



Curriculum and Instruction – Mathematics

Quarter 3

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 th 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.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 \(Omissions\)](#)



■ Major Work

➤ Supporting Content



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



■ Major Work

➤ Supporting Content



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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 4: Multiplication and Division of Fractions and Decimal Fractions
 Module 5: Addition and Multiplication with Volume and Area

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	Explicit Components of Rigor	Foundational Standards
5.OA.A.1	Conceptual Understanding Procedural Skill and Fluency	Introductory Concept
5.OA.A.2	Conceptual Understanding	5.OA.A.1
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,
5.NF.B.4a	Conceptual Understanding	4.NF.B.4, 3.MD.C.7
5.NF.B.6	Application	4.NBT.B.4, 4.NBT.B.6, 5.NBT.A.1, 5.NBT.B.5
5.NF.B.7a	Conceptual Understanding	4.NBT.B.4, 5.NBT.A.1, 5.NF.A.1, 5.NF.B.4, 5.NF.B.7, 5.NF.B.4
5.NF.B.7b	Conceptual Understanding	4.NBT.B.4, 5.NBT.A.1, 5.NF.A.1, 5.NF.B.4, 5.NF.B.7, 5.NF.B.4
5.NF.B.7c	Application	4.NBT.B.4, 5.NBT.A.1, 5.NF.A.1, 5.NF.B.4, 5.NF.B.7, 5.NF.B.4
5.MD.A.1	Procedural Skill and Fluency Application	4.MD.A.1, 4.MD.A.2, 5.MBT.B.7
5.MD.C.3a	Conceptual Understanding	3.MD.C.5
5.MD.C.3b	Conceptual Understanding	3.MD.C.5
5.MD.C.4	Conceptual Understanding	Introductory Concept
5.MD.C.5a	Conceptual Understanding Procedural Skill and Fluency	3.OA.B.5, 4.MD.A.3, 5.MD.C.3, 5.MD.C.4
5.MD.C.5b	Procedural Skill and Fluency Application	3.OA.B.5, 4.MD.A.3, 5.MD.C.3, 5.MD.C.4
5.MD.C.5c	Conceptual Understanding, Procedural Skill and Fluency, Application	3.OA.B.5, 4.MD.A.3, 5.MD.C.3, 5.MD.C.4



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Module 4: Multiplication and Division of Fractions and Decimal Fractions			
<p>Domain: Measurement and Data Cluster: Represent and interpret data</p> <p>➤ 5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p>	<p>Essential Questions</p> <ol style="list-style-type: none"> How do mathematical ideas interconnect and build on one another to produce a coherent whole? Why express quantities, measurements, and number relationships in different ways? <p>Topic A: Line Plots of Fraction Measurements</p> <p>Objectives/Learning Targets Lesson 1: Measure and compare pencil lengths to the nearest $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ of an inch, and analyze the data through line plots.</p>	<p>Eureka Parent Newsletter- Topic A Optional Quiz- Topic A</p> <p>Pacing Considerations: No pacing adjustments at this time.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson 23: Make Line Plots and Interpret Data <p>Zearn Lessons- Mission 4 Lesson 1: Measure It, Plot It</p> <p>Embarc.online- Module 4</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Interpreting Line Plots Line Plots with Fractions <p>Task Bank No tasks available</p>	<p>Vocabulary Decimal divisor, simplify</p> <p>Familiar Terms and Symbols: Commutative property, conversion factor, decimal fraction, denominator, distribute, divide, division, equation, equivalent fraction, expression, factors, foot, mile, yard, inch, gallon, quart, pound, pint, cup, ounce, hour, minute, second, fraction greater than or equal to 1</p> <p>Fluency Practice: Lesson 1 Compare Fractions Decompose Fractions Equivalent Fractions</p>



