

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Number Theory										<b>Strand:</b> Odd/Even					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	M										
<b>District Objective</b> Demonstrate an understanding of odd and even numbers.												<b>Bloom's Knowledge</b>		<b>Quarter 1</b>	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT												<b>No. Days</b> 1			
<b>PASS Objective</b> The student will...														<b>NCTM Standard</b> Pg. 148	
<b>II. Number Sense</b> F. Identify factors, multiples, odd, even, prime, and composite numbers (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite).															
<b>Text Correlation</b> Lesson 2					<b>Rating</b> 1		<b>Additional Resources</b> Number Theory - Building Rows, Matching Rows, and Designing with Odds and Evens; Palindromes								
<b>Assessment</b>															
<b>Example:</b> If the last digit of a number is 1, 3, 5, 7, or 9, the number is ODD.															
21, 105, 1,389															
If the last digit of a number is 0, 2, 4, 6, or 8, the number is EVEN.															
40, 726, 3, 554															
<b>Practice:</b> Directions: Circle each odd number below.															
382 444 1,391 57 199 8,060 65															

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Numeration								<b>Strand:</b> Comparison							
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Pre- Alg</b>	<b>Alg I</b>	<b>Geom</b>	<b>Alg II</b>	<b>MA</b>	<b>P &amp; S</b>	<b>Pre- Cal</b>	<b>AP Cal</b>
					I	E	E	M							
<b>District Objective</b> Compare numbers (whole, fraction, decimal, percent) identifying which is the least or greatest.												<b>Bloom's</b> Comprehension		<b>Quarter</b> <b>1</b>	
<p style="text-align: center;">● ITBS      ● SAT9      ● PASS      ● CRT</p>												<b>No. Days</b> 3			
<b>PASS Objective</b> The student will... <b>II. Number Sense</b> B. Compare, convert, and order common fractions and decimals to 100ths place.												<b>NCTM Standard</b> Pg. 148			
<b>Text Correlation</b> Lesson 4, 42, 78					<b>Rating</b> 2			<b>Additional Resources</b> Blast Off DARES Number and Number Relationships - Comparing Fractions, Ordering with Diagrams, Check It Out!, Match-Up!, Count to Match, and Who Has More? Show Me the Money What's the Point?							
<b>Assessment</b>															
1) After the lunch hour, a cafeteria had 3.09 liters of tea, 2.95 liters of punch, 3.4 liters of coffee, and 3.1 liters of orange juice left. How should these amounts be listed in order from least to greatest?								2) Which of these shows the decimals in order from least to greatest?							
A. 2.95 liters, 3.1 liters, 3.4 liters, 3.09 liters								A. 4.32 .432 2.43 24.3 .342							
B. 3.09 liters, 3.1 liters, 3.4 liters, 2.95 liters								B. .342 .432 4.32 2.43 24.3							
C. 3.4 liters, 3.1 liters, 3.09 liters, 2.95 liters								C. .342 .432 2.43 4.32 24.3							
D. 2.95 liters, 3.09 liters, 3.1 liters, 3.4 liters								D. .342 2.43 .432 4.32 24.3							
3) Which group lists the numbers in order from greatest to least?															
○ A. 3,608,702 3,086,702 3,068,702 3,068,072															
○ B. 3,068,072 3,068,702 3,086,702 3,608,702															
○ C. 3,608,702 3,086,702 3,068,072 3,068,702															
○ D. 3,086,702 3,608,702 3,068,702 3,068,072															

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Number Theory								<b>Strand:</b> Place Value							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	M										
<b>District Objective</b> Identify and match word names with numbers through the billions place including standard form, word form, and expanded notation.												<b>Bloom's Knowledge</b>		<b>Quarter 1</b>	
														<b>No. Days</b> 4	
● ITBS      ● SAT9      ● PASS      ● CRT															
<b>PASS Objective</b> The student will...														<b>NCTM Standard</b> Pg. 148	
<b>II. Number Sense</b> A. Use the structure of fraction and decimal number systems through 1000ths to solve problems (e.g., technology, models, drawings).															
<b>Text Correlation</b> Lesson 5, 7				<b>Rating</b> 3		<b>Additional Resources</b> DARES Blast Off Place Value Charts Skills Maintenance - Millions and Billions and Place Value Through Thousands Skills Review - Millions and Billions Ridiculous Riddles Digging For Diamonds Number Sense - Hungry Yet? Place-Value Safari People and Places Everything In Its Place! Mental Math - Changing Statistics									
<b>Assessment</b> Which numeral goes with the number: 36 million 202 thousand 46?  A. 3,620,646 B. 36,202,046 C. 36,202,460 D. 36,000,202,046															



