

North East School District PA Core Curriculum Map

Mathematics

Fifth Grade



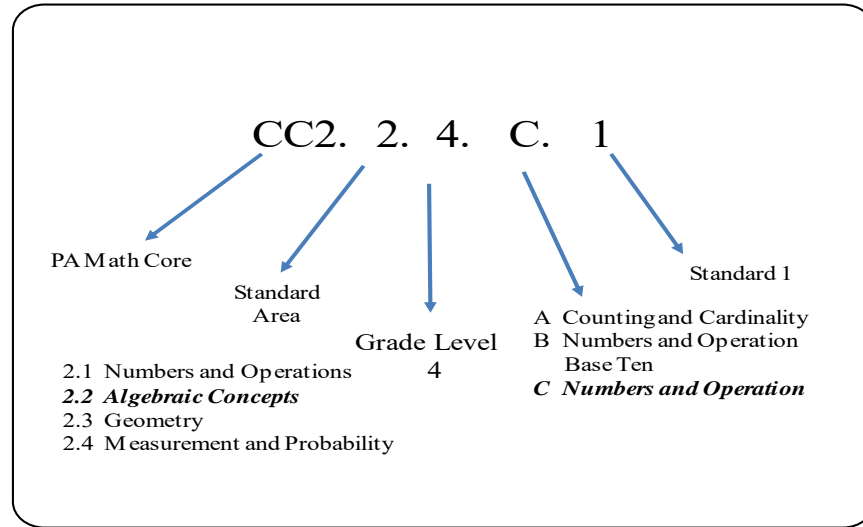
INTRODUCTION

North East School District has adopted Pennsylvania Department of Education's Standards for Mathematical Practice that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready.

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

1. Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)
2. Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.
3. Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Mathematical Standards: Development and Progression											
	Pre K	K	1	2	3	4	5	6	7	8	HS
2.1 Numbers and Operations	(A) Counting & Cardinality										
		(B) Number and Operations in Base Ten					(D) Ratios and Proportional Relationships			(F) Number and Quantity	
				(C) Number and Operations - Fractions			(E) The Number System				
2.2 Algebraic Concepts	(A) Operations and Algebraic Thinking						(B) Expressions and Equations			(D) Algebra	
										(C) Functions	
2.3 Geometry	(A) Geometry										
2.4 Measurement, Data and Probability	(A) Measurement and Data						(B) Statistics and Probability				



Standards for Mathematical Practices for Fifth Grade

Below are a few examples of how the Standards for Mathematical Practices may be integrated into tasks that students complete:

Mathematic Practices	Explanations and Examples
1. Make sense of problems and persevere in solving them.	Mathematically proficient students in fifth grade should solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, “What is the most efficient way to solve the problem?”, “Does this make sense?”, and “Can I solve the problem in a different way?”.
2. Reason abstractly and quantitatively.	Mathematically proficient students in fifth grade should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts.
3. Construct viable arguments and critique the reasoning of others.	In fifth grade, mathematically proficient students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking.

<p>4. Model with mathematics.</p>	<p>Mathematically proficient students in fifth grade experiment with representing problem situations in multiple ways including:</p> <p>numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.</p>
<p>5. Use appropriate tools strategically.</p>	<p>Mathematically proficient fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real world data.</p>
<p>6. Attend to precision.</p>	<p>Mathematically proficient students in fifth grade continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism they record their answers in cubic units.</p>
<p>7. Look for and make use of structure.</p>	<p>In fifth grade, mathematically proficient students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>Mathematically proficient fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns.</p> <p>Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.</p>

MATH



Mathematics 5

GRADE 5

Grade five mathematics is about [1] developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fraction in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); [2] extending division to two-digit divisors, integrating decimal fractions into the place-value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and [3] developing understanding of volume.

PA CORE Reporting Categories & Assessment Anchors

Numbers & Operations in Base Ten

M05.A-T.1 → Understand the Place-Value System.

M05.A-T.2 → Perform Operations with Multi-Digit Whole Numbers and with Decimals to Hundredths.

