

Curriculum Map

Elementary Mathematics

Grade Five

Saugus Public Schools

Baseline Exam/Placement Exam – must be given end of Week 1
Benchmark Exam 1 - Topics 1-8 must be given end of Week 15
Benchmark Exam 2 - Topics 1-12 must be given end of Week 21
Benchmark Exam 3 - Topics 1-20 must be given end of Week 32

Week 1

Massachusetts Performance Standards

The students will:

5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. (5.N.2, 5.N.3, 5.N.7)

5.NBT.3b Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. (5.N.2, 5.N.7, 5.N.3,)

TOPIC ONE: Numeration

1. Place Value (1-1)
2. Number: Comparing and Ordering Whole Numbers (1-2)
3. Decimal Place Value (1-3)
4. Comparing and Ordering Decimals (1-4)
5. Look for a Pattern (1-5)
6. Review Topic 1
7. Topic 1 TEST

Objectives (Students will...)

1. **Write** standard, expanded, and word form of whole numbers in billions, and identify the value of digits in whole numbers.
2. **Compare** and **order** whole numbers through millions.

Essential Question

What is the difference between whole and decimal numbers?

Teacher Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Topic 1 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 2 and 3

Massachusetts Performance Standards

The students will:

5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **(5.N.12, 5.N.14, 5.P.3)**
5.NBT.4 Use place value understanding to round decimals to any place. **(5.N.14, 5.P.3)**

TOPIC TWO: Adding and Subtracting Whole Numbers and Decimals

1. Number Sense: Mental Math (2-1)
2. Number Sense: Rounding Whole Numbers and Decimals (2-2)
3. Number Sense: Estimating and Differences (2-3)
4. Draw a Picture Write an Equation (2-4)
5. Adding and Subtracting (2-5)
6. Adding Decimals (2-6)
7. Subtracting Decimals (2-7)
8. Multiple-Step Problems (2-8)
9. Review Topic 2
10. Topic 2 Test

Objectives (Students will...)

1. **Compute** sums of decimals involving tenths, hundredths, and thousandths.
2. **Compute** differences of decimals involving tenths, hundredths, and thousandths.
3. **Use** multiple steps to solve a variety of problems
4. **Compute** sums and differences mentally using the Commutative and Associative Properties of Addition, Compatible numbers, and compensation.
5. **Round** whole numbers through millions and decimals through thousandths.
6. **Use** rounding and compatible numbers to estimate sums and differences of whole numbers and decimals.
7. **Use** pictures and **write** equations to help them solve problems

Essential Question

How can we use rounding in everyday math?

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
TEST: Topic 2 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 4

Massachusetts Performance Standards

The students will:

5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **(5.N.12, 5.N.14, 5.P.3, 5.P.4)**

TOPIC THREE: Multiplying Whole Numbers

1. Multiplication Properties (3-1)
2. Using Mental Math To Multiply (3-2)
3. Estimating Products (3-3)
4. Multiplying by 1-Digit Numbers (3-4)
5. Multiplying 2-Digit by 2-Digit Numbers (3-5)

Objectives (Students will...)

1. **Identify** and **apply** the Commutative, Associative, Identity, and Zero Properties of Multiplication.
2. **Mentally compute** products of whole numbers using place-value patterns and the properties of multiplication.
3. **Use** multiple steps to solve a variety of problems

Essential Question

How can we multiply numbers by using rounding and grouping?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 5

Massachusetts Performance Standards

The students will:

5.NBT.5 Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.(5.N.12, 5.N.14, 5.P.3, 5.N.9)
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5.N.14, 5.P.3, 5.N.12, 5.N.9)

TOPIC THREE: Multiplying Whole Numbers

- 1. Multiplying Greater Numbers (3-6)
2. Exponents (3-7)
3. Draw A Picture and Write An Equation (3-8)
4. Review Topic 3
5. Topic 3 Test

Objectives (Students will...)

