Mathematics
Grade 5- Year at a Glance
2019-2020

Q1   Q2   Q3   Q4

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

Key:	Major Content	Supporting Content

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on the needs of their students.
Use the instructional map and Digital Suite resources as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions
Pacing and Preparation Guide (Omission)

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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?

80% of seniors will be college-or career-ready

90% of students will graduate on time

100% of college-or career-ready graduates enroll in post-secondary opportunities

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

Focus

Coherence

Rigor
- Conceptual Understanding
- Procedural Fluency
- Application

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 Proficency

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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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Grade 5 Quarter 3 Overview

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.5 a,b	Conceptual Understanding	3.OA.A.1, 3.OA.B.6, 3.OA.A.2, 4.MD.A.2, 4.NF.A.1, 4.OA.A.1,4.OA.A.2, 5.NF.B.4
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
Indicates 2017-2018 Power Standards		
[Instructional Focus Documents](#)		

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 4: Multiplication and Division of Fractions and Decimal Fractions			
Domain: Measurement and Data **Cluster:** Represent and interpret data ➤ **5.MD.B.2** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 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.	**Topic A: Line Plots of Fraction Measurements** **Essential Questions** 1. How do mathematical ideas interconnect and build on one another to produce a coherent whole? 2. Why express quantities, measurements, and number relationships in different ways? **Objectives/Learning Targets** **Lesson 1:** Measure and compare pencil lengths to the nearest 1/ 2, 1/ 4, and 1/ 8 of an inch, and analyze the data through line plots.	**Eureka Parent Newsletter- Topic A** **Optional Quiz: Topic A** **Pacing Considerations:** No pacing adjustments at this time.	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons** • Lesson 23: Make Line Plots and Interpret Data **Zearn Lessons- Mission 4** Lesson 1: Measure It, Plot It **Embarc.online- Module 4** **I-Ready Lessons** • Interpreting Line Plots • Line Plots with Fractions **Task Bank** No tasks available
Domain: Number and Operations-Fractions **Cluster:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ■ **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 ÷ 4 so when 3 wholes are shared equally among 4 people, each person has a share of size ¾. 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	**Topic B: Fractions as Division** **Objectives/Learning Targets** **Lesson 2-3:** I can interpret a fraction as division (5.NF.B.3) **Lesson 4:** Use tape diagrams to model fractions as division **(5.NF.B.3)** **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)**	**Eureka Parent Newsletter- Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** <mark>Combine lessons 2 and 3.</mark> Omit lesson 4. **Suggestions for combining:** **Lesson 2 and 3** **Fluency:** Divide with remainders	**Additional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • **Read and Write Decimals** **Zearn: Mission 4** Lesson 2: Divide S'more Lesson 3: Equal Sequel Lesson 4: Divide the Tape Lesson 5: Draw then Divide

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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?		Factors of 100 Convert to Hundredths **Application Problem** Lesson 2 **Concept Development:** Lesson 2- Problems 2 and 3- Modeling Lesson 3- Problems 1,2- Move from modeling to procedure **Problem Set:** Lesson 2- Problem 2 Lesson 3- Problems 1,2,3 **Exit Ticket:** Lesson 3	**Embarc.online Module 4** **Videos:** **Fractions as Decimals** **I-Ready Lessons** - Fractions as Division **Task Bank** **How much Pie?**
Domain: Number and Operations-Fractions **Cluster:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ■ **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. a. Interpret the product a/b x q as a x (q ÷ b) (partition the quantity q into b equal parts and then multiply by a). Interpret the product a/b x q as (a x q) ÷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 x 6 can	**Topic C: Multiplication of a Whole Number by a Fraction** **Objectives/Learning Targets** **Lesson 6:** I can relate fractions as division to fraction of a set **(5.NF.B.4a)** **Lesson 7:** I can multiply any whole number by a fraction using tape diagrams. **(5.NF.B.4a)** **Lesson 8:** I can relate a fraction of a set to the repeated addition interpretation of fraction multiplication. **(5.NF.B.4a)**	**Eureka Parent Newsletter- Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** No pacing considerations at this time.	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher- toolbox aligned lessons** **Lesson 13: Understand Products as Fractions** **Zearn: Mission 4** Lesson 6: Group Division Lesson 7: Tape Fractions Lesson 8: Multiplying Fractions Lesson 9: Larger to Smaller

