

Crest Memorial School Curriculum and Pacing Guide

Grade: 5th

Subject: Math

Adoption Date: 4/1/14

Revision Date: 1/2/19

	MP1	MP2	MP3	MP4
Scope and Sequence/Essential Questions	<p>How can you apply place value, multiplication, and expressions to represent and solve problems?</p> <p>How can we evaluate division expressions and equations?</p> <p>How can we understand the place value of decimals, use place value to add and subtract decimals?</p> <p>How can you evaluate decimal multiplication problems?</p>	<p>How can you evaluate decimal multiplication problems?</p> <p>How can you evaluate decimal division problems?</p> <p>How can analyze and evaluate the addition and subtraction of fractions with unlike denominators?</p>	<p>How do you evaluate fraction multiplication?</p> <p>What strategies can you use to analyze division problems involving fractions?</p> <p>How can you apply line plots, coordinate grids, and patterns to help you graph and interpret data?</p> <p>What strategies can you apply to compare and convert measurements?</p>	<p>How do unit cubes help you create solid figures and understand the volume of a rectangular prism?</p>
Instructional Materials	<p>Base-ten blocks, manipulatives, unit folder, graph paper, place value flip chart, whiteboards, Flocabulary, FACEing, teacher created resources, playing cards, dice</p>	<p>manipulatives, unit folder, graph paper, place value flip chart, whiteboards, Flocabulary, FACEing, teacher created resources, playing cards, dice</p>	<p>manipulatives, unit folder, graph paper, place value flip chart, whiteboards, Flocabulary, FACEing, teacher created resources, playing cards, dice</p>	<p>manipulatives, unit folder, graph paper, place value flip chart, whiteboards, Flocabulary, FACEing, teacher created resources, playing cards, dice, geometric nets/folding shapes</p>
Standards	<p><b>Activity One:</b> MA.5.5.NBT.A.3a</p>	<p><b>Activity One:</b> NA.5.5.NF.A.1</p>	<p><b>Activity One:</b> MA.5.5.G.A</p>	<p><b>Activity One:</b> MA.5.5.MD.C.3</p>

	<p><b>Activity Two:</b> MA.5.5.NBT.B.7</p> <p><b>Activity Three:</b> MA.5.5.NBT.A.3b</p>	<p><b>Activity Two:</b> MA.5.5.NBT.B.7</p> <p><b>Activity Three:</b> MA.5.5.NBT.B.7</p>	<p><b>Activity Two:</b> MA.5.5.MD.A.1</p> <p><b>Activity Three:</b> MA.5.5.NF.B</p>	<p><b>Activity Two:</b> MA.5.5.MD.C.5c</p> <p><b>Activity Three:</b> 5.5.G.B.3</p>
Activities	<p><b>One:</b> Students will use base-ten blocks to create specific numbers including both whole numbers and decimals.</p> <p><b>Two:</b> Students will complete a decimal dinner project to practice adding, subtracting, and multiplying decimals. Students will plan a meal by choosing food from a grocery store circular, while totalling up the cost for a designated number of people.</p> <p><b>Three:</b> Students will complete a decimal place value card game, where the goal is to generate the largest or smallest possible number from values derives from flipped playing cards.</p>	<p><b>One:</b> Students will complete the Marshmallow Math activities. Students will divide divide Lucky Charms cereal marshmallows up into groups by type. Students will create graphs, answer word problems, and complete basic fraction computation.</p> <p><b>Two:</b> Students will divide quantities of money by whole numbers and also by other decimals. Students will use tangible play money to work through the activity and record results</p> <p><b>Three:</b> Students will change base-ten blocks into smaller, more divisible quantities, and look to divide them up by whole number sections. Ex: <math>0.45 / 3 = 0.15</math></p>	<p><b>One:</b> Students will use a life-size coordinate grid to physically move on to a given (x, y) location. Students will both read given coordinates and generate their own, while working together to check for accuracy. Students will also work for speed.</p> <p><b>Two:</b> Students will create Gallon Man, which connects the various standard liquid volume measurements. Students will create individual gallon men that can be used for conversions on future assessments.</p> <p><b>Three:</b> Students will divide up a cookie cake into slices to demonstrate how dividing a whole number into fractions results in a larger number, which is the total number of slices. This is tangible representation for the topic.</p>	<p><b>One:</b> Students will cut out and tape together geometric nets, while also recording appropriate dimension on the shape, such as height, length and width.</p> <p><b>Two:</b> Students will combine and break apart complex cardboard boxes to find the volume of composed figures. Students will share boxes with other students to create many different combinations.</p> <p><b>Three:</b> Students will create a Venn Diagram that will allow classification for the various forms of a quadrilateral: trapezoid, parallelogram, rhombus, rectangle, and square. Students will focus on the specific characteristics of each regarding angle measure and side length.</p>
Accommodations/Mo difications	<p><b>Activity One:</b> English language learners: Use of translation dictionaries to translate in class assignments, homework, and</p>	<p><b>Activity One:</b> English language learners: Use of translation dictionaries to translate in class assignments, homework, and</p>	<p><b>Activity One:</b> English language learners: Use of translation dictionaries to translate in class assignments, homework, and</p>	<p><b>Activity One:</b> English language learners: Use of translation dictionaries to translate in class assignments, homework, and</p>