- 1. Identify and apply the Commutative, Associative, Identity, and Zero Properties of Multiplication.
2. Mentally compute products of whole numbers using place-value patterns and the properties of multiplication.
3. Use rounding or compatible numbers to estimate products of whole numbers
4. Use partial products or the traditional algorithm to multiply multi-digit numbers by a one-digit number.

Essential Question

How can we multiply numbers by using rounding and grouping?

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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
TEST: Topic 3 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 6

Massachusetts Performance Standards

The students will:

5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **(5.N.9, 5.N.8, 5.P.1)**

TOPIC FOUR: Dividing by 1-Digit Divisors

1. Division: Dividing Multiples of 10 and 100 (4-1)
2. Division: Estimating Quotients (4-2)
3. Reasonableness (4-3)
4. Division: Dividing by 1-Digit Divisors (4-5)
5. Division: Zeros in the Quotients (4-6)

Objectives (Students will...)

1. **Divide** with zeros in the quotient.
2. **Learn** to find factors of whole numbers.
3. **Find** the quotient of a division problem whose dividend is a multiple of 10, where division involves a basic fact.
4. **Use** Rounding and Compatible Numbers to estimate quotients of whole numbers.
5. **Check** problems for reasonableness by using various methods, including estimation and checking their final answer.

Essential Question

Why use division?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 7

Massachusetts Performance Standards

The students will:

5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.(**5.P.4, 5.P.1,5.9.N**)

TOPIC FOUR: Dividing by 1-Digit Divisors

1. Number Sense: Understanding Factors- Algebra Connection (4-7)
2. Number Sense: Prime and Composite Number (4-8)
3. Draw A Picture and Write An Equation (4-9)
4. Review Topic 4
5. Topic #4 TEST

Objectives (Students will...)

1. **Learn** to identify the difference between prime and composite numbers.
2. **Use** pictures and equations to help them represent remainders in a pro
3. **Learn** to find factors of whole numbers

Essential Question

How can you find all the factors of a number?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic #4 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 8

Massachusetts Performance Standards

The students will:

5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.(**5.P.1, 5.N.12, 6.N.16, 5.P.4**)

TOPIC FIVE: Dividing by 2- Digit Divisors

1. Using Patterns to Divide (5-1)
2. Estimating Quotients with 2-Digit Divisors (5-2)
3. Multiple-Step Problems (5-3)
4. Dividing by Multiples of 10 (5-4)
5. Division: 1-Digit Quotients: Algebra Connection (5-5)

Objectives (Students will...)

1. **Find** the Quotients of Division problems whose dividends and divisors are multiples of 10, where the division involves a basic fact.
2. **Use** estimation to find approximate solutions to quotients with two-digit divisors using compatible numbers.
3. **Find** the hidden question or questions to solve multiple-step problems.
4. **Find** quotients with a two-digit divisor that is a multiple of ten.

Essential Question

How does estimation help solve problems with two-digits divisors?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 9

Massachusetts Performance Standards

The students will:

5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.(5.N.12, 5.P.4,5.N.14)

TOPIC FIVE: Dividing by 2-Digit Divisors

1. Division: 2-Digit Quotients (5-6)
2. Division: Estimating and Dividing with Greater Numbers (5-7)
3. Missing or Extra Information (5-8)
4. Review Topic 5
5. Topic 5 Test

Objectives (Students will...)

1. **Divide** a three-digit number by a two-digit number to find a two-digit quotient.
2. **Solve** problems involving division of numbers with 4 or 5 digits by 2-digit divisors with an estimate.
3. **Determine** which information is missing and **identify** extraneous information in problems

Essential Question

How do you divide a problem using two-digit divisors?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Topic 5 Test

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 10

Massachusetts Performance Standards

The students will:

- 5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **(5.N.10, 5.N.12)**
- 5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product **(5.P.2, 5.P.4, 5.P.3)**.*
- 5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **(5.P.1, 5.P.2, 5.P.3, 5.P.4)**

TOPIC SIX: Variables and Expressions

1. Algebra: Variables and Expressions (6-1)
2. Algebra: Patterns and Expressions (6-2)
3. Algebra: More Patterns and Expressions (6-3)
4. Distributive Property (6-4)

Objectives (Students will...)