## Grade 5 Mathematics

**Unit:** Algebraic Concepts                      **Strand:** Logarithms

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	E	M						

<b>District Objective</b> Solve equations and use algebraic strategies and geometric patterns to solve problems.	<b>Bloom's Application</b>	<b>Quarter 1</b>
● ITBS                      ● SAT9                      ● PASS                      ● CRT		<b>No. Days</b> 4

<b>PASS Objective</b> The student will... <b>I. Patterns</b> A. Use variables (e.g., boxes, letters, pawns, number cubes, or other symbols) to solve problems or to describe general rules in algebraic expression form. B. Simulate algebraic problem-solving techniques (e.g., use a balance to model an equation and show how subtracting a number from one side requires subtracting the same amount from the other side).	<b>NCTM Standard</b> Pg. 158
--	---------------------------------

<b>Text Correlation</b> Lesson 10	<b>Rating</b> 1	<b>Additional Resources</b> Hands on Equations Algebraic Thinking - Acting It Out!; Three Bean Salads; Math Lesson Plan, Topic: Addition, Subtraction, Multiplication, and Division; Can You Place Me?; Number Tile Questions; Multiplication Aids 1 - Garden Glove Multiplication; Multiplication Aids 2 - Finger Nines; Multiplication Clue Rhymes; Multiplication/Division Table
--------------------------------------	--------------------	---

**Assessment**

1) Your friend is twelfth in line for a roller coaster ride. Exactly how many people are ahead of your friend?

A. 10  
B. 11  
C. 14  
D. 17

3) Hannah is taking a count of the number of cans of peas in stock. The missing number in the pattern below is the same as the number of cans of peas in stock. Figure out the pattern to find the missing number.

16, 35, 73, \_\_\_\_, 301

A. 121      B. 204      C. 96      D. 149

2) Each bowling ball has 3 gripping holes for the fingers. Which equation could Yoko use to find  $m$ , the number of gripping holes in 24 bowling balls?

A.  $24 \div 3 = m$     B.  $m + 3 = 24$   
 C.  $m - 3 = 24$     D.  $3 \times 24 = m$

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Problem Solving										<b>Strand:</b> Problem Solving					
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Pre- Alg</b>	<b>Alg I</b>	<b>Geom</b>	<b>Alg II</b>	<b>MA</b>	<b>P &amp; S</b>	<b>Pre- Cal</b>	<b>AP Cal</b>
	I	E	E	E	M										
<b>District Objective</b> Create problems from everyday and mathematical situations and write a solution sentence.												<b>Bloom's Synthesis</b>		<b>Quarter</b>	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT												<b>No. Days</b> 5			
<b>PASS Objective</b> The student will...												<b>NCTM Standard</b> Pg. 182			
<b>I. Problem Solving</b>															
<b>B. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).</b>															
<b>Text Correlation</b> Lesson 13						<b>Rating</b> 3		<b>Additional Resources</b> Build a Hamburger Golf							
<b>Assessment</b>															
<p>A cabinet company produces 38 cabinets each workday. If there were 21 workdays last month, how many cabinets were produced in all?</p> <p>A. 114 B. 698 C. 768 D. 798 E. Not Here</p>															



Grade 5 Mathematics															
Unit: Whole Numbers								Strand: Multiplication Story Problems							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										
<b>District Objective</b> Determine that multiplication is necessary to solve a problem given in a real life scenario.												<b>Bloom's Knowledge</b>		<b>Quarter 1</b>	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 3	
<b>PASS Objective</b> The student will... <b>III. Number Operations and Computation</b> A. Multiply and divide whole numbers and decimals with 2-digit multipliers or divisors.														<b>NCTM Standard</b> Pg. 182	
<b>Text Correlation</b> Lesson 21					<b>Rating</b> 3			<b>Additional Resources</b> Problem Solving - More Than One Step							
<b>Assessment</b>  A bus that takes students to school activities can carry 45 students. If 13 of these buses are filled with students, how many students in all are on the buses?  A. 180 B. 535 C. 575 D. 585 E. Not Here															

