



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5



## Mathematics Grade 5 – Year at a Glance 2018 - 2019



Q1		Q2		Q3		Q4	
Module 1 Aug. 6 – Sept. 7	Module 2 Sept. 11- Nov. 5	Module 3 Nov.6 – Dec. 11	Module 4 Jan. 7-Feb. 19	Module 5 Feb. 21 – Mar. 29	Module 6 Apr. 1 – April 16 (Through Mid Module)	Module 6 (cont) Apr. 22 - May23	
Place Value and Decimal Fractions	Multi-Digit Whole Number and Decimal 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	TN Ready Testing Window	Material covered after Mid Module Assessment are extensions of 5 <sup>th</sup> 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.B.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.NBT.B.7	5.NBT.B.5		5.NF.B.4a	5.MD.C.5			
5.MD.A.1	5.NBT.B.6		5.NF.B.6	5.G.B.3			
	5.NBT.B.7		5.NF.B.7				
	5.MD.A.1		5.MD.A.1				
			5.MD.B.2				

Key:

Major Content	Supporting Content
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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 the following guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

[Pacing and Preparation Guide \(Omissions\)](#)



### 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**.

## Instructional Shifts for Mathematics





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The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) “processes and proficiencies” with longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. 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.

[Tennessee Mathematics Content Standards](#)

[Standards for Mathematical Practice](#)

[Literacy Skills for Mathematical Proficiency](#)



### Structure of the Standards

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.
- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.
- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.
- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.



## 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.



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Module 2: Multi-Digit Whole Number and Decimal Fraction Operations

Module 3: Addition and Subtraction of Fractions

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.OA.A.1	Conceptual Understanding, Procedural Skill and Fluency	Introductory
5.OA.A.2	Application	5.OA.A.1
5.NBT.A.1	Conceptual	4.NF.C.5, 4.NF.C.6, 4.NF.C.7, 4.NBT.A.1
5.NBT.A.2	Conceptual	5.NBT.A.1
5.NBT.B.5	Procedural Skill and Fluency	4.NBT.B.4, 4.NBT.B.5, 5.NBT.A.1
5.NBT.B.6	Conceptual Understanding	4.NBT.B.4, 4.NBT.B.6, 5.NBT.A.1, 5.NBT.B.5
5.NBT.B.7	Conceptual Understanding	4.NBT.B.4, 5.NBT.A.1, 5.NF.A.1, 5.NF.B.4, 5.NF.B.7,



TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/ FLUENCY
<b>Module 2: Multi-Digit Whole Number and Decimal Fraction Operations (Continued from Quarter 1)</b>			
<p><b>Domain:</b> Number and Operations in Base Ten  <b>Cluster:</b> Understand The Place Value System.            ■ <b>5.NBT.A.1</b> 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.            ■ <b>5.NBT.A.2</b> 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.  <b>Domain:</b> Number and Operations in Base Ten  <b>Cluster:</b> Perform operations with multi-digit whole numbers and with decimals to hundredths            ■ <b>5.NBT.B.6</b> Find whole-number quotients and remainders of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does multiplication relate to the other operations?</li> <li>What makes a computational strategy both effective and efficient?</li> <li>How does the size of the number affect the outcome of the operation?</li> <li>How can we decide when to use an exact answer and when to use an estimate?</li> </ul> <p><b>Topic E: Mental Strategies for Multi-digit Whole Number Division</b></p> <p><b>Objectives/Learning Targets:</b></p> <p><b>Lesson 16:</b> Use divide by 10 patterns for multi-digit whole number division. (5.NBT.A.1, 5.NBT.A.2, 5.NBT.B.6)  <b>Lesson 17:</b> I can use basic facts to approximate quotients with two-digit divisors. (5.NBT.A.1, 5.NBT.A.2, 5.NBT.B.6)  <b>Lessons 18:</b> I can use basic facts to approximate quotients with two-digit divisors. (5.NBT.A.1, 5.NBT.A.2, 5.NBT.B.6)</p>	<p><a href="#">Eureka Parent Newsletter- Topic E</a></p> <p><a href="#">Optional Quiz- Topic E</a></p> <p><b>Pacing Considerations:</b>            No pacing adjustments recommended</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><a href="#">Ready teacher toolbox aligned lessons</a></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 6: Divide Whole Numbers</a></li> </ul> <p><a href="#">Zearn Lessons- Mission 2</a>  <b>Lesson 16:</b> Place Value Division  <b>Lesson 17:</b> More Excellent Estimation  <b>Lesson 18:</b> Most Excellent Estimation</p> <p><a href="#">embarc.online- Module 2</a></p> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li><a href="#">Recognize place value relationships by multiplying and dividing by ten</a></li> <li><a href="#">Understand the value of a digit in a decimal number</a></li> </ul>	<p><b>Vocabulary</b>            Conversion factor, Decimal fraction, Multiplier, Parentheses</p> <p><b>Familiar Terms and Symbols</b>            Decimal, digit, divisor, equation, equivalence, equivalent, estimate, exponent, multiple, pattern, product, quotient, remainder, renaming, rounding, unit form</p> <p><b>Fluency Practice:</b></p> <p><b>Lesson 16</b>            Sprint: Divide by Multiples of 10 and 100, Round to the nearest Ten            Group Count by Multiples of 10</p> <p><b>Lesson 17</b>            Group Count by Multiples of 10, Round to the Nearest 10, Divide by Multiples of 10, 100, and 1,000</p> <p><b>Lesson 18</b>            Group Count by Multiples of 10, Divide by Multiples of 10, 100, and 1,000, Estimate and divide</p>



