

# Grade 5 Content Math Teacher Williams

SEPTEMBER							
Topic	Time period	Next Gen Learning Standard	Assessment	Essential Question	Resources Bold denotes NGLS focus	Differentiation	Vocabulary
<b>WELCOME TO 5TH GRADE</b>	9/4 -9/6	NONE	9/4 - First Day Packet 9/5 - Grade 5 Math Introduction 9/6 - BOY Assessment	9/4 - What makes a great classroom? 9/5 - What is Mathematics? 9/6 - What do you know?	9/4 - packet 9/5 - Math video/small group center procedures 9/6 - BOY assessment		Respect Responsibility Integrity Empathy Patience Procedures Grit Useless Words
<b>Understand the place value system</b>	9/9-9/13 <b>Chap. 1</b> <b>L. 1-4</b>  <b>L. 1</b> <b>System Implementati</b> <b>on took</b> <b>priority</b>	<b>NY-5.NBT.1</b> Recognize that in a multi-digit number, a digit in one place represents <b>10 times as much</b> as it represents in the place <b>to its right</b> and <b>1/10</b> of what it represents in the place <b>to its left.</b> (4) (Chp1. L.1)  <b>NBT-5.NBT.3b</b> Compare two decimals to thousandths based on meanings of the digits in	Pretest: <b>BOY assessment</b> and Chp Pretest  <b>Concept Check</b> (Formative Assessment) <b>L.1-4</b>	How does the <b>position</b> of a <b>digit</b> in a number relate to its <b>value</b> ?	MH My Math: Chp.1 <b>L.1 (4),L.2 (8),L.3 (7) , L.4 (7)</b>		Period Standard form Expanded form Place Place value Place-value chart > greater than

		<p>each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of the comparisons. (8) (Chp1, L.2)</p> <p><b>NYS-5.NBT.3</b> Read, write, and compare decimals to the thousands (6) (Chp1, L.3)</p> <p><b>NY-5.NBT.3a</b> Read and Write decimals to thousandths using base-ten numerals, number names, and expanded form (7) (Chap1. L.4)</p>	p.35-36				> less than = equal to Decimal Decimal point
<b>Understand the place value system</b>	<p>9/16-9/20 <b>Chap 1</b> <b>L. 5-9</b></p> <p><b>L. 2-6</b></p>	<p><b>Y-5.NBT.1</b> Recognize that in a multi-digit number, a digit in one place represents <b>10 times as much</b> as it represents in the place <b>to its right</b> and <b>1/10</b> of what it represents in the place <b>to its left.</b> (4) L.5</p> <p><b>NY-5.NBT.3a</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form (7) <b>L.6</b></p> <p><b>NBT-5.NBT.3b</b> Compare two decimals to thousandths based on meanings of the digits in</p>	<p><b>Concept Check</b> (Formative Assessment) p.67-68 <b>L.5-9</b></p> <p><b>Summative Assessment</b> Leveled Chapter test</p>	How does the <b>position</b> of a <b>digit</b> in a number relate to its <b>value</b> ?	My Math Chap 1. <b>L.5 (4), L.6 (7), L.7 (8), L.8 (6), L.9 (6)</b>		<p>Hundreds Hundredths Ones Place value Tens Tenths Thousands Thousandths Equivalent decimals decimal</p>

		<p>each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of the comparisons. (8) L.7</p> <p><b>NY-5.NBT.3</b> Read, write, and compare decimals to thousandths (6) L. 8, L.9</p> <p><b>NY-5.NBT.4</b> Use place value understanding to round decimals to any place</p>					
					<b>Supplement NYS Questions</b>		
<b>Numbers and Operations in Base Ten</b>	9/23-9/27 <b>Chap 2</b> L.1-5	<b>NY-5.NBT.2</b> Use whole number exponents to denote powers of 10. (5) L.3	Concept check L. 1,3,4 P.111-112	What <b>strategies</b> can be used to multiply whole numbers?	May Math Chap. 2 L.1, L.2, L.3 (5), L.4, L.5		Prime factorization Base Cubed Exponent Power Squared Power of 10 Compatible numbers Factor product
<b>OCTOBER</b>							
<b>Multiply Whole Numbers</b>	9/30-10/4 <b>Chapter 2</b> L.6-10	<b>NBT-5. NBT.5</b> Fluently multiply multi-digit whole numbers using a <b>standard</b>	Concept Check p.145-146	What <b>strategies</b> can be used to	My Math Chap. 2 L.6, L.7, L.8,		Distributive Property Compatible

