Mathematics
Grade 5- Year at a Glance
2019-2020

Q1		Q2	Q3		Q4		
Module 1 **Aug 19- Sept 12**	**Module 2** **Sept 16- Nov 14**	**Module 3** **Nov 15- Dec 19**	**Module 4** **Jan 6- Dec 13**	**Module 5** **Feb 18- Mar 12**	**Module 6** **Mar 23- Apr 17**	**TN READY APRIL 13- May 8**	**Module 6** **April 27-May 22**
Place Value and Decimal Fractions	**Multi- Digit Whole Number and Decimals Fraction Operations**	**Additions and Subtraction of Fractions**	**Multiplication and Division of Fractions and Decimal Fractions**	**Addition and Multiplication with Volume and Area**	**Problem Solving with the Coordinate Plane**		**Material covered after Mid Module Assessments are extension of 5th grade standards or review of previously taught skills**
5.NBT.A.1	5.OA.A.1	5.NF.A.1	5.OA.A.1	5.NF.B.4b	5.OA.A.2		5.OA.B.3
5.NBT.A.2	5.OA.A.2	5.NF.A.2	5.OA.A.2	5.NF.B.6	5.OA.B.3		5.G.A.1
5.NBT.A.3	5.NBT.A.1		5.NBT.B.7	5.MD.C.3	5.G.A.1		5.G.A.2
5.NBT.A.4	5.NBT.A.2		5.NF.B.3	5.MD.C.4	5.G.A.2		
5.MD.A.1	5.NBT.B.5		5.NF.B.4a	5.MD.C.5			
	5.NBT.B.6		5.NF.B.5	5.G.B.3			
	5.NBT.B.7		5.NF.B.6				
	5.MD.A.1		5.NF.B.7				
			5.MD.A.1				
			5.MD.B.2				

Key:

Major Content	Supporting Content

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on the needs of their students.

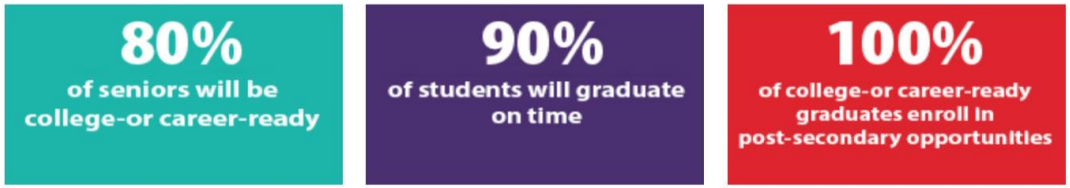
Use the instructional map and Digital Suite resources as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions

Pacing and Preparation Guide (Omission)

Introduction

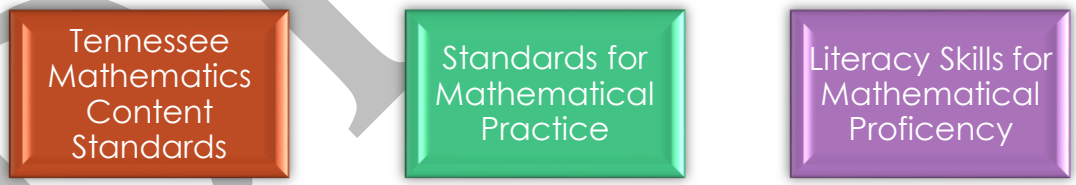
Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?



In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.



How to Use the Maps

Overview
An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards
TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content
This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support
District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency
The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar
As a support to teachers and leaders, an instructional calendar is provided ***as a guide***. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.

