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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  5th Grade Math Curriculum Map – 2nd Quarter | **Resources** | **Textbook Correlation** | **Vocabulary** |
| **Number and Operations - Fractions** | **Use equivalent fractions as a strategy to add and subtract fractions.** | 5.NF.1  1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) | - I can determine common multiples of unlike denominators. - I can create equivalent fractions using common multiples. - I can add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions. | * <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 | 9-4, 9-5, 9-6 Review lessons 9-7 Fractions in simplest form 10-1 Adding & subtracting fractions w/like denominators 10-2 Multiples 10-3 Add fractions w/unlike denominators 10-4 Subtract fractions w/unlike denominators 10-5 Adding mixed numbers 10-6 Subtract mixed numbers 10-7A modeling addition and subtraction of mixed numbers | • multiples • numerator  denominator • mixed numbers • factors • simplest form • improper fraction |
| **Number and Operations - Fractions** | **Use equivalent fractions as a strategy to add and subtract fractions.** | 5.NF.2  2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. | -I can solve addition and subtraction word problems involving fractions using visual models or equations. -I can use estimate strategies, benchmark fractions and number sense to check if my answer if reasonable. | * <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 | 9-11, 17-5 Problem solving 10-1A Estimating sums and differences of fractions  10-5A Modeling addition and subtraction of mixed numbers | Review vocabulary previously taught |
| **Number and Operations - Fractions** | A**pply and extend previous understandings of multiplication and division to multiply and divide fractions.** | 5.NF.3 3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? | -I can explain that a fraction is the division of the numerator by the denominator. - I can solve division word problems where the answer will be a fraction or a mixed number.  - I can explain or illustrate my solution strategy using visual fraction models or equations that represent the problem. | * http://streaming.discoveryeducation.com | Fractions & division 9-2 Mixed numbers & improper fractions 9-3 | Review vocabulary previously taught |
| **Number and Operations - Fractions** | **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** | 5.NF.4a 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.) | I can multiply a fraction or a whole number by a fraction. I can multiply a fraction by a whole number using various strategies. | * <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 | 11-1 Multiply fractions & whole numbers 11-2 Multiply two fractions 11-3 Multiply mixed numbers | Review vocabulary previously taught |
| 5.NF.4b 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. | - I can multiply a fraction or a whole number by a fraction. - I can use various strategies to find the area of a rectangle with fraction side lengths and represent the area with a fraction. | * <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 | 11-3A Area of Rectangle | • area • rectangle |
| **Number and Operations - Fractions** | **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** | 5.NF.5a **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. | - I can explain multiplication as scaling using a visual model. - I can understand multiplication by comparing the sizes of the factors in related multiplication problems. | * <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5> * http://streaming.discoveryeducation.com | 11-2A Estimating Products | • scaling • resizing |
| 5.NF.5b **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1. | - I can explain multiplication as scaling using a visual model. - I can use my understanding of multiplication as resizing to explain the results of multiplying numbers by fractions greater than and less than 1. | * <http://illuminations.nctm.org/LessonsList.aspx?grade=2&standard=1&standard=2&standard=3&standard=4&standard=5> * http://streaming.discoveryeducation.com | 11-4A Multiplication as scaling | Review vocabulary previously taught |
| **Numbers and Operations - Fractions** | **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** | 5.NF.6 **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. | - I can solve real world problems by multiplying fractions and mixed numbers. - I can explain or illustrate my solution strategy using visual fraction models or equations that represent the problem. | * <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 | 11-1,11-2,11-3 Reference lessons  11-5 Problem solving | Review vocabulary previously taught |