1. **Translate** words into algebraic expressions.
2. **Use** patterns to show relationships and solve algebraic expressions.
3. **Write** and **evaluate** expressions involving multiplication, addition, and subtraction.
4. **Use** the distributive property to simplify expressions and solve equations.
5. **Use** given values for variables to evaluate expressions with three or more numbers and two or more operations.

Essential Question

How do you write an algebraic expression?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 11

Massachusetts Performance Standards

The students will:

- 5.OA.1** Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.(**5.N.10, 5.N.12**)
- 5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product (**5.P.2, 5.P.3, 5.P.4**)*
- 5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*(**5.P.1, 5.P.2, 5.P.3, 5.P.4**)

TOPIC SIX: Variables and Expressions

1. Algebra: Order of Operations (6-5)
2. Act It Out and Use Reasoning (6-6)
3. Review Topic 6
4. Topic #6 TEST

Objectives (Students will...)

1. **Translate** words into algebraic expressions.
2. **Use** patterns to show relationships and solve algebraic expressions.
3. **Write** and **evaluate** expressions involving multiplication, addition, and subtraction.
4. **Use** the distributive property to simplify expressions and solve equations.
5. **Use** given values for variables to evaluate expressions with three or more numbers and two or more operations.

Essential Question

Review & Testing No New Question

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic #6 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 12

Massachusetts Performance Standards

The students will:

5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **(5.N.2, 5.N.12, 5.P.3, 6.N.16)**

TOPIC SEVEN: Multiplying and Dividing Decimals

- 1. Decimals: Multiplying Decimals by 10, 100, or 1000 (7-1)
- 2. Decimals: Multiplying a Decimal by a Whole Number (7-2)
- 3. Estimating the Product of a Decimal and a Whole Number (7-3)
- 4. Decimals: Multiplying Two Decimals (7-4)
- 5. Decimals: Dividing Decimals by 10, 100, or 1000. (7-5)

Objectives (Students will...)

- 1. **Mentally multiply** decimals by 10, 100, or 1000.
- 2. **Use** a standard algorithm to multiply a whole number and a decimal.
- 3. **Use** the standard algorithm to multiply decimals by decimals.
- 4. **Mentally divide** decimals by 10, 100, or 1000.

Essential Question

Teacher Note: Explain what is an Algorithm?
What is the Standard Algorithm for multiplication of whole numbers and decimals?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 13

Massachusetts Performance Standards

The students will:

5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5.N.2, 5.N.12, 5.P.3, 6.N.16)

TOPIC SEVEN: Multiplying and Dividing Decimals

1. Decimals: Dividing a Decimal by a Whole Number (7-6)
2. Estimation: Decimals Divided by Whole Numbers (7-7)
3. Decimals: Dividing a Decimal by a Decimal (7-8)
4. Multiple Step Problems (7-9)
5. Review Topic 7
6. Topic #7 TEST

Objectives (Students will...)

1. Use the standard algorithm to divide a decimal by a whole number.
2. Use the standard algorithm to divide decimals by decimals.
3. Use multiple steps to solve a variety of problems

Essential Question

What is the process for dividing a decimal by a decimal?

