



5th Grade Math Scope & Sequence 24-25



Resources: [Math Standards](#)

[Instructional Scope 3.0](#)

[NM-MSSA Practice Test](#)

SAMPLE Lesson Plans: [Wk 1](#) [Wk 2](#)

Key: TE - Teacher Edition, SWB - Student Workbook, H&R - Homework & Remembering

Week	Operations & Algebraic Thinking	Number & Operations Base Ten	Number & Operations - Fractions	Measurement & Data	Geometry	Instructional Scope Information
0 Aug. 5 - 9	District PD	District PD	Transition Day	<p>Number Sense Routine: Which One is Different and Why?</p> <p>Math Tasks: Leo the Rabbit Origami Tasks Dear Data Taxi Cab</p>	<p>Number Sense Routine: Mystery Number</p> <p>Math Tasks: How Many Rows? How Close to 100? Crackers Penny Collection</p>	<p>Cover Rules, Routines, and Procedures</p> <p>Math Tasks- choose as many as you would like for your math lessons. This will be the start of building a math community and math growth mindsets.</p>
1 Aug. 12 - 16 5 days (Possible iMSSA testing)	<p>Unit 2</p> <p>Big Idea 1: Read and Write Whole Numbers and Decimals</p>					
	<p>Number Sense Routine: Notice and Wonder</p> <p>Lesson 1: Decimals as Equal Divisions</p> <p>Standards: 5.NBT.A.3 Mathematical Practice: MP2, MP3, MP6, MP7, MP8 Objective: We will learn about decimals as equal divisions of a whole. Resources: TE pg: 107-114 SWB: pg: 47-48 H&R pp: 27-28</p>	<p>Number Sense Routine: Number Line</p> <p>Lesson 2: Thousands to Thousandths</p> <p>Standards: 5.NBT.A.3.a Mathematical Practice: MP2, MP3, MP5, MP6, MP8 Objective: We will expand their understanding of decimals to thousandths Resources: TE pg: 115-124 SWB: pg: 49-50 H&R pp: 29-30</p>	<p>Number Sense Routine: Alike and Different</p> <p>Lesson 3: Equate and Compare Thousandths</p> <p>Standards: 5.NBT.A.3.b Mathematical Practice: MP2, MP3, MP5, MP6, MP7, MP8 Objective: We will learn to compare decimal numbers through thousandths. Resources: TE pg: 125-136 SWB: pg: 51-52 H&R pp: 31-32</p>	<p>Number Sense Routine: Modeling Outfits</p> <p>Quick Quiz1 for Lessons 1-3</p> <p>Standards: 5.NBT.A.1, 5.NBT.A.3, 5.OA.A.1 Objective: We will check our understanding from Lessons 1-3. Resources: TE pg. 136 SWB: pg. 53</p> <p><i>Strategy Check (Optional):</i> TE: pg. 136 SWB: pg. 54</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Lesson 4: Adding and Subtracting Decimals</p> <p>Standards: 5.NBT.B.7 Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP7 Objective: We will use models to learn to add and subtract decimals. Resources: TE: pg. 137-144 SWB: pg. 55-56 H&R: pg. 33-34</p> <p>Optional Lesson: Addition and Subtraction</p>	<p>Students Who Demonstrate Understanding Can: Read and write decimal to thousandths using base-ten numerals, number names, and expanded form. Use >, = and < symbols to record the results of comparisons between decimals. Compare two decimals to the thousandths, based on the place value of each digit. Use knowledge of base ten and place value to round decimals to any place. Discourse Questions How can you explain your thinking in written form?</p>

2 Aug. 19 - 23	Unit 2 Big Idea 1: Addition and Subtraction with Decimals					
5 days (Possible iMSSA testing)	Number Sense Routine: Today's Number Lesson 5: Add Whole Numbers and Decimals Standards: 5.NBT.B.7 Mathematical Practice: MP2, MP3, MP6 Objective: We will learn to add decimals by aligning their place values. Resources: Lesson 5 - TE pg: 145-150 SWB: pg: 57-58 H&R pp: 35-36	Number Sense Routine: Focus on Fractions Lesson 6: Subtract Whole and Decimal Numbers Standards: 5.NBT.B.7 Mathematical Practice: MP1, MP3, MP5, MP6 Objective: We will learn to subtract whole numbers and decimals to hundredths. Resources: TE pg: 151-158 SWB: pg: 59-60 H&R pp: 37-38	Number Sense Routine: Guess My Rule Lesson 7: Properties and Strategies Standards: 5.NBT.B.7 Mathematical Practice: MP1, MP3, MP6, MP7, MP8 Objective: We will learn to use the Commutative and Associative Properties of Addition and the Distributive Property to compute mentally. Resources: TE pg: 159-164 SWB: pg: 61-62 H&R pp: 39-40	Number Sense Routine: Let It Flow Quick Quiz 2 for Lessons 4-7 Standards: 5.NBT.B.7 Mathematical Practice: MP1, MP3, MP6, MP7, MP8 Objective: We will check our understanding from Lessons 4-7.. Resources: TE pg: 164 SWB: pg: 63 <i>Strategy Check (Optional):</i> <i>SWB: pg. 64</i>	Number Sense Routine: How Do You Know? Lesson 8: Round and Estimate With Decimals Standards: 5.NBT.A.4 Mathematical Practice: MP1, MP2, MP3, MP5, MP6, MP8 Objective: We will learn to estimate decimal sums and differences. Resources: TE pg: 165-174 SWB: pg: 65-66 H&R pp: 41-42	Students Who Demonstrate Understanding Can: Justify reasoning with written explanation. Explain how place value affects how to use the four operations. Use the four operations with decimals to the hundredths. Use models or drawings. Common Misconceptions Students might compute the sum or difference of decimals by lining up the right-hand digits as they would the whole number. Students who only memorize the steps for algorithms without understanding will confuse the “steps” in the addition algorithm with the “steps” in the multiplication algorithm.
3 Aug. 26 - 30	Unit 2 Big Idea 1: Round and Estimate with Decimals					
5 days	Number Sense Routine: Which One is Different and Why? Lesson 9: Graphs With Decimal Numbers Standards: 5.NBT.A.3.b, 5.NBT.A.4 Mathematical Practice: MP1, MP3, MP4, MP6 Objective: We will learn to interpret and construct bar graphs that involve decimal numbers. Resources: TE pg: 175-180 SWB: pg: 67-68 H&R pp: 43-44	Number Sense Routine: Mystery Number Lesson 10: Focus on Mathematical Practices Standards: 5.NBT.A.3.b, 5.NBT.B.7 Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP7, MP8 Objective: We will solve real world problems involving decimals. Resources: TE pg: 181-186 SWB: pg: 69-70 H&R pp: 45-46	Number Sense Routine: Final Lap Review Standards to prepare for assessment Optional Math Task: Solve Problems with Decimals	Number Sense Routine: Notice and Wonder Assessing the Unit: Addition and Subtraction with Decimals Standards: 5.NBT.A.1, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.7 Mathematical Practice: ALL Objective: We will show our mastery of Unit 2 standards. Resources: TE: pg. 187-192 SWB: pg. 73-80	Number Sense Routine: Number Lines Assessing the Unit: Addition and Subtraction with Decimals Standards: 5.NBT.A.1, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.7 Mathematical Practice: ALL Objective: We will show our mastery of Unit 2 standards. Resources: TE: pg. 187-192 SWB: pg. 73-80	Students Who Demonstrate Understanding Can: Explain why the value of digits depends on its place. Round decimals to any place. Common Misconceptions Students may try to extend a shallow understanding of whole number place value to decimal place. Students may think the more digits after a decimal point the greater the number. Students can confuse the language describing the relationship between place values for whole numbers and decimal numbers. Students memorize a rule of “adding zeros” to make the powers of 10 and then misapply this “rule”.

<p>4 Sept. 2 - 6</p> <p>4 days</p>	<p align="center">Unit 4</p> <p align="center">Big Idea 1: Multiplication with Whole Numbers and Decimals</p>					
<p>5 Sept. 9 - 13</p> <p>5 days</p>	<p align="center">Unit 4</p> <p align="center">Big Idea 1: Multiplication with Whole Numbers and Decimals</p> <p align="center">Big Idea 2: Multiplication with Decimal Numbers</p>					
<p>6 Sept. 16 - 20</p> <p>5 days</p>	<p align="center">Unit 4</p> <p align="center">Big Idea 2: Multiplication with Decimal Numbers</p>					
	<p>No School</p>	<p>Number Sense Routine: Alike and Different</p> <p>Lesson 1: Shift Patterns in Multiplication</p> <p>Standards: 5.NBT.A.1 Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP8 Objective: We will learn how the digits of a number shift their place value positions when multiplied by powers of 10. Resources: TE pg: 301-312 SWB: pg: 137-144 H&R pp: 75-76</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Lesson 2: Patterns with Fives and Zeros</p> <p>Standards: 5.NBT.A.2 Mathematical Practice: MP3, MP4, MP6, MP7, MP8 Objective: We will learn how multiples of 5 affect the zeros pattern. Resources: TE pg: 313-318 SWB: pg: 145-146 H&R pp: 77-78</p>	<p>Number Sense Routine: Today's Number</p> <p>Lesson 3: Sharing Methods for Multiplication</p> <p>Standards: 5.NBT.A.1, 5.NBT.B.5 Mathematical Practice: MP1, MP2, MP3, MP4, MP6 Objective: We will learn to use place value models to help them solve multi digit multiplication problems. Resources: TE pg: 319-324 SWB: pg: 147-148 H&R pp: 79-80</p>	<p>Number Sense Routine: Focus on Fractions</p> <p>Lesson 4: Multiply Two-Digit Numbers</p> <p>Standards: 5.NBT.B.5 Mathematical Practice: MP3, MP6, MP7 Objective: We will learn new Resources: TE pg: 325-332 SWB: pg: 149-152 H&R pp: 81-82</p>	<p>Students Who Demonstrate Understanding Can: Explain 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. Explain the patterns in the number of zeros of the product when multiplying a number of powers of 10. Multiply multi-digit whole numbers using the standard algorithm.</p>
	<p>Number Sense Routine: Guess My Rule</p> <p>Lesson 5: Practice Multiplication</p> <p>Standards: 5.NBT.B.5 Mathematical Practice: MP6 Objective: We will use knowledge gained from the prior lessons to develop fluency multiplying multi digit numbers. Resources: TE pg: 333-336 SWB: pg: 153-154 H&R pp</p>	<p>Number Sense Routine: Chasing Gold</p> <p>Quick Quiz 1 for Lessons 1-5</p> <p>Standards: 5.NBT.B.5, 5.NBT.A.1 Objective: We will assess our understanding from lesson 1-5. Resources: TE: pg. 336 SWB: pg. 155</p> <p><i>Fluency Check (Optional)</i> SWB pg. 156</p>	<p>Number Sense Routine: How Do You Know?</p> <p>Lesson 6: Multiply Decimals by Whole Numbers</p> <p>Standards: 5.NBT.B.7 Mathematical Practice: MP1, MP3, MP4, MP6, MP7, MP8 Objective: We will learn to solve multiplication problems in which one factor is a decimal number. Resources: TE pg: 337-344 SWB: pg: 157-160 H&R pp: 85-86</p>	<p>Number Sense Routine: Which One is Different and Why?</p> <p>Lesson 7: Multiply by Decimals</p> <p>Standards: 5.NBT.B.7 Mathematical Practice: MP1, MP2, MP3, MP6, MP7, MP8 Objective: We will expand their skills to multiplying a whole or decimal number by a decimal number. Resources: TE pg: 345-354 SWB: pg: 161-166 H&R pp: 87-88</p>	<p>Number Sense Routine: Mystery Number</p> <p>Lesson 8: Multiply with Decimals Greater Than 1</p> <p>Standards: 5.NBT.B.7 Mathematical Practice: MP1, MP3, MP6, MP7, MP8 Objective: We will learn to multiply with decimals that are greater than 1. Resources: TE pg: 355-360 SWB: pg: 167-170 H&R pp: 89-90</p>	<p>Students Who Demonstrate Understanding Can: Justify reasoning with written explanation. Explain how place value affects how to use the four operations. Use the four operations with decimals to the hundredths. Use models or drawings.</p> <p>Discourse Questions How do you decide which operation to use to solve a problem? How can you explain your thinking in written form?</p>
	<p>Number Sense Routine: Notice and Wonder</p>	<p>Number Sense Routine: Number Lines</p>	<p>Number Sense Routine: Alike and Different</p>	<p>Number Sense Routine: Straighten Up</p>	<p>Number Sense Routine: Two Truths and a Lie</p>	<p>Students Who Demonstrate</p>

