

**Math 5 (Master)**

Teacher: Marcie Harrison

**September 2020**

| <b>Content</b>   | <b>Skills</b>  | <b>Learning Targets</b>  | <b>Assessment</b>   | <b>Resources &amp; Technology</b>   |
|--|--|--|---|---|
| <p><b>Traditional Multiplication and Division</b></p> <p><b>CEQ:</b></p> <p><b>* WHAT IS NUMBER THEORY?</b></p> <p><b>UEQ:</b></p> <p>* How are rectangular arrays used with multiplication?</p> <p>* What are factors of a number?</p> <p>* What are prime and composite numbers?</p> <p>* What is the value of a number?</p> <p><b>A. Rectangular arrays</b></p> <p>A1. Number models</p> <p>A2. Multiplication facts</p> <p><b>B. Factors of a Number</b></p> <p>B1. Factor pairs</p> | <p><b>Basic Facts of Multiplication and Division used in a traditional manner</b></p> <p><b>A. Rectangular Arrays</b></p> <p>A1. Build arrays</p> <p>A2. Identify factors to describe them.</p> <p><b>B. Factors Pairs</b></p> <p>B1. Identify factor pairs</p> <p>B2. Develop a strategy to play Factor Captor.</p> <p><b>C. Prime and Composite Numbers</b></p> <p>C1. Define prime and composite numbers.</p> <p>C2. Classify prime and composite numbers.</p> <p><b>D. Place Value</b></p> <p>D1. Identify places in whole numbers.</p> <p>D2. Identify places in decimals.</p> <p>D3. Express the values of whole numbers</p> | <p><b>Number Theory</b></p> <p>Lesson Learning Targets:</p> <ol style="list-style-type: none"> <li>I can make a rectangular array to show multiplication.</li> <li>I can find the factors of a number.</li> <li>I can identify prime and composite numbers.</li> </ol> <p><b>MN Standards: 5.1.2.1</b></p> <p>LT6. I can read and write decimals to the thousandths place. I can read and write numbers from millions to millionths.</p> | <p><b>Practice sheets throughout the year</b></p> <p><b>A. Rectangular Arrays</b></p> <p>CSA= Unit One Test</p> <p><b>CFA=Math Box Quizzes</b></p> <p><b>CFA=Five minute weekly fact tests (2 X @ 90%)</b></p> <p><b>CFA=Unit 1 Formative Assessments</b></p> <p>See shared folder.</p> | <p>Traditional Multiplication and Division websites</p> <p>A. Rectangular arrays</p> <p>Lesson 1.2</p> <p>Student Journal</p> <p>Pages 5,8,10,12</p> <p>SRB p 10</p> <p>Study Link 1.2</p> <p>B. Factors of a number</p> <p>Lesson 1.3 and 1.4</p> <p>Student Journal 10,17</p> <p>SRB 10,12, and 306</p> <p>Study Link 1.3, 1.4</p> <p>Math Masters page 453, 454</p> <p>C. Prime and Composite</p> <p>Lesson 1.6</p> <p>Student Journal 16</p> <p>SRB 12</p> <p>Study Link 1.6</p> <p>D. Place Value</p> <p>Lesson 1.1, 1.5</p> |

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| <p><b>C. Prime and Composite Numbers</b><br/>                 C1. Prime Numbers<br/>                 C2. Composite Numbers</p> <p><b>D. Place Value</b><br/>                 D1. Whole Numbers<br/>                 D2. Decimals</p> | <p>D2. Express the value of decimals.</p> |  |  | <p>Student Journal 4,15<br/>                 SRB 4</p> |
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**October**

| Content  | Skills   | Learning Targets  | Assessment  | Resources & Technology  |
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| <p><b>CEQ:</b></p> <p><b>*What is computation and how are operations performed?</b></p> <p>UEQ:</p> <p>* What is the value of a number?<br/>                     * How are whole numbers and decimals added and subtracted?<br/>                     * What is estimation?<br/>                     * What is probability?<br/>                     * What are U.S. customary units of length?</p> <p><b>A. Place Value</b><br/>                     A1 Whole Numbers<br/>                     A2 Decimals</p> | <p><b>A. Place Value</b></p> <p>A1. Identify places in whole numbers.<br/>                     A2. Identify places in decimals.</p> <p><b>B. Add and Subtract Numbers</b></p> <p>B1. Solve multi-digit addition problems using partial sums method.<br/>                     B2. Solve multi-digit subtraction problems using trade first method.<br/>                     B3. Solve multi-digit addition problems with decimals.<br/>                     B4. Solve multi-digit subtraction problems with decimals.</p> | <p><b>Computation and Operation</b></p> <ol style="list-style-type: none"> <li>I can add and subtract whole numbers and decimals.</li> <li>I can make estimates to help solve problems.</li> <li>I can use the U.S. customary units of measurement.</li> <li>I can use language that describes the chance of something happening.</li> </ol> <p><b>MN Standards: 5.1.1.4</b><br/>                     LT2. I can multiply 3 digit by 3 digit numbers.</p> | <p><b>CSA:</b> Unit Two Test</p> <p><b>CFA=</b>Math Box Quizzes<br/>                     CFA=Five minute weekly fact tests (2 X @ 90%)<br/>                     CFA=Unit 2 Formative Assessment</p> | <p><b>A. Place Value</b><br/>                     Lesson 2.2 - 2.6, 2..9<br/>                     Student Journal<br/>                     31,36,46,56<br/>                     SRB 326<br/>                     Study Link</p> <p><b>B. Add and Subtract Numbers</b><br/>                     Lesson 2.2, 2.3<br/>                     Student Journal 31 - 36,<br/>                     39, 42, 46, 49, 56<br/>                     SRB 13, 15, 16, 35<br/>                     Study Link 2.2, 2.3</p> <p><b>C. Estimating</b><br/>                     Lesson 2.7, 2.8, 2.9<br/>                     Student Journal 45, 47,<br/>                     50, 51, 54, 55<br/>                     SRB 323<br/>                     Study Link 2.7, 2.8, 2.9</p> |

