

Mathematics Grade 5

Unit 1 Understand Place Value

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	How are whole numbers and decimals, written compared and ordered?	<p>One can find a pattern when multiplying a number by powers of 10. When the power of 10 increases by 1, the number of zeros in the product increases by 1.</p> <p>One can use patterns of zeros to find the product of a number and a multiple of 10, 100, or 1000.</p>	Students should be able to find a product of multiples of 10 and 100.	<p>Lesson 1-1 Patterns with Exponents and Powers of 10</p> <p>SWBA to write numbers using exponents.</p> <p>enVision 2.0 Grade 5 Pgs. 5-10</p>	Powers of 10	<p>CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>M05.A-T.1.1.2 Explain the patterns in the number of zeroes 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.</p>
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	How are whole numbers and decimals, written compared and ordered?	<p>One can use the place value system to describe the value of digits in a number.</p> <p>The value of a digit in a number is 10 times greater than its value in a place to its right and $\frac{1}{10}$ of its value</p>	Students should be able to write a number through the millions in word, standard and expanded form.	<p>Lesson 1-2 Understand Whole Number Place Value</p> <p>SWBA to identify and explain place value relationships.</p> <p>enVision 2.0</p>	<p>Place-value chart</p> <p>Place</p> <p>Standard form</p> <p>Period</p> <p>Place value</p>	<p>CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>M05.A-T.1.1.1 Demonstrate an understanding that in a</p>

			<p>in the place to its left.</p> <p>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.</p>		Grade 5 Pgs. 5-10	Expanded form Value	multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left.
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	How are whole numbers and decimals, written compared and ordered?	<p>The value of a digit in a number is 10 times greater than its value in a place to its right and 1/10 of its value in the place to its left.</p> <p>One can use models to read and write decimals.</p> <p>Read and write decimals to thousandth using base-ten numerals, number names and expanded form. (347.392.= $3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$)</p>	Students should be able to use a model to write a decimal in word and standard form.	Lesson 1-3 Decimals to Thousandths SWBA to read and write to the thousandths. enVision 2.0 Grade 5 Pgs. 17-22	Place value Hundredths Tenths Thousandths Hundreds Tens Thousands Ones Decimal	<p>CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>M05.A-T.1.1.3 Read, and write decimals to thousandths using base-ten numerals, word form and expanded form.</p>
	The base-ten number system is a way to organize, represent and compare numbers using	How are whole numbers and decimals, written compared and ordered?	In a decimal, the value Of a digit in a number is 10 times greater than its value in a place to its right and 1/10 of its value	Student should be able to write a decimal number in expanded form, standard form, and in word form.	Lesson 1-4 Understand Decimal Place Value SWBA to read and write decimals in different ways.	Place value Place-value chart Place Standard form	CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.

	groups of tens and place values.		<p>in the place to its left.</p> <p>One can use place value to write a decimal in expanded form and in word form.</p> <p>Read and write decimals to thousandth using base-ten numerals, number names and expanded form. $(347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000))$</p>		<p>enVision 2.0 Grade 5 Pgs. 23-28</p>	<p>Period</p> <p>Place value</p> <p>Expanded form</p> <p>Value</p>	<p>M05.A-T.1.1.3 Read, and write decimals to thousandths using base-ten numerals, word form and expanded form.</p>
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	How are whole numbers and decimals, written compared and ordered?	<p>One can use the meaning of place value and the symbols $<$, $>$, and $=$ to compare two decimals.</p> <p>Read, write and compare decimals to thousandths.</p> <p>Read and write decimals to thousandth using base-ten numerals, number names and expanded form. $(347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000))$</p>	Students should be able to plot each decimal on a number line. Numbers to the right are greater than numbers to the left.	<p>Lesson 1-5 Understand Decimal Place Value</p> <p>SWBA to compare decimals to the thousandths.</p> <p>enVision 2.0 Grade 5 Pgs. 29 - 34</p>	<p>Equivalent decimals</p> <p>Greater than ($>$)</p> <p>Less than ($<$)</p>	<p>CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>M05.A-T.1.1.1.4 Compare two decimals to the thousandths based on the meanings of the digits in each place, using $>$, $=$, and $<$ symbols.</p>
	The base-ten number system	How are whole numbers and	To round a decimal to a particular place,	Students should be able to round	Lesson 1-6 Round Decimals	Decimal	CC.2.1.5.B.1 Apply place-value concepts to show an

	is a way to organize, represent and compare numbers using groups of tens and place values.	decimals, written compared and ordered?	<p>the first thing you should do is look at the digits to the right of that place.</p> <p>If that digit is less than 5, keep the underlined digit the same and drop the digits to the right of that digit.</p> <p>If that digit is greater than 5, round the underlined digit up one and drop the digits to the right of that digit.</p> <p>Use place value understanding to round decimals to any place.</p>	<p>decimals to the nearest hundredth by first underlining the digit in the hundredths place.</p> <p>Then look at the digit to the right to see if it is greater than or equal to 5. If that digit is greater than or equal to 5 round the underlined digit up one number and drop the digits to its right.</p>	<p>SWBA to round decimals to different places.</p> <p>enVision 2.0 Grade 5 Pgs. 35 -40</p>	Round	<p>understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>M05-A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths or thousandths place)</p>
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	How are whole numbers and decimals, written compared and ordered?	<p>One can use the meaning of place value and the symbols <, >, and = to compare two decimals.</p> <p>Read, write and compare decimals to thousandths.</p> <p>Read and write decimals to thousandth using base-ten numerals, number names and expanded form. ($347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times$</p>	<p>Students should be able to plot each decimal on a number line. Numbers to the right are greater than numbers to the left.</p>	<p>Lesson 1-7 Look for and Use Structure</p> <p>SWBA to look for and use the structure of our decimal place value system to solve problems.</p> <p>enVision 2.0 Grade 5 Pgs. 41 - 46</p>	All previous vocabulary of Unit 1	<p>CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>M05.A-T.1.1.3 Read, and write decimals to thousandths using base-ten numerals, word form and expanded form.</p> <p>M05.A-T.1.1.1.4 Compare two decimals to the thousandths based on the meanings of the digits in each place, using >, =, and < symbols.</p>

$$\left(\frac{1}{10}\right) + 9 \times \left(\frac{1}{100}\right) + 2 \times \left(\frac{1}{1000}\right)$$

Common Assessment Unit 1 Understanding Place Value

Review Unit 1 Understanding Place Value

Unit 2 Adding and Subtracting Decimals to Thousandths

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	<p>How can sums and differences of decimals be estimated?</p> <p>What are the standard procedures for adding and subtracting whole numbers and decimals?</p> <p>How can Sums and differences be found mentally?</p>	<p>One can use properties of addition to add decimals mentally.</p> <p>Some properties that can be used to add decimals include the Commutative Property, Associative Property and Identity Property of addition.</p> <p>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</p>	<p>Students should be able to add numbers mentally by using the properties of addition.</p> <p>Students should be able to explain how properties can help them add whole numbers and decimals.</p>	<p>Lesson 2-1 Mental Math</p> <p>SWBA to use mental math to solve addition and subtraction problems.</p> <p>enVision 2.0 Grade 5 Pgs. 59 -64</p>	<p>Compatible Numbers</p> <p>Compensation</p> <p>Commutative Property of Addition</p> <p>Associative Property of Addition</p> <p>Identity Property of Addition.</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>

			and subtraction, relate the strategy to a written method and explain the reasoning used.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	<p>How can sums and differences of decimals be estimated?</p> <p>What are the standard procedures for adding and subtracting whole numbers and decimals?</p> <p>How can Sums and differences be found mentally?</p>	<p>Use place value understanding to round decimals to any place.</p> <p>One can estimate sums and differences of numbers by rounding the numbers to a particular place value.</p> <p>The lesser place value to which you round the numbers, the closer the estimate will be to the actual answer.</p> <p>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.</p>	<p>Students should be able to estimate a sum or difference by rounding to the nearest whole number and add or subtract.</p> <p>Students should be able to explain when estimating is an effective tool.</p>	<p>Lesson 2-2 Estimate Sums and Differences</p> <p>SWBA to estimate sums and differences of decimals.</p> <p>enVision 2.0 Grade 5 Pgs. 65 -70</p>	<p>Sum</p> <p>Difference</p> <p>Round</p>	<p>CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05-A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths or thousandths place)</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>

	<p>The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.</p>	<p>How can sums and differences of decimals be estimated?</p> <p>What are the standard procedures for adding and subtracting whole numbers and decimals?</p> <p>How can sums and differences be found mentally?</p>	<p>One can add decimals to the tenths or hundredths by using base ten blocks and place value.</p> <p>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.</p>	<p>Students should be able to add decimals by modeling each decimal and then combining the base ten blocks.</p>	<p>Lesson 2-3 Use models to add and Subtract decimals.</p> <p>SWBA to model sums and differences of decimals.</p> <p>enVision 2.0 Grade 5 Pgs. 71 - 76</p>	<p>Sum Difference</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>
	<p>The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.</p>	<p>How can sums and differences of decimals be estimated?</p> <p>What are the standard procedures for adding and subtracting whole numbers and decimals?</p> <p>How can sums and differences be found mentally?</p>	<p>One can add decimals by lining up the decimal points and adding the digits in the same place value positions.</p> <p>If you need to annex, or add a zero to the end of a decimal, so that all the decimals end in the same place value.</p> <p>Add, subtract, multiply and divide decimals to hundredths, using</p>	<p>Student should be able to add decimals by lining up the decimal points, annex a zero when necessary, and then add the digits in the same place value positions. When completed, bring the decimal point straight down in the sum.</p> <p>Students should be able to explain how place value helps</p>	<p>Lesson 2-4 Add Decimals</p> <p>SWBA to add decimals using standard algorithm..</p> <p>enVision 2.0 Grade 5 Pgs. 77 - 83</p>	<p>Place value</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>

			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.	when adding decimals.			
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	<p>How can sums and differences of decimals be estimated?</p> <p>What are the standard procedures for adding and subtracting whole numbers and decimals?</p> <p>How can sums and differences be found mentally?</p>	<p>One can subtract decimals by lining up the decimal point and subtracting the digits in the same place value.</p> <p>If necessary, one can annex, or add a zero to the end of a decimal so that all the decimals end in the same place value.</p> <p>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</p>	<p>Student should be able to subtract decimals by lining up the decimal points (annex a zero when necessary and subtracting the digits in the same place value (rename as necessary) and bring the decimal point straight down in the difference.</p> <p>Students should be able to explain how place value helps to subtract decimals.</p>	<p>Lesson 2-5 Subtract Decimals</p> <p>SWBA to subtract decimals using standard algorithm.</p> <p>enVision 2.0 Grade 5 Pgs. 84 - 88</p>	Inverse operations	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>

			and explain the reasoning used.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	How can sums and differences of decimals be estimated? What are the standard procedures for adding and subtracting whole numbers and decimals? How can sums and differences be found mentally?	One can subtract decimals by lining up the decimal point and subtracting the digits in the same place value. If necessary, one can annex, or add a zero to the end of a decimal so that all the decimals end in the same place value. 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.	Student should be able to add and subtract decimals by lining up the decimal points (annex a zero when necessary and subtracting the digits in the same place value (rename as necessary) and bring the decimal point straight down in the difference. Students should be able to explain how place value helps to add and subtract decimals.	Lesson 2-6 Add and Subtract Decimals SWBA to add and subtract decimals. enVision 2.0 Grade 5 Pgs. 89 - 94	Inverse operations Annex Zeros	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens	How can I use place value and properties to add and subtract decimals?	One can add decimals to the tenths or hundredths by using decimal models and place value. Add, subtract, multiply and divide	Students should be able to add and subtract decimals to solve real-world problems.	Lesson 2-7 Model with Math SWBA to use mathematical models with adding and subtraction of decimals to solve practical problems..	All vocabulary of Unit 2	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.M-T.2.1.3 Add, subtract, multiply and

	and place values.		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.		enVision 2.0 Grade 5 Pgs. 99-100		divide decimals to hundredths(no divisors with decimals)
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Review Unit 2 Adding and Subtracting Decimals to Thousandths