	<p>Lesson 9: Compare Shift Patterns</p> <p>Standards: 5.NBT.B.7 Mathematical Practice: MP2, MP3, MP6, MP7, MP8 Objective: We will compare shift patterns when multiplying by whole numbers and when multiplying by decimals. Resources: TE pg: 361-368 SWB: pg: 171-174 H&R pp: 91-92</p>	<p>Lesson 10: Estimate products</p> <p>Standards: 5.NBT.B.7 Mathematical Practice: MP2, MP3, MP6 Objective: We will learn to round whole numbers and decimal numbers to estimate a product. Resources: TE pg: 369-376 SWB: pg: 175-176 H&R pp: 93-94</p>	<p>Lesson 11: Multiplication Practice</p> <p>Standards: 5.NBT.B.7 Mathematical Practice: MP2, MP3, MP6 Objective: We will practice solving a variety of problems that involve multiplying decimal numbers. Resources: TE pg: 377-382 SWB: pg: 177-178 H&R pp: 95-96</p> <p>Optional Math Task: Use Properties to Multiply Decimals</p>	<p>Review Standards to prepare for assessment</p> <p>Optional Math Task: Multiply More Decimals</p> <p>*Math task is to practice the previous standard. You can choose to assign the math task if students finish the quick quiz.</p>	<p>Assessing the Unit: Addition and Subtraction with Decimals</p> <p>Standards: 5.NBT.A.1, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.7 Mathematical Practice: ALL Objective: We will show our mastery of Unit 2 standards. Resources: TE: pg. 187-192 SWB: pg. 73-80</p>	<p>Understanding Can: Justify reasoning with written explanation. Explain how place value affects how to use the four operations. Use the four operations with decimals to the hundredths. Use models or drawings.</p> <p>Discourse Questions How do you decide which operation to use to solve a problem? How can you explain your thinking in written form?</p>
<p>7 Sept. 23 - 27</p> <p>5 days</p> <p>CFA #1</p>	<p>Unit 5 Big Idea 1: Division with Whole Numbers</p>					
	<p>Number Sense Routine: Today's Number</p> <p>Assessing the Unit: Addition and Subtraction with Decimals</p> <p>Standards: 5.NBT.A.1, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.7 Mathematical Practice: ALL Objective: We will show our mastery of Unit 2 standards. Resources: TE: pg. 187-192 SWB: pg. 73-80</p>	<p>Number Sense Routine: Focus on Fractions</p> <p>Lesson 1: Divide Whole Numbers by One Digit</p> <p>Standards: 5.NBT.B.6 Mathematical Practice: MP1, MP2, MP3, MP4, MP6, MP7, MP8 Objective: We will learn to divide multi digit numbers by single-digit divisors. Resources: TE pg: 395-406 SWB: pg: 193-196 H&R pp: 99-100</p>	<p>Number Sense Routine: Guess My Rule</p> <p>Lesson 2: Explore Dividing by Two-Digit Whole Numbers</p> <p>Standards: 5.NBT.B.6 Mathematical Practice: MP1, MP3, MP4, MP6 Objective: We will learn to divide when the divisor has two digits. Resources: TE pg: 407-412 SWB: pg: 197-198 H&R pp:101-102</p>	<p>Number Sense Routine: How Do You Know?</p> <p>Lesson 3: Too Large, Too Small, or Just Right?</p> <p>Standards: 5.NBT.B.6 Mathematical Practice: MP2, MP3, MP6, MP8 Objective: We will learn to adjust estimated digits that are too high or too low and recognize how to handle each case. Resources: TE: pg. 413-418 SWB: pg. 199-200 H&R: pg. 103-104</p> <p>Optional Math Task: World's Record Noodle Soup</p>	<p>Number Sense Routine: Quick Images</p> <p>Lesson 4: Interpret Remainders</p> <p>Standards: 5.NBT.B.6, 5.NF.B.3 Mathematical Practice: MP1, MP3, MP6 Objective: We will learn to interpret remainders for a variety of problem types. Resources: TE pg: 419-426 SWB: pg: 201-204 H&R pp: 105-106</p>	<p>Students Who Demonstrate Understanding Can:</p> <p>Explain calculations using equations or models that represent understanding of division. Find whole number quotients of whole numbers with four-digit dividends and two-digit divisors. Use multiple strategies to solve division problems.</p>
<p>8 Sept. 30 - Oct 4</p> <p>3 days</p> <p>Parent/Teacher Conferences</p>	<p>Unit 5 Big Idea 1: Division with Whole Numbers Big Idea 2: Division with Decimal Numbers</p>					
	<p>Number Sense Routine: Which One is Different and Why?</p> <p>Lesson 5: Division Practice</p>	<p>Number Sense Routine: Where's the Beef?</p> <p>Quick Quiz 1</p> <p>Standards: 5.NBT.B.6</p>	<p>Number Sense Routine: Mystery Number</p> <p>Lesson 6: Divide Decimal Numbers by Whole Numbers</p>	<p>Conferences</p>	<p>Conferences</p>	<p>Students Who Demonstrate Understanding Can: Justify reasoning with written explanation. Explain how place value</p>

	<p>Standards: 5.NBT.B.6, 5.MD.A.1</p> <p>Mathematical Practice: MP3, MP6</p> <p>Objective: We will increase our competency in division of whole numbers by providing practice in numerical and word problems.</p> <p>Resources: TE pg: 427-432 SWB: pg: 205-206 H&R pp: 107-108</p>	<p>Objective: We will check our mastery from lesson 1-5.</p> <p>Resources: TE: pg. 432 SWB: pg. 207</p> <p>Optional Math Task: Minutes and Days</p> <p>*Math task is to practice the previous standard. You can choose to assign the math task if students finish the quick quiz.</p>	<p>Standards: 5.NBT.A.2, 5.NBT.B.7</p> <p>Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7, MP8</p> <p>Objective: We will expand their knowledge of division to include division of decimal numbers by whole numbers.</p> <p>Resources: TE pg: 433-440 SWB: pg: 209-212 H&R pp: 109-110</p>			affects how to use the four operations. Use the four operations with decimals to the hundredths. Use models or drawings.
<p>9 Oct. 7 - 11</p> <p>5 days</p> <p>End of 1st 9 weeks</p>	<p>Unit 5 Big Idea 1: Division with Whole Numbers</p>					
	<p>Number Sense Routine: Notice and Wonder</p> <p>Lesson 7: Divide Whole Numbers by Decimal Numbers</p> <p>Standards: 5.NBT.A.2, 5.NBT.B.7</p> <p>Mathematical Practice: MP1, MP2, MP3, MP6, MP8</p> <p>Objective: We will learn to divide when the divisor is a decimal number.</p> <p>Resources: TE pg: 441-450 SWB: pg: 213-218 H&R pp: 111-112</p>	<p>Number Sense Routine: Number Lines</p> <p>Lesson 8: Divide a Decimal Number by a Decimal Number</p> <p>Standards: 5.NBT.A.2, 5.NBT.B.7</p> <p>Mathematical Practice: MP1, MP2, MP3, MP6, MP7</p> <p>Objective: We will learn to solve problems where both the dividend and the divisor are decimal numbers.</p> <p>Resources: TE pg: 451-458 SWB: pg: 219-222 H&R pp: 113-114</p>	<p>Number Sense Routine: Alike and Different</p> <p>Lesson 9: Division Practice</p> <p>Standards: 5.NBT.B.6, 5.NBT.B.7</p> <p>Mathematical Practice: MP1, MP2, MP3, MP6, MP7</p> <p>Objective: We will review what they have learned in previous lessons by solving a variety of division problems involving whole numbers and decimal numbers.</p> <p>Resources: TE pg: 459-464 SWB: pg: 223-224 H&R pp: 115-116</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Lesson 10: Distinguish Between Multiplication and Division</p> <p>Standards: 5.NBT.B.6, 5.NBT.B.7, 5.NF.B.5.a-b,</p> <p>Mathematical Practice: MP1, MP2, MP3, MP6, MP8</p> <p>Objective: We will learn to decide whether a word problem involving decimals can be solved by using multiplication or by using division.</p> <p>Resources: TE pg: 465-472 SWB: pg: 225 -228 H&R pp: 117-118</p>	<p>Number Sense Routine: Today's Number Array-Bow of Colors</p> <p>Review Unit 5 Optional Quick Quiz 2 used for review before assessment</p> <p>Optional Math Task: World's Record Folk Dance</p> <p>*Choose the best option for your class to prepare for assessment.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> Generate equivalent fractions to find the like denominator.
<p>10 Oct. 14 - 18</p> <p>4 days</p>	<p>Unit 1 Big Idea 1: Equivalent Fractions Big Idea 2: Addition and Subtraction of Fractions</p>					
	<p>No School</p>	<p>Number Sense Routine: Today's Number</p> <p>Assessing the Unit: Unit 5 Division with Whole Numbers and Decimals</p>	<p>Number Sense Routine: Focus on Fractions</p> <p>Assessing the Unit: Unit 5 Division with Whole Numbers and Decimals</p>	<p>Number Sense Routine: Guess My Rule</p> <p>Lesson 2: Explain Equivalent Fractions</p>	<p>Number Sense Routine: How Do You Know?</p> <p>Lesson 3: Equivalent Fractions and Multipliers</p>	<p>Students Who Demonstrate Understanding Can: Explain why fractions with unlike denominators need to be replaced with</p>