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Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic 7 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 14 and 15

Massachusetts Performance Standards

The students will:

- 5.G.3** Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* **(5.G.3, 6.G.1, 5.M.2)**
- 5.G.4** Classify two-dimensional figures in a hierarchy based on properties. **(5.G.3, 6.G.1)**
- 4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **(5.G.3)**
- 4.G.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **(5.G.3, 6.G.1)**
- 4.MD.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement **(5.G.3)**
- 4.MD.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **(5.M.2)**

TOPIC EIGHT: Shapes

1. Geometry: Basic Geometric Ideas Algebra Connections (8-1)
2. Geometry: Measuring and Classifying Angles (8-2)
3. Geometry: Polygons (8-3)
4. Geometry: Triangles (8-4)
5. Geometry: Quadrilaterals (8-5)
6. Make and Test Generalizations (8-6)
7. Review Topic 8
8. Topic 8 Test
9. BENCHMARK TEST TOPICS 1-8

Objectives (Students will...)

1. **Use** geometric terms to describe locations and parts of space.
2. **Measure, draw,** and **classify** angles.
3. **Identify** and **classify** polygons.

Essential Question

How are lines and angles drawn, measured, and classified?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 16

Massachusetts Performance Standards

The students will:

5.G.3 Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* **(5.M.2, 5.G.3, 6.G.1)**

5.G.4 Classify two-dimensional figures in a hierarchy based on properties. **(5.G.3, 6.G.1)**

5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **(5.N.4, 5.N.5, 5.N.7)**

TOPIC NINE: Fractions and Decimals

1. Meaning of Fractions (9-1)
2. Fractions and Division (9-2)
3. Mixed and Improper Fractions (9-3)
4. Fractions: Equivalent Fraction (9-4)
5. Fractions: Compare and Order Fractions and Mixed Numbers (9-5)
6. Common Factors and Greatest Common Factor (9-6)

Objectives (Students will...)

1. Use geometric terms to describe locations and parts of space.
2. **Measure, draw, and classify** angles.
3. **Identify and classify** polygons.
4. **Identify and classify** triangles.
5. **Identify and classify** quadrilaterals
6. **Identify and show** fractional parts of regions and sets
7. **Learn** that division can be used to divide objects into equal parts that are fractions of a whole. These fractions can be represented on a number line.
8. **Express** fractions greater than 1 as mixed numbers or improper fractions.

Essential Question

How do you classify triangles and quadrilaterals?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 17

Massachusetts Performance Standards

The students will:

5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? (5.N.5, 5.N.6, 6.N.8)*

4.NF.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*(5.N.5)

TOPIC NINE: Fractions and Decimals

1. Fractions: Fractions in Simplest Form (9-7)
2. Number: Tenths and Hundredths (9-8)
3. Number: Thousandths (9-9)
4. Number: Fractions and Decimals on the Number Line (9-10)
5. Writing to Explain: Problem Solving (9-11)
6. Review Topic 9
7. Topic 9 Test

Objectives (Students will...)

1. **Determine** common factor and the greatest common factor of numbers.
2. **Identify** fractions that are in simplest form and find the simplest form of a fraction.
3. **Represent** decimals (tenths and hundredths) as fractions. Students also represent fractions with denominators of 10 and 100 as decimals.
4. **Represent** decimals (thousandths) as fractions, and fractions with denominators of 1,000 as decimals.
5. **Label** a point on a number line using a fraction and a decimal. Students also write a fraction and a decimal for a point on a number line.
6. **Explain** how they estimated fractional amounts of objects
7. **Learn** that division can be used to divide objects into equal parts that are fractions of a whole. These fractions can be represented on a number line.
8. **Express** fractions greater than 1 as mixed numbers or improper fractions.
9. **Identify** fractions that are equivalent and **find** fractions equivalent to a given fraction using computational procedures..

Essential Question

How can fractions showing tenths, hundredths, and thousandths be expressed as decimals?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic #9

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 18

Massachusetts Performance Standards

The students will:

5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)* **(5.N.13, 6.N.14, 6.N.8)**

5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.* **(5.N.13, 5.P.5, 6.N.8, 6.N.14)**

TOPIC TEN: ADDING and Subtractions Fractions and Mixed Numbers

1. Fractions: Adding and Subtracting Fractions with Like Denominators (10-1)
2. Fractions: Common Multiples and Least Common Multiple (10-2)
3. Fractions: Adding Fractions with Unlike Denominators (10-3)
4. Fractions: Subtracting Fractions with Unlike Denominators (10-4)
5. Fractions: Adding Mixed Numbers (10-5)
6. Fractions: Subtracting Mixed Numbers (10-6)
7. Try , Check, and Revise (10-7)
8. Review Topic 10
9. Topic 10 Test

Objectives (Students will...)