Common Assessment Unit 2 Adding and Subtracting Decimals to Thousandths

Unit 3 Fluently Multiply Multi-Digit Numbers

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating products of multi-digit numbers?	One can find a pattern when multiplying a number by powers of 10. When the power of 10 increases by 1, the number of zeros in the product increases by 1. One can use patterns of zeros to mentally	Students should be able to use mental math to find a product of a number and a power of 10..	Lesson 3-1 Multiply Greater Numbers by Powers of 10 SWBA to use mental math to multiply a whole number by a power of 10. enVision 2.0 Grade 5 Pgs. 113-118	Powers of 10	CC.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. M05.A-T.1.1.2 Explain the patterns in the number of zeroes of the product when multiplying s

			find the product of a number and a multiple of 10, 100, or 1000.				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.
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating products of multi-digit numbers?	<p>One can estimate the product of two factors by rounding one or both of the factors.</p> <p>One can estimate products the product of two factors by tuning compatible numbers, or numbers that are easy to multiply mentally.</p>	<p>Students should be able to estimate products by rounding each factor to the nearest 10.</p> <p>Students should be able to estimate products by using compatible numbers.</p>	<p>Lesson 3-2 Estimate Products</p> <p>SWBA to estimate products by rounding each factor to the nearest ten or the greatest place value and compatible numbers.</p> <p>enVision 2.0 Grade 5 Pgs. 119-124</p>	<p>Estimate</p> <p>Compatible numbers</p> <p>Overestimate</p> <p>Underestimate</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.1 multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit)</p>
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating products of multi-digit numbers?	To multiply a three-digit number by a two digit number, first multiply the ones, then multiply the tens, and finally multiply the hundreds by the ones digit of the bottom factor, then multiply the ones , then the tens and finally the hundreds digit by the tens digit of the bottom factor. After, add the partial products.	Students should be able to use the algorithm for multiplying a three-digit number by a two digit number.	<p>Lesson 3-3 Multiply 3-Digit by 2-Digit Numbers</p> <p>SWBA to multiply a three-digit number by a two-digit number.</p> <p>enVision 2.0 Grade 5 Pgs. 125-130</p>	<p>Product</p> <p>Partial Products</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.1 multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit)</p>

	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating products of multi-digit numbers?	To multiply a three-digit number by a two digit number, first multiply the ones, then multiply the tens, and finally multiply the hundreds by the ones digit of the bottom factor, then multiply the ones , then the tens and finally the hundreds digit by the tens digit of the bottom factor. After, add the partial products.	Students should be able to use the algorithm for multiplying a three-digit number by a two digit number.	Lesson 3-4 Multiply Whole Numbers with Zeros SWBA to multiply whole numbers with zeros in them.. enVision 2.0 Grade 5 Pgs. 131-136	Product Partial Products	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.1 multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit)
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating products of multi-digit numbers?	To multiply a three-digit number by a two digit number, first multiply the ones, then multiply the tens, and finally multiply the hundreds by the ones digit of the bottom factor, then multiply the ones , then the tens and finally the hundreds digit by the tens digit of the bottom factor. After, add the partial products.	Students should be able to use the algorithm for multiplying multi-digit numbers.	Lesson 3-5 Multiply multi-Digit Numbers SWBA to multiply multi-digit numbers. enVision 2.0 Grade 5 Pgs. 137-142	Product Partial Products	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.1 multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit)
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens	What are the standard procedures for estimating products of multi-digit numbers?	To multiply a three-digit number by a two digit number, first multiply the ones, then multiply the tens, and finally multiply the hundreds by the	Students should be able to use the algorithm for multiplying multi-digit numbers.	Lesson 3-6 Solve Word Problems using Multiplication SWBA to Solve word problems involving multiplication.	Product Partial Products	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.

	and place values.		ones digit of the bottom factor, then multiply the ones, then the tens and finally the hundreds digit by the tens digit of the bottom factor. After, add the partial products.		enVision 2.0 Grade 5 Pgs. 143-148		M05.A-T.2.1.1 multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit)
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating products of multi-digit numbers?	One can estimate the product of two factors by rounding one or both of the factors. One can estimate products the product of two factors by tuning compatible numbers, or numbers that are easy to multiply mentally.	Students should be able to estimate products by rounding each factor to the nearest 10. Students should be able to estimate products by using compatible numbers.	Lesson 3-7 Critique Reasoning SWBA to critique the reasoning of others by using what I know about estimating products. enVision 2.0 Grade 5 Pgs. 149-154	Estimate Compatible numbers Overestimate Underestimate Reasonable	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.1 multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit)

Review Unit 3 Fluently Multiply Multi-Digit Numbers

Common Assessment Unit 3 Fluently Multiply Multi-Digit Numbers

Unit 4 Use Models and Strategies to Multiply Decimals

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	The base-ten number system is a way to organize,	What are the standard procedures for estimating and	One can multiply a decimal by 10 by moving the	Students should be able to multiply decimals by powers of 10.	Lesson 4-1 Multiply Decimals by Powers of 10	Powers of ten	CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding

	<p>represent and compare numbers using groups of tens and place values.</p>	<p>finding products involving decimals?</p>	<p>decimal point one place to the right.</p> <p>When multiplying a decimal by a power of 10, the exponent or the number of zeros in the power of ten tells how many places to move the decimal point.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by a power of 10, and explain patterns in the placement of the decimal point when the decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10</p> <p>Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on</p>	<p>Students should be able to explain how the exponents of each power of 10 correspond with placing a decimal point.</p>	<p>SWBA to find the product of a decimal and a power of 10.</p> <p>enVision 2.0 Grade 5 Pgs. 165 -170</p>		<p>as they pertain to whole numbers and decimals.</p> <p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.1.1.2 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 exponent to denote powers of 10.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>
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			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.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding products involving decimals?	<p>One can estimate the products of decimals by rounding so that the numbers are compatible and easy to multiply.</p> <p>Use place value understanding to round decimals to any place.</p> <p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p>	<p>Students should be able to estimate products using compatible numbers.</p> <p>Students should be able to explain why it is important to use estimation when solving problems.</p>	<p>Lesson 4-2 Estimate the Product of a Decimal and a Whole Number</p> <p>SWBA to estimate products of a decimal and a whole number.</p> <p>enVision 2.0 Grade 5 Pgs. 171 -176</p>	<p>Commutative Property of Multiplication</p> <p>Associative Property of Multiplication</p> <p>Identity Property of Multiplication.</p>	<p>CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>M05-A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths or thousandths place)</p>
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding products involving decimals?	<p>One can multiply decimals by using decimal models.</p> <p>Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value,</p>	<p>Students should be able to shade 10-by-10 grids to show the multiplication of a decimal and a whole number.</p>	<p>Lesson 4-3 Use Models to Multiply a Decimal and a Whole Number</p> <p>SWBA to use models to represent multiplying a decimal and a whole number.</p> <p>enVision 2.0 Grade 5 Pgs. 177 -182</p>		<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>

			properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding products involving decimals?	<p>One way to multiply a whole number by a decimal is to use repeated addition.</p> <p>Another way to multiply by a decimal is to multiply as with whole numbers, then count the decimal places and place a decimal point in the product.</p> <p>Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations and/or</p>	<p>Students should be able to find products of whole numbers and decimals.</p> <p>Students should be able to explain how multiplying a decimal by a whole number is similar and different from multiplying two whole numbers.</p>	<p>Lesson 4-4 Multiply a Decimal and a Whole Number</p> <p>SWBA to multiplying a decimal and a whole number.</p> <p>enVision 2.0 Grade 5 Pgs. 183 -188</p>	Multiply Factor	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>

			the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding products involving decimals?	One can multiply two decimals by using decimal models. 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.	Students should be able to shade 10-by-10 grids to show the multiplication of two decimals.	Lesson 4-5 Use Models to Multiply a Decimal and a Decimal. SWBA to use grids to multiply decimals. enVision 2.0 Grade 5 Pgs. 189 -194		CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)
	The base-ten number system is a way to organize, represent and compare	What are the standard procedures for estimating and finding products	One can multiply two decimals by using decimal models.	Students should be able to use partial products and the Distributive Property.	Lesson 4-6 Multiply Decimals Using Partial Products.	Partial products Distributive Property Area Models	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.

	numbers using groups of tens and place values.	involving decimals?	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.		SWBA to multiply two decimals using partial products. enVision 2.0 Grade 5 Pgs. 195 -200		M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding products involving decimals?	One can use properties of multiplication to help you multiply decimals. The multiplication properties include the Commutative Property, the Associative Property, and the Identity Property. Fluently multiply decimals using the standard algorithm.	Students should be able to explain how the multiplication properties help us to find products of decimals..	Lesson 4-7 Use Properties to Multiply Decimals. SWBA to use properties to multiply decimals. enVision 2.0 Grade 5 Pgs. 200 -206	Associative Property of Multiplication Commutative Property of Multiplication Identity Property of Multiplication	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths (no divisors with decimals)

			<p>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.</p>				
	<p>The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.</p>	<p>What are the standard procedures for estimating and finding products involving decimals?</p>	<p>The first step in multiplying decimals is to multiply as with whole numbers.</p> <p>The next step is to count the number of decimal places in the factors.</p> <p>Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of</p>	<p>Students should be able to multiply decimals by decimals by multiplying normally and counting the number of decimal places to place the decimal point in the product.</p> <p>Students should be able to explain how multiplying decimals is different from multiplying whole numbers.</p>	<p>Lesson 4-8 Use Number Sense to Multiply Decimals.</p> <p>SWBA to use number sense to place the decimal in a product.</p> <p>enVision 2.0 Grade 5 Pgs. 207 -212</p>	<p>Multiply Decimals</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths (no divisors with decimals)</p>

			operations and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding products involving decimals?	<p>The first step in multiplying decimals is to multiply as with whole numbers.</p> <p>The next step is to count the number of decimal places in the factors.</p> <p>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.</p>	<p>Students should be able to multiply decimals by decimals by multiplying normally and counting the number of decimal places to place the decimal point in the product.</p> <p>Students should be able to explain how multiplying decimals is different from multiplying whole numbers.</p>	<p>Lesson 4-9 Multiply Decimals.</p> <p>SWBA to multiply decimals using the standard algorithm.</p> <p>enVision 2.0 Grade 5 Pgs. 213 -218</p>	Multiply Decimals	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>

	<p>The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.</p>	<p>What are the standard procedures for estimating and finding products involving decimals?</p>	<p>The first step in multiplying decimals is to multiply as with whole numbers.</p> <p>The next step is to count the number of decimal places in the factors.</p> <p>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.</p>	<p>Students should be able to multiply decimals by decimals by multiplying normally and counting the number of decimal places to place the decimal point in the product.</p> <p>Students should be able to explain how multiplying decimals is different from multiplying whole numbers.</p> <p>Students should be able to solve practical problems involving multiplying decimals.</p>	<p>Lesson 4-10 Multiply Decimals.</p> <p>SWBA to apply the math learned to solve practical problems..</p> <p>enVision 2.0 Grade 5 Pgs. 219 -224</p>	<p>Multiply Decimals</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.M-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths(no divisors with decimals)</p>
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Review Unit 4 Use Models and Strategies to Multiply Decimals

Common Assessment Unit 4 Use Models and Strategies to Multiply Decimals

Unit 13 Write and Interpret Numerical Expressions

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Patterns exhibit relationships that can be extended, described and generalized.	How is the value of a numerical expression found?	<p>The order of operations tells us which operations to perform first when simplifying an expression.</p> <p>First perform the operations in parentheses, second find the values of the numbers with exponents. Third, multiply and divide in order from left to right and fourth, add and subtract in order from left to right.</p> <p>P.E.M.D.A.S</p> <p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expression with these symbols.</p>	Students should be able to use the order of operations to simplify an expression.	<p>Lesson 13-1 Order of Operations</p> <p>SWBA to use the order of operations to evaluate expressions.</p> <p>enVision 2.0 Grade 5 Pgs.735 – 740</p>	Order of operations	<p>CC.2.2.5.A.1 Interpret and evaluate numerical expressions using the order of operations.</p> <p>M05.B-O 1.1.1 Use multiple grouping symbols (parentheses, brackets or braces) in numerical expressions, and evaluate</p>
	Patterns exhibit relationships that can be extended, described and generalized.	How is the value of a numerical expression found?	<p>The order of operations tells us which operations to perform first when simplifying an expression.</p>	Students should be able to use the order of operations to simplify an expression.	<p>Lesson 13-2 Evaluate Expressions</p> <p>SWBA to evaluate expressions with parentheses, brackets and braces.</p>	<p>Order of operations</p> <p>Parentheses</p> <p>Brackets</p>	<p>CC.2.2.5.A.1 Interpret and evaluate numerical expressions using the order of operations.</p> <p>M05.B-O 1.1.1 Use multiple grouping symbols</p>

