

5th Grade Math
Curriculum Mapping
Mrs. Hongslo

Chapters: 1-4		Time: Weeks 1-7 August-September	
Standards Taught			
<ul style="list-style-type: none">• 5.NBT.1• 5.NBT.2• 5.NBT.3• 5.NBT.4• 5.NBT.5• 5.NBT.6• 5.OA.1			
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?	
<p>Students who need extra help have a sped aid and a para in our room during worktime. These also have the option to go to one of our title teachers to get extra help.</p> <p>Assessment will be done on practice and homework at the end of each lesson and then a chapter test at the end of each chapter.</p> <p>Corrections are offered on all math practice and homework for full points back.</p> <p>Corrections are offered on all math tests for ½ points back.</p>	<p>The classroom is set up where partner work can happen when needed. Teacher table in the back of the room so more than one person can be getting helped at once.</p> <p>Overall the environment is structured and has rules and procedures in place.</p>	<p>Following the lesson</p> <ul style="list-style-type: none">• Daily Minute Math/Problem of the day of practice of previous taught skills• Unlock the problem, examples, share and show, and on your own problems, which we go over the answers together as a class, problem solving problems• Practice and Homework on own at end of each lesson• Assessment at end of chapter	
Prior Knowledge Needed	Vocabulary	Assessments	
<p>Chapter 1- using place value patterns, ordering numbers, and rounding numbers</p> <p>Chapter 2- place value, regroup through thousands, missing factors</p> <p>Chapter 3- Meaning of division, multiplying 3-4 digit numbers, estimate division,</p>	<p>Factor, multiply, place value, product, base, Distributive Property, exponent, period, compatible numbers, divide, dividend, divisor, estimate, partial quotient, quotient, remainder, benchmark, hundredth, round, tenth, thousandth</p>	<p>Beginning of Year Test</p> <p>Chapter 1 Test</p> <p>Chapter 2 Test</p> <p>Chapter 3 Test</p> <p>Chapter 4 Test</p> <p>Practice and Homework for each lesson.</p>	

<i>Chapter 4- Place value and whole numbers, decimals greater than one, relate fractions and decimals</i>		
Reflection: Chapter 1-4 The lessons went very well, we are really hitting hard on the vocabulary. Some students really are struggling with number sense and facts.	Essential Questions: Chapter 1 <ul style="list-style-type: none"> <i>I can describe the relationship between two place value positions; read, write, and represent whole numbers through hundred millions; use properties of operations to solve problems; use an exponent to show powers of 10; use a basic fact and a pattern to multiply by a 2 digit number.</i> Chapter 2 <ul style="list-style-type: none"> <i>I can multiply by multi-digit whole numbers; use drawings to represent and divide multi-digit whole numbers; use partial quotients to divide multi-digit whole numbers by 2 digit-divisors; use compatible numbers to estimate quotients.</i> Chapter 3 <ul style="list-style-type: none"> <i>I can divide by 2digit divisors; interpret remainders when solving a problem; adjust the quotient if my estimate is too high or low; draw a diagram to help me solve a division problem; model and solve multiplication and division equations; represent and solve multi-step problems using models.</i> Chapter 4 <ul style="list-style-type: none"> <i>I can describe the relationship between two decimal place-value positions; read, write, and represent decimals through thousandths; compose and decompose multi-digit numbers with decimals; use place value to compare and order decimals; use place value to round decimals to a given place.</i> 	

Chapters: 5-8		Time: Weeks 8-15 October-November
Standards Taught		
<ul style="list-style-type: none"> 5.NBT.7 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help have a sped aid and a para in our room during worktime. These also have the option to go to one of our title teachers to get extra help. Assessment will be done on practice and homework at the end of each lesson and then a chapter test at the end of each chapter.</i>	<i>The classroom is set up where partner work can happen when needed. Teacher table in the back of the room so more than one person can be getting helped at once. Overall the environment is structured and has rules and procedures in place.</i>	<i>Following the lesson</i> <ul style="list-style-type: none"> <i>Daily Minute Math/Problem of the day of practice of previous taught skills</i> <i>Unlock the problem, examples, share and show, and on your own problems, which we go over the answers together as a</i>