	<p>study guides. Assign a buddy (native language or English language) Use visual aides when possible.</p> <p>At Risk of School Failure: Preview upcoming vocabulary and skills. Use of math manipulatives. Adjust time for completion. Modify assignment and/or homework length. Read word problems aloud.</p> <p>Gifted and Talented Students: Allow students to mentor other students. Ask high level thinking questions. Provide extended assignments.</p> <p>Students with 504 plans: Limit visual material presented. Allow close proximity to teacher. Reduce assignments (odd/even questions). Allow extra time for tests and assignments.</p> <p><b>Activity Two:</b> English language learners: Find/download grocery store circular in native language, use of translation dictionaries to translate in class assignments, homework, and study guides. Assign a buddy (native language or English language) Use visual aides when possible.</p> <p>At Risk of School Failure: Preview upcoming vocabulary and skills. Use of math</p>	<p>study guides. Assign a buddy (native language or English language) Use visual aides when possible.</p> <p>At Risk of School Failure: Preview upcoming vocabulary and skills. Use of math manipulatives. Adjust time for completion. Modify assignment and/or homework length. Read word problems aloud.</p> <p>Gifted and Talented Students: Allow students to mentor other students. Ask high level thinking questions. Provide extended assignments.</p> <p>Students with 504 plans: Limit visual material presented. Allow close proximity to teacher. Reduce assignments (odd/even questions). Allow extra time for tests and assignments.</p> <p><b>Activity Two:</b> English language learners: Find/download grocery store circular in native language, use of translation dictionaries to translate in class assignments, homework, and study guides. Assign a buddy (native language or English language) Use visual aides when possible.</p> <p>At Risk of School Failure: Preview upcoming vocabulary and skills. Use of math</p>	<p>study guides. Assign a buddy (native language or English language) Use visual aides when possible.</p> <p>At Risk of School Failure: Preview upcoming vocabulary and skills. Use of math manipulatives. Adjust time for completion. Modify assignment and/or homework length. Read word problems aloud.</p> <p>Gifted and Talented Students: Allow students to mentor other students. Ask high level thinking questions. Provide extended assignments.</p> <p>Students with 504 plans: Limit visual material presented. Allow close proximity to teacher. Reduce assignments (odd/even questions). Allow extra time for tests and assignments.</p> <p><b>Activity Two:</b> English language learners: Find/download grocery store circular in native language, use of translation dictionaries to translate in class assignments, homework, and study guides. Assign a buddy (native language or English language) Use visual aides when possible.</p> <p>At Risk of School Failure: Preview upcoming vocabulary and skills. Use of math</p>	<p>study guides. Assign a buddy (native language or English language) Use visual aides when possible.</p> <p>At Risk of School Failure: Preview upcoming vocabulary and skills. Use of math manipulatives. Adjust time for completion. Modify assignment and/or homework length. Read word problems aloud.</p> <p>Gifted and Talented Students: Allow students to mentor other students. Ask high level thinking questions. Provide extended assignments.</p> <p>Students with 504 plans: Limit visual material presented. Allow close proximity to teacher. Reduce assignments (odd/even questions). Allow extra time for tests and assignments.</p> <p><b>Activity Two:</b> English language learners: Find/download grocery store circular in native language, use of translation dictionaries to translate in class assignments, homework, and study guides. Assign a buddy (native language or English language) Use visual aides when possible.</p> <p>At Risk of School Failure: Preview upcoming vocabulary and skills. Use of math</p>
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Interdisciplinary Connections	<p><b>Activity One:</b> Students will practice art and drawing skills by completing multiple FACEing math activities. Math questions are answered that require a related drawing to be made on a given base template. Correct answers will generate an expected picture that can be compared with peers.</p> <p><b>Activity Two:</b> Students will work with reading comprehension to dissect and solve multi-step word problems. Students will define given words, and look for key phrases that dictate which mathematical function should be completed.</p> <p><b>Activity Three:</b> Students will exercise kinesthetic skills by moving around the classroom to find and solve specific self-generated word problems.</p>	<p><b>Activity one:</b> Students will practice art and drawing skills by completing multiple FACEing math activities. Math questions are answered that require a related drawing to be made on a given base template. Correct answers will generate an expected picture that can be compared with peers.</p> <p><b>Activity Two:</b> Students will work with reading comprehension to dissect and solve multi-step word problems. Students will define given words, and look for key phrases that dictate which mathematical function should be completed.</p> <p><b>Activity Three:</b> Students will exercise home economic skills by planning a healthy Thanksgiving dinner. Students will have to calculate amounts of foods needed in fraction forms by</p>	<p><b>Activity one:</b> Students will practice art and drawing skills by completing multiple FACEing math activities. Math questions are answered that require a related drawing to be made on a given base template. Correct answers will generate an expected picture that can be compared with peers.</p> <p><b>Activity Two:</b> Students will work with reading comprehension to dissect and solve multi-step word problems. Students will define given words, and look for key phrases that dictate which mathematical function should be completed.</p> <p><b>Activity Three:</b> Students will exercise kinesthetic skills by competing in coordinate grid face-off. Students will stand back to back, and when give a specific (x, y) point, students must compete to see</p>	<p><b>Activity one:</b> Students will practice art and drawing skills by completing multiple FACEing math activities. Math questions are answered that require a related drawing to be made on a given base template. Correct answers will generate an expected picture that can be compared with peers.</p> <p><b>Activity Two:</b> Students will work with reading comprehension to dissect and solve multi-step word problems. Students will define given words, and look for key phrases that dictate which mathematical function should be completed.</p> <p><b>Activity Three:</b> Students will research and dissect where three-dimensional shapes occur in nature, such as crystal formation, cylindrical tubes in vascular plants, etc.</p>