Grade 5 Quarter 1 Overview

Module 1: Place Value and Decimal Fractions
Module 2: Multi- Digit Whole Number and Decimal Fraction Operations

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Focus Grade Level Standard	Type of Rigor	Foundational Standards
5.NBT.A.1	Conceptual Understanding	4.NF.C.5, 4.NF.C.6, 4.NF.C.7, 4.NBT.A.1
5.NBT.A.2	Conceptual Understanding, Procedural Fluency	5.NBT.A.1, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7, 4.NBT.A.1
5.NBT.A.3	Conceptual Understanding, Procedural Fluency	4.NBT.A.1, 4.NBT.A.2, 4.NF.C.7, 5.NBT.A.1
5.NBT.A.4	Conceptual Understanding, Procedural Fluency	3.NBT.A.1, 4.NBT.A.1, 4.NBT.A.3, 5.NBT.A.1, 5.NBT.A.3, 4.NF.C.6
5.NBT.B.5	Procedural Fluency	4.NBT.B.4, 4.NBT.B.5, 5.NBT.A.1, 5.NBT.A.2,
5.NBT.B.6	Conceptual Understanding, Procedural Fluency	4.NBT.B.4, 4.NBT.B.6, 5.NBT.A.1, 5.NBT.B.5
5.NBT.B.7	Conceptual Understanding, Procedural Fluency	4.NBT.A.1, 4.NBT.B.4, 5.NBT.A.1, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7,
5.OA.A.1	Conceptual Understanding, Procedural Fluency	Introductory
5.OA.A,2	Conceptual Understanding	5.OA.A.1
Indicates Power Standard (2017-2018)		
Instructional Focus Documents- **Grade 5**		

Curriculum and Instruction – Mathematics

Quarter 1 — Grade 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 1: Place Value and Decimal Fractions			
Domain: Numbers and Operations in Base Ten **Cluster:** Understand the Place Value System ■**5.NBT.A.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. ■**5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **Domain: Measurement and Data** **Cluster: Convert like measurement units within a given measurement system from a larger unit to a smaller unit.** ■**5.MD.A.1** Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). For example, 3.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters	**Essential Questions** • How can counting, measuring, or labeling help to make sense of the world around us? • How does a digit's position affect its value? **Topic A: Multiplicative Patterns on the Place Value Chart** **Objectives/Learning Targets:** **Lesson 1:** I can reason concretely and pictorially using place value understanding to relate adjacent base ten units from millions to thousandths. **(5.NBT.A.1)** **Lesson 2:** I can reason abstractly using place value understanding to relate adjacent base ten units from millions to thousandths. **(5.NBT.A.1)** **Lesson 3:** I can use exponents to name place value units and explain patterns in the placement of the decimal point. **(5.NBT.A.2)** **Lesson 4:** I can use exponents to denote powers of 10 with application to metric conversions. **(5.NBT.A.2, 5. MD.A.1)**	Eureka Parent Newsletter: Topic A Optional Quiz: Topic A **Pacing Considerations:** No pacing adjustments recommended	**Vocabulary** Exponents, Millimeter, Thousandths **Familiar Terms and Symbols** >, <, = (greater than, less than, equal to), Base ten units (place value units), Bundling, making, renaming, changing, regrouping, trading, Centimeter, Digit, Expanded, Hundredths (as related to place value), Number line, Number sentence, Place value, Standard form, Tenths, Unbundling, breaking, renaming, changing, regrouping, trading, Unit form, Word form **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 1: Understand Place Value • Lesson 2: Understand Powers of Ten **Zearn - Mission 1** Lesson 1: Move the Digits Lesson 2: Digit Dance Lesson 3: Excellence with Exponents Lesson 4: Millimeters, Centimeters, Meters **Embarc.online - Module 1** **Videos:** • **Compare the value of the digits in a multi-digit whole number**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			• Use place value to explain the pattern when a decimal is divided by a power of 10 • Multiply whole numbers by powers of 10 using knowledge of place value • Recognize place value relationships by multiplying and dividing by ten **I-Ready Lessons** • Understand Place Value • Read and Write Decimals **Task Bank** • Kipton's Scale (5.NBT.A.1) • Which Number Is It? (5.NBT.A.1) • Tenths and Hundredths (5.NBT.A.1) • Millions and Billions of People (5.NBT.A.1)
Domain: Numbers and Operations in Base Ten **Cluster:** Understand the Place Value System ■**5.NBT.A.3** Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000)). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols >, =, and < to show the relationship.	**Topic B: Decimal Fractions and Place Value Patterns** **Objectives/Learning Targets:** **Lesson 5:** I can name decimal fractions in expanded, unit, and word forms by applying place value reasoning. **(5.NBT.A.3)** **Lesson 6:** I can compare decimal fractions to the thousandths using like units, and express comparisons with >, <, =. **(5.NBT.A.3)**	Eureka Parent Newsletter: Topic B Optional Quiz: Topic B **Pacing Considerations:** No pacing adjustments recommended	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 3: Read and Write Decimals **Zearn - Mission 1** Lesson 5: Name that Decimal Lesson 6: Classy Comparisons **Embarc.online - Module 1** **Videos:** • Write decimals in expanded form • Write decimals in expanded notation

