



Fifth Grade Mathematics Curriculum Map, 4th Nine Weeks 2018-2019

Fourth Nine Weeks		
TN Standards	Learning Outcomes	Content Resources
Week 1-2 (5.G.B.3) Classify Two Dimensional Figures		
<p><u>5.G</u> <u>Geometry</u> B. Classify two-dimensional figures into categories based on their properties.</p> <p><u>5.G.B.3</u> Classify two-dimensional figures in a hierarchy based on properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<p><u>Enduring Understandings</u></p> <ol style="list-style-type: none"> 1. Geometric properties can be used to construct geometric figures. 2. Geometric relationships provide a means to make sense of the world around them. <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. (11-1) How can you identify and classify polygons? 2. (11-2) How can you classify triangles? 3. (11-3) How can you classify and compare quadrilaterals? <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> -I can identify and classify polygons. -I can classify and draw triangles using their properties. -I can classify and compare quadrilaterals using their properties. -I can explain two-dimensional attributes can belong to several two-dimensional figures. -I can identify subcategories using two-dimensional figures. -I can identify subcategories using two-dimensional attributes. -I can group together all shapes that share a single property, and then among these shapes, group together those that share a second property, and then among these, group together 	<p><u>*INSTRUCTIONAL FOCUS DOCUMENT FOR TENNESSEE</u></p> <p><u>Go-Math</u> 11-1, Polygons (5.G.B.3) MP1, MP2, MP5, MP6 11-2, Triangles (5.G.B.3) MP2, MP6, MP7, MP8 11-3, Quadrilaterals (5.G.B.3) MP3, MP7</p> <p>*Note that Go Math uses the following definition for trapezoid- a trapezoid has <u>At Least One Pair of parallel lines</u>. Which by definition means that a trapezoid is also a parallelogram.</p> <p>**Note that Powerschool Tests uses the following definition for trapezoid- <u>a trapezoid Only Has One Pair of Parallel lines</u>. Which by definition means that a trapezoid would not be a parallelogram.</p> <p><u>EngageNY</u> <u>Module 5</u> Topic D: Drawing, Analysis, and Classification of Two-Dimensional Shapes Lesson 19 Lesson 20 Lesson 21</p> <p><u>Instructional Task:</u> https://www.illustrativemathematics.org/5</p>

those that share a third property.
I can understand that a square by definition is a square, parallelogram, rectangle, and a rhombus.
I can understand that by definition a rectangle, rhombus, square, and parallelogram are all parallelograms.
I can understand that by definition a square is a rectangle but a rectangle is not a square.
I can understand that by definition a square is a rhombus but a rhombus is not a square.

5.G.B.3.

- [Always, Sometimes, Never](#)
- [What do these shapes have in Common?](#)
- [What is a Trapezoid? \(Part 2\)](#)

Vocabulary: polygon, rhombus/rhombi, rectangle, square, triangle, quadrilateral, pentagon, hexagon, cube, trapezoid, half/quarter circle, congruent, right angles, obtuse angles, acute angles

More Optional Activities Below:

Journal Topics:-

- The Write Way p.636B
- How are a square and a rhombus alike? Is a square always a rhombus? Is a rhombus a square? Explain.
- What is a quadrilateral? Name all 5 quadrilaterals. How are they alike and how are they different?
- How is a parallelogram different from a rhombus? How are they similar?
- Reflections on new learning ...How did I do on the learning? What could I do better on in the lesson?

Song- [Geometry Park by Joe Crone](#)

Literature Connection: The Greedy Triangle by Marilyn Burns

Slide Show- [2D Shapes](#)

Slide show - [Polygons to Create Prisms/Pyramids](#)

Links:

[Study Jams- Math- Classify Triangles](#)
[Study Jams-Math- Classify Quadrilaterals](#)
[BrainPop-Math-Polygons](#)
[BrainPop-Math- Types of Triangles](#)