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| <p><b>B. Add and Subtract Numbers</b><br/>                 B1. Whole Numbers<br/>                 B2. Decimals</p> <p><b>C. Estimation</b><br/>                 C1. Magnitude Estimates<br/>                 C2. Usefulness</p> <p><b>D. Probability</b><br/>                 D1. Using words or phrases</p> | <p><b>C. Estimating</b></p> <p>C1. Estimate for whole number multiplication.<br/>                 C2. Estimate decimal number multiplication.</p> <p><b>D.Probability</b></p> <p>D1. Express the probability of an event.</p> | <p><b>MN Standards: 5.1.1.3</b><br/>                 LT4. I can estimate to check if my answer makes sense.</p> <p><b>MN Standards: 5.1.2.5</b><br/>                 LT10. I can round numbers to the nearest 0.1, 0.01, 0.001.</p> <p><b>MN Standards: 5.1.3.1</b><br/>                 LT11. I can add and subtract decimals and fractions.</p> <p><b>MN Standards: 5.1.3.3</b><br/>                 LT13. I can estimate sums and differences of decimals and fractions to see if my answer makes sense.</p> <p><b>MN Standards: 5.1.3.4</b><br/>                 LT14. I can solve real-world story problems by using addition and subtraction of fractions, mixed numbers, and decimals.</p> |  | <p>D. Probability<br/>                 Lesson 2.6, 2.7<br/>                 Student Journal 43, 44, 48<br/>                 SRB 128<br/>                 Study Link 2.6</p> |
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**November**

| Content                                      | Skills  | Learning Targets                                      | Assessment   | Resources & Technology  |
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| <p><b>CEQ:</b></p> <p>*What is Geometry?</p> | <p><b>A. Place Value</b></p> <p>A1. Identify place value to the billions.</p> | <p>Geometry</p> <p>1. I can identify place value.</p> | <p><b>CSA:</b> Unit Three Test<br/><br/> <b>CFA</b>=Math Box Quizzes<br/> <b>CFA</b>=Five minute</p> | <p><b>A. Place Value</b><br/>                 Lesson 3.2<br/>                 Math Masters pg. 73</p> |

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| <p>UEQ:</p> <ul style="list-style-type: none"> <li>* What is the value of a number?</li> <li>* What are types of angles?</li> <li>* How are angles measured?</li> <li>* How are triangles identified?</li> <li>* What are the properties of polygons?</li> </ul> <p><b>A. Place Value</b><br/>A1 Whole numbers to billions</p> <p><b>B. Types of Angles</b><br/>B1 Acute<br/>B2 Obtuse<br/>B3 Right<br/>B4 Reflex<br/>B5 Straight</p> <p><b>C. Measuring Angles</b><br/>C1 Acute<br/>C2 Obtuse<br/>C3 Right<br/>C4 Reflex<br/>C5 Straight</p> <p><b>D. Triangle types</b><br/>D1 Isosceles<br/>D2 Equilateral</p> | <p><b>B. Angle Types</b></p> <p>B1. Identify types of angles.</p> <p><b>C. Angles</b></p> <p>C1. Measure an acute angle.<br/>C2. Measure an obtuse angle.<br/>C3. Measure a right angle.<br/>C4. Measure a reflex angle.<br/>C5. Measure a straight angle.</p> <p><b>D. Triangle Types</b></p> <p>D1. Identify equilateral triangles.<br/>D2. Identify isosceles triangles.<br/>D3. Identify scalene triangles.<br/>D4. Compare properties of triangles.</p> <p><b>E. Polygons</b></p> <p>E1. Define regular polygons.<br/>E2. Identify properties of</p> | <p>2. I can identify different kinds of angles.<br/>3. I can measure angles.<br/>4. I can identify different triangles.<br/>5. I can identify different properties of polygons.</p> <p><b>MN Standards: 5.1.2.1</b><br/>LT6. I can read and write decimals to the thousandths place.</p> <p><b>MN Standards: 5.3.1.1</b><br/>LT21. I can describe and classify three-dimensional figures including using edges, faces, and vertices.</p> | <p>weekly fact tests (2 X @ 90%)<br/><b>CFA=Unit 3 Formative Assessment</b></p> | <p><b>B. Types of Angles</b><br/>Lesson 3.3<br/>Student Journal 66, 67<br/>Lesson 3.4<br/>Student Journal 68</p> <p><b>C. Measuring Angles</b><br/>Lesson 3.3<br/>Student Journal 66<br/>Study Link 3.3<br/>Lesson 3.4<br/>Student Journal 68, 69<br/>Study Link 3.4, 3.5<br/>Lesson 3.5<br/>Student Journal 73, 74<br/>Lesson 3.7<br/>Student Journal 81</p> <p><b>D. Triangle Types</b><br/>Lesson 3.6<br/>Student Journal 75<br/>Study Link 3.6<br/>Lesson 3.7<br/>Student Journal 80<br/>Lesson 3.8<br/>Student Journal 84</p> <p><b>E. Polygons</b><br/>Lesson 3.7<br/>Student Journal 80<br/>SRB 328<br/>Lesson 3.8</p> |
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| <p>D3 Scalene</p> <p><b>E. Polygons</b></p> <p>E1 Sides</p> <ul style="list-style-type: none"> <li>* number</li> <li>* parallel</li> <li>* congruent</li> <li>* regular</li> </ul> <p>E2 Angles</p> <ul style="list-style-type: none"> <li>* types</li> <li>* regular</li> <li>* congruent</li> </ul> | <p>sides.</p> <p>E3. Identify properties of angles.</p> |  |  | <p>Math masters 89</p> <p>Lesson 3.1</p> <p>Student Journal 61</p> <p>Lesson 3.8</p> <p>Student Journal 82, 83</p> <p>Lesson 3.3</p> <p>Student Journal 67</p> |
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**December**