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<p>Domain: Number and Operations-Fractions Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>■ 5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). For example, $3/4 = 3 \div 4$ so when 3 wholes are shared equally among 4 people, each person has a share of size $3/4$. Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. For example, if 8 people want to share 49 sheets of construction paper equally, how many sheets will each person receive? Between what two whole numbers does your answer lie?</p>	<p>Topic B: Fractions as Division</p> <p>Objectives/Learning Targets</p> <p>Lesson 2-3: I can interpret a fraction as division (5.NF.B.3)</p> <p>Lesson 4: Use tape diagrams to model fractions as division (5.NF.B.3)</p> <p>Lesson 5: Solve word problems involving the division of whole numbers with answers in the form of fractions or whole numbers. (5.NF.B.3)</p>	<p>Eureka Parent Newsletter- Topic B Optional Quiz: Topic B</p> <p>Pacing Considerations: Omit lesson 5</p> <p>Additional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Read and Write Decimals <p>Zearn: Mission 4 Lesson 2: Divide S'more Lesson 3: Equal Sequel Lesson 4: Divide the Tape Lesson 5: Draw then Divide</p> <p>Embarc.online Module 4</p> <p>Videos:</p> <ul style="list-style-type: none"> Fractions as Decimals <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Fractions as Division <p>Task Bank How much Pie?</p>	<p>Fluency Practice:</p> <p>Lesson 2 Factors of 100 Compare Fractions Decompose Fractions Divide with Remainders</p> <p>Lesson 3 Convert to Hundredths Compare Fractions Fractions as Division Write Fractions as Decimals</p> <p>Lesson 4 Write Fractions as Decimals Convert to Hundredths Fractions as Division</p> <p>Lesson 5 Fraction of a Set Write Division Sentences as Fractions Write Fractions as Mixed Numbers</p>



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<p>Domain: Number and Operations-Fractions Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>■ 5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction.</p> <p>a. Interpret the product $a/b \times q$ as a x ($q \div b$) (partition the quantity q into b equal parts and then multiply by a). Interpret the product $a/b \times q$ as $(a \times q) \div b$ (multiply a times the quantity q and then partition the product into b equal parts). For example, use a visual fraction model or write a story context to show that $2/3 \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2 \times 6) \div 3$. Do the same with $2/3 \times 4/5 = 8/5$. (In general, $a/b \times c/d = ac/bd$.)</p> <p>Domain: Measurement and Data Cluster: Convert like measurement units within a given measurement system from a larger unit to a smaller unit.</p> <p>➤ 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.</p>	<p>Topic C: Multiplication of a Whole Number by a Fraction</p> <p>Objectives/Learning Targets</p> <p>Lesson 6: I can relate fractions as division to fraction of a set (5.NF.B.4a)</p> <p>Lesson 7: I can multiply any whole number by a fraction using tape diagrams. (5.NF.B.4a)</p> <p>Lesson 8: I can relate a fraction of a set to the repeated addition interpretation of fraction multiplication. (5.NF.B.4a)</p> <p>Lesson 9: I can find a fraction of a measurement, and solve word problems. (5.NF.B.4a, 5.MD.A.1)</p>	<p>Eureka Parent Newsletter- Topic C Optional Quiz: Topic C</p> <p>Pacing Considerations: No pacing considerations at this time.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher- toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson 13: Understand Products as Fractions <p>Zearn: Mission 4</p> <p>Lesson 6: Group Division Lesson 7: Tape Fractions Lesson 8: Multiplying Fractions Lesson 9: Larger to Smaller</p> <p>Embarc.online- Module 4</p> <p>Videos:</p> <ul style="list-style-type: none"> Multiply fractions by fractions: using a sequence of operations <p>Task Bank: Conner and Makayla Discuss Multiplication</p>	<p>Fluency Practice:</p> <p>Lesson 6 Sprint: Divide Whole Numbers Fractions as Division</p> <p>Lesson 7 Read Tape Diagrams Half of Whole Numbers Fractions as Whole Numbers</p> <p>Lesson 8 Convert Measures Fractions as Whole Numbers Multiply a Fraction Times a Whole Number</p> <p>Lesson 9 Multiply Whole Numbers by Fractions with Tape Diagrams Convert Measures Multiply a Fraction and a Whole Number</p>