	10/4- Mid Marking Period	<b>algorithm. (10)</b> <b>L.10</b> <b>NY-5NBT.2</b> Use whole number exponents to denote powers of 10. <b>(5)</b> <b>L.3</b>		multiply whole numbers?	L.9, L.10		numbers Factor Product estimate
	10/7-10/11 <b>Chp 2.</b> <b>6-10</b>	<b>NBT-5. NBT.5</b> Fluently multiply multi-digit whole numbers using a <b>standard algorithm. (10)</b> <b>L.10</b>	Concept Check p.145-146	What <b>strategies</b> can be used to multiply whole numbers?	<b>Chp. 2</b>		
	10/15-10/18  10/14 - Columbus Day	<b>NBT-5. NBT.5</b> Fluently multiply multi-digit whole numbers using a <b>standard algorithm. (10)</b> <b>L.10</b>		What <b>strategies</b> can be used to multiply whole numbers?	<b>Chp. 2</b>		
	10/21-10/24  10/25 - Super Day	<b>NBT-5. NBT.5</b> Fluently multiply multi-digit whole numbers using a <b>standard algorithm. (10)</b> <b>L.10</b>					

	10/28-11/1  10/31 - Halloween Parade	<b>NBT-5. NBT.5</b> Fluently multiply multi-digit whole numbers using a <b>standard</b> <b>algorithm.</b> <b>NBT-5. NBT.2</b>	Chp 2.  <b>Summative Assessment</b> Leveled Chapter Test(11/4)				Estimate Product
<b>NOVEMBER</b>							
<b>Chapter 3 Divide by One-digit Divisor</b>	11/5-11/8  11/8 - End of Marking Period <b>L. 1-2,</b>	NY5.-NBT.6 - Find whole Number quotients of whole numbers.		<b>What Strategies can be used to divide whole numbers?</b>	My Math L. 1,2		Fact family, unknown variable, dividend, divisor, quotient, remainder
<b>Chapter 3 Divide by One-digit Divisor</b>	11/11-11/15  11/11 - Vet Day 11/12 - Parent Conf. Day <b>L. 3-6</b>	NY5.-NBT.6 - Find whole Number quotients of whole numbers.	Check My Progress  <b>None...short week...use Math Journal prove it</b>	<b>What Strategies can be used to divide whole numbers?</b>	My Math L.3,4&5,6  <b>combine</b>		

<b>Chapter 3 Divide by One-digit Divisor</b>	11/18-11/22 <b>L. 7-11</b>	NY5.-NBT.6 - Find whole Number quotients of whole numbers.	Check My Progress <b>Formative Assessment After L.8</b>	<b>What Strategies can be used to divide whole numbers?</b>	My Math L. 7, 8(FA), 9,10,11		
<b>Chapter 3 Divide by One-digit Divisor</b>	11/25-11/26 11/27-11/29 <b>Turkey Recess L. 12, SA</b>	NY5.-NBT.6 - Find whole Number quotients of whole numbers.	<b>Summative Assessment</b>	<b>What Strategies can be used to divide whole numbers?</b>	L.12, SA		
<b>DECEMBER</b>							
<b>Chapter 4 Divide by Two-digit Divisor</b>	12/2-12/6 <b>L.1,3,FA</b>	NY5.-NBT.6 - Find whole Number quotients of whole numbers.	<b>Formative Assessment After L.3 PROVE IT</b>	<b>What strategies can I use to divide by a two-digit divisor?</b>	L. 1,3,5,6,		