| Content   | Skills   | Learning Targets  | Assessment  | Resources & Technology  |
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| <p><b>CEQ:</b></p> <p><b>What is Division?</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>* What are equivalent names for whole numbers?</li> <li>* How are multiplication and division facts related?</li> <li>* What is division using partial-quotient algorithm?</li> <li>* How are magnitude estimates made?</li> <li>* How are number sentences written and modeled using number stories?</li> </ul> | <p><b>A. Equivalent Names</b></p> <p>A1 Generate friendly numbers.</p> <p><b>B Fact Application</b></p> <p>B1 Divide using single digit divisors.</p> <p>B2 Solve division problems using multiplication facts.</p> <p><b>C Partial Quotient Algorithm</b></p> <p>C1 Solve division problems using partial</p> | <p><b>Division</b></p> <ol style="list-style-type: none"> <li>1. I can write other names for whole numbers like <math>139 = 100+30+9</math>.</li> <li>2. I can explain how multiplication and division is related by naming fact families.</li> <li>3. I can do partial quotient division.</li> <li>4. I can make magnitude estimates.</li> </ol> | <p><b>CSA:</b> Unit Four Test</p> <p><b>CFA=</b>Math Box Quizzes</p> <p><b>CFA=</b>Five minute weekly fact tests (2 X @ 90%)</p> <p><b>CFA=</b>Unit 4 Formative Assessment</p> <p><b>CSA:</b> Unit Five Test</p> <p><b>CFA=</b>Math Box Quizzes</p> <p><b>CFA=</b>Five minute weekly fact tests (2 X @ 90%)</p> <p><b>CFA=</b>Unit 5 Formative Assessment</p> | <p><b>A. Equivalent Names</b></p> <p>Lesson 4.1 - 4.4, 4.6</p> <p>Student Journal 99, 101, 104, 106, 107, 111, 112,</p> <p>SRB 302, 303,</p> <p>Study Link 4.1, 4.2, 4.4</p> <p><b>B. Fact Application</b></p> <p>Lesson 4.1, 4.2, 4.4,</p> <p>Student Journal 99, 101, 106, 107, 109, 111, 112</p> <p>SRB 303, 308</p> <p>Study Link 4.1, 4.2, 4.4 - 4.7</p> <p><b>C. Partial Quotient Algorithm</b></p> |

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| <p><b>A. Equivalent Names</b><br/>A1 Whole Numbers</p> <p><b>B. Fact Application</b><br/>B1 Multiplication facts<br/>B2 Division facts</p> <p><b>D Magnitude estimates</b><br/>D1 Decimals<br/>D2 Whole numbers</p> <p><b>E Measurement</b><br/>E1 To the nearest 1/2 inch</p> <p><b>F Number Stories</b><br/>F1 Write number sentences<br/>F2 Solve number sentences</p> <p><b>CEQ:</b><br/><b>What are Fractions, Decimals, and Percents?</b></p> <p>UEQ<br/>* What are equivalent fractions?<br/>* How are conversions made between fractions</p> | <p>quotient.</p> <p><b>D Magnitude Estimates</b></p> <p>D1 Choose a magnitude estimate<br/>* decimals<br/>* whole numbers</p> <p><b>E Measurement</b></p> <p>E1 Measure to the nearest 1/2 inch.</p> <p><b>F Number Stories</b></p> <p>F1 Create a number sentence<br/>F2 Solve a number sentence</p> <p><b>G. Map Scale</b></p> <p>G1 Convert map distances to real distances</p> <p>A. Fractions</p> <p>A1 Finding equivalent fractions<br/>A2 Convert between fractions and mixed numbers.</p> | <p>5. I can write a number model from a story problem.</p> <p><b>MN Standards: 5.1.1.1</b><br/>LT1. I can divide 4 digit by 2 digit numbers.</p> <p><b>MN Standards: 5.1.1.3</b><br/>I can estimate to check it my answer makes sense.</p> <p><b>MN Standards: 5.1.1.4</b><br/>LT5. I can use the relationship between multiplication and division and the relationship between addition and subtraction to check my answer.</p> <p><b>MN Standards: 5.1.2.3</b><br/>LT8. I can order fractions, decimals, and mixed numbers on a number line.</p> <p><b>MN Standards: 5.1.2.4</b><br/>LT9. I can rename as decimals, fractions, mixed numbers, and improper fractions.</p> |  | <p>Lesson 4.2, 4.4, 4.5, 4.6, Student Journal 101, 106, 107, 111, 112<br/>SRB 22, 302, 303<br/>Study Link 4.2, 4.4, 4.5, 4.6</p> <p><b>D. Magnitude Estimates</b><br/>Lesson 4.5, 4.6, 4.7<br/>Student Journal 109, 112, 115,<br/>Study Link 4.5,</p> <p><b>F. Number Stories</b><br/>Lesson 4.4, 4.6, 4.7<br/>Student Journal 111, 112<br/>Study Link 4.6, 4.7<br/>Math Masters 120</p> <p>A. Fractions<br/>Lesson 5.1 - 5.8<br/>Student Journal 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 138, 141, 142, 144, 145, 146, 147, 148, 149, 152, 158, 159,<br/>SRB 57, 309<br/>Study Link 5.1, 5.2, 5.3,</p> |
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| <p>and mixed numbers?<br/>                 * How are conversions made between fractions and percents?<br/>                 * How are fractions ordered and compared?<br/>                 * How are fractions added using fraction sticks?</p> | <p>A3 Convert between fractions and percents.<br/>                 A4 Order and compare fractions<br/>                 A5 Adding fractions using fraction sticks</p> |  |  | <p>5.4, 5.5, 5.6, 5.7, 5.8<br/>                 Math Masters 146</p> |
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**January**

