



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

## 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 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.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
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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 Digital Suite resources as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions  
[Pacing and Preparation Guide \(Omission\)](#)

■ Major Work

➤ Supporting Standards



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

## 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



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.



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5



## 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

■ Major Work

➤ Supporting Standards



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5



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 2 Overview

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,
4.NF.B.4.a	Procedural Skill and Fluency	3.NF.A.1, 3.OA.A.1, 4.OA.A.2, 3.OA.A.3,



## Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

		3.OA.A.4
4.NF.B.3b	Conceptual Understanding, Procedural Skill and Fluency	3.NF.A.1, 3. NF.A.2, 4. NF.A.1, 1. OA.B.3., 2. OA.A.1
 Indicates Power Standard (2017-2018)		
<a href="#">Instructional Focus Documents- Grade 5</a>		



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
Module 2: Multi-Digit Whole Number and Decimal Fraction Operations (Continued from Quarter 1)		
<p><b>Domain:</b> Number and Operations in Base Ten <b>Cluster:</b> Understand The Place Value System.</p> <p>■ <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.</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 10. Use whole-number exponents to denote powers of 10.</p> <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>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)</p> <p><b>Lesson 17:</b> I can use basic facts to approximate quotients with two-digit divisors. (5.NBT.B.6)</p> <p><b>Lessons 18:</b> I can use basic facts to approximate quotients with two-digit divisors. (5.NBT.B.6)</p>	<p><a href="#">Eureka Parent Newsletter- Topic E</a> <a href="#">Optional Quiz- Topic E</a></p> <p><b>Pacing Considerations:</b> No pacing adjustments recommended</p> <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>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>



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			<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</p> <p><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></p> <p><a href="#">Optional Quiz: Topic F</a></p> <p><b>Pacing Considerations:</b> No pacing adjustments recommended</p>	<p><b>Additional instructional resources for enrichment/remediation:</b></p> <p><a href="#">Remediation Guide</a></p> <p><b><a href="#">Ready teacher-toolbox aligned lessons</a></b></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 6: Divide Whole Numbers</a></li> </ul> <p><b><a href="#">Learn Lessons- Mission 2</a></b></p> <p>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="#">Embark.online-Module2</a></p> <p><b>I-Ready Lessons</b></p> <ul style="list-style-type: none"> <li>Division of Whole Numbers</li> </ul> <p><b>Task Bank</b></p> <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>





# Curriculum and Instruction – Mathematics

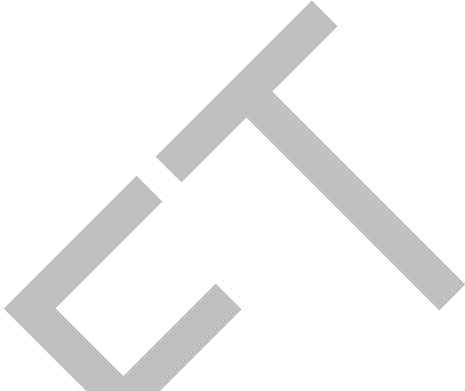
Quarter: 2

Grade: 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<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.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.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>Additional instructional resources for enrichment/remediation: <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> <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>I-Ready Lessons</b></p> <ul style="list-style-type: none"><li>Divide Decimals</li></ul> <p><b>Task Bank</b> <a href="#">What is 23 divided by 5?</a></p>
<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</p>	<p><b>Topic H: Measurement Word Problems with Multi-Digit Division</b></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>Additional instructional resources for enrichment/remediation: <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> <b>Lesson 28-</b> Dynamite Division <b>Lesson 29-</b> Deeper Dynamite Division</p>





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<p>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><a href="#">Embarc.online -Module 2</a></p> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"><li>Divide Decimals</li></ul> <p><b>Task Bank</b></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>
Module 3: Addition and Subtraction of Fractions			
<p><b>Domain:</b> Number and Operations-Fractions</p> <p><b>Cluster:</b> Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>■ <b>4.NF.A.1</b> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p><b>Domain:</b> Number and Operations - Fractions</p> <p><b>Cluster (4.NF.B):</b> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>■ <b>4.NF.B.3b</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p>	<p><b>Essential Questions</b></p> <p>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.B.3b, 4.NF.B.4a, 4.NF.B.4b)</p>	<p><a href="#">Eureka Parent Newsletter- Topic A</a></p> <p><a href="#">Optional Quiz: Topic A</a></p> <p><b>Pacing Considerations:</b></p> <p>Omit Lesson 2 as it addresses a Grade 4 standard.</p>	<p><b>Vocabulary</b></p> <p>Benchmark fraction, Like denominators, Unlike denominators</p> <p><b>Familiar Terns and Symbols</b></p> <p>Between, denominator, equivalent fraction, 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, <math>&lt;</math>, <math>&gt;</math>, <math>=</math></p> <p><b>Additional instructional resources for enrichment/ remediation:</b></p> <p><a href="#">Remediation Guide</a></p>