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<p>Domain: Operations and Algebraic Thinking Cluster: Write and interpret numerical expressions.</p> <ul style="list-style-type: none"> ➤ 5.OA.A.1: Use parentheses, brackets or braces 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 by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product. <p>Domain: Number and Operations-Fractions Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>■ 5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction.</p> <p>a. Interpret the product $a/b \times q$ as $a \times (q \div b)$ (partition the quantity q into b equal parts and then multiply by a). Interpret the product $a/b \times q$ as $(a \times q) \div b$ (multiply a times the quantity q and then partition the product into b equal parts). For example, use a visual fraction model or write a story context to show that $2/3 \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2 \times 6) \div 3$. Do the same with $2/3 \times 4/5 = 8/5$. (In</p>	<p>Topic D: Fraction Expressions and Word Problems</p> <p>Objectives/Learning Targets Lesson 10: Compare and evaluate expressions with parentheses. (5.OA.1, 5.OA.2, 5.NF.4a, 5.NF.6)</p> <p>Lessons 11–12: Solve and create fraction word problems involving addition, subtraction, and multiplication. (5.OA.1, 5.OA.2, 5.NF.4a, 5.NF.6)</p> <p style="text-align: center; color: red;">Mid Module Assessment</p>	<p>Eureka Parent Newsletter- Topic D Optional Quiz- Topic D</p> <p>Pacing Considerations: Combine lessons 11 and 12. In Lesson 11, include problems 1 and 4 as part of Lesson 12. In Lesson 12, use problems 4 and 5 as in extension or challenge for early finishers and omit problems 5 and 6 from the homework.</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 16: Multiply Fractions in Word Problems <p>Zearn: Mission 4</p> <p>Lesson 10: Mighty Wing Lesson 11: Partition Problems Lesson 12: Picture the Parts Embarc.online- Module 4</p> <p>Video:</p> <ul style="list-style-type: none"> • Work with expressions that have parentheses • Multiply a fraction by a fraction using visual representations • Multiply fractions by fractions: using a sequence of operations <p>I-Ready Lessons:</p>	<p>Fluency Practice:</p> <p>Lesson 10: Convert Measures from Small to Large Units Multiply a Fraction and a Whole Number Find the Unit Conversion</p> <p>Lesson 11: Convert Measures Multiply Whole Numbers by Fractions Using Two Methods Write the Expression to Match the Diagram</p> <p>Lesson 12: Convert Measures Multiply a Fraction by a Whole Number Write the Expression to Match the Diagram</p>



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<p>general, $a/b \times c/d = ac/bd$.) Domain: Number and Operations-Fractions Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>■ 5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.</p>		<ul style="list-style-type: none"> • Write and evaluate expressions • Numerical expressions and Order of Operations • Algebraic expressions • Division of Whole Numbers <p>Task Bank: Watch Out for Parentheses Using Operations and Parentheses</p>	
<p>Domain: Number and Operations in Base Ten Cluster: Understand the place value system</p> <p>■ 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 addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Domain: Number and Operations-Fractions Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>■ 5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction.</p> <p>a. Interpret the product $a/b \times q$ as $a \times (q \div b)$ (partition the quantity q into b equal parts and then multiply by a). Interpret the product $a/b \times q$ as $(a \times q) \div b$ (multiply a times the quantity</p>	<p>Topic E: Multiplication of a Fraction by a Fraction</p> <p>Objectives/Learning Targets:</p> <p>Lesson 13: I can multiply unit fractions by unit fractions. (5.NF.B.4a)</p> <p>Lesson 14: I can multiply unit fractions by non-unit fractions. (5.NF.B.4a)</p> <p>Lesson 15: I can multiply non-unit fractions by non-unit fractions. (5.NF.B.4a)</p> <p>Lesson 16: I can solve word problems using tape diagrams and fraction by fraction multiplication. (5.NF.B.4a, 5.NF.B.6)</p> <p>Lesson 17: I can relate decimal and fraction multiplication. (5.NBT.B.7)</p> <p>Lesson 18: I can relate decimal and fraction multiplication. (5.NBT.B.7)</p> <p>Lesson 19: I can convert measures involving whole numbers, and solve multistep word</p>	<p>Eureka Parent Newsletter- Topic E Optional Quiz- Topic E</p> <p>Pacing Considerations: If students have demonstrated success during lesson 13 consider omitting problems 1 and 2 of the concept development in the Concept Development of 14. Similarly, in Lesson 15 omit problems 2 and 3 from the Concept Development. Combine lesson 19 and 20.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> • Lesson 13: Understand Products as Fractions <p>Videos:</p> <ul style="list-style-type: none"> • Understanding the Concept of Multiplying Fractions by Fractions • Using an area model to multiply decimals by decimals 	<p>Fluency Practice</p> <p>Lesson 13 Multiply a Fraction and a Whole Number Convert Measures</p> <p>Lesson 14 Sprint Multiply a Fraction and a Whole Number Fractions as Whole Numbers</p> <p>Lesson 15: Multiply Fractions Write Fractions as Decimals Convert to Hundredths</p> <p>Lesson 16 Multiply Fractions Multiply Whole Numbers by Decimals</p> <p>Lesson 17: Multiply Fractions, Write Fractions as Decimals Multiply Whole Numbers by Decimals</p>