			<p>First perform the operations in parentheses, second find the values of the numbers with exponents. Third, multiply and divide in order from left to right and fourth, add and subtract in order from left to right.</p> <p>P.E.M.D.A.S</p> <p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expression with these symbols.</p>		<p>enVision 2.0 Grade 5 Pgs.741 – 746</p>	Braces	(parentheses, brackets or braces) in numerical expressions, and evaluate
	Patterns exhibit relationships that can be extended, described and generalized.	How is the value of a numerical expression found?	<p>One can use numbers and operation symbols to write verbal phrases as numerical expressions.</p> <p>One can compare a pair of numerical expressions without evaluating them.</p> <p>Write simple expressions that record calculation with numbers and interpret numerical expressions without evaluating them.</p>	<p>Students should be able to write a verbal phrase as a numerical expression.</p> <p>Students should be able to explain how to compare numerical expressions without calculating them.</p>	<p>Lesson 13-3 Evaluate Expressions</p> <p>SWBA to write simple expressions that show calculations with numbers.</p> <p>enVision 2.0 Grade 5 Pgs.747 – 752</p>		<p>CC.2.2.5.A.1 Interpret and evaluate numerical expressions using the order of operations.</p> <p>M05.B-O.1.1.2 Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them.</p>
	Patterns exhibit relationships	How is the value of a numerical	One can use numbers and	Students should be able to write a verbal	Lesson 13-3 Interpret Numerical Expressions	Interpret	CC.2.2.5.A.1 Interpret and evaluate numerical

	that can be extended, described and generalized.	expression found?	<p>operation symbols to write verbal phrases as numerical expressions.</p> <p>One can compare a pair of numerical expressions without evaluating them.</p> <p>Write simple expressions that record calculation with numbers and interpret numerical expressions without evaluating them.</p>	<p>phrase as a numerical expression.</p> <p>Students should be able to explain how to compare numerical expressions without calculating them.</p>	<p>SWBA to interpret numerical expressions without evaluating them.</p> <p>enVision 2.0 Grade 5 Pgs.753 – 758</p>	<p>expressions using the order of operations.</p> <p>M05.B-O.1.1.2 Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them.</p>
	Patterns exhibit relationships that can be extended, described and generalized.	How is the value of a numerical expression found?	<p>One can use numbers and operation symbols to write verbal phrases as numerical expressions.</p> <p>One can compare a pair of numerical expressions without evaluating them.</p> <p>Write simple expressions that record calculation with numbers and interpret numerical expressions without evaluating them.</p>	<p>Students should be able to write a verbal phrase as a numerical expression.</p> <p>Students should be able to explain how to compare numerical expressions without calculating them.</p>	<p>Lesson 13-4 Reasoning</p> <p>SWBA to make sense of quantities and relationships in problem situations.</p> <p>enVision 2.0 Grade 5 Pgs.759 – 764</p>	<p>CC.2.2.5.A.1 Interpret and evaluate numerical expressions using the order of operations.</p> <p>M05.B-O.1.1.2 Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them.</p>

Unit 14 Graph Points on a Coordinate Plane

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	<p>Patterns exhibit relationships that can be extended, described and generalized.</p>	<p>How are points plotted?</p> <p>How are the relationships shown on a graph?</p>	<p>One can graph points on a coordinate plane using an ordered pair of numbers.</p> <p>The first number in the ordered pair tells how far to travel on the horizontal x-axis.</p> <p>The second number in an ordered pair tell how far to travel along the vertical y-axis.</p> <p>Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection of the lines (origin) arranged to coincide with the zero on each line and a given point in the plane located using and ordered pair of numbers called its coordinates,</p>	<p>Students should be able to name the ordered pairs for points graphed on the coordinate plane.</p> <p>Students should be able to explain how the location on a point on a grid is described.</p>	<p>Lesson 14-1 The Coordinate System</p> <p>SWBA to locate points on a coordinate grid.</p> <p>enVision 2.0 Grade 5 Pgs.777 – 782</p>	<p>Coordinate plane</p> <p>Origin</p> <p>Ordered pair</p> <p>X - coordinate</p> <p>Y – coordinate</p> <p>x-axis</p> <p>y-axis</p>	<p>CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world problems.</p> <p>M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate) Limit the coordinate plane to Quadrant 1.</p> <p>M05.C-G.1.1.2 Represent real world and mathematical problems by plotting points in Quadrant 1 of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>

			<p>Understand that the first number indicates how far to travel from the origin in the direction of the one axis (horizontal), and the second number indicates how far to travel in the direction of the second axis (vertical), with the convention that the names of the two axes and the coordinates correspond. (x-axis and x-coordinate, y-axis and y-coordinate)</p> <p>Represent real world mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values in the context of the situation.</p>				
	Patterns exhibit relationships that can be extended, described and generalized.	<p>How are points plotted?</p> <p>How are the relationships shown on a graph?</p>	<p>One can graph points on a coordinate plane using an ordered pair of numbers.</p> <p>The first number in the ordered pair tells how far to travel on the horizontal x-axis.</p>	<p>Students should be able to name the ordered pairs for points graphed on the coordinate plane.</p> <p>Students should be able to explain how the location on a grid is described.</p>	<p>Lesson 14-2 Graph Data Using Ordered Pairs</p> <p>SWBA to graph points on a coordinate grid.</p> <p>enVision 2.0 Grade 5 Pgs.783 – 788</p>	<p>Coordinate plane</p> <p>Origin</p> <p>Ordered pair</p> <p>X - coordinate</p> <p>Y – coordinate</p> <p>x-axis</p>	<p>CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world problems.</p> <p>M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the</p>

			<p>The second number in an ordered pair tell how far to travel along the vertical y-axis.</p> <p>Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection of the lines (origin) arranged to coincide with the zero on each line and a given point in the plane located using and ordered pair of numbers called its coordinates, Understand that the first number indicates how far to travel from the origin in the direction of the one axis (horizontal), and the second number indicates how far to travel in the direction of the second axis (vertical), with the convention that the names of the two axes and the coordinates correspond. (x-axis and x-coordinate, y-axis and y-coordinate)</p>			y-axis	<p>ordered pair (x-coordinate and y-coordinate) Limit the coordinate plane to Quadrant 1.</p> <p>M05.C-G.1.1.2 Represent real world and mathematical problems by plotting points in Quadrant 1 of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
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			Represent real world mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values in the context of the situation.				
	Patterns exhibit relationships that can be extended, described and generalized.	How are points plotted? How are the relationships shown on a graph?	<p>One can graph points on a coordinate plane using an ordered pair of numbers.</p> <p>The first number in the ordered pair tells how far to travel on the horizontal x-axis.</p> <p>The second number in an ordered pair tell how far to travel along the vertical y-axis.</p> <p>Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection of the lines (origin) arranged to coincide with the zero on each line and a given point in the plane located using and ordered pair of numbers called its coordinates, Understand that the</p>	<p>Students should be able to name the ordered pairs for points graphed on the coordinate plane.</p> <p>Students should be able to explain how the location on a point on a grid is described.</p>	<p>Lesson 14-3 Solve Problems Using Ordered Pairs</p> <p>SWBA to solve real-world problems by graphing points.</p> <p>enVision 2.0 Grade 5 Pgs.789 – 794</p>	<p>Coordinate plane</p> <p>Origin</p> <p>Ordered pair</p> <p>X - coordinate</p> <p>Y – coordinate</p> <p>x-axis</p> <p>y-axis</p>	<p>CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world problems.</p> <p>M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate) Limit the coordinate plane to Quadrant 1.</p> <p>M05.C-G.1.1.2 Represent real world and mathematical problems by plotting points in Quadrant 1 of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>

			<p>first number indicates how far to travel from the origin in the direction of the one axis (horizontal), and the second number indicates how far to travel in the direction of the second axis (vertical), with the convention that the names of the two axes and the coordinates correspond. (x-axis and x-coordinate, y-axis and y-coordinate)</p> <p>Represent real world mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values in the context of the situation.</p>				
	Patterns exhibit relationships that can be extended, described and generalized.	<p>How are points plotted?</p> <p>How are the relationships shown on a graph?</p>	<p>One can graph points on a coordinate plane using an ordered pair of numbers.</p> <p>The first number in the ordered pair tells how far to travel on the horizontal x-axis.</p>	<p>Students should be able to name the ordered pairs for points graphed on the coordinate plane.</p> <p>Students should be able to explain how the location on a point on a grid is described.</p>	<p>Lesson 14-4 Reasoning SWBA to use reasoning to solve problems..</p> <p>enVision 2.0 Grade 5 Pgs.795 – 800</p>	<p>Coordinate plane</p> <p>Origin</p> <p>Ordered pair</p> <p>X - coordinate</p> <p>Y – coordinate</p> <p>x-axis</p>	<p>CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world problems.</p> <p>M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate</p>

			<p>The second number in an ordered pair tell how far to travel along the vertical y-axis.</p> <p>Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection of the lines (origin) arranged to coincide with the zero on each line and a given point in the plane located using and ordered pair of numbers called its coordinates, Understand that the first number indicates how far to travel from the origin in the direction of the one axis (horizontal), and the second number indicates how far to travel in the direction of the second axis (vertical), with the convention that the names of the two axes and the coordinates correspond. (x-axis and x-coordinate, y-axis and y-coordinate)</p>			y-axis	<p>and y-coordinate) Limit the coordinate plane to Quadrant 1.</p> <p>M05.C-G.1.1.2 Represent real world and mathematical problems by plotting points in Quadrant 1 of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
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			Represent real world mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values in the context of the situation.				
Review Unit 14 Graph Points on a Coordinate Plane							
Common Assessment Unit 14 Graph Points on a Coordinate Plane							
Unit 5 Use Models and Strategies to Divide Whole Numbers							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What is the standard procedure for division and why does it work?	<p>One can use compatible numbers, or numbers that are easy to divide mentally, to find quotients.</p> <p>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</p>	<p>Students should be able to use fact families and patterns to solve division problems.</p> <p>Students should be able to explain how patterns can help divide multiples of 10</p> <p>Students should be able to use patterns and mental math to divide whole numbers.</p>	<p>Lesson 5-1 Use Patterns and mental Math to Divide</p> <p>SWBA to use patterns to find quotients.</p> <p>enVision 2.0 Grade 5 Pgs. 239 -244</p>	<p>Multiples</p> <p>Quotients</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.2 Find whole number quotients of whole numbers with up to four-digit dividends and two digit divisors.</p>

			the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What is the standard procedure for division and why does it work?	<p>One can use compatible numbers, or numbers that are easy to divide mentally, to estimate quotients. One can also use rounding</p> <p>Fact families are helpful when estimating quotients.</p> <p>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.</p>	<p>Students should be able to estimate quotients.</p> <p>Students should be able to explain why it is important to know how to estimate quotients.</p>	<p>Lesson 5-2 Estimate Quotients with 2-Digit Divisors</p> <p>SWBA to estimate quotients.</p> <p>enVision 2.0 Grade 5 Pgs. 245 -250</p>	Compatible numbers	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.2 Find whole number quotients of whole numbers with up to four-digit dividends and two digit divisors.</p>

	<p>The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.</p>	<p>What is the standard procedure for division and why does it work?</p>	<p>One can use models to find quotients of three-digit dividends and two-digit divisors.</p> <p>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.</p>	<p>Students should be able to find the quotient of a division problem by using models.</p>	<p>Lesson 5-3 Use Models to Divide with 2-Digit Divisors</p> <p>SWBA to use models to help find quotients.</p> <p>enVision 2.0 Grade 5 Pgs. 251 -256</p>	<p>Area Models</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.2 Find whole number quotients of whole numbers with up to four-digit dividends and two digit divisors.</p>
	<p>The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.</p>	<p>What is the standard procedure for division and why does it work?</p>	<p>One can divide by a two-digit divisor by dividing the tens first and then dividing the ones.</p> <p>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</p>	<p>Students should be able to solve a division problem by Partial Quotients,</p> <p>Students should be able to explain the procedure for dividing by a two-digit divisor with partial quotients.</p>	<p>Lesson 5-4 Use Partial Quotients to Divide</p> <p>SWBA to use quotients of whole numbers,</p> <p>enVision 2.0 Grade 5 Pgs. 257 -262.</p>	<p>Partial Quotients</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.2 Find whole number quotients of whole numbers with up to four-digit dividends and two digit divisors.</p>

			between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What is the standard procedure for division and why does it work?	<p>One can divide by a two-digit divisor by dividing the tens first and then dividing the ones.</p> <p>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.</p>	<p>Students should be able to solve a division problem by first dividing the tens by the divisor, multiply, subtract and compare. Bring down the ones and divide the ones by the divisor, multiply, subtract and compare.</p> <p>Students should be able to explain the procedure for dividing by a two-digit divisor.</p>	<p>Lesson 5-5 Divide by Multiples of 10</p> <p>SWBA to find the quotient when the divisor is a multiple of 10.</p> <p>enVision 2.0 Grade 5 Pgs. 263 -268</p>	Remainder	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.2 Find whole number quotients of whole numbers with up to four-digit dividends and two digit divisors.</p>
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens	What is the standard procedure for division and why does it work?	<p>One can divide by a two-digit divisor by dividing the tens first and then dividing the ones.</p> <p>Find whole number quotients of whole numbers with up to</p>	<p>Students should be able to solve a division problem by first dividing the tens by the divisor, multiply, subtract and compare. Bring down the ones and divide the ones by</p>	<p>Lesson 5-6 Use Estimation to Place the First Digit of the Quotient</p> <p>SWBA to decide where to place the first digit of</p>		<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.2 Find whole number quotients of</p>

	and place values.		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.	the divisor, multiply, subtract and compare. Students should be able to explain the procedure for dividing by a two-digit divisor.	the quotient when dividing whole numbers. enVision 2.0 Grade 5 Pgs. 269 -274		whole numbers with up to four-digit dividends and two digit divisors.
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What is the standard procedure for division and why does it work?	One can divide by a two-digit divisor by dividing the tens first and then dividing the ones. 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.	Students should be able to solve a division problem by first dividing the tens by the divisor, multiply, subtract and compare. Bring down the ones and divide the ones by the divisor, multiply, subtract and compare. Students should be able to explain the procedure for dividing by a two-digit divisor.	Lesson 5-7 Divide by two-digit Divisors SWBA to use estimation to decide if the quotient is reasonable when dividing by two digits. enVision 2.0 Grade 5 Pgs. 275 -280	Remainder	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.2 Find whole number quotients of whole numbers with up to four-digit dividends and two digit divisors.