<p><i>Corrections are offered on all math practice and homework for full points back.</i></p> <p><i>Corrections are offered on all math tests for ½ points back.</i></p>		<p><i>class, problem solving problems</i></p> <ul style="list-style-type: none"> <i>Practice and Homework on own at end of each lesson</i> <i>Assessment at end of chapter</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Chapter 5- 2 digit addition and subtraction, patterns, relate fractions and decimals, compose and decompose whole numbers</i></p> <p><i>Chapter 6- meaning of multiplication, decimals greater than one, multiply by 3 digit numbers</i></p> <p><i>Chapter 7- multiplication patterns, properties of multiplication, multiply by 3 digit numbers</i></p> <p><i>Chapter 8- division facts, estimate with 1 digit divisors, division</i></p>	<p><i>Hundredth, tenth, thousandth, pattern, inverse operation, sequence, term, decimal, expanded form, multiplication, ones, place value, product, compatible numbers, decimal point, dividend, divisor, equivalent fractions, estimate, exponent, quotient, remainder</i></p>	<p><i>Chapter 5 Test</i></p> <p><i>Chapter 6 Test</i></p> <p><i>Chapter 7 Test</i></p> <p><i>Chapter 8 Test</i></p> <p><i>Practice and Homework after each lesson</i></p>
<p>Reflection: The lessons all went well. When students struggle with their multiplication facts or number sense they really struggle with some of these lessons.</p> <p><i>Some of the drawings of ones, tenths, and hundredths get confusing for some students.</i></p>	<p>Essential Questions:</p> <p>Chapter 5</p> <ul style="list-style-type: none"> I can use base ten blocks to model decimal addition and subtraction; solve real-world decimal problems using addition and subtraction; use addition or subtraction to describe a pattern or create a sequence with decimals; add and subtract multi-digit numbers with decimals to the thousandths; solve multi-digit real world problems with money using decimal notation. <p>Chapter 6</p> <ul style="list-style-type: none"> I can use patterns to help place the decimal in products; use a model to multiply a whole number and decimal; use properties and place value to multiply a decimal and whole number; use expanded form and place value to multiply decimal and whole number; draw a diagram to help solve a decimal multiplication problem. <p>Chapter 7</p> <ul style="list-style-type: none"> I can use models to represent multiplication of decimals; use place-value strategies to place a decimal point when multiplying; understand the concept of having the correct 	

	<p>number of decimal places in a product; use properties to multiply to solve problems.</p> <p>Chapter 8</p> <ul style="list-style-type: none"> I can use patterns to help place the decimal point in a quotient; use a model to divide a decimal by a whole number; estimate decimal quotients; divide decimals by whole numbers; use a model to divide by a decimal; determine when to write a zero in the dividend to find a quotient; work backward to solve a multi-step decimal problem.
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Chapters: 9-10		Time: Weeks 16-18 December
Standards Taught		
<ul style="list-style-type: none"> 5.NF.1 5.NF.2 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who need extra help have a sped aid and a para in our room during worktime. These also have the option to go to one of our title teachers to get extra help. Assessment will be done on practice and homework at the end of each lesson and then a chapter test at the end of each chapter.</i></p> <p><i>Corrections are offered on all math practice and homework for full points back. Corrections are offered on all math tests for ½ points back.</i></p>	<p><i>The classroom is set up where partner work can happen when needed. Teacher table in the back of the room so more than one person can be getting helped at once. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>Following the lesson</i></p> <ul style="list-style-type: none"> <i>Daily Minute Math/Problem of the day of practice of previous taught skills</i> <i>Unlock the problem, examples, share and show, and on your own problems, which we go over the answers together as a class, problem solving problems</i> <i>Practice and Homework on own at end of each lesson</i> <i>Assessment at end of chapter</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>. Chapter 9 and 10- Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.</i></p>	<p><i>Benchmark, common multiple, denominators, difference, equivalent fractions, numerators, sum, common denominator, mixed number, simplest form</i></p>	<p><i>Chapter 9 Test Chapter 10 Test Practice and Homework after each lesson.</i></p>