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		<ul style="list-style-type: none"> <li><a href="#">Explain patterns in zeros when multiplying by a power of ten</a></li> <li><a href="#">Use whole number exponents to denote powers of ten</a></li> </ul> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>Divide Whole Numbers</li> </ul> <p><b>Task Bank</b></p> <ul style="list-style-type: none"> <li><a href="#">Which Number Is It?</a></li> <li><a href="#">Kipton's Scale</a></li> <li><a href="#">Marta's Multiplication Error</a></li> <li><a href="#">Multiplying Decimals by Ten</a></li> </ul>	
<p><b>Domain:</b> Number and Operations in Base Ten <b>Cluster:</b> Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>■ <b>5.NBT.B.6</b> Find whole-number quotients and remainders of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p><b>Topic F: Partial Quotients and Multi-Digit Whole Number Division</b></p> <p><b>Objectives/Learning Targets:</b></p> <p><b>Lesson 19:</b> I can divide two- and three-digit dividends by multiples of 10 with single-digit quotients, and make connections to a written method. (5.NBT.B.6)</p> <p><b>Lessons 20–21:</b> I can divide two- and three-digit dividends by two- digit divisors with single-digit quotients, and make connections to a written method. (5.NBT.B.6)</p> <p><b>Lessons 22–23:</b> I can divide three- and four-digit dividends by two- digit divisors resulting in two- and three-digit quotients, reasoning about the decomposition of successive remainders in each place value. (5.NBT.B.6)</p>	<p><a href="#">Eureka Parent Newsletter- Topic F</a> <a href="#">Optional Quiz: Topic F</a> <b>Pacing Considerations:</b> No pacing adjustments recommended</p> <p><b>Additional instructional resources for enrichment/remediation:</b> <a href="#">Remediation Guide</a> <a href="#">Ready teacher-toolbox aligned lessons</a></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 6: Divide Whole Numbers</a></li> </ul> <p><a href="#">Zearn Lessons- Mission 2</a> Lesson 19: Dare to Divide Lesson 20: Division Precision Lesson 21: Division Diver Lesson 22: Dramatic Division Lesson 23: Division Diver Duo</p> <p><a href="#">embarc.online-Module 2</a></p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 19-</b> Estimate and Divide Group Count by Multiples of 10 Group Count by Multi-Digit Numbers</p> <p><b>Lesson 20-</b> Estimate and Divide Divide by Multiples of 10 with Remainders Group Count by Multi-Digit Numbers</p> <p><b>Lesson 21-</b> Group Count by Multi-Digit Numbers Divide by Two-digit Numbers</p> <p><b>Lesson 22-</b> Divide Decimals Group Count by Multi-Digit Numbers Divide by Two-digit Numbers</p> <p><b>Lesson 23-</b> Divide Decimals Rename Tenths and Hundredths Divide by Two-digit Numbers</p>





