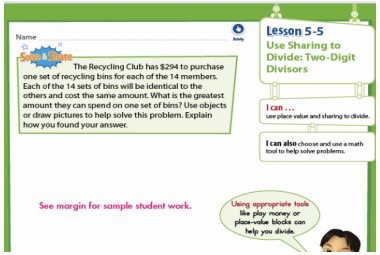
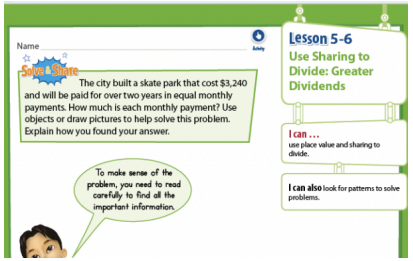
| **Warm-Up**<br>Number Talk Warm-Up Option | **Mini-Lesson** | **Math Rotations** | **Share/Reflection** |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1** Pacing Suggestion: Can be combined with 5-2<br><br>**Solve and Share:** Pg. 181 | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:** | **Lesson 1 Exit Ticket Suggestion:**<br>Paula wants to divide 480 tomatoes equally among 80 |

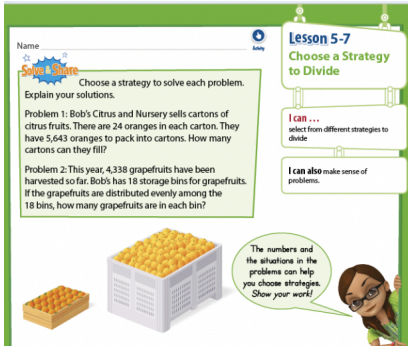
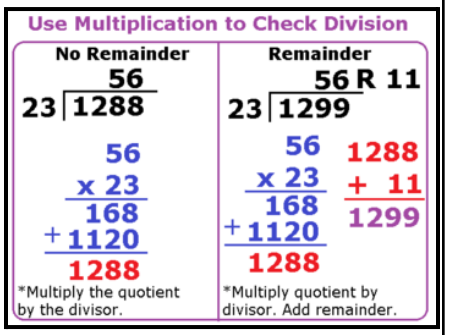
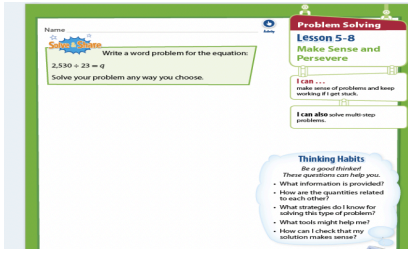
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<br><br>Vocabulary:<br>Quotient, dividend, divisor</td>
<td>Plus Video<br><br>Lesson 1: Today we will find patterns and use mental math when dividing.<br><br>We will do this by:<br>1. Convince Me!<br>2. using the inverse operation of multiplication.<br><br> 

<br><br> 
</td>
<td><ul>
<li>Guided/Independent Practice pg. 183</li>
<li>Problem Solving pg. 184 #26, #31, #32</li>
</ul>
At Your Seat:<br><ul>
<li>At Your Seat Folder</li>
</ul>
Technology:<br><ul>
<li>i-Ready</li>
<li>enVision Math Games</li>
<li>Khan Academy Multiply and Divide by Powers of 10</li>
<li>ABCYa Division Derby</li>
<li>Multiplying and Dividing by Powers of 10</li>
<li>Math Slalom (Have students select “Division”, then “Random”)</li>
<li></li>
</ul>
Hands On:<br><ul>
<li>Hands On Folder</li>
</ul>
Project Options Folder</td>
<td>baskets. How many tomatoes will Paula put in each basket?</td>
</tr>
<tr>
<td>Lesson 2 Solve and Share: Pg. 185<br><br> 
</td>
<td>Lesson 2:<br>Today we will estimate quotients with two digit divisors.<br><br>We will do this by:<br>1. Convince Me!<br>2. using compatible numbers.</td>
<td>Meet the Teacher:<br><ul>
<li>Guided/Independent Practice pg. 187</li>
<li>Problem Solving pg. 188 #27, #28</li>
</ul>
*At Your Seat, Technology, Hands On, see above.</td>
<td>Lesson 2 Exit Ticket Suggestion:<br>Estimate 241 ÷ 34 using compatible numbers.</td>
</tr>
</table>

| | | | |
|---|---|---|---|
| **Vocabulary:**<br>N/A |  | | |
| **Lesson 3 Solve and Share:** Pg. 189<br>  <br>**Vocabulary:**<br>N/A | **Lesson 3:**<br>Today we will use models and properties to divide with 2- digit divisors.<br><br>We will do this by:<br>1. Convince Me!<br>2. using area models.<br><br>  <br>  | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 191<br>● Problem Solving pg. 192 #12, #13, #17, #18<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>How can you use an area model to solve 391 ÷ 23? |
| **Lesson 4 Solve and Share:** Pg. 193 | **Lesson 4:**<br>Today we will use partial quotients to divide.<br><br>We will do this by:<br>1. Convince Me!<br>2. using an area model. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 195<br>● Problem Solving pg. 196 #18, #21, #23, #24<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>How can you use partial quotients to find 325 ÷ 13? |

| | | | |
|---|---|---|---|
|  <br>**Vocabulary:**<br>N/A | | | |
| **Lesson 5 Solve and Share:** Pg. 197<br>  <br>**Vocabulary:**<br>N/A | **Lesson 5:**<br>Today we will use sharing to divide: two digit numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using base ten blocks. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 199<br>• Problem Solving pg. 200 #16, #19<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket Suggestion:**<br>A county has 88 schools. The county received 992 new computers. Are there enough computers so that each school can get 11 new computers? |
| **Lesson 6**<br>**Solve and Share:** Pg. 201<br>  <br>**Vocabulary:**<br>N/A | **Lesson 6:**<br>Today we will use sharing to divide: greater dividends.<br><br>We will do this by:<br><br>1. Convince Me!<br>2. Using place value and area models. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 203<br>• Problem Solving pg. 204 #14, #18<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 6 Exit Ticket Suggestion:**<br>The booster club picked 1,370 apples. They plan to sell bags of apples with 15 apples in each bag. How many bags can they make? |
| **Lesson 7 Solve and Share:** Pg. 205 | **Lesson 7:**<br>Today we will choose a | **Meet the Teacher:**<br>• Guided/Independent | **Lesson 7 Exit Ticket Suggestion:** |

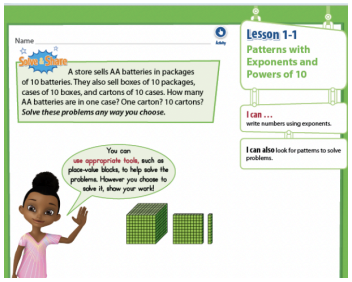
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|---|---|---|---|
|  <br>**Vocabulary:**<br>N/A | strategy to divide.<br><br>We will do this by:<br>1. Convince Me!<br>2. either estimating or using partial quotients.<br><br>  | Practice pg. 207<br>• Problem Solving pg. 208 #13, #15<br><br>*At Your Seat, Technology, Hands On, see above. | At an automobile plant, each car is inspected by 34 different workers before it is shipped to a dealer. One day, workers performed 9,690 inspections. How many cars were shipped? |
| **Lesson 8** Pacing Suggestion: Build into small groups instead of a full day lesson<br><br>**Solve and Share:** Pg. 209<br>  <br>**Vocabulary:**<br>N/A | **Lesson 8:**<br>Today we will solve by making sense and persevering.<br><br>We will do this by:<br>1. Convince Me!<br>2. asking questions of the problem we have to solve. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 211<br>• Problem Solving pg. 212<br><br>*AtYour Seat, Technology, Hands On, see above. | **Lesson 8 Exit Ticket Suggestion:**<br>Ed worked a total of 140 hours in 4 weeks. He worked 5 days a week. He worked the same number of hours each day. How many hours did Ed work each day? |
| **Review and Assessment (2 days):** Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder<br>**Topic 5 Review:** Kahoot! | | | |

| Topic 1: Understanding Place Value | |
|---|---|
| **Big Idea: Extend understanding of the base-ten system to the relationship between adjacent places** | |
| **Essential Questions** | **Standards** |
| • How are whole numbers and decimals written, compared and ordered?<br>• What are some relationships and patterns within 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.<br>**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.<br>**5.NBT.A.3a-b** Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.<br>**5.NBT.A.4** Use place value understanding to round decimals to any place |

## Topic 1: Understanding Place Value

**Key Vocabulary:** power, exponent, base, Value, expanded form, thousandths, equivalent decimal

| Warm-Up<br>Number Talk Warm-Up Option | Mini-Lesson | Math Rotations | Share/Reflection |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1 Solve and Share: Pg. 5** | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent | **Lesson 1 Exit Ticket Suggestion:**<br>One box of printer paper has $3 \times 10^2$ sheets of paper. Another box has $10^3$ sheets of paper. What |

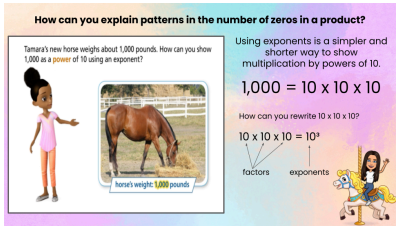


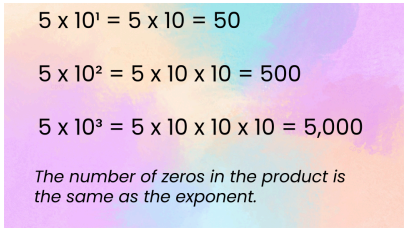

**Vocabulary:** power, exponent, base

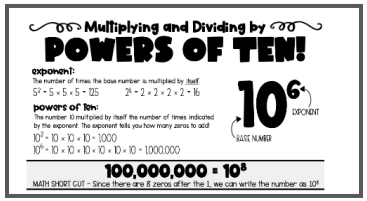
**Lesson 1:** Today we will explain patterns in the number of zeros in a product.

We will do this by:

1. Convince Me!
2. breaking a problem down with basic facts, mental math, and looking for patterns.




| Exponent Form | Expanded Form | Standard Form |
|---|---|---|
| Ex. $10^3$ | 10 x 10 x 10 | 1,000 |
| | 10 x 10 x 10 x 10 | |
| | | 1,000,000 |
| | | |
| | 10 x 10 | |
| $10^7$ | | |

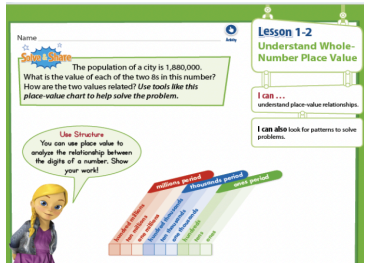
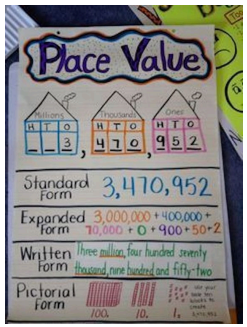
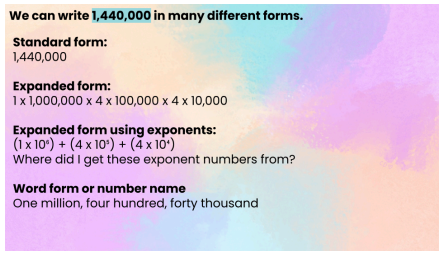
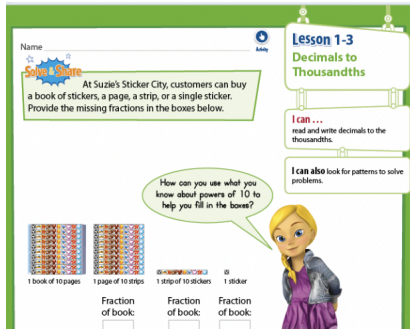
Practice pg. 7
- Problem Solving pg. 8 #23, #24

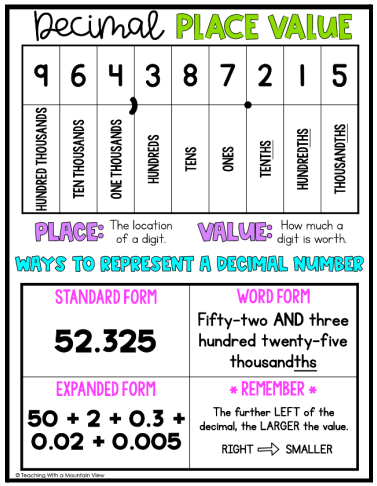
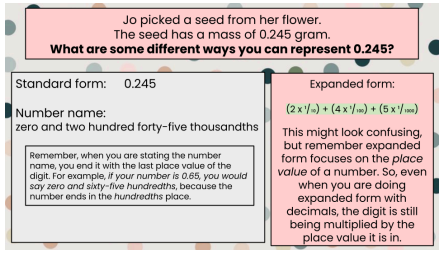
**At Your Seat:**
- At Your Seat Folder

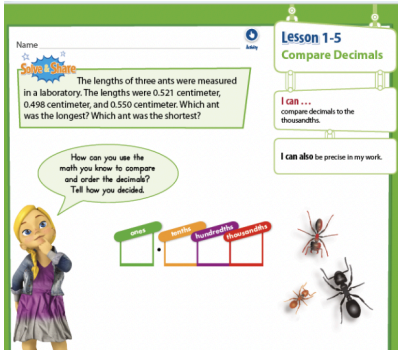
**Technology:**
Choose from one the of the following:
- i-Ready
- enVision Math Games
- Khan Academy Powers of 10
- Place Value Hockey
- Fruit Splat Expanded Form
- Place Value Pirates
- Khan Academy Write Decimals as Fractions
- Fruit Splat Expanded Form
- Fruit Splat Compare Decimals
- Place Value Pirates
- Comparing Decimals
- Scooter Quest Rounding

**Hands on:**
- Hands On Folder

is the total number of sheets in both boxes?

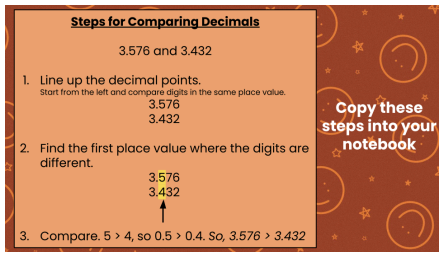
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|---|---|---|---|
| **Lesson 2- Pacing Suggestion: Reteach if needed or use as a refresher before moving into decimals.**<br><br>**Solve and Share: Pg.**<br>  <br>Lesson 1-2<br>Understand Whole-Number Place Value<br>Solve & Share<br>The population of a city is 1,880,000. What is the value of each of the two 8s in this number? How are the two values related? *Use tools like this place-value chart to help solve the problem.*<br>I can ...<br>understand place-value relationships.<br>I can also look for patterns to solve problems.<br>Use Structure<br>You can use place value to analyze the relationship between the digits of a number. Show your work!<br>millions period<br>thousands period<br>ones period<br>**9**<br><br>**Vocabulary:**<br>Value, expanded form | **Lesson 2:** Today we will learn how place value positions are related.<br><br>We will do this by:<br>3. Convince Me!<br>4. using place value mats and replacing /exchanging base ten blocks.<br><br>  <br>Place Value<br>Standard Form 3,470,952<br>Expanded form 3,000,000 + 400,000 + 70,000 + 0 + 900 + 50 + 2<br>Written Form Three million, four hundred seventy thousand, nine hundred and fifty-two<br>Pictorial Form<br><br>  <br>**We can write 1,440,000 in many different forms.**<br>**Standard form:**<br>1,440,000<br>**Expanded form:**<br>1 x 1,000,000 x 4 x 100,000 x 4 x 10,000<br>**Expanded form using exponents:**<br>$(1 \times 10^6) + (4 \times 10^5) + (4 \times 10^4)$<br>Where did I get these exponent numbers from?<br>**Word form or number name**<br>One million, four hundred, forty thousand | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 11<br>● Problem Solving pg. 12 #19, #20<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 2 Exit Ticket Suggestion:**<br>Create your own 8-digit number and write it in standard form, expanded form, and word form. Then, share and check with a partner. |
| **Lesson 3 Solve and Share: Pg. 13**<br>  <br>Lesson 1-3<br>Decimals to Thousandths<br>Solve & Share<br>At Suzie's Sticker City, customers can buy a book of stickers, a page, a strip, or a single sticker. Provide the missing fractions in the boxes below.<br>I can ...<br>read and write decimals to the thousandths.<br>I can also look for patterns to solve problems.<br>How can you use what you know about powers of 10 to help you fill in the boxes?<br>1 book of 10 pages<br>1 page of 10 strips<br>1 strip of 10 stickers<br>1 sticker<br>Fraction of book:<br>Fraction of book:<br>Fraction of book: | **Lesson 3:**<br>Today we will learn about how we can read and write decimals to the thousandths<br><br>We will do this by:<br>1. Convince Me! | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 15<br>● Problem Solving pg. 16 #29, #34<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>0.009 is $^1/_{10}$ of which decimal? |

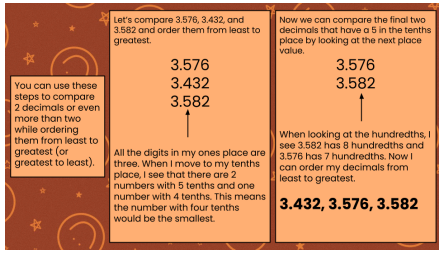
| | | | |
|---|---|---|---|
| **Vocabulary:**<br>thousandths |  | | |
| **Lesson 4 Solve and Share: Pg. 17**<br>  <br>**Vocabulary:**<br>Equivalent decimals | **Lesson 4:**<br>Today we will understand decimal place value.<br><br>We will do this by:<br>1. Convince Me!<br>2. learning how to represent decimals.<br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 19<br>• Problem Solving pg. 20 #12, #17<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>Write 93.242 in expanded form and word form. |
| **Lesson 5 Solve and Share: Pg. 21** | **Lesson 5:**<br>Today we will learn how to compare decimals<br><br>We will do this by:<br>1. Convince Me!<br>2. using one of three strategies that works | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 23<br>• Problem Solving pg. 24 #13, #17, #18<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket Suggestion:**<br>Is 0.5 greater than or less than $^{6}/_{10}$? |



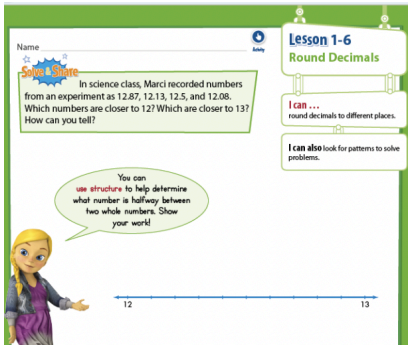

**Vocabulary:**
none

best for us.