Numbers & Operations - Fractions

M05.A-F.1 → Use Equivalent Fractions as a Strategy to Add & Subtract Fractions.

M05.A-F.2 → Apply and Extend Previous Understandings of Multiplication & Division to Multiply & Divide Fractions.

Operations & Algebraic Thinking

M05.B-O.1 → Write and Interpret Numerical Expressions.

M05.B-O.2 → Analyze Patterns and Relationships.

Geometry

M05.C-G.1 → Graph Points on the Coordinate Plane to Solve Real-World and Mathematical Problems.

M05.C-G.2 → Classify Two-Dimensional Figures into Categories Based on Their Properties.

Measurement and Data

M05.D-M.1 → Convert Like Measurement Units Within a Given Measurement System.

M05.D-M.2 → Represent and Interpret Data.

M05.D-M.3 → Geometric Measurement: Understand Concepts of Volume and Relate Volume to Multiplication and to Addition.

All identified strands of PA Core Eligible Content can be found communicated in narrative form through the SAS (Standards Aligned System) Portal. Information related to the Common Core Standards is also readily available via this online resource. The SAS Portal is located at www.pdesas.org.

Grade Five PA CORE Anchor Descriptors

- ★ **Demonstrate Understanding Of Place-Value Of Whole Numbers And Decimals, And Compare Quantities Or Magnitudes Of Numbers.**
- ★ **Use Whole Numbers And Decimals To Compute Accurately (Straight Computation Or Word Problems).**
- ★ **Solve Addition/Subtraction Problems Involving Fractions (Straight Computation Or Word Problems).**
- ★ **Solve Multiplication/Division Problems Involving Fractions/Whole Numbers (Straight Computation Or Word Problems).**
- ★ **Analyze And Complete Calculations By Applying The Order Of Operations.**
- ★ **Create, Extend, And Analyze Patterns.**
- ★ **Identify Parts Of A Coordinate Grid And Describe Or Interpret Points Given An Ordered Pair.**
- ★ **Use Basic Properties To Classify Two-Dimensional Figures.**
- ★ **Solve Problems Using Simple Conversions (May Include Multi-Step, Real-World Problems).**
- ★ **Organize, Display, And Answer Questions Based On Data.**
- ★ **Use, Describe, And Develop Procedures To Solve Problems Involving Volume.**

MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>SEPTEMBER</p> <p><u>Essential Questions</u></p> <p><i>How are relationships represented mathematically?</i></p> <p><i>What does it mean to estimate or analyze numerical quantities?</i></p> <p><i>How is mathematics used to quantify, compare, represent, and model numbers?</i></p> <p><i>When is it appropriate to estimate versus calculate?</i></p> <p><i>How can patterns be used to describe relationships in mathematical situations?</i></p>	<p><u>Place Value</u></p> <p>Standard, Expanded, And Word Forms From Thousandths To Hundred Billions</p>	<p>M05.A-T.1.1.1</p> <p>M05.A-T.1.1.3</p> <p>M05.A-T.1.1.4</p> <p>M05.A-T.1.1.5</p>	<p><u>Formative Assessments</u></p> <p>Skills Tests & Quizzes</p> <p>Textbook Assignments</p> <p>Homework Assignments</p> <p>Whiteboard Practice</p> <p>Scavenger Hunt Review</p> <p>Study Island Skills Practice</p> <p>Accelerated Math Individualized Student Practice</p> <p><u>Benchmark Assessment</u></p> <p>Study Island BM #1</p> <p><u>Diagnostic Assessment</u></p> <p>NWEA MAP [Fall]</p>	<p>enVision Textbook</p> <p>enVision Workbook</p> <p>enVision Online Lessons</p> <p>enVision Supplemental Materials/Resources</p> <p>Number Cards</p> <p>Place Value Posters</p> <p>Dialing Digits Game</p> <p>“Boss” Story</p> <p>Bacon Game</p> <p>Math Facts Sheets</p> <p>SmartBoard Activities</p> <p>Math Antics Videos</p> <p>Decimal Tiles</p>
	<p>Rounding Numbers</p>	<p>M05.A-T.2.1.3</p>		
	<p><u>Decimals</u></p> <p>Change Fractions To Decimals & Decimals To Fractions</p>			
	<p>Equivalent Decimals</p>			
	<p>Comparing Decimals</p>			
	<p><u>Properties Of Operations</u></p> <p>Commutative & Associative Properties Of Addition</p>			
	<p>Estimating Sums And Differences</p>			
	<p>Overestimates & Underestimates</p>			
	<p>Add & Subtract Decimals</p>			