<p>Reflection: These chapters went really well. Students knowing their multiplication facts is very important. One struggle is forgetting to multiply both the denominator and numerator by the same number.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> Chapter 9 I can use visual models to add and subtract fractions that have unlike denominators, make reasonable estimates of fraction sums and differences, rewrite a pair of fractions so that they have a common denominator, and use a common denominator to add and subtract fractions with unlike denominators. Chapter 10 I can add and subtract mixed numbers with unlike denominators, use renaming to find the difference of two mixed numbers, use addition and subtraction to describe a pattern or create a sequence with fractions, use properties to help add fractions, and use the strategy work backward to help solve a problem with fractions.
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Chapters: 11-12		Time: Weeks 19-23 January-February	
Standards Taught			
<ul style="list-style-type: none">• 5.NF.3• 5.NF.4• 5.NF.5• 5.NF.6• 5.NF.7			
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?	
<p><i>Students who need extra help have a sped aid and a para in our room during worktime. These also have the option to go to one of our title teachers to get extra help. Assessment will be done on practice and homework at the end of each lesson and then a chapter test at the end of each chapter.</i></p> <p><i>Corrections are offered on all math practice and homework for full points back.</i></p>	<p><i>The classroom is set up where partner work can happen when needed. Teacher table in the back of the room so more than one person can be getting helped at once. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>Following the lesson</i></p> <ul style="list-style-type: none">• <i>Daily Minute Math/Problem of the day of practice of previous taught skills</i>• <i>Unlock the problem, examples, share and show, and on your own problems, which we go over the answers together as a class, problem solving problems</i>• <i>Practice and Homework on own at end of each lesson</i>	

Corrections are offered on all math tests for $\frac{1}{2}$ points back.		<ul style="list-style-type: none"> Assessment at end of chapter
Prior Knowledge Needed	Vocabulary	Assessments
<p>Chapter 11 Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability. Solve one and two step real world problems involving any of four operations with whole numbers. Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number.</p> <p>Chapter 12 Divide a whole number up to four digits by a one digit whole number. Represent remainders as fractional parts of the divisor.</p>	<p>Denominator, equivalent fractions, mixed number, numerator, product, dividend, divisor, equation, fraction, quotient</p>	<p>Chapter 11 Test Chapter 12 Test Practice and homework after each lesson</p>
<p>Reflection: These lessons went really well after a lot of practice. Going from adding and subtracting to multiplying and dividing can be a little confusing at first with now changing the denominator. Using the Keep Change Flip saying helps with dividing.</p> <p>Lesson 11.8 is a very hard lesson. I had to give a range for their guesses, otherwise some students could never get to the correct answers.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> Chapter 11 I can find a part of a group by multiplying a whole number by a fraction, use models to multiply fractions by whole numbers, solve real-world problems that multiply a whole number by a fraction, use visual models to show the product of two fractions, compare the size of a product to the size of one factor when multiplying, multiply fractions and explain how the size of a product compares to the factors and when greater than one, and solve real-world problems involving fractional lengths. Chapter 12 I can divide a whole number by a fraction and divide a fraction by a whole number, use diagrams and multiplication to solve fraction division problems, interpret fractions with division, divide fractions by solving a related multiplication problem, use diagrams, equations, and story problems to represent division. 	