		Standards: 5.NBT.A.2, 5.NBT.B.6, 5.NBT.B.7 Objective: We will assess our mastery of Unit 5 standards. Resources: TE: pg. 479-484 SWB: pg. 233-240	Standards: 5.NBT.A.2, 5.NBT.B.6, 5.NBT.B.7 Objective: We will assess our mastery of Unit 5 standards. Resources: TE: pg. 479-484 SWB: pg. 233-240	Standards: 5.NF.A.1 Mathematical Practice: MP2, MP3, MP5, MP6, MP7 Objective: We will learn to generate and explain simple equivalent fractions. Resources: TE pg: 9-18 SWB: pg: 5-8 H&R pp: 3-4	Standards: 5.NF.A.1 Mathematical Practice: MP2, MP3, MP4, MP6, MP7, MP8 Objective: We will learn about the role of the multiplier in equivalent fractions. Resources: TE pg: 19-26 SWB: pg: 9-10 H&R pp: 5-6	equivalent fractions with like denominators when adding or subtracting. Generate equivalent fractions to find the like denominator. Solve addition and subtraction problems involving fractions (including mixed numbers) with like and unlike denominators using an equivalent fraction strategy
11 Oct. 21 - 25 5 days	Unit 1 Big Idea 1: Addition and Subtraction of Fractions					
	Number Sense Routine: Quick Images Lesson 4: Strategies for Comparing Fractions Standards: 5.NF.A.1 Mathematical Practice: MP2, MP3, MP5, MP6, MP7, MP8 Objective: We will learn to use a variety of strategies to compare fractions. Resources: TE pg: 27-36 SWB: pg. 11-14 H&R pp: 7-8	Number Sense Routine: Which One is Different and Why? Lesson 5: Fractions Greater Than One Standards: 5.NF.A.1, 5.NF.A.2 Mathematical Practice: MP2, MP3, MP4, MP5, MP6 Objective: We will learn to convert between fractions and mixed numbers. Resources: TE pg: 37-44 SWB: pg: 15-16 H&R pp: 9-10	Number Sense Routine: The Spinner Quick Quiz 1 for Lessons 1-5 Optional Math Task: Egyptian Fractions Mixed Numbers with Unlike Denominators Finding Common Denominators to Add Jog-A-Thon Finding Common Denominators to Subtract Making S'mores Fractions on a Line Plot *Math tasks are to practice the previous standard. You can choose 1 or more for your class after the quick quiz.	Number Sense Routine: Mystery Number Lesson 6: Add and Subtract Like Mixed Numbers Standards: 5.OA.A.1, 5.NF.A.2 Mathematical Practice: MP3, MP4, MP6 Objective: We will learn to add and subtract mixed numbers with like denominators. Resources: TE pg: 45-52 SWB: pg: 19-20 H&R pp: 11-12	Number Sense Routine: Notice and Wonder Lesson 7: Add Unlike Fractions Standards: 5.NF.A.1, 5.NF.A.2 Mathematical Practice: MP1, MP2, MP3, MP4, MP6, MP8 Objective: We will learn to add fractions with different denominators. Teaching the Lesson Resources: TE pg: 53-62 SWB: pg: 21-22 H&R pp: 13-14	Students Who Demonstrate Understanding Can: Explain why fractions with unlike denominators need to be replaced with equivalent fractions with like denominators when adding or subtracting. Generate equivalent fractions to find the like denominator. Solve addition and subtraction problems involving fractions (including mixed numbers) with like and unlike denominators using an equivalent fraction strategy. Common Misconceptions Students often mix models when adding, subtracting or comparing fractions. Students will use a circle for thirds and a rectangle for fourths when comparing fractions with thirds and fourths. Remind students that the representations need to be from the same whole models with the same shape and same size.

<div>12</div> <div>Oct. 28 - Nov. 1</div> <div>5 days</div>	<div>Unit 1</div> <div>Big Idea 1: Addition and Subtraction of Fractions</div>					
	<div>Number Sense Routine: Number Lines</div> <div>Lesson 8: Subtract Unlike Fractions</div> <div>Standards: 5.NF.A.1, 5.NF.A.2</div> <div>Mathematical Practice: MP1, MP2, MP3, MP4, MP6</div> <div>Objective: We will learn to subtract fractions with different denominators.</div> <div>Resources: TE pg: 63-68 SWB: pg. 23-24 H&R pp: 15-16</div>	<div>Number Sense Routine: Alike and Different</div> <div>Lesson 9: Add and Subtract Unlike Mixed Numbers</div> <div>Standards: 5.NF.A.1, 5.NF.A.2</div> <div>Mathematical Practice: MP1, MP3, MP4, MP6, MP7, MP8</div> <div>Objective: We will learn to add and subtract mixed numbers with unlike denominators.</div> <div>Resources: TE pg: 69-76 SWB: pg: 25-26 H&R pp: 17-18</div>	<div>Number Sense Routine: Two Truths and a Lie</div> <div>Lesson 10: Practice with Unlike Mixed Numbers</div> <div>Standards: 5.NF.A.1, 5.NF.A.2, 5.MD.B.2</div> <div>Mathematical Practice: MP3, MP6, MP7, MP8</div> <div>Objective: We will practice using their skills to solve problems involving the addition and subtraction of mixed numbers with unlike denominators.</div> <div>Resources: TE pg: 77-82 SWB: pg: 27-28 H&R pp: 19-20</div>	<div>Number Sense Routine: Today's Number</div> <div>Lesson 11: Reasonable Answers</div> <div>Standards: 5.NF.A.1, 5.NF.A.2</div> <div>Mathematical Practice: MP3, MP6</div> <div>Objective: We will learn methods to estimate sums and differences of fractions and mixed numbers and use their estimates to decide whether their answers for problems are reasonable</div> <div>Resources: TE pg: 83-88 SWB: pg: 29-30 H&R pp: 21-22</div>	<div>Number Sense Routine: Focus on Fractions</div> <div>Lesson 12: Real World Problems</div> <div>Standards: 5.OA.A.1, 5.NF.A.1, 5.NF.A.2</div> <div>Mathematical Practice: MP1, MP3, MP4, MP6, MP7</div> <div>Objective: We will solve real world problems involving fractions and mixed numbers and use estimates to determine whether their answers are reasonable.</div> <div>Resources: TE pg: 89-94 SWB: pg. 31-32 H&R pp: 23-24</div>	<div>Students Who Demonstrate Understanding Can:</div> <div>Assess the reasonableness of answers, using mental estimation.</div> <div>Add and subtract fractions, including those with unlike denominators.</div> <div>Solve word problems using addition and subtraction of fractions, including those with unlike denominators.</div> <div>Common Misconceptions</div> <div>Students often mix models when adding, subtracting or comparing fractions.</div> <div>Students will use a circle for thirds and a rectangle for fourths when comparing fractions with thirds and fourths. Remind students that the representations need to be from the same whole models with the same shape and same size.</div>
<div>13</div> <div>Nov. 4 - 8</div> <div>4 days</div>	<div>Unit 1</div> <div>Big Idea 1: Addition and Subtraction of Fractions</div>					
	<div>Number Sense Routine: Guess My Rule</div> <div>Lesson 13: Focus on Mathematical Practices</div> <div>Standards: 5.NF.A.1, 5.NF.A.2</div> <div>Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP7, MP8</div> <div>Objective: We will use Mathematical Practices skills and Content skills to solve real world problems involving fractions and mixed numbers.</div> <div>Resources: TE pg: 95-100 SWB: pg: 33-34 H&R pp: 25-26</div>	<div>No School</div>	<div>Number Sense Routine: Geared Up</div> <div>Review Unit 1</div> <div>Optional Quick Quiz 2 used for review before assessment</div> <div>Optional Math Task: Here Comes the Sum What's the Difference? True or False?</div> <div>*Choose the best option for your class to prepare for assessment.</div>	<div>Number Sense Routine: How Do You Know?</div> <div>Assessing the Unit: Unit 1 Addition and Subtraction with Fractions</div> <div>Standards: 5.NF.A.1, 5.NF.A.2</div> <div>Objective: We will check our mastery of Unit 1 standards.</div> <div>Resources: TE pg: 101-106 SWB: pg. 37-44</div>	<div>Number Sense Routine: Quick Images</div> <div>Assessing the Unit: Unit 1 Addition and Subtraction with Fractions</div> <div>Standards: 5.NF.A.1, 5.NF.A.2</div> <div>Objective: We will check our mastery of Unit 1 standards.</div> <div>Resources: TE pg: 101-106 SWB: pg. 37-44</div>	<div>Students Who Demonstrate Understanding Can:</div> <div>Extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.</div> <div>Explain that the product (a/b) x q is the same as a x q ÷ b.</div> <div>Multiply a fraction or a whole number by a fraction.</div> <div>Create a story context to multiply a fraction or a whole number by a fraction.</div> <div>Explain that finding the area of a rectangle with fractional side lengths by filling with tiles is the same as would be found by multiplying the side lengths.</div>