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TN Standards	Learning Outcomes	Content Resources
Week 3-4 Review for TN Standards Test		
<p>5.NBT.A.1-4 Understand the place value system</p>	<p>(Review) Learning Targets for TN Standards I <i>can</i> read and write numbers through the millions. I <i>can</i> recognize that each place to the left is 10 times larger and that to the right is 1/10 in a multi-digit number. I <i>can</i> illustrate and explain a pattern for how the number of zeros of a product-when multiplying a whole number by power of 10-relates to the power of 10 (e.g.500-which is 5 x 100, or 5x10 to the second power-has two zeros in its product.)</p>	<p><u>(Review) Vocabulary for TN Standards:</u> <i>(5.NBT.A.1-4) place value, period, patterns, standard form, expanded form, word form, comma, units, thousands, millions, exponent, base, squared, cubed</i></p> <p><i>decimal, decimal place, decimal point, tenths, hundredths, thousandths, compare, greater than, less than, least, between, greatest, number line, before, after, number order</i></p> <p><u>EngageNY</u> Module 1: Place Value and Decimal Fractions Topic A: Multiplicative Patterns on the Place Value chart Lesson 1 Lesson 2 Lesson 3 Lesson 4</p>
<p>5.NBT.B.5-7 Perform operations with multi-digit whole numbers and with decimals to hundredths.</p>	<p>I <i>can</i> add and subtract, explain, and illustrate decimals to hundredths using strategies based on place value, properties of operations, or other strategies. I <i>can</i> round decimals, explain, and estimate to any place.</p> <p>I <i>can</i> explain the standard algorithm for multi-digit whole number and decimal</p>	<p><i>(5.NBT.B.5-7) factors, product, partial products, multiply, multiples, exponent, base, squared, cubed, powers of 10, exponential notation, expanded form, standard form</i></p> <p><i>division, dividend, divisor, quotient, divisible, remainder, rounding, truncating</i></p> <p><u>EngageNY</u> Topic B: The Standard Algorithm for Multi-Digit Whole Number Multiplication</p>

<p>5.NF.A.1-2 Use equivalent fractions as a strategy to add and subtract fractions.</p>	<p>multiplication.</p> <p>I <i>can</i> divide with a one/two-digit divisor and a whole number and decimal dividend. I <i>can</i> select a reasonable solution to a real-world division problem in which a remainder must be considered.</p> <p>I <i>can</i> add and subtract with unlike denominators and simplify my answer. I <i>can</i> use division to change an improper fraction to a mixed number.</p>	<p>Lesson 3 Lesson 4 Lesson 5 Lesson 6- Lesson 7 Lesson 8 Lesson 9</p> <p>Topic C: Decimal Multi-Digit Multiplication Lesson 10 Lesson 11 Lesson 12</p> <p>Topic E: Multiplying Decimals Lesson 11 Lesson 12</p> <p><i>(5.NF.A.1-2) fraction, numerator, denominator, mixed numbers, equivalent fractions, common multiple, least common multiple (LCM), least common denominator (LCD), decimals, add/addition, subtract/subtraction, sum, difference, unlike denominator, benchmark fraction, estimate, reasonableness</i></p> <p><i>Fraction, decimal, improper fraction, mixed number, Divide, numerator, denominator</i></p>
<p>5.NF.B.3-5 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>I <i>can</i> multiply a fraction by a whole number and by a fraction. I <i>can</i> create a story context for problems involving multiplication of a fraction and a whole number or multiplication of two fractions by interpreting multiplication with whole numbers.</p>	<p><i>(5.NF.B.3-5) fraction, decimal, multiplication/multiply, product, numerator, denominator, area, divide, simplify, scaling</i></p> <p><i>fractions, whole numbers, quotient, multiplication/multiply, division/divide, mixed numbers, product, partition, equal parts</i></p>