	<p>Using Models</p> <p>Add & Subtract Large Whole Numbers Up To Hundred Thousands</p> <p>Add & Subtract Decimals To Thousandths</p> <p>Multi-Step Problem Solving With Pictures</p> <p>Math Facts</p> <p>Patterns 2 Like Digits Next To One Another In A Number Are 10 Times Or 1/10 The Value</p> <p>Finding Number Patterns</p>			<p>Incentive Charts</p> <p>Hundredths Charts</p> <p>Accelerated Math Software</p> <p>Study Island Software</p>
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
OCTOBER	<p>Place Value</p> <p>Exponents</p> <ul style="list-style-type: none"> • Base Number/Meaning • Exponential Notation • Expanded Form • Standard Form <p>Essential Questions</p>	<p>M05.A-T.1.1.2</p> <p>M05.A-T.1.1.5</p> <p>M05.A-T.2.1.1</p>	<p>Formative Assessments</p> <p>Skills Tests & Quizzes</p> <p>Textbook Assignments</p> <p>Homework Assignments</p> <p>Whiteboard Practice</p>	<p>enVision Textbook</p> <p>enVision Workbook</p> <p>enVision Online</p>

<p><i>How are relationships represented mathematically?</i></p> <p><i>What does it mean to estimate or analyze numerical quantities?</i></p> <p><i>When is it appropriate to estimate versus calculate?</i></p> <p><i>What makes a tool and/or strategy appropriate for a given task?</i></p>	<p>Multiplying By Powers Of 10</p> <p>Properties Of Operations</p> <p>Multiplication Properties</p> <ul style="list-style-type: none"> • Identity • Zero • Commutative • Associative <p>Exponents</p> <ul style="list-style-type: none"> • SAME AS ABOVE <p>Multiplying By Powers Of 10</p> <p>Multiplying 2-Digit Numbers By Multiples Of 10</p> <p>Multiplying 2-Digit By 2-Digit Numbers</p> <p>Multiplying 2-Digit By 3-Digit Numbers</p> <p>Estimating With Multiplication</p> <p>Draw A Picture & Write An Equation In Multiplication</p>	<p>M05.A-T.2.1.2</p> <p><i>OTHER SELECTED MATH TOPICS ARE COVERED ON AN INDIVIDUAL & DIFFERENTIATED BASIS VIA ACCELERATED MATH</i></p>	<p>Scavenger Hunt Review Study Island Skills Practice</p> <p>Accelerated Math Individualized Student Practice</p>	<p>Lessons</p> <p>enVision Supplemental Materials/Resources</p> <p>Number Cards</p> <p>Place Value Posters</p> <p>Math Facts Sheets</p> <p>SmartBoard Activities</p> <p>Math Antics Videos</p> <p>Decimal Tiles</p> <p>Incentive Charts</p> <p>Hundredths Charts</p> <p>Accelerated Math Software</p> <p>Study Island Software</p>
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	<p>Dividing Multiples Of 10 & 100</p> <p>Estimating Quotients</p> <p>Problem Solving w/ Division: Focus On Question Being Asked</p> <p>Divide By 1-Digit Divisors</p> <p>Divide w/ Zeros In The Quotient</p> <p>Draw A Picture & Write An Equation In Division</p> <p>Decimals & Patterns</p> <p>Multiplying By Powers Of 10</p>			
<p>NOVEMBER</p> <p>Essential Questions</p> <p><i>How are relationships represented mathematically?</i></p>	<p>Place Value & Patterns</p> <p>Dividing By Multiples Of 10</p> <p>1-Digit Quotients</p> <p>2-Digit Quotients</p> <p>Multiplying Decimals By</p>	<p>M05.A-T.1.1.2</p> <p>M05.A-T.1.1.5</p> <p>M05.A-T.2.1.2</p> <p>M05.A-T.2.1.3</p>	<p>Formative Assessments</p> <p>Skills Tests & Quizzes</p> <p>Textbook Assignments</p> <p>Homework Assignments</p> <p>Whiteboard Practice</p> <p>Scavenger Hunt Review</p> <p>Study Island Skills Practice</p>	<p>enVision Textbook</p> <p>enVision Workbook</p> <p>enVision Online Lessons</p> <p>enVision</p>