						Find the area of a rectangle by tiling it with unit squares. Multiply fractional side lengths to find the area of a rectangle.
14 Nov. 11 - 15 4 days	Unit 3 Big Idea 1: Multiplication with Fractions Big Idea 2: Multiplication Links					
	No School	Number Sense Routine: Which One is Different and Why? Lesson 1: Basic Multiplication Concepts Standards: 5.NF.B.4, 5.NF.B.5, 5.NF.B.6 Mathematical Practice: MP1, MP3, MP4, MP6, MP7 Objective: We will learn the connection between multiplying by $1/n$ to dividing by n and extend this understanding to make multiplicative comparisons. Resources: TE pg: 193-200 SWB: pg. 83-86 H&R pp: 47-48	Number Sense Routine: Mystery Number Lesson 2: Multiplication with Non-Unit Fractions Standards: 5.NF.B.4, 5.NF.B.4.a, 5.NF.B.5, 5.NF.B.6 Mathematical Practice: MP1, MP3, MP4, MP6, MP7, MP8 Objective: We will learn to interpret a/b times a quantity as a of b parts of that quantity. Resources: TE pg: 201-206 SWB: pg: 87-88 H&R pp: 49-50	Number Sense Routine: Notice and Wonder Lesson 3: Multiplication with Fractional Solutions Standards: 5.OA.A.1, 5.NF.B.4, 5.NF.B.4.a, 5.NF.B.6 Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP8 Objective: We will learn to multiply a whole number by a fraction when the product is a fraction. Resources: TE pg: 207-214 SWB: pg: 89-90 H&R pp: 51-52	Number Sense Routine: Number Lines Lesson 4: Multiply a Fraction by a Fraction Standards: 5.NF.B.4.a-b, 5.NF.B.5.b, 5.NF.B.6 Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP7, MP8 Objective: We will learn to multiply any two fractions. Resources: TE pg: 215-224 SWB: pg: 91-94 H&R pp: 53-54	Students Who Demonstrate Understanding Can: Represent word problems involving multiplication of fractions and mixed numbers. Solve real world problems involving multiplication of fractions and mixed numbers
Thanksgiving Break - Nov. 20-24						
15 Nov. 18 - 22 5 days CFA #2	Unit 3 Big Idea 1: Multiplication Links Big Idea 2: Division with Fractions					
	Number Sense Routine: Alike and Different Lesson 5: Multiplication Strategies Standards: 5.NF.B.4, 5.NF.B.4.a, 5.NF.B.6 Mathematical Practice: MP1, MP2, MP3, MP6 Objective: We will learn strategies to simplify multiplication of fractions. Resources: TE pg: 225-232 SWB: pg. 95-96 H&R pp: 55-56	Number Sense Routine: Two Truths and a Lie Lesson 6: Multiply Mixed Numbers Standards: 5.NF.B.4.a-b, 5.NF.B.5.a-b, 5.NF.B.6 Mathematical Practice: MP1, MP2, MP3, MP6, MP7, MP8 Objective: We will learn to multiply mixed numbers. Resources: TE pg: 233-240 SWB: pg: 97-98 H&R pp: 57-58	Number Sense Routine: For the Win Quick Quiz 1 for Lessons 1-6 Standards: 5.NF.B.4, 5.NF.B.6 Objective: We will check our mastery from Lessons 1-6. Resources: TE: pg. 240 SWB: pg. 99 Optional Math Task:	Number Sense Routine: Today's Number Lesson 7: Relate Fraction Operations Standards: 5.OA.A.1, 5.NF.A.1, 5.NF.A.2, 5.NF.B.4 Mathematical Practice: MP1, MP2, MP3, MP6, MP7, MP8 Objective: We will relate operations with fractions to operations with whole numbers. Resources:	Number Sense Routine: Focus on Fractions Lesson 8: Solve Real World Problems Standards: 5.NF.A.2, 5.NF.B.6 Mathematical Practice: MP1, MP2, MP3, MP6 Objective: We will learn to add, subtract, multiply, and compare fractions to solve word problems. Resources: TE pg: 249-254 SWB: pg: 105-106	Students Who Demonstrate Understanding Can: Know the relationship between multiplication and division. Interpret division of a unit fraction by a whole number and justify your answer using the relationship between multiplication and division, by creating story problems, using visual models, and relationship to multiplication. Interpret division of a whole number by a unit fraction

			My Own Flag 5.NF.B.4 Tasks 5.NF.B.6 Tasks	TE pg: 241-248 SWB: pg: 101-104 H&R pp: 59-60	H&R pp: 61-62.	and justify your answer using the relationship between multiplication and division, and by representing the quotient with a visual fraction model. Solve real world problems involving division of unit fractions by whole numbers other than 0 and division of whole numbers by unit fractions using strategies such as visual fraction models and equations. Common Misconceptions Students may initially think that you can not divide a “smaller number” by a “bigger number” since this will be a new situation for them to consider. Students may believe that multiplication always results in a larger number.
16 Dec. 2 - 6	Unit 3 Big Idea 1: Division with Fractions					
5 days (Possible IMSSA testing)	Number Sense Routine: Guess My Rule Lesson 9: Make Generalizations Standards: 5.NF.B.4 , 5.NF.B.5, 5.NF.B.6 Mathematical Practice: MP1, MP3, MP6, MP7, MP8 Objective: We will learn to predict how the size of a fractional factor will affect the size of the product relative to the other factor. Resources: TE pg: 255-260 SWB: pg. 107-108 H&R pp: 63-64	Number Sense Routine: Dill'er Up Quick Quiz 2 for Lessons 7-9 Standards: 5.NF.B.5.a, 5.NF.B.6 Objective: We will check our mastery from lessons 7-9. Resources: TE: pg. 260 SWB: pg. 109 Optional Math Tasks: 5.NF.B.5 Tasks 5.NF.B.6 Tasks Apply Fraction Multiplication	Number Sense Routine: How Do You Know? Lesson 10: When Dividing Is Also Multiplying Standards: 5.NF.B.3, 5.NF.B.4, 5.NF.B.7 Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP7, MP8 Objective: We will learn how division by a unit fraction or a whole number relates to multiplication. Resources: TE pg: 261-268 SWB: pg: 111-114 H&R pp: 65-66	Number Sense Routine: Quick Images Lesson 11: Solve Division Problems Standards: 5.NF.B.3, 5.NF.B.7, Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6 Objective: We will use diagrams to analyze division problems and learn to solve them. Resources: TE pg: 269-274 SWB: pg: 115-116 H&R pp: 67-68	Number Sense Routine: Which One is Different and Why? Lesson 12: Distinguish Multiplication from Division Standards: 5.NF.B.4, 5.NF.B.5, 5.NF.B.6, 5.NF.B.7 Mathematical Practice: MP1, MP2, MP3, MP6 Objective: We will learn to discern whether word problems should be solved by multiplication or division equations. Resources: TE pg: 275-282 SWB: pg: 117-120 H&R pp: 69-70	Students Who Demonstrate Understanding Can: Know the relationship between multiplication and division. Interpret division of a unit fraction by a whole number and justify your answer using the relationship between multiplication and division, by creating story problems, using visual models, and relationship to multiplication. Interpret division of a whole number by a unit fraction and justify your answer using the relationship between multiplication and division, and by representing the quotient with a visual fraction model. Solve real world problems involving division of unit fractions by whole numbers other than 0 and division of whole numbers by unit fractions using strategies

						<p>such as visual fraction models and equations.</p> <p>Common Misconceptions Students may initially think that you can not divide a “smaller number” by a “bigger number” since this will be a new situation for them to consider. Students may believe that multiplication always results in a larger number.</p>
<p>17 Dec. 9 - 13</p> <p>5 days (Possible iMSSA testing)</p>	<p>Number Sense Routine: Mystery Number</p> <p>Lesson 13: Review Operations with Fractions</p> <p>Standards: 5.NF.A.1, 5.NF.A.2, 5.NF.B.3, 5.NF.B.4, 5.NF.B.5, 5.NF.B.6, 5.NF.B.7, 5, 5.MD.B.2</p> <p>Mathematical Practice: MP1, MP3, MP6, MP8</p> <p>Objective: We will learn to analyze and solve a variety of problems involving fractions and all four basic operations</p> <p>Resources: TE pg: 283-288 SWB: pg. 121-122 H&R pp: 71-72</p>	<p>Number Sense Routine: Notice and Wonder</p> <p>Lesson 14: Focus on Mathematical Practices</p> <p>Standards: 5.NF.A.2, 5.NF.B.3, 5.NF.B.4, 5.NF.B.4.a, 5.NF.B.5.a, 5.NF.B.6, 5.NF.B.7.c</p> <p>Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP7, MP8</p> <p>Objective: We will solve real world problems involving division with fractions.</p> <p>Resources: TE pg: 289-294 SWB: pg: 123-124 H&R pp: 73-74</p>	<p>Number Sense Routine: Do the Dew</p> <p>Review for Unit 3 Assessment</p> <p>Quick Quiz 3 for lesson 10-14</p> <p>Optional Math Tasks: 5.NF.A.1 Tasks 5.NF.A.2 Tasks 5.NF.B.3 Tasks 5.NF.B.4 Tasks 5.NF.B.5 Tasks 5.NF.B.6 Tasks</p>	<p>Number Sense Routine: Number Lines</p> <p>Assessing the Unit: Unit 3 Multiplication and Division with Fractions</p> <p>Standards: 5.NF.B.3, 5.NF.B.4, a, b, 5.NF.B.5, a, b, 5.NF.B.6, 5.NF.B.7, a, b, c</p> <p>Objective: We will check our mastery of Unit 3 standards.</p> <p>Resources: TE: pg. 295-300 SWB: pg. 127-134</p>	<p>Number Sense Routine: Alike and Different</p> <p>Assessing the Unit: Unit 3 Multiplication and Division with Fractions</p> <p>Standards: 5.NF.B.3, 5.NF.B.4, a, b, 5.NF.B.5, a, b, 5.NF.B.6, 5.NF.B.7, a, b, c</p> <p>Objective: We will check our mastery of Unit 3 standards.</p> <p>Resources: TE: pg. 295-300 SWB: pg. 127-134</p>	<p>Students Who Demonstrate Understanding Can: Know the relationship between multiplication and division. Interpret division of a unit fraction by a whole number and justify your answer using the relationship between multiplication and division, by creating story problems, using visual models, and relationship to multiplication. Interpret division of a whole number by a unit fraction and justify your answer using the relationship between multiplication and division, and by representing the quotient with a visual fraction model. Solve real world problems involving division of unit fractions by whole numbers other than 0 and division of whole numbers by unit fractions using strategies such as visual fraction models and equations.</p> <p>Common Misconceptions Students may initially think that you can not divide a “smaller number” by a “bigger number” since this will be a new situation for them to consider. Students may believe that multiplication always results in a larger number.</p>
<p>18 Dec. 16 - 20</p>	<p>Number Sense Routine: Two Truths and a Lie</p>	<p>Number Sense Routine: Today's Number</p>	<p>Number Sense Routine: Focus on Fractions</p>	<p>Number Sense Routine: Guess My Rule</p>	<p>Number Sense Routine: How Do You Know?</p>	<p>This week can be a catch up due to testing. If you are</p>