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<p><b>Domain:</b> Number and Operations in Base Ten  <b>Cluster:</b> Understand the place value system  <b>Cluster:</b> Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>■ <b>5.NBT.A.2</b> 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 ten.</p> <p>■ <b>5.NBT.B.7</b> 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.</p>	<p><b>Topic G: Partial Quotients and Multi-Digit Decimal Division</b></p> <p><b>Objectives/Learning Targets:</b></p> <p><b>Lesson 24:</b> I can divide decimal dividends by multiples of 10, reasoning about the placement of the decimal point and making connections to a written method. (5.NBT.A.2, 5.NBT.B.7)</p> <p><b>Lesson 25:</b> I can use basic facts to approximate decimal quotients with two-digit divisors, reasoning about the placement of the decimal point. (5.NBT.A.2, 5.NBT.B.7)</p> <p><b>Lesson 26-27:</b> I can solve division word problems involving multi-digit division with group size unknown and the number of groups unknown. (5.NBT.A.2, 5.NBT.B.7)</p>	<p><a href="#">Eureka Parent Newsletter- Topic G</a>  <a href="#">Optional Quiz: Topic G</a></p> <p><b>Pacing Considerations:</b>            No pacing adjustments recommended</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a>  <a href="#">Ready teacher-toolbox aligned lessons</a></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 9: Divide Decimals</a></li> </ul> <p><a href="#">Zearn Lessons- Mission 2</a></p> <p><b>Lesson 24:</b> Divide the Decimal  <b>Lesson 25:</b> Estimating Quotients  <b>Lesson 26:</b> Dividing with Decimals  <b>Lesson 27:</b> Decimal Division Remix</p> <p><a href="#">embarc.online- Module 2</a></p> <p><b>Task Bank</b>  <a href="#">What is 23 divided by 5?</a></p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 24</b>            Rename Tenths and Hundredths            Divide Decimals            Divide by Two-Digit Numbers</p> <p><b>Lesson 25</b>            Rename Tenths and Hundredths            Divide Decimals by Ten            Divide Decimals by Multiples of 10</p> <p><b>Lesson 26-27</b>            Rename Tenths and Hundredths            Divide Decimals by Multiples of 10            Estimate the Quotient            Unit Conversions            Divide Decimals by Two-Digit Numbers</p>



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<p><b>Domain:</b> Number and Operations in Base Ten  <b>Cluster:</b> Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>■ <b>5.NBT.6</b> Find whole-number quotients and remainders of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>■ <b>5.NBT.7</b> 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.)</p>	<p><b>Topic H:</b> Measurement Word Problems with Multi-Digit Division</p> <p><b>Objectives/Learning Targets:</b></p> <p><b>Lesson 28-29</b> I can solve division word problems involving multi-digit division with group size unknown and the number of groups unknown. (5.NBT.B .6, 5.NBT.B.7)</p> <p><b>End of Module Assessment</b></p>	<p><a href="#">Eureka Parent Newsletter Topic H</a>  <a href="#">Optional Quiz- Topic H</a></p> <p><b>Additional instructional resources for enrichment/remediation:</b></p> <p><a href="#">Remediation Guide</a></p> <p><a href="#">Ready teacher-toolbox aligned lessons</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 9: Divide Decimals</a></li> </ul> <p><a href="#">Zearn Lessons- Mission 2</a>  <a href="#">Embarc.online -Module 2</a></p> <p><b>I-Ready Lessons:</b>            Divide Decimals</p> <p>Task Bank</p> <ul style="list-style-type: none"> <li>• <a href="#">Kipton's Scale</a></li> <li>• <a href="#">The Value of Education</a></li> <li>• <a href="#">Multiplying Decimals by 10</a></li> </ul>	<p><b>Fluency Practice</b></p> <p><b>Lesson 28-29</b>            Multiples of 10            Unit Conversions            Divide Decimals by Two-Digit Numbers</p>



TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/ FLUENCY
<b>Module 3: Addition and Subtraction of Fractions</b>			
<p>Domain: Number and Operations-Fractions Cluster: Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>■ 5.NF.A.1 Add and subtract fractions with unlike denominators. (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p>	<p><b>Essential Questions</b> How do mathematical ideas interconnect and build on one another to produce a coherent whole?</p> <p><b>Topic A: Equivalent Fractions</b></p> <p><b>Objectives/Learning Targets:</b></p> <p><b>Lesson 1:</b> I can make equivalent fractions with the number line, the area model, and numbers. (4.NF.A.1)</p> <p><b>Lesson 2:</b> I can make equivalent fractions with sums of fractions with like denominators. (4.NF.A.1)</p>	<p><a href="#">Eureka Parent Newsletter- Topic A</a> <a href="#">Optional Quiz: Topic A</a></p> <p><b>Pacing Considerations:</b> Omit Lesson 2 as it addresses a Grade 4 standard. In Lesson 3, omit the paper folding exercise, and consider it a remediation tool.</p> <p><b>Additional instructional resources for enrichment/ remediation:</b> <a href="#">Remediation Guide</a> <a href="#">Ready teacher-toolbox aligned lessons</a></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 13: Understand Equivalent Fractions (Grade 4)</a></li> </ul> <p><a href="#">Zearn Lessons- Module 3</a> Lesson 1: Equivalent Fractions Lesson 2: More Equivalent Fractions</p> <p><a href="#">embarc.online</a>- Module 3</p> <p><b>I Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li><a href="#">N/A</a></li> </ul> <p><b>Task Bank:</b></p> <ul style="list-style-type: none"> <li><a href="#">Mixed Numbers with Unlike Denominators</a></li> <li><a href="#">Finding Common Denominators to Subtract</a></li> <li><a href="#">Finding Common Denominators to Add</a></li> </ul>	<p><b>Vocabulary</b> Benchmark fraction, Like denominators, Unlike denominators</p> <p><b>Familiar Terns and Symbols</b> Between, denominator, equivalent fraction, fraction greater than or equal to 1, fraction written in the largest possible unit, fractional unit, hundredth, kilometer, meter, centimeter, liter, milliliter, kilogram, gram, mile, yard, foot, inch, gallon, quart, pint, cup, pound, ounce, hour, minute, second, more than halfway and less than halfway, number sentence, numerator, one tenth, tenth, whole unit, &lt;, &gt;, =</p> <p><b>Fluency Practice:</b></p> <p><b>Lesson 1</b> Sprint: Write the Missing Factor Skip-Counting by <math>\frac{1}{4}</math> hour</p> <p><b>Lesson 2</b> Equivalent Fractions Sprint: Find the Missing Numerator or Denominator</p>