1. **Use** models and computational procedures to add and subtract fractions with like denominators.
2. **Determine** common multiples and the least common multiple of numbers.
3. **Use** models and computational procedures to add fractions with unlike denominators.
4. **Use** models and computational procedures to subtract fractions with unlike denominators.
5. **Use** models and computational procedures to add mixed numbers.

Essential Question

What is the procedure to add or subtract fractions containing unlike denominators?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic 10 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 19

Massachusetts Performance Standards

The students will:

- 5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)* **(5.N.13, 6.N.14, 6.N.8)**
- 5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.* **(5.N.13, 6.N.14, 6.N.8, 5.P.5)**
- 5.NF.4a** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)* **(6.N.8, 5.N.13)**
- 5.NF.5a** Interpret multiplication as 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 the indicated multiplication.. **(6.N.8, 5.N.13)**
- 5.NF.5b** Interpret multiplication as scaling (resizing), by explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **(6.N.8, 5.N.13)**
- 5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem **(5.P.4)**

TOPIC ELEVEN: Multiplying Fractions and Mixed Numbers

1. Fractions: Multiplying Fractions and Whole Numbers (11-1)
2. Fractions: Multiplying Two Fractions (11-2)
3. Fractions: Multiplying Mixed Numbers (11-3)
4. Fractions: Relating Division to Multiplication of Fractions (11-4)
5. Draw a Picture and Write an Equation (11-5)
6. Review Topic 11
7. Topic 11 TEST

Objectives (Students will...)

1. Use models and computational procedures to add and subtract fractions with like denominators.
2. **Determine** common multiples and the least common multiple of numbers.
3. Use models and computational procedures to add fractions with unlike denominators.
4. Use models and computational procedures to subtract fractions with unlike denominators
5. Use models and computational procedures to subtract mixed numbers.
6. Use try, check, and revise in order to solve problems
7. **Multiply** a fraction by a whole number. **8** Give the product of two fractions. **9. Multiply** mixed numbers.

Essential Question

What is the process for multiplying a fraction and a mixed number?

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Evaluation/Activities

- Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.
- Class work:** To be done on each topic/concept as needed for understanding.
- Homework:** To be given daily on each introduced topic as determined by the teacher.
- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.
- TEST:** Topic 11 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 20

Massachusetts Performance Standards

The students will:

5.NF.7a Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$*

5.NF.7b Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a whole number by a unit fraction, and

TOPIC TWELVE: Perimeter and Area

1. Measurement: Using Customary Units of Length (12-1)
2. Measurement: Using Metric Units of Length (12-2)
3. Measurement: Perimeter (12-3)
4. Measurement: Area of Squares and Rectangles (12-4)
5. Measurement: Area of Parallelograms (12-5)

Objectives (Students will...)

1. **Multiply** a fraction by a whole number.
2. **Give** the product of two fractions.
3. **Multiply** mixed numbers.
4. **Relate** division to the multiplication of fractions.
5. **Use** bar diagrams and write equations to solve problems
6. **Choose** the most appropriate units of length and measure to the nearest inch, half inch, quarter inch, or eighth inch.
7. **Choose** the most appropriate metric unit of length and measure to the nearest centimeter and millimeter.
8. **Find** the perimeter of polygons.