	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What is the standard procedure for division and why does it work?	One can divide by a two-digit divisor by dividing the tens first and then dividing the ones. 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.	Students should be able to solve a division problem by first dividing the tens by the divisor, multiply, subtract and compare. Bring down the ones and divide the ones by the divisor, multiply, subtract and compare. Students should be able to explain the procedure for dividing by a two-digit divisor.	Lesson 5-8 Make sense and Persevere SWBA to make sense of problems and keep working in the event one gets stuck. enVision 2.0 Grade 5 Pgs. 281 -286	Persevere	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.2 Find whole number quotients of whole numbers with up to four-digit dividends and two digit divisors.
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Review Unit 5 Use Models and Strategies to Divide Whole Numbers

Common Assessment Unit 5 Use Models and Strategies to Divide Whole Numbers

Unit 10 Understand Volume Concepts

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
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	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	<p>What is the meaning of volume of a solid?</p> <p>How can the volume of a rectangular prism be found?</p>	<p>Volume is an attribute of three-dimensional figures.</p> <p>One can measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet and improvised units.</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurements.</p> <p>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.</p> <p>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.</p> <p>Measure volumes by counting unit cubes, using cubic cm, cubic inches, cubic feet, and improvised units.</p>	<p>Students should be able to use unit cubes to build rectangular prisms and discover the volume of the prisms. Volume will be in cubic units since they should be using unit cubes.</p> <p>Students will be introduced to the formula for finding volume $V = l \times w \times h$</p>	<p>Lesson 10-1 Model Volume</p> <p>SWBA to find the volume of solid figures.</p> <p>enVision 2.0 Grade 5 Pgs.587 – 592</p>	<p>Volume</p> <p>Unit cube</p> <p>Cubic unit</p>	<p>CC.2.4.5.A.5 apply concepts of volume to solve problems and relate problems to multiplication and addition.</p> <p>M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right rectangular prisms.</p>
	Two- and three dimensional	What is the meaning of	One can use the formula $V = l \times w \times h$	Students should be able to find the	Lesson 10-2 Develop a Volume Formula.	Volume	CC.2.4.5.A.5 apply concepts of volume to

	<p>objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.</p>	<p>volume of a solid?</p> <p>How can the volume of a rectangular prism be found?</p>	<p>to find the volume of a rectangular prism if you are given the prism's length, width and height.</p> <p>One can use the formula $V = b \times h$ to find the volume of a rectangular prism if you are given the prism's base area and height.</p> <p>One can use the Associative Property to help make multiplication easier when finding the volume of a rectangular prism.</p> <p>Relate volume to the operations of multiplication and addition and solve real world problems involving volume.</p> <p>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</p>	<p>volume of a rectangular prism using the formula $V = l \times w \times h$.</p> <p>Students should be able to explain how to find the volume of rectangular prisms.</p>	<p>SWBA to find the volume of a rectangular prism using a formula.</p> <p>enVision 2.0 Grade 5 Pgs.593 – 598</p>		<p>solve problems and relate problems to multiplication and addition.</p> <p>M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right rectangular prisms.</p>
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			<p>height by the area of the base. Represent threefold whole number products as volumes.</p> <p>Apply formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number side lengths in the context of solving real world and mathematical problems.</p>				
	<p>Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.</p>	<p>What is the meaning of volume of a solid?</p> <p>How can the volume of a rectangular prism be found?</p>	<p>One can use the formula $V = l \times w \times h$ to find the volume of a rectangular prism if you are given the prism's length, width and height.</p> <p>One can use the formula $V = b \times h$ to find the volume of a rectangular prism if you are given the prism's base area and height.</p> <p>One can use the Associative Property to help make multiplication easier when finding the volume of a rectangular prism.</p>	<p>Students should be able to find the volume of a rectangular prism using the formula $V = l \times w \times h$.</p> <p>Students should be able to explain how to find the volume of rectangular prisms.</p>	<p>Lesson 10-3 Volume of Prism</p> <p>SWBA to find the volume of prisms in different ways.</p> <p>enVision 2.0 Grade 5 Pgs.599 – 604</p>	Volume	<p>CC.2.4.5.A.5 apply concepts of volume to solve problems and relate problems to multiplication and addition.</p> <p>M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right rectangular prisms.</p>

			<p>Relate volume to the operations of multiplication and addition and solve real world problems involving volume.</p> <p>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.</p> <p>Apply formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number side lengths in the context of solving real world and mathematical problems.</p>				
	Two- and three dimensional objects can be described,	What is the meaning of volume of a solid?	One can use unit cubes to build composite figures,	Students should be able to build composite figures using unit cubes.	Lesson 10-4 Combine Volumes of Prisms	Composite figure	CC.2.4.5.A.5 apply concepts of volume to solve problems and relate

	<p>classified, analyzed by their attributes, and their location can be described quantitatively.</p>	<p>How can the volume of a rectangular prism be found?</p>	<p>One can find the volume of these composite figures by counting the number of cubes or by using addition and multiplication.</p> <p>Relate volume to the operations of multiplication and addition and solve real world problems involving volume.</p> <p>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.</p> <p>Apply formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number side lengths in the context of solving</p>	<p>Students should be able to find the volume of a composite figure by separating the figure into rectangular prisms, finding the volume of each prism then adding to find the total volume.</p> <p>Students should be able to relate the operations of addition and multiplication to volume.</p>	<p>SWBA to find the volume of a solid figure that is the combination of two or more rectangular prisms.</p> <p>enVision 2.0 Grade 5 Pgs.605 – 610</p>		<p>problems to multiplication and addition.</p> <p>M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right rectangular prisms.</p>
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			<p>real world and mathematical problems.</p> <p>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.</p>				
	<p>Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.</p>	<p>What is the meaning of volume of a solid?</p> <p>How can the volume of a rectangular prism be found?</p>	<p>One can use unit cubes to build composite figures,</p> <p>One can find the volume of these composite figures by counting the number of cubes or by using addition and multiplication.</p> <p>Relate volume to the operations of multiplication and addition and solve real world problems involving volume.</p> <p>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</p>	<p>Students should be able to build composite figures using unit cubes.</p> <p>Students should be able to find the volume of a composite figure by separating the figure into rectangular prisms, finding the volume of each prism then adding to find the total volume.</p> <p>Students should be able to relate the operations of addition and multiplication to volume.</p>	<p>Lesson 10-5 Solve Word Problems Using Volumes</p> <p>SWBA to solve world problems involving volume.</p> <p>enVision 2.0 Grade 5 Pgs.611 – 616</p>	<p>Composite figure</p>	<p>CC.2.4.5.A.5 apply concepts of volume to solve problems and relate problems to multiplication and addition.</p> <p>M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right rectangular prisms.</p>

			<p>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.</p> <p>Apply formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number side lengths in the context of solving real world and mathematical problems.</p> <p>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.</p>				
	Two- and three dimensional objects can be described,	What is the meaning of volume of a solid?	One can use unit cubes to build composite figures,	Students should be able to build composite figures using unit cubes.	Lesson 10-6 Use Appropriate Tools	Composite figure	CC.2.4.5.A.5 apply concepts of volume to solve problems and relate

	classified, analyzed by their attributes, and their location can be described quantitatively.	How can the volume of a rectangular prism be found?	<p>One can find the volume of these composite figures by counting the number of cubes or by using addition and multiplication.</p> <p>Relate volume to the operations of multiplication and addition and solve real world problems involving volume.</p> <p>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.</p> <p>Apply formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number side lengths in the context of solving</p>	<p>Students should be able to find the volume of a composite figure by separating the figure into rectangular prisms, finding the volume of each prism then adding to find the total volume.</p> <p>Students should be able to relate the operations of addition and multiplication to volume.</p>	<p>SWBA to use appropriate tools to solve volume problems.</p> <p>enVision 2.0 Grade 5 Pgs.617 – 622</p>		<p>problems to multiplication and addition.</p> <p>M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right rectangular prisms.</p>
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			<p>real world and mathematical problems.</p> <p>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.</p>				
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Review Unit 10 Understand Volume Concepts

Common Assessment Unit 10 Understand Volume Concepts

Unit 6 Use Models and Strategies to Divide Decimals

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding quotients?	<p>One can use place value to divide decimals by powers of ten.</p> <p>To divide a decimal by a power of ten, move the decimal point to the left the same number</p>	<p>Students should be able to solve division problems consisting of a decimal and a power of 10 such as 10, 100, 1000.</p> <p>Student should be able to describe the relationship between the number of</p>	<p>Lesson 6-1 Patterns for Dividing Decimals</p> <p>SWBA to use patterns to solve decimal division problems.</p> <p>enVision 2.0 Grade 5 Pgs. 301 - 306</p>	Exponents	<p>CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>M05.A-T.1.1.2 Explain patterns in the number of zeros of the product when</p>

			<p>of zeros in the power of 10. This is the same as the exponent of 10.</p> <p>Dividing a decimal by 100 moves the decimal point two places to the left.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by a power of 10, and explain patterns in the placement of the decimal point when the decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10</p> <p>Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations and/or</p>	<p>decimal places a decimal point is moved and the change in the value of the number.</p>			<p>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 exponent to denote powers of 10.</p> <p>M05.A-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths (no divisors with decimals)</p>
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			the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding quotients?	<p>One can estimate the quotients of decimals and whole numbers by using rounding and compatible numbers.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by a power of 10, and explain patterns in the placement of the decimal point when the decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10</p> <p>Fluently multiply multi-digit whole</p>	<p>Students should be able to estimate quotients of decimals divided by whole numbers.</p> <p>Students should be able to explain how to use compatible numbers to estimate the quotient of a decimal and a whole number.</p>	<p>Lesson 6-2 Estimate Decimal Quotients.</p> <p>SWBA to estimate quotients in problems involving decimals.</p> <p>enVision 2.0 Grade 5 Pgs. 307 - 312</p>	Estimate Quotient	<p>CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.</p> <p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.1.1.2 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 exponent to denote powers of 10.</p> <p>M05.A-T.2.1.3 Add, subtract, multiply and divide decimals to</p>

			numbers using the standard algorithm.				hundredths (no divisors with decimals)
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding quotients?	<p>One can use base ten blocks to divide a decimal by a whole number.</p> <p>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.</p>	Students should be able to use base ten blocks to model decimals, divide the base ten blocks into the number of groups indicated by the divisor.	<p>Lesson 6-3 Use Models to Divide by a One-Digit Whole Number.</p> <p>SWBA to use models to find quotients in problems involving decimals.</p> <p>enVision 2.0 Grade 5 Pgs. 313 - 318</p>	Quotient	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths (no divisors with decimals)</p>
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding quotients?	<p>One can divide by first placing the decimal point and then following the procedure for dividing whole numbers.</p> <p>Add, subtract, multiply and divide decimals to hundredths, using</p>	<p>Students should be able to solve division problems containing decimal dividends and whole number divisors.</p> <p>Students should be able to explain why rounding is important when dividing a decimal by a whole number.</p>	<p>Lesson 6-4 Divide by a One-Digit Whole Number.</p> <p>SWBA to divide decimals by a whole number.</p> <p>enVision 2.0 Grade 5 Pgs. 319 - 324</p>	Divide	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths (no divisors with decimals)</p>

			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.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding quotients?	<p>One can divide by first placing the decimal point and then following the procedure for dividing whole numbers.</p> <p>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</p>	<p>Students should be able to solve division problems containing decimal dividends and whole number divisors.</p> <p>Students should be able to explain why rounding is important when dividing a decimal by a whole number.</p>	<p>Lesson 6-5 Divide by a Two-Digit Whole Number.</p> <p>SWBA to divide decimals by a two-digit whole number.</p> <p>enVision 2.0 Grade 5 Pgs. 319 - 324</p>	Divide	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths (no divisors with decimals)</p>

			explain the reasoning used.				
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding quotients?	One can divide by first placing the decimal point and then following the procedure for dividing whole numbers. 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.	Students should be able to solve division problems containing decimal dividends and whole number divisors. Students should be able to explain why rounding is important when dividing a decimal by a whole number.	Lesson 6-5 Divide by a Two-Digit Whole Number. SWBA to divide decimals by a two-digit whole number. enVision 2.0 Grade 5 Pgs. 325 - 330	Divide	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths (no divisors with decimals)
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding quotients?	To divide decimals, first make the divisor a whole number (do this by multiplying it by a power of 10. Then multiply the dividend by the same power of 10	Students should be able to solve division problems containing decimals as a dividend and a decimal as a divisor. Students should be able to explain how dividing decimals is different from	Lesson 6-6 Use Number Sense to Divide Decimals SWBA to use number sense to divide decimals. enVision 2.0 Grade 5 Pgs. 331 - 336	Divisor Dividend	CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals. M05.A-T.2.1.3 Add, subtract, multiply and divide decimals to