| Content   | Skills  | Learning Targets   | Assessment  | Resources & Technology  |
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| <p><b>CEQ:</b><br/> <b>What is computation and how are operations performed?</b></p> <p>UEQ:<br/>                 * What are common denominators?<br/>                 * How are fractions with like denominators added?<br/>                 * How are fractions with unlike denominators added?<br/>                 * How are fractions with like denominators subtracted?<br/>                 * How are fractions with unlike denominators subtracted?</p> <p><b>CEQ:</b><br/> <b>How are data and</b></p> | <p><b>A.Common Denominators</b></p> <p>A1 Finding common denominators<br/>                 A2 Adding fractions<br/>                 A3 Subtracting fractions</p> <p><b>B Unlike Denominators</b></p> <p>B1 Adding fractions<br/>                 B2 Subtracting fractions</p> <p><b>A Data Land Marks</b></p> <p>A1 Identify data land marks<br/>                 A2 Use data land marks</p> <p><b>B Sample size</b></p> <p>B1 Determine how sample</p> | <p><b>Fractions, Decimals, Percents</b></p> <ol style="list-style-type: none"> <li>I can find equivalent fractions for fractions like 1/3.</li> <li>I can convert an improper fraction to a mixed number.</li> <li>I can convert a mixed number to an improper fraction.</li> <li>I can convert between fractions and percents.</li> <li>I can compare two fractions like 1/2 and 3/4.</li> <li>I can order fractions from least to greatest.</li> </ol> | <p><b>CSA:</b> Unit Six Test</p> <p><b>CFA=</b>Math Box Quizzes<br/>                 CFA=Five minute weekly fact tests (2 X @ 90%)<br/>                 CFA=Unit 6 Formative Assessment</p> | <p><b>A.Common Denominators</b><br/>                 Lesson 6.8, 6.9, 6.10<br/>                 Student Journal 191, 194, 196, 197, 200, 201, SRB<br/>                 Study Link 6.8, Math Masters 179,</p> <p><b>B. Unlike Denominators</b><br/>                 Lesson 6.8, - 6.10<br/>                 Student Journal 191, 192, 194, 198, 200, 201, SRB<br/>                 Study Link 6.8, 6.9, 6.10,<br/>                 Math Masters 182</p> <p><b>A. Data Land Marks</b><br/>                 Lesson 6.1, 6.3, 6.5 6.6 6.9<br/>                 Student Journal 158, 167, 175,</p> |

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| <p><b>chance used?</b></p> <ul style="list-style-type: none"> <li>* How are data land marks identified?</li> <li>* How are data land marks used?</li> <li>* How does sample size affect results?</li> </ul> <p><b>A.Common Denominators</b></p> <ul style="list-style-type: none"> <li>A1 Finding common denominators</li> <li>A2 Adding</li> <li>A3 Subtracting</li> </ul> <p><b>B Unlike Denominators</b></p> <ul style="list-style-type: none"> <li>B1 Adding</li> <li>B2 Subtracting</li> </ul> <p><b>A Data Land Marks</b></p> <ul style="list-style-type: none"> <li>A1 Identify</li> <li>A2 Use</li> </ul> <p><b>B Sample size</b></p> <ul style="list-style-type: none"> <li>B1 Understand how it affects results</li> </ul> | <p>size affects results</p> | <p>7. I can add fractions using fraction sticks.</p> <p>I can find equivalent fractions for fractions like <math>\frac{1}{3}</math>.</p> <p><b>Common Denominators</b></p> <ol style="list-style-type: none"> <li>1. I can create fractions with common denominators given two fractions.</li> <li>2. I can add and subtract fractions with like denominators.</li> <li>3. I can add and subtract fractions with unlike denominators.</li> </ol> <p><b>MN Standards: 5.1.2.3</b><br/>LT8. I can order fractions, decimals, and mixed numbers on a number line.</p> <p><b>MN Standards: 5.1.2.4</b><br/>LT9. I can rename as decimals, fractions, mixed numbers, and improper fractions.</p> <p><b>MN Standards: 5.1.3.1</b></p> |  | <p>SRB 119<br/>Study Link 6.1, 6.3, 6.5<br/>Math Masters 163</p> <p><b>B. Sample Size</b><br/>Lesson 6.5, 6.6<br/>Student Journal 180, 183, 184, 185,<br/>SRB 116<br/>Study Link 6.6<br/>Math Masters 169</p> |
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|  |  | <p>LT11. I can add and subtract decimals and fractions.<br/> <b>MN Standards: 5.1.3.2</b><br/>                 LT12. I can show how to add and subtract fractions and decimals by drawing a picture.<br/> <b>MN Standards: 5.1.3.4</b><br/>                 LT14. I can solve real-world story problems by using addition and subtraction of fractions, mixed numbers, and decimals.<br/> <b>MN Standards: 5.2.1.1</b><br/>                 LT15. I can make and use rules, tables, spreadsheets, and graphs to describe patterns and solve problems.</p> |  |  |
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**February**