<b>Chapter 4 Divide by Two-digit Divisor</b>	12/9-12/13 <b>5,6, Concept Check, More Practice</b>	NY5.-NBT.6 - Find whole Number quotients of whole numbers.	<b>Concept Check</b>	<b>What strategies can I use to divide by a two-digit divisor?</b>	L. 5.6		
<b>Chapter 4 Divide by Two-digit Divisor</b>	12/16-12/20 <b>Review, Chapter 4 Test</b>  L. 6,10, SA	NY5.-NBT.6 - Find whole Number quotients of whole numbers. the hundredths.	<b>Summative Assessment Chp. 4</b>	<b>What strategies can I use to divide by a two-digit divisor?</b>			
<b>JANUARY</b>							
<b>Chapter 5 Add and Subtract Decimals</b>	1/2 -1/3 L.6, L.10  12-23 - 1/1 Xmas Recess	<b>NY-5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths...</b>		<b>How can I use place value and properties to add and subtract decimals?</b>			
<b>Chapter 5 Add and Subtract Decimals</b>	1/6 - 1/10 <b>Chp. 5 Review Chp. 5 Test (w/spiral Review)</b>	<b>NY-5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths...</b>  <b>NY-5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths...</b>	<b>Summative Assessment</b>	<b>How can I use place value and properties to add and subtract decimals?</b>  How is	<b>Chp. 5 Concept Check &amp; Problem Solving Chp. 5 Test</b>		

Chapter 6 Multiply and Divide Decimals	L.3, L.5, L.11,			multiplying and dividing decimals similar to multiplying and dividing whole numbers?	L.3 Multiply Decimals by whole numbers L.5 Multiply Decimals L. 11 Divide Decimals by whole numbers		
Chapter 6 Multiply and Divide Decimals  Chapter 7 Expressions	1/13-1/17 L.13 Chp. 6 Test (with spiral review)  L.2, L.3 Chp. Chp. 7 Test	NY-5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths...  NY-5.OA.1 Apply order of operations to evaluate expressions  NY-5.OA. 2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without	Summative Assessment  Summative Assessment	How is multiplying and dividing decimals similar to multiplying and dividing whole numbers?  How are patterns used to solve problems?	L.13 Divide Decimal Numbers. Chp.6 Test  L.2 Order of Operations. L.3 Write Numerical expressions Chp. 7 Concept Check & Problem Solving Chp. 7 Test (Order of Operations/Num	Above: Challenge questions  On: Reflex Math  Below: Reflex Math/Inter vention small groups	

		evaluating them.			erical expressions)		
<b>Chapter 8 Fractions and Division</b>	1/21-1/24 <b>L.1, L.3, L.6, L.8</b>  1/20 - <b>MLK</b> Day  1/24 - <b>End of Marking Period</b>	<b>NYS-5.NF.3</b> Interpret a fraction as division of the numerator by the denominator ( <b>L.1</b> ) <b>NYS-5.NF.5b</b> Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number. ( <b>L.3, L.6, L.8</b> )		<b>How are factors and multiples helpful in solving problems?</b>	<b>L.1</b> Fractions and Division <b>L.3</b> Simplest Form of a Fraction <b>L.6</b> Compare Fractions (LCD) <b>L.8</b> Write Fractions as Decimals		
<b>Chapter 8 Fractions and Division</b>	1/27-1/31 <b>Chp. 8 Review Chp. 8 Test (with spiral review)</b>	<b>NYS-5.NF.3</b> Interpret a fraction as division of the numerator by the denominator ( <b>L.1</b> )	<b>Summative Assessment</b>	<b>How are factors and multiples helpful in solving problems?</b>	<b>Chp. 8</b> Concept check.problem solving  <b>Chp. 8</b> Test		
<b>Chapter 9 Add &amp; Subtract</b>	1/31 - ½ Day <b>Staff Dev</b>	<b>NYS-5.NF.2</b> Solve word problems involving		<b>How can equivalent</b>	<b>L.2</b> Add like fractions <b>L.3</b> Subtract like		

Fractions	L. 2, L.3, L. 5	<p><b>addition and subtraction of fractions. (L.2, L.3)</b></p> <p><b>NYS.NF.1 Add and Subtract fractions with unlike denominators (including mixed numbers)</b></p>		fractions help me add and subtract fractions?	Fractions L. 5 Add Unlike fractions		
<b>FEBRUARY</b>							
Chapter 9 Add & Subtract Fractions	2/3 - 2/7 L.7, L.11, L.12 Chp. 9 Review Chp. 9 Test (with spiral review)	<p><b>NYS-5.NF.2</b> Solve word problems involving <b>addition and subtraction of fractions. (L.2, L.3)</b></p> <p><b>NYS.NF.1 Add and Subtract fractions with unlike denominators (including mixed numbers)</b></p>	Summative Assessment	How can equivalent fractions help me add and subtract fractions?	L.7 Subtract unlike fractions L.11 Add Mixed Numbers L.12 Subtract mixed numbers Chp. 9 Concept Check/Problem Solving Chapter 9 Test		
Chapter 10 Multiply and	2/10-2/14 L.1, L.3, L.4,	<b>NYS.5. NF.4a</b> Interpret the		What strategies can	L.1 Parts of a number		