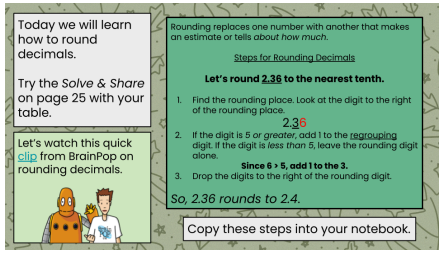

**Lesson 6 Solve and Share: Pg. 25**

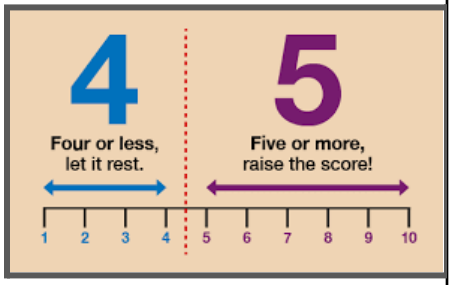



**Vocabulary:**
none

**Lesson 6:** Today we will round decimals.

We will do this by:
1. Convince Me!
2. using a number line.



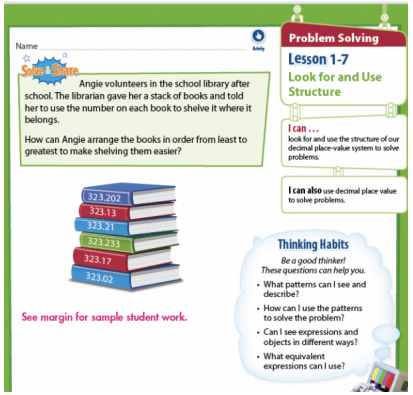

**Meet the Teacher:**
- Guided/Independent Practice pg. 27
- Problem Solving pg. 28 #20, #26

*At Your Seat, Technology, Hands On, see above.

**Lesson 6 Exit Ticket Suggestion:**
Round 23.583 to the nearest tenth. Then round it to the nearest hundredth.

**Lesson 7** Pacing Suggestion: Build into small groups instead of a full day lesson

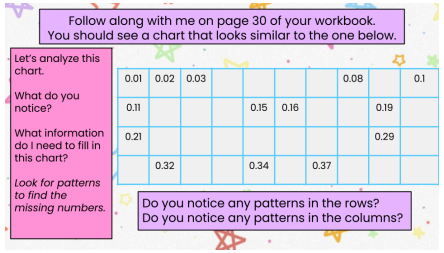
**Solve and Share: Pg. 29**




**Vocabulary:**
None

**Lesson 7:**
Today we will learn how to use structure to solve problems

We will do this by:
1. Convince Me!
2. using the decimal place value system.




**Meet the Teacher:**
- Guided/Independent Practice pg. 31
- Problem Solving pg. 32

*At Your Seat, Technology, Hands On, see above.

**Lesson 7 Exit Ticket Suggestion:**
What happens when you add one thousandth to 0.019?

**Review and Assessment (2 days):** Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder
**Topic 1 Review:** Kahoot!

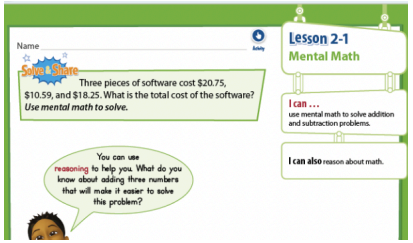
# Topic 2: Models and Strategies to Add and Subtract Decimals

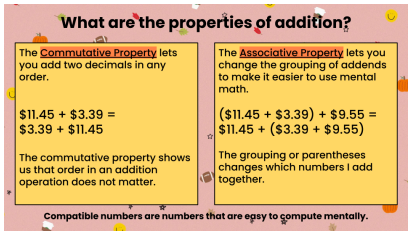
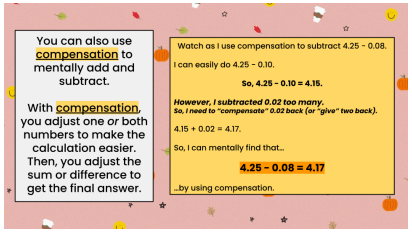
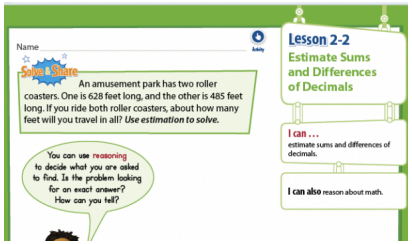
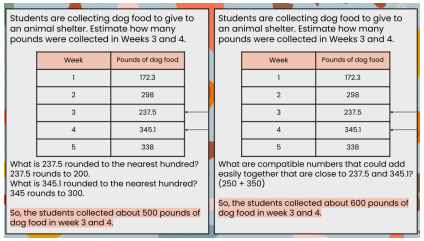
**Big Idea**: **Use models and strategies to add and subtract decimals**

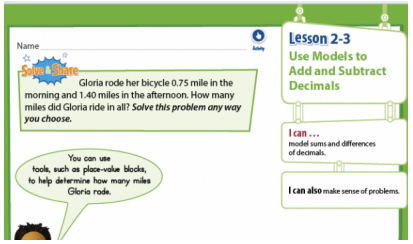
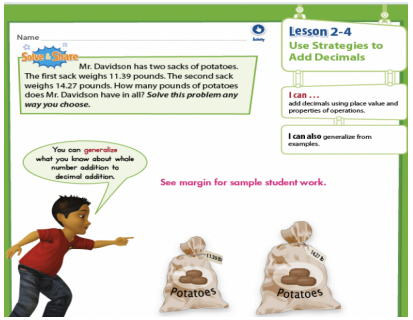
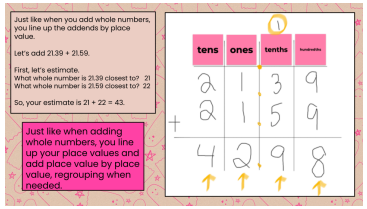
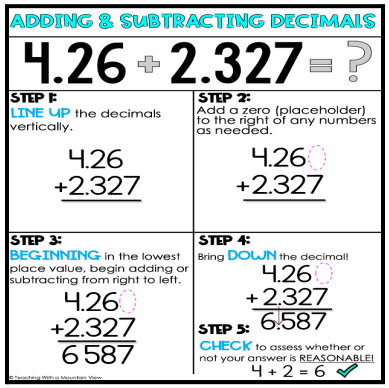
| Essential Questions | Standards |
|---|---|
| ● How can we use what we know about adding and subtracting whole numbers to add and subtract decimals? | **5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |

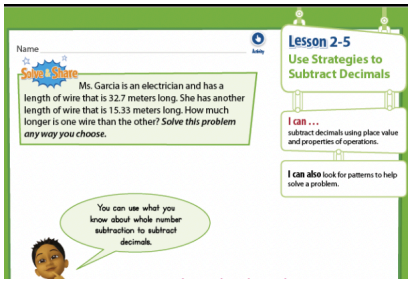
## Topic 2 - Use Models and Strategies to Add and Subtract Decimals

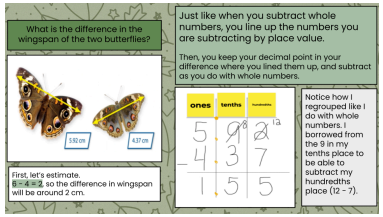
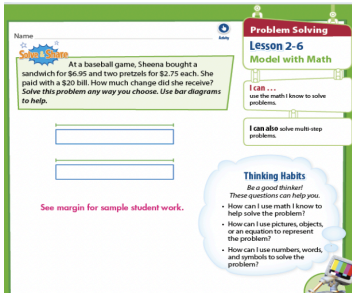
**Key Vocabulary:** Compatible numbers, associative property of addition, commutative property of addition, compensation,

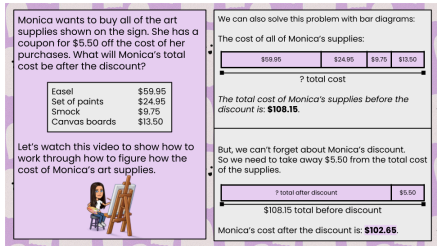
| Warm-Up<br>Number Talk Warm-Up Option | Mini-Lesson | Math Rotations | Share/Reflection |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1 Solve and Share: Pg. 45**<br>  <br>**Vocabulary:**<br>Compatible numbers, associative property of addition, commutative property of addition, compensation | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:**<br>Today we will use mental math to add.<br><br>We will do this by:<br>1. Convince Me!<br>2. finding compatible | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>● Guided/Independent Practice pg. 47<br>● Problem Solving pg. 48 #13, #20<br><br>**At Your Seat:**<br>● At Your Seat Folder<br><br>**Technology:**<br>● i-Ready<br>● enVision Math Games | **Lesson 1 Exit Ticket Suggestion:**<br><br>Turn and talk to a partner: When finding the difference of two numbers mentally, can you use the Commutative Property? Explain. |

| | | | |
|---|---|---|---|
| | numbers<br>  <br><br>  <br> | • Soccer Estimating (make sure students select decimals)<br>• Hungry Puppies Decimal Addition<br><br>**Hands On:**<br>• Hands On Folder | |
| **Lesson 2 Solve and Share: Pg. 49**<br>  <br><br><br>**Vocabulary:**<br>none | **Lesson 2:**<br>Today we will learn how you can estimate sums and differences<br><br>We will do this by:<br>1. Convince Me!<br>2. finding compatible numbers<br>  <br> | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 51<br>• Problem Solving pg. 52 #22, #23<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 2 Exit Ticket Suggestion:**<br>Estimate: 86.9 - 42.5 and 86.9 + 42.5 |
| **Lesson 3 Solve and Share: Pg. 53** | **Lesson 3:**<br>Today we will use models to add decimals<br><br>We will do this by:<br>1. Convince Me! | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 55<br>• Problem Solving pg. 56 #14, #16, #19 | **Lesson 3 Exit Ticket Suggestion:**<br>3.49 + 2.93 |

| | | | |
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|  <br>**Vocabulary:**<br>none | 2. using base 10 blocks | *At Your Seat, Technology, Hands On, see above. | |
| **Lesson 4 Solve and Share: Pg. 57**<br>  <br>**Vocabulary:**<br>none | **Lesson 4:**<br>Today we will use strategies to add decimals.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a number line or by lining up the addends by place value.<br>  <br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 59<br>• Problem Solving pg. 60 #13, #18, #19<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>Turn and talk: What is the most important step in adding decimals? Why? |
| **Lesson 5 Solve and Share: Pg. 61** | **Lesson 5:** Today we will learn how to subtract | **Meet the Teacher:**<br>• Guided/Independent | **Lesson 5 Exit Ticket Suggestion:** |

<table>
<tr>
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<br>Vocabulary:<br>none</td>
<td>decimals.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a number line or partial differences.<br> 
</td>
<td>Practice pg. 63<br>● Problem Solving pg. 64 #27, #31<br><br>*At Your Seat, Technology, Hands On, see above.</td>
<td>6.25 - 4.39</td>
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<td>Lesson 6 Pacing Suggestion: Build into small groups instead of a full day lesson<br><br>Solve and Share: Pg. 65<br> 

<br>Vocabulary:<br>none</td>
<td>Lesson 6:<br>Today we will learn how to problem solve.<br><br>We will do this by:<br>1. Convince Me!<br>2. representing a problem with a bar diagram.<br> 
</td>
<td>Meet the Teacher:<br>● Guided/Independent Practice pg. 67<br>● Problem Solving pg. 68<br><br>*At Your Seat, Technology, Hands On, see above.</td>
<td>Lesson 6 Exit Ticket Suggestion:<br>For lunch, Monica bought a sandwich for $6.75, a small salad for $2.49, and an iced-tea for $1.50. How much did Monica spend in all?</td>
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<td colspan="4">Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder<br>Topic 2 Review: Kahoot!</td>
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# Topic 7: Use Equivalent Fractions to Add and Subtract Fractions

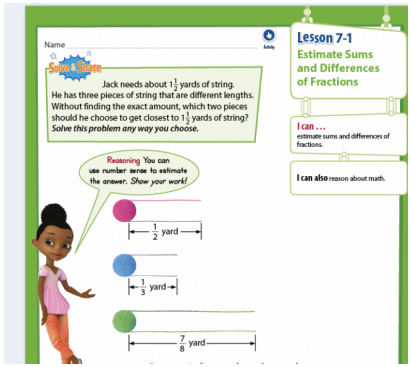
**Big Idea: Extend understanding of equivalent fractions to situations where it is necessary to re-express both fractions in terms of a new denominator**

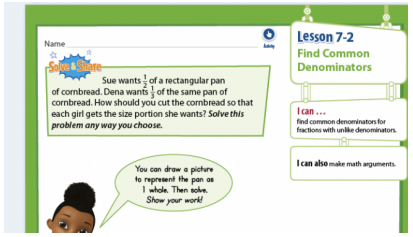
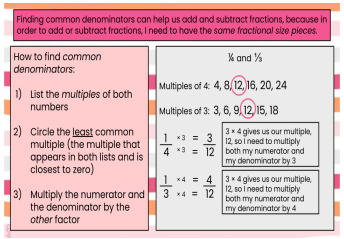
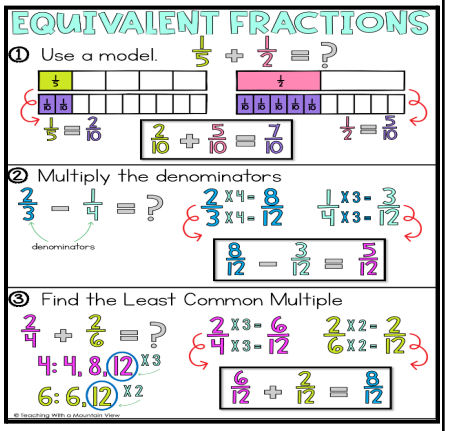
| Essential Questions | Standards |
|---|---|
| • How do we use equivalent fractions to add and subtract fractions? | **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad+bc)/db)*<br>**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. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* |

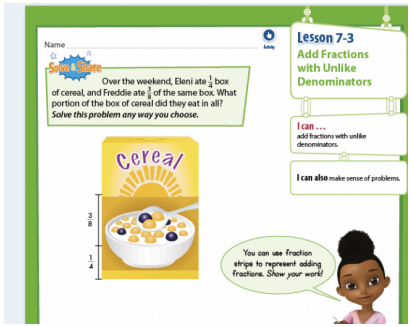
## Topic 7- Use Equivalent Fractions to Add and Subtract Fractions

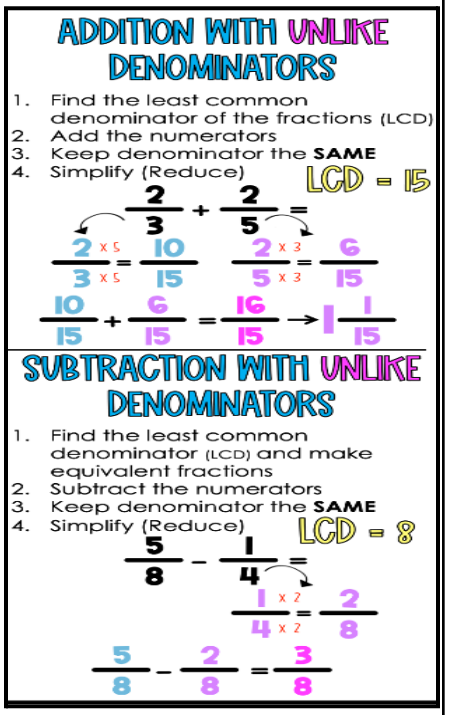
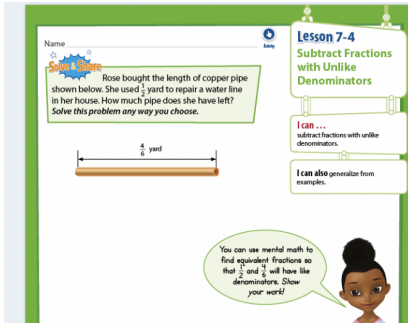
**Key Vocabulary:** benchmark fractions, Equivalent fractions, common denominator, mixed numbers

| Warm-Up<br>Number Talk Warm-Up Option | Mini-Lesson | Math Rotations | Share/Reflection |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1 Solve and Share:** Pg. 269 | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:**<br>Today we will estimate sums | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 271<br>• Problem Solving pg. 272 #16 | **Lesson 1 Exit Ticket Suggestion:**<br>Katie made a bag of trail mix with ½ cup of raisins, ⅜ cup of banana chips, and ⅜ cup of peanuts. About how much trail mix did Katie make? |