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<p>q and then partition the product into b equal parts). For example, use a visual fraction model or write a story context to show that $\frac{2}{3} \times 6$ can be interpreted as $2 \times (6 \div 3)$ or $(2 \times 6) \div 3$. Do the same with $\frac{2}{3} \times \frac{4}{5} = \frac{8}{5}$. (In general, $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$.)</p> <p>■ 5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.</p> <p>Domain: Measurement and Data Cluster: Convert like measurement units within a given measurement system from a larger unit to a smaller unit.</p> <p>➤ 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.</p>	<p>problems. (5.MD.A.1)</p> <p>Lesson 20: I can convert mixed unit measurements, and solve multi-step word problems. (5.MD.A.1, 5.NF.B.4b)</p>	<p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Multiplying Fractions • Multiplying a Whole Number and a Fraction <p>Task Bank</p> <p>Cornbread Fundraiser</p> <p>Connecting the Area Model to Context</p> <p>Sharing Lunches</p>	<p>Lesson 18: Sprint Multiply Fractions Multiply Whole Numbers and Decimals</p> <p>Lesson 19 Multiply Decimals Convert Measures</p> <p>Lesson 20 Count by Fractions Convert Measures Multiply Decimals Find the Unit Conversion</p>



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<p>Domain: Number and Operations-Fractions Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>■ 5.NF.B.5 Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p> <p>■ 5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.</p>	<p>Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems</p> <p>Objectives/Learning Targets:</p> <p>Lesson 21: <i>I can</i> explain the size of the product, and relate fraction and decimal equivalence to multiplying a fraction by 1. (5.NF.B.5)</p> <p>Lesson 22-23: <i>I can</i> compare the size of the product to the size of the factors. (5.NF.B.5)</p> <p>Lesson 24: <i>I can</i> solve word problems using fraction and decimal multiplication. (5.NF.B.6)</p>	<p>Eureka Parent Newsletter- Topic F Optional Quiz- Topic F</p> <p>Pacing Considerations: Combine lessons 21-23 over two day period.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson 15: Understand Multiplication as Scaling <p>Zearn Lessons- Mission 4 Lesson 21: Multiply by One Lesson 22: Scale It Lesson 23: Scale It (Remix) Lesson 24: Figuring Fractions and Decimals</p> <p>Embarc.online-Mission 4</p> <p>Videos:</p> <ul style="list-style-type: none"> Interpreting multiplying fractions as scaling Predict the product of multiplying a fraction less than one by a whole number Multiply a fraction by a fraction using visual representations <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Understand Multiplication as Scaling Multiplying a Whole Number by a 	<p>Fluency Practice: Lesson 21: Sprint: Multiply Decimals Find the Unit Conversion</p> <p>Lesson 22: Find the Unit Conversion, Multiply Fractions by Whole Numbers, Group Count by Multiples of 100</p> <p>Lesson 23: Compare the Size of a Product to the Size of One Factor Compare Decimal Numbers Write Fractions as Decimals</p> <p>Lesson 24: Compare the Size of a Product to the Size of One Factor, Write Fractions as Decimals Write the Scaling Factor</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		Fraction <ul style="list-style-type: none"> • Multiplying Fractions Task Bank Calculator Trouble Ms. Gray's Homework Assignment Drinking Juice	
<p>Domain: Operations and Algebraic Thinking Cluster: Write and interpret numerical expressions.</p> <ul style="list-style-type: none"> ➤ 5.OA.A.1: Use parentheses, brackets or braces in numerical expressions, and evaluate expressions having these symbols using the conventional order (Order of Operations). <p>Domain: Number and Operations in Base Ten Cluster: Understand the place value system</p> <p>■ 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 addition and subtraction; relate the strategy to a written method and explain the reasoning used</p> <p>Domain: Number and Operations-Fractions Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>■ 5.NF.B.7 Apply and extend previous understandings of division to divide unit</p>	<p>Topic G: Division of Fractions and Decimal Fractions</p> <p>Objectives/Learning Targets Lesson 25: I can divide a whole number by a unit fraction. (5.NF.B.7, 5.NBT.B.7, 5.OA.A.1)</p> <p>Lesson 26: I can divide a unit