5 days End of 2nd 9 weeks	Math Tasks: ** Digging Dinosaurs ** Movin 'n Groovin ** Party Time Creating Shells	Math Tasks: ** Digging Dinosaurs ** Movin 'n Groovin ** Party Time Math Puzzles	Math Tasks: Bryony's Triangle Forgot the Numbers Doughnut Percents 30 Cubes	Math Tasks: A4 Fraction Addition A4 Fraction Subtraction Fraction Games Playing with Knots	Math Tasks: Shipping Trash Mosaic Pictures Decimal Game Day Youcubed My Heart	caught up, you can work through the tasks. **These tasks have different ability levels. Choose the best level that fits your group or use multiple levels and let students work through the problems.
Winter Break - Dec. 21 - Jan. 5						
	Review					
19 Jan. 6 - 10 4 days	Teacher Work Day	Number Sense Routine: Quick Images Lesson 1: Situation and Solution Equations for Addition and Subtraction Standards: 5.NBT.B.7, 5.NF.A.1, 5.NF.A.2 Mathematical Practice: MP1, MP2, MP3, MP4, MP6 Objective: We will learn to write situation and solution equations for addition and subtraction situations. Resources: TE pg: 485-492 SWB: pg: 243-244 H&R pp: 121-122	Number Sense Routine: Which One is Different and Why? Lesson 2: Situation and Solution Equations for Multiplication and Division Standards: 5.NBT.B, 5.NF.B Mathematical Practice: MP1, MP2, MP3, MP4, MP6, MP7 Objective: We will learn to write situation and solution equations for multiplication and division situations. Resources: TE pg: 493-500 SWB: pg: 245-246 H&R pp: 123-124	Number Sense Routine: Mystery Number Lesson 3: Write Word Problems Standards: 5.NBT.B, 5.NF.B Mathematical Practice: MP2, MP3, MP5, MP6 Objective: We will learn to write word problems for equations involving fractions and decimals and model the problem situation. Resources: TE pg: 501-506 SWB: pg: 247-248 H&R pp: 125-126 Optional Lesson: Represent Situations with Multiplication and Division	Number Sense Routine: Notice and Wonder Lesson 4: Determine Reasonable Answers Standards: 5.NBT.B.5 Mathematical Practice: MP1, MP3, MP4, MP6, MP7, MP8 Objective: We will learn a variety of methods to determine if their answers are reasonable. Resources: TE pg: 507-514 SWB: pg: 249-250 H&R pp: 127-128	Common Misconceptions: Students may be confused about the order of operations, thinking that all multiplication is calculated before division and addition before subtraction instead of solving multiplication and/or division in order from left to right and continuing with addition and/or subtraction in order from left to right.
20 Jan. 13 - 17 5 days	Unit 6 Big Idea 1: Equations and Problem Solving Big Idea 2: Comparison Word Problems					
	Number Sense Routine: Drip Drop Quick Quiz 1 for Lessons 1-4 Standards: 5.NF.A.2, 5.NF.B.7.a, 5.NBT.B.6	Number Sense Routine: Number Lines Lesson 5: Language of Comparison Problems Standards: 5.OA.A.2 Mathematical Practice:	Number Sense Routine: Alike and Different Lesson 6: Multiplicative Comparison Situations Standards: 5.NBT.B, 5.NF.B	Number Sense Routine: Two Truths and a Lie Lesson 7: Types of Comparison Problems Standards: 5.NBT.B, 5.NF.B	Number Sense Routine: The Juicer Quick Quiz 2 for Lessons 5-7 Standards: 5.NF.A.2, 5.NF.B.7.a, 5.NBT.B.6	Common Misconceptions: Students may be confused about the order of operations, thinking that all multiplication is calculated before division and addition before subtraction instead

	<p>Objective: We will check our mastery from lessons 1-4.</p> <p>Resources: TE: pg. 514 SWB: pg. 251</p> <p>Optional Math Task: Fraction Multiplication and Division Situations</p>	<p>MP1, MP2, MP3, MP4, MP6</p> <p>Objective: We will learn to understand and apply comparison language to solve additive and multiplicative comparison problems.</p> <p>Resources: TE pg: 515-522 SWB: pg: 253-254 H&R pp: 129-130</p>	<p>Mathematical Practice: MP1, MP2, MP3, MP4, MP6, MP7, MP8</p> <p>Objective: We will learn to model and solve problems involving multiplicative comparisons.</p> <p>Resources: TE pg: 523-530 SWB: pg: 255-256 H&R pp: 131-132</p>	<p>Mathematical Practice: MP1, MP2, MP3, MP4, MP6, MP7</p> <p>Objective: We will learn to distinguish additive and multiplicative comparisons.</p> <p>Resources: TE pg: 531-538 SWB: pg: 257-258 H&R pp: 133-134</p>	<p>Objective: We will check our mastery from lessons 5-7.</p> <p>Resources: TE: pg. 538 SWB: pg. 259</p> <p>Optional Math Task: Fraction Division Situations</p>	<p>of solving multiplication and/or division in order from left to right and continuing with addition and/or subtraction in order from left to right.</p>
<p>21 Jan. 20 - 24</p> <p>4 days</p>	<p style="text-align: center;">Unit 6</p> <p style="text-align: center;">Big Idea 1: Comparison Word Problems Big Idea 2: Problems with More Than One Step</p>					
<p>No School</p>	<p>Number Sense Routine: Today's Number</p> <p>Lesson 8: Equations and Parentheses Standards: 5.OA.A.1 Mathematical Practice: MP1, MP3, MP4, MP6 Objective: We will learn to use parentheses to write equations for word problems that require two steps. Resources: TE pg: 539-546 SWB: pg: 261-264 H&R pp: 135-136</p>	<p>Number Sense Routine: Focus on Fractions</p> <p>Lesson 9: Multi Step Word Problems Standards: 5.NBT.B, 5.NF.A.2, 5.NF.B.6 Mathematical Practice: MP1, MP3, MP6 Objective: We will practice writing equations and solving multi step word problems. Resources: TE pg: 547-552 SWB: pg: 265-266 H&R pp: 137-138</p>	<p>Number Sense Routine: Guess My Rule</p> <p>Lesson 10: Practice Problem Solving Standards: 5.NBT.B, 5.NF.A.2, 5.NF.B.6 Mathematical Practice: MP1, MP3, MP4, MP6 Objective: We will gain more experience solving multistep problems. Resources: TE pg: 553-558 SWB: pg: 267-268 H&R pp: 139-140</p>	<p>Number Sense Routine: How Do You Know?</p> <p>Lesson 11: Focus on Mathematical Practices Standards: 5.NBT.A.3, 5.NBT.B.7, 5.NF.A.1, 5.NF.B.3 Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP7, MP8 Objective: We will use mathematical practices and content skills to solve multi step real world problems. Resources: TE pg: 559-564 SWB: pg: 269-270 H&R pp: 141-142</p>	<p>Common Misconceptions: Students may be confused about the order of operations, thinking that all the multiplication is calculated before division and addition before subtraction instead of solving multiplication and/or division in order from left to right and continuing with addition and/or subtraction in order from left to right. Students may misapply generalizations as they attempt to make sense of rules/patterns. A strategy that can be used to posing the question, "Is it always true?" Students may believe the order in which a problem with mixed operations is written is the exact order to solve the problem. The use of mnemonic phrase "Please Excuse My Dear Aunt Sally" to remember the order of operations can mislead students to always perform multiplication before division and addition before subtraction. Students often do not use the correct terminology for the operations. Frequently students say "times" for multiplication. Students may not realize the math</p>	