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			I-Ready Lessons • Understand Place Value • Read and Write Decimals **Task Bank** Drawing Pictures to Illustrate Decimal Comparison (5.NBT.A.2) Comparing Decimals on a Number Line (5.NBT.A.3) Placing Thousandths on a Number Line (5.NBT.A.3)
Domain: Numbers and Operations in Base Ten **Cluster:** Understand the Place Value System ■**5.NBT.A.4** Use place value understanding to round decimals to any place.	**Topic C: Place Value and Rounding Decimal Fractions** **Objectives/Learning Targets:** **Lessons 7–8:** I can round a given decimal to any place using place value understanding and the vertical number line. **(5.NBT.A.4)** **Complete Mid-Module Assessment**	Eureka Parent Newsletter: Topic C Optional Quiz: Topic C **Pacing Considerations:** **Lessons 7 and 8** can be combined. When combining lessons, review and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket. **Suggestions for combining:** **Fluency** (12 minutes) Find the Midpoint Rename the Units **Application Problem (8 minutes)** Use Lesson 7 Application Problem **Concept Development (20 minutes)** Lesson 7: Problems 2 and 3 Lesson 8: Problems 2 and 3 **Debrief/Exit ticket (10 minutes** Exit Ticket 7: a, b Exit Ticket 8: a	**Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 4: Compare and Round Decimals Zearn - Mission 1 Lesson 7: Decimal Round Lesson 8: More Rounding Embarc.online - Module 1 **Videos:** • Round Numbers to a specified place on a number line • Round decimals to any given place **I-Ready Lessons** • Round Decimals **Task Bank** Rounding to Tenths and Hundredths (5.NBT.A.4)

Curriculum and Instruction – Mathematics

Quarter 1 Grade 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Numbers and Operations in Base Ten **Cluster:** Understand the Place Value System ■**5.NBT.A.3** Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000)). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols >, =, and < to show the relationship. **Domain:** Numbers and Operations in Base Ten **Cluster:** Perform operations with multi-digit whole numbers and with decimals to hundredths. ■**5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.)	**Topic D: Adding and Subtracting Decimals** **Objectives/Learning Targets:** **Lesson 9:** I can add decimals using place value strategies and relate those strategies to a written method. **(5.NBT.A.3, 5.NBT.B.7)** **Lesson 10:** I can subtract decimals using place value strategies and relate those strategies to a written method. **(5.NBT.A.3, 5.NBT.B.7)**	Eureka Parent Newsletter: Topic D Optional Quiz: Topic D **Pacing Considerations:** Combine lessons 9 and 10 **Suggestions for combining:** **Lessons 9 and 10** **Fluency (15 minutes)** Sprint: Round to the Nearest One One Unit More One Unit Less **Application Problem (5 minutes)** Lesson 10 **Concept Development (20 minutes)** Use place value disks and model on place value chart. Teach the addition and then the subtraction as the inverse. 2 tenths 5 thousandths + 6 hundredths 148 thousandths + 7 ones 13 thousandths 7 ones 5 thousandths – 2 ones 3 thousandths 9.2 – 6 ones 4 tenths Switch to modeling with the algorithm. Ask students to check subtraction with addition for additional practice. **Problem Set: (10 minutes)** Lesson 9: 1b,1c,1d,1e,1f,2a,2c,2d,2e Lesson 10: 1b,1d,2a,2b,2c,2d,2e **Debrief/Exit Ticket (10 minutes)** Lesson 9: 2a,2b	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 7: Add and Subtract Decimals **Zearn - Mission 1** Lesson 9: Add by Place Lesson 10: Place to Subtract **Embarc.online - Module 1** **Videos:** • **Adding Decimals using a variety of strategies and models** **I-Ready Lessons** • Add and Subtract Decimals **Task Bank** Comparing Decimals on the Number Line (5.NBT.A.3) The Value of Education(5.NBT.B.7)