<p><b>Divide Fractions</b></p>	<p><b>L.5, L.6</b></p>	<p>product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts...</p>		<p><b>be used to multiply and divide fractions?</b></p>	<p><b>L. 3</b> model fraction multiplication  <b>L.4</b> Multiply Whole Numbers and Fractions  <b>L.5</b> Use models to multiple factions  <b>L.6</b> Multiply fractions</p>		
<p><b>Chapter 10 Multiply and Divide Fractions</b></p>	<p>2/24-2/28  <b>L.7, L.8, L.9, L.10, L.11</b>   <b>2/28- Mid Marking Period</b></p>	<p><b>NYS.5. NF.4a</b>  Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts...</p> <p><b>NGLS:</b>  <b>NYS-5.NF5:</b>  Interpret multiplication as scaling (resizing)</p> <p><b>NGLS:</b>  <b>NYS-5.NF7.7a:</b>  Interpret a division of unit fractions by a non-zero whole number and, and compute such quotient <b>L.11</b></p> <p><b>NGLS:</b>  <b>NYS-5.NF7.7b:</b></p>		<p><b>What strategies can be used to multiply and divide fractions?</b></p>	<p><b>L.7</b> Multiply Mixed Numbers  <b>L.8</b> Multiplication as scaling   <b>L.9</b> Division with unit fractions   <b>L.10</b> Divide Whole numbers by unit fractions  <b>L.11</b> Divide Unit fractions by whole numbers</p>		

		<p>interpret division of a whole number by a unit fractions, compute such as quotients <b>L.10</b></p> <p><b>NGLS:</b> <b>NYS-5.NF7.7c:</b> Solve Real-world problems Involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.</p> <p><b>NGLS:</b> <b>NY-5.NF.6</b> Solve real world problems involving multiplication of fractions and mixed numbers.</p>			NYS/Module Supplemental questions		
<b>MARCH</b>							
<b>Chapter 10 Multiply and Divide Fractions</b>	<b>3/2-3/6 Chp. 10 Review, Chp. 10 Test</b>		<b>Summative Assessment</b>		<b>Chp. 10</b> Concept check & problem solving <b>Chp. 10 Test</b>		
<b>Chapter 11 Measurement</b>	<b>L.2, L.5., L.7</b>	<b>NYS.5.MD.1</b> Convert among different sized standard measurement units within a given		<b>How can I use measurement conversions to solve real world problems?</b>	<b>L.2</b> Convert Customary Units of Length <b>L.5</b> Convert Customary Units of Weight <b>L.7</b> Convert Customary		

		measurement system...			Units of Capacity		
<b>Chapter 11 Measurement</b>	3/9-3/13 <b>L.8, L.9, L.10, L.12, L.13</b>  3/13- early dismissal <b>Staff Dev</b>	<b>NYS-5.MD.</b> Make a line plot to display a data of set measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information present in line plots ( <b>L.8</b> )		<b>How can I use measurement conversions to solve real world problems?</b>	<b>L.8</b> Display Measurement Data on a Line Plot <b>L.9</b> Metric Rulers <b>L.10</b> Convert Metric Units of Length <b>L.12</b> Convert Metric Units of Mass <b>L.13</b> Convert Metric Units of Capacity		
<b>Chapter 11 Measurement</b>	3/16-3/20 <b>Chp. 11 Review</b> <b>Chp. 11 Test (with spiral review)</b>		<b>Summative Assessment</b>	<b>How can I use measurement conversions to solve real world problems?</b>	<b>Chp. 11</b> Concept check & Review <b>Chp. 11 Test</b>		
<b>Chapter 12 Geometry</b>	<b>L.1, L.2, L.3</b>	<b>NYS-5.G.4</b> Classify two-dimensional figures in a hierarchy based on properties		<b>How does geometry help me solve problems in everyday life?</b>	<b>L.1</b> polygons, <b>L.2</b> Sides and angles of triangles <b>L.3</b> Classify Triangles		