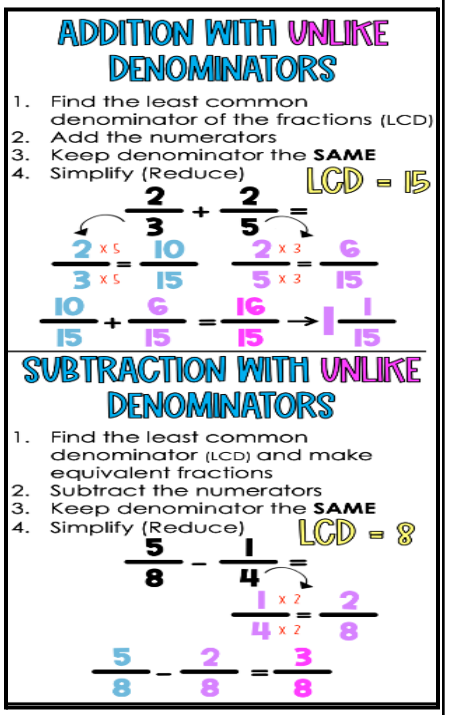
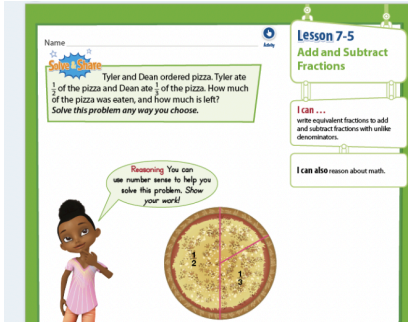
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|  <br>**Vocabulary:** benchmark fraction | and differences of fractions.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a number line to the nearest half or whole number. | **At Your Seat:**<br>• At Your Seat Folder<br><br>**Technology:**<br>• i-Ready<br>• enVision Math Games<br>• Ninja Multiples<br>• Which Factor Does Not Belong?<br>• Equivalent Fractions Bingo<br>• Adding Fractions with Unlike Denominators Practice<br>• Fractions Addition Splat<br>• Subtracting Fractions with Unlike Denominators Practice<br>• Fractions Subtraction Splat<br>• Speedway Fractions<br>• ABCYa Feed Me Fractions<br>• Identifying Mixed Numbers<br>• Adding Mixed Numbers Practice<br>• Adding and Subtracting Mixed Numbers<br>• Adding and Subtracting Mixed Numbers Riddles<br><br>**Hands On:**<br>• Hands On Folder<br><br>Project Options Folder | |
| **Lesson 2 Solve and Share:** Pg. | **Lesson 2:** | **Meet the Teacher:** | **Lesson 2 Exit Ticket** |

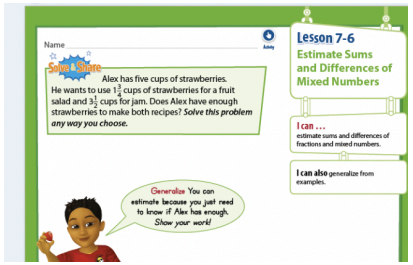
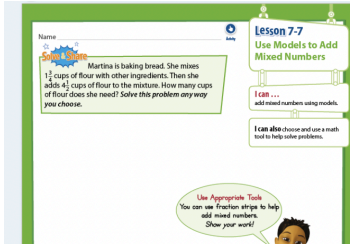
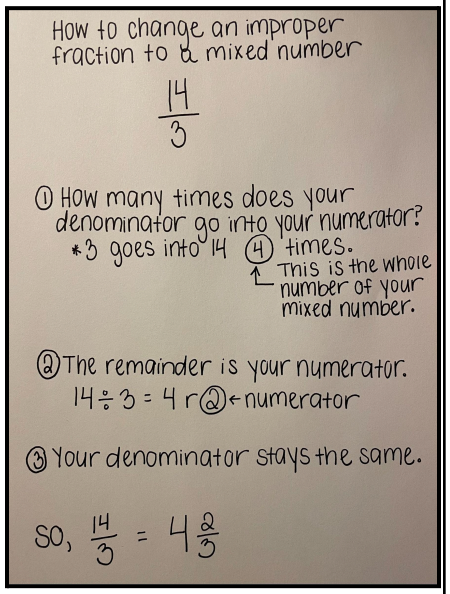
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| 273<br>  <br><br>**Vocabulary:**<br>Equivalent fractions, common denominator | Today we will find common denominators for fractions with unlike denominators.<br><br>We will do this by:<br>1. Convince Me!<br>2. using equivalent fractions.<br><br>  <br><br>  <br> | • Guided/Independent Practice pg. 275<br>• Problem Solving pg. 276 #16, #17<br><br>*At Your Seat, Technology, Hands On, see above. | **Suggestion:**<br>Find equivalent fractions with like denominators for the fractions ⅖ and $^{7}/_{10}$. |
| **Lesson 3 Solve and Share:** Pg. 277 | **Lesson 3:**<br>Today we will add fractions with unlike denominators.<br><br>We will do this by:<br>1. Convince Me!<br>2. using equivalent fractions with a common denominator. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 279<br>• Problem Solving pg. 280 #10, #11<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket**<br>**Suggestion:**<br>About $^{1}/_{10}$ of the bones in your body are in your skull. Your hands have about ¼ of the bones in your body. Write and solve an equation to find the fraction of the bones in your body that are in your hands or skull. |

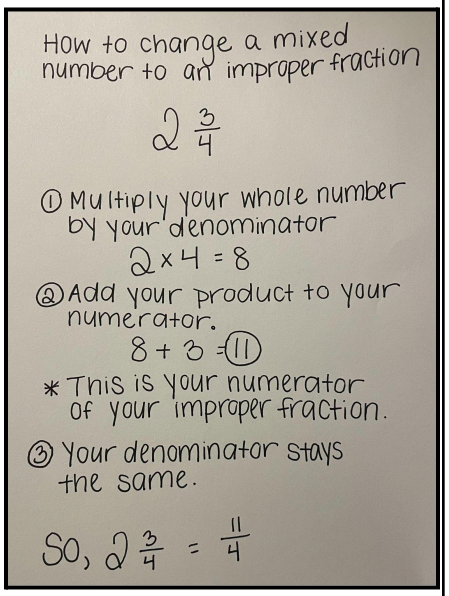
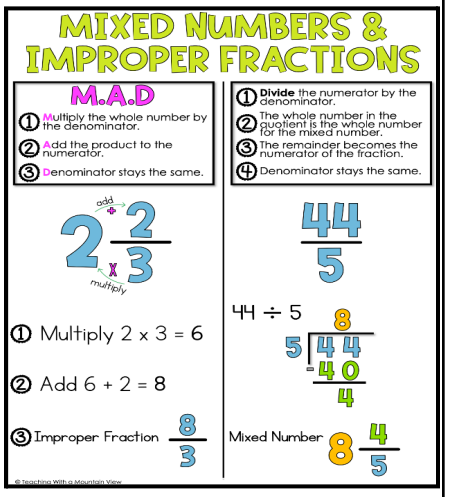
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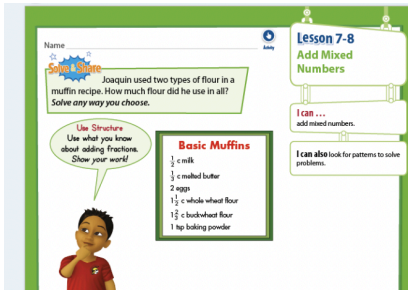
<br><br>Vocabulary: none</td>
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<td>Lesson 4 Solve and Share:<br>Pg.281<br> 

<br><br>Vocabulary: none</td>
<td>Lesson 4:<br>Today we will subtract fractions with unlike denominators.<br><br>We will do this by:<br>1. Convince Me!<br>2. replacing them with equivalent fractions that have a common denominator.</td>
<td>Meet the Teacher:<br>• Guided/Independent Practice pg. 283<br>• Problem Solving pg. 284 #18, #22, #23<br><br>*At Your Seat, Technology, Hands On, see above.</td>
<td>Lesson 4 Exit Ticket Suggestion:<br>Why do fractions need to have a common denominator before you add or subtract them?</td>
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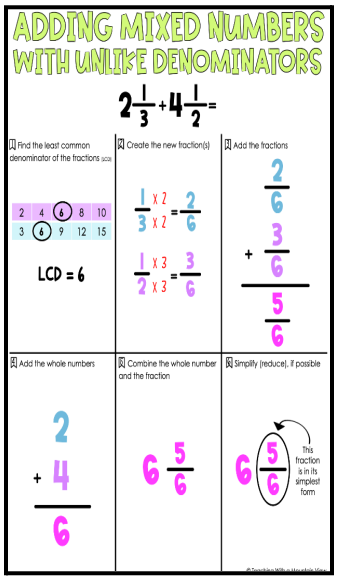
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| |  | | |
| **Lesson 5 Solve and Share:** pg. 285<br>  <br>**Vocabulary:** none | **Lesson 5:**<br>Today we will add and subtract fractions.<br><br>We will do this by:<br>1. Convince Me!<br>2. writing equivalent fractions. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 287<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket Suggestion:**<br>¼ + ¼ + ⅜ |
| **Lesson 6 Solve and Share:** Pg. 289 | **Lesson 6:**<br>Today we will estimate sums and differences of fractions and mixed numbers. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 291<br>● Problem Solving pg. 292 #21, #26 | **Lesson 6 Exit Ticket Suggestion:**<br>Liam used 2 ²/₉ cups of milk for a pancake recipe and drank another 9 ¾ cups of milk. |

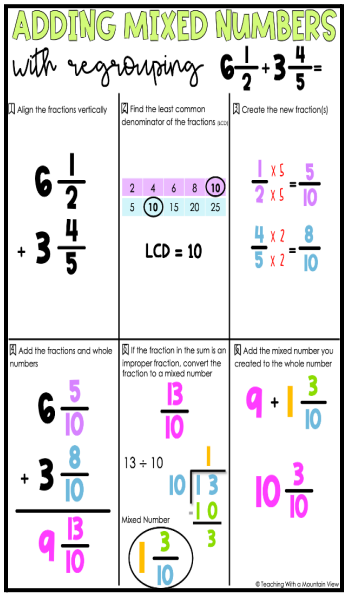
| | | | |
|---|---|---|---|
|  <br>**Vocabulary:** mixed numbers | We will do this by:<br>1. Convince Me!<br>2. rounding to the nearest whole number or by using benchmark fractions. | *At Your Seat, Technology, Hands On, see above. | About how much milk did he use in all? |
| **Lesson 7 Solve and Share:** Pg. 293<br>  <br>**Vocabulary:** none | **Lesson 7:**<br>Today we will add mixed numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using models to show different ways this could be done.<br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 295<br>• Problem Solving pg. 296 #22, #23<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 7 Exit Ticket Suggestion:**<br>Lindsay used 1 ¼ gallons of tan paint for the ceiling and 4 ⅜ gallons of green paint for the walls of her kitchen. How much paint did Lindsay use in all? |

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| |  <br>  | | |
| **Lesson 8 Solve and Share:** Pg. 297 | **Lesson 8:**<br>Today we will add mixed numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using equivalent fractions and a common denominator. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 299<br>• Problem Solving pg. 300 #19<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 8 Exit Ticket Suggestion:**<br>John added 2 $^{7}/_{12}$ and 5 ⅔ and got 7 ¼ as the sum. Is John's answer reasonable? |




**Vocabulary:** none



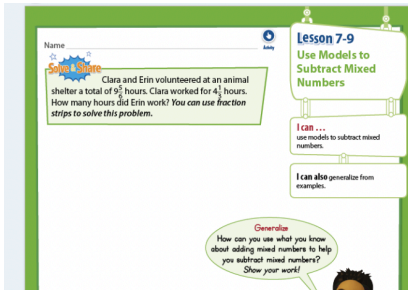
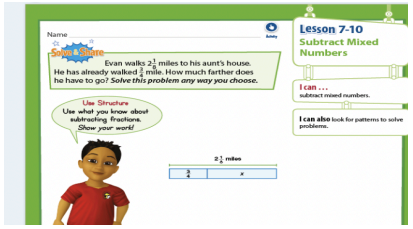
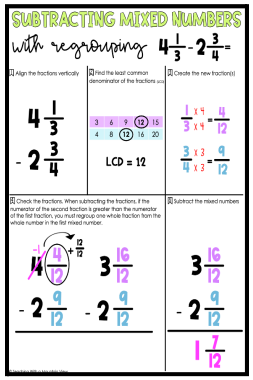

**Lesson 9 Solve and Share:** Pg. 301

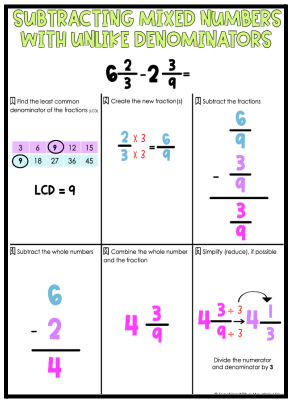
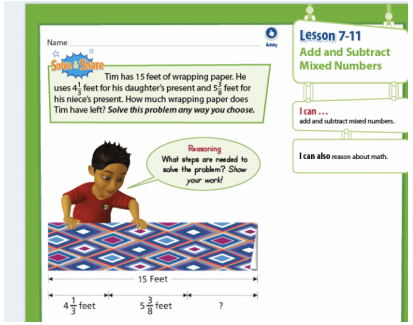
**Lesson 9:**
Today we will subtract mixed numbers.

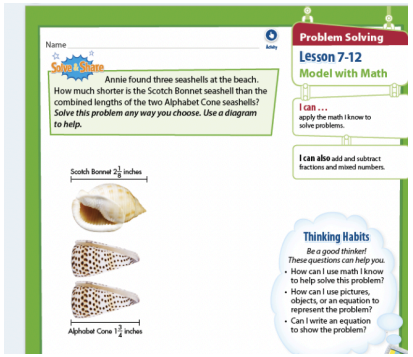
**Meet the Teacher:**

- Guided/Independent Practice pg. 303
- Problem Solving pg. 304

**Lesson 9 Exit Ticket Suggestion:**
12 ½ - 10 $^{11}/_{12}$

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|  <br>**Vocabulary:** none | We will do this by:<br>1. Convince Me!<br>2. using models. | #16, #17<br><br>*At Your Seat, Technology, Hands On, see above. | |
| **Lesson 10 Solve and Share:**<br>Pg.305<br>  <br>**Vocabulary:** none | **Lesson 10:**<br>Today we will subtract mixed numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using equivalent fractions and a common denominator.<br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 307<br>• Problem Solving pg. 308 #19<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 10 Exit Ticket Suggestion:**<br>3 ⅝ - 1 ¼ |

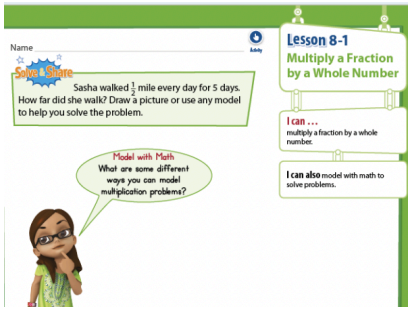
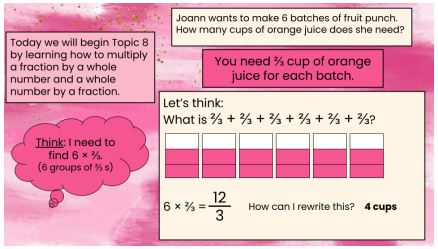
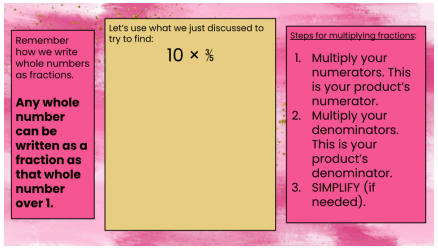
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| **Lesson 11 Solve and Share:** Pg. 309<br>  <br>**Vocabulary:** none | **Lesson 11:**<br>Today we will add and subtract mixed numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using equivalent fractions and a common denominator. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 311<br>• Problem Solving pg. 312 #26, #27<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 11 Exit Ticket Suggestion:**<br>(5 ½ + 2 ¾) - 3 ½ |
| **Lesson 12** Pacing Suggestion: Build into small groups instead of a full day lesson<br><br>**Solve and Share:** Pg. 313 | **Lesson 12:**<br>Today we will represent a problem situation.<br><br>We will do this with:<br>1. Convince me!<br>2. a mathematical model. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 315<br>• Problem Solving pg. 316<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 12 Exit Ticket Suggestion:**<br>Vanessa is making a fruit salad. She mixes together 1 cup of blueberries, 1 ¾ cups of apple slices, and 2 ½ cups of strawberries. How many cups of fruit are in the salad? |

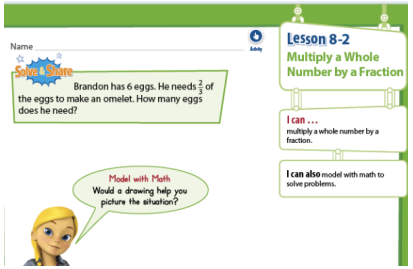
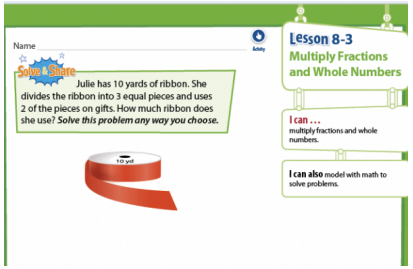
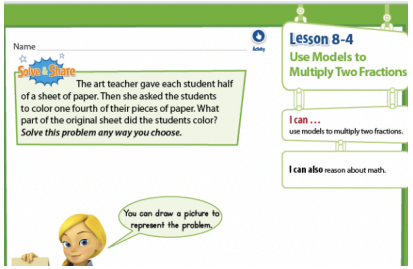
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|  <br>**Vocabulary:** none | | | |
| **Review and Assessment (2 days):** Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder<br>**Topic 7 Review:** Kahoot! or Jeopardy Gynzy Review | | | |