fraction by a whole number. (5.NF.B.7, 5.OA.A.1)</p> <p>Lesson 27: I can solve problems involving fraction division. (5.NF.B.7)</p> <p>Lesson 28: I can write equations and word problems corresponding to tape and number line diagrams. (5.NF.B.7))</p> <p>Lesson 29: I can connect division by a unit fraction to division by 1 tenth and 1 hundredth. (5.NF.B.7)</p> <p>Lesson 30: I can divide decimal dividends by non-unit decimal divisors. (5.NF.B.7, 5.NBT.B.7)</p> <p>Lesson 31: I can divide decimal dividends by non-unit decimal divisors. (5.NF.B.7)</p>	<p>Eureka Parent Newsletter- Topic G Optional Quiz- Topic G</p> <p>Pacing Considerations: Omit Lesson 28. Combine lesson 29-31 over a two day period.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> • Lesson 17: Understand Division with Unit Fractions • Lesson 18: Divide Unit Fractions in Word Problems <p>Zearn lessons- Mission 4 Lesson 25: Dividing Two Ways Lesson 26: Divide the Part Lesson 27: Partition Power Lesson 29: Dividing Decimals Reasonably Lesson 30: Decimals Dividing Decimals Lesson 31: Decimal Division Deluxe</p> <p>Embarc.online-Module 4</p>	<p>Fluency:</p> <p>Lesson 25 Write Fractions as Decimals Multiply Fractions by Decimals</p> <p>Lesson 26 Count by Fractions Divide Whole Numbers by Fractions Multiply Fractions</p> <p>Lesson 27 Count by Fractions Divide Whole Numbers by Unit Fractions Divide Unit Fractions by Whole Numbers</p> <p>Lesson 28 Count by Fractions Divide Whole Numbers by Unit Fractions Unit Fractions by Whole Number</p> <p>Lesson 29 Count by Fractions Divide Whole Numbers by Unit Fractions Unit</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p>fractions by whole numbers and whole numbers by unit fractions.</p> <p>■ 5.NF.B.7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$</p> <p>■ 5.NF.B.7.b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p> <p>■ 5.NF.B.7.c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3</p>		<p>Videos:</p> <ul style="list-style-type: none"> • Dividing a unit fraction by a whole number • Solve problems involving unit fraction by a whole number <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Divide Unit Fractions in Word Problems • Understand Division with Unit Fractions • Divide Decimals <p>Task Bank:</p> <ul style="list-style-type: none"> • How many marbles? • How many servings of oatmeal? • Painting a Room 	<p>Fractions by Whole Numbers</p> <p>Lesson 30: Sprint: Divide Whole Numbers by Fractions Fractions by Whole Numbers Divide Decimals</p> <p>Lesson 31 Multiply Decimals by 10 and 100 Divide Decimals by 1 Tenth and 1 Hundredth, Divide Decimals</p>
<p>Domain: Operations and Algebraic Thinking Cluster: Write and interpret numerical expressions.</p> <ul style="list-style-type: none"> ➤ 5.OA.A.1: Use parentheses, brackets or braces 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 	<p>Topic H: Interpretation of Numerical Expressions</p> <p>Objectives/Learning Targets</p> <p>Topic H</p> <p>Lesson 32: <i>I can</i> interpret and evaluate numerical expressions including the language of scaling and fraction division. (5.OA.A.1,</p>	<p>Eureka Parent Newsletter- Topic H Optional Quiz- Topic H</p> <p>Pacing Considerations: No pacing considerations at this time.</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide Ready teacher-toolbox aligned lessons:</p>	<p>Fluency:</p> <p>Lesson 32 Order of Operations Divide Decimals by 1 Tenth and 1 Hundredth Divide Decimals</p> <p>Lesson 33 Sprint: Divide Decimals Write Equivalent Expressions</p>



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<p>and Interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.</p>	<p>5.OA.A.2)</p> <p>Lesson 33: <i>I can</i> create story contexts for numerical expressions and tape diagrams, and solve word problems. 5.OA.A.1, 5.OA.A.2)</p> <p style="text-align: center; color: red;">End of Module Assessment</p>	<ul style="list-style-type: none"> • Lesson 9: Divide Decimals <p>Zearn Lessons-Mission 4 Lesson 32: Words to Numbers Lesson 33: Draw the Division</p> <p>Embarc.online- Module 4</p> <p>Videos: Numerical expression as a written description Determine whether a description of a numerical expression is accurate</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Write and Evaluate Expressions • Algebraic Expressions • Numerical Expressions and Order of Operations <p>Task Bank Seeing is Believing Words to Expressions 1 Watch out for Parentheses</p>	