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<p><b>Domain: Number and Operations-Fractions</b>  <b>Cluster:</b> Use equivalent fractions as a strategy to add and subtract fractions</p> <p>■ <b>5.NF.A.1</b> Add and subtract fractions with unlike denominators. (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>■ <b>5.NF.A.2</b> Solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result</p>	<p><b>Topic B: Making Like Units Pictorially</b></p> <p><b>Objectives/Learning Targets:</b></p> <p><b>Lesson 3:</b> I can add fractions with unlike units using the strategy of creating equivalent fractions. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 4:</b> I can add fractions with sums between 1 and 2. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 5:</b> I can subtract fractions with unlike units using the strategy of creating equivalent fractions. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 6:</b> I can subtract fractions from numbers between 1 and 2. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 7:</b> I can solve two-step word problems. (5.NF.A.1, 5.NF.A.2)</p> <p style="text-align: center;"><b>Mid Module Assessment</b></p>	<p><a href="#">Eureka Parent Newsletter- Topic B</a>  <a href="#">Optional Quiz- Topic B</a></p> <p><b>Pacing Considerations:</b>            Note: In the first year of implementation, beginning in Lesson 5, be sure to include the fluency activities requiring students to subtract fractions less than one from a whole number (e.g., 4 – 58) in order to prepare students to subtract larger mixed numbers in Topics B and C. Model these fluency activities on the number line and with a tape diagram.</p> <p><b>Additional instructional resources for enrichment/ remediation:</b></p> <p><a href="#">Eureka Remediation Guide</a></p> <p><a href="#">Ready teacher-toolbox aligned lessons</a></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 10: Add and Subtract Fractions</a></li> </ul> <p><a href="#">Zearn Lessons- Module 3</a></p> <p><b>Lesson 3: Make like units to Add</b>  <b>Lesson 4: Fraction Addition</b>  <b>Lesson 5: Make Like Units to Subtract</b>  <b>Lesson 6: Fraction Subtraction</b>  <b>Lesson 7: Fraction Problem Solving</b></p> <p><a href="#">embarc.online- Module 3</a></p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li><a href="#">Finding a common denominator using area models</a></li> <li><a href="#">Adding fractions with unlike denominators using area models</a></li> <li><a href="#">Subtracting fractions with unlike denominators using area models</a></li> </ul>	<p>Fluency Practice</p> <p><b>Lesson 3</b>  <b>Sprint:</b> Equivalent Fractions            Adding Like Fractions            Fractions as Division</p> <p><b>Lesson 4</b>            Adding Fractions to Make One Whole Skip-Counting by <math>\frac{1}{3}</math> yard</p> <p><b>Lesson 5</b>            Sprint: Subtracting Fractions from a Whole</p> <p><b>Lesson 6</b>            Name the Fraction to Complete the Whole            Taking from the Whole            Fraction Units to Ones and Fractions</p> <p><b>Lesson 7</b>            Sprint: Circle the Equivalent Fraction</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/ FLUENCY
		Task Bank <ul style="list-style-type: none"> <li>• <a href="#">Marta's Multiplication Error</a></li> <li>• <a href="#">Multiplying Decimals by Ten</a></li> </ul>	
<p><b>Domain: Number and Operations-Fractions</b>  <b>Cluster:</b> Use equivalent fractions as a strategy to add and subtract fractions</p> <p>■ <b>5.NF.A.1</b> Add and subtract fractions with unlike denominators. (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>■ <b>5.NF.A.2</b> Solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result</p>	<p><b>Topic C: Making Like Units Numerically</b></p> <p><b>Objectives/Learning Targets:</b></p> <p><b>Lesson 8:</b> I can add fractions to and subtract fractions from whole numbers using equivalence and the number line as strategies. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 9:</b> I can add fractions making like units numerically. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 10:</b> I can add fractions with sums greater than 2. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 11:</b> I can subtract fractions making like units numerically. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 12:</b> I can subtract fractions greater than or equal to 1. (5.NF.A.1, 5.NF.A.2)</p>	<p><a href="#">Eureka Parent Newsletter- Topic C</a>  <a href="#">Optional Quiz: Topic C</a></p> <p><b>Pacing Considerations:</b>        " Note: In the first year of implementation, beginning in Lesson 5, be sure to include the fluency activities requiring students to subtract fractions less than one from a whole number (e.g., 4 – 58) in order to prepare students to subtract larger mixed numbers in Topics B and C. Model these fluency activities on the number line and with a tape diagram.</p> <p>Omit the Sprint in Lesson 12, and replace it with simple reasoning about fractions on the number line, such as "Is <math>\frac{3}{4}</math> greater than or less than 12? __ 35? __ 37?"</p> <p><b>Additional instructional resources for enrichment/remediation:</b></p> <p><a href="#">Remediation Guide</a></p> <p><a href="#">Ready teacher- toolbox aligned lessons</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 10: Add and Subtract Fractions</a></li> </ul> <p><a href="#">Zearn Lessons- Module 3</a></p> <p>Lesson 8: Make it easier        Lesson 9: Lovely like Units        Lesson10: Add Mixed        Lesson 11: Mixed Minus Mixed</p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 8</b>        Adding Whole Numbers and Fractions        Subtracting Fractions from Whole Numbers</p> <p><b>Lesson 9</b>        Adding and Subtracting Fractions with Like Units  <b>Sprint:</b> Adding and Subtracting Fractions with Like Units</p> <p><b>Lesson 10</b>  <b>Sprint:</b> Add and Subtract Whole Numbers and Ones with Fraction Units</p> <p><b>Lesson 11</b>        Subtracting Fractions from Whole Numbers        Adding and Subtracting Fractions with Like Units</p> <p><b>Lesson 12</b>  <b>Sprint:</b> Subtracting Fractions with Like and Unlike Units</p>