<p>Geometric measurement: understand concepts of volume and relate volume and relate to multiplication and to addition.</p>	<p>I <i>can</i> use the formulas to determine the volume of rectangular prisms. I <i>can</i> decompose an irregular figure into non-overlapping rectangular prisms to find the volume of the irregular shape by finding the sums of the volumes of each of the decomposed prisms. I <i>can</i> solve real world problems involving volume.</p>	<p>(5.MD.C.3-5) volume, solid figure, unit cube, multiplication, edge lengths, height, area of base, measurement, rectangular prism, unit, unit cube, overlap, cubic units (cubic cm., cubic in., cubic ft.,) multiplication, edge lengths, height, area of base</p> <p>EngageNY Lessons- Module 5: Addition and Multiplication with Volume and Area</p> <hr/> <p>(Review) Songs- “Ones, Tens, Hundreds, That’s the Place for Me!” Place Value Song- (Words) “Ones, Tens, Hundreds, That’s the Place for Me!” Place Value Song (Audio) “Line up the Decimals” (Words) “Line up the Decimals” (Audio) “Here We Go Rounding Numbers Today” (Words) “Here We Go Rounding Numbers Today” (Audio) “Let’s Take it to the Right of the Decimal Point” (Words) “Let’s Take it to the Right of the Decimal Point” (Audio) “Rhymes and Times” (Audio) Long Division” (Audio) “Up on the Housetop” (Audio) “Dividing Decimals” by Gigi Shadid “Fraction Rock” by Joe Crone “Fraction Rap” by Gigi Shadid “If You Want to Convert a Fraction to a Percent” by Gigi Shadid “Volume Song” (Audio)</p>
<p>5.OA.A.1-3 Write and interpret numerical expressions.</p>	<p>(Review) Learning Targets for TN Standards -I <i>can</i> use the order of operations (pemdas) to solve an expression. -I <i>can</i> use parentheses, brackets, or braces to group an expression within a multi-step numerical</p>	<p>(Review) Vocabulary for TN Standards: (5.OA.A.1-3) order of operations, pemdas, parentheses, brackets, exponents, multiplication, division, addition, subtraction, numerical expressions, expressions, equations tables, charts, expressions, corresponding terms, coordinate plane, ordered pairs</p>

	<p>expression. -I <i>can</i> evaluate numerical expressions with parentheses, brackets or braces.</p>	<p><u>Song- Pmdas</u></p> <p><u>EngageNY Lessons-</u> Module 4 H 32- Interpret and evaluate numerical expressions including the Language of scaling and fraction division (5.OA.1) Module 4 H 33- Create story contexts for numerical expressions and tape diagrams, and solve word problems (5.OA.1 and 2)</p>
<p><u>5.MD.A.1</u> Convert like measurement units within a given measurement system from a larger unit to a smaller unit.</p>	<p>-I <i>can</i> convert (change) measurement units within the same measurement system (e.g. 24 inches to 2 feet). -I <i>can</i> measure capacity in customary and metric units. -I <i>can</i> differentiate between units of weight and mass. -I <i>can</i> convert customary and metric units. -I <i>can</i> solve multi-step word problems using measurement conversions.</p>	<p><u>(Review) Vocabulary for TN Standards:</u> (5.MD.A.1 and 5.MD.B.2) Conversion/convert, metric and customary measurement, liquid volume, mass, length, Millimeter(mm), centimeter(cm), meter(m), Kilometer(km), yard(yd), inch(in), foot(ft), mile(mi), kilogram(kg), liter (L), Milliliter (mL), ounce (oz), pound (lb), cup©, pint(pt), quart(qt), gallon(gal), hour, minute, second, formula, area</p> <p><u>Song- Measurement</u></p> <p><u>EngageNY Lessons-</u> Module 1 A 4- Use exponents to denote powers of 10 with application to metric conversions (5.NBT.3 and 5.MD.1) Module 2 D 15- Solve two step word problems involving measurements and multi-digit multiplication (5.MD.1)</p>
<p><u>5.G.A.1-2</u> Graph points on the coordinate plane to solve real-world and mathematical problems</p>	<p>-I <i>can</i> understand integers. -I <i>can</i> graph ordered pairs. -I <i>can</i> find distances on the coordinate plane. I <i>can</i> generate two numerical patterns with the same starting number for tow given rules. -I <i>can</i> explain the relationship between the two numerical patterns by comparing how each pattern grows or by comparing the relationship between each of the corresponding terms from each pattern. -I <i>can</i> identify the rule to complete the pattern for the table.</p>	<p><u>(Review) Vocabulary for TN Standards Part 2:</u> (5.G.A.1-2) coordinate system, coordinate plane, first quadrant, points, lines, axis/axes, x-axis, y-axis, horizontal, vertical, intersection of lines, origin, ordered pairs, coordinates, x-coordinate, y-coordinate</p> <p><u>Song- ordered pairs and 4 quadrants (words)</u></p> <p><u>EngageNY Lessons-</u> Module 6 B 12- Create a rule to generate a number pattern, and plot the points (5.OA.3 and 5.G.1) Module 6 D 20- Use Coordinate systems to solve real world problems (5.G.2)</p>