						symbols are just short cuts for using words but that ALL symbols represent words in mathematics.
22 Jan. 27 - 31 5 days	Unit 6 Big Idea 1: Problems with More Than One Step					
	Number Sense Routine: Krispy Kreme Me Quick Quiz 3 for Lessons 8-11 Standards: 5.OA.A.1, 5.NBT.B.5, 5.NBT.B.6 Objective: We will check our mastery from lessons 8-11. Resources: TE: pg. 564 SWB: pg. 271	Number Sense Routine: Quick Images Review Unit 6 Standards Prepare students for Unit 6 assessment. Optional Math Task: More Division More Multiplication	Number Sense Routine: Which One is Different and Why? Assessing the Unit: Unit 6 Operations and Word Problems Standards: 5.OA.A.1, 5.NBT.B.5, 5.NBT.B.7, 5.NF.A.2, 5.NF.B.4, a, 5.NF.B.5, a, 5.NF.B.6, 5.NFB.7.a, b Objective: We will check our mastery with Unit 6 standards. Resources: TE: pg. 565-670 SWB: pg. 273-280	Number Sense Routine: Mystery Number Assessing the Unit: Unit 6 Operations and Word Problems Standards: 5.OA.A.1, 5.NBT.B.5, 5.NBT.B.7, 5.NF.A.2, 5.NF.B.4, a, 5.NF.B.5, a, 5.NF.B.6, 5.NFB.7.a, b Objective: We will check our mastery with Unit 6 standards. Resources: TE: pg. 565-670 SWB: pg. 273-280	Number Sense Routine: Notice and Wonder Lesson 1: Read and Write Expressions Standards: 5.OA.A.1, 5.OA.A.2 Mathematical Practice: MP2, MP3, MP6 Objective: We will learn to read and write numerical expressions. Resources: TE pg: 571-576 SWB: pg: 283-284 H&R pp: 143-144	Students Who Demonstrate Understanding Can: Explain calculations using equations or models that represent understanding of division. Find whole number quotients of whole numbers with four-digit dividends and two-digit divisors. Use multiple strategies to solve division problems.
23 Feb. 3 - 7 5 days CFA #3	Unit 7 Big Idea 1: Algebraic Reasoning and Expressions Big Idea 2: Patterns and Graphs					
	Number Sense Routine: Number Lines Lesson 2: Simplify Expressions Standards: 5.OA.A.2 Mathematical Practice: MP3, MP6, MP7 Objective: We will learn to simplify numerical expressions. Resources: TE pg: 577-582 SWB: pg: 285-286 H&R pp: 145-146	Number Sense Routine: Alike and Different Lesson 3: Evaluate Expressions Standards: 5.OA.A.1, 5.OA.A.2 Mathematical Practice: MP1, MP3, MP4, MP6, MP8 Objective: We will learn to write and evaluate expressions that contain variables. Resources: TE pg: 583-588 SWB: pg: 287-288 H&R pp: 147-148	Number Sense Routine: The Nectarine Quick Quiz 1 for Lessons 1-3 Standards: 5.OA.A.1, 5.OA.A.2 Objective: We will check our mastery from lessons 1-3. Resources: TE: pg. 588 SWB: 289 Optional Math Task: Use Whole Number Facts	Number Sense Routine: Two Truths and a Lie Lesson 4: Patterns and Relationships Standards: 5.OA.A.1, 5.OA.A.2, 5.OA.B.3 Mathematical Practice: MP1, MP2, MP3, MP6, MP7, MP8 Objective: We will learn to generate and extend numerical patterns and identify relationships of corresponding terms. Resources: TE pg: 589-596 SWB: pg: 291-294 H&R pp: 149-150	Number Sense Routine: Today's Number Lesson 5: The Coordinate Plane Standards: 5.G.A.1 Mathematical Practice: MP2, MP3, MP5, MP6, MP7, MP8 Objective: We will learn to locate and plot points in the first quadrant of the coordinate plane. Resources: TE pg: 597-606 SWB: pg: 295-298 H&R pp: 151-152	Common Misconceptions: Students may be confused about the order of operations, thinking that all the multiplication is calculated before division and addition before subtraction instead of solving multiplication and/or division in order from left to right and continuing with addition and/or subtraction in order from left to right. Students may misapply generalizations as they attempt to make sense of rules/patterns. A strategy that can be used to posing the question, "Is it always true?" Students may believe the order in which a problem

						<p>with mixed operations is written is the exact order to solve the problem. The use of mnemonic phrase "Please Excuse My Dear Aunt Sally" to remember the order of operations can mislead students to always perform multiplication before division and addition before subtraction.</p> <p>Students often do not use the correct terminology for the operations. Frequently students say "times" for multiplication. Students may not realize the math symbols are just short cuts for using words but that ALL symbols represent words in mathematics.</p>
24 Feb. 10 - 14 5 days	Unit 7 Big Idea 1: Patterns and Graphs					
	Number Sense Routine: Focus on Fractions Lesson 6: Graph Ordered Pairs Standards: 5.OA.B.3, 5.G.A.1, 5.G.A.2 Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6 Objective: We will learn to solve real world problems by graphing ordered pairs. Resources: TE pg: 607-612 SWB: pg: 29-300 H&R pp: 153-154	Number Sense Routine: Guess My Rule Lesson 7: Focus on Mathematical Practices Standards: 5.OA.A.1, 5.G.A.1, 5.G.A.2 Mathematical Practice: MP1, MP2, MP3, MP4, MP5, MP6, MP7, MP8 Objective: We will solve real world problems involving graphing and the coordinate plane. Resources: TE pg: 613-618 SWB: pg: 301-302 H&R pp: 155-156	Number Sense Routine: The Kool-Aid Kid Review Standards from Unit 7 Quick Quiz for Lessons 4-7 Optional Math Task: Represent Problems on the Coordinate Grid Perimeter and Area of Rectangles	Number Sense Routine: How Do You Know? Assessing the Unit: Unit 7 Algebra, Patterns, and Coordinate Graphs Standards: 5.OA.A.1, 5.OA.A.2, 5.OA.B.3, 5.G.A.1, 5.G.A.2 Objective: WE will check our mastery from Unit 7 standards. Resources: TE: pg. 619-624 SWB: pg. 305-312	Number Sense Routine: Quick Images Assessing the Unit: Unit 7 Algebra, Patterns, and Coordinate Graphs Standards: 5.OA.A.1, 5.OA.A.2, 5.OA.B.3, 5.G.A.1, 5.G.A.2 Objective: WE will check our mastery from Unit 7 standards. Resources: TE: pg. 619-624 SWB: pg. 305-312	Students Who Demonstrate Understanding Can: Graph points in the first quadrant. Interpret coordinate values of points in real world context and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant. Common Misconceptions Students may think the order in plotting a coordinate point is not important.
25 Feb. 17 - 21 4 days	Unit 8 Big Idea 1: Length, Area, and Volume					
	No School	Number Sense Routine: Which One is Different and Why?	Number Sense Routine: Mystery Number	Number Sense Routine: Notice and Wonder Lesson 5: Visualize	Students Who Demonstrate Understanding Can: <ul style="list-style-type: none"> Explain that volume is the measurement of the space inside a solid three-dimensional figure. Explain that a unit cube has 1 cubic unit of 	

		Lesson 3: Perimeter and Area of Rectangles Standards: 5.NF.B.4.b Mathematical Practice: MP3, MP6, MP8 Objective: We will learn to use a formula to find the perimeter and area of a rectangle with fractional side lengths. Resources: TE pg: 639-648 SWB: pg: 321-324 H&R pp: 161-162	Lesson 4: Cubic Units and Volume Standards: 5.MD.C.3, 5.MD.C.4 Mathematical Practice: MP3, MP4, MP5, MP6, MP7 Objective: We will learn to use a formula to find the volume of a rectangular prism. Resources: TE pg: 649-656 SWB: pg: 325-326 H&R pp: 163-164	Volume Standards: 5.MD.C.3, 5.MD.C.4, 5.MD.C.5 Mathematical Practice: MP2, MP3, MP4, MP6 Objective: We will learn to compute the volume of a rectangular prism. Resources: TE pg: 657-662 SWB: pg: 327-328 H&R pp: 165-166	volume and is used to measure volume of three-dimensional shapes. <ul style="list-style-type: none">Explain that any solid figure packed without gaps or overlaps and filled with n unit cubes indicates the total cubic units or volume. Common Misconceptions <ul style="list-style-type: none">Students might try to measure volume with square or linear units.Students may label volume with the wrong unit or read the shorthand for volume as 32 feet cubed rather than accurately reading it as 32 cubic feet.	
26 Feb. 24 - 28 5 days	Unit 8 Big Idea 1: Length, Area, and Volume					
	Number Sense Routine: Number Lines Lesson 6: Introduce Volume Formulas Standards: 5.MD.C.4, 5.MD.C.5 Mathematical Practice: MP1, MP3, MP5, MP6 Objective: We will learn to use a formula to find the volume of a rectangular prism. Resources: TE pg: 663-668 SWB: pg: 329-330 H&R pp: 167-168	Number Sense Routine: Alike and Different Lesson 7: Relate Length, Area, and Volume Standards: 5.MD.C.3, 5.MD.C.5.b Mathematical Practice: MP3, MP6 Objective: We will learn to identify whether a situation involves length, area, or volume. Resources: TE pg: 669-674 SWB: pg: 331-332 H&R pp: 169-170	Number Sense Routine: Two Truths and a Lie Lesson 8: Volume of Composite Solid Figures Standards: 5.NBT.B.5, 5.MD.C.5 Mathematical Practice: MP1, MP3, MP6, MP8 Objective: We will learn to find the volume of composite solid figures by separating them into simpler figures. Resources: TE pg: 675-680 SWB: pg: 333-334 H&R pp: 171-172	Number Sense Routine: The Big Pad Quick Quiz 1 for lessons 3-8 Optional Math Task: Use Layers to Determine Volume Volumes of Prism Drawings	Number Sense Routine: Today's Number Lesson 11: Customary Units of Liquid Volume Standards: 5.MD.A.1 Mathematical Practice: MP1, MP2, MP3, MP6, MP7 Objective: We will learn to convert among customary units of liquid volume. Resources: TE pg: 693-698 SWB: pg: 341-342 H&R pp: 177-178	Students Who Demonstrate Understanding Can: Identify a right rectangular prism. Multiply the three dimensions in any order to calculate volume (Commutative and Associative properties). Recognize that “B” refers to the area of the base. Recognize volume as additive. Develop a volume formula for a rectangle prism by comparing volume when filled with cubes to volume by multiplying the height by the area of the base, or when multiplying the edge lengths (l x w x h). Apply the following formulas to right rectangular prisms having whole number edge lengths in the context of real-world mathematical problems: volume = length x width x height or Volume = area of base x height. Solve real world problems by decomposing a solid figure into two non-overlapping right