<p><i>What does it mean to estimate or analyze numerical quantities?</i></p> <p><i>When is it appropriate to estimate versus calculate?</i></p> <p><i>How can patterns be used to describe relationships in mathematical situations?</i></p> <p><i>What makes a tool and/or strategy appropriate for a given task?</i></p>	<p>10, 100, And 1,000</p> <p><u>Properties Of Operations</u></p> <p>Factors And Rules Of Divisibility</p> <p>Prime & Composite Numbers</p> <p>Factor Trees</p> <p>Estimating w/ 2-Digit Divisors (Compatible #'s)</p> <p>Dividing By Multiples Of 10</p> <p>1-Digit Quotients</p> <p>2-Digit Quotients</p> <p>Problem Solving: Extra Or Missing Information</p> <p>Multiplying Decimals By 10, 100, Or 1,000</p> <p>Estimating The Product Of A Decimal And A Whole Number</p>	<p>M05.A-F.2.1.3</p> <p><i>OTHER SELECTED MATH TOPICS ARE COVERED ON AN INDIVIDUAL & DIFFERENTIATED BASIS VIA ACCELERATED MATH</i></p>	<p>Accelerated Math Individualized Student Practice</p>	<p>Supplemental Materials/Resources</p> <p>Number Cards</p> <p>Place Value Posters</p> <p>Math Facts Sheets</p> <p>SmartBoard Activities</p> <p>Math Antics Videos</p> <p>Decimal Tiles</p> <p>Incentive Charts</p> <p>Hundredths Charts</p> <p>Play Taxman Game</p> <p>Accelerated Math Software</p> <p>Study Island Software</p>
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MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
DECEMBER	<p>Place Value & Patterns Multiplying Decimals By 10, 100, Or 1,000</p> <p>Essential Questions <i>How are relationships represented mathematically?</i></p> <p><i>When is it appropriate to estimate versus calculate?</i></p> <p><i>How can recognizing repetition or regularity assist in solving problems more efficiently?</i></p>	<p>M05.A-T.1.1.2</p> <p>M05.A-T.1.1.5</p> <p>M05.A-T.2.1.3</p> <p>M05.A-F.2.1.3</p> <p><i>OTHER SELECTED MATH TOPICS ARE COVERED ON AN INDIVIDUAL & DIFFERENTIATED BASIS VIA ACCELERATED MATH</i></p>	<p>Formative Assessments Skills Tests & Quizzes Textbook Assignments Homework Assignments Whiteboard Practice Scavenger Hunt Review Study Island Skills Practice</p> <p>Accelerated Math Individualized Student Practice</p> <p>Benchmark Assessment Study Island BM #2</p>	<p>enVision Textbook</p> <p>enVision Workbook</p> <p>enVision Online Lessons</p> <p>enVision Supplemental Materials/Resources</p> <p>Number Cards</p> <p>Place Value Posters</p> <p>Math Facts Sheets</p> <p>SmartBoard Activities</p> <p>Math Antics Videos</p> <p>Decimal Tiles</p> <p>Incentive Charts</p>