		adding and subtracting based on serving size and guests.	who can jump to said point first.	
Assessments	<p><b>Formative assessments:</b> informal observation, student discussion, work on whiteboards,</p> <p><b>Summative assessments:</b> weekly mini-quizzes, unit tests</p>	<p><b>Formative assessments:</b> informal observation, student discussion, work on whiteboards,</p> <p><b>Summative assessments:</b> weekly mini-quizzes, unit tests</p>	<p><b>Formative assessments:</b> informal observation, student discussion, work on whiteboards,</p> <p><b>Summative assessments:</b> weekly mini-quizzes, unit tests</p>	<p><b>Formative assessments:</b> informal observation, student discussion, work on whiteboards,</p> <p><b>Summative assessments:</b> weekly mini-quizzes, unit tests</p>
21st Century Themes and Skills	<p><b>Activity One:</b> CRP6</p> <p><b>Activity Two:</b> CRP8</p> <p><b>Activity Three:</b> 9.1.4.A.3</p>	<p><b>Activity One:</b> CRP6</p> <p><b>Activity Two:</b> CRP8</p> <p><b>Activity Three:</b> 9.1.4.A.3</p>	<p><b>Activity One:</b> CRP6</p> <p><b>Activity Two:</b> CRP8</p> <p><b>Activity Three:</b> 9.1.4.A.3</p>	<p><b>Activity One:</b> CRP6</p> <p><b>Activity Two:</b> CRP8</p> <p><b>Activity Three:</b> 9.1.4.A.3</p>