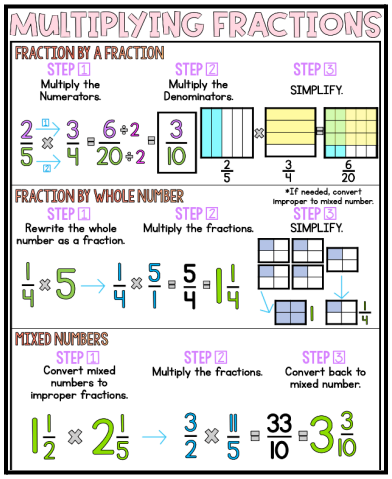
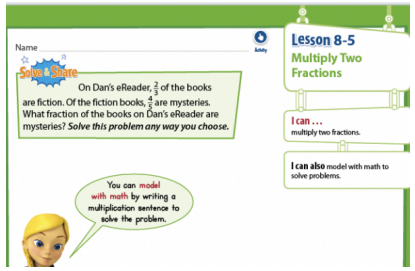
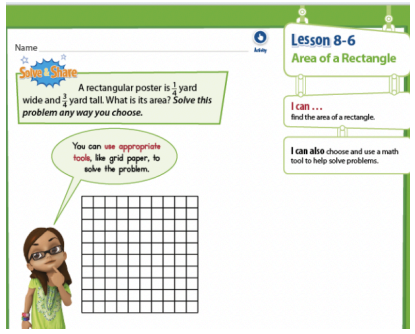
| Topic 8: Apply Understanding of Multiplication to Multiply Fractions | |
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| **Big Idea: Multiplying a quantity by a number smaller than 1 produces a smaller quantity** | |
| **Essential Questions** | **Standards** |
| • How can I apply and extend my previous understanding of multiplication to multiply fractions? | **5.NF.B.4a** Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*<br>**5.NF.B.4b** 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 would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.<br>**5.NF.B.5a** Compare 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.<br>**5.NF.B.5b** Explain why multiplying 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×a)/(n×b) to the effect of multiplying a/b by 1.<br>**5.NF.B.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |

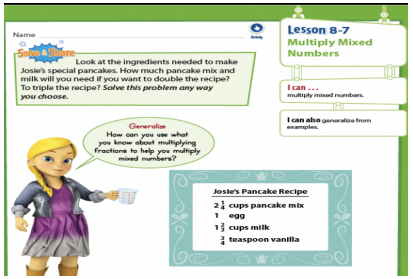
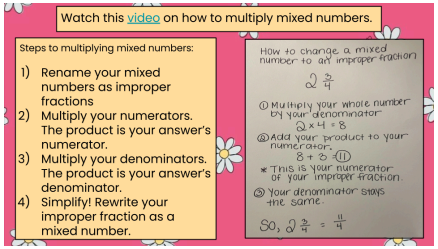
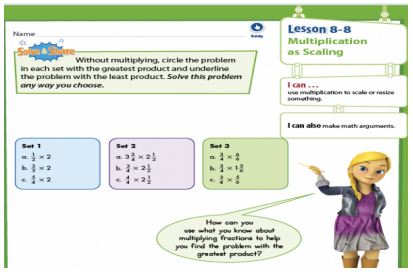
## Topic 8- Apply Understanding of Multiplication to Multiply Fractions

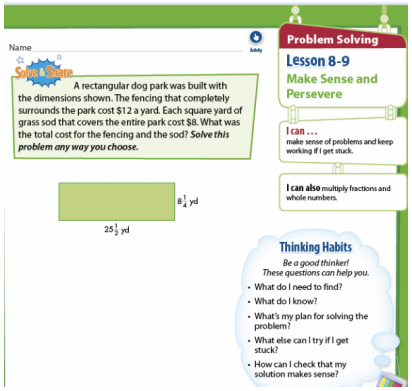
| **Warm-Up**<br>Number Talk Warm-Up Option | **Mini-Lesson** | **Math Rotations** | **Share/Reflection** |
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| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |

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| **Lesson 1 Solve and Share:** Pg. 333<br>  <br><br>**Vocabulary:**<br>none | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:**<br>Today we will multiply a fraction by a whole number.<br><br>We will do this by:<br>1. Convince Me!<br>2. using models to learn how it represents repeated addition.<br>  <br><br>  <br> | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 335<br>• Problem Solving pg. 336 #17, #19, #23<br><br>**At Your Seat:**<br>• At Your Seat Folder<br><br>**Technology:**<br>• i-Ready<br>• enVision Math Games<br>• Multiplying Fractions by Whole Numbers<br>• Snow Sprint Fractions<br>• Khan Academy Multiplying Fractions<br>• Khan Academy Multiplying Fractions<br>• Multiplying Fractions Practice<br>• Khan Academy Multiplying Mixed Numbers<br>• Khan Academy Multiplication as Scaling<br><br>**Hands On:**<br>• Hands On Folder | **Lesson 1 Exit Ticket Suggestion:**<br>Drake is making capes. He uses ⅓ yard of fabric for each cape he makes. What is the total amount of fabric Drake needs to make 96 capes? |
| **Lesson 2 Solve and Share:** Pg. 337 | **Lesson 2:**<br>Today we will multiply a whole number by a fraction. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 339 | **Lesson 2 Exit Ticket Suggestion:**<br>Shanna attends school for ¾ of |

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|  <br>**Vocabulary:** none | We will do this by<br>:<br>1. Convince Me!<br>2. using models and fraction strips. | • Problem Solving pg. 340 #13, #14<br><br>*At Your Seat, Technology, Hands On, see above. | the year. If there are 52 weeks in a year, how many weeks does Shanna attend school? |
| **Lesson 3 Solve and Share:** Pg. 341<br>  <br>**Vocabulary:** none | **Lesson 3:**<br>Today we will multiply fractions and whole numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using fraction strips and words, pictures and equations. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 343<br>• Problem Solving pg. 344 #20, #23<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>$^5/_7 \times 42$ |
| **Lesson 4 Solve and Share:** Pg. 345<br>  <br>**Vocabulary:** none | **Lesson 4:**<br>Today we will multiply two fractions.<br><br>We will do this by:<br>1. Convince Me!<br>2. using models and fractions strips. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 347<br>• Problem Solving pg. 348 #16, #21, #22<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>$^2/_3 \times ^1/_2$ |

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| **Lesson 5 Solve and Share:** Pg 349<br>  <br>**Vocabulary:** none | **Lesson 5:**<br>Today we will multiply two fractions.<br><br>We will do this by:<br>1. Convince Me!<br>2. following an algorithm. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 351<br>• Problem Solving pg. 352 #35, #36<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket Suggestion:**<br>In Ms. Barclay's classroom, ⅖ of the students play chess. Of the students who play chess, ⅝ also play sudoku. If there are 30 students in her class, how many play chess and sudoku? |
| **Lesson 6 Solve and Share:** Pg. 353<br>  <br>**Vocabulary:** none | **Lesson 6:**<br>Today we will find the area of a rectangle.<br><br>We will do this by:<br>1. Convince Me!<br>2. using fractions and diagrams. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 355<br>• Problem Solving pg. 356 #21, #22<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 6 Exit Ticket Suggestion:**<br>The students built a school garden that was ⅔ yard by ¾ yard. What was the area of the garden? Please draw a model to show your thinking. |

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| **Lesson 7 Solve and Share:** Pg. 357<br>  <br><br>**Vocabulary:** none | **Lesson 7:**<br>Today we will multiply mixed numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using models, equations and previously learned strategies.<br><br>  <br> | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 359<br>● Problem Solving pg. 360 #21, #28, #29<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 7 Exit Ticket Suggestion:**<br>8 ⅕ × 2 ¾ |
| **Lesson 8 Solve and Share:** Pg. 361<br>  <br><br>**Vocabulary:** none | **Lesson 8:**<br>Today we will use number sense to evaluate the size of a product.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a scaling factor. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 363<br>● Problem Solving pg. 364 #27, #28<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 8 Exit Ticket Suggestion:**<br>Fill in the blanks for each statement:<br><br>When both factors are greater than one then the product will be<br>_____.<br><br>When both factors are less than one then the product will be<br>_____.<br><br>Share and check with a partner. |
| **Lesson 9** Pacing Suggestion: Build into small groups instead | **Lesson 9:**<br>Today we will solve | **Meet the Teacher:**<br>● Guided/Independent | **Lesson 9 Exit Ticket Suggestion:** |

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| of a full day lesson<br><br>**Solve and Share:** Pg. 365<br>  <br>Name<br>Solve & Share<br>A rectangular dog park was built with the dimensions shown. The fencing that completely surrounds the park cost $12 a yard. Each square yard of grass sod that covers the entire park cost $8. What was the total cost for the fencing and the sod? *Solve this problem any way you choose.*<br>$8\frac{1}{2}$ yd<br>$25\frac{1}{2}$ yd<br>Problem Solving<br>Lesson 8-9<br>Make Sense and Persevere<br>I can . . .<br>make sense of problems and keep working if I get stuck.<br>I can also multiply fractions and whole numbers.<br>Thinking Habits<br>*Be a good thinker! These questions can help you.*<br>• What do I need to find?<br>• What do I know?<br>• What's my plan for solving the problem?<br>• What else can I try if I get stuck?<br>• How can I check that my solution makes sense?<br><br>**Vocabulary:** none | problems by making sense and persevering | Practice pg. 367<br>● Problem Solving pg. 368<br><br>*At Your Seat, Technology, Hands On, see above. | Jenny wants to paint on a canvas that is 180 square inches. If she painted ⅗ of the canvas, how much did she paint? |
| **Review and Assessment (2 days):** Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder<br>**Topic 8 review:** Kahoot! | | | |

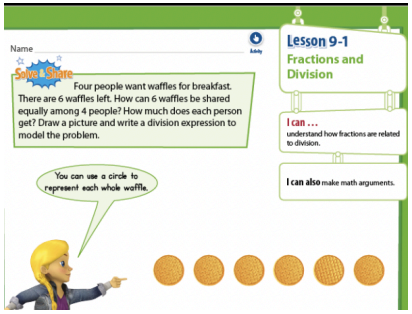
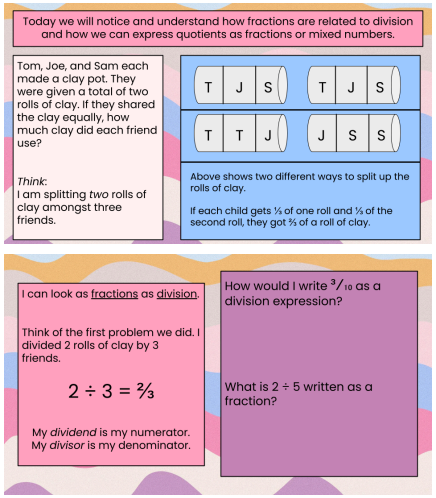
## Topic 9: Apply Understanding of Division to Divide Fractions

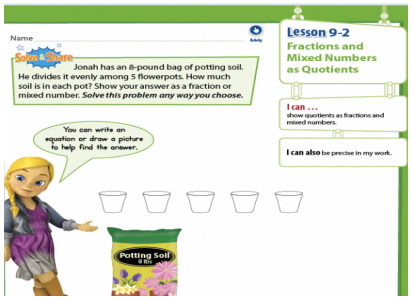
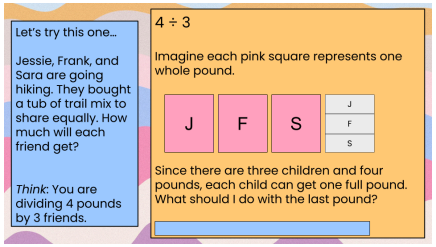
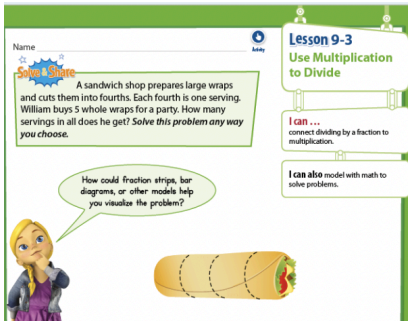
**Big Idea**: **Connect Fractions with division**

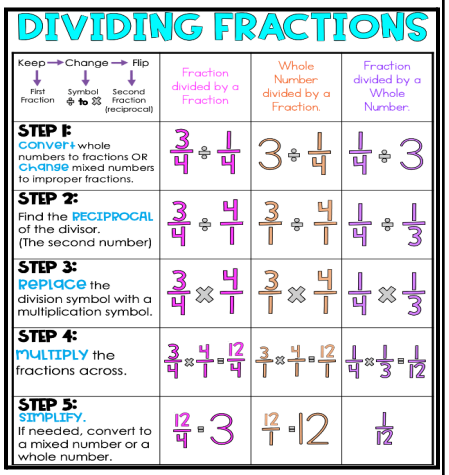
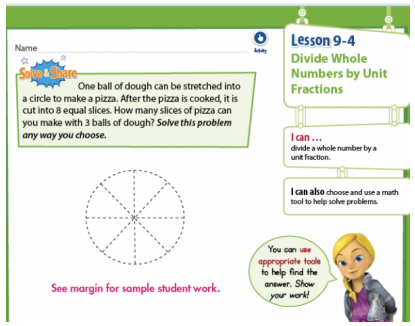
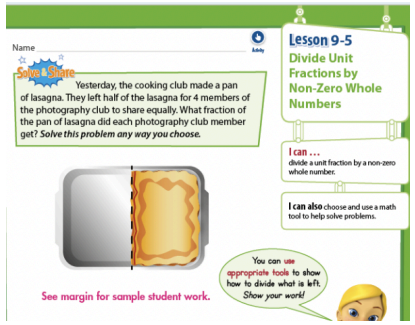
| Essential Questions | Standards |
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| • How are fractions related to division?<br>• How can you divide with whole numbers and unit fractions? | **5.NF.B.3** Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word 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. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*<br>**5.NF.B.7a** Interpret division of a unit fraction by a non-zero whole number, *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3*.<br>**5.NF.B.7b** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*<br>**5.NF.B.7c** 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. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* |

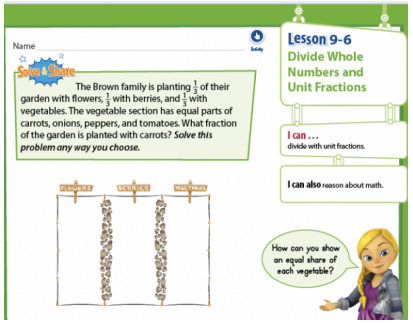
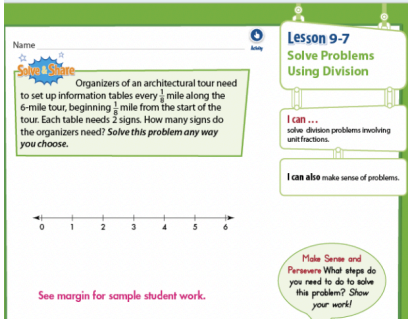
## Topic 9- Apply Understanding of Division to Divide Fractions

**Key Vocabulary:** unit fraction

| **Warm-Up**<br>Number Talk Warm-Up Option | **Mini-Lesson** | **Math Rotations** | **Share/Reflection** |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1** Pacing Suggestion:<br>Can be combined with 9-2<br><br>**Solve and Share:** Pg. 385<br>  <br><br><br>**Vocabulary:**<br>None | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:** Today we will understand how fractions are related to decimals.<br><br>We will do this by:<br>1. Convince Me!<br>2. dividing the numerator by the denominator.<br><br>  <br> | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 387<br>• Problem Solving pg. 388 #22, #26, #27<br><br>**At Your Seat:**<br>• At Your Seat Folder<br><br>**Technology:**<br>Choose from one the of the following:<br>• i-Ready<br>• enVision Math Games<br>• Khan Academy Fractions as Division<br>• Fractions as Division Pixel Art<br>• Divide Whole Number by Unit Fraction Practice<br>• ABC Ya Pecking Order<br>• Khan Academy Dividing Whole Numbers by Unit Fractions<br>• Dividing Unit Fractions and Whole Numbers<br>• Divide Fractions and Whole Numbers<br>• Tony's Fraction Pizza Shop | **Lesson 1 Exit Ticket Suggestion:**<br>Missy says that 5/6 equals 6 ÷ 5. Is she correct? Why or why not? |

| | | | |
|---|---|---|---|
| | | • 4 Operations Fractions Practice<br><br>**Hands On:**<br>• Hands On Folder | |
| **Lesson 2 Solve and Share:** Pg. 389<br><br>  <br><br><br>**Vocabulary:**<br>none | **Lesson 2:** Today we will implement division of fractions to show quotients as fractions and mixed numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a fraction or mixed number to represent the quotient of two whole numbers.<br><br>  <br> | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 391<br>• Problem Solving pg. 392 #18, #23, #24 | **Lesson 2 Exit Ticket Suggestion:**<br>• 9.2 Exit Ticket |
| **Lesson 3** Pacing Suggestion: Can be combined with 9-4<br><br>**Solve and Share:** Pg. 393<br><br>  <br> | **Lesson 3:**<br>Today we will divide a whole number by a unit fraction.<br><br>We will do this by:<br>1. Convince Me!<br>2. using multiplication and models. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 395<br>• Problem Solving pg. 396 #13, #18<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>Write and solve a word problem for the expression 8 ÷ ½. |

| | | | |
|---|---|---|---|
| **Vocabulary:**<br>None |  | | |
| **Lesson 4 Solve and Share:** Pg. 397<br>  <br>**Vocabulary:**<br>Unit Fraction | **Lesson 4:**<br>Today we will show dividing a whole number by a unit fraction.<br><br>We will do this by using models such as pictorial models and number lines. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 399<br>• Problem Solving pg. 400 #15, #19<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket:**<br>How can multiplication help you solve the following problem - "Jimmy has 36 pounds of batter to make cookies. For each batch of cookies, he uses ¼ of a pound of batter. How many batches of cookies can Jimmy make with the batter he has?" |
| **Lesson 5 Solve and Share:** Pg. 401<br>  | **Lesson 5:**<br>Today we will divide unit fractions by non-zero whole numbers.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a model to show part of a whole dividend into equal parts. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 403<br>• Problem Solving pg. 404 #15, #20, #21<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket:**<br>Sue has ½ gallon of milk to share evenly among four people. How much milk, in gallons, should she give each person? |