Grade 5 Mathematics															
Unit: Whole Numbers								Strand: Divide Whole Numbers							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	M										
<b>District Objective</b> Divide a given amount into equal sets.												<b>Bloom's</b> Comprehension		<b>Quarter</b> <b>1</b>	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 3	
<b>PASS Objective</b> The student will...														<b>NCTM</b> <b>Standard</b> Pg. 182	
<b>III. Number Operations and Computation</b>															
A. Multiply and divide whole numbers and decimals with 2-digit multipliers or divisors.															
<b>Text Correlation</b> Lesson 21, 43, 56						<b>Rating</b> 2		<b>Additional Resources</b> DARES Manipulatives - Dividing Whole Numbers: Making the Connection Moving On With Pattern Blocks Fractions With Pattern Blocks							
<b>Assessment</b>															
<p>The Regans agreed to drive Raymond's soccer team to the park. If their van can carry only 6 players at a time, how many trips will it take to drive the 18 soccer players to the park?</p> <p>A. 3 B. 4 C. 12 D. 21</p>															

Grade 5 Mathematics															
Unit: Number Theory										Strand: Factors					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	M									
<b>District Objective</b> Identify factors of a given number and the GCF of two numbers.												<b>Bloom's Knowledge</b>		<b>Quarter 1</b>	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT												<b>No. Days</b> 2			
<b>PASS Objective</b> The student will... <b>II. Number Sense</b> F. Identify factors, multiples, odd, even, prime, and composite numbers (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite).												<b>NCTM Standard</b> Pg. 148			
<b>Text Correlation</b> Lesson 25				<b>Rating</b> 2		<b>Additional Resources</b> This concept goes with Lesson 90 (Prime & Composite). Lesson 90 could be taught. Activity 1: Factor Forms, Activity 2: Drawing Factors, and Activity 3: Factor Frenzy Multiplication Tic-Tac-Toe Explore and Describe Number Patterns Hundred Chart To Find Factors of the #'s 1-100..... Factors & Products One Hundred Cards									
<b>Assessment</b>															
1) Which of these is the greatest common factor of 18 and 27?								2) What are all the factors of the product of $6 \times 3$ ?							
A. 3				B. 7				C. 9				D. 18			
A. 2, 4, and 8				B. 1, 3, 5, 6, and 15				C. 1, 2, 3, 6, 9, and 18				D. 1, 2, 3, 4, 6, 8, 9, and 18			

# Grade 5 Mathematics

**Unit:** Measurement **Strand:** Time

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										

<b>District Objective</b> Calculate length of time by addition and subtraction.	<b>Bloom's Knowledge</b>	<b>Quarter 1</b>
● ITBS      ● SAT9      ● PASS      ● CRT		<b>No. Days</b> 2

<b>PASS Objective</b> The student will... <b>V. Measurement</b> C. Convert measurements within the same system (e.g., inches to feet, hours to minutes, centimeters to meters).	<b>NCTM Standard</b> Pg. 170
--	---------------------------------

<b>Text Correlation</b> Lesson 27	<b>Rating</b> 2	<b>Additional Resources</b> Clock with numbers (not digital) Activity 1: How Long Does It Take?, Activity 2: Timing Yourself, and Activity 3: Time Predicting Units of Time
--------------------------------------	--------------------	---

**Assessment**

1) Sam started riding his bike at this time. 2) On Saturday, Hannah started work at the time shown on the clock below. She worked 3 hours and 35 minutes. Then she went to lunch. Which clock shows the time that she took her lunch break?

He stopped riding his bike at this time.

How long did Sam ride his bike?

A. 30 minutes  
 B. 35 minutes  
 C. 40 minutes  
 D. 45 minutes

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Number Theory										<