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be interpreted as 2 x (6 ÷ 3) or (2 x 6) ÷ 3. Do the same with 2/3 x 4/5= 8/5. (In general, a/b x c/d=ac/bd.) **Domain: Measurement and Data** **Cluster**: Convert like measurement units within a given measurement system from a larger unit to a smaller unit. ➢ **5.MD.A.1** Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). For example, 3.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.	**Lesson 9**: I can find a fraction of a measurement, and solve word problems. **(5.NF.B.4a, 5.MD.A.1)**		**Embarc.online- Module 4** **Videos:** ● **Multiply fractions by fractions: using a sequence of operations** **Task Bank:** **Conner and Makayla Discuss Multiplication**
Domain: Operations and Algebraic Thinking **Cluster:** Write and interpret numerical expressions. ➢ **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 x (8 + 7). Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate	**Topic D: Fraction Expressions and Word Problems** **Objectives/Learning Targets** **Lesson 10:** Compare and evaluate expressions with parentheses. **(5.OA.1, 5.OA.2, 5.NF.4a, 5.NF.6)** **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) (can omit lesson 11)** **Mid Module Assessment**	**Eureka Parent Newsletter- Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** Omit Lesson 11.	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** ● **Lesson 16: Multiply Fractions in Word Problems** **Zearn: Mission 4** Lesson 10: Mighty Wing Lesson 11: Partition Problems Lesson 12: Picture the Parts **Embarc.online- Module 4**

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the indicated sum or product. **Domain**: Number and Operations-Fractions **Cluster:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ■ **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. a. Interpret the product a/b x q as a x (q ÷ b) (partition the quantity q into b equal parts and then multiply by a). Interpret the product a/b x q as (a x q) ÷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 x 6 can be interpreted as 2 x (6 ÷ 3) or (2 x 6) ÷ 3. Do the same with 2/3 x 4/5= 8/5. (In general, a/b x c/d=ac/bd.) **Domain**: Number and Operations-Fractions **Cluster:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ■ **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.		**Video:** • **Work with expressions that have parentheses** • **Multiply a fraction by a fraction using visual representations** • **Multiply fractions by fractions: using a sequence of operations** **I-Ready Lessons:** • Write and evaluate expressions • Numerical expressions and Order of Operations • Algebraic expressions • Division of Whole Numbers **Task Bank:** **Watch Out for Parentheses** **Using Operations and Parentheses**