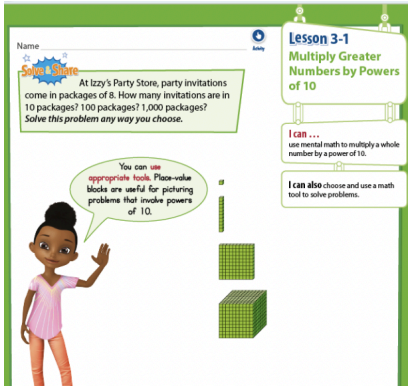
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|---|---|---|---|
| **Vocabulary:**<br>None | | | |
| **Lesson 6 Solve and Share:** Pg. 405<br>  <br>Name<br>Solve & Share<br>The Brown family is planting $\frac{1}{3}$ of their garden with flowers, $\frac{1}{3}$ with berries, and $\frac{1}{3}$ with vegetables. The vegetable section has equal parts of carrots, onions, peppers, and tomatoes. What fraction of the garden is planted with carrots? *Solve this problem any way you choose.*<br>Lesson 9-6<br>Divide Whole Numbers and Unit Fractions<br>I can ... divide with unit fractions.<br>I can also reason about math.<br>How can you show an equal share of each vegetable?<br><br>**Vocabulary:**<br>None | **Lesson 6:**<br>Today we will divide whole numbers and unit fractions.<br><br>We will do this by:<br>1. Convince Me!<br>2. using area models and number lines. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 407<br>● Problem Solving pg. 408 #11, #15<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 6 Exit Ticket Suggestion:**<br>● 9-6 Exit Ticket |
| **Lesson 7 Solve and Share:** Pg. 409 Pacing Suggestion: questions from 9-8 can be combined into this lesson or can be used to teach small groups.<br>  <br>Name<br>Solve & Share<br>Organizers of an architectural tour need to set up information tables every $\frac{1}{2}$ mile along the 6-mile tour, beginning $\frac{1}{2}$ mile from the start of the tour. Each table needs 2 signs. How many signs do the organizers need? *Solve this problem any way you choose.*<br>Lesson 9-7<br>Solve Problems Using Division<br>I can ... solve division problems involving unit fractions.<br>I can also make sense of problems.<br>0 1 2 3 4 5 6<br>Make Sense and Persevere What steps do you need to do to solve this problem? Show your work!<br>See margin for sample student work.<br><br>**Vocabulary:**<br>None | **Lesson 7:**<br>Today we will solve multi-step problems involving division with unit fractions.<br><br>We will do this by:<br>1. Convince Me!<br>2. finding and solving one or more sub-problems and using that answer to solve the original problem. | **Lesson 1 :**<br>**Meet with Teacher**<br>Students should bring their consumable math book and work on the guided practice pg. 411 | **Lesson 7 Exit ticket Suggestion:**<br>Students complete problem 10 on pg. 412. |

| Topic 4: Use Models and Strategies to Multiply Decimals | |
|---|---|
| **Big Idea: When multiplying by 0.1 and by 0.01, explain why the product is ten or a hundred times as small as the multiplicand** | |
| **Essential Questions** | **Standards** |
| • How can we use what we know about multiplying whole numbers to multiply decimals? | **5.NBT.B.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.<br>**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. |

## Topic 4- Use Models and Strategies to Multiply Decimals

**Start with lesson 3-1 as it is more coherently connected to 5.NBT.A.2 which is a focus in Topic 4.**

| **Warm-Up**<br>Number Talk Warm-Up Option | **Mini-Lesson** | **Math Rotations** | **Share/Reflection** |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Topic 3- Lesson 1: Multiply Greater Numbers by Powers of 10** | | | |
| **Lesson 3-1 Solve and Share:**<br>**Pg. 81** | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:** Today we will learn how to multiply greater | **Suggestions/Ideas for Lessons/Topic:**<br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 83<br>• Problem Solving pg. 84 #22, #25, #26 | **Lesson 1 Exit Ticket Suggestion:**<br>Without multiplying, tell which expression is greater, $93 \times 10^3$ or $11 \times 10^4$? How do you know? (Option to discuss with a partner) |

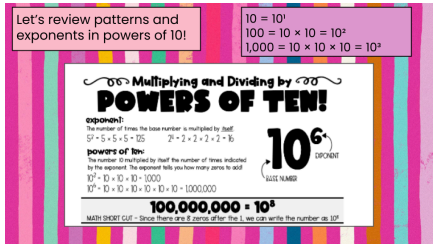


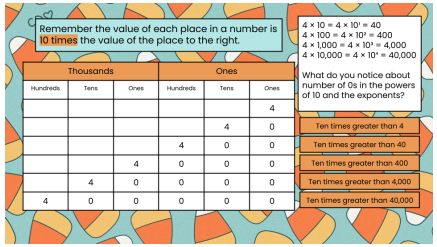

**Vocabulary:**
Exponent

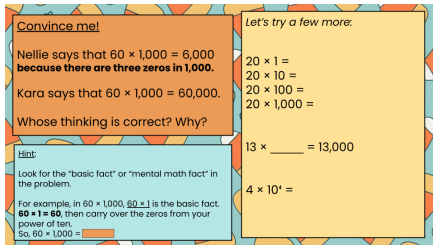
numbers by powers of 10.

We will do this by:

1. Convince Me!
2. using patterns and mental math to multiply a whole number by a power of ten




**At Your Seat:**

- At Your Seat Folder

**Technology:**

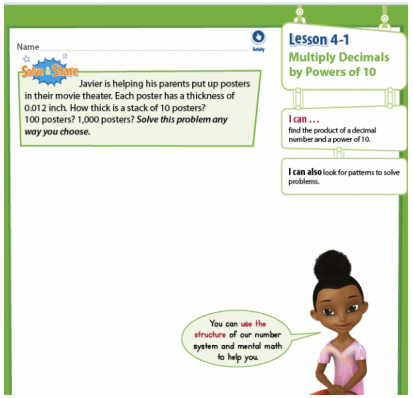
- i-Ready
- enVision Math Games
- Multiplying with Powers of 10
- Powers of 10 Mystery Picture
- Multiplying Numbers up to 1,000 Ending in Zeros
- Multiplying by Multiples of 10
- Khan Academy Multiply and Divide by Powers of 10
- Multiplying by Powers of 10
- Khan Academy Estimating with Multiplying Decimals
- Lunch Line Decimals Game
- Khan Academy Decimal Multiplication Place Value
- Multiplying a Whole Number by a Decimal Practice
- Multiplying with Decimals Pixel Math
- Multiplying Decimals to Hundredths

**Hands On:**

- Hands On Folder

## Topic 4: Use Models and Strategies to Multiply Decimals

**Lesson 1 Solve and Share: Pg. 129**

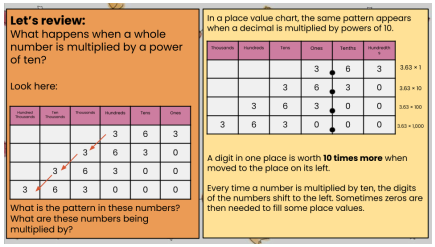


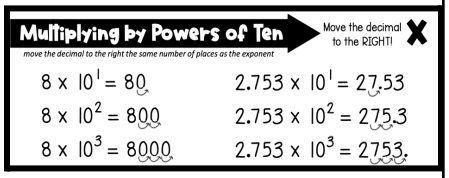

**Vocabulary:**
none

**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video

**Lesson 1:** Today we will multiply by powers of ten.

We will do this by:
1. Convince Me!
2. using place value and whole numbers to multiply decimals by powers of 10.



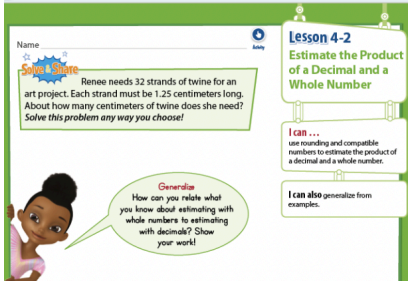

**Lessons/Topic:**

**Meet the Teacher:**
- Guided/Independent Practice pg. 131
- Problem Solving pg. 132 #19, #20, #21

*At Your Seat, Technology, Hands On, see above.

**Lesson 1 Exit Ticket Suggestion:**
Students complete problems 25 and 26 on pg. 132 and compare.

**Lesson 2 Solve and Share: Pg. 133**



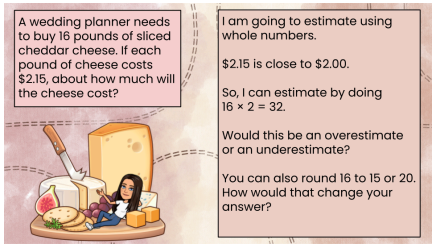
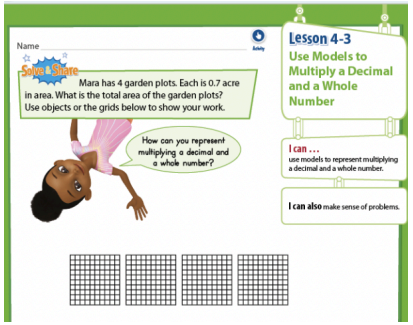
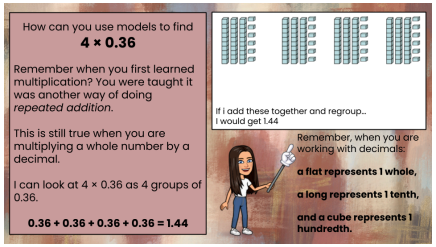
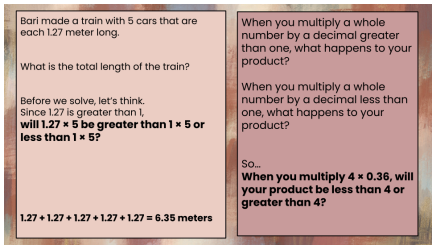

**Lesson 2:** Today we will estimate the product of a decimal and a whole number.

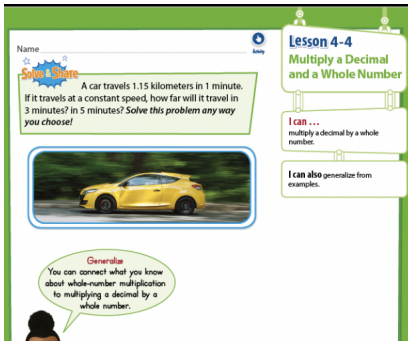
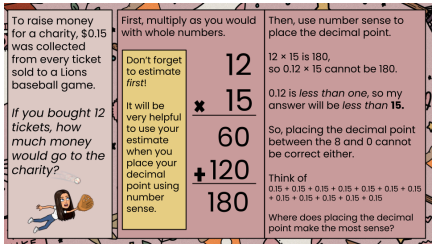
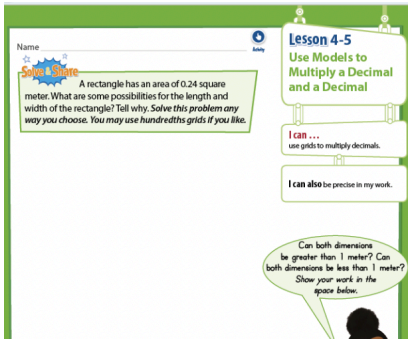
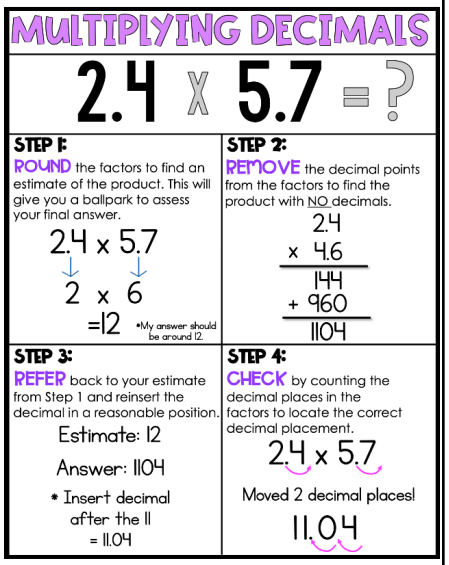
We will do this by:
1. Convince Me!
2. using rounding and compatible numbers.

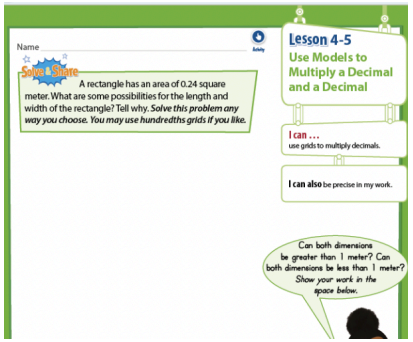
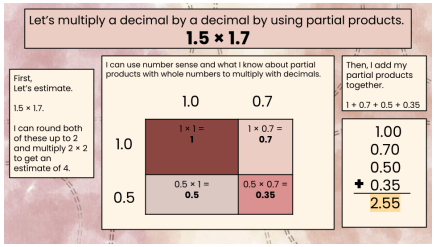
**Meet the Teacher:**
- Guided/Independent Practice pg. 135
- Problem Solving pg. 136 #17, #18, #22, #23

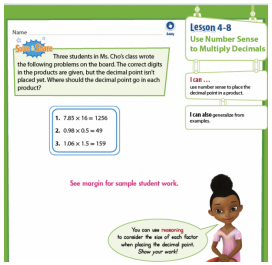
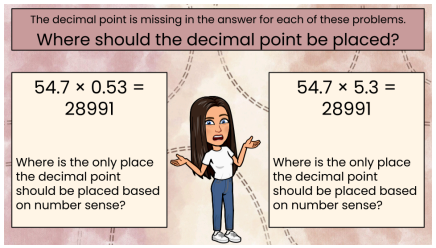
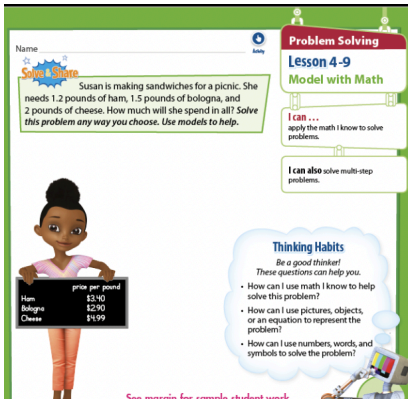
*At Your Seat, Technology, Hands On, see above.

**Lesson 2 Exit Ticket Suggestion:**
Estimate the product of 3.79 × 14.

| | | | |
|---|---|---|---|
| **Vocabulary:**<br>none |  | | |
| **Lesson 3** Pacing Suggestion:<br>Can be combined with lesson 4-4<br><br>**Solve and Share: Pg. 137**<br>  <br>**Vocabulary:**<br>none | **Lesson 3:**<br>Today we will multiply a decimal and a whole number.<br><br>We will do this by:<br>1. Convince Me!<br>2. using models and place value blocks.<br>  <br>  | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 139<br>● Problem Solving pg. 140 #20, #24<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>How could estimating help you when you are multiplying decimals? |
| **Lesson 4 Solve and Share: Pg. 141** | **Lesson 4:** Today we will multiply a decimal and a whole number.<br><br>We will do this by:<br>1. Convince Me!<br>2. using our whole number prior | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 143<br>● Problem Solving pg. 144 #26, #27<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>83 × 0.59 |

| | | | |
|---|---|---|---|
|  <br>**Vocabulary:**<br>none | knowledge and place value patterns.<br>  | | |
| **Lesson 5** Pacing Suggestion:<br>Can be combined with lesson 4-6<br><br>**Solve and Share: Pg. 145**<br>  <br>**Vocabulary:**<br>None | **Lesson 5:**<br>Today we will use models to multiply a decimal by a decimal.<br><br>We will do this by:<br>1. Convince Me!<br>2. using grids.<br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 147<br>• Problem Solving pg. 148 #17, #23<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket Suggestion:**<br>0.5 × 0.7 |
| **Lesson 6 Solve and Share: Pg.** | **Lesson 6:** Today we will | **Meet the Teacher:** | **Lesson 6 Exit Ticket** |

| | | | |
|---|---|---|---|
| **149**<br>  <br><br>**Vocabulary:**<br>none | multiply decimals using partial products.<br><br>We will do this by<br>1. Convince Me!<br>2. using what we know about place value and partial products with whole numbers.<br><br>  <br> | • Guided/Independent Practice pg. 151<br>• Problem Solving pg. 152 #15, #17<br><br>*At Your Seat, Technology, Hands On, see above. | **Suggestion:**<br>Joy drinks 4.5 bottles of water per day. Each bottle contains 16.5 fluid ounces. How many fluid ounces of water does she drink per day? |
| **Lesson 7 Solve and Share: Pg. 153**<br>  <br><br>**Vocabulary:**<br>none | **Lesson 7:** Today we will multiply decimals.<br><br>We will do this by:<br>1. Convince Me!<br>2. using properties. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 155<br>• Problem Solving pg. 156 #16, #17, #21, #22<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 7 Exit Ticket**<br>**Suggestion:**<br>Amanda bought a 6-cup of shredded cheese for $6.89. She used 2.25 cups to make lasagna and 1.25 cups to make pizza. How much cheese is left? |
| **Lesson 8 Solve and Share: Pg. 157** | **Lesson 8:** Today we will multiply decimals.<br><br>We will do this by:<br>1. Convince Me!<br>2. using number sense | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 159<br>• Problem Solving pg. 160 #21, #22 | **Lesson 8 Exit Ticket**<br>**Suggestion:**<br>68 × 92 = 6256<br>68 × 9.2 = 6256<br>68 × 0.92 = 6256 |