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
<p>b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: <math>\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}</math>; <math>\frac{3}{8} = \frac{1}{8} + \frac{2}{8}</math>; <math>2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}</math>.</p> <p>■ <b>4.NF.B.4.a</b> Understand a fraction <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>. For example, use a visual fraction model to represent <math>\frac{5}{4}</math> as the product <math>5 \times (\frac{1}{4})</math>, recording the conclusion by the equation <math>\frac{5}{4} = 5 \times (\frac{1}{4})</math>.</p> <p>■ <b>4.NF.B.4.b</b> Understand a multiple of <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express <math>3 \times (\frac{2}{5})</math> as <math>6 \times (\frac{1}{5})</math>, recognizing this product as <math>\frac{6}{5}</math>. (In general, <math>n \times (\frac{a}{b}) = (\frac{n \times a}{b})</math>.)</p>		<p><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> <b>Lesson 1:</b> Equivalent Fractions <b>Lesson 2:</b> More Equivalent Fractions</p> <p><a href="#">embarc.online</a>- Module 3</p> <p>I Ready Lessons:</p> <ul style="list-style-type: none"><li>N/A</li></ul> <p>Videos:</p> <ul style="list-style-type: none"><li>N/A</li></ul> <p>Task Bank:</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>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</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. <b>(5.NF.A.1)</b></p> <p><b>Lesson 4:</b> I can add fractions with sums between 1 and 2. <b>(5.NF.A.1)</b></p> <p><b>Lesson 5:</b> I can subtract fractions with unlike units using the strategy of creating equivalent</p>	<p><a href="#">Eureka Parent Newsletter- Topic B</a> <a href="#">Optional Quiz- Topic B</a></p> <p><b>Pacing Considerations:</b> In Lesson 3, omit the paper folding exercise, and consider it a remediation tool. 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., <math>4 - \frac{5}{8}</math>) in order to prepare students to subtract larger mixed numbers in Topics B and C. Model these fluency activities on the number</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 10: Add and Subtract Fractions</a></li></ul> <p><a href="#">Zearn Lessons- Module 3</a> Lesson 3: Make like units to Add Lesson 4: Fraction Addition Lesson 5: Make Like Units to Subtract Lesson 6: Fraction Subtraction Lesson 7: Fraction Problem Solving</p>



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
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>fractions. (5.NF.A.1)</p> <p><b>Lesson 6:</b> I can subtract fractions from numbers between 1 and 2. (5.NF.A.1)</p> <p><b>Lesson 7:</b> I can solve two-step word problems. (5.NF.A.2)</p> <p><b>Mid Module Assessment</b></p>	line and with a tape diagram.	<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><b>Task Bank</b></p> <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></p> <p><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)</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)</p> <p><b>Lesson 11:</b> I can subtract fractions making like units numerically. (5.NF.A.1)</p> <p><b>Lesson 12:</b> I can subtract fractions greater</p>	<p><a href="#">Eureka Parent Newsletter- Topic C</a></p> <p><a href="#">Optional Quiz: Topic C</a></p> <p><b>Pacing Considerations:</b></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 Lesson 10: Add Mixed Lesson 11: Mixed Minus Mixed Lesson 12: Mixed Methods</p> <p><a href="#">embarc.online- Module 3</a></p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li><a href="#">Adding mixed numbers using area models and renaming as improper</a></li> </ul>