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Domain: Number and Operations in Base Ten **Cluster**: Understand the place value system ■ **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. **Domain**: Number and Operations-Fractions **Cluster:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ■ **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. a. Interpret the product a/b x q as a x (q ÷ b) (partition the quantity q into b equal parts and then multiply by a). Interpret the product a/b x q as (a x q) ÷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 x 6 can be interpreted as 2 x (6 ÷ 3) or (2 x 6) ÷ 3. Do the same with 2/3 x 4/5= 8/5. (In general, a/b x c/d=ac/bd.) ■ **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. **Domain: Measurement and Data** **Cluster**: Convert like measurement units within	**Topic E: Multiplication of a Fraction by a Fraction** **Objectives/Learning Targets:** **Lesson 13:** I can multiply unit fractions by unit fractions. **(5.NF.B.4a)** **Lesson 14:** I can multiply unit fractions by non-unit fractions. **(5.NF.B.4a)** **Lesson 15:** I can multiply non-unit fractions by non-unit fractions. **(5.NF.B.4a)** **Lesson 16:** I can solve word problems using tape diagrams and fraction by fraction multiplication. **(5.NF.B.4a, 5.NF.B.6)** **Lesson 17:** I can relate decimal and fraction multiplication. **(5.NBT.B.7)** **Lesson 18:** I can relate decimal and fraction multiplication. **(5.NBT.B.7)** **Lesson 19:** I can convert measures involving whole numbers, and solve multistep word problems. **(5.MD.A.1)** **Lesson 20:** I can convert mixed unit measurements, and solve multi-step word problems. **(5.MD.A.1, 5.NF.B.4b)**	[Eureka Parent Newsletter- Topic E](#) [Optional Quiz: Topic E](#) **Pacing Considerations:** <mark>Combine lessons 14 and 15. Combine lessons 17 and 18. Combine lessons 19 and 20.</mark> **Suggestions for combining**: **Lesson 14 and 15** **Fluency:** Lesson 14- Sprint: Multiply a fraction and whole number Lesson 15: Multiply unit fractions (Modify fluency to only use unit fractions as factors. **Concept Development**: Lesson 14- Problems 1,2 Lesson 15- Problems 1,2 **Problem Set**: Lesson 14: 1b,1c Lesson 15- Problems 1b,1d,2a,2b,3,4 **Exit Ticket:** Lesson 15 **Suggestions for combining:** **Lessons 17 and 18** **Fluency:** Lesson 17- Write fractions as decimals Lesson 17/18- Multiply whole numbers by decimals Lesson 18: Sprint: Multiply fractions	**Additional instructional resources for enrichment/remediation:** [Remediation Guide](#) **[Ready teacher-toolbox aligned lessons](#)** - **[Lesson 13: Understand Products as Fractions](#)** **[Embarc.online- Module 4](#)** **Videos:** - **[Understanding the Concept of Multiplying Fractions by Fractions](#)** - **[Using an area model to multiply decimals by decimals](#)** **I-Ready Lessons** - Multiplying Fractions - Multiplying a Whole Number and a Fraction **Task Bank** [Cornbread Fundraiser](#) [Connecting the Area Model to Context](#) [Sharing Lunches](#)

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
a given measurement system from a larger unit to a smaller unit. ➢ **5.MD.A.1** Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). For example, 3.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.		**Application Problem:** Lesson 17 **Concept Development**: Lesson 17- Problems 2a,2b,4a, 4b Lesson 18- Problems 1a,1b,1c,2,3 Move to algorithm for multiplying decimals; model "short cut" as described in Concept Development **Problem Set** Lesson 17- Problems 2,3 Lesson 18- Problems 3,4 **Exit Ticket** Lesson 18 **Suggestions for combining:** **Lessons 19 and 20** **Fluency:** Lesson 19- Multiply decimals Lesson 19/20- Convert Measures Lesson 20- Find the Unit Conversion **Application Problem** Lesson 20, Problem 3 included in the Concept Development **Concept Development** Lesson 19- Problems 1,2,4 Lesson 20- Problems 1,2,3 Problem Set Lesson 19- Problems 2,3, 4	

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		Lesson 20- Problem 1 Exit Ticket Lesson 19- a and b Lesson 20- a & c	
Domain: Number and Operations-Fractions **Cluster**: Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ■ **5.NF.B.5** Interpret multiplication as scaling (resizing), by: 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. 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×a)/(n×b) to the effect of multiplying a/b by 1. ■ **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.	**Topic F: Multiplication with Fractions and Decimals as Scaling and Word Problems** **Objectives/Learning Targets:** **Lesson 21:** *I can* explain the size of the product, and relate fraction and decimal equivalence to multiplying a fraction by 1. **(5.NF.B.5) (can be omitted)** **Lesson 22-23:** *I can* compare the size of the product to the size of the factors. **(5.NF.B.5)** **Lesson 24:** *I can* solve word problems using fraction and decimal multiplication. **(5.NF.B.6)**	[Eureka Parent Newsletter- Topic F](#) [Optional Quiz: Topic Quiz F](#) **Pacing Considerations**: Combine lessons 22 and 23. Omit lesson 21. **Suggestions for combining**: **Lessons 22 and 23** **Fluency:** Lesson 22- Group Count by Multiples of 100 Lesson 23- Compare Decimal Numbers **Concept Development:** Lesson 22- Problems 1 and 2 Lesson 23- Problems 1,2,3 **Problem Set:** Lesson 22- 3,5,6 Lesson 23- 1,2 **Exit Ticket:** Lesson 23	**Additional instructional resources for enrichment/remediation:** [Remediation Guide](#) **[Ready teacher-toolbox aligned lessons](#)** • **[Lesson 15: Understand Multiplication as Scaling](#)** **[Zearn Lessons- Mission 4](#)** Lesson 21: Multiply by One Lesson 22: Scale It Lesson 23: Scale It (Remix) Lesson 24: Figuring Fractions and Decimals **[Embarc.online-Mission 4](#)** **Videos:** • **[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](#)** **I-Ready Lessons**