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Module 5: Addition and Multiplication with Volume and Area			
<p>Domain: Measurement and Data Cluster 5.MD.C: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>■ 5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>a. Understand that a cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume.</p> <p>b. Understand that a solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>	<p>Essential Questions</p> <ol style="list-style-type: none"> How does how we measure influence what we conclude? How does what we measure influence how we measure? How can measurements be used to solve problems? <p>Topic A: Concepts of Volume</p> <p>Objectives/Learning Targets</p> <p>Lesson 1: I can explore volume by building with and counting unit cubes. (5.MD.C.3, 3.MD.C.4)</p> <p>Lesson 2: I can find the volume of a right rectangular prism by packing with cubic units and counting. (5.MD.C.3, 3.MD.C.4)</p> <p>Lesson 3: I can compose and decompose right rectangular prisms using layers. (5.MD.C.3, 3.MD.C.4)</p>	<p>Eureka Parent Newsletter- Topic A Optional Quiz- Topic A</p> <p>Pacing Considerations: No pacing considerations at this time.</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson 24- Understand Volume Lesson 25- Finding Volume Using Unit Cubes <p>Zearn Lessons - Mission 5 Lesson 1: Getting into 3-D Lesson 2: Voyage into Volume Lesson 3: Layered Volume</p> <p>Embarc.online- Module 5</p> <p>Videos:</p> <ul style="list-style-type: none"> Finding the volume by analyzing the layers Identify the difference between a square unit and a cubic unit Understanding Volume <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Understand and Measure Volume <p>Task Bank Box of Clay</p>	<p>Vocabulary: Base, bisect, cubic units, height, hierarchy, unit cube, volume of a solid</p> <p>Familiar Terms and Symbols: Angle, area, attribute, cube, degree measure of an angle, face, kite, parallel lines, parallelogram, perpendicular, perpendicular bisector, plane, polygon, quadrilateral, rectangle, rectangular prism, rhombus, right angle, right rectangular prism, solid figure, square units, three-dimensional figures, trapezoid, two-dimensional figures</p> <p>Fluency Practice:</p> <p>Lesson 1: Multiply Whole Numbers Times Fractions Using Two Methods Find the Area</p> <p>Lesson 2: Multiply a Fraction and a Whole Number Find the Volume</p> <p>Lesson 3: Sprint: Multiply a Fraction and a Whole Number</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p>Domain: Measurement and Data Cluster: Geometric measurement-understand concepts of volume and relate volume to multiplication and to addition.</p> <p>■ 5.MD.C. 3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p> <p>■ 5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>	<p>Topic B: Volume and the Operations of Multiplication and Addition</p> <p>Objectives/Learning Targets</p> <p>Lesson 4: Use multiplication to calculate volume. (5.MD.C.3)</p> <p>Lesson 5: Use multiplication to connect volume as packing with volume as filling. (5.MD.C. 3b)</p> <p>Lesson 6: Find the total volume of solid figures composed of two non-overlapping rectangular prisms. (5.MD.C. 3b)</p> <p>Lesson 7: Solve word problems involving the volume of rectangular prisms with whole number edge lengths. (5.MD.C.5)</p> <p>Lessons 8–9: Apply concepts and formulas of volume to design a sculpture using rectangular prisms within given parameters. (5.MD.C.5)</p>	<p>Eureka Parent Newsletter- Topic B Optional Quiz: Topic B</p> <p>Pacing Considerations:</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Finding Volume using Formulas • Find volume of Composite Figures <p>Zearn Lessons- Mission 5 Lesson 4: Length, Width, Height- Volume 1 Lesson 5: Fishy Volume Lesson 6: Stack ‘Em Lesson 7: Difficult Dimensions</p> <p>Embarc.online- Module 5</p> <p>Videos:</p> <ul style="list-style-type: none"> • Identify the difference between a square unit and a cubic unit • Understanding Volume • Find Volume by Counting Cubes • Use Volume to understand association property of multiplication <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Understand and Measure Volume • Find Volume of Rectangular Prisms Using Formulas 	<p>Fluency Practice:</p> <p>Lesson 4: Multiply Fractions Find the Area Find the Volume</p> <p>Lesson 5: Count by Cubic Centimeters Find the Area Find the Volume</p> <p>Lesson 6: Multiply Fractions Count by Cubic Centimeters Find the Volume</p> <p>Lesson 7: Sprint: Multiply Fraction Find the Volume</p> <p>Lesson 8: Multiply Whole Numbers and Decimals Mixed Numbers to Improper Fractions Multiply Mixed Numbers</p> <p>Lesson 9: Multiply Decimals Multiply Mixed Numbers</p>