			<p>and divide as with whole numbers. Place the decimal point in the quotient.</p> <p>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.</p>	dividing whole numbers.			hundredths (no divisors with decimals)
	The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.	What are the standard procedures for estimating and finding quotients?	<p>To divide decimals, first make the divisor a whole number (do this by multiplying it by a power of 10.</p> <p>Then multiply the dividend by the same power of 10 and divide as with whole numbers. Place the decimal</p>	<p>Students should be able to solve division problems containing decimals as a dividend and a decimal as a divisor.</p> <p>Students should be able to explain how dividing decimals is different from dividing whole numbers.</p>	<p>Lesson 6-9 Reasoning</p> <p>SWBA to make sense of quantities and relationships in problem situations.</p> <p>enVision 2.0 Grade 5 Pgs. 349 - 354</p>	<p>Divisor</p> <p>Dividend</p>	<p>CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.</p> <p>M05.A-T.2.1.3 Add, subtract, multiply and divide decimals to hundredths (no divisors with decimals)</p>

			<p>point in the quotient.</p> <p>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.</p>				
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Review Unit 6 Use Models and Strategies to Divide Decimals

Common Assessment Unit 6 Use Models and Strategies to Divide Decimals

Unit 7 Use Equivalent Fraction to Add and Subtract Fractions

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Numbers, measures, expressions, equations, and	How can sums and differences of fractions and	One can estimate the sums and differences of mixed numbers by using benchmark	Student should be able to estimate a sum of unlike fractions or mixed	Lesson 7-1 Estimating Sums and Differences of Fractions	Estimate Sum	CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.

	<p>inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>mixed numbers be estimated?</p> <p>What are the standard procedures for adding and subtracting fractions and mixed numbers?</p>	<p>fractions and number sense.</p> <p>If the fractional part of a mixed number is less than $\frac{1}{2}$, round the mixed number to the nearest whole number.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>numbers by rounding each to the nearest benchmark fraction and finding the sum.</p> <p>Students should be able to explain how number sense of fractions helps when estimating sums and differences.</p>	<p>SWBA to estimate sums and differences of fractions.</p> <p>enVision 2.0 Grade 5 Pgs. 371 - 376</p>	<p>Difference</p> <p>Fraction</p> <p>Benchmark Fractions</p>	<p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.</p>
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can sums and differences of fractions and mixed numbers be estimated?</p> <p>What are the standard procedures for adding and subtracting fractions and mixed numbers?</p>	<p>To add unlike fractions, you can write equivalent like fractions.</p> <p>One can use model or benchmark fractions to check the reasonableness of your answers.</p> <p>Add and subtract fractions with unlike denominators</p>	<p>Students should be able to add unlike fractions by first rewriting each as equivalent fractions with a LCD and then adding the numerators and putting the sum over the LCD.</p> <p>Students should be able to explain how equivalent fractions</p>	<p>Lesson 7-2 Find Common Denominators</p> <p>SWBA to find common denominators for fractions with unlike denominators.</p> <p>enVision 2.0 Grade 5 Pgs. 377- 382</p>	<p>Common Denominators</p> <p>Equivalent Fractions</p>	<p>CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.</p> <p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.</p>

			<p>(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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	are used when adding unlike fractions.			
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can sums and differences of fractions and mixed numbers be estimated?</p> <p>What are the standard procedures for adding and subtracting</p>	<p>To add unlike fractions, you can write equivalent like fractions.</p> <p>One can use model or benchmark fractions to check the reasonableness of your answers.</p>	<p>Students should be able to add unlike fractions by first rewriting each as equivalent fractions with a LCD and then adding the numerators and putting the sum over the LCD.</p>	<p>Lesson 7-3 Add Fractions with Unlike Denominators</p> <p>SWBA to add fractions with unlike denominators.</p> <p>enVision 2.0 Grade 5 Pgs. 383- 388</p>	<p>Common Denominators</p> <p>Equivalent Fractions</p>	<p>CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.</p> <p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.</p>

		fractions and mixed numbers?	<p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	Students should be able to explain how equivalent fractions are used when adding unlike fractions.			
	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in	<p>How can sums and differences of fractions and mixed numbers be estimated?</p> <p>What are the standard procedures for</p>	<p>To subtract unlike fractions, you can write equivalent like fractions.</p> <p>One can use model or benchmark fractions to check the</p>	Students should be able to subtract unlike fractions by first rewriting each as equivalent fractions with a LCD and then subtracting the numerators and	<p>Lesson 7-4 Subtract Fractions with Unlike Denominators</p> <p>SWBA to subtract fractions with unlike denominators.</p>	<p>Common Denominators</p> <p>Equivalent Fractions</p>	<p>CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.</p> <p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators.</p>

	many equivalent forms.	adding and subtracting fractions and mixed numbers?	<p>reasonableness of your answers.</p> <p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>putting the sum over the LCD.</p> <p>Students should be able to explain how equivalent fractions are used when subtracting unlike fractions.</p>	enVision 2.0 Grade 5 Pgs. 389 - 394		(May include multiple methods and representations.
	Numbers, measures, expressions, equations, and inequalities can represent	How can sums and differences of fractions and mixed numbers be estimated?	To add and subtract unlike fractions, you can write equivalent like fractions.	Students should be able to add and subtract unlike fractions by first rewriting each as equivalent fractions	Lesson 7-5 Add and Subtract Fractions SWBA to write equivalent fractions to	Common Denominators Equivalent Fractions	CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.

	mathematical situations and structures in many equivalent forms.	What are the standard procedures for adding and subtracting fractions and mixed numbers?	<p>One can use model or benchmark fractions to check the reasonableness of your answers.</p> <p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>with a LCD and then adding or subtracting the numerators and putting the sum over the LCD.</p> <p>Students should be able to explain how equivalent fractions are used when subtracting unlike fractions.</p>	<p>add and subtract fractions with unlike denominators.</p> <p>enVision 2.0 Grade 5 Pgs. 395 - 400</p>		M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.
	Numbers, measures, expressions,	How can sums and differences of fractions and	One can add or subtract mixed numbers with unlike	Students should be able to add and subtract mixed	Lesson 7-6 Estimate Sums and Differences of Mixed Numbers.	Estimate Mixed number	CC.2.1.5.C.1 Use the understanding of

	<p>equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>mixed numbers be estimated?</p> <p>What are the standard procedures for adding and subtracting fractions and mixed numbers?</p>	<p>denominators by writing equivalent fractions that have like denominators.</p> <p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>numbers by writing equivalent fractions so that both fractions have the same denominator. Add the whole numbers and then add the fractions.</p> <p>Students should be able to explain how equivalent fractions can help when adding or subtracting mixed numbers.</p>	<p>SWBA to estimate sums and differences of fractions and mixed numbers.</p> <p>enVision 2.0 Grade 5 Pgs.401 - 406</p>		<p>equivalency to add and subtract fractions.</p> <p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.</p>
	<p>Numbers, measures, expressions, equations, and</p>	<p>How can sums and differences of fractions and</p>	<p>One can add or subtract mixed numbers with unlike denominators by</p>	<p>Students should be able to add and subtract mixed numbers by writing</p>	<p>Lesson 7-7 Use Models to Add Mixed Numbers</p>	<p>Estimate Mixed number</p>	<p>CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.</p>

	<p>inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>mixed numbers be estimated?</p> <p>What are the standard procedures for adding and subtracting fractions and mixed numbers?</p>	<p>writing equivalent fractions that have like denominators.</p> <p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>equivalent fractions so that both fractions have the same denominator. Add the whole numbers and then add the fractions.</p> <p>Students should be able to explain how equivalent fractions can help when adding or subtracting mixed numbers.</p>	<p>SWBA to add mixed numbers using models.</p> <p>enVision 2.0 Grade 5 Pgs.407 - 412</p>	<p>Fraction Strips</p>	<p>M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.</p>
	<p>Numbers, measures, expressions, equations, and inequalities can</p>	<p>How can sums and differences of fractions and mixed numbers be estimated?</p>	<p>One can add or subtract mixed numbers with unlike denominators by writing equivalent</p>	<p>Students should be able to add and subtract mixed numbers by writing equivalent fractions</p>	<p>Lesson 7-8 Add Mixed Numbers</p>	<p>Estimate</p> <p>Mixed number</p>	<p>CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.</p>

	represent mathematical situations and structures in many equivalent forms.	What are the standard procedures for adding and subtracting fractions and mixed numbers?	<p>fractions that have like denominators.</p> <p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>so that both fractions have the same denominator. Add the whole numbers and then add the fractions.</p> <p>Students should be able to explain how equivalent fractions can help when adding or subtracting mixed numbers.</p>	<p>SWBA to add mixed numbers.</p> <p>enVision 2.0 Grade 5 Pgs.413 - 418</p>		M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.
	Numbers, measures, expressions, equations, and inequalities can represent	How can sums and differences of fractions and mixed numbers be estimated?	One can add or subtract mixed numbers with unlike denominators by writing equivalent	Students should be able to add and subtract mixed numbers by writing equivalent fractions so that both fractions	<p>Lesson 7-9 Use Models Subtract Mixed Numbers</p> <p>SWBA to use models subtract mixed numbers.</p>	<p>Estimate</p> <p>Mixed number</p> <p>Fraction Strips</p>	CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.

	mathematical situations and structures in many equivalent forms.	What are the standard procedures for adding and subtracting fractions and mixed numbers?	<p>fractions that have like denominators.</p> <p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>have the same denominator. Add the whole numbers and then add the fractions.</p> <p>Students should be able to explain how equivalent fractions can help when adding or subtracting mixed numbers.</p>	enVision 2.0 Grade 5 Pgs.419 - 424		M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.
	Numbers, measures, expressions, equations, and inequalities can represent	How can sums and differences of fractions and mixed numbers be estimated?	One can add or subtract mixed numbers with unlike denominators by writing equivalent	Students should be able to add and subtract mixed numbers by writing equivalent fractions so that both fractions	Lesson 7-10 Subtract Mixed Numbers SWBA to subtract mixed numbers.	Estimate Mixed number	CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.

	mathematical situations and structures in many equivalent forms.	What are the standard procedures for adding and subtracting fractions and mixed numbers?	<p>fractions that have like denominators.</p> <p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>have the same denominator. Add the whole numbers and then add the fractions.</p> <p>Students should be able to explain how equivalent fractions can help when adding or subtracting mixed numbers.</p>	enVision 2.0 Grade 5 Pgs.425 - 430		M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.
	Numbers, measures, expressions, equations, and inequalities can represent	How can sums and differences of fractions and mixed numbers be estimated?	One can add or subtract mixed numbers with unlike denominators by writing equivalent	Students should be able to add and subtract mixed numbers by writing equivalent fractions so that both fractions	Lesson 7-11 Add and Subtract Mixed Numbers SWBA to add and subtract mixed numbers.	Estimate Mixed number	CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.

	mathematical situations and structures in many equivalent forms.	What are the standard procedures for adding and subtracting fractions and mixed numbers?	<p>fractions that have like denominators.</p> <p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>have the same denominator. Add the whole numbers and then add the fractions.</p> <p>Students should be able to explain how equivalent fractions can help when adding or subtracting mixed numbers.</p>	enVision 2.0 Grade 5 Pgs.431 - 436		M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.
	Numbers, measures, expressions, equations, and inequalities can represent	How can sums and differences of fractions and mixed numbers be estimated?	One can add or subtract mixed numbers with unlike denominators by writing equivalent	Students should be able to add and subtract mixed numbers by writing equivalent fractions so that both fractions	Lesson 7-12 Model with Math	Estimate Mixed number	CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.

	mathematical situations and structures in many equivalent forms.	What are the standard procedures for adding and subtracting fractions and mixed numbers?	<p>fractions that have like denominators.</p> <p>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.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole; include the case of unlike denominators. By using visual fraction models or equation to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>have the same denominator. Add the whole numbers and then add the fractions.</p> <p>Students should be able to explain how equivalent fractions can help when adding or subtracting mixed numbers.</p>	<p>SWBA to apply the math learned to solve problems.</p> <p>enVision 2.0 Grade 5 Pgs.437 - 442</p>		M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.
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Review Unit 7 Use Equivalent Fraction to Add and Subtract Fractions