Chapters: 13-14		Time: Weeks 24-25 February
Standards Taught		
<ul style="list-style-type: none"> • 5.NF.4 • 5.NF.6 • 5.NBT.7 • 5.OA.1 • 5.OA.2 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who need extra help have a sped aid and a para in our room during worktime. These also have the option to go to one of our title teachers to get extra help. Assessment will be done on practice and homework at the end of each lesson and then a chapter test at the end of each chapter.</i></p> <p><i>Corrections are offered on all math practice and homework for full points back. Corrections are offered on all math tests for ½ points back.</i></p>	<p><i>The classroom is set up where partner work can happen when needed. Teacher table in the back of the room so more than one person can be getting helped at once. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>Following the lesson</i></p> <ul style="list-style-type: none"> • <i>Daily Minute Math/Problem of the day of practice of previous taught skills</i> • <i>Unlock the problem, examples, share and show, and on your own problems, which we go over the answers together as a class, problem solving problems</i> • <i>Practice and Homework on own at end of each lesson</i> • <i>Assessment at end of chapter</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Chapter 13 Determine and explain whether an equation involving any of the four operations with whole numbers is true or false</i></p> <p><i>Chapter 14 Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction. Solve perimeter and area mathematical and real world problems, including problems with unknown sides, for</i></p>	<p><i>Add, difference, Distributive Property, divide, minus, multiply, plus, product, quotient, subtract, sum, times, Associative Property, Commutative Property, Identity Property, evaluate, numerical expression, order of operations, area, formula, perimeter</i></p>	<p><i>Chapter 13 Test</i></p> <p><i>Chapter 14 Test</i></p> <p><i>Practice and homework after each lesson.</i></p>

<i>rectangles with whole number side lengths.</i>		
Reflection: <i>These 2 chapters go by very quickly and the students do very well. We start with getting PEMDAS memorized and keep it up around the room to help them get it down.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>Chapter 13 I can use a numerical expression to describe a situation, apply the order of operations to evaluate numerical expressions, and evaluate expressions using the order of operations.</i> • <i>Chapter 14 I can use formulas to find the area and perimeter of shapes with decimal and fractional side lengths, and use a unit tile to find the area of a rectangle with fractional side lengths.</i> 	

Chapters: 15-17		Time: <i>Weeks 26-29 March</i>
Standards Taught		
<ul style="list-style-type: none"> • 5.G.3 • 5.G.4 • 5.MD.1 • 5.MD.3 • 5.MD.4 • 5.MD.5 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help have a sped aid and a para in our room during worktime. These also have the option to go to one of our title teachers to get extra help. Assessment will be done on practice and homework at the end of each lesson and then a chapter test at the end of each chapter.</i> <i>Corrections are offered on all math practice and homework for full points back. Corrections are offered on all math tests for ½ points back.</i>	<i>The classroom is set up where partner work can happen when needed. Teacher table in the back of the room so more than one person can be getting helped at once. Overall the environment is structured and has rules and procedures in place.</i>	<i>Following the lesson</i> <ul style="list-style-type: none"> • <i>Daily Minute Math/Problem of the day of practice of previous taught skills</i> • <i>Unlock the problem, examples, share and show, and on your own problems, which we go over the answers together as a class, problem solving problems</i> • <i>Practice and Homework on own at end of each lesson</i> • <i>Assessment at end of chapter</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Chapter 15 Informally explore angles as an attribute of two</i>	<i>Acute triangle, hexagon, obtuse triangle, octagon,</i>	<i>Chapter 15 test Chapter 16 Test</i>