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
		Lesson 10: 2a, 2b	
Domain: Numbers and Operations in Base Ten **Cluster:** Understand the Place Value System ■**5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. ■**5.NBT.A.3** Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000)). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols >, =, and < to show the relationship. **Domain:** Numbers and Operations in Base Ten **Cluster:** Perform operations with multi-digit whole numbers and with decimals to hundredths. ■**5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.)	**Topic E: Multiplying Decimals** **Objectives/Learning Targets:** **Lesson 11:** I can multiply a decimal fraction by single-digit whole numbers, relate to a written method through application of the area model and place value understanding, and explain the reasoning used. **(5.NBT.A.3, 5.NBT.B.7)** **Lesson 12:** I can multiply a decimal fraction by single-digit whole numbers, including using estimation to confirm the placement of the decimal point. **(5.NBT.A.2, 5.NBT.A.3, 5.NBT.B.7)**	Eureka Parent Newsletter: Topic E **Optional Quiz: Topic E** **Pacing Considerations:** No pacing considerations at this time.	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 8: Multiply Decimals **Zearn - Mission 1** Lesson 11: Copying Decimals Lesson 12: What's Reasonable? **Embarc.online - Module 1** **Videos** • **Multiplying decimals – shown as repeated addition using base ten models** **Ready teacher-toolbox aligned lessons:** • **Lesson 8: Multiply Decimals (5.NBT.B.7)** **IREADY Lessons** • Multiply Decimals • Add and Subtract Decimals **Task Bank** **Marta's Multiplication Error (5.NBT.A.2)**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Numbers and Operations in Base Ten **Cluster:** Perform operations with multi-digit whole numbers and with decimals to hundredths. ■**5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.)	**Topic F: Dividing Decimals** **Objectives/Learning Targets:** **Lesson 13:** I can divide decimals by single-digit whole numbers involving easily identifiable multiples using place value understanding and relate to a written method. **(5.NBT.B.7)** **Lesson 14:** I can divide decimals with a remainder using place value understanding and relate to a written method. **(5.NBT.B.7)** **Lesson 15:** I can divide decimals using place value understanding including remainders in the smallest unit. **(5.NBT.B.7)** **Lesson 16:** I can solve word problems using decimal operations. **(5.NBT.B.7)** **Complete End-of-Module Assessment**	Eureka Parent Newsletter: Topic F Optional Quiz: Topic F **Pacing Considerations:** Lesson 14 and 15 can be combined. **Suggestions for combining:** **Lessons 14 and 15** **Fluency (12 minutes)** Find the Quotient Round to Different Place Values Sprint: Multiply by Exponents **Application Problem (8 minutes)** Lesson 14 Application Problem **Concept Development** Lesson 14: Problem 1 – Using disks and make connection to a written method Lesson 15- Problem 1- Using disks and make connections to a written method Lesson 14: Problem 2- No disk, using algorithm Lesson 15: Problem 3-4, No disks, using algorithm **Problem Set** Lesson 14: 1a, 2a, 2b, 2c Lesson 15: 1a, 2c, 2f **Debrief/ Exit Ticket (10 minutes)** Lesson 14: 1 Lesson 15: 1	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 9: Divide Decimals **Zearn - Mission 1** Lesson 13: Mindful Division Lesson 14: Decimal Division Lesson 15: Dynamo Division Lesson 16: Decimal Problem Solving **Embarc.online - Module 1** **Videos:** **Divide Decimals using the knowledge of multiplication** **I-Ready Lessons** • Divide Decimals **Task Bank** **What is 23 Divided by 5? (5.NBT.B.7)** **The Value of Education (5.NBT.B.7)**
Module 2 Multi-Digit Whole Number and Decimal Fraction Operations			
Domain: Number and Operations in Base Ten **Cluster:** Understand The Place Value System.	**Essential Questions** • How does multiplication relate to the	Eureka Parent Newsletter: Topic A Optional Quiz: Topic A	**Vocabulary** Conversion factor, Decimal fraction, Multiplier, Parentheses