Common Assessment Unit 7 Use Equivalent Fraction to Add and Subtract Fractions

Unit 8 Apply Understanding of Multiplication to Multiply Fractions

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	<p>What does it mean to multiply whole numbers and fractions?</p> <p>How can multiplication with whole numbers and fractions be shown using models and symbols?</p>	<p>One can use models to multiply a fraction and a whole number.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p>	Students should be able to find the product of a whole number and a fraction by using models and repeated addition.	<p>Lesson 8-1 Use Models to Multiply a Whole Number by a Fraction</p> <p>SWBA to multiply a whole number by a fraction.</p> <p>enVision 2.0 Grade 5 Pgs.457 - 462</p>	Fraction	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p>
	Numbers, measures, expressions,	What does it mean to multiply	One can use models to multiply a fraction and a whole number.	Students should be able to find the product of a whole	Lesson 8-2 Use Models to Multiply a Fraction by a Whole Number	Fraction	CC.2.1.5.C.2 Apply and extend previous understanding of

	<p>equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>whole numbers and fractions?</p> <p>How can multiplication with whole numbers and fractions be shown using models and symbols?</p>	<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p>	<p>number and a fraction by using models and repeated addition.</p>	<p>SWBA to multiply a fraction by a whole number.</p> <p>enVision 2.0 Grade 5 Pgs.463 – 468</p>		<p>multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p>
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What does it mean to multiply whole numbers and fractions?</p> <p>How can multiplication with whole numbers and fractions be shown using models and symbols?</p>	<p>One can multiply a whole number and a fraction by first writing the whole number as a fraction. Then, multiply the numerators and multiply the denominators. Write the product in simplest form.</p> <p>Apply and extend previous understandings of</p>	<p>Students should be able to find the product of a whole number and a fraction without using models. By writing the whole number as a fraction with a denominator of 1 and then multiply the numerators and denominators. Reduce as necessary.</p>	<p>Lesson 8-3 Multiply Fractions and Whole Number</p> <p>SWBA to multiply a fractions and whole numbers.</p> <p>enVision 2.0 Grade 5 Pgs.469 – 474</p>	<p>Fraction</p>	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p>

			<p>multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b.</p> <p>Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side length; 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.</p>	<p>Students should be able to determine if all whole numbers can be written as a fraction.</p>			
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in</p>	<p>What does it mean to multiply whole numbers and fractions?</p> <p>How can multiplication with whole numbers and</p>	<p>The area of a rectangle with fractional sides represents the product of two fractions.</p> <p>Apply and extend previous</p>	<p>Students should be able to find the product of two fractions by finding the area of the rectangle with fractional side lengths.(plus other</p>	<p>Lesson 8-4 Use Models to Multiply Two Fractions</p> <p>SWBA to USE models to multiply two fractions.</p> <p>enVision 2.0 Grade 5</p>		<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p>

	many equivalent forms.	fractions be shown using models and symbols?	<p>understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b.</p> <p>Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side length; 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.</p>	modeling techniques).	Pgs.475 – 480		M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.
	Numbers, measures, expressions, equations, and inequalities can represent mathematical	<p>What does it mean to multiply whole numbers and fractions?</p> <p>How can multiplication</p>	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side length;	Students should be able to multiply fractions by first cancelling out common factors of numerators and denominators and	<p>Lesson 8-5 Models to Multiply Two Fractions</p> <p>SWBA to multiply two fractions.</p> <p>enVision 2.0</p>	<p>Multiply Numerator</p> <p>Denominator</p>	CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.

	<p>situations and structures in many equivalent forms.</p>	<p>with whole numbers and fractions be shown using models and symbols?</p>	<p>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</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b.</p> <p>Interpret multiplication by scaling (resizing) by comparing the size of a product to the size of one factor on the basis of the size of the other factor. Interpret multiplication by scaling (resizing) by explaining why multiplying a given</p>	<p>then multiply the numerators and denominators.</p> <p>Students should be able to explain how to multiply fractions.</p>	<p>Grade 5 Pgs.481 – 486</p>		<p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p> <p>M05.A-F.2.1.3 Demonstrate an understanding of multiplication as scaling (resizing).</p>
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			<p>number by a fraction greater than 1 result in a product greater than the given number.; explaining why multiplying of a given number by a fraction less than 1 result in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying by 1.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What does it mean to multiply whole numbers and fractions?</p> <p>How can multiplication with whole numbers and fractions be shown using models and symbols?</p>	<p>Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side length; 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</p>	<p>Students should be able to multiply fractions by first cancelling out common factors of numerators and denominators and then multiply the numerators and denominators.</p> <p>Students should be able to explain how to multiply fractions.</p>	<p>Lesson 8-6 Area of a Rectangle</p> <p>SWBA to find the area of a rectangle.</p> <p>enVision 2.0 Grade 5 Pgs.487 – 492</p>	<p>Multiply</p> <p>Numerator</p> <p>Denominator</p> <p>Area</p> <p>Rectangle</p>	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p> <p>M05.A-F.2.1.3 Demonstrate an understanding of</p>

			<p>represent fraction products as rectangular areas</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b.</p> <p>Interpret multiplication by scaling (resizing) by comparing the size of a product to the size of one factor on the basis of the size of the other factor.</p> <p>Interpret multiplication by scaling (resizing) by explaining why multiplying a given number by a fraction greater than 1 result in a product greater than the given number.; explaining why multiplying of a given number by a fraction less than 1</p>				<p>multiplication as scaling (resizing).</p>
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			<p>result in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying by 1.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What does it mean to multiply whole numbers and fractions?</p> <p>How can multiplication with whole numbers and fractions be shown using models and symbols?</p>	<p>One can use models to help multiply mixed numbers.</p> <p>One can multiply mixed numbers by first writing the mixed number as an improper fraction and then multiply the numerators and multiply the denominators. Simplify when necessary.</p> <p>One can solve a real-world problem involving multiplication of mixed numbers by writing an equation</p>	<p>Student should be able to solve real world multiplication problems with mixed numbers.</p>	<p>Lesson 8-7 Multiply Mixed Numbers</p> <p>SWBA to multiply mixed numbers</p> <p>enVision 2.0 Grade 5 Pgs.493 – 498</p>	<p>Mixed number</p> <p>Improper fraction</p>	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p>

			<p>to represent the problem.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What does it mean to multiply whole numbers and fractions?</p> <p>How can multiplication with whole numbers and fractions be shown using models and symbols?</p>	<p>One can think of multiplication of a number by a fraction as scaling or resizing the number.</p> <p>When one multiplies a number by a fraction greater than 1, the product will be greater than the given number.</p> <p>When one multiplies a number by a fraction less than 1, the product will be less than the given number.</p> <p>Interpret multiplication by scaling (resizing) by comparing the size of a product to the size of one factor on the basis of the size of the other factor without performing</p>	<p>Students should be able to predict whether the product of a whole number and a fraction is greater than, less than, or equal to the whole number without performing the multiplication.</p>	<p>Lesson 8-8 Multiplication as Scaling</p> <p>SWBA to use multiplication to scale and resize something.</p> <p>enVision 2.0 Grade 5 Pgs.499 – 504</p>		<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.3 Demonstrate an understanding of multiplication as scaling (resizing).</p>

			<p>the indicated multiplication.</p> <p>Interpret multiplication by scaling (resizing) by explaining why multiplying a given number by a fraction greater than 1 result in a product greater than the given number.; explaining why multiplying of a given number by a fraction less than 1 result in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying by 1.</p> <p>Solve real world problems involving division of unit fractions b non-zero whole numbers by unit fractions by using visual fraction models and equations to represent the problem.</p>				
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	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What does it mean to multiply whole numbers and fractions?</p> <p>How can multiplication with whole numbers and fractions be shown using models and symbols?</p>	<p>One can use models to help multiply mixed numbers.</p> <p>One can multiply mixed numbers by first writing the mixed number as an improper fraction and then multiply the numerators and multiply the denominators. Simplify when necessary.</p> <p>One can solve a real-world problem involving multiplication of mixed numbers by writing an equation to represent the problem.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p>	<p>Student should be able to solve real world multiplication problems with mixed numbers.</p>	<p>Lesson 8-9 Make Sense and Persevere</p> <p>SWBA to make sense of problems and keep working if one gets stuck.</p> <p>enVision 2.0 Grade 5 Pgs.505 – 510</p>	<p>Mixed number</p> <p>Improper fraction</p> <p>Persevere</p>	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p>
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Review Unit 8 Apply Understanding of Multiplication to Multiply Fractions

Common Assessment Unit 8 Apply Understanding of Multiplication to Multiply Fractions

Unit 9 Apply Understanding of Division to Divide Fractions

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How are fractions related to division?</p> <p>How can you divide with whole numbers and unit fractions?</p>	<p>A fraction is related to division.</p> <p>A unit fraction is a fraction with a numerator of 1.</p> <p>One can use models to divide numbers by unit fractions and unit fractions by whole numbers.</p> <p>Applying and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a unit fraction and compute such quotients.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers by unit fractions by</p>	<p>Students should be able to determine that fractions are division problems.</p>	<p>Lesson 9-1 Fractions and Division</p> <p>SWBA to understand how fractions are related to division.</p> <p>enVision 2.0 Grade 5 Pgs.527 – 532</p>		<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>

			using visual fraction models and equations to represent the problem.				
	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How are fractions related to division? How can you divide with whole numbers and unit fractions?	<p>A fraction is related to division.</p> <p>A unit fraction is a fraction with a numerator of 1.</p> <p>One can use models to divide numbers by unit fractions and unit fractions by whole numbers.</p> <p>Applying and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a unit fraction and compute such quotients.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers by unit fractions by using visual fraction models and</p>	Students should be able to find quotients and write them as fractions or mixed numbers..	<p>Lesson 9-2 Fractions and Mixed Numbers as Quotients</p> <p>SWBA to show quotients as fractions and mixed numbers.</p> <p>enVision 2.0 Grade 5 Pgs.533 – 538</p>	<p>Quotients</p> <p>Mixed Numbers</p>	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>

			equations to represent the problem.				
	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How are fractions related to division? How can you divide with whole numbers and unit fractions?	<p>A fraction is related to division.</p> <p>A unit fraction is a fraction with a numerator of 1.</p> <p>One can use models to divide numbers by unit fractions and unit fractions by whole numbers.</p> <p>Applying and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a unit fraction and compute such quotients.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers by unit fractions by using visual fraction models and equations to</p>	<p>Students should be able to use a model to find the quotient of whole numbers and fractions.</p> <p>Students should be able to explain the relationship between division and multiplication.</p>	<p>Lesson 9-3 Use Multiplication to Divide</p> <p>SWBA to connect dividing by a fraction to multiplication.</p> <p>enVision 2.0 Grade 5 Pgs.539 – 544</p>	<p>Quotients</p> <p>Mixed Numbers</p>	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>

			represent the problem.				
	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How are fractions related to division? How can you divide with whole numbers and unit fractions?	<p>One can use a model to show division of a unit fraction by a whole number.</p> <p>One can use multiplication to check the quotient of a unit fraction by a whole number.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p>	<p>Students should be able to find the quotient of a whole number and a unit fraction</p> <p>Students should be able to explain how to divide a whole number by a unit fraction.</p>	<p>Lesson 9-4 Divide Whole Numbers by Unit Fractions</p> <p>SWBA to divide a whole number by a unit fraction.</p> <p>enVision 2.0 Grade 5 Pgs.545 – 550</p>	Unit fraction	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>

			<p>Applying and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a unit fraction and compute such quotients.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers by using visual fraction models and equations to represent the problem.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How are fractions related to division?</p> <p>How can you divide with whole numbers and unit fractions?</p>	<p>One can use a model to show division of a unit fraction by a whole number.</p> <p>One can use multiplication to check the quotient of a unit fraction by a whole number.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or</p>	<p>Students should be able to find the quotient of a unit fraction divided by a whole number.</p> <p>Students should be able to explain how to divide unit fractions by whole numbers.</p>	<p>Lesson 9-5 Divide Unit Fractions by Non-Zero Whole Numbers</p> <p>SWBA to divide unit fractions by non-zero whole numbers.</p> <p>enVision 2.0 Grade 5 Pgs.551 – 556</p>	Unit fraction	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>

			<p>whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p> <p>Applying and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a unit fraction and compute such quotients.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers by</p>				
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			unit fractions by using visual fraction models and equations to represent the problem.				
	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How are fractions related to division? How can you divide with whole numbers and unit fractions?	<p>One can use a model to show division of a unit fraction by a whole number.</p> <p>One can use multiplication to check the quotient of a unit fraction by a whole number.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations</p>	<p>Students should be able to find the quotient of a unit fraction divided by a whole number.</p> <p>Students should be able to explain how to divide unit fractions by whole numbers.</p>	<p>Lesson 9-6 Divide Whole Numbers and Unit Fractions</p> <p>SWBA to divide with unit fractions..</p> <p>enVision 2.0 Grade 5 Pgs.557 – 562</p>	Unit fraction	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>.M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>