Essential Question

What are the customary and metric units for capacity, weight, and mass?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 21

Massachusetts Performance Standards

The students will:

5.NF.4b Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **(5.M.1)**

TOPIC TWELVE: Perimeter and Area

1. Measurement: Area of Triangles (12-6)
2. Measurement: Circles and Circumference (12-7)
3. Draw a Picture and Make an Organized List (12-8)
4. Review Topic 12
5. Test Topic 12
6. BENCHMARK TEST TOPICS 1-12

Objectives (Students will...)

1. **Find** the areas of squares and rectangles using formulas.
2. **Find** the area of a parallelogram by using a formula. **Find** the length of the sides of a parallelogram when the area and one side length are given.
3. **Find** the area of a triangle by using a formula. Find a missing length when the area and other dimensions are known.
4. **Make** an organized list and **draw** a picture in order to solve problems

Essential Question

How can finding area and perimeter help in everyday situations?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Topic 12 & BENCHMARK TEST TOPICS 1-12

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 22 and 23

Massachusetts Performance Standards

The students will:

5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5.G.2, 5.M.4, 5.P.4,5.N.12)

5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.(5.M.4, 5.N.12)

TOPIC THIRTEEN: Solids

1. Geometry: Solids (13-1)
2. Geometry: Relating Shapes and Solids (13-2)
3. Measurement: Surface Area (13-3)
4. Geometry: Views of Solids (13-4)
5. Measurement: Volume (13-5)
6. Geometry: Irregular Shapes and Solids (13-6)
7. Use Objects and Solve a Simpler Problem (13-7)
8. Review Topic 13
9. Topic 13 Test

Objectives (Students will...)

1. **Identify** solid figures according to faces, edges, and vertices.
2. **Identify** a two-dimensional representation of a solid.
3. **Determine** the surface area of rectangular solids.
4. **Identify** different views of a solid.

Essential Question

How are geometric solids described using both surface area and volume?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic #13

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 24

Massachusetts Performance Standards

The students will:

5.MD.3a Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. **(5.M.4)**

5.MD.3b Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.. **(5.M.4)**

5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **(5.M.4)**

5.MD.5a Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.. **(5.M.4, 5.N.12)**

5.MD.5b Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Apply the 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 edge lengths in the context of solving real world and mathematical problems.**(5.M.4, 5.N.12)**

5.MD.5c Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.**(5.M.4, 5.N.12)**

TOPIC FOURTEEN: Measurement Units, Time, and Temperature

1. Measurement: Customary Units of Capacity (14-1)
2. Measurement: Metric Units of Capacity (14-2)
3. Measurement: Units of Weight and Mass (14-3)
4. Measurement: Converting Customary Units (14-4)
5. Measurement: Converting Metric Units (14-5)

Objectives (Students will...)

1. **Count** cubic units and **use** formulas to find the volume of prisms.
2. **Find** the areas and volumes of irregular shapes and solids.
3. **Use** a variety of customary units to measure liquid volume.
4. **Use** metric units to measure liquid volume.
5. **Use** units of mass and weight to determine the amount of matter an object has.
6. **Convert** customary units of measure using multiplication and division.
7. **Convert** metric units of measure using multiplication and division.

Essential Question

What are the customary and metric units for capacity, weight, and mass?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 25

Massachusetts Performance Standards

The students will:

5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.**(5.M.3)**

5.NS.MA.1 Use positive and negative integers to describe quantities such as temperature above/below zero, elevation above/below sea level, or credit/debit **(5.G.4)**

TOPIC FOURTEEN: Measurement Units, Time, and Temperature

1. Measurement: Elapsed Time (14-6)
2. Measurement: Elapsed Time in Other Units (14-7)
3. Measurement: Temperature Change (14-8)
4. Make A Table (14-9)
5. Review Topic 14
6. Topic 14 Test

Objectives (Students will...)