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		• Understand Multiplication as Scaling • Multiplying a Whole Number by a Fraction • Multiplying Fractions **Task Bank** Calculator Trouble Ms. Gray's Homework Assignment Drinking Juice	
Domain: Operations and Algebraic Thinking **Cluster:** Write and interpret numerical expressions. ➢ **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). **Domain:** Number and Operations in Base Ten **Cluster**: Understand the place value system ■**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 **Domain**: Number and Operations-Fractions **Cluster:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. ■ **5.NF.B.7** Apply and extend previous understandings of division to divide unit	**Topic G: Division of Fractions and Decimal Fractions** **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)** **Lesson 26:** I can divide a unit fraction by a whole number. **(5.NF.B.7, 5.OA.A.1)** **Lesson 27:** I can solve problems involving fraction division. **(5.NF.B.7)** **Lesson 28:** I can write equations and word problems corresponding to tape and number line diagrams. **(5.NF.B.7) (can be omitted.)** **Lesson 29:** I can connect division by a unit fraction to division by 1 tenth and 1 hundredth. **(5.NF.B.7)** **Lesson 30:** I can divide decimal dividends by non-unit decimal divisors. **(5.NF.B.7, 5.NBT.B.7)** **Lesson 31:** I can divide decimal dividends by non-unit decimal divisors. **(5.NF.B.7)**	Eureka Parent Newsletter- Topic G Optional Quiz: Topic Quiz G **Pacing Considerations:** Combine lessons 30 and 31. Omit lesson 28. **Suggestions for combining:** **Lessons 30 and 31** **Fluency:** Lesson 30- Divide decimals Lesson 30- Sprint: Divide whole numbers by unit fractions and Unit Fractions by Whole Numbers Lesson 31- Multiply decimals by 10 and 100 Lesson 31- Divide by 1 tenth and 1 Hundredth **Concept Development** Lesson 30- Problems 2 and 3 Lesson 31- Problems 2 and 3 **Problem Set** Lesson 30- Problem 2 and 3 Lesson 31- Problem 2 and 3 **Exit Ticket:**	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons** • Lesson 17: Understand Division with Unit Fractions • Lesson 18: Divide Unit Fractions in Word Problems **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 Embarc.online-Module 4 **Videos:** • Dividing a unit fraction by a whole number • Solve problems involving unit fraction by a whole number

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fractions by whole numbers and whole numbers by unit fractions. **a**. 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) / 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3)/4 = 1/12 because (1/12)/4 = 1/3 **.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 ÷ (1/5) = 20 because 20 x (1/5) = 4. **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		Lesson 31	**I-Ready Lessons** • Divide Unit Fractions in Word Problems • Understand Division with Unit Fractions • Divide Decimals **Task Bank:** **How many marbles?** **How many servings of oatmeal?** **Painting a Room**