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/ FLUENCY
		Lesson 12: Mixed Methods  <a href="#">embarc.online- Module 3</a>  <b>Videos:</b> <ul style="list-style-type: none"> <li>• <a href="#">Adding mixed numbers using area models and renaming as improper fractions</a></li> <li>• <a href="#">Subtracting mixed numbers using area models</a></li> </ul> <b>I-Ready Lessons:</b> <ul style="list-style-type: none"> <li>• Add and Subtract Fractions</li> <li>• Adding and Subtracting Unlike Fractions</li> </ul> <b>Task Bank</b> <ul style="list-style-type: none"> <li>• Please refer to Topics A and B</li> </ul>	
<p><b>Domain: Number and Operations-Fractions</b>  <b>Cluster:</b> Use equivalent fractions as a strategy to add and subtract fractions</p> <p>■ <b>5.NF.A.1</b> Add and subtract fractions with unlike denominators. (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>■ <b>5.NF.A.2</b> Solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers</p>	<p><b>Topic D: Further Applications</b></p> <p><b>Objectives/Learning Targets:</b></p> <p><b>Lesson 13:</b> I can use fraction benchmark numbers to assess reasonableness of addition and subtraction equations. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 14:</b> I can strategize to solve multi-term problems. (5.NF.A.1, 5.NF.A.2)</p> <p><b>Lesson 15:</b> I can solve multi-step word problems; assess reasonableness of solutions using benchmark numbers. (5.NF.A.1, 5.NF.A.2)</p>	<p><a href="#">Eureka Parent Newsletter- Topic D</a>  <a href="#">Optional Quiz- Topic D</a></p> <p><b>Pacing Considerations:</b>        " In Lesson 15, choose two or three problems, and omit the others. Use the omitted problems as Application Problems in future lessons. Consider omitting Lesson 16 and using it in a center for early finishers, or have advanced students work the problems and present their solutions in a video or interactive demonstration. Consider asking the following questions to students. "Have you ever thought about what the whole would look like if this paper were one-half? What if it were one-third? What if this is three-fourths of the whole?"</p>	<p><b>Fluency Practice</b></p> <p><b>Lesson 13</b>        From Fractions to Decimals        Adding and Subtracting Fractions with Unlike Units</p> <p><b>Lesson 14</b>  <b>Sprint:</b> Make Larger Units (Simplifying Fractions)        Happy Counting with Mixed Numbers</p> <p><b>Lesson 15</b>        Circle the Smaller Fraction</p>



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/ FLUENCY
	<p><b>Lesson 16:</b> I can explore part-to-whole relationships. (5.NF.A.1, 5.NFA..2)</p> <p><b>End of Module Assessment</b></p>	<p><b>Additional instructional resources for enrichment/remediation:</b></p> <p><a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons</b></p> <ul style="list-style-type: none"> <li>Lesson 11: Add and Subtract Fractions in Word Problems</li> </ul> <p><b>Zearn Lessons- Mission 3</b></p> <p>Lesson 13: Mighty Mental Health            Lesson 14: Rearrange and Solve            Lesson 15: Fractions in Action            Lesson 16: How long?</p> <p><a href="#">Embarc.online- Module 3</a></p> <p><b>Videos</b></p> <p><a href="#">Add and subtract fractions with unlike denominators by using number lines</a></p> <p><a href="#">Add and subtract fractions with unlike denominators</a></p> <p><a href="#">Subtract fractions with unlike denominators by using area models</a></p> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>Add and Subtract Fractions</li> <li>Adding and Subtracting Unlike Fractions</li> </ul> <p><b>Task Bank</b></p> <p><a href="#">Finding Common Denominators to Subtract</a></p> <p><a href="#">Finding Common Denominators to Add</a></p>	<p><b>Lesson 16</b></p> <p>Break Apart the Whole            Make a Like Unit            Add Fractions with answers greater than 1</p>



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

## RESOURCE TOOLBOX

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.