1. Use units of mass and weight to determine the amount of matter an object has and how heavy or light an object is.
2. **Convert** customary units of measure using multiplication and division.
3. **Convert** metric units of measure using multiplication and division.
4. **Use** models and computational procedures to find elapsed time, start time or end time involving hours or minutes.
5. **Use** computational procedures to find elapsed time, starting time or ending time involving minutes, hours, days and weeks.
6. **Use** thermometers and computational procedures to find changes in temperature in both Fahrenheit and Celsius units.

Essential Question

How is elapsed time and temperature change computed using a table?

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3. eTools Electronic Math Manipulative Kit
4. enVision ExamView Test Generator
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6. Turning Point Technologies

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic 14 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 26

Massachusetts Performance Standards

The students will:

5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? (5.P.4, 5.D.2)*

OLD MA 5.N.4 Demonstrate and understand fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on a number line.

OLD MA 5.N.5 Identify and determine common equivalent fractions (with denominators 2, 4, 5, 10) and mixed numbers (with denominators 2, 4, 5, 10), decimals, percents (through 100 percent)

TOPIC FIFTEEN: Solving and Writing Equations and Inequalities

1. Solving Addition and Subtraction Equations (15-1)
2. Solving Multiplication and Division Equations (15-2)
3. Inequalities and the Number Line (15-3)
4. Patterns and Equations (15-4)
5. Draw a Picture and Write an Equation (15-5)
6. Review Topic 15
7. Topic 15 Test

Objectives (Students will...)

1. **Read** and **write** ratios and generate equal ratios.
2. **Write** a percent for a given situation and **create** situations for given percents.
3. **Write** numbers as fractions, decimals, and percents.
4. **Find** the given percent of a whole number.
5. **Make** tables and **find** a pattern to solve problems involving percent

Essential Question

What is the relationship between ratios, percents, fractions, and decimals?

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Homework: To be given daily on each introduced topic as determined by the teacher.

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Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic 15 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 27

Massachusetts Performance Standards

The students will:

5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

OLD MA 5.N.4 Demonstrate and understand fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on a number line.

OLD MA 5.N.5 Identify and determine common equivalent fractions (with denominators 2, 4, 5, 10) and mixed numbers (with denominators 2, 4, 5, 10), decimals, percents (through 100 percent)

TOPIC SIXTEEN: Ratio and Percent

1. Number: Understanding Ratios (16-1)
2. Number: Understanding Percent (16-2)
3. Number: Percent, Fractions, and Decimals (16-3)
4. Number: Finding Percent of a Whole Number (16-4)
5. Make a Table and Look for a Pattern (16-5)
6. Review Topic 16
7. Topic 16 TEST

Objectives (Students will...)

1. **Read** and **write** ratios and generate equal ratios.
2. **Write** a percent for a given situation and **create** situations for given percents.
3. **Write** numbers as fractions, decimals, and percents.
4. **Find** the given percent of a whole number.
5. **Make** tables and **find** a pattern to solve problems involving percent

Essential Question

What is the relationship between ratios, percents, fractions, and decimals?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic 16 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 28

Massachusetts Performance Standards

The students will:

5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.***(5.G.3)**

5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.**(5.G.3, 5.P.4, 5.D.2, 6.D.2)**

TOPIC SEVENTEEN: Equations and Graphs

1. Number: Understanding Integers (17-1)
2. Algebra: Ordered Pairs (17-2)
3. Distances on Number Line and The Coordinate Plane (17-3)
4. Graphing Equations (17-4)
5. Work Backward (17-5)
6. Review Topic 17
7. Topic 17 Test

Objectives (Students will...)