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Operations and Algebraic Thinking **Cluster:** Write and interpret numerical expressions. ➤ **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 x (8 + 7). Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.	**Topic H: Interpretation of Numerical Expressions** **Objectives/Learning Targets Topic H** **Lesson 32:** *I can* interpret and evaluate numerical expressions including the language of scaling and fraction division. **(5.OA.A.1, 5.OA.A.2)** **Lesson 33:** *I can* create story contexts for numerical expressions and tape diagrams, and solve word problems. **5.OA.A.1, 5.OA.A.2)** **(can be omitted)** **End of Module Assessment**	Eureka Parent Newsletter- Topic H **Optional Quiz: Topic H** **Pacing considerations:** Omit lesson 33.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 9: Divide Decimals **Zearn Lessons-Mission 4** Lesson 32: Words to Numbers Lesson 33: Draw the Division **Embarc.online- Module 4** Videos: **Numerical expression as a written description** **Determine whether a description of a numerical expression is accurate** **I-Ready Lessons** • Write and Evaluate Expressions • Algebraic Expressions • Numerical Expressions and Order of Operations **Task Bank** • **Seeing is Believing** • **Words to Expressions 1** • **Watch out for Parentheses**

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 5: Addition and Multiplication with Volume and Area			

Domain: Measurement and Data
Cluster 5.MD.C: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

■ 5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

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.

b. Understand that a solid figure which can be packed without gaps or overlaps using n unit cubes are said to have a volume of n cubic units.

Essential Questions
1. How does how we measure influence what we conclude?
2. How does what we measure influence how we measure?
3. How can measurements be used to solve problems?

Topic A: Concepts of Volume

Objectives/Learning Targets
Lesson 1: I can explore volume by building with and counting unit cubes. **(5.MD.C.3, 5.MD.C.4)**

Lesson 2: I can find the volume of a right rectangular prism by packing with cubic units and counting. **(5.MD.C.3, 5.MD.C.4)**

Lesson 3: I can compose and decompose right rectangular prisms using layers. **(5.MD.C.3, 5.MD.C.4)**

Eureka Parent Newsletter- Topic A
Optional Quiz- Topic A

Pacing considerations:
Combine lessons 2 and 3.

Suggestions for combining:
Lessons 2 and 3

Fluency:
Lesson 2: Find the Area
Lesson 2/3: Find the Volume
Lesson 3: Sprint: Multiply a fraction and a whole number
Application Problem:
Lesson 2

Concept Development
Prepare nets in advance to save instructional time. Either create prisms or cut out nets for students to tape together.

Lesson 2- Problems 1a-1c
Have students to fill prisms to find the volume, then model breaking into layers and have students to look at the volume as layers of cubes.

Record layers with number of cubes in Lesson 3 onto chart paper.

Problem Set:
Lesson 2- Problem 1 (Part of Concept Development)

Vocabulary:
Base, bisect, cubic units, height, hierarchy, unit cube, volume of a solid

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

Additional instructional resources for enrichment/remediation:

Remediation Guide

Ready teacher-toolbox aligned lessons
- **Lesson 24- Understand Volume**
- **Lesson 25- Finding Volume Using Unit Cubes**

Zearn Lessons - Mission 5
Lesson 1: Getting into 3-D
Lesson 2: Voyage into Volume
Lesson 3: Layered Volume

Embarc.online- Module 5

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
		Lesson 3- Problem 1,2,3 **Exit Ticket:** Lesson 2- Problem 2 Lesson 3- Problem 1	**Videos:** • **Finding the volume by analyzing the layers** • **Identify the difference between a square unit and a cubic unit** • **Understanding Volume** **I-Ready Lessons:** • Understand and Measure Volume **Task Bank** **Box of Clay**
Domain: Measurement and Data **Cluster**: Geometric measurement-understand concepts of volume and relate volume to multiplication and to addition. ■ **5.MD.C. 3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. 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.	**Topic B:** Volume and the Operations of Multiplication and Addition **Objectives/Learning Targets** **Lesson 4:** Use multiplication to calculate volume. **(5.MD.C.3)** **Lesson 5**: Use multiplication to connect volume as packing with volume as filling. **(5.MD.C. 3b)** **Lesson 6:** Find the total volume of solid figures composed of two non-overlapping rectangular prisms. **(5.MD.C. 3b)**	Eureka Parent Newsletter- Topic B Optional Quiz- Topic B **Pacing considerations:** Omit lessons 8 and 9.	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • **Finding Volume using Formulas** • **Find volume of Composite Figures** **Zearn Lessons- Mission 5** **Lesson 4: Length, Width, Height- Volume 1** **Lesson 5: Fishy Volume** **Lesson 6: Stack 'Em** **Lesson 7: Difficult Dimensions** **Embarc.online- Module 5**