			<p>to represent the problem.</p> <p>Applying and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a unit fraction and compute such quotients.</p> <p>Solve real world problems involving division of unit fractions b non-zero whole numbers by unit fractions by using visual fraction models and equations to represent the problem.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How are fractions related to division?</p> <p>How can you divide with whole numbers and unit fractions?</p>	<p>One can use a model to show division of a unit fraction by a whole number.</p> <p>One can use multiplication to check the quotient of a unit fraction by a whole number.</p>	<p>Students should be able to find the quotient of a unit fraction divided by a whole number.</p> <p>Students should be able to explain how to divide unit fractions by whole numbers.</p>	<p>Lesson 9-7 Solve Problems Using Division.</p> <p>SWBA to solve division problems involving unit fractions..</p> <p>enVision 2.0 Grade 5 Pgs.557 – 562</p>	<p>Unit fraction</p>	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>

			<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p> <p>Applying and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a unit fraction and compute such quotients.</p>				
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			Solve real world problems involving division of unit fractions by non-zero whole numbers by using visual fraction models and equations to represent the problem.				
	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How are fractions related to division? How can you divide with whole numbers and unit fractions?	<p>One can use a model to show division of a unit fraction by a whole number.</p> <p>One can use multiplication to check the quotient of a unit fraction by a whole number.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b</p> <p>Solve real world problems involving</p>	<p>Students should be able to find the quotient of a unit fraction divided by a whole number.</p> <p>Students should be able to explain how to divide unit fractions by whole numbers.</p>	<p>Lesson 9-7 Divide Whole Numbers and Unit Fractions</p> <p>SWBA to divide with unit fractions..</p> <p>enVision 2.0 Grade 5 Pgs.557 – 562</p>	Unit fraction	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p> <p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>

			<p>multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p> <p>Applying and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a unit fraction and compute such quotients.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers by using visual fraction models and equations to represent the problem.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical</p>	<p>How are fractions related to division?</p> <p>How can you divide with whole</p>	<p>One can use a model to show division of a unit fraction by a whole number.</p> <p>One can use multiplication to</p>	<p>Students should be able to find the quotient of a unit fraction divided by a whole number.</p>	<p>Lesson 9-8 Repeated Reasoning</p> <p>SWBA to identify repetition in calculation and describe a general method for dividing</p>	<p>Unit fraction</p>	<p>CC.2.1.5.C.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p>

	<p>situations and structures in many equivalent forms.</p>	<p>numbers and unit fractions?</p>	<p>check the quotient of a unit fraction by a whole number.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q onto b equal parts; equivalently, as a result of a sequence of operations $a \times q$ divided by b</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers (by using visual fraction models or equations to represent the problem.</p> <p>Applying and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a</p>	<p>Students should be able to explain how to divide unit fractions by whole numbers.</p>	<p>whole numbers and unit fractions.</p> <p>enVision 2.0 Grade 5 Pgs.569 – 522</p>		<p>M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.</p> <p>M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p>
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			<p>unit fraction and compute such quotients.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers by using visual fraction models and equations to represent the problem.</p>				
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Review Unit 9 Apply Understanding of Division to Divide Fractions

Common Assessment Unit 9 Apply Understanding of Division to Divide Fractions

Unit 11 Convert Measurements

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	<p>What are customary measurement units and how are they related?</p> <p>What are metric units and how are they related?</p>	<p>To convert a larger unit of length to a smaller unit, multiply.</p> <p>To convert a smaller unit of length to larger unit, Divide.</p> <p>Convert among different sized</p>	Students should be able to convert among the following units of length: inches, feet, yards, and miles.	<p>Lesson 11-1 Convert Customary Units of Length</p> <p>SWBA to convert customary units of length.</p> <p>enVision 2.0 Grade 5 Pgs.639 – 644</p>	<p>Customary system</p> <p>Foot</p> <p>Inch</p> <p>Yard</p> <p>Mile</p> <p>Convert</p>	<p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <p>M05.D-M.1.1.1 Convert amount different sized measurement units within a given measurement system. (a table of</p>

			standard measurement units within a given measurement system. (Convert 5 cm to .05 meters) and use these conversions to solve multi-step, real world problems.				equivalencies will be provided.
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	What are customary measurement units and how are they related? What are metric units and how are they related?	Cups, pints, quarts and gallons are used to measure capacity or the amount that the container can hold. Convert among different sized standard measurement units within a given measurement system. (Convert 5 cm to .05 meters) and use these conversions to solve multi-step, real world problems.	Students should be able to find the relationships among cups, pints, quarts, and gallons and use the relationships to estimate measures of capacity.	Lesson 11-2 Convert Customary Units of Capacity SWBA to convert customary units of capacity. enVision 2.0 Grade 5 Pgs.645 – 650	Capacity Cups Pints Gallons	CC.2.4.5.A.1 Solve problems using conversions within a given measurement system. M05.D-M.1.1.1 Convert amount different sized measurement units within a given measurement system. (a table of equivalencies will be provided.
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	What are customary measurement units and how are they related? What are metric units and how are they related?	To convert a larger unit of weight to a smaller unit, multiply. To convert a smaller unit of weight to a larger unit, divide. Convert among different sized standard	Students should be able to convert among the units of weight (ounces, pounds and tons)	Lesson 11-3 Convert Customary Units of Weight SWBA to convert customary units of weight. enVision 2.0 Grade 5 Pgs.651 – 656	Weight Ounces Pounds Tons	CC.2.4.5.A.1 Solve problems using conversions within a given measurement system. M05.D-M.1.1.1 Convert amount different sized measurement units within a given measurement system. (a table of equivalencies will be provided.

			measurement units within a given measurement system. (Convert 5 cm to .05 meters) and use these conversions to solve multi-step, real world problems.				
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified	<p>What are customary measurement units and how are they related?</p> <p>What are metric units and how are they related?</p>	<p>To convert a larger unit of length to a smaller unit, multiply by a power of 10.</p> <p>To convert a smaller unit of length to a larger unit, divide by a power of 10.</p> <p>Convert among different sized standard measurement units within a given measurement system. (Convert 5 cm to .05 meters) and use these conversions to solve multi-step, real world problems.</p>	<p>Students should be able to convert among the following metric units of length: millimeter, centimeter, meter, and kilometer.</p> <p>Students should be able to compare and contrast converting customary units of length and converting metric units of length.</p>	<p>Lesson 11-4 Convert Metric Units of Length</p> <p>SWBA to convert metric units of length.</p> <p>enVision 2.0 Grade 5 Pgs.657 – 662</p>	<p>Centimeter</p> <p>Millimeter</p> <p>Metric system</p> <p>Meter</p> <p>Kilometer</p>	<p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <p>M05.D-M.1.1.1 Convert amount different sized measurement units within a given measurement system. (a table of equivalencies will be provided.</p>
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified	<p>What are customary measurement units and how are they related?</p> <p>What are metric units and how are they related?</p>	<p>To convert a larger metric unit of capacity to a smaller metric unit, multiply by a power of 10.</p> <p>To convert a smaller metric unit of capacity to a larger</p>	<p>Students should be able to convert between the following units of capacity: milliliter, and liter.</p> <p>Students should be able to explain why it is important to be</p>	<p>Lesson 11-5 Convert Metric Units of Capacity</p> <p>SWBA to convert metric units of capacity.</p> <p>enVision 2.0 Grade 5 Pgs.663 – 668</p>	<p>Liter</p> <p>Milliliter</p>	<p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <p>M05.D-M.1.1.1 Convert amount different sized measurement units within a given measurement system. (a table of</p>

			<p>metric unit, divide by a power of 10</p> <p>Convert among different sized standard measurement units within a given measurement system. (Convert 5 cm to .05 meters) and use these conversions to solve multi-step, real world problems.</p>	able to convert metric units of capacity.			equivalencies will be provided.
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified	<p>What are customary measurement units and how are they related?</p> <p>What are metric units and how are they related?</p>	<p>To convert a larger metric unit of mass to a smaller metric unit, multiply by a power of 10.</p> <p>To convert a smaller metric unit of mass to a larger metric unit, divide by a power of 10.</p> <p>Convert among different sized standard measurement units within a given measurement system. (Convert 5 cm to .05 meters) and use these conversions to solve multi-step, real world problems.</p>	<p>Students should be able to convert among the following units of mass: milligrams, grams, and kilograms.</p> <p>Students should be able to explain how converting metric units of mass is different from converting customary units of weight,</p>	<p>Lesson 11-6 Convert Metric Units of Mass</p> <p>SWBA to convert metric units of mass.</p> <p>enVision 2.0 Grade 5 Pgs.669 – 674</p>	<p>Mass</p> <p>Gram</p> <p>Kilogram</p> <p>Milligram</p>	<p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <p>M05.D-M.1.1.1 Convert amount different sized measurement units within a given measurement system. (a table of equivalencies will be provided.</p>

	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified</p>	<p>What are customary measurement units and how are they related?</p> <p>What are metric units and how are they related?</p>	<p>Convert among different sized standard measurement units within a given measurement system. (Convert 5 cm to .05 meters) and use these conversions to solve multi-step, real world problems.</p>	<p>Students should be able to convert among the following units of length: inches, feet, yards, and miles.</p> <p>Students should be able to find the relationships among cups, pints, quarts, and gallons and use the relationships to estimate measures of capacity.</p> <p>Students should be able to convert among the units of weight (ounces, pounds and tons)</p> <p>Students should be able to compare and contrast converting customary units of length and converting metric units of length.</p> <p>Students should be able to explain how converting metric units of mass is different from converting customary units of weight</p>	<p>Lesson 11-7 Solve Word Problems Using Measurement Conversions.</p> <p>SWBA to solve real-world problems Using Measurement Conversions.</p> <p>enVision 2.0 Grade 5 Pgs.675 – 680</p>	<p>All vocabulary provided in this unit</p>	<p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <p>M05.D-M.1.1.1 Convert amount different sized measurement units within a given measurement system. (a table of equivalencies will be provided.</p>
	<p>Some attribute of objects are measurable, e.g.</p>	<p>What are customary measurement</p>	<p>Convert among different sized standard</p>	<p>Students should be able to convert among the following</p>	<p>Lesson 11-8 Precision</p>	<p>All vocabulary provided in this unit</p>	<p>CC.2.4.5.A.1 Solve problems using</p>

	length, mass, capacity, and it can be quantified	units and how are they related? What are metric units and how are they related?	measurement units within a given measurement system. (Convert 5 cm to .05 meters) and use these conversions to solve multi-step, real world problems.	units of length: inches, feet, yards, and miles. Students should be able to find the relationships among cups, pints, quarts, and gallons and use the relationships to estimate measures of capacity. Students should be able to convert among the units of weight (ounces, pounds and tons) Students should be able to compare and contrast converting customary units of length and converting metric units of length. Students should be able to explain how converting metric units of mass is different from converting customary units of weight	SWBA to be precise when solving measurement problems. enVision 2.0 Grade 5 Pgs.681 – 686		conversions within a given measurement system. M05.D-M.1.1.1 Convert amount different sized measurement units within a given measurement system. (a table of equivalencies will be provided).
Review Unit 11 Convert Measurements							
Common Assessment Unit 11 Convert Measurements							

Unit 12 Present and Interpret Data

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	How can line plots be used to represent data and answer questions?	<p>One can make a line plot to display measurements given in fraction of a unit.</p> <p>One can use a line plot to find fair share, or the amount of each item if the total amount of items were redistributed equally.</p> <p>Make a line plot to display a data set of measurements in fractions, of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>	Students should be able to use a line plot to represent data by adding the numbers corresponding to each X, and divide by the number of X's on the line plot.	<p>Lesson 12-1 Analyze Line Plots</p> <p>SWBA to read a line plot.</p> <p>enVision 2.0 Grade 5 Pgs.699 – 704</p>	<p>Data</p> <p>Line plot</p> <p>Outlier</p>	<p>CC.2.4.5.A.4 Solve problems involving computation of fractions using information in a line plot.</p> <p>M05.D-M.2.1.1 Solve problems involving computation of fractions by using information presented in line plots</p>
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	How can line plots be used to represent data and answer questions?	<p>One can make a line plot to display measurements given in fraction of a unit.</p> <p>One can use a line plot to find fair share, or the amount</p>	Students should be able to use a line plot to represent data by adding the numbers corresponding to each X, and divide by the number of X's on the line plot.	<p>Lesson 12-2 Make Line Plots</p> <p>SWBA to display data in a line plot.</p> <p>enVision 2.0 Grade 5</p>	<p>Data</p> <p>Line plot</p> <p>Outlier</p>	<p>CC.2.4.5.A.4 Solve problems involving computation of fractions using information in a line plot.</p> <p>M05.D-M.2.1.1</p>