	<p>Multiplying Two Decimals</p> <p>Dividing Decimals By 10, 100, Or 1,000</p> <p>Estimating Decimal Quotients</p> <p>Number Sense: Decimal Division</p> <p>Dividing By A Whole Number</p> <p>Dividing A Whole Number By A Decimal</p> <p>Dividing A Decimal By A Decimal</p> <p>Multi-Step Problems</p>			<p>Hundredths Charts</p> <p>Accelerated Math Software</p> <p>Study Island Software</p>
<p>JANUARY</p> <p><u>Essential Questions</u></p> <p><i>How are relationships represented mathematically?</i></p>	<p><u>Properties Of Operations</u></p> <p>Order Of Operations</p> <p>Evaluating Expressions</p> <p>Estimating Sums And Differences Of Fractions</p>	<p>M05.A-T.2.1.1</p> <p>M05.A-T.2.1.2</p> <p>M05.A-T.2.1.3</p> <p>M05.A-F.1.1.1</p>	<p><u>Formative Assessments</u></p> <p>Skills Tests & Quizzes</p> <p>Textbook Assignments</p> <p>Homework Assignments</p> <p>Whiteboard Practice</p> <p>Scavenger Hunt Review</p> <p>Study Island Skills Practice</p>	<p>enVision Textbook</p> <p>enVision Workbook</p> <p>enVision Online Lessons</p> <p>enVision</p>

<p><i>What makes a tool and/or strategy appropriate for a given task?</i></p> <p><i>How can recognizing repetition or regularity assist in solving problems more efficiently?</i></p> <p><i>How can expressions, equations, and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?</i></p>	<p>Adding & Subtracting Fractions w/ Like Denominators</p>	<p>M05.B-O.1.1.1</p> <p>M05.B-O.1.1.2</p>	<p>Accelerated Math Individualized Student Practice</p>	<p>Supplemental Materials/Resources</p>
	<p>Adding Fractions w/ Unlike Denominators</p>	<p>M05.B-O.2.1.1</p>	<p><u>Diagnostic Assessment</u> NWEA MAP [Winter]</p>	<p>Number Cards</p>
	<p>Subtracting Fractions w/ Unlike Denominators</p>	<p>M05.B-O.2.1.2</p>		<p>Place Value Posters</p>
	<p>Solving Problems w/ Fractions</p>	<p><i>OTHER SELECTED MATH TOPICS ARE COVERED ON AN INDIVIDUAL & DIFFERENTIATED BASIS VIA ACCELERATED MATH</i></p>		<p>Math Facts Sheets</p>
	<p><u>Numerical Expressions</u> Variables & Expressions</p>			<p>SmartBoard Activities</p>
	<p>Addition & Subtraction: Expressions</p>			<p>Math Antics Videos</p>
	<p>Multiplication & Division: Expressions</p>			<p>Decimal Tiles</p>
	<p><u>Order Of Operations</u> PEMDAS</p>			<p>Incentive Charts</p>
	<p>Evaluating Expressions</p>			<p>Hundredths Charts</p>
	<p>Addition & Subtraction: Expressions</p>			<p>Accelerated Math Software</p>
				<p>Study Island Software</p>

	<p>Multiplication & Division: Expressions</p> <p>Fractions Estimating Sums And Differences Of Fractions</p> <p>Adding & Subtracting Fractions w/ Like Denominators</p> <p>Adding Fractions w/ Unlike Denominators</p> <p>Subtracting Fractions w/ Unlike Denominators</p> <p>Solving Problems w/ Fractions</p> <p>Patterns Extending Tables</p> <p>Problem Solving</p>			
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
FEBRUARY	Fractions Estimating Sums And	M05.A-F.1.1.1	Formative Assessments Skills Tests & Quizzes	enVision Textbook