**NWEA MAP Resources:** [https://teach.mapnwea.org/assist/help\\_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm](https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm) - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum)  
<https://support.nwea.org/khanrit> - These Khan Academy lessons are aligned to RIT scores.

### Textbook Resources

[Great Minds' Eureka Math](#)

### TN State Standards/CCSS

[TN Math Standards](#)  
[Achieve the Core](#)

### Videos

[Tech Coach Corner PowerPoint and 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](#)  
[Thnikning 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 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5



October 2018						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 2 1-day Review Mid Module Assessment 3-day Flex (Task) Day	1	2 <b>M2: Mid Module Assessment Complete</b>	3	4	5 <i>End of 1<sup>st</sup> Nine Weeks</i>	Note: <i>Flex days</i> are included in the instructional calendar to allow opportunities for review, district testing, tasks and other school-based activities. (See curriculum map for Task Bank)
	8	9	10	11	12	
	<i>Fall Break</i>					Optional Quizzes: Module 2  <a href="#">Topic E</a> <a href="#">Topic F</a> <a href="#">Topic G</a> <a href="#">Topic H</a>
	<i>Columbus Day</i>					
Module 2 Topic E: Lessons 16-18 Topic F: Lessons 19-20	15  <i>Begin 2<sup>nd</sup> Nine Weeks</i>	16	17	18	19	
Module 2 Topic F: Lessons 21-23 Topic G: Lessons 24-25	22	23	24	25	26	(Quizzes should not take more than 15 minutes to administer)
Module 2 Topic G: Lessons 26-27 Topic H: 28-29 1 Day Review	29	30	31 <i>Halloween</i>	1	2	

*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 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5



November 2018						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 2 Topic G: Lessons 26-27 Topic H: 28-29 1 Day Review				1	2	<p>Note: <b>Flex days</b> are included in the instructional calendar to allow opportunities for review, district testing, tasks and other school-based activities. (See curriculum map for Task Bank)</p> <p>Optional Quizzes: Module 3 Topic A Topic B Topic C (Quizzes should not take more than 15 minutes to administer)</p>
Module 2 <b>End of Module Assessment</b> 1-day Flex (Task) Day Module 3 Topic A: Lessons 1-2 Topic B: Lesson 3	5 <b>Module 2: End of Module Assessment Complete</b>	6	7	8	9	
Module 3 Topic B: Lesson 4-7	12 <b>Veteran's Day (Out)</b>	13	14	15	16	
Module 3 1-Day Review <b>Mid Module Assessment</b>	19	20 <b>Module 3: Mid Module Assessment Complete</b>	21	22	23	
			Thanksgiving Break			
Module 3 Topic C: Lessons 8-12	26	27	28	29	30	

**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 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5



December 2018						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 3 Topic D: Lessons 13-16 1-day Review	3	4	5	6	7	<p>Optional Quizzes: Module 3 Topic D (Quizzes should not take more than 15 minutes to administer)</p> <p>Note: <i>Flex days</i> are included in the instructional calendar to allow opportunities for review, district testing, tasks and other school-based activities. (See curriculum map for Task Bank)</p>
1-day Review <b>End of Module Assessment</b> Flex (NWEA) Day 3-day Flex (Task) Day	10	11 <b>Module 3: End of Module Assessment Complete</b>	12	13	14	
3-day Flex (Task) Day	17	18	19	20	21	
	24	25	26	27	28	
	31	1	2	3	4	
Winter Break						
Winter 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.*