<p><u>5.G.B.3</u> Classify two-dimensional figures into categories based on their properties.</p>	<p>-I <i>can</i> generate two numerical patterns with the same starting number for two given rules. -I can explain the relationship between the two numerical patterns by comparing how each pattern grows or by comparing the relationship between each of the corresponding terms from each pattern. -I <i>can</i> form ordered pairs out of corresponding terms from each pattern and graph them on a coordinate plane.</p> <p>-I <i>can</i> explain two-dimensional attributes can belong to several two-dimensional figures. -I can identify subcategories using two-dimensional figures. -I can identify subcategories using two-dimensional attributes. -I can group together all shapes that share a single property, and then among these shapes, group together those that share a second property, and then among these, group together those that share a third property.</p>	<p><u>(Review) Vocabulary for TN Standards:</u> (5.G.B.3) polygon, rhombus/rhombi, rectangle, square, triangle, quadrilateral, pentagon, hexagon, cube, trapezoid, half/quarter circle</p> <p><u>Song-</u> Geometry Park by Joe Crone</p> <p><u>EngageNY Lessons-</u> Module 5 D 16- Draw trapezoids to clarify their attributes, and define trapezoids based on those attributes. (5.G.3) Module 5 D 17- Draw parallelograms to clarify their attributes, and define parallelograms based on those attributes (5.G3) Module 5 D 18- Draw rectangles and rhombuses (5.G.3) Module 5 D 21- Draw and identify varied two- dimensional figures from given attributes (5.G.3 and 4)</p>
<p><u>5.MD.B.2</u> Make Line Plots and use Operations on Fractions.</p>	<p>-I <i>can</i> create a line plot with a given set of unit fraction measurements. -I <i>can</i> solve problems using data on a line plot. -I <i>can</i> organize data using a line plot.</p>	<p><u>EngageNY</u> <u>Topic A: Line Plots of Fraction Measurements</u> <u>Lesson 1</u></p>



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Fourth Nine Weeks		
TN Standards	Learning Outcomes	Content Resources
Weeks 5-7 TN Standards Testing		



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Fourth Nine Weeks		
TN Standards	Learning Outcomes	Content Resources
Weeks 8-10 Review and Extend		
	<p><u>Learning Targets</u> I can review and extend 5th Grade Skills.</p>	<p><u>Go Math- Review Projects</u> <u>End of the Year Resources</u> *<u>Review Project</u>: The Forester –Student Resources P B7- Teacher Resources- PG-PG42 *<u>Review Project</u>: Designing Backpacks Student Resources P B11- Teacher Resources PG-PG44 *<u>Review Project</u>: A Space Capsule- Student Resources P B15- Teacher Resources PG-PG46</p> <p><u>Getting Ready for Grade 6</u> Lessons 1-18- Online- PG-PG48-PG86</p> <p><u>EngageNY Lessons-</u> Module 6 E 21- Make sense of complex, multi-step problem and persevere</p>

in solving them. Share and critique peer solutions
(5.NF.2)(5.NF.3)(5.NF.6)(5.NF.7)

Module 6 F 28 -Solidify fluency with Grade 5 Skills
(5.NBT.3)(5.NBT.5)(5.NBT.7)(5.MD.1)

Module 6 F 31 -Explore the Febonacci sequence (5.G.1 and 2)

Module 6 F 32- Explore patterns in saving money (5.NBT.7)

Module 6 F 33- Design and construct boxes to house materials for summer
use.

Module 6 F 34- Design and construct boxes to house materials for summer
use.