

# Elementary Math; Grade 5

2015 – 2016

		<b>Major Concepts / Topics</b>	
<b>Quarter 1</b> Aug 10 – Oct 16	<b>Week</b>	Descriptions of the standards are listed first followed by the course description number for Florida Standards. To make this tool easy to use, we coded the standards in orange in the left column and gave you a blue hyperlink in the right column to help you and your child. Go Math lessons are also listed as possible practice. The hyperlinks get to the meat of understanding needed. Please use the hyperlinks before going to the Go Math.	<b>Possible Resources: from NC DOE; See the topic in blue from 'Major Concepts/Topics.' Click on the aligned topic for help. Lessons from Go Math are listed as well.</b>
	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. Important understanding for place value. Florida Standard 5.NBT.1.1] <a href="#">[5.NBT.1]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.NBT.1-5.NBT4 Tasks</a>; Go Math Lessons- 1.1-1.2</li> </ul>
	2	Explain patterns in the number of zeroes of the product when multiplying by a power of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. [Florida Standards NBT.1.1/1.2] <a href="#">[5.NBT.2]</a> Assess week 1 and 2 together.	<ul style="list-style-type: none"> <li>• See link above for help with NBT.2; Go Math Lessons- 1.4, 1.5</li> </ul>
	3	Read/Write/Compose/Decompose decimals to thousandths. [Florida Standard 5.NBT.1.3] <a href="#">[5.NBT.3]</a>	<ul style="list-style-type: none"> <li>• <a href="http://www.insidemathematics.org/assets/common-core-math-tasks/decimals.pdf">http://www.insidemathematics.org/assets/common-core-math-tasks/decimals.pdf</a>; Go Math Lessons- 3.2, 3.3</li> </ul>
	4	Rounding Decimals and multiplying whole numbers then assess. [Florida Standards 5.NBT.1.3/1.4] <a href="#">[5.NBT. 4 and 4]</a>	<ul style="list-style-type: none"> <li>• See link from week 1, QUARTER 1, for help with NBT.4 and then see the link from week 6, QUARTER 1, for help with NBT.5; Go Math Lesson- 3.4</li> </ul>
	5	Multiplying whole numbers and dividing whole numbers. [Florida Standards 5.NBT2.5 and 2.6]. <a href="#">[5.NBT.6]</a>	<ul style="list-style-type: none"> <li>• See link from week 6, QUARTER 1, for help with NBT.6; Go Math Lessons- 1.6-1.9; 2.1-2.6; 2.8-2.9</li> </ul>
	6	Dividing whole numbers- use place value strategies, properties of operations and/or relationships between multiplication and division. [Florida Standard 5.NBT.6]	<ul style="list-style-type: none"> <li>• <a href="#">5.NBT.5-5.NBT.7 Tasks</a>;</li> </ul>
	7	Add/subtract decimals ONLY this quarter then assess weeks 5-7 together. Begin Order of Operations [Florida Standards 5.NBT.2.7 and 5.OA.1.1] <a href="#">5.NBT.7 and 5.OA.1</a>	<ul style="list-style-type: none"> <li>• See link from week 7, QUARTER 1, for help with OA.1; Go Math Lessons- 3.5-3.11; 1.11-1.12</li> </ul>
	8	Continue order of operations then begin writing out expressions. [Florida Standards 5.OA.1.1, 1.2] <a href="#">[5.OA.2]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.OA.1-5.OA.2 Tasks</a>; Go Math Lessons 1.10-1.12</li> </ul>
9	Continue writing out expressions then assess weeks 8-9 together then do a Model Eliciting Activity on a math standard for qtr.1		