<p><i>dimensional figures. Identify and classify angles as acute, right, obtuse, straight, or reflex.</i></p> <p><i>Chapter 16 Solve perimeter and area mathematical and real world problems with unknown sides, for rectangles with whole number side lengths.</i></p> <p><i>Chapter 17 Convert within a single system of measurement using the units, yards, feet, inches, kilometers, meters, centimeters, millimeters, pounds, ounces, kilograms, grams gallons, quarts, pints, cups, liter, milliliter, hours, minutes, seconds</i></p>	<p><i>parallelogram, polygon, quadrilateral, rectangle, rhombus, right triangle, sphere, trapezoid, apex, base, equilateral, triangle, isosceles triangle, lateral face, polyhedron, prism, pyramid, regular polygon, scalene triangle, cubic units, unit cube, volume, decimeter, gallon, length, liter, meter, mile, milliliter, millimeter, capacity, dekameter</i></p>	<p><i>Chapter 17 test</i></p> <p><i>Practice and homework after each lesson</i></p>
<p>Reflection: Students really enjoy these lessons and feel that they are easy. They seem to come into 5th grade knowing a lot of this already. When converting measurements they did good at relating back to previous chapter dealing with powers of 10.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <i>Chapter 15 I can identify and classify triangles and quadrilaterals, classify and compare quadrilaterals, and identify, describe, and classify three dimensional figures.</i> <i>Chapter 16 I can recognize a unit cube and how to use it to build a three dimensional figure, use unit cubes to find the volume of a rectangular prism, use an everyday object to estimate the volume of a rectangular prism, find the volume of a rectangular prism, use a formula to find the volume, and find volume of combined prisms.</i> <i>Chapter 17 I can solve multi-step problems that include measurement conversions.</i> 	

Chapters: 18-19	Time: Weeks 29-32 April (up to testing)
Standards Taught	
<ul style="list-style-type: none"> 5.OA.3 5.G.1 5.G.2 5.MD.2 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who need extra help have a sped aid and a para in our room during worktime. These also have the option to go to one of our title teachers to get extra help.</i></p> <p><i>Assessment will be done on practice and homework at the end of each lesson and then a chapter test at the end of each chapter.</i></p> <p><i>Corrections are offered on all math practice and homework for full points back.</i></p> <p><i>Corrections are offered on all math tests for ½ points back.</i></p>	<p><i>The classroom is set up where partner work can happen when needed. Teacher table in the back of the room so more than one person can be getting helped at once.</i></p> <p><i>Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>Following the lesson</i></p> <ul style="list-style-type: none"> <i>Daily Minute Math/Problem of the day of practice of previous taught skills</i> <i>Unlock the problem, examples, share and show, and on your own problems, which we go over the answers together as a class, problem solving problems</i> <i>Practice and Homework on own at end of each lesson</i> <i>Assessment at end of chapter</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Chapter 18 Generate, describe and extend a numerical pattern that follows a given rule. Plot, order and compare multi-digit whole numbers up to 1,000,000.</i></p> <p><i>Chapter 19 Color and represent numerical data, including fractional values, using tables, steam and leaf plots or line plots. Determine mode, median or range to interpret numerical data including fraction values, represented with tables, stem and leaf plots or line plots.</i></p>	<p><i>Data, pattern, rule, ordered pair, origin, x-axis, x-coordinate, y-axis, y-coordinate, frequency, line plot, scale, interval, line graph, mean, measure of center, median, mode, range</i></p>	<p><i>Chapter 18 test</i></p> <p><i>Chapter 19 Test</i></p> <p><i>Practice and homework after each lesson</i></p>
<p>Reflection: Students do will with patterns, graphs, and plots. A couple things that we needed to focus on was x and y axis, some students would</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <i>Chapter 18 I can generate a number pattern, write a rule to describe a pattern, write a rule for a pattern given in a graph, graph a number pattern, identify and plot points, use a coordinate plane to display data</i> 	

<p>get those messed up. Finding the mean is also a struggle they usually can get the first step correct and either forget about second step or do it wrong.</p>	<p><i>collected in an experiment, and write and graph ordered pairs on a coordinate grid using two numerical patterns.</i></p> <ul style="list-style-type: none"> • <i>Chapter 19 I can collect and organize data, represent data in a line plot, use a line graph to display and analyze real world data, use a fair share and balance point to find the mean, and describe a set of data using mean, medium, mode, and range.</i>
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