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<p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the nonoverlapping parts, applying this technique to solve real world problems.</p>		<p>Task Bank: Cari's Aquarium</p>	
<p>Domain: Number and Operations- Fractions Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>■ 5.NF.B. 4b Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>■ 5.NF.B. 6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	<p>Topic C: Area of Rectangular Figures with Fractional Side Lengths</p> <p>Objectives/Learning Targets: Lesson 10: <i>I can</i> find the area of rectangles with whole by mixed and whole by fractional number side lengths by tiling, record by drawing, and relate to fraction multiplication. (4.NF.B.4b)</p> <p>Lesson 11: Find the area of rectangles with mixed-by-mixed and fraction-by-fraction side lengths by tiling, record by drawing, and relate to fraction multiplication. (4.NF.B.4b)</p> <p>Lesson 12: Measure to find the area of rectangles with fractional side lengths. (4.NF.B.4b)</p> <p>Lesson 13: Multiply mixed number factors, and relate to the distributive property and the area model. (4.NF.B.4b)</p> <p>Lessons 14–15: Solve real-world problems involving area of figures with fractional side lengths using visual models and/or equations. (4.NF.B.4b)</p>	<p>Eureka Parent Newsletter- Topic C Optional Quiz- Topic C</p> <p>Pacing Considerations: Omit Lesson 12. Combine Lessons 14/15</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Multiply Fractions using an Area Model <p>Zearn Lessons-Mission 5 Lesson 10: Tackling Tiles Lesson 11: Tiny Tiles Lesson 12: Fraction Dimensions Lesson 13: Fraction Dimensions Lesson 14: What's the Area? Lesson 15: Dive Into Dimensions</p> <p>Embarc.online- Module 5</p> <p>Videos:</p> <ul style="list-style-type: none"> Multiply mixed numbers by mixed numbers using visual representations 	<p>Fluency Practice: Lesson 10: Multiply Decimals Change Mixed Numbers to Fractions Multiply Mixed Numbers and Fractions</p> <p>Lesson 11: Sprint: Multiply Decimals Multiplying Fractions</p> <p>Lesson 12: Multiplying Fractions Find the Volume</p> <p>Lesson 13: Multiplying Fractions Find the Volume</p> <p>Lesson 14: Multiply Fractions Find the Volume Physiometry</p> <p>Lesson 15: Divide Whole Numbers by Unit Fractions Unit Fractions by Whole Numbers Quadrilaterals</p>



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		<ul style="list-style-type: none"> Find the area with fractional sides by tiling <p>Task Bank: Chavonne's Bathroom Tiles Making Cookies</p>	
<p>Domain: Geometry Cluster: Classify two-dimensional figures into categories based on their properties.</p> <p>■ 5.G.B.3 Classify two-dimensional figures in a hierarchy based on properties. Understand that all attributes belonging in a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<p>Topic D: Drawing, Analysis, and Classification of Two-Dimensional Shapes</p> <p>Objectives/Learning Targets</p> <p>Lesson 16: Draw trapezoids to clarify their attributes, and define trapezoids based on those attributes. (5.G.B.3)</p> <p>Lesson 17: Draw parallelograms to clarify their attributes, and define parallelograms based on those attributes.(5.G.B.3)</p> <p>Lesson 18: Draw rectangles and rhombuses to clarify their attributes, and define rectangles and rhombuses based on those attributes. . (5.G.B.3)</p> <p>Lesson 19: Draw kites and squares to clarify their attributes, and define kites and squares based on those attributes.(5.G.B.3)</p> <p>Lesson 20: Classify two-dimensional figures in a hierarchy based on properties.(5.G.B.3)</p> <p>Lesson 21: Draw and identify varied two-dimensional figures from given attributes. (5.G.B.3)</p>	<p>Eureka Parent Newsletter-Topic D Optional Quiz: Topic D</p> <p>Pacing Considerations: Combine Lessons 19 and 20.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Classify Two -Dimensional Figures Understand Properties of Two Dimensional Figures <p>Zearn Lessons - Mission 5 Lesson 16: Tricky Trapezoids Lesson 17: Parallelogram Properties Lesson 18: Rhombuses and Rectangles Lesson 19: Hip to Be Square Lesson 20: The Shape of Things Lesson 21: Shape Reader</p> <p>Embarc.online- Module 5</p>	