| Content  | Skills   | Learning Targets  | Assessment   | Resources & Technology  |
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| <p><b>CEQ:</b><br/>How are numbers and numeration used?</p> <p><b>UEQ:</b><br/>What is exponential notation?</p> | <p><b>A. Exponential Notation</b></p> <p>A1. Write numbers in standard and exponential notation</p> <p><b>B. Positive and negative</b></p> | <p><b>Exponential Notation, Positive and Negative Integers, Number Sentences</b></p> <p>1. I can define and write numbers</p> | <p><b>CSA:</b> Unit Seven Test</p> <p><b>CFA=</b>Math Box Quizzes<br/>                     CFA=Five minute weekly fact tests (2 X @ 90%)</p> | <p>A. Exponential Notation</p> <p>Lesson 7.3 - 7.5, 7.11<br/>                     Student Journal 209, 210, 212, 214, 216, 217, 222, 215, 246<br/>                     SRB 5, 7</p> |

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| <p>How are positive and negative numbers ordered and compared?<br/>                 How are positive numbers added?<br/>                 How are positive numbers subtracted?<br/>                 How are negative numbers added?<br/> <del>How are negative numbers subtracted?</del></p> <p><b>A. Exponential Notation</b><br/>                 A1 Write numbers in standard and exponential notation</p> <p><b>B. Positive and negative numbers</b><br/>                 B1 Compare positive and negative numbers<br/>                 B2 Order positive and negative numbers<br/>                 B3 Add positive and negative numbers<br/>                 B4 Subtract positive and negative numbers</p> <p><b>C. Number Sentences</b><br/>                 C1 Write sentences that model number stories<br/>                 C2 Use parentheses to solve number sentences<br/>                 C3 Insert parentheses to</p> | <p><b>numbers</b></p> <p>B1. Compare positive and negative numbers<br/>                 B2. Order positive and negative numbers<br/>                 B3. Add positive and negative numbers<br/>                 B4. Subtract positive and negative numbers</p> <p><b>C. Number Sentences</b></p> <p>C1. Write sentences that model number stories<br/>                 C2. Use parentheses to solve number sentences<br/>                 C3. Insert parentheses to make number sentences true<br/>                 C4. Use order of operations to solve problems</p> | <p>using exponential notation.</p> <ol style="list-style-type: none"> <li>I can compare and order positive and negative numbers.</li> <li>I can add negative numbers.</li> <li><del>I can subtract negative numbers.</del></li> </ol> <p><b>MN Standards: 5.1.2.3</b><br/>                 LT8. I can order fractions, decimals, and mixed numbers on a number line.<br/> <b>MN Standards: 5.2.3.1</b><br/>                 LT18. I can solve problems using variables and determine whether they are true or false.<br/> <b>MN Standards: 5.4.1.2</b><br/>                 LT30. I can create a spreadsheet table and graph to display data.</p> | <p><b>CFA=Unit 7 Formative Assessment</b></p> | <p>Study Link 7.1, 7.2, 7.3, 7.11<br/>                 Math Masters 188</p> <p><b>B. Positive and Negative Numbers</b></p> <p>Lesson 7.7, 7.8 - 7.11<br/>                 Student Journal 229, 230, 232, 233, 237, 238, 239, 240, 242, 244, 245, 246,<br/>                 SRB 335<br/>                 Study Link 7.7, 7.8, 7.9, 7.10, 7.11<br/>                 Math Masters 432</p> <p><b>C. Number Sentences</b></p> <p>Lesson 7.1, 7.3 - 7.5, 7.7, 7.9, 7.10<br/>                 Student Journal 211, 217, 218, 219, 220, 222, 223, 231, 233, 238, 239, 240, 241, 242, 243, 244, 245, 246<br/>                 SRB 325<br/>                 Study Link 7.3, 7.4, 7.5, 7.7, 7.9, 7.10, 7.11</p> |
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| make number sentences true<br>C4 Use order of operation to solve problems |  |  |  |  |
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**March**

| <b>Content</b>   | <b>Skills</b>   | <b>Learning Targets</b>  | <b>Assessment</b>   | <b>Resources &amp; Technology</b>   |
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| <p><b>CEQ:</b><br/>How are numbers and numeration used?</p> <p><b>UEQ:</b><br/>How are conversions between fractions, decimals, and percents?<br/>How are conversions between fractions and mixed numbers made?<br/>How are common denominators found?<br/>How are fractions ordered and compared?<br/>How are algorithms used to add mixed numbers?<br/>How are algorithms used to subtract mixed numbers with like denominators?</p> <p><b>A. Conversions</b><br/>A1 Fractions, decimals, and percents</p> | <p>A. Conversions<br/>A1. Convert fractions to decimals and percents.<br/>A2. Convert fractions to mixed numbers or whole numbers.</p> <p>B. Denominators<br/>B1. Identify common denominators<br/>B2. Compare and order fractions</p> <p>A Mixed Number<br/>A1. Add mixed numbers<br/>A2. Subtract mixed numbers with like denominators.</p> | <p><b>Fractions and Ratios</b></p> <ol style="list-style-type: none"> <li>I can convert between fractions, decimals, and percents.</li> <li>I can convert between fractions and mixed numbers.</li> <li>I can use a process to add mixed numbers.</li> <li>I can use a process to subtract mixed numbers with like denominators.</li> </ol> <p><b>MN Standards: 5.1.1.3</b><br/>LT4. I can estimate to check if my answer makes sense.</p> <p><b>MN Standards: 5.1.2.3</b><br/>LT8. I can order fractions,</p> | <p><b>CSA:</b> Unit Eight Test</p> <p><b>CFA=</b>Math Box Quizzes<br/><b>CFA=</b>Five minute weekly fact tests (2 X @ 90%)<br/><b>CFA=</b>Unit 8 Formative Assessment</p> | <p>A. Conversions<br/>Lesson 8.2 - 8.4, 8.8 - 8.12<br/>Student Journal 248, 251, 254, 272, 273, 274, 277, 278, 279, 281, 282, 283, 287, 289, 290<br/>SRB<br/>Study Link 8.1, 8.2, 8.3, 8.8, 8.9, 8.10, 8.11, 8.12<br/>Math Masters 223, 242, 243</p> <p>B. Denominators<br/>Lesson 8.1, 8.2, 8.4, 8.10, 8.11, 8.12<br/>Student Journal 248, 249, 251, 252, 253, 254, 283, 289, 290,<br/>SRB 300, 399, 401,<br/>Study Link 8.1, 8.2, 8.4, 8.11, 8.12<br/>Math Masters</p> <p>A. Mixed Numbers<br/>Lesson 8.2, 8.3, 8.4, 8.6,</p> |