- 1. Collect** data and **record** data in frequency tables and line plots. Interpret the results.
- 2. Create** and **interpret** bar graphs and picture graphs.
- 3. Make** a line graph from a set of ordered pairs.
- 4. Read** and **interpret** the line graph.
- 5. Organize** numbers by place value in a stem-and-leaf plot.
- 6. Find** the mean of data sets.
- 7. Find** the mean, mode, and range of data sets
- 8. Read** and **write** integers and represent them on a number line.
- 9. Identify** and **graph** points on a coordinate plane.
- 10. Find** distances on a number line and the coordinate plane

Essential Question

- A) What is an integer?
- B) What are coordinate planes?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic 17

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 29 and 30

Massachusetts Performance Standards

The students will:

- 5MD.2** 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. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.***(5.D.1, 5.G.3, 6.D.2)**
- 5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.***(5.G.3)**
- 5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.**(5.G.3, 5.P.4, 5.D.2, 6.D.2)**
- 5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**(5.N.12, 5.P.4, 5.N.14)**

TOPIC EIGHTEEN: Graphs and Data

1. Statistics: Data from Surveys (18-1)
2. Statistics: Bar Graphs and Picture Graphs (18-2)
3. Statistics: Line Graphs (18-3)
4. Statistics: Stem-and-Leaf Plot (18-4)
5. Statistics: Histograms (18-5)
6. Circle Graphs (18-6)
7. Statistics: Mean (18-7)
8. Statistics: Median, Mode, and Range (18-8)
9. Make A Graph (18-9)
10. Review Topic 18
11. Topic 18 Test

Objectives (Students will...)

1. **Collect** data and **record** data in frequency tables and line plots. Interpret the results.
2. **Create** and **interpret** bar graphs and picture graphs.
3. **Make** a line graph from a set of ordered pairs.
4. **Read** and **interpret** the line graph.
5. **Organize** numbers by place value in a stem-and-leaf plot.
6. **Find** the mean of data sets.
7. **Find** the mean, mode, and range of data sets

Essential Question

- a) How can data be represented on a graph?
- b) What is range, mode, median, and mean?
- c) What are coordinate planes?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic 18

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 31

Massachusetts Performance Standards

The students will:

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

5.G.5 Describe and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.

TOPIC NINETEEN: Transformations, Congruence, and Symmetry

1. Geometry: Translations (19-1)
2. Geometry: Reflections (19-2)
3. Geometry: Rotations (19-3)
4. Geometry: Congruence (19-4)
5. Geometry: Symmetry (19-5)
6. Use Objects (19-6)
7. Review Topic 19
8. Topic 19 TEST

Objectives (Students will...)

1. **Use** coordinates to describe a translation of a figure.
2. **Use** coordinates to describe a reflection of a figure.
3. **Describe** and **draw** a rotation of a figure
4. **Determine** whether a pair of congruent figures are related by a transformation, reflection, rotation, or some combination of the three.
5. **Explore** figures that have line symmetry and rotational symmetry
6. **Use** a variety of objects to solve problems.

Essential Question

How can you use translations, reflections, and rotations to transform polygons?

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Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic 19 TEST

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 32

Massachusetts Performance Standards

The students will:

Old MA5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.

Old MA 5.D.3 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a number cube) and test the predictions

Old MA 6.D.3 Use tree diagrams and other models (e.g., lists and tables) to represent possible or actual outcomes of trials. Analyze the outcomes.

Old MA 6.D.4 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a die) and test the predictions. Use appropriate ratios between 0 and 1 to represent the probability of the outcome and associate the probability with the likelihood of the event.

TOPIC TWENTY: Probability

1. Probability: Outcomes (20-1)
2. Probability: Writing Probability as a Fraction (20-2)
3. Probability: Experiments and Predictions (20-3)
4. Solve a Simpler Problem (20-4)
5. Review Topic 20
6. Topic 20 TEST
7. BENCHMARK TEST Topic 1-20

Objectives (Students will...)

1. Find all possible outcomes of a probability experiment by using a tree diagram or by multiplying.
2. Use fractions to represent the theoretical probability of an event.
3. Use fractions to represent the experimental probability of an event and use the probability to make predictions.

Essential Question

How are predictions made, using the probability of an event?

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Quiz: Formal assessments will be given as warranted by the curriculum.

TEST: Topic 20 TEST and BENCHMARK TEST TOPICS 1-20

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