			<p>of each item if the total amount of items were redistributed equally.</p> <p>Make a line plot to display a data set of measurements in fractions, of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>	.	Pgs.705 – 710		Solve problems involving computation of fractions by using information presented in line plots
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	How can line plots be used to represent data and answer questions?	<p>One can make a line plot to display measurements given in fraction of a unit.</p> <p>One can use a line plot to find fair share, or the amount of each item if the total amount of items were redistributed equally.</p> <p>Make a line plot to display a data set of measurements in fractions, of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information</p>	<p>Students should be able to use a line plot to represent data by adding the numbers corresponding to each X, and divide by the number of X's on the line plot.</p> <p>.</p>	<p>Lesson 12-3 Solve Word Problems using Measurement Data</p> <p>SWBA to solve problems using data in a line plot.</p> <p>enVision 2.0 Grade 5 Pgs.711 – 716</p>	<p>Data</p> <p>Line plot</p> <p>Outlier</p>	<p>CC.2.4.5.A.4 Solve problems involving computation of fractions using information in a line plot.</p> <p>M05.D-M.2.1.1 Solve problems involving computation of fractions by using information presented in line plots</p>

			presented in line plots.				
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	How can line plots be used to represent data and answer questions?	<p>One can make a line plot to display measurements given in fraction of a unit.</p> <p>One can use a line plot to find fair share, or the amount of each item if the total amount of items were redistributed equally.</p> <p>Make a line plot to display a data set of measurements in fractions, of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>	Students should be able to use a line plot to represent data by adding the numbers corresponding to each X, and divide by the number of X's on the line plot.	<p>Lesson 12-4 Critique Reasoning</p> <p>SWBA to critique the reasoning of others by using what was learned about line plots and fractions.</p> <p>enVision 2.0 Grade 5 Pgs.711 – 716</p>	<p>Data</p> <p>Line plot</p> <p>Outlier</p>	<p>CC.2.4.5.A.4 Solve problems involving computation of fractions using information in a line plot.</p> <p>M05.D-M.2.1.1 Solve problems involving computation of fractions by using information presented in line plots</p>

Review Unit 12 Present and Interpret Data

Common Assessment Unit 12 Present and Interpret Data

Unit 15 Analyze Patterns and Relationships

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	<p>Patterns exhibit relationships that can be extended, described and generalized.</p>	<p>How can number patterns be analyzed and graphed?</p> <p>How can number patterns and graphs be used to solve problems?</p>	<p>One can represent patterns in a table and then use both sets of numbers to generate ordered pairs.</p> <p>One can represent real world problems by graphing points on a coordinate plane.</p> <p>Generate two numerical patterns using two given rules</p> <p>Identify apparent relationships between corresponding terms.</p> <p>Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on the coordinate plane.</p> <p>Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection of the lines (origin) arranged to coincide with the zero on each line and a given point in the plane located using and ordered pair of</p>	<p>Students should be able to generate real world ordered pairs and graph the ordered pairs on a coordinate plane.</p> <p>Students should be able to explain how graphs are used to represent patterns.</p>	<p>Lesson 15-1 Numerical Patterns</p> <p>SWBA to analyze numerical pattern.</p> <p>enVision 2.0 Grade 5 Pgs.813 – 818</p>	<p>Corresponding terms</p> <p>Number sequences</p>	<p>CC.2.2.5.A.4 Analyze patterns and relationships using two rules.</p> <p>CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real works problems.</p> <p>M05.B-O.2.1.1 Generate two numerical patterns using two given rules.</p> <p>M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate) Limit the coordinate plane to Quadrant 1.</p> <p>M05.C-G.1.1.2 Represent real world and mathematical problems by plotting points in Quadrant 1 of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>

			<p>numbers called its coordinates, Understand that the first number indicates how far to travel from the origin in the direction of the one axis (horizontal), and the second number indicates how far to travel in the direction of the second axis (vertical), with the convention that the names of the two axes and the coordinates correspond. (x-axis and x-coordinate, y-axis and y-coordinate)</p> <p>Represent real world mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values in the context of the situation.</p>				
	<p>Patterns exhibit relationships that can be extended, described and generalized.</p>	<p>How can number patterns be analyzed and graphed?</p> <p>How can number patterns and graphs be used to solve problems?</p>	<p>One can represent patterns in a table and then use both sets of numbers to generate ordered pairs.</p> <p>One can represent real world problems by graphing points</p>	<p>Students should be able to generate real world ordered pairs and graph the ordered pairs on a coordinate plane.</p> <p>Students should be able to explain how</p>	<p>Lesson 15-2 More Numerical Patterns</p> <p>SWBA to use tables to identify relationships between pattern.</p> <p>enVision 2.0 Grade 5</p>	<p>Corresponding terms</p> <p>Number sequences</p>	<p>CC.2.2.5.A.4 Analyze patterns and relationships using two rules.</p> <p>CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points</p>

			<p>on a coordinate plane.</p> <p>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 the coordinate plane.</p> <p>Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection of the lines (origin) arranged to coincide with the zero on each line and a given point in the plane located 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 the one axis (horizontal), and the second number indicates how far to travel in the direction</p>	<p>graphs are used to represent patterns.</p>	<p>Pgs.819 – 824</p>		<p>when solving real works problems.</p> <p>M05.B-O.2.1.1 Generate two numerical patterns using two given rules.</p> <p>M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate) Limit the coordinate plane to Quadrant 1.</p> <p>M05.C-G.1.1.2 Represent real world and mathematical problems by plotting points in Quadrant 1 of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
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			<p>of the second axis (vertical), with the convention that the names of the two axes and the coordinates correspond. (x-axis and x-coordinate, y-axis and y-coordinate)</p> <p>Represent real world mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values in the context of the situation.</p>				
	<p>Patterns exhibit relationships that can be extended, described and generalized.</p>	<p>How can number patterns be analyzed and graphed?</p> <p>How can number patterns and graphs be used to solve problems?</p>	<p>One can represent patterns in a table and then use both sets of numbers to generate ordered pairs.</p> <p>One can represent real world problems by graphing points on a coordinate plane.</p> <p>Generate two numerical patterns using two given rules Identify apparent relationships between corresponding terms. Form ordered pairs consisting of</p>	<p>Students should be able to generate real world ordered pairs and graph the ordered pairs on a coordinate plane.</p> <p>Students should be able to explain how graphs are used to represent patterns.</p>	<p>Lesson 15-3 Analyze and Graph Relationships</p> <p>SWBA to analyze patterns and graph ordered pairs from number sequences.</p> <p>enVision 2.0 Grade 5 Pgs.825 – 830</p>	<p>Corresponding terms</p> <p>Number sequences</p>	<p>CC.2.2.5.A.4 Analyze patterns and relationships using two rules.</p> <p>CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real works problems.</p> <p>M05.B-O.2.1.1 Generate two numerical patterns using two given rules.</p> <p>M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate) Limit</p>

			<p>corresponding terms from the two patterns, and graph the ordered pairs on the coordinate plane.</p> <p>Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection of the lines (origin) arranged to coincide with the zero on each line and a given point in the plane located 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 the one axis (horizontal), and the second number indicates how far to travel in the direction of the second axis (vertical), with the convention that the names of the two axes and the coordinates correspond. (x-axis and x-coordinate, y-axis and y-coordinate)</p>			<p>the coordinate plane to Quadrant 1.</p> <p>M05.C-G.1.1.2 Represent real world and mathematical problems by plotting points in Quadrant 1 of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
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			Represent real world mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values in the context of the situation.				
	Patterns exhibit relationships that can be extended, described and generalized.	How can number patterns be analyzed and graphed? How can number patterns and graphs be used to solve problems?	One can represent patterns in a table and then use both sets of numbers to generate ordered pairs. One can represent real world problems by graphing points on a coordinate plane. 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 the coordinate plane. Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection	Students should be able to generate real world ordered pairs and graph the ordered pairs on a coordinate plane. Students should be able to explain how graphs are used to represent patterns.	Lesson 15-4 Make sense and Persevere SWBA to make sense of problems and keep working if one gets stuck. enVision 2.0 Grade 5 Pgs.831 – 836	Corresponding terms Number sequences	CC.2.2.5.A.4 Analyze patterns and relationships using two rules. CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real works problems. M05.B-O.2.1.1 Generate two numerical patterns using two given rules. M05.C-G.1.1.1 Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate) Limit the coordinate plane to Quadrant 1. M05.C-G.1.1.2 Represent real world and mathematical problems by plotting points in Quadrant 1 of the coordinate plane, and interpret coordinate

			<p>of the lines (origin) arranged to coincide with the zero on each line and a given point in the plane located using and ordered pair of numbers called its coordinates, Understand that the first number indicates how far to travel from the origin in the direction of the one axis (horizontal), and the second number indicates how far to travel in the direction of the second axis (vertical), with the convention that the names of the two axes and the coordinates correspond. (x-axis and x-coordinate, y-axis and y-coordinate)</p> <p>Represent real world mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values in the context of the situation.</p>				values of points in the context of the situation.
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Common Assessment Unit 15 Analyze Patterns and Relationships

Unit 16 Classify Two Dimensional Figures

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can triangles and quadrilaterals be described, classified, and named?	<p>Understand that attributes belonging to a category of two-dimensional figures also belongs to a subcategory of that category.</p> <p>One can classify triangles using attributes, such as their side measure or angle measure.</p> <p>Classify two-dimensional figures in a hierarchy based on properties</p>	<p>Student should be able to classify triangles based on its side lengths and then classify it based on its angle measure.</p> <p>Students should be able to explain how to classify triangles using their attributes.</p>	<p>Lesson 16-1 Classify Triangles</p> <p>SWBA to classify triangles by their angles and sides.</p> <p>enVision 2.0 Grade 5 Pgs.851 – 856</p>	<p>Attribute</p> <p>Equilateral</p> <p>Isosceles</p> <p>Scalene</p> <p>Acute</p> <p>Obtuse</p> <p>Right</p>	<p>CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties</p> <p>M05.C-G.2.1.1 Classify two-dimensional figures in a hierarchy based on properties..</p>
	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can triangles and quadrilaterals be described, classified, and named?	<p>Attributes belonging to quadrilaterals also belong to squares.</p> <p>Attributes belonging to parallelograms also belong to squares, rectangles, and rhombi.</p>	<p>Student should be able to use the attributes of Congruent sides, parallel sides and right angles to classify quadrilaterals.</p> <p>Students will be able to explain how to</p>	<p>Lesson 16-2 Classify Quadrilaterals</p> <p>SWBA to classify quadrilaterals by their properties.</p> <p>enVision 2.0 Grade 5 Pgs.857 – 862</p>	<p>Trapezoid</p> <p>Parallelogram</p> <p>Rectangle</p> <p>Rhombus</p> <p>Square</p>	<p>CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties</p> <p>M05.C-G.2.1.1 Classify two-dimensional figures in a hierarchy based on properties..</p>

			<p>Classify quadrilaterals based on a hierarchy of properties.</p> <p>Understand that attributes belonging to a category of two-dimensional figures also belongs to a subcategory of that category.</p> <p>Classify two-dimensional figures in a hierarchy based on properties</p>	<p>classify quadrilaterals using their attributes.</p>			
	<p>Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.</p>	<p>How can triangles and quadrilaterals be described , classified and named?</p>	<p>Classify quadrilaterals based on a hierarchy of properties.</p> <p>Understand that attributes belonging to a category of two-dimensional figures also belongs to a subcategory of that category.</p> <p>Classify two-dimensional figures in a hierarchy based on properties</p>	<p>Student should be able to use the attributes of Congruent sides, parallel sides and right angles to classify quadrilaterals.</p> <p>Students will be able to explain how to classify quadrilaterals using their attributes.</p>	<p>Lesson 16-3 Continue to Classify Quadrilaterals</p> <p>SWBA to classify quadrilaterals using a hierarchy.</p> <p>enVision 2.0 Grade 5 Pgs.853 – 868</p>	<p>Trapezoid</p> <p>Parallelogram</p> <p>Rectangle</p> <p>Rhombus</p> <p>Square</p>	<p>CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties</p> <p>M05.C-G.2.1.1 Classify two-dimensional figures in a hierarchy based on properties..</p>
	<p>Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their</p>	<p>How can triangles and quadrilaterals be described , classified and named?</p>	<p>Classify two-dimensional figures in a hierarchy based on properties</p> <p>Understand that attributes belonging to a category of two-</p>	<p>Student should be able to classify triangles based on its side lengths and then classify it based on its angle measure.</p>	<p>Lesson 16-4 Construct Arguments</p> <p>SWBA to construct arguments about geometric figures.</p> <p>enVision 2.0</p>	<p>Attribute</p> <p>Equilateral</p> <p>Isosceles</p> <p>Scalene</p>	<p>CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties</p> <p>M05.C-G.2.1.1 Classify two-dimensional figures in</p>

	location can be described quantitatively.		dimensional figures also belongs to a subcategory of that category.	<p>Students should be able to explain how to classify triangles using their attributes.</p> <p>Student should be able to use the attributes of Congruent sides, parallel sides and right angles to classify quadrilaterals.</p>	Grade 5 Pgs.869 – 874	<p>Acute</p> <p>Obtuse</p> <p>Right</p> <p>Trapezoid</p> <p>Parallelogram</p> <p>Rectangle</p> <p>Rhombus</p> <p>Square</p>	a hierarchy based on properties..
Review Unit 16 Classify Two-Dimensional Figures							
Common Assessment Unit 16 Classify Two-Dimensional Figures.							