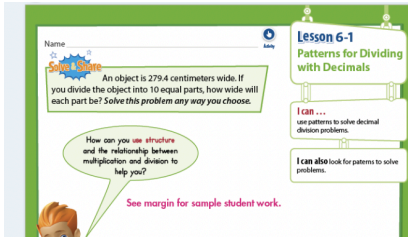
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<td>and reasoning.<br> 
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<td>*At Your Seat, Technology, Hands On, see above.</td>
<td>How can you place your decimal points in your product without solving?</td>
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<tr>
<td>Lesson 9 Pacing Suggestion: Build into small groups instead of a full day lesson<br><br>Solve and Share: Pg. 161<br> 
<br><br>Vocabulary:<br>None</td>
<td>Lesson 9: Today we will do problem solving work.<br><br>We will do this by:<br>1. Convince Me!<br>2. modeling with math.</td>
<td>Meet the Teacher:<br>● Guided/Independent Practice pg. 163<br>● Problem Solving pg. 164<br><br>*At Your Seat, Technology, Hands On, see above.</td>
<td>Lesson 9 Exit Ticket Suggestion:<br>Write a word problem for $2.21 × 3 and exchange with a partner to solve.</td>
</tr>
<tr>
<td colspan="4">Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder<br>Topic 4 Review: Kahoot!</td>
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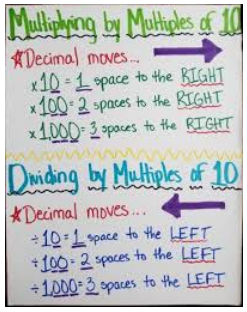
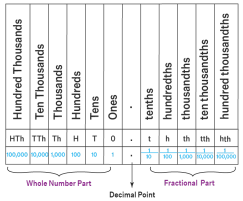
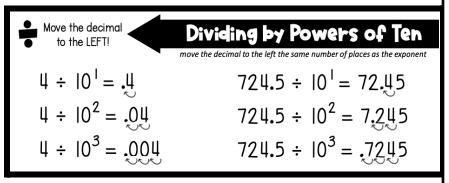
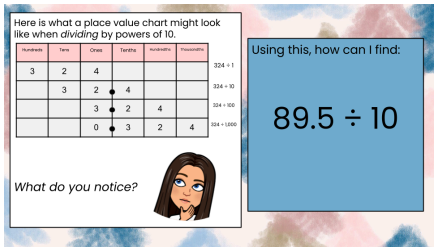
# Topic 6: Use Models and Strategies to Divide Decimals

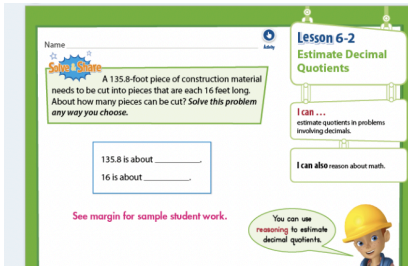
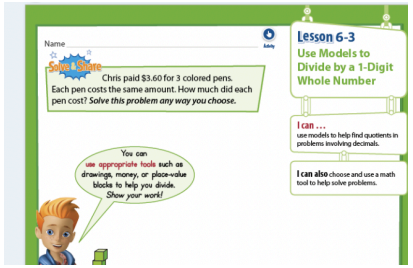
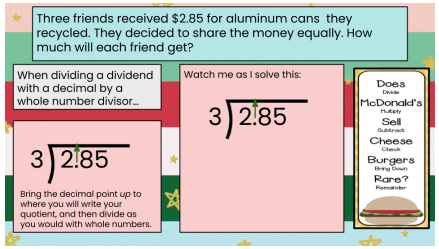
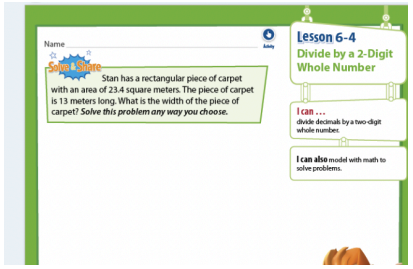
**Big Idea: Extend understanding of general methods used for computing quotients of whole numbers to decimals with the addition of placing the decimal point in the quotient**

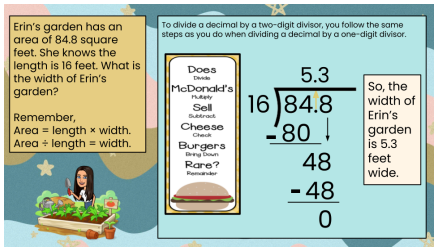
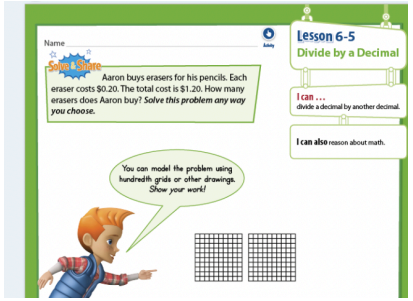
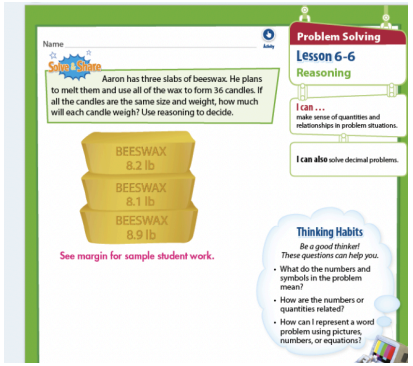
| Essential Questions | Standards |
|---|---|
| • How can you use place value to divide? | **5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.<br>**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. |

## Topic 6 - Use Models and Strategies to Divide Decimals

| Warm-Up<br>Number Talk Warm-Up Option | Mini-Lesson | Math Rotations | Share/Reflection |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1 Solve and Share:**<br>Pg. 229<br>  <br>Name<br>Lesson 6-1<br>Patterns for Dividing with Decimals<br>Solve & Share<br>An object is 279.4 centimeters wide. If you divide the object into 10 equal parts, how wide will each part be? *Solve this problem any way you choose.*<br>I can ...<br>use patterns to solve decimal division problems.<br>How can you use structure and the relationship between multiplication and division to help you?<br>I can also look for patterns to solve problems.<br>See margin for sample student work.<br>**Vocabulary:**<br>none | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:**<br>Today we will learn how to divide a decimal by a power | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 231<br>• Problem Solving pg. 232 #31, #32<br><br>**At Your Seat:** | **Lesson 1 Exit Ticket Suggestion:**<br>18.5 divided by 100 |

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| | of 10.<br><br>We will do this by:<br>1. Convince Me!<br>2. using mental math and place value patterns.<br><br>  <br><br>Decimal Place Value Chart<br>  <br><br>  <br><br>  <br> | ● At Your Seat Folder<br><br>**Technology:**<br>● i-Ready<br>● enVision Math Games<br>● Khan Academy Multiply and Divide by Powers of 10<br>● Khan Academy Estimating with Dividing Decimals<br>● Khan Academy Dividing Decimals by Whole Numbers<br>● Khan Academy Dividing Decimals by Decimals<br><br>**Hands On:**<br>● Hands On Folder<br><br>Additional Resources | |
| **Lesson 2 Solve and Share:**<br>Pg.233 | **Lesson 2:**<br>Today we will estimate quotients in problems with decimals. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 235<br>● Problem Solving pg. 236 | **Lesson 2 Exit Ticket Suggestion:**<br>Estimate: 44.8 ÷ 14.9 |

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|  <br>**Vocabulary:**<br>none | We will do this by:<br>1. Convince Me!<br>2. using reasoning and strategies such as rounding and compatible numbers. | #27, #28<br><br>*At Your Seat, Technology, Hands On, see above. | |
| **Lesson 3 Solve and Share:**<br>Pg. 237<br>  <br>**Vocabulary:**<br>none | **Lesson 3:**<br>Today we will find strategies for dividing 1 digit whole numbers and decimals.<br><br>We will do this by:<br>1. Convince Me!<br>2. using place value blocks as a tool.<br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 239<br>• Problem Solving pg. 240 #15<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>49.2 divided by 6 |
| **Lesson 4 Solve and Share:** Pg. 241<br>  | **Lesson 4:**<br>Today we will learn how to divide decimals by a 2 digit number.<br><br>We will do this by:<br>1. Convince Me!<br>2. using area models. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 243<br>• Problem Solving pg. 244 #11, #16<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>73.5 ÷ 21 |

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| **Vocabulary:**<br>none |  | | |
| **Lesson 5 Solve and Share:** Pg. 245<br>  <br>**Vocabulary:**<br>none | **Lesson 5:**<br>Today we will learn how to divide a decimal by a decimal.<br><br>We will do this by:<br>1. Convince Me!<br>2. using models. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 247<br>• Problem Solving pg. 248 #26, #27<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket Suggestion:**<br>Make up a money story for the equation: 3.75 ÷ 0.25 = 15. |
| **Lesson 6** Pacing Suggestion: Build into small groups instead of a full day lesson<br><br>**Solve and Share:** Pg. 249<br>  <br>**Vocabulary:**<br>none | **Lesson 6:**<br>Today we will learn how to solve word problems.<br><br>We will do this by:<br>1. Convince Me!<br>2. using reasoning. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 251<br>• Problem Solving pg. 252<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 6 Exit Ticket Suggestion:**<br>Michael walks a total of 1.5 miles to school each day and back 5 days of the week. He also runs 1.8 miles to his soccer practice when he has it. What is the total distance Michael walks and runs on days he has soccer practice? |

**Review and Assessment (2 days):** Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder
**Topic 6 Review:** Kahoot!

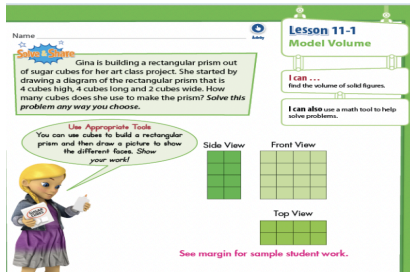
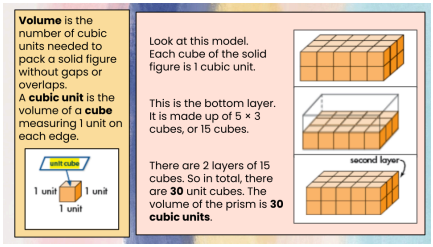
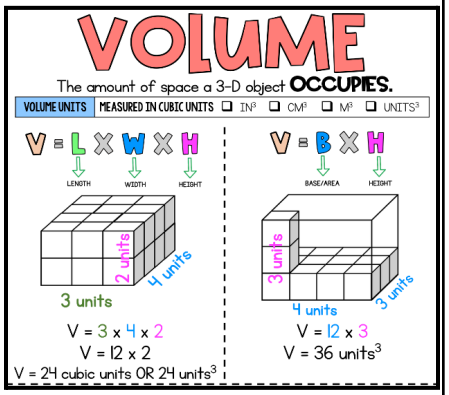
| Topic 11: Understand Volume Concepts | |
|---|---|
| **Big Idea: Understand that multiplying the length times the width of a right rectangular prism can be viewed as determining how many cubes would be in each layer if the prism were packed with or built up from unit cubes** | |
| **Essential Questions** | **Standards** |

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| • What is the meaning of volume of a solid? How can the volume of a rectangular prism be found? | **5.M.B.2** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.<br>a. 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.<br>b. 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 using unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.<br>**5.M.B.3** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.<br>**5.M.B.4** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.<br>**5.M.C.5a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the 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.<br>**5.M.C.5b** Apply the formulas V = l × w × h and V = b × 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.<br>**5.M.C.5c** 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. |

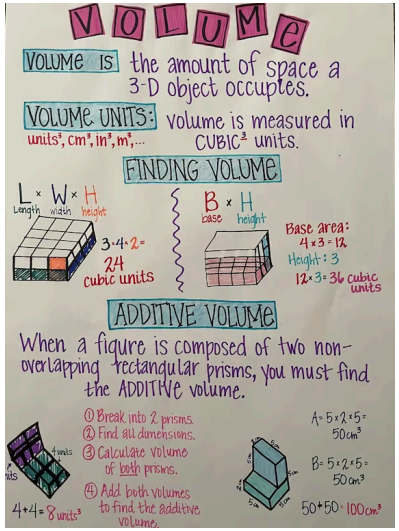
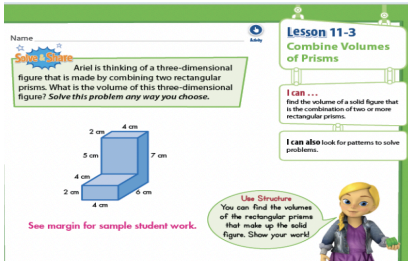
## Topic 11- Understand Volume Concepts

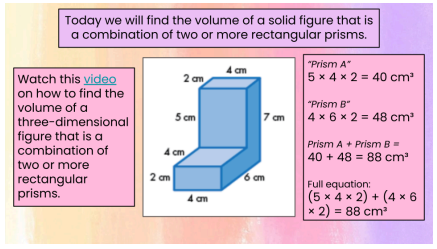
**Key Vocabulary:** Volume, cubic unit, cube, rectangular prism, unit cube, formula

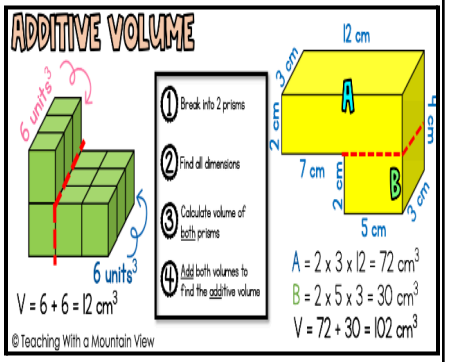
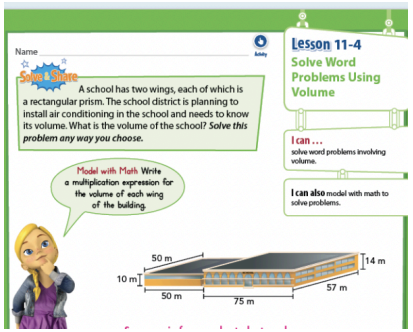
| **Warm-Up**<br>Number Talk Warm-Up Option | **Mini-Lesson** | **Math Rotations** | **Share/Reflection** |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1 Solve and Share:** Pg. 457 | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch | **Suggestions/Ideas for Lessons/Topic:** | **Lesson 1 Exit Ticket Suggestion:** Students complete problem 21 |

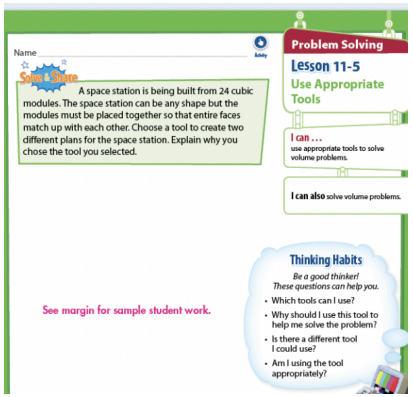
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|  <br>**Vocabulary:**<br>Volume, cubic unit, cube, rectangular prism, unit cube | Visual Learning Animation Plus Video<br><br>**Lesson 1:** Today we will find the volume of a solid figure.<br><br>We will do this by:<br>1. Convince Me!<br>2. counting the number of cubes needed to fill a 3 dimensional figure.<br><br>  <br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 459<br>• Problem Solving pg. 460 #14, #15, #16,<br><br>**At Your Seat:**<br>• At Your Seat Folder<br><br>**Technology:**<br>• i-Ready<br>• enVision Math Games<br>• Volume Practice<br>• Who Wants to Be a Millionaire: Volume<br><br>**Hands On:**<br>• Hands On Folder<br><br>Additional Resources Folder | on pg. 460 and discuss. |
| **Lesson 2 Solve and Share:** Pg. 461 | **Lesson 2:** Today we will find the volume of rectangular prisms.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a formula. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 463<br>• Problem Solving pg. 464 #11, #15<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 2 Exit Ticket Suggestion:**<br>Students: Jimmy has a box that he is shipping to Amazon. The volume of the package is 112 cubic inches. If it is 4 inches wide and 7 inches long, how tall is it? |

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<br>Vocabulary:<br>Formula</td>
<td><a>BrainPop</a><br> 
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<td>Homework Options:<br>Additional Practice 11-2 pg. 159-160</td>
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<td>Lesson 3 Solve and Share: Pg. 465<br> 

<br>Vocabulary:<br>None</td>
<td>Lesson 3:<br>Today we will find the volume of a solid figure that is a combination of two or more rectangular prisms.<br><br>We will do this by:<br>1. Convince Me!<br>2. adding the volumes of the rectangular prisms.<br><br> 
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<td>Meet the Teacher:<br>• Guided/Independent Practice pg. 467<br>• Problem Solving pg. 468 #8, #9, #10<br><br>*At Your Seat, Technology, Hands On, see above.</td>
<td>Lesson 3 Exit Ticket Suggestion:<br>Students complete problem 13 on pg. 468 and check with a partner.</td>
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| **Lesson 4 Solve and Share:** Pg. 469<br>  <br>**Vocabulary:**<br>none | **Lesson 4:**<br>Today we will solve word problems involving volume.<br><br>We will do this by:<br>1. Convince Me!<br>2. using models and prior knowledge of volume. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 471<br>• Problem Solving pg. 472 #11<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>Students should create a word problem involving volume and exchange with a partner to solve. |
| **Lesson 5** Pacing Suggestion: Build into small groups instead of a full day lesson<br><br>**Solve and Share:** Pg. 473 | **Lesson 5:**<br>Today we will solve volume word problems.<br><br>We will do this by:<br>1. Convince Me!<br>2. choosing the appropriate tools and strategies. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 475<br>• Problem Solving pg. 476<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket Suggestion:**<br>If a box of crayons has a volume of 30 cubic centimeters, how many boxes of crayons could be shipped in an empty box with a volume of 930 cubic centimeters? |

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<br><br>Vocabulary:<br>None</td>
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<td colspan="4">Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder<br>Topic 11 Review: Kahoot!</td>
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## Topic 10/14: Represent, Interpret, & Graph Data on Line Plots and a Coordinate Plane

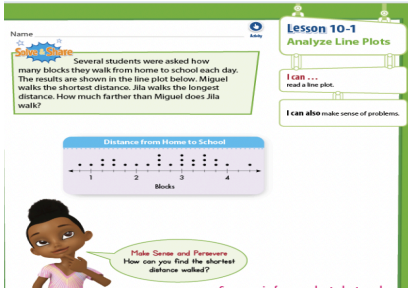
**Big Idea: Make a line plot to display a data set of measurements in fractions of a unit**