<p><u>Essential Questions</u></p> <p><i>How are relationships represented mathematically?</i></p> <p><i>How can mathematics support effective communication?</i></p> <p><i>What makes a tool and/or strategy appropriate for a given task?</i></p> <p><i>How is mathematics used to quantify, compare, represent, and model numbers?</i></p>	<p>Differences Of Mixed Numbers</p> <p>Modeling Addition And Subtraction Of Mixed Numbers</p> <p>Adding Mixed Numbers</p> <p>Subtracting Mixed Numbers</p> <p>Multiplying Fractions And Whole Numbers</p> <p>Multiplying Two Fractions</p> <p>Area Models</p> <p>Multiplying Mixed Numbers</p> <p>Fractions And Division</p> <p>Fractions, Mixed Numbers, And Decimals As Quotients</p> <p>Dividing Whole Numbers By Unit Fractions</p>	<p>M05.A-F.2.1.1</p> <p>M05.A-F.2.1.2</p> <p>M05.A-F.2.1.3</p> <p>M05.A-F.2.1.4</p> <p><i>OTHER SELECTED MATH TOPICS ARE COVERED ON AN INDIVIDUAL & DIFFERENTIATED BASIS VIA ACCELERATED MATH</i></p>	<p>Textbook Assignments</p> <p>Homework Assignments</p> <p>Whiteboard Practice</p> <p>Scavenger Hunt Review</p> <p>Study Island Skills Practice</p> <p>Accelerated Math Individualized Student Practice</p> <p>PSSA Practice Prep</p>	<p>enVision Workbook</p> <p>enVision Online Lessons</p> <p>enVision Supplemental Materials/Resources</p> <p>Fraction Blocks</p> <p>Number Cards</p> <p>Place Value Posters</p> <p>Math Facts Sheets</p> <p>SmartBoard Activities</p> <p>Math Antics Videos</p> <p>Decimal Tiles</p> <p>Incentive Charts</p> <p>Hundredths Charts</p> <p>Accelerated Math Software</p>
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	<p>Dividing Unit Fractions By Non-Zero Whole Numbers</p> <p>Decimals Multiplication As Scaling</p> <p>Estimating Products</p> <p>Problem Solving</p>			Study Island Software
<p>MARCH</p> <p>Essential Questions</p> <p><i>How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</i></p> <p><i>How can geometric properties and theorems be used to describe, model, and analyze situations?</i></p> <p><i>How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve</i></p>	<p>Two-Dimensional Figures Geometry: Polygons, Triangles, Attributes Of Quadrilaterals, Special Quadrilaterals, And Classifying Quadrilaterals</p> <p>Measurement Converting Customary Units Of Length, Capacity, And Weight</p> <p>Converting Metric Units Of Length, Capacity, And Mass</p> <p>Problem Solving</p> <p>Data Displays Line Plots</p>	<p>M05.D-M.1.1.1</p> <p>M05.D-M.2.1.1</p> <p>M05.D-M.2.1.2</p> <p>M05.D-M.3.1.1</p> <p>M05.D-M.3.1.2</p> <p>M05.C-G.2.1.1</p> <p><i>OTHER SELECTED MATH TOPICS ARE COVERED ON AN INDIVIDUAL & DIFFERENTIATED BASIS VIA ACCELERATED MATH</i></p>	<p>Formative Assessments Skills Tests & Quizzes Textbook Assignments Homework Assignments Whiteboard Practice Scavenger Hunt Review Study Island Skills Practice</p> <p>Accelerated Math Individualized Student Practice</p> <p>PSSA Practice Prep</p> <p>Benchmark Assessment Study Island BM #3</p>	<p>enVision Workbook</p> <p>enVision Online Lessons</p> <p>enVision Supplemental Materials/Resources</p> <p>Big "G"</p> <p>Assorted Materials For Various Weights</p> <p>Assorted Materials For Various Capacities</p> <p>Geometry Terms Help-Packet</p>