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
■**5.NBT.A.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. ■**5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	other operations? • What makes a computational strategy both effective and efficient? • How does the size of the number affect the outcome of the operation? • How can we decide when to use an exact answer and when to use an estimate? **Learning Targets** **Topic A: Mental strategies for Multi Digit Whole Number Multiplication** **Lesson 1:** I can multiply multi-digit whole numbers and multiples of 10 using place value patterns and the distributive and associative properties. **(5.NBT.A.1, 5.NBT.A.2)** **Lesson 2:** I can estimate multi-digit products by rounding factors to a basic fact and using place value patterns. **(5.NBT.A.1, 5.NBT.A.2)**	**Pacing Considerations:** No pacing considerations at this time.	**Familiar Terms and Symbols** Decimal, digit, divisor, equation, equivalence, equivalent, estimate, exponent, multiple, pattern, product, quotient, remainder, renaming, rounding, unit form **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 1: Understand Place Value • Lesson 2: Understand Powers of Ten **Zearn Mission 2** Lesson 2: Multiplication Estimation **Embarc.online- Module 2** **Videos:** • **Multiplying by powers of 10** • **Understand that a digit in one place is 1/10 the value of the digit to the left (using whole numbers)** **I-Ready Lessons** • Understand Place Value **Task Bank** • **Drawing Pictures to Illustrate Decimal Comparison (5.NBT.A.2)** • **Kipton's Scale (5.NBT.A.1)** • **Which Number Is It? (5.NBT.A.1)**

Curriculum and Instruction – Mathematics

Quarter 1 Grade 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Operations and Algebraic Thinking **Cluster:** Write and interpret numerical expressions. ➢ **5.OA.A.1** Use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations). ➢ **5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by2" as 2x(8+7). Recognize that 3x(18932+ 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product. **Domain:** Number and Operations in Base Ten **Cluster:** Perform operations with multi-digit whole numbers and with decimals to hundredths. ■**5.NBT.B.5** Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.	**Topic B: The Standard Algorithm for Multi-Digit Whole Number Multiplication** **Lesson 3:** I can write and interpret numerical expressions, and compare expressions using a visual model. **(5.OA.A.1, 5.OA.A.2)** **Lesson 4:** I can convert numerical expressions into unit form as a mental strategy for multi-digit multiplication. **(5.OA.A.1, 5.OA.A.2)** **(can be omitted)** **Lesson 5:** I can connect visual models and the distributive property to partial products of the standard algorithm without renaming. **(5.NBT.B.5)** **Lessons 6–7:** I can connect area models and the distributive property to partial products of the standard algorithm with renaming. **(5.NBT.B.5)** **Lesson 8:** I can fluently multiply multi-digit whole numbers using the standard algorithm and using estimation to check for reasonableness of the product. **(5.NBT.B.5)** **Lesson 9:** I can fluently multiply multi-digit whole numbers using the standard algorithm to solve multi-step word problems. **(5.NBT.B.5)**	Eureka Parent Newsletter: Topic B Optional Quiz: Topic B **Pacing Considerations:** **Lesson 4** can be omitted.	**Pacing Considerations:** **Lesson 4** can be omitted if the teacher is struggling with pacing. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 5: Multiply Whole Numbers **Zearn- Mission 2** Lesson 3: What Does That Say? Lesson 4: Mental Math Multiplication Lesson 5: Area Model Multiplication Lesson 6: Area Model Multiplication Returns Lesson 7: Area Model Multiplication Again Lesson 8: Is it Reasonable? Lesson 9: Multi-Multiply **Embarc.online-Module 2** **Videos** • **Work with expressions that have parentheses** • **Multiply multi-digit whole numbers by using the area model strategy** **I-Ready Lessons** • Write and evaluate Expressions • Multiplying by Two-Digit Numbers **Task Bank:** **Watch Out for Parenthesis (5.OA.A.1)** **Bowling for Numbers (5.OA.A.1)**

