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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**5th Grade Math Curriculum Map – 1st Quarter | **Resources** | **Textbook Correlation** | **Vocabulary** |
| **Number and Operations in Base Ten** | **Understand the place value system.** | 5.NBT.1 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. | I can recognize that each place to the left in 10 times larger in a multi-digit number (e.g. 2, 20, 200) (K) I can recognize that each place to the right is 1/10 as much in a multi-digit number (e.g., 2, 2/10, 2/100) (K) | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/multiplication.htm>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
* http://streaming.discoveryeducation.com
 | 1-1 Place Value 7-1 Multiplying Decimals | • decimal• decimal point• place value• tenths• hundredths• thousandths |
| 5.NBT.2 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. | I can explain patterns in the number of zeros in a product when multiplying by a power of 10, and in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. I can use exponents to show powers of 10. | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* http://streaming.discoveryeducation.com
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
 | 3-2 Mental Math 7-1, Multiplying Decimals 7-5 Dividing decimals, 3-7 Exponents | • exponent• power of 10• tenths• hundredths• thousandths |
| 5.NBT.3a 3. Read, write, and compare decimals to thousandths.a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). | I can read, write, and compare decimals to the thousandths place. I can read and write decimals to the thousandths place using numerals, words, and expanded form. | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/multiplication.htm>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
* http://streaming.discoveryeducation.com
 | 1-3 Decimal PV 9-8 Tenth/Hundredths 9-9 Thousandths | • expanded form• number lines |
| **Number and Operations in Base Ten** | **Understand the place value system.** | 5.NBT.3b 3. Read, write, and compare decimals to thousandths.b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. | I can read, write, and compare decimals to the thousandths place. I can use >, =, and < to compare two decimals to the thousandths place based on values of the digits in each place. | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
* http://streaming.discoveryeducation.com
 | Comparing and Ordering Decimals 1-4 | • greater than• less than• equal to• >,<,= |
| 5.NBT.4 4. Use place value understanding to round decimals to any place. | I can explain how to use place value and what digits to look at to round decimals to any place. I can use the value of the digit to the right of the place to be rounded to determine whether to round up or down. I can round decimals to any place. | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/multiplication.htm>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
* http://streaming.discoveryeducation.com
 | 2-2 Rounding Whole numbers and decimals | • round• estimate• benchmark number• model |
| **Perform operations with multi-digit whole numbers and with decimals to hundredths.** | 5.NBT.5 **Perform operations with multi-digit whole numbers and with decimals to hundredths.**5. Fluently multiply multi-digit whole numbers using the standard algorithm. | I can multiply multi-digit whole numbers | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/multiplication.htm>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
* http://streaming.discoveryeducation.com
 | 3-3 Estimating Products 3-4 Multiply by 1-digit -5 Multiply 2-digit by 2-digit 3-6 Multiplying Greater Numbers 3-8, 5-3, 10-7 Problem solving 6-4 Distributive property | • algorithm• area model• array• factor• product• multiplication |
| **Number and Operations in Base Ten** | **Perform operations with multi-digit whole numbers and with decimals to hundredths.** | 5.NBT.6 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | I can divide up to four-digit dividends by two-digit divisors using various strategies. I can explain my chosen strategy. | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/single-digit-division.htm>
* <http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/double-digit-division.htm>
* <http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/divisibility-rules.htm>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
* http://streaming.discoveryeducation.com
 | 4-1 Divide multiples of 10 & 100 4-2 Estimating Quotients 4-3 Problem solving-reasonableness 4-4 Connecting models & symbols 4-5 Divide by 1-digit divisors 4-6 Zeros in the quotient 5-1 Using patterns to divide 5-2 Estimating quotients 2-digit divisors 5-4 Divide by multiples of 10 5-5 1-digit quotients 5-6 2-digit quotients 5-7 Estimating & dividing w/greater numbers 5-3A Connect models/symbols | Review vocabulary previously taught |
| **Number and Operations in Base Ten** | **Perform operations with multi-digit whole numbers and with decimals to hundredths.** | 5.NBT.7 **Perform operations with multi-digit whole numbers and with decimals to hundredths.**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. | I can add, subtract, multiply, and divide decimals to the hundredths place, using various strategies. I can explain and illustrate strategies using concrete models or drawings when adding, subtracting, multiplying, and dividing decimals to hundredths. | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://studyjams.scholastic.com/studyjams/jams/math/index.htm>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
* http://streaming.discoveryeducation.com
 | 2-3Estimating sums & differences 2-6 Add decimals 2-7 Subtract dec. 2-8 Problem solving multistep 7-2 Multiply decimal by whole #. 7-3 Est. product of decimal & whole #. 7-4 Multiply decimals 7-5, 7-6, 7-8 Divide dec. 7-7 Estimating Div. of decimals 1-5 Problem solving 2-6A Model addition & subtraction of dec. 7-4A Dec. Multi. 7-4B Models multiply decimals 7-6A Decimal Division | Review vocabulary previously taught |
| **Operations and Algebraic Thinking** | **Write and interpret numerical expressions.** | 5.OA.1 **Write and interpret numerical expressions.**1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | I can use parentheses, brackets, or braces to group an expression within a multi-step numerical expression (S) - I can evaluate numerical expressions with parentheses, brackets, or braces (S) | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://studyjams.scholastic.com/studyjams/jams/math/index.htm>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
 | 6-5 Order of operations 6-4 Distributive property 6-6A Evaluating Expressions | parentheses• brackets• braces• expressions• evaluate |
| 5.OA.2 **Write and interpret numerical expressions.**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 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product. | -I can use parentheses, brackets, or braces to group an expression within a multi-step numerical expression (S) -I can evaluate numerical expressions with parentheses, brackets, or braces (S) | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://studyjams.scholastic.com/studyjams/jams/math/index.htm>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
* http://streaming.discoveryeducation.com
 | 6-16 Variables & expressions 6-2, 6-3 Patterns & expressions 3-8 Problem solving | Review vocabulary previously taught |
| **Operations and Algebraic Thinking** | **Analyze patterns and relationships.** | 5.OA.3 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and thestarting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in theother sequence. Explain informally why this is so. | - I can use given rules to generate numerical patterns, form ordered pairs, and graph the ordered pairs on a coordinate plane (S) - 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 ( R) | * <http://www.k-5mathteachingresources.com/5th-grade-number-activites.html>
* <http://studyjams.scholastic.com/studyjams/jams/math/data-analysis/double-line-graphs.htm>
* <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5>
* http://streaming.discoveryeducation.com /The Fly on the Ceiling by Dr. Julie Glass
 | 17-2 Ordered pairs 17-3 Distances on number line/coordinate plane 17-4 Graphing equations 15-4 Patterns & equations 6-4A Patterns extending tables 6-6B Addition & subtraction expressions 6-6C Multiplication/Division Expressions | Review vocabulary previously taught |