<p><i>problems?</i></p> <p><i>How can data be organized and represented to provide insight into the relationship between quantities?</i></p> <p><i>How does the type of data influence the choice of display?</i></p>	<p>Data From Surveys</p> <p>Making Line Plots</p> <p>Measurement Data</p> <p>Volume</p> <p>Measurement: Models & Volume</p> <p>Combining Volumes</p> <p>Three-Dimensional Solids</p> <p>Measurement: Models & Volume</p> <p>Combining Volumes</p>			<p>“My Cool Dad Understands Doughnut Hole Karate”</p> <p>Math Facts Sheets</p> <p>SmartBoard Activities</p> <p>Math Antics Videos</p> <p>Incentive Charts</p> <p>Accelerated Math Software</p> <p>Study Island Software</p>
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>APRIL</p> <p>Essential Questions</p> <p><i>How are spatial relationships, including shape and dimension, used to draw, construct,</i></p>	<p>Coordinate Plane</p> <p>Ordered Pairs</p> <p>Patterns & Graphing</p> <p>Graphing Number Patterns</p>	<p>M05.C-G.1.1.1</p> <p>M05.C-G.1.1.2</p>	<p>Formative Assessments</p> <p>Skills Tests & Quizzes</p> <p>Textbook Assignments</p> <p>Homework Assignments</p> <p>Whiteboard Practice</p> <p>Scavenger Hunt Review</p> <p>Study Island Skills Practice</p>	<p>enVision Workbook</p> <p>enVision Online Lessons</p> <p>enVision Supplemental Materials/Resources</p>

<p><i>model, and represent real situations or solve problems?</i></p> <p><i>How can geometric properties and theorems be used to describe, model, and analyze situations?</i></p>	<p><i>Cumulative Review Of All 5th Grade PA Core Concepts</i></p>		<p>Accelerated Math Individualized Student Practice</p> <p>PSSA Practice Prep</p> <p>Summative Assessment Grade 5 Mathematics PSSA</p>	<p>SmartBoard Activities</p> <p>Math Antics Videos</p> <p>Accelerated Math Software</p> <p>Study Island Software</p> <p>PSSA Prep Packet</p>
<p>MAY</p> <p>Essential Questions</p> <p><i>How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?</i></p> <p><i>How can geometric properties and theorems be used to describe, model, and analyze situations?</i></p>	<p>Two-Dimensional Figures Geometry: Polygons, Triangles, Attributes Of Quadrilaterals, Special Quadrilaterals, And Classifying Quadrilaterals</p> <p>Coordinate Plane Ordered Pairs</p> <p>Patterns & Graphing</p> <p>Graphing Number Patterns</p> <p>Problem Solving Strategy</p>	<p>M05.C-G.1.1.1</p> <p>M05.C-G.1.1.2</p> <p>M05.C-G.2.1.1</p> <p><i>OTHER SELECTED MATH TOPICS ARE COVERED ON AN INDIVIDUAL & DIFFERENTIATED BASIS VIA ACCELERATED MATH</i></p>	<p>Formative Assessments Skills Tests & Quizzes Textbook Assignments Homework Assignments Whiteboard Practice Scavenger Hunt Review Study Island Skills Practice</p> <p>Accelerated Math Individualized Student Practice</p> <p>Accelerated Math Competition</p> <p>Chess Games/Competition</p> <p>Tri-Mathlon Review Activity</p>	<p>enVision Workbook</p> <p>enVision Online Lessons</p> <p>enVision Supplemental Materials/Resources</p> <p>SmartBoard Activities</p> <p>Math Antics Videos</p> <p>Accelerated Math Software</p> <p>Study Island Software</p>

			<p><u>Diagnostic Assessment</u> NWEA MAP [Spring]</p>	<p>Kahoot Website</p> <p>Chess Guide/Sets</p> <p>Chess PowerPoint</p> <p>Chess Tournament Bracket</p> <p>Hall Rally Cards (Tri-Mathlon)</p> <ul style="list-style-type: none"> ❖ Cornhole Boards ❖ Ladder Golf Set ❖ Washer Toss Set
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>JUNE</p> <p><u>Essential Questions</u></p> <p><i>How can patterns be used to describe relationships in mathematical situations?</i></p>		<p>Final, Cumulative Review Of 5th Grade Standards & Strands Of Eligible Content</p>	<p><u>Formative Assessments</u></p> <p>Chess Quiz</p> <p>Chess Tournament</p> <p>Accelerated Math Competition</p>	<p>Chess Sets</p> <p>Chess Tournament Bracket</p> <p>Tri-Mathlon Activity Resources</p>