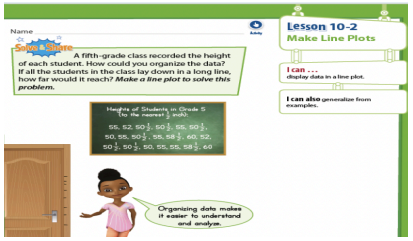
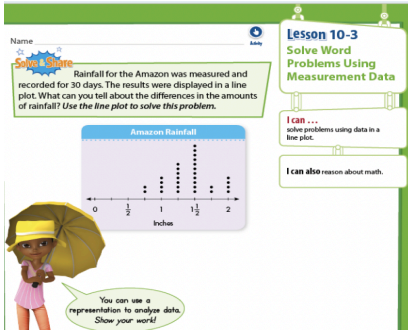
**Big Idea: Interpret the components of a rectangular grid structure as line segments or lines (rather than regions) and understand the precision of location that these lines**

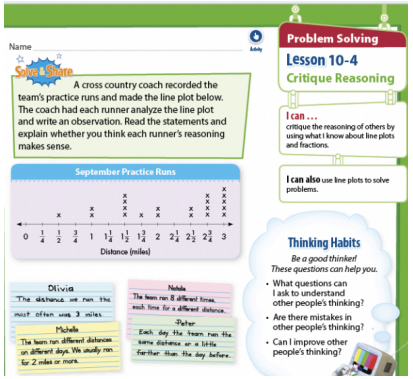
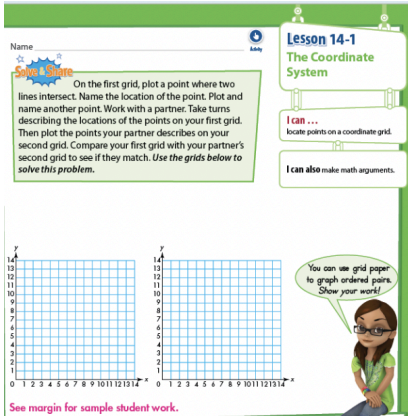
| Essential Questions | Standards |
|---|---|
| • How can line plots be used to represent data and answer questions?<br>• How are points plotted?<br>• How are relationships shown on a graph? | **5.DL.A.1** Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns.<br>**5.DL.A.2** Develop strategies to collect, organize and represent data of various types and from various sources. Communicate results digitally through a data visual (e.g. chart, storyboard, video presentation).<br>**5.DL.A.3** Collect and clean data to be analyzable (e.g., make sure each entry is formatted correctly, deal with missing or incomplete data).<br>**5.DL.A.4** Using appropriate visualizations (i.e. double line plot, double bar graph), analyze data across samples.<br>**5.DL.B.5** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally*.<br>**5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate)<br>**5.G.A.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 |

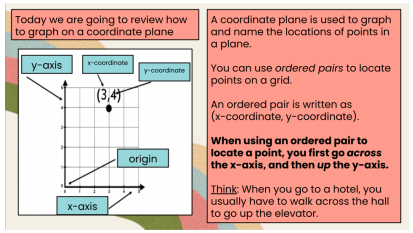
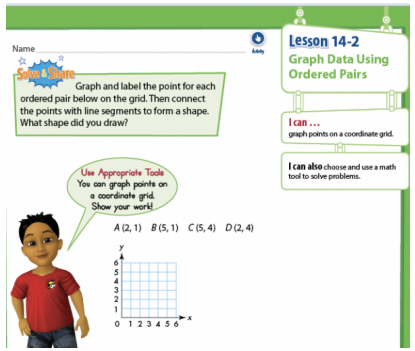
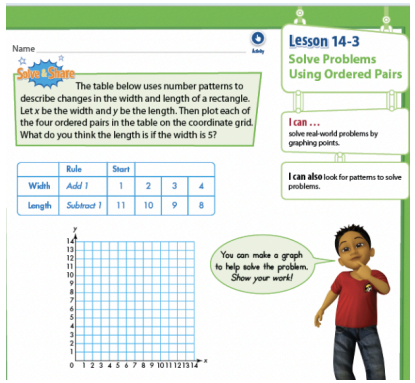
## Topic 10/14- Represent, Interpret, & Graph Data on Line Plots and a Coordinate Plane

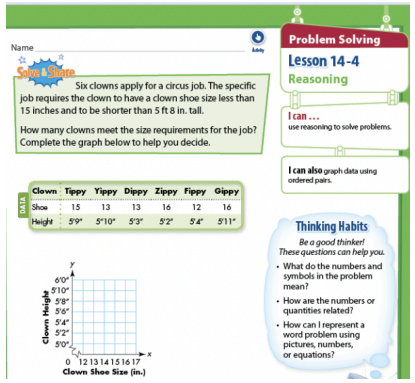
**Key Vocabulary:** Data, line plot, Coordinate grid, ordered pair, x-axis, y-axis, origin, x-coordinate, y-coordinate

| Warm-Up<br>Number Talk Warm-Up Option | Mini-Lesson | Math Rotations | Share/Reflection |
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| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Topic 10: Represent and Interpret Data on Line Plots** | | | |
| **Lesson 1 Solve and Share:**<br>Pg. 429<br>  <br><br>**Vocabulary:**<br>Data, line plot | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:**<br>Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:** Today we will organize and represent numerical data.<br><br>We will do this by:<br>1. Convince Me!<br>2. reading and analyzing line plots. | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 431<br>• Problem Solving pg. 432 #9, #10, #11<br><br>**At Your Seat:**<br>• At Your Seat Folder<br><br>**Technology:**<br>• i-Ready<br>• enVision Math Games<br>• Interpreting Line Plots Online Practice<br>• Line Plots with Fractions Online<br>• Khan Academy Graph Data on Line Plots<br>• Khan Academy Line Plots with Fraction Addition and Subtraction<br>• Khan Academy Line Plots with Fraction Operations | **Lesson 1 Exit Ticket Suggestion:**<br>Complete problem 14 on pg. 432 and check with a partner. |

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| | | **Hands On:**<br>• Hands On Folder<br><br>Additional Resources<br><br>Project Options Folder | |
| **Lesson 2 Solve and Share:**<br>Pg. 433<br>  <br><br>**Vocabulary:**<br>None | **Lesson 2:** Today we will organize and display data.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a line plot. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 435<br>• Problem Solving pg. 436<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 2 Exit Ticket Suggestion:**<br>Work through Reteaching worksheet with a partner. |
| **Lesson 3 Solve and Share:**<br>Pg. 437<br>  <br><br>**Vocabulary:**<br>None | **Lesson 3:**<br>Today we will solve problems using data.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a line plot. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 439<br>• Problem Solving pg. 440<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>Complete #11 on pg. 440 and compare answers. |
| **Lesson 4**<br><br>**Solve and Share:** Pg. 441 | **Lesson 4:**<br>Today we will critique the reasoning of others.<br><br>We will do this by:<br>1. Convince Me! | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 443<br>• Problem Solving pg. 444<br><br>*At Your Seat, Technology, Hands | **Lesson 4 Exit Ticket Suggestion:**<br>Students complete #8 on pg. 444. |

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|  <br>**Vocabulary:**<br>None | 2. using our understanding of line plots and fractions. | On, see above. | |
| **<u>Topic 14: Graph Points on a Coordinate Plane</u>** | | | |
| **Lesson 1 Solve and Share:**<br>Pg. 565<br>  <br>**Vocabulary:**<br>Coordinate grid, ordered pair, x-axis, y-axis, origin, x-coordinate, y-coordinate | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:**<br>Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:**<br>Today we will locate points on a coordinate grid.<br><br>We will do this by:<br>1. Convince me!<br>2. using the coordinate system and perpendicular lines. | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 567<br>• Problem Solving pg. 568 #20-27<br><br>**At Your Seat:**<br>• <u>At Your Seat Folder</u><br><br>**Technology:**<br>• i-Ready<br>• <u>enVision Math Games</u><br>• <u>Graph Ordered Pairs Mystery Picture</u><br>• <u>Coordinate Plane Mystery Picture</u><br>• <u>MathPup</u><br>• <u>1st Quadrant Coordinate Grid Escape Room</u><br>• <u>MathPup</u> | **Lesson 1 Exit Ticket Suggestion:**<br>Discuss question #19 on pg. 568 with a partner |

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| |  | • Stock the Shelves (4 Quadrants)<br><br>**Hands On:**<br>• Hands On Folder | |
| **Lesson 2 Solve and Share:**<br>Pg. 569<br>  <br>**Vocabulary:**<br>None | **Lesson 2:**<br>Today we will graph points on a coordinate grid.<br><br>We will do this:<br>1. Convince me!<br>2. by using the x and the y axis. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 571<br>• Problem Solving pg. 572 #23, #25<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 2 Exit Ticket Suggestion:**<br>Discuss with a partner - How is graphing (0, 2) different from graphing (2, 0)? |
| **Lesson 3 Solve and Share:**<br>Pg. 573<br>  <br>**Vocabulary:**<br>none | **Lesson 3:**<br>Today we will problem solve by graphing points.<br><br>We will do this by:<br>1. Convince me!<br>2. connecting points to solve problems. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 575<br>• Problem Solving pg. 576 #7-10<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>Complete #11 and #12 on pg. 576 and discuss with a partner. |

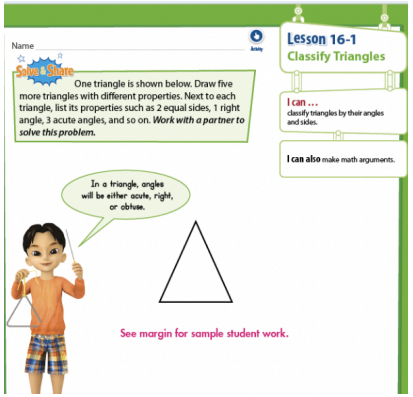
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| **Lesson 4 Solve and Share:**<br>Pg. 577<br>  <br>**Vocabulary:**<br>None | **Lesson 4:**<br>Today we will problem solve.<br><br>We will do this by:<br>1. Convince Me!<br>2. using reasoning to make sense of the problems. | **Meet the Teacher:**<br>● Guided/Independent Practice pg. 579<br>● Problem Solving pg. 580<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>Work through reteaching worksheet with a partner. |
| **Review and Assessment (2 days):** Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder]<br>**Topic 14 Review:** [Kahoot!] | | | |

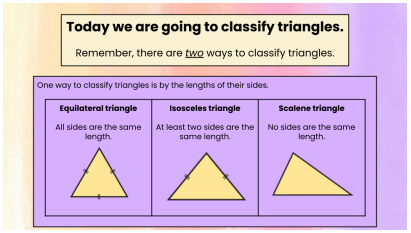
| Topic 16: Geometric Measurement: Classify Two-Dimensional Figures | |
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| **Big Idea: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category** | |
| **Essential Questions** | **Standards** |
| • How can triangles and quadrilaterals be described, classified and named? | **5.G.B.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.<br>**5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties. |

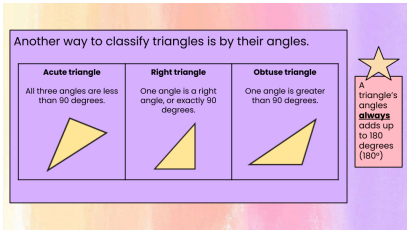
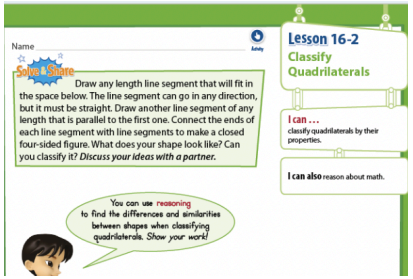
## Topic 16- Geometric Measurement: Classify Two-Dimensional Figures

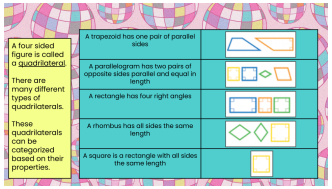
**Key Vocabulary:** Equilateral triangle, isosceles triangle, scalene triangle, right triangle, acute triangle, obtuse triangle, Trapezoid, parallelogram, rectangle, rhombus, square

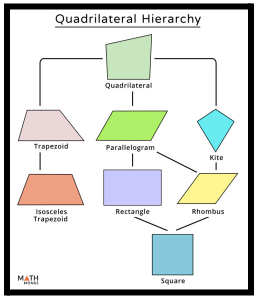
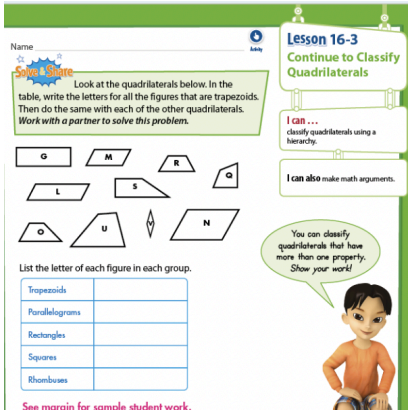
| **Warm-Up**<br>Number Talk Warm-Up Option | **Mini-Lesson** | **Math Rotations** | **Share/Reflection** |
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| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1 Solve and Share:** Pg. 621 | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:**<br>Today we will classify triangles. | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 623<br>• Problem Solving pg. 624 #11, #14<br><br>**At Your Seat:**<br>• At Your Seat Folder | **Lesson 1 Exit Ticket Suggestion:**<br>Is it possible to have a right equilateral triangle? Why or why not? |

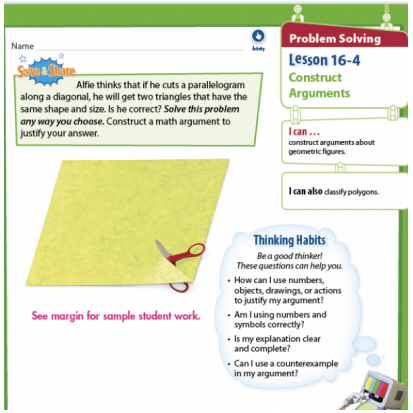
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<br>Vocabulary:<br>Equilateral triangle, isosceles triangle, scalene triangle, right triangle, acute triangle, obtuse triangle</td>
<td>We will do this by:<br>1. Convince Me!<br>2. using their angles and their sides.<br><br> 


</td>
<td>Technology:<br>• i-Ready<br>• enVision Math Games<br>• Triangles & Angles Splat<br>• Khan Academy Classify Triangles by Angles<br>• Khan Academy Classify Triangles by Side Lengths<br>• Who Wants to Be a Millionaire Sides & Angles<br>• Khan Academy Quadrilateral Types<br>• Classifying Quadrilaterals Practice<br>• Quadrilaterals Online Practice<br>• Identifying Quadrilaterals<br>• Study Jams Quadrilaterals Quiz<br><br>Hands On:<br>• Hands On Folder</td>
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<td>Lesson 2 Solve and Share: Pg. 625<br> 

<br>Vocabulary:<br>Trapezoid, parallelogram,</td>
<td>Lesson 2:<br>Today we will classify quadrilaterals.<br><br>We will do this by:<br>1. Convince Me!<br>2. using their properties.<br><br> 
</td>
<td>Meet the Teacher:<br>• Guided/Independent Practice pg. 627<br>• Problem Solving pg. 628 #11, #15, #16<br><br>*At Your Seat, Technology, Hands On, see above.</td>
<td>Lesson 2 Exit Ticket Suggestion:<br>Students complete #17 and #18 on pg. 628</td>
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| rectangle, rhombus, square |  | | |
| **Lesson 3 Solve and Share:** Pg. 629<br>  <br>**Vocabulary:**<br>none | **Lesson 3:**<br>Today we will classify quadrilaterals.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a hierarchy. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 631<br>• Problem Solving pg. 632 #13, #17<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>Students complete #17 on pg. 632 and compare answers. |
| **Lesson 4** Pacing Suggestion: Build into small groups instead of a full day lesson<br><br>**Solve and Share:** Pg. 633 | **Lesson 4:**<br>Today we will construct arguments about geometric figures.<br><br>We will do this by:<br>1. Convince Me! | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 635<br>• Problem Solving pg. 636<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>Why is every rectangle a trapezoid, but not every trapezoid is a rectangle? Share and check with a partner. |



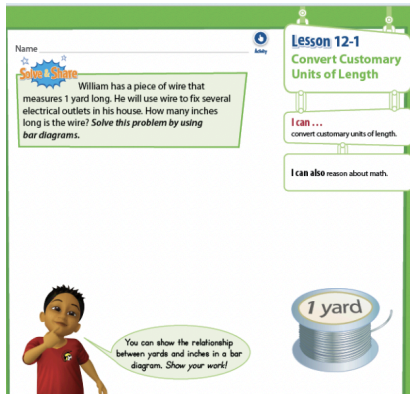

**Vocabulary:**
None

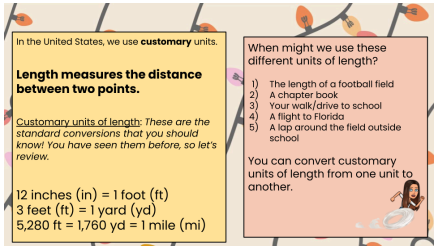
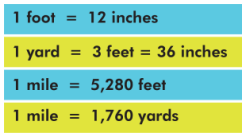
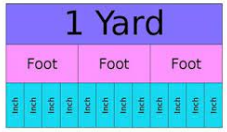
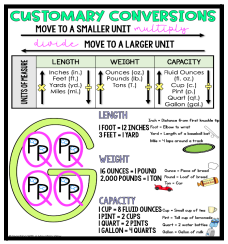
**Review and Assessment (2 days):** Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder
**Topic 16 Review:** Kahoot!