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TN STATE STANDARDS	CONTENT		INSTRUCTIONAL SUPPORT & RESOURCES
¢ **5.MD.C.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume of right rectangular prisms.	**Lesson 7**: Solve word problems involving the volume of rectangular prisms with whole number edge lengths. **(5.MD.C.5)** **Lessons 8–9**: Apply concepts and formulas of volume to design a sculpture using rectangular prisms within given parameters. **(5.MD.C.5)**		**Videos:** • **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** **I-Ready Lessons** • Understand and Measure Volume • Find Volume of Rectangular Prisms Using Formulas **Task Bank:** **Cari's Aquarium**

Domain: Number and Operations- Fractions
Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
 	
■ 5.NF.B. 4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 	
    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.
 	
■5.NF.B. 6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or
	Topic C: Area of Rectangular Figures with Fractional Side Lengths
	
	Objectives/Learning Targets:
	Lesson 10: *I can* 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)**
	
	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)**
	
	Lesson 12: Measure to find the area of rectangles with fractional side lengths. **(4.NF.B.4b)**
	
	Lesson 13: Multiply mixed number factors, and relate to the distributive property and the area model. **(4.NF.B.4b)**
		Eureka Parent Newsletter- Topic C
		Optional Quiz- Topic C
		
		Pacing considerations:
		Combine lessons 14 and 15.
		
		Suggestions for combining:
		Lessons 14 and 15
		
		Fluency:
		Lesson 14- Multiply Fractions
		Lesson 14: Find the Volume
		Lesson 15: Quadrilaterals
		
		Application Problem:
		None
		
		Concept Development:
		Problem Set is a part of the Concept Development
		Lesson 14: Problems 1 and 2
			Additional instructional resources for enrichment/remediation:
			
			Remediation Guide
			
			Ready teacher-toolbox aligned lessons:
			• Multiply Fractions using an Area Model
			
			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
			
			Embarc.online- Module 5
			
			Videos:

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
equations to represent the problem.	**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)**	Lesson 15- Problems 1 and 2 **Problem Set:** Lesson 14- Problem 1 and 2 Lesson 15- Problems 1 and 2 **Exit Ticket:** Lesson 14	• **Multiply mixed numbers by mixed numbers using visual representations** • **Find the area with fractional sides by tiling** **Task Bank:** **Chavonne's Bathroom Tiles** **Making Cookies**
Domain: Geometry **Cluster**: Classify two-dimensional figures into categories based on their properties. ■ 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.	**Topic D: Drawing, Analysis, and Classification of Two-Dimensional Shapes** **Objectives/Learning Targets** **Lesson 16:** Draw trapezoids to clarify their attributes, and define trapezoids based on those attributes. **(5.G.B.3)** **Lesson 17**: Draw parallelograms to clarify their attributes, and define parallelograms based on those attributes. **(5.G.B.3)** **Lesson 18**: Draw rectangles and rhombuses to	Eureka Parent Newsletter- Topic D Optional Quiz- Topic D **Pacing considerations:** Combine lessons 16 and 17. Combine lessons 18 and 19. Combine lessons 20 and 21. **Suggestions for combining:** **Lessons 16 and 17** **Fluency:** Lesson 16- Quadrilaterals Lesson 17- Divide whole numbers by Unit Fractions and Unit Fractions by Whole	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons** • Classify Two -Dimensional Figures • Understand Properties of Two Dimensional Figures **Zearn Lessons - Mission 5** Lesson 16: Tricky Trapezoids Lesson 17: Parallelogram Properties Lesson 18: Rhombuses and Rectangles