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

# Elementary Math; Grade 5

2015 – 2016

<b>Quarter 2</b> Oct 20 – Dec 18	<b>Week</b>	<b>Major Concepts / Topics</b>	<b>Possible Resources</b>
	1	X/÷ of decimals this quarter as we did +/- last quarter. [Florida Standard 5.NBT.2.7] <a href="#">[5.NBT.7]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.NBT.5-5.NBT.7 Tasks</a>; Go Math Lessons 4.2-4.8</li> </ul>
	2	Continue X/÷ decimals then assess. Begin +/- fractions and mixed numbers by replacing given fractions with equivalent fractions- not necessarily in lowest terms. [Florida Standards 5.NBT.2.7; 5.NF.1.1] <a href="#">[5.NF.7; 5.NF.1]</a>	<ul style="list-style-type: none"> <li>• See link from week 3, QUARTER 2, for help with NF.1.; Go Math Lessons- 6.4-6.8, 6.10</li> </ul>
	3	Continue +/- fractions and mixed numbers <a href="#">[5.NF.1, 2]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.NF.1-5.NF.2 Tasks</a></li> </ul>
	4	+/- Mixed numbers in problem solving by referring to the same whole, including cases with unlike denominators by using visual fractions models or equations. Focus on benchmark fractions. [Florida Standard 5.NF.1.2] <a href="#">[5.NF.2]</a>	<ul style="list-style-type: none"> <li>• See link from week 3, QUARTER 2, for help with NF.2. Go Math Lessons 6.1-6.2,6.9</li> </ul>
	5	Continue +/- Mixed numbers in problem solving) then assess; begin interpret a fraction as division of the numerator by the denominator. Solve word problems with division of whole numbers leading to answers in the form of fractions or mixed numbers. [Florida Standard 5.NF.2.3] <a href="#">[5.NF.3]</a>	<ul style="list-style-type: none"> <li>• See link below from week 6, QUARTER 2, for help with NF.3. Go Math Lesson 8.3</li> </ul>
	6	Continue week 5 then start apply/expend previous understandings of multiplication to multiply a fraction or a whole number by a fraction. [Florida Standard 5.NF.2.4 a and b] <a href="#">[5.NF.4]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.NF.3-5.NF.7 Tasks- focus on 3 4 5 only</a>; Go Math Lessons- 7.1-7.4; 7.6</li> </ul>
	7	Continue multiplying a fraction by a fraction or a whole number by a fraction then start to interpret multiplication as scaling (resizing) by comparing the size of a product and explaining why multiplying a given number by a fraction GREATER than 1 results in a product greater than the given number. [Florida Standard 5.NF.2.5] (Scaling) <a href="#">[5.NF.5]</a>	<ul style="list-style-type: none"> <li>• See link above from week 6, QUARTER 2, for help with NF.5. Go Math Lessons- 7.5, 7.8. 7.10</li> </ul>
	8	Continue scaling then assess weeks 5-8 together.	
9	Model-Eliciting Activity on a part of the math standards for quarter 2		
<b>Quarter 3</b> Jan 6 – Mar 17	<b>Week</b>	<b>Major Concepts / Topics</b>	<b>Possible Resources</b>
	1	Solve real world problems involving multiplication of fractions and mixed numbers [Florida Standard 5.NF.2.6] <a href="#">[5.NF.6]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.NF.3-5.NF.7 Tasks- focus on 6 7 only</a></li> </ul>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

# Elementary Math; Grade 5

2015 – 2016

	2	Apply/extend previous understanding of division to divide unit fractions by whole numbers and whole numbers by unit fractions then assess weeks 1-2 [Florida Standards 5.NF.2.6 , 2.7] <a href="#">[5.NF.7]</a>	<ul style="list-style-type: none"> <li>• See link above from week 1, QUARTER 3, for help with NF.7; Go Math Lessons- 7.9, 8.1-8.5</li> </ul>
	3	Conversions for km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec and use those conversions in solving multi-step real world problems [Florida Standard 5.MD.1.1] <a href="#">[5.MD.1]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.MD.1 Tasks</a>; Go Math Lessons- 10.1-10.7</li> </ul>
	4	Continue Conversions	
	5	Measurement and Data, MD.1.2- Line Plots <a href="#">[5.MD.2]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.MD.2 Tasks</a>; Go Math Lesson- 9.1</li> </ul>
	6	Begin Geometry with graph concepts and 1 <sup>st</sup> quadrant graphing after assessing conversions and line plots. [Florida Standards 5.G.1.1, 1.2] <a href="#">[5.G.1]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.G.1-5.G.2 Tasks</a>; Go Math Lessons- 9.2-9.4</li> </ul>
	7	Continue with first quadrant graphing and begin generating two numerical patterns using two given rules. [Florida Standards 5.OA.2.3 <a href="#">[5.G.2; 5.OA.3]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.OA.3 Tasks</a>; Go Math Lessons- 9.5-9.7</li> </ul>
	8	Complete numerical patterns using two given rules then assess graph concepts, first quadrant graphing and numerical patterns. Begin Geometry- 2-D Categories and Attributes) and classify/organize 2-D Shapes in Venn Diagrams based on attributes) [Florida Standards 5.G.2.3, 2.4] <a href="#">[5.G.3; 5.G.4]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.G.3-5.G.4 Tasks</a>; Go Math Lessons- 11.1-11.4</li> </ul>
	9	Finish G.2.4 then assess G.2.3 and 2.4; Model-Eliciting Activity on a part of the math standards for quarter 3	
<b>Quarter 4</b> Mar 29 – May 26	<b>Week</b>	<b>Major Concepts / Topics</b>	<b>Possible Resources</b>
	1	Recognize volume as an attribute of solid figures and understand concepts of volume measurement, measure volumes by counting unit cubes, and relate volume to the operations of multiplication and addition and solve real world math problems involving volume. Florida Standards. 5.MD.3.3,3.4; 3.5a, b, c] <a href="#">[5.NBT.3, 4, and 5]</a>	<ul style="list-style-type: none"> <li>• <a href="#">5.MD.3-5.MD.5 Tasks</a>; Go Math Lessons- 11.5-11.12</li> </ul>
	2	Assess volume then begin review for FSA	
	3	Teachers will use their DE data, MFAS tasks, and classroom assessments to pull small groups based upon need. Students will continue to deepen their understanding of grade level math standards through the end of the year.	<ul style="list-style-type: none"> <li>• <a href="#">Florida Standards Assessment practice questions for grades-5-6</a></li> </ul>
	4	Teachers will use a lot of Project-based Learning for enrichment and remediation this last quarter of school.	<ul style="list-style-type: none"> <li>• <a href="#">Florida Students- website for tutorials and resources</a></li> </ul>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

# Elementary Math; Grade 5

2015 – 2016

	5		
	6		
	7		
	8		
	9		

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.