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		<p>Videos:</p> <ul style="list-style-type: none">• Identify quadrilaterals based on attributes <p>Task Bank:</p> <ul style="list-style-type: none">• Always, Sometimes, Never• What is a Trapezoid? (Part 2)	

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RESOURCE TOOLBOX

The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. 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 - 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

[Eureka Math Teacher Support](#)
[Engage NY](#)

TN Core/CCSS

[Tennessee Math Standards](#)
[Achieve the Core - Tasks](#)

Videos

[Teaching Math: A Video Library K-4](#)
[SEDL: CCSS Online Video Series](#)
[NCTM Common Core Videos](#)

Interactive Manipulatives

[Library of Virtual Manipulatives](#)
[Math Playground](#)
[Think Central](#)
[Learnzillion](#)
[Missing Addends](#)
[Counting and Adding Games](#)
http://www.abcya.com/first_grade_computers.htm
www.cobbk12.org/sites/literacy/math/math.htm
<http://www.onlinemathlearning.com/grade-1.html>

Additional Sites

[Illustrative Mathematics 1st Grade](#)
[Mathematical Practices Posters](#)

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 \(Omissions\)](#)
[Homework Help: Digital Access](#)
[Parent Roadmap](#)
[Parent Newsletters](#)



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January 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
		1	2	3	4	Optional Quizzes: Module 4 Topic A Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer) Omit Lesson 5
	Winter Break		Professional Development/Admin			
Module 4 Topic A: Lesson 1 Topic B: Lessons 2-4 Topic C: Lesson 6 (Omit Lesson 5)	7 <i>Begin 3rd Nine Weeks</i>	8	9	10	11	
Module 4 Topic C: Lessons 7-9 Topic D: Lessons 10-12 (Combine 11 & 12)	14	15	16	17	18	Combine Module 4 Lesson 11 & 12
Module 4 1-day review Mid Module Assessment Topic E: Lessons 13-14	21 <i>Martin Luther King Jr. Day (Out)</i>	22	23 Module 4: Mid Module Assessment Complete	24	25	
Module 4 Topic E: Lessons 15-20 (combine 19 & 20)	28	29	30	31	1	Combine Module 4 Lesson 19 & 20



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February 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 4 Topic E: Lessons 15-20 (combine 19 & 20)					1	Optional Quizzes: Module 4 Topic E Topic F Topic G Topic H (Quizzes should not take more than 15 minutes to administer) Combine lessons 21-23 to complete over a 2-day period Omit Lesson 28 Combine lessons 29-31 over a 2-day period 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)
Module 4 Topic F: Lessons 21-24 (combine 21-23 over a 2-day period) Topic G: Lessons 25-26	4	5	6	7 <i>Parent Conferences</i>	8	
Module 4 Topic G: Lessons 27-31 (Omit Lesson 28) Topic H: Lessons 32-33	11	12	13	14	15	
Module 4 1-day review End of Module Assessment Flex (Task) Day Module 5 Topic A: Lessons 1-2	18 <i>President's Day (In)</i>	19 Module 4: End of Module Assessment Complete	20	21	22	
Module 5 Topic A: Lesson 3 Topic B: Lessons 4-7 (Omit Lessons 5, 8 and 9) 1-day Review	25	26	27	28	1 Omit Lesson 5, 8 and 9	



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March 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5 Topic A: Lesson 3 Topic B: Lessons 4-7 (Omit Lessons 5, 8 and 9) 1-day Review					1	Optional Quizzes: Module 5 Topic A Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer) Note: Flex days 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)
Module 5 Mid Module Assessment Flex (NWEA) Day 3-Flex (Task) Days	4 Module 5: Mid Module Assessment Complete	5	6	7	8 <i>3rd Nine Week ends</i>	
	11	12	13	14	15	
Spring Break						
Module 5 Topic C: Lessons 10-15 (Omit Lesson 12, Combine Lessons 14/15) Topic D: Lessons 16-17 (Combine Lesson 16-17)	18 <i>Begin 4th Nine Weeks</i>	19	20	21	22	
Module 5 Topic D: 18-21 (Combine lessons 18/19) 1-day Review End of Module Assessment	25	26	27	28	29 Module 5: End of Module Assessment Complete	Omit Lesson 12 Combine Lessons 14/15 and 16/17 Combine Lessons 18/19