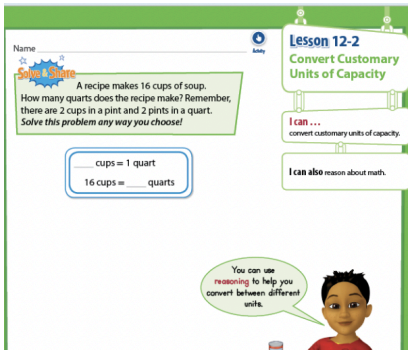
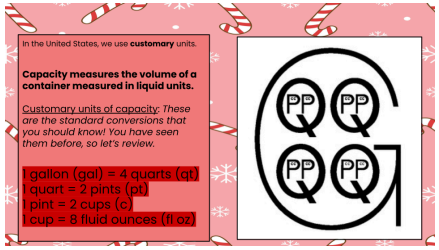
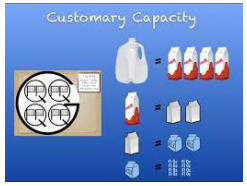
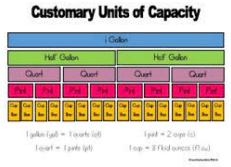
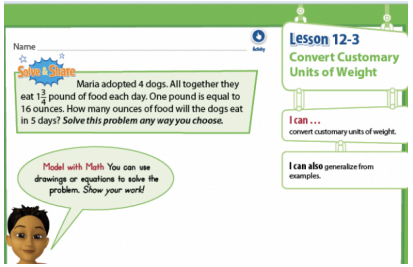
| Topic 12: Convert Measurements | |
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| **Big Idea: Convert like measurement units within a given measurement system** | |
| **Essential Questions** | **Standards** |
| • How can I convert different-sized measurements? | **5.M.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |

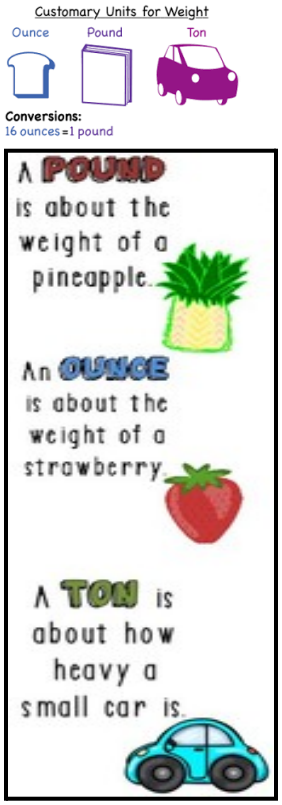
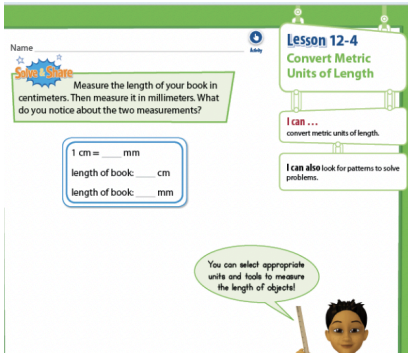
## Topic 12- Convert Measurements

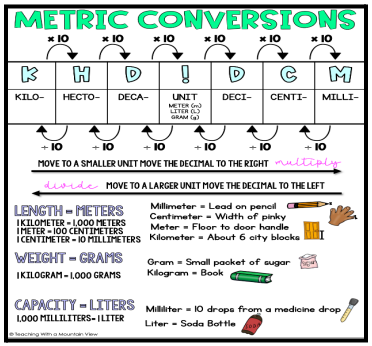
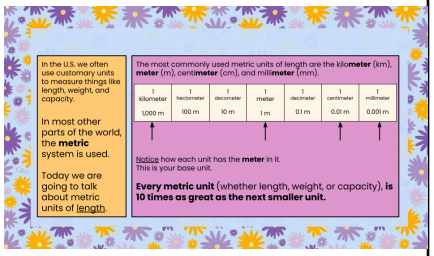
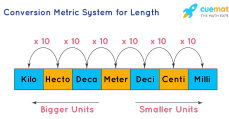
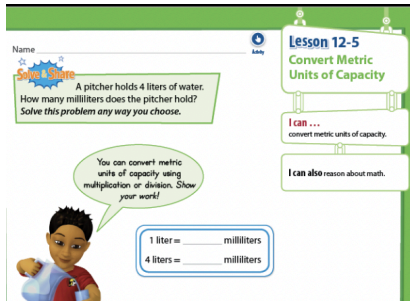
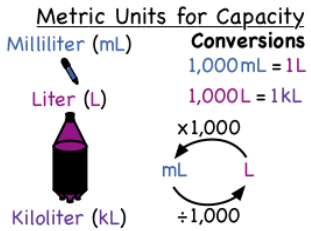
**Key Vocabulary:** Foot, inch, yard, mile, Capacity, gallon, quart, pint, cup, fluid ounce, Weight, ton, pound, ounce, Kilometer, meter, centimeter, millimeter, liter, milliliter, Mass, milligram, gram, kilogram

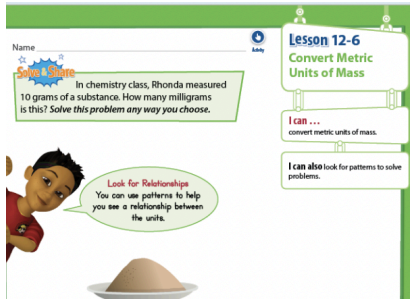
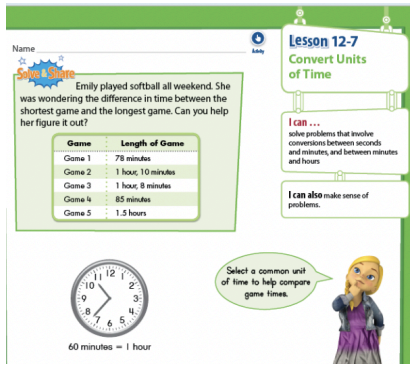
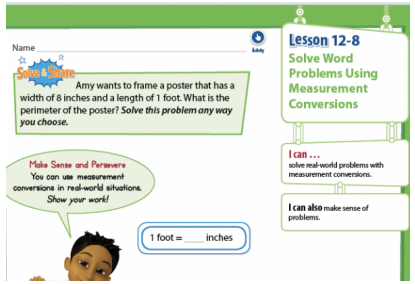
| **Warm-Up**<br>Number Talk Warm-Up Option | **Mini-Lesson** | **Math Rotations** | **Share/Reflection** |
|---|---|---|---|
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1 Solve and Share:** Pg. 489<br>  <br>Name<br>Lesson 12-1<br>Convert Customary Units of Length<br>Solve & Share<br>William has a piece of wire that measures 1 yard long. He will use wire to fix several electrical outlets in his house. How many inches long is the wire? *Solve this problem by using bar diagrams.*<br>I can ... convert customary units of length.<br>I can also reason about math.<br>1 yard<br>You can show the relationship between yards and inches in a bar diagram. *Show your work!*<br>**Vocabulary:** | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:**<br>Today we will convert customary units of length.<br><br>We will do this by:<br>1. Convince Me!<br>2. using multiplication | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 491<br>• Problem Solving pg. 492<br><br>**At Your Seat:**<br>• At Your Seat Folder<br><br>**Technology:**<br>• i-Ready<br>• enVision Math Games<br>• Khan Academy | **Lesson 1 Exit Ticket Suggestion:**<br>Kelsey's driveway is 360 feet long. How many yards long is her driveway? |

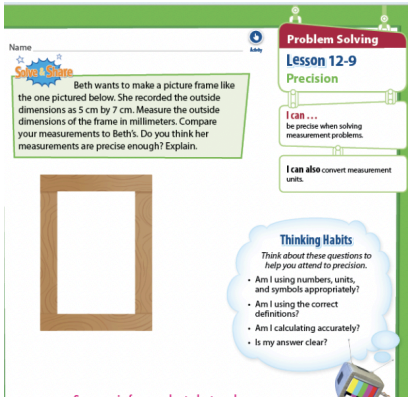
| | | | |
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| Foot, inch, yard, mile | and division.<br>  <br>  <br>  <br>  | Converting Customary Units of Length<br>• Khan Academy Converting Customary Units Word Problems<br>• Khan Academy Converting Customary Units<br>• Customary Units Crossword<br>• Khan Academy Metric Units of Length<br>• Sal's Sub Shop Game (Metric & Customary Lengths)<br>• Khan Academy Estimating Metric Volume<br>• Khan Academy Metric Mass<br>• Horrendous Soup Online Game<br>• Khan Academy Telling Time Word Problems Practice<br><br>**Hands On:**<br>• Hands On Folder<br><br>Additional Resources Folder<br><br>Project Options Folder | |
| **Lesson 2 Solve and Share:** Pg. 493 | **Lesson 2:**<br>Today we will convert customary units of capacity.<br><br>We will do this by:<br>1. Convince Me! | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 495<br>• Problem Solving pg. 496 #22, #28, #29 | **Lesson 2 Exit Ticket Suggestion:**<br>Carrie has 3 gallons of paint. Bryan has 10 quarts of paint. How many more pints of paint does Carrie |

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|  <br>**Vocabulary:**<br>Capacity, gallon, quart, pint, cup, fluid ounce | 2. using multiplication and division.<br>  <br>  <br>  <br>**Customary Units of Capacity**<br>1 cup (c) = 8 fluid ounces (fl oz)<br>1 pint (pt) = 2 cups<br>1 quart (qt) = 2 pints<br>1 gallon (gal) = 4 quarts | *At Your Seat, Technology, Hands On, see above. | have than Bryan? |
| **Lesson 3 Solve and Share:** Pg. 497<br>  <br>**Vocabulary:**<br>Weight, ton, pound, ounce | **Lesson 3:**<br>Today we will convert customary units of weight.<br><br>We will do this by:<br>1. Convince Me!<br>2. using multiplication and division.<br><br>**Customary Units of Weight**<br>1 pound (lb) = 16 ounces (oz)<br>1 ton (T) = 2,000 pounds | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 499<br>• Problem Solving pg. 500 #22-26<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>What are two ways to write 18,000 lb in different units of weight? |

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| **Lesson 4 Solve and Share:** Pg. 501<br>  <br>**Vocabulary:**<br>Kilometer, meter, centimeter, millimeter | **Lesson 4:**<br>Today we will convert metric units of length.<br><br>We will do this by:<br>1. Convince Me!<br>2. using multiplication and division. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 503<br>• Problem Solving pg. 504 #24, #28, #29<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 4 Exit Ticket Suggestion:**<br>14,000 m = _____ km<br>14,0000 m = _____ cm |

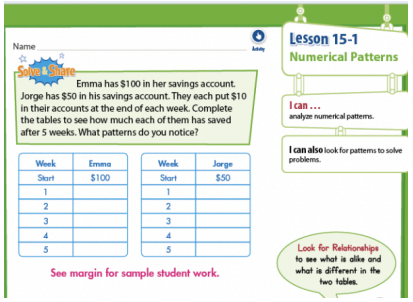
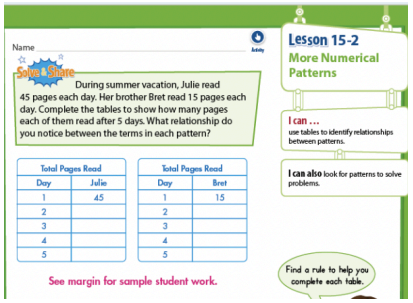
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| **Lesson 5 Solve and Share:** Pg. 505<br>  <br>**Vocabulary:**<br>Liter, milliliter | **Lesson 5:**<br>Today we will convert metric units of capacity.<br><br>We will do this by:<br>1. Convince Me!<br>2. using multiplication and division.<br>  | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 507<br>• Problem Solving pg. 508 #23, #24, #28<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 5 Exit Ticket Suggestion:**<br>You are filling a 2-liter bottle with liquid from full 80-milliliter containers. How many containers will it take to fill the 2-liter bottle? |
| **Lesson 6 Solve and Share:** Pg. | **Lesson 6:** | **Meet the Teacher:** | **Lesson 6 Exit Ticket** |

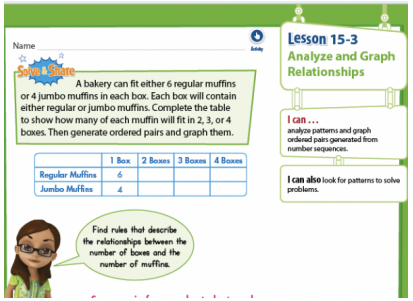
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| 509<br>  <br><br>**Vocabulary:**<br>Mass, milligram, gram, kilogram | Today we will convert metric units of mass.<br><br>We will do this by:<br>1. Convince Me!<br>2. using multiplication and division. | • Guided/Independent Practice pg. 511<br>• Problem Solving pg. 512 #21, #23, #27, #28<br><br>*At Your Seat, Technology, Hands On, see above. | **Suggestion:**<br>50 g = _____ mg<br>8,000 g = _____ kg |
| **Lesson 7 Solve and Share:** Pg. 513<br>  <br><br>**Vocabulary:**<br>None | **Lesson 7:**<br>Today we will convert units of time.<br><br>We will do this by:<br>1. Convince Me!<br>2. using multiplication and division. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 515<br>• Problem Solving pg. 516 #13, #14, #18<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 7 Exit Ticket**<br>**Suggestion:**<br>7 minutes = _____ seconds<br>4 hours = _____ minutes |
| **Lesson 8 Solve and Share:** Pg. 517<br>  <br> | **Lesson 8:**<br>Today we will solve real-world problems.<br><br>We will do this by:<br>1. Convince Me!<br>2. using measurement conversions. | *At Your Seat, Technology, Hands On, see above. | **Lesson 8 Exit Ticket**<br>**Suggestion:**<br>Turn & Talk; Compare with a partner |

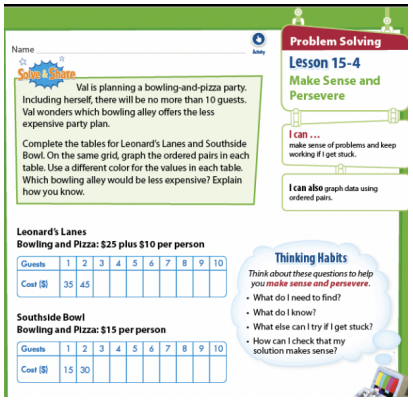
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| **Vocabulary:**<br>None | | | |
| **Lesson 9 Solve and Share:** Pg. 521<br>  <br>Name<br>Problem Solving<br>Lesson 12-9<br>Precision<br>Solve & Share<br>Beth wants to make a picture frame like the one pictured below. She recorded the outside dimensions as 5 cm by 7 cm. Measure the outside dimensions of the frame in millimeters. Compare your measurements to Beth's. Do you think her measurements are precise enough? Explain.<br>I can ...<br>be precise when solving measurement problems.<br>I can also convert measurement units.<br>Thinking Habits<br>Think about these questions to help you attend to precision.<br>• Am I using numbers, units, and symbols appropriately?<br>• Am I using the correct definitions?<br>• Am I calculating accurately?<br>• Is my answer clear?<br>**Vocabulary:**<br>None | **Lesson 9:**<br>Today we will problem solve.<br><br>We will do this by:<br>1. Convince Me!<br>2. being precise. | *At Your Seat, Technology, Hands On, see above. | **Lesson 9 Exit Ticket Suggestion:**<br>Turn & Talk; Compare with a partner |
| **Review and Assessment (2 days):** Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder<br>**Topic 12 Review:** Kahoot! | | | |

| Topic 15: Algebra: Analyze Patterns and Relationships | |
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| **Big Idea**: Generate numerical patterns using two given rules | |
| **Essential Questions** | **Standards** |
| • How can we find patterns in number relationships? | **5.OA.B.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 plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.<br>**5.G.A.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. |

| Topic 15- Algebra: Analyze Patterns and Relationships<br>**Key Vocabulary:** Corresponding terms, number sequence | | | |
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| **Warm-Up**<br>Number Talk Warm-Up Option | **Mini-Lesson** | **Math Rotations** | **Share/Reflection** |
| **Topic Opener Day:** This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) | | | |
| **Lesson 1** Pacing Suggestion: Can be combined with 15-2<br><br>**Solve and Share:** Pg. 593 | **Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video<br><br>**Lesson 1:**<br>Today we will analyze numerical patterns. | **Suggestions/Ideas for Lessons/Topic:**<br><br>**Meet the Teacher:**<br>• Guided/Independent Practice pg. 595<br>• Problem Solving pg. 596<br><br>**At Your Seat:**<br>• At Your Seat Folder | **Lesson 1 Exit Ticket Suggestion:**<br>Mary is making a bracelet with beads and charms in a pattern. Each pattern unit adds 4 beads and 16 charms. If Kit uses 64 beads, how many charms does she use for the bracelets? |

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|  <br>**Vocabulary:**<br>Corresponding terms, number sequence | We will do this by:<br>1. Convince Me!<br>2. using a rule to find the relationship. | **Technology:**<br>• i-Ready<br>• enVision Math Games<br>• +/- Input/Output Online Practice<br>• Input/Output Quiz<br>• ×/÷ Input/Output Online Practice<br>• Write a Rule Practice<br>• Number Cruncher<br><br>**Hands On:**<br>• Multiplication, Division, or Fraction Partner Games from previous units | |
| **Lesson 2 Solve and Share:** Pg. 597<br>  <br>**Vocabulary:**<br>None | **Lesson 2:**<br>Today we will identify relationships between patterns.<br><br>We will do this by:<br>1. Convince Me!<br>2. using a table and following a rule. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 599<br>• Problem Solving pg. 600<br><br>*At Your Seat, Technology, Hands On, see above.<br><br>**At Your Seat:** | **Lesson 2 Exit Ticket Suggestion:**<br>Complete #5 on pg. 599 and share with a partner. |
| **Lesson 3 Solve and Share:** Pg. 601 | **Lesson 3:**<br>Today we will show the relationship between two number sequences.<br><br>We will do this by:<br>1. Convince me!<br>2. using a graph. | **Meet the Teacher:**<br>• Guided/Independent Practice pg. 603<br>• Problem Solving pg. 604<br><br>*At Your Seat, Technology, Hands On, see above. | **Lesson 3 Exit Ticket Suggestion:**<br>Complete #8 on pg. 603 and compare with a partner. |

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<td>Lesson 4 Solve and Share: Pg. 605<br> 

<br><br>Vocabulary:<br>None</td>
<td>Lesson 4:<br>Today we will problem solve.</td>
<td>Meet the Teacher:<br>● Guided/Independent Practice pg. 607<br>● Problem Solving pg. 608<br><br>*At Your Seat, Technology, Hands On, see above.</td>
<td>Exit Ticket Suggestion:<br>When trying to make sense of a problem, what is one question you should ask yourself?</td>
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<td colspan="4">Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder</td>
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