						rectangular prisms and adding their volumes. Find the volume of a right rectangular prisms with whole number side lengths by packing it with unit cubes.
27 Mar 3 - 7 5 days End of 3rd 9 weeks	Unit 8 Big Idea 1: Length, Area, and Volume Big Idea 2: Liquid Volume, Mass, Volume					
	Number Sense Routine: Focus on Fractions Lesson 12: Customary Units of Weight Standards: 5.MD.A.1 Mathematical Practice: MP1, MP2, MP3, MP6, MP7 Objective: We will learn to convert among customary units of weight. Resources: TE pg: 699-704 SWB: pg: 343-344 H&R pp: 179-180	Number Sense Routine: Guess My Rule Lesson 13: Read and Make Line Plots Standards: 5.MD.B.2 Mathematical Practice: MP3, MP4, MP5, MP6, MP8 Objective: We will learn to make and analyze line plots. Resources: TE pg: 705-710 SWB: pg: 345-346 H&R pp: 181-182	Number Sense Routine: Hanging By a Hair Quick Quiz 2 for lessons 11-13 Optional Math Task: Cubic Units of Measure Measure Figures Made from Prisms	Number Sense Routine: How Do You Know? Lesson 1: Metric Units of Length Standards: 5.NBT.B.7, 5.MD.A.1 Mathematical Practice: MP1, MP2, MP3, MP6, MP7 Objective: We will learn to convert among metric units of length Resources: TE pg: 625-632 SWB: pg: 315-318 H&R pp: 157-158	Number Sense Routine: Quick Images Lesson 9: Metric Units of Liquid Volume Standards: 5.MD.A.1 Mathematical Practice: MP1, MP3, MP6, MP7, MP8 Objective: We will learn to convert among metric units of liquid volume. Resources: TE pg: 681-686 SWB: pg: 337-338 H&R pp: 173-174	Students Who Demonstrate Understanding Can: Recognize units of measurement within the same system. Convert units of measurement within the same system by multiplying or dividing. Solve multi-step, real world problems that involve converting units. Common Misconceptions Students may not pay attention to the units of measurement and try to perform operations without converting a common unit first. Students may overgeneralize the base-10 structure and apply it to measurement conversions, such as when subtracting 4 inches from 3 feet, taking one foot from the 3 feet and regrouping it as 10 inches.
28 Mar. 10 - 14 5 days	Unit 8 Big Idea 1: Length, Area, and Volume Big Idea 2: Liquid Volume, Mass, Volume Big Idea 3: Classify Geometric Figures)					
	Number Sense Routine: Which One is Different and Why? Lesson 10: Metric Units of Mass Standards: 5.NBT.B.7, 5.MD.A.1 Mathematical Practice:	Number Sense Routine: Mystery Number Lesson 14: Attributes of Quadrilaterals Standards: 5.G.B.3, 5.G.B.4 Mathematical Practice: MP3, MP5, MP6, MP7	Number Sense Routine: Notice and Wonder Lesson 15: Attributes of Triangles Standards: 5.G.B.3, 5.G.B.4 Mathematical Practice: MP1, MP3, MP4, MP5,	Number Sense Routine: Number Lines Lesson 16: Attributes of Two-Dimensional Shapes Standards: 5.G.B.3, 5.G.B.4 Mathematical Practice: Objective: We will learn to	Number Sense Routine: Alike and Different Lesson 17: Focus on Mathematical Practices Standards: 5.MD.C.3, 5.MD.C.5 Mathematical Practice: MP1, MP2, MP3, MP4,	Students Who Demonstrate Understanding Can: Recognize units of measurement within the same system. Convert units of measurement within the same system by multiplying or dividing.

	MP1, MP3, MP6, MP8 Objective: We will learn to convert among metric units of mass. Resources: TE pg: 687-692 SWB: pg: 339-340 H&R pp: 175-176	Objective: We will learn to classify quadrilaterals through analyzing their attributes. Resources: TE pg: 711-720 SWB: pg: 349-350 H&R pp: 183-184	MP6, MP7 Objective: We will learn to recognize the attributes of triangles and classify triangles by those attributes. Resources: TE pg: 721-728 SWB: pg: 351-352 H&R pp: 185-186	recognize and name the attributes of a polygon and other two-dimensional shapes and use those attributes to sort them. Resources: TE pg: 729-736 SWB: pg: 350A, 352A, 353-354D H&R pp: 187-188	MP5, MP6, MP7, MP8 Objective: We will solve real world problems involving topics covered in this unit. Resources: TE pg: 737-742 SWB: pg: 355-356 H&R pp: 189-190	Solve multi-step, real world problems that involve converting units. Common Misconceptions Students may not pay attention to the units of measurement and try to perform operations without converting a common unit first. Students may overgeneralize the base-10 structure and apply it to measurement conversions, such as when subtracting 4 inches from 3 feet, taking one foot from the 3 feet and regrouping it as 10 inches.
29 Mar. 17 - 21 5 days	<div>Unit 8</div> <div>Big Idea 1: Classify Geometric Figures</div> <div>Unit 8 Lessons 15, 16, 17, Unit 8 Review/Test</div>					
	Number Sense Routine: Tomato-Tomato Review Standards from Unit 8 Quick Quiz 3 for lessons 14-17 Optional Math Task: Lots and Lots of Garbage	Number Sense Routine: Two Truths and a Lie Assessing the Unit: Unit 8 Measurement and Geometry Standards: 5.NF>B.4b, 5.MD.A.1, 5.MD.B.2, 5.MD.C.3, a, b, 5.MD.C.4, 5.MD.C.5, a, b, c, 5.G.B.3, 5.G.B.4 Resources: TE: pg.743-750 SWB: pg. 359-366	Number Sense Routine: Today's Number Assessing the Unit: Unit 8 Measurement and Geometry Standards: 5.NF>B.4b, 5.MD.A.1, 5.MD.B.2, 5.MD.C.3, a, b, 5.MD.C.4, 5.MD.C.5, a, b, c, 5.G.B.3, 5.G.B.4 Resources: TE: pg.743-750 SWB: pg. 359-366	Number Sense Routine: Focus on Fractions Math Tasks: Sort Quadrilaterals Hierarchy of Quadrilaterals	Number Sense Routine: Guess My Rule Math Tasks: Rectangles and Squares Patterns and Ordered Pairs	Students Who Demonstrate Understanding Can: Recognize that some two-dimensional shapes can be classified into more than one category based on their attributes. Recognize if a two-dimensional shape is classified into a category, that it belongs to all subcategories of that category. Recognize the hierarchy of two-dimensional shapes based on their attributes. Analyze properties of two-dimensional figures in order to place them into a hierarchy. Classify two-dimensional figures into categories and/or subcategories based on their attributes. Common Misconceptions Students may think that when describing geometric shapes and placing them in subcategories, the last category is the only classification that can be used.

	Spring Break Mar 24-28					
30 Mar. 31 - Apr 4 5 days	Spiral Review- EngageNY					
	Number Sense Routine: How Do You Know? Module 3: Topic A: Equivalent Fractions Lesson 1: Make equivalent fractions with the number line, the area model, and numbers. Standards: 4.NF.1, 4.NF.3c, 4.NF.3d Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (11 min), application problem (9 min), concept development (30 min), student debrief (10 min). Objective: We will make equivalent fractions with the number line, the area model, and numbers. Resources: EngageNY , pgs.12-25	Number Sense Routine: Quick Images Module 3: Topic A: Equivalent Fractions Lesson 2: Make equivalent fractions with the number line, the area model, and numbers. Standards: 4.NF.1, 4.NF.3c, 4.NF.3d Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (8 min), concept development (30 min), student debrief (10 min). Objective: We will make equivalent fractions with sums of fractions with like denominators. Resources: EngageNY , pgs. 26-39	Number Sense Routine: Which One is Different and Why? Module 3: Topic B: Making Like Units Pictorially Lesson 3: Add fractions with unlike units using the strategy of creating equivalent fractions. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (5 min), concept development (33 min), student debrief (10 min). Objective: We will add fractions with unlike units using the strategy of creating equivalent fractions. Resources: EngageNY , pgs. 42-58	Number Sense Routine: Mystery Number Module 3: Topic B: Making Like Units Pictorially Lesson 4: Add fractions with sums between 1 and 2. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (8 min), application problem (7 min), concept development (35 min), student debrief (10 min). Objective: We will add fractions with sums between 1 and 2. Resources: EngageNY pgs.59-73	Number Sense Routine: Filling the Tank Module 3: Topic B: Making Like Units Pictorially Lesson 5: Subtract fractions with unlike units using the strategy of creating equivalent fractions. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (10 min), concept development (28 min), student debrief (10 min). Objective: We will subtract fractions with unlike units using the strategy of creating equivalent fractions. Resources: EngageNY pgs. 74-88	<i>No Discourse Questions Suggested:</i> Unit 2 Review/Test Unit 3 Review/Test Unit 4 Review/Test Unit 5 Review/Test Cognia Test Prep
31 Apr. 7 - 11 5 days	Number Sense Routine: Notice and Wonder Module 3: Topic B: Making Like Units Pictorially Lesson 6: Subtract fractions from numbers between 1 and 2. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (10 min), application problem (8 min), concept development (32 min), student debrief (10 min). Objective: We will subtract	Number Sense Routine: Number Lines Module 3: Topic B: Making Like Units Pictorially Lesson 7: Solve two-step word problems. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), concept development (38 min), student debrief (10 min). Objective: We will solve two-step word problems. Resources: pgs. 103-120 EngageNY	Number Sense Routine: Alike and Different Module 3: Topic C: Making Like Units Numerically Lesson 8: Add fractions to and subtract fractions from whole numbers using equivalence and the number line as strategies. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (6 min), application problem (7 min), concept development (35 min), student debrief (12 min).	Number Sense Routine: Two Truths and a Lie Module 3: Topic C: Making Like Units Numerically Lesson 9: Add fractions making like units numerically.. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (10 min), application problem (10 min), concept development (30 min), student debrief (10 min). Objective: We will add	Number Sense Routine: Sugar Cubes Module 3: Topic C: Making Like Units Numerically Lesson 10: Add fractions with sums greater than 2. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (10 min), application problem (8 min), concept development (32 min), student debrief (10 min). Objective: We will add fractions with sums greater	Review and hit missing standards/ 5th Grade Running Record for Project Based Learning