# Curriculum and Instruction – Mathematics

Quarter: 2

Grade: 5

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	than or equal to 1. (5.NF.A.1)		<ul style="list-style-type: none"> <li><a href="#">fractions</a></li> <li><a href="#">Subtracting mixed numbers using area models</a></li> </ul> <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> <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.2)</p> <p><b>Lesson 14:</b> I can strategize to solve multi-term problems. (5.NF.A.1)</p> <p><b>Lesson 15:</b> I can solve multi-step word problems; assess reasonableness of solutions using benchmark numbers. (5.NF.A.2)</p> <p><b>Lesson 16:</b> I can explore part-to-whole relationships. ( 5.NFA..2)</p> <p><b>End of Module Assessment</b></p>	<p><a href="#">Eureka Parent Newsletter- Topic D</a>  <a href="#">Optional Quiz- Topic D</a></p> <p><b>Pacing Considerations:</b>            No pacing considerations at this time.</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>Lesson 11: Add and Subtract Fractions in Word Problems</li> </ul> <p><a href="#">Zearn Lessons- Mission 3</a>            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> <ul style="list-style-type: none"> <li><a href="#">Add and subtract fractions with unlike denominators by using number lines</a></li> <li><a href="#">Add and subtract fractions with unlike denominators</a></li> <li><a href="#">Subtract fractions with unlike denominators by using area models</a></li> </ul> <p><b>I-Ready Lessons:</b></p>



TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			<ul style="list-style-type: none"><li>Add and Subtract Fractions</li><li>Adding and Subtracting Unlike Fractions</li></ul> <p>Task Bank</p> <ul style="list-style-type: none"><li><a href="#">Finding Common Denominators to Subtract</a></li><li><a href="#">Finding Common Denominators to Add</a></li></ul>

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# SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 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 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5



October 2019						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
	30	1	2	3	4	<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> <p>Optional Quizzes- Module 2 <a href="#">Topic E</a> <a href="#">Topic F</a></p> <p>Quizzes should not take more than 15 minutes to administer)</p>
	7	8	9	10	11 <i>½ day students End of Quarter 1</i>	
	14	15	16	17	18	
	Fall Break					
Module 2	21 Topic E Lesson 16  <i>Quarter 2 begins</i>	22 Topic E Lesson 17	23 Topic E Lesson 18	24 Topic F Lesson 19	25 Flex Day Options 5.NBT.A.2 5.NBT.B.6* Pacing Other	
Module 2	28 Topic F Lesson 20	29 Topic F Lesson 21	30 Topic F Lesson 22	31 Topic F Lesson 23  <i>Halloween</i>	1	





# SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5



November 2019						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 2					1 Flex Day Options 5.NBT.B.6  Pacing Other	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)  Optional Quizzes- Module 2 <a href="#">Topic G</a> <a href="#">Topic H</a>  Quizzes should not take more than 15 minutes to administer)
Module 2	4 Topic G Lesson 24	5 Topic G Lesson 25	6 Topic G Lesson 26	7 Topic H Lesson 27	8 1/2 day students Flex Day Options 5.NBT.A.2 5.NBT.B.7 Pacing Other	
Module 2	11 <i>Veteran's Day (No school)</i>	12 Topic H Lesson 28	13 Topic H Lesson 29	14 <b>End of Module Assessment</b>	15 Topic A Lesson 1	Optional Quizzes- Module 3  <a href="#">Topic A</a> <a href="#">Topic B</a>  Quizzes should not take more than 15 minutes to administer)
Module 3 <b>Omit Lesson 2</b>	18 Topic B Lesson 3	19 Topic B Lesson 4	20 Topic B Lesson 5	21 Topic B Lesson 6	22 Flex Day Options 4.NF.A.1 4.NF.B.3b Pacing Other	
	25 <div>PD FLEX DAYS</div>	26	27 <div>Thanksgiving Break</div>	28	29	



# SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5



December						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 3	2 Topic B Lesson 7	3 Mid Module Assessment	4 Topic C Lesson 8	5 Topic C Lesson 9	6 Flex Day Options 5.NF.A.2 5.NF.A.1  Pacing Other	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)  Optional Quizzes- Module 3 <a href="#">Topic B</a> <a href="#">Topic C</a> <a href="#">Topic D</a>  Quizzes should not take more than 15 minutes to administer)
Module 3	9 Topic C Lesson 10	10 Topic C Lesson 11	11 Topic C Lesson 12	12 Topic D Lesson 13	13 Flex Day Options 5.NF.A.1 5.NF.A.2 Pacing Other	
Module 3	16 Topic D Lesson 14	17 Topic D Lesson 15	18 Topic D Lesson 16	19 End of Module Assessment	20 ½ day students End of Quarter 2 Flex Day Options 5.NF.A.1 5.NF.A.2 Pacing Other	
	23	24	25	26	27	
Winter Break						
	30	31	1	2	3	
Winter Break						



# SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 5



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