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| <p>A2. Fraction and mixed or whole numbers</p> <p>B. Denominators</p> <p>    B1 Finding common denominators</p> <p>    B2 Order and compare fractions</p> <p>CEQ:</p> <p>    What is computation and are operations performed?</p> <p>A. Mixed Number</p> <p>    A1 Add mixed numbers</p> <p>    A2 Subtract mixed numbers with like denominators</p> |  | <p>decimals, and mixed numbers on a number line.</p> <p><b>MN Standards: 5.1.2.4</b></p> <p>LT9. I can rename as decimals, fractions, mixed numbers, and improper fractions.</p> <p><b>MN Standards: 5.1.3.1</b></p> <p>LT11. I can add and subtract decimals and fractions.</p> <p><b>MN Standards: 5.1.3.2</b></p> <p>LT12. I can show how to add and subtract fractions and decimals by drawing a picture.</p> <p><b>MN Standards: 5.1.3.4</b></p> <p>LT14. I can solve real-world story problems by using addition and subtraction of fractions, mixed numbers, and decimals.</p> |  | <p>8.10, 8.12</p> <p>    Student Journal 251, 252, 253, 254, 257, 267, 283, 290,</p> <p>    SRB</p> <p>    Study Link 8.2, 8.3, 8.11, 8.12</p> <p>    Math Masters</p> |
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**April**

| Content                                    | Skills  | Learning Targets                       | Assessment                 | Resources & Technology                  |
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| <p>CEQ:</p> <p>    What is measurement</p> | <p>A. Area</p> <p>A1. Compute the area of a</p> | <p><b>Geometry and Measurement</b></p> | <p>CSA: Unit Nine Test</p> | <p>A. Area</p> <p>Lesson 9.2 - 9.10</p> |