	fractions from numbers between 1 and 2. Resources: pgs. 89-102 EngageNY		Objective: We will add fractions to and subtract fractions from whole numbers using equivalence and the number line as strategies. Resources: pgs. 128-142 EngageNY	fractions making like units numerically.. Resources: pgs. 143-158 EngageNY	than 2. Resources: pgs. 159-174 EngageNY	
32 Apr. 14 - 18 4 days	Number Sense Routine: Today's Number Module 5: Topic A: Concept of Volume Lesson 1: Explore volume by building with and counting unit cubes. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (10 min), application problem (6 min), concept development (34 min), student debrief (10 min). Objective: We will explore volume by building with and counting unit cubes. Resources: pgs. 13-25 EngageNY	Number Sense Routine: Focus on Fractions Module 5: Topic A: Concept of Volume Lesson 2: Find the volume of a right rectangular prism by packing with cubic units and counting. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (8 min), concept development (30 min), student debrief (10 min). Objective: We will find the volume of a right rectangular prism by packing with cubic units and counting. Resources: pgs. 26-37 EngageNY	Number Sense Routine: Guess My Rule Module 5: Topic B: Volume and the Operations of Multiplication and Addition Lesson 4: Use multiplication to calculate volume. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (5 min), concept development (33 min), student debrief (10 min). Objective: We will use multiplication to calculate volume. Resources: pgs. 54-66 EngageNY	Number Sense Routine: Got Cubes Module 5: Topic B: Volume and the Operations of Multiplication and Addition Lesson 5: Use multiplication to connect volume as packing with volume as filling. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), concept development (38 min), student debrief (10 min). Objective: We will use multiplication to connect volume as packing with volume as filling. Resources: pgs. 67-77 EngageNY	No School	Review and hit missing standards/ 5th Grade Running Record for Project Based Learning
33 Apr. 21 - 25 5 days	Number Sense Routine: How Do You Know? Module 5: Topic B: Volume and the Operations of Multiplication and Addition Lesson 6: Find the total volume of solid figures composed of two non-overlapping rectangular prisms. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency	Number Sense Routine: Quick Images Module 5: Topic B: Volume and the Operations of Multiplication and Addition Lesson 7: Solve word problems involving the volume of rectangular prisms with whole number edge lengths. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency	Number Sense Routine: Which One is Different and Why? Module 5: Topic B: Volume and the Operations of Multiplication and Addition Lesson 8: Apply concepts and formulas of volume to design a sculpture using rectangular prisms within given parameters. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7	Number Sense Routine: Mystery Number Module 5: Topic B: Volume and the Operations of Multiplication and Addition Lesson 9: Apply concepts and formulas of volume to design a sculpture using rectangular prisms within given parameters. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure:	Number Sense Routine: Packing Sugar Module 5: Topic C: Area of Rectangular Figures with Fractional Side Lengths Lesson 10: Find the area of rectangles with whole-by-mixed and whole-by-fractional number side lengths by tiling, record by drawing, and relate to fraction multiplication. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7	Review and hit missing standards/ 5th Grade Running Record for Project Based Learning

	Practice (12 min), application problem (8 min), concept development (30 min), student debrief (10 min). Objective: We will find the total volume of solid figures composed of two non-overlapping rectangular prisms. Resources: pgs. 78-90 EngageNY	Practice (12 min), concept development (38 min), student debrief (10 min). Objective: We will solve word problems involving the volume of rectangular prisms with whole number edge lengths. Resources: pgs. 91-104 EngageNY	Lesson Structure: Fluency Practice (10 min), concept development (38 min), student debrief (10 min). Objective: We will apply concepts and formulas of volume to design a sculpture using rectangular prisms within given parameters. Resources: pgs. 105-118 EngageNY	Fluency Practice (7 min), Application Problem (7 min), concept development (36 min), student debrief (10 min). Objective: We will apply concepts and formulas of volume to design a sculpture using rectangular prisms within given parameters. Resources: pgs. 119-137 EngageNY	Lesson Structure: Fluency Practice (12 min), application problem (8 min), concept development (30 min), student debrief (10 min). Objective: We will find the area of rectangles with whole-by-mixed and whole-by-fractional number side lengths by tiling, record by drawing, and relate to fraction multiplication. Resources: pgs. 140-151 EngageNY	
34 Apr. 28 - May 2 5 days (Possible iMSSA testing)	Number Sense Routine: Notice and Wonder Module 1: Topic A: Multiplicative Patterns on the Place Value Chart Lesson 1: Reason concretely and pictorially using place value understanding to relate adjacent base ten units from millions to thousandths. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (8 min), concept development (30 min), student debrief (10 min). Objective: We will reason concretely and pictorially using place value understanding to relate adjacent base ten units from millions to thousandths. Resources: pgs. 18-35 EngageNY	Number Sense Routine: Number Lines Module 1: Topic A: Multiplicative Patterns on the Place Value Chart Lesson 2: Reason abstractly using place value understanding to relate adjacent base ten units from millions to thousandths. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (10 min), concept development (28 min), student debrief (10 min). Objective: We will reason abstractly using place value understanding to relate adjacent base ten units from millions to thousandths. Resources: pgs. 36-46 EngageNY	Number Sense Routine: Alike and Different Module 1: Topic A: Multiplicative Patterns on the Place Value Chart Lesson 3: Use exponents to name place value units and explain patterns in the placement of the decimal point. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (15 min), application problem (7 min), concept development (28 min), student debrief (10 min). Objective: We will use exponents to name place value units and explain patterns in the placement of the decimal point. Resources: pgs. 47-61 EngageNY	Number Sense Routine: Today's Number Module 1: Topic A: Multiplicative Patterns on the Place Value Chart Lesson 4: Use exponents to denote powers of 10 with application to metric conversions. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (8 min), concept development (30 min), student debrief (10 min). Objective: We will use exponents to denote powers of 10 with application to metric conversions. Resources: pgs. 62-74 EngageNY	Number Sense Routine: Overflow Module 1: Topic B: Decimal Fractions and Place Value Patterns Lesson 5: Name decimal fractions in expanded, unit, and word forms by applying place value reasoning. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (8 min), concept development (30 min), student debrief (10 min). Objective: We will name decimal fractions in expanded, unit, and word forms by applying place value reasoning. Resources: pgs. 76-89 EngageNY	Review and hit missing standards/ 5th Grade Running Record for Project Based Learning
35 May 5 - 9 5 days (Possible iMSSA)	Number Sense Routine: Focus on Fractions Module 1: Topic B: Decimal Fractions and Place Value Patterns	Number Sense Routine: Guess My Rule Module 1: Topic B: Decimal Fractions and Place Value Patterns	Number Sense Routine: How Do You Know? Module 1: Topic B: Decimal Fractions and Place Value Patterns	Number Sense Routine: Quick Images Module 1: Topic C: Place Value and Rounding Decimal Fractions	Number Sense Routine: The Fish Tank Module 1: Topic C: Place Value and Rounding Decimal Fractions	Review and hit missing standards/ 5th Grade Running Record for Project Based Learning

testing)	<p>Lesson 6: Compare decimal fractions to the thousandths using like units, and express comparisons with $>$, $<$, $=$. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (8 min), concept development (30 min), student debrief (10 min). Objective: We will compare decimal fractions to the thousandths using like units, and express comparisons with $>$, $<$, $=$. Resources: pgs. 90-101 EngageNY</p>	<p>Lesson 7: Round a given decimal to any place using place value understanding and the vertical number line. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (8 min), concept development (30 min), student debrief (10 min). Objective: We will round a given decimal to any place using place value understanding and the vertical number line. Resources: pgs. 103-117 EngageNY</p>	<p>Lesson 8: Round a given decimal to any place using place value understanding and the vertical number line. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (6 min), concept development (32 min), student debrief (10 min). Objective: We will round a given decimal to any place using place value understanding and the vertical number line. Resources: pgs. 118-128 EngageNY</p>	<p>Lesson 9: Add decimals using place value strategies and relate those strategies to a written method. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (14 min), application problem (5 min), concept development (31 min), student debrief (10 min). Objective: We will add decimals using place value strategies and relate those strategies to a written method. Resources: pgs. 140-152 EngageNY</p>	<p>Lesson 10: Subtract decimals using place value strategies and relate those strategies to a written method. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (10 min), application problem (5 min), concept development (35 min), student debrief (10 min). Objective: We will subtract decimals using place value strategies and relate those strategies to a written method. Resources: pgs. 153-162 EngageNY</p>	
<p>36 May 12 - 16</p> <p>5 days</p> <p>(Possible iMSSA testing)</p> <p>End of 4th 9 weeks</p>	<p>Number Sense Routine: Which One is Different and Why?</p> <p>Module 6: Problem Solving with the Coordinate Plane Topic A: Coordinate Systems Lesson 1: Construct a coordinate system on a line. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (6 min), concept development (32 min), student debrief (10 min). Objective: We will construct a coordinate system on a line. Resources: pgs. 14-27 EngageNY</p>	<p>Number Sense Routine: Mystery Number</p> <p>Module 6: Problem Solving with the Coordinate Plane Topic A: Coordinate Systems Lesson 2: Construct a coordinate system on a plane. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (10 min), application problem (7 min), concept development (33 min), student debrief (10 min). Objective: We will construct a coordinate system on a plane. Resources: pgs. 28-41 EngageNY</p>	<p>Number Sense Routine: Notice and Wonder</p> <p>Module 6: Problem Solving with the Coordinate Plane Topic A: Coordinate Systems Lesson 3: Name points using coordinate pairs, and use the coordinate pairs to plot points. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (12 min), application problem (6 min), concept development (32 min), student debrief (10 min). Objective: We will name points using coordinate pairs, and use the coordinate pairs to plot points. Resources: pgs. 42-57 EngageNY</p>	<p>Number Sense Routine: Number Lines</p> <p>Module 6: Problem Solving with the Coordinate Plane Topic A: Coordinate Systems Lesson 4: Name points using coordinate pairs, and use the coordinate pairs to plot points. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (11 min), application problem (5 min), concept development (34 min), student debrief (10 min). Objective: We will name points using coordinate pairs, and use the coordinate pairs to plot points. Resources: pgs. 58-67 EngageNY</p>	<p>Number Sense Routine: Alike and Different</p> <p>Module 6: Problem Solving with the Coordinate Plane Topic A: Coordinate Systems Lesson 5: Investigate patterns in vertical and horizontal lines, and interpret points on the plane as distances from the axes. Standards: 5.NF.1, 5.NF.2 Mathematical Practice: MP1, MP3, MP4, MP5, MP6, MP7 Lesson Structure: Fluency Practice (7 min), application problem (12 min), concept development (31 min), student debrief (10 min). Objective: We will investigate patterns in vertical and horizontal lines, and interpret points on the plane as distances from the axes. Resources: pgs. 68-82 EngageNY</p>	<p>Review and hit missing standards/ 5th Grade Running Record for Project Based Learning</p>
<p>37 May 19 - 23 Last Week</p>	End of Year Activities					