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
clarify their attributes, and define rectangles and rhombuses based on those attributes. **(5.G.B.3)** **Lesson 19:** Draw kites and squares to clarify their attributes, and define kites and squares based on those attributes. **(5.G.B.3)** **Lesson 20**: Classify two-dimensional figures in a hierarchy based on properties. **(5.G.B.3)** **Lesson 21**: Draw and identify varied two-dimensional figures from given attributes. **(5.G.B.3)**	Numbers **Application Problem** Lesson 16 **Concept Development** Lesson 16- Problem 1a Sort Quadrilaterals from Non- Quadrilaterals Problem 1b- Sort Trapezoids from non- trapezoids Complete Problem Set #2 using the trapezoid worksheet Lesson 17-Sort trapezoids into parallelograms and non-parallelograms Complete Problem Set 2 and 3 using the parallelogram worksheet. Measure and record angles, opposite sides and bisectors. Record attributes of trapezoids and parallelograms on chart. Begin building quadrilateral hierarchy as shown on p. 249/250 of Teacher's Edition. **Problem Set:** Lesson 16- Problem 3 Lesson 17- Problem 4 **Exit Ticket**: Lesson 16- Problem b Lesson 17- Problem 2	Lesson 19: Hip to Be Square Lesson 20: The Shape of Things Lesson 21: Shape Reader **Embarc.online- Module 5** **Videos:** • **Identify quadrilaterals based on attributes** **Task Bank:** • **Always, Sometimes, Never** • **What is a Trapezoid? (Part 2)**

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
		Suggestions for combining: **Lessons 18 and 19** **Fluency:** Lesson 19: Sprint: Multiply by multiples of 10 and 100. **Application Problem:** Lesson 18 **Concept Development:** Use handout with rhombus, rectangle, kite and square on it. • Lesson 18- Problem Set 2,3 Identify all names for each figure, showing that each figure has multiple names on the attributes. • Lesson 19- Problem Set 2 Record attributes and build quadrilateral Hierarchy **Problem Set:** Lesson 18, problem 4 Lesson 19, Problem 3 **Exit Ticket:** Lesson 19 **Suggestions for combining:** **Lessons 20 and 21** **Fluency:** Lesson 20/21- Find the Volume Lesson 20/21- Divide by multiples of 10 and 100	

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
		Concept Development: Lesson 20 Part 1 Lesson 21- Use the task cards with the shape templates from Lesson 20. Identify a shape from the template that fits the description given on the task card. Have students explain/defend their choice and reasoning based on the attributes of the shape. **Problem Set:** Lesson 20- Problem 1 Lesson 21- Problem 2,3 **Exit Ticket** Lessons 20 and 21	

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RESOURCE TOOLKIT

The Resource Toolkit 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	CCSS	Videos
Great Minds' Eureka Math		Eureka Resources/Homework Resources
		NCTM Common Core Videos
Instructional Focus Documents	TN MATH STANDARDS	TN Core Online Math Resources
SEL Connections		
SEL Competencies	Achieve the Core	LearnZillion

Children's Literature	Interactive Manipulatives	Additional Sites
Math and Literature:	Multiplying by Repeated Addition	Illustrative Mathematics- Grade 5
A Match Made in the Classroom	Related Repeated Addition to Multiplication	http://www.k-5mathteachingresources.com/3rd-grade-number-activities.html
Math for Kids-Best Children's Books	Multiplication Games Multiplication Fluency	http://www.edutoolbox.org/tntools/list/grade/819/955/3#96 0
Scholastic: Books and Programs to Improve Elementary Math		

Other

Parent Roadmap: Supporting Your Child in Grade Five Mathematics

Illustrated Mathematics Dictionary for Kids

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)