Curriculum and Instruction – Mathematics

Quarter 1 Grade 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Number and Operations in Base Ten **Cluster:** Perform operations with multi-digit whole numbers and with decimals to hundredths. ■**5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.)	**Topic C: Decimal Multi Digit Multiplication** **Lesson 10:** I can multiply decimal fractions with tenths by multi-digit whole numbers using place value understanding to record partial products. **(5.NBT.B.7)** **Lesson 11:** I can multiply decimal fractions by multi-digit whole numbers through conversion to a whole number problem and reasoning about the placement of the decimal. **(5.NBT.B.7)** **Lesson 12**: I can reason about the product of a whole number and a decimal with hundredths using place value understanding and estimation. **(5.NBT.B.7)**	**Eureka Parent Newsletter: Topic C** **Optional Quiz- Topic C** **Pacing Considerations:** No pacing adjustments recommended	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 8: Multiply Decimals **Zearn - Mission 1** Lesson 10: Times Tenths Lesson 11: Excellent Estimation Lesson 12: Multiplying, It's Magic **Embarc.online- Module 2** **Videos:** • **Multiplying decimals as repeated addition in an area model** **I-Ready Lessons** • Multiply Decimals **Task Bank** **The Value of Education (5.NBT.B.7)**
Domain: Number and Operations in Base Ten **Cluster:** Perform operations with multi-digit whole numbers and with decimals to hundredths. ■**5.NBT.B.5** Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms. ■**5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness	**Topic D: Measurement Word Problems with Whole Number Decimal Multiplication** **Lesson 13:** I can use whole number multiplication to express equivalent measurements. **(5.NBT.B.5, 5.NBT.B.7, 5. MD.A.1**) **Lesson 14:** I can use fraction and decimal multiplication to express equivalent measurements. **(5.NBT.B.7, 5. MD.A.1**) **Lesson 15**: I can solve two-step word problems involving measurement	Eureka Parent Newsletter: Topic D **Optional Quiz: Topic D** **Pacing Considerations:** No pacing adjustments recommended	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 21: Convert Measurement Units • Lesson 22: Solve Word Problems Involving Conversions **Zearn - Mission 1** Lesson 13: Multiply to Convert Lesson 14: Cool Conversions Lesson 15: Convert to Solve

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.) **Domain:** Measurement and Data **Cluster:** Convert like measurement units within a given measurement system from a larger unit to a smaller unit. ■ **5.MD.A.1** Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). For example, 3.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.	conversions. **(5.NBT.B.5, 5.NBT.B.7, 5. MD.A.1**) **Complete Mid-Module Assessment**		**Embarc.online - Module 2** **Videos:** • **Select appropriate measurements conversions** **I-Ready Lessons** • Solve Word Problems Involving Conversions **Task Bank** **Elmer's Multiplication Error (5.NBT.B.5)**

RESOURCE TOOLKIT The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. These resources were chosen as an accompaniment to modules taught within this quarter. Incorporated materials may assist educators with grouping, enrichment, remediation, and differentiation.		
Textbook Resources Great Minds' Eureka Math	**TN State Standards/CCSS** TN Math Standards Achieve the Core	**Videos** Resources Teaching Channel Scholastic Math Study Jams Math TV LearnZillion Khan Academy
Interactive Manipulatives http://www.eduplace.com/ Illuminations Resources for Teaching Math Interactive Sites for Educators Math Playground: Common Core Standards PARCC Games Virtual Manipulatives IXL MATH Thinking Blocks: Computer and Ipad based programs		**Additional Sites** http://www.k-5mathteachingresources.com/5th-grade-number-activities.html http://embarc.online **Edutoolbox Resources** **Illustrated Mathematics Dictionary for Kids** **Parent Roadmap: Supporting Your Child in Grade 5 Mathematics** **Other:** Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions. Pacing and Preparation Guide (Omissions)

SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5

August 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
				1	2	**Flex Day Options Include:** ***Standard***- Suggested standard(s) to review for the day (*-denotes a Power Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace. ***Other***- This includes assessments, review, re-teaching, etc. Optional Quizzes- Module 1 Topic A Topic B Topic C (Quizzes should not take more than 15 minutes to administer)
	5	6	7	8	9	
	12	13	14	15	16	*Use this time to establish routines, procedures, and build positive classroom culture.* *Additional SEL resources: SEL Connections and SEL Competencies*
Module 1	19 **Topic A** **Lesson 1**	20 **Topic A** **Lesson 2**	21 **Topic A** **Lesson 3**	22 **Topic A** **Lesson 4**	23 **Flex Day Options** **5.NBT.A.1** **5.NBT.A.2** **Pacing** **Other**	
Module 1	26 **Topic B** **Lesson 5**	27 **Topic B** **Lesson 6**	28 Topic C Combine Lesson 7/8	29 **Mid Module Assessment**	30 **Flex Day Options** **5.NBT.A.3*** **5.NBT.A.4*** **Pacing** **Other**	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5

September 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 1	**2** ***Labor Day (Out)***	**3** **Topic** D Combine Lesson 9/10	**4** **Topic E** **Lesson 11**	**5** **Topic E** **Lesson 12**	**6** **Flex Day Options** **5.NBT.A.3*** **5.NBT.B.7** **Pacing** **Other**	**Flex Day Options Include:** ***Standard-*** Suggested standard(s) to review for the day (*-denotes a Power Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace. ***Other***- This includes assessments, review, re-teaching, etc. Optional Quizzes- Module 1 Topic D Topic E Topic F Optional Quizzes- Module 2 Topic A Topic B Topic C (Quizzes should not take more than 15 minutes to administer)
Module 1	**9** **Topic F** **Lesson 13**	**10** Topic F Combine Lesson 14/15	**11** **Topic F** **Lesson 16**	**12** **End of Module Assessment**	**13** **Flex Day Options** **5.NBT.B.7** **Pacing** **Other**	
Module 2 Omit lesson 4	**16** **Topic A** **Lesson 1**	**17** **Topic A** **Lesson 2**	**18** **Topic B** **Lesson 3**	**19** **Topic B** **Lesson 5** ***Parent Teacher Conferences***	**20** *½ day students* **Flex Day Options** **5.NBT.A.1** **5.NBT.A.2** **5.OA.A.1** **Pacing** **Other**	
Module 2	**23** **Topic B** **Lesson 6**	**24** **Topic B** **Lesson 7**	**25** **Topic B** **Lesson 8**	**26** **Topic B** **Lesson 9**	**27** **Flex Day Options** **5.NBT.B.5** **Pacing** **Other**	
Module 2	**30** **Topic C** **Lesson 10**	1	2	3	4	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5

October 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 2	30	**1** **Topic C** **Lesson 11**	**2** **Topic C** **Lesson 12**	**3** **Topic D** **Lesson 13**	**4** Flex Day Options **5.NBT.B.7** **5.NBT.B.5*** **Pacing** **Other**	**Flex Day Options Include:** ***Standard***- Suggested standard(s) to review for the day (*-denotes a Power Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace. ***Other***- This includes assessments, review, re-teaching, etc. Optional Quizzes- Module 2 **Topic C** **Topic D** (Quizzes should not take more than 15 minutes to administer)
Module 2	**7** **Topic D** **Lesson 14**	**8** **Topic D** **Lesson 15**	**9** **Mid Module Assessment**	**10** **FLEX DAY**	**11** *½ day students* *End of Quarter 1* Flex Day Options **5.NBT.B.7** **5.NBT.B.5*** **Pacing** **Other**	
	14	**15**	**16**	**17**	**18**	
	21 *Quarter 2 begins*	**21**	**23**	**24**	**25**	
	28	**29**	**30**	**31** *Halloween*	1	

Fall Break

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.