	3/16 - No school for students (if snow days left)	<b>G.3</b> Understand that attributes belonging to a category of two dimensional figures					
<b>Chapter 12 Geometry</b>	3/23-3/27 L.4, L.5  3/25-3/27 ELA Assessment	<b>NYS-5.G.4</b> Classify two-dimensional figures in a hierarchy based on properties <b>G.3</b> Understand that attributes belonging to a category of two dimensional figures		<b>How does geometry help me solve problems in everyday life?</b>	<b>L.4</b> Sides and Angles of Quadrilaterals <b>L.5</b> Classify Quadrilaterals		
<b>APRIL</b>							
<b>Chapter 12 Geometry</b>	3/30-4/3 L.7, L.9, L.11, Chp. 12 Review, Chp. 12 Test  4/3 - End of Marking	<b>NYS.5.MD.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume	<b>Summative Assessment</b>	<b>How does geometry help me solve problems in everyday life?</b>	<b>L.7</b> Three Dimensional Figures <b>L.9</b> Volume of prisms <b>L.11</b> Volume of composite figures		

	<p><b>Period</b></p>	<p>measurement</p> <p><b>NY-5.MD.5a</b> Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes and show that the volume is the same as it would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. <b>(L. 9, L. 11)</b></p> <p><b>NYS-5.MD.5b</b> Apply the formulas <math>V=L \times W</math> and <math>V=B \times H</math> for rectangular prisms with whole number edge lengths lengths in the context of solving real world and mathematical</p>			<p><b>Chp. 12</b> Concept Check &amp; review <b>Chp. 12</b> Test</p> <p>NYS/Module Supplemental Questions</p> <p>NYS/Module Supplemental Questions</p>		
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		<p>problems. (L. 9, L. 11)</p> <p><b>NY-5.MD.5c</b> Recognize volume as an additive...by adding the volumes of non-overlapping parts, applying this technique to solve real world problems (L.9)</p>			NYS/Module Supplemental Questions		
	<p>4/13-4/17</p> <p><b>4/6-4/10 Spring Recess</b></p> <p><b>4/13-No School for students (snow day give back)</b></p>	<p><b>NY-5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p> <p><b>NYS MATH ASSESSMENT REVIEW</b></p>			NYS/Module Supplemental Questions		
	4/20-4/24						

	<b>MATH Assessment</b>  <b>26 Weeks to Assessment</b>						
<b>Chapter 7 Patterns</b>	4/27-5/1 L.5, L.6, L.7, L.8  5/1 - Career Day 8:30-10:30	<b>NYS 5.OA.3</b> Generate two numerical patterns using two given rules...		<b>How are patterns used to solve problems</b>	L.5 Generate Patterns L.6 patterns L.7 map locations L.8 Order Pairs		
<b>MAY</b>							
<b>Chapter 7 Patterns</b>	5/4-5/8 L.9, Chp. 7 Patterns Review, Chp. 7 Test  5/8 - Mid marking Period	<b>NYS.-5G.1</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system...		<b>How are patterns used to solve problems</b>	L.9 Graph Patterns Chp. 7 Review, Chp. 7 Test.		
<b>MATH/SCI FAIR INTRO</b>	5/11-5/15			<b>WHAT IS A MATH/SCI FAIR?</b>	Collaborate Develop ideas Research		

<b>MATH/SCI FAIR DESIGN</b>	5/18-5/22  5/22 - No School for students (give back day)			<b>DESIGN PRESENTATIONS</b>	Develop, design, create Presentations		
<b>MATH/SCI FAIR PRESENTATIONS</b>	5/26-5/29  5/28 Memorial Day			<b>PRESENT MATH/SCI FAIR Displays</b>			
<b>JUNE</b>							
<b>MATH IN THE REAL WORLD</b>	6/1-6/5						
<b>INTRO TO 6th GRADE MATH</b>	6/8-6/12						
<b>MATH GAMES</b>	6/15-6/19						
<b>MATH JOURNAL REVIEWS</b>	6/22-6/27  6/25 - End of Marking period  9 Weeks from Assessment						