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January 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
			1	**2**	**3**	**Flex Day Options Include:**
			Winter Break			*Standard*- Suggested standard(s) to review for the day (*-denotes a Power Standard)
Module 4 Omit Lesson 4	**6** Topic A Lesson 1 *Quarter 3 begins*	**7** Topic B Combine lessons 2 and 3	**8** Topic B Lesson 5	**9** Topic C Lesson 6	**10** Flex Options 5.MD.B.2 5.NF.B.3 Pacing Other	*Pacing* – Use this time to adjust instruction to stay on pace. *Other*- This includes assessments, review, re-teaching, etc.
Module 4	**13** Topic C Lesson 7	**14** Topic C Lesson 8	**15** Topic C Lesson 9	**16** Topic D Lesson 10	**17** *½ day students* Flex Options 5.NF.B.4a 5.MD.A.1 Pacing Other	Optional quizzes- Module 4 Topic A Topic B Topic C Topic D Topic E Topic F
Module 4 Omit lesson 11	**20** *Martin Luther King Jr. Day (Out)*	**21** Topic D Lesson 12	**22** Mid Module Assessment	**23** Topic E Lesson 13	**24** Topic E Combine lessons 14 and 15	(Topic quizzes should take no longer than 15 minutes)
Omit lesson 21	**27** Topic E Lesson 16	**28** Topic E Combine lessons 17 and 18	**29** Topic E Combine lessons 19 and 20	**30** Topic F Combine lessons 22 and 23	**31** Flex Options 5.NBT.B.7 5.NF.B.4 Pacing Other	

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February 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
	3 Topic F Lesson 24	**4** Topic G Lesson 25	**5** Topic G Lesson 26	**6** Topic G Lesson 27	**7** Flex Options 5.NF.B.6 5.NBT.B.7 Pacing Other	**Flex Day Options Include:** *Standard*- Suggested standard(s) to review for the day (*-denotes a Power Standard) *Pacing* – Use this time to adjust instruction to stay on pace. *Other*- This includes assessments, review, re-teaching, etc. Optional quizzes- Module 4 Topic F Topic G Topic H (Topic quizzes should take no longer than 15 minutes) Optional quizzes- Module 5 Topic A Topic B Topic C (Topic quizzes should take no longer than 15 minutes)
Omit lessons 28 and 33	**10** Topic G Lesson 29	**11** Topic G Combine lessons 30 and 31	**12** Topic H Lesson 32	**13** End of Module Assessment *Parent Teacher Conferences*	**14** *1/2 day students* Flex Options Pacing Other	
Module 5	**17** PD FLEX DAY *President's Day*	**18** Topic A Lesson 1	**19** Topic A Combine lessons 2 and 3	**20** Topic B Lesson 4	**21** Topic B Lesson 5	
Omit lessons 8 and 9	**24** Topic B Lesson 6	**25** Topic B Lesson 7	**26** Mid Module Assessment	**27** Topic C Lesson 10	**28** Flex Options 5.MD.C.3 Pacing Other	

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March 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5	**2** Topic C Lesson 11	**3** Topic C Lesson 12	**4** Topic C Lesson 13	**5** Topic C Combine lessons 14 and 15	**6** Flex Options 5.NF.B.4b Pacing Other	**Flex Day Options Include:** *Standard*- Suggested standard(s) to review for the day (*-denotes a Power Standard)
Module 5	**9** Topic D Combine lessons 16 and 17	**10** Topic D Combine lessons 18 and 19	**11** Topic D Combine lessons 20 and 21	**12** End of Module Assessment	**13** *End of Quarter 3* ½ day Flex Options *5.G.B.3 Pacing Other	*Pacing* – Use this time to adjust instruction to stay on pace. *Other*- This includes assessments, review, re-teaching, etc. Optional quizzes- Module 5 Topic C Topic D
	16	**17**	**18**	**19**	**20**	(Topic quizzes should take no longer than 15 minutes)
			Spring Break			
	23 Quarter 4 begins	**24**	**25**	**26**	**27**	
	30	**31**	1	2	3	

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