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| <p>and geometry?<br/>UEQ:<br/>What is area?<br/>What formula is used to find the area of triangles and parallelograms?<br/>How are ordered pairs identified and plotted?<br/>What is volume?<br/>What formula is used to find the volume of prisms?</p> <p>A. Area<br/>A1. Triangles<br/>A2. Parallelograms</p> <p>B. Ordered Pairs<br/>B1. Identify<br/>B2. Plot ( one and four quad grid)</p> <p>C. Volume<br/>C1. Prisms</p> <p>CEQ:<br/>What is Geometry?</p> <p>UEQ:<br/>How are the base and height of triangles and parallelograms identified?</p> <p>A. Base and Height<br/>A1. Triangles</p> | <p>Triangle<br/>A2. Compute the area of a parallelogram</p> <p>B Ordered Pairs<br/>B1. Identify ordered pairs on 1 and 4 quad grids.<br/>B2. Plot ordered pairs on a 1 and 4 quad grids.</p> <p>C. Volume<br/>C1. Compute the volume of a prism</p> <p>A. Base and Height<br/>A1. Identify the base and height of triangles.<br/>A2. Identify the base and height of a parallelogram.</p> <p>A. Mystery line plots and graphs<br/>A1. Interpret line plots and graphs</p> <p><del>B. Circles</del><br/><del>B1. Calculate circumference</del><br/><del>B2. Calculate area</del></p> <p>C. Algebraic Expressions<br/>C1. Compose algebraic expressions</p> | <ol style="list-style-type: none"> <li>I can describe the meaning of area.</li> <li>I can use a formula to find the area of triangles and parallelograms.</li> <li>I can plot and identify ordered pairs.</li> <li>I can describe the meaning of volume.</li> <li>I can use a formula to find the volume of a prism.</li> <li>I can identify the base and height of triangles and parallelograms.</li> </ol> <p>Unit 9:<br/><b>MN Standards: 5.2.1.2</b><br/>LT16. I can graph ordered pairs on a coordinate system.<br/><b>MN Standards: 5.3.2.2</b><br/>LT 23. I can measure the volume of rectangular prisms.<br/><b>MN Standards: 5.3.2.3</b><br/>LT24. I can find and label the volume of a three-dimensional figure by counting the total number of cubic units.</p> | <p><b>CFA=</b>Math Box Quizzes<br/><b>CFA=</b>Five minute weekly fact tests (2 X @ 90%)<br/><b>CFA=</b>Unit 9 Formative Assessment</p> <p><b>CSA:</b> Unit Ten Test</p> <p><b>CFA=</b>Math Box Quizzes<br/><b>CFA=</b>Five minute weekly fact tests (2 X @ 90%)<br/><b>CFA=</b>Unit 10 Formative Assessment</p> | <p>Student Journal 304, 305, 308, 309, 310, 312, 313, 314, 330<br/>SRB 188<br/>Study Link 9.4, 9.5, 9.6, 9.10<br/>Math Masters 270, 271, 278</p> <p>B. Ordered Pairs<br/>Lesson 9.1 - 9.3, 9.5, 9.6, 9.7(optional lesson), 9.9, 9.10<br/>Student Journal 292, 293, 294, 296, 297, 298, 300,301, 302, 326, 320<br/>SRB 208, 319,<br/>Study Link 9.1, 9.2, 9.3, 9.10<br/>Math Masters 264</p> <p>C. Volume<br/>Lesson 9.1 - 9.4, 9.8 - 9.10<br/>Student Journal 321, 322, 324, 325, 327, 328, 329,<br/>SRB 195<br/>Study Link 9.8, 9.9,<br/>Math Masters</p> <p>A. Base and Height<br/>Lesson 9.5, 9.6, 9.9, 9.10<br/>Student Journal 309, 310, 312, 313,</p> |
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| <p>A2. Parallelograms</p> <p>CEQ:<br/>What is data and chance?</p> <p>UEQ:<br/>How are mystery line plots and graphs interpreted?<br/><del>How are circumference and area of a circle found?</del><br/>How are algebraic expressions written to represent situations?<br/>How are one step pan balance problems solved?</p> <p>A. Mystery line plots and graphs</p> <p>B. Circle<br/><del>B1. Circumference</del><br/>B2. Area</p> <p>C. Algebraic Expressions<br/>C1. Pan balance problems</p> | <p>C2. Solve one step pan balance problems</p> | <p><b>MN Standards: 5.3.2.4</b><br/>LT25. I can use a formula to find the volume of a rectangular prism.</p> <p><b>MN Standards: 5.3.2.5</b><br/>LT27. I can measure and find the area of a triangle and a quadrilateral.</p> <p><b>MN Standards: 5.3.2.1</b><br/>LT32. I can develop and use a formula for finding the area of a triangle to find the area of parallelograms and figures that can be split into triangles.</p> <p>Unit 10:<br/><b>MN Standards: 5.2.1.1</b><br/>LT15. I can make and use rules, tables, spreadsheets, and graphs to describe patterns and solve problems.</p> <p><b>MN Standards: 5.2.3.1</b><br/>LT18. I can solve problems using variables and determine whether they are true or false.</p> <p><b>MN Standards: 5.2.3.2</b><br/>LT19. I can create real-world stories with variables using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</p> <p><b>MN Standards: 5.2.3.3</b><br/>LT20. I can solve</p> |  | <p>314, 324, 325, 327, 328, 329<br/>SRB<br/>Study Link 9.5, 9.6, 9.9, 9.10<br/>Math Masters 270, 271</p> <p>A. Mystery line plots and graphs<br/>Lesson 10.4, 10.7,<br/>Student Journal 339, 346,347, 348, 350,<br/>SRB<br/>Study Link 10.4, 10.7<br/>Math Masters</p> <p>B. Circle<br/>Lesson 10.8, 10.9<br/>Student Journal 361, 364,365, 366<br/>SRB<br/>Study Link 10.8, 10.9,<br/>Math Masters</p> <p>C. Algebraic Expressions<br/>Lesson 10.1, 10.2, 10.3, 10.5, 10.7<br/>Student<br/>Journal 333,334,336, 337, 338, 341,342, 343, 344, 351, 352, 356, 357, 358, 359,<br/>SRB</p> |
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|  |  | <p>equations with variables.<br/> <b>MN Standards: 5.4.1.2</b><br/>                     LT30. I can create and analyze double-bar graphs and line graphs with whole numbers, fractions, and decimals.<br/> <b>MN Standards: 5.4.1.2</b><br/>                     LT31. I can create a spreadsheet, table, and graph to display data.</p> |  | <p>Study Link 10.1, 10.2, 10.3, 10.5, 10.7<br/>                     Math Masters 303,</p> |
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**May**

| Content   | Skills   | Learning Targets   | Assessment  | Resources & Technology  |
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| <p>CEQ:<br/>                     What is measurement?<br/>                     What is geometry?<br/>                     What is multiplication?<br/>                     What is division?</p> <p>UEQ:<br/>                     How are formulas used to find volume?<br/>                     How are formulas used to find area?<br/>                     What are properties of geometric solids?<br/>                     How are multiplication problems solved using the traditional algorithm?<br/>                     How are division</p> | <p>A. Volume<br/>                     A1. Calculate for a prism<br/> <del>A2. Calculate for a cylinder</del></p> <p>B. Area<br/>                     B1. Calculate for a polygon (quadrangles, triangles)<br/> <del>B2. Calculate for a circle</del></p> <p>C. Properties of geometric solids (rectangular prisms, triangular prisms, rectangular and triangular pyramids)<br/>                     C1. Identify and compare</p> | <p>Measurement and Geometry</p> <ol style="list-style-type: none"> <li>I can identify properties of geometric solids.</li> <li>I can use the traditional multiplication process.</li> <li>I can use long division to divide.</li> </ol> <p>Unit 11:<br/> <b>MN Standards: 5.3.1.1</b><br/>                     LT21. I can describe and classify 3-D figures</p> | <p><b>CSA:</b> Unit Eleven Test</p> <p><b>CFA=</b>Math Box Quizzes<br/> <b>CFA=</b>Five minute weekly fact tests (2 X @ 90%)<br/> <b>CFA=</b>Unit 11 Formative Assessment</p> <p><b>CSA:</b> Traditional multiplication test<br/> <b>CSA:</b> Traditional division test</p> | <p>A. Volume<br/>                     Lesson 11.3, 11.4, 11.5, 11.6, 11.7<br/>                     Student Journal 375, 376, 379, 380, 381, 385, 388, 391<br/>                     SRB<br/>                     Study Link 11.3, 11.7<br/>                     Math Masters 499,</p> <p>B. Area<br/>                     Lessons 11.3, 11.4, 11.5, 11.6, 11.7<br/>                     Student Journals 375, 376, 379, 380, 385, 388, 391,<br/>                     SRB<br/>                     Study Link 11.3, 11.4,</p> |

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| <p>problems solved using the traditional algorithm?</p> <p>A. Volume<br/>A1. Prisms<br/><del>A2. Cylinders</del></p> <p>B. Area<br/>B1. Polygons<br/><del>B2. Circles</del></p> <p>C. Properties of geometric solids</p> <p>D. Multiplication<br/>D1. Whole numbers<br/>D2. Decimals</p> <p>E. Division<br/>D1. Whole numbers<br/>D2. Decimals</p> <p>CEQ:<br/>What are numbers and numeration?<br/>What is computation and how are operations performed?</p> <p>UEQ:</p> | <p>A. Numbers<br/>A1. Find the greatest common factor of two numbers<br/>A2. Find the least common multiple of two numbers<br/>A3. Find the prime factorization of numbers<br/>A4. List factors of numbers</p> <p>B. Ratio and Rate<br/>B1. Solve ratio and rate problems</p> <p>D Multiplication<br/>D1. Solve up to 2 digit by 3 digit problems<br/>D2. Solve up to 2 digit by 3 digit problems with decimal placement</p> <p>E. Division<br/>E1. Solve problems up to 2 digit divisors<br/>E2. Solve problems up to 2 digit divisors with decimals in the divisor and/or dividend</p> | <p>including using edges, faces, and vertices.<br/><b>MN Standards: 5.3.1.2</b><br/>LT22. I can recognize and draw a net for a 3-D figure.<br/><b>MN Standards: 5.3.2.2</b><br/>LT23. I can determine the surface area of a rectangular prism.<br/><b>MN Standards: 5.3.2.3</b><br/>LT24. I can find and label the volume of a 3-D figure by counting the total number of cubic units.<br/><b>MN Standards: 5.3.2.4</b><br/>LT25. I can use a formula to find the volume of a rectangular prism.<br/><b>MN Standards: 5.3.2.5</b><br/>LT28. I can measure and find the surface area and volume of a rectangular prism.</p> |  | <p>11.7,<br/>Math Masters 499,</p> <p>C. Properties of geometric solids<br/>Lessons 11.1, 11.2<br/>Student Journals 369, 370, 372, 373,<br/>SRB<br/>Study Link 11.1, 11.2,<br/>Math Masters 323, 329, 505, 507</p> <p>A. Numbers<br/>Lesson 12.1, 12.5, 12.7,<br/>Student Journal 393,<br/>394, 395, 396, 415, 422,<br/>SRB<br/>Study Link 12.1<br/>Math Masters</p> <p>B. Ratio and Rate<br/>Lesson 12.2 - 12.8<br/>Student Journal 398,<br/>400, 401, 404, 405, 408,<br/>409, 410, 412, 413, 418,<br/>419, 420, 423, 424, 425,<br/>SRB<br/>Study Link 12.2, 12.3,<br/>12.4, 12.5, 12.6, 12.8<br/>Math Masters</p> |
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| <p>What is the greatest common factor of two numbers?<br/>                 What is the least common multiple of two numbers?<br/>                 How are prime factorizations found?<br/>                 How are factors of numbers found?<br/>                 How are ratios and rate problems solved?</p> <p>A. Numbers<br/>                 A1. Greatest common factor<br/>                 A2. Least common multiple<br/>                 A3. Prime factorization<br/>                 A4. Factors</p> <p>B. Ratio and Rate</p> <p>Fractions of Fractions</p> | <p>Multiplication of Fractions</p> |  |  | <p>D. Multiplication examples from sixth grade in staff shared grade 5 math<br/>                 E. Division examples from sixth grade in staff shared grade 5 math</p> <p>8.5 and 8.6<br/>                 Student Journal 259 - 267</p> |
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**June**

| <b>Content</b>  | <b>Skills</b>  | <b>Learning Targets</b>   | <b>Assessment</b>                                      | <b>Resources &amp; Technology</b>   |
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| <p>Standards that still need to be covered.</p> <p>Copy problems from a text book to paper.</p> | <p>Copying problems correctly from a text book to paper for computation.</p> | <p><b>MN Standards: 5.1.2.2</b><br/>                 LT7. I can find 0.1, 0.01, and 0.001 more or less than a number.<br/> <b>MN Standards: 5.1.2.5</b></p> | <p>Formative assessment to check for understanding</p> | <p>Add lessons.</p> <p>Practice sheets from Pearson Education: Reteaching 1.1 - 1.9</p> |

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|  | <p>Students will need to know how to copy problems from a text book for sixth grade. We are introducing modeling, and supplying practice for students.</p> | <p>LT10. I can round numbers to the nearest 0.1, 0.01, and 0.001.<br/> <b>MN Standards: 5.2.2.1</b><br/>                 LT17. I can use math properties to write equivalent number expressions.</p> <p>1. I can copy problems from a text book to paper.</p> | <p>and to clarify and help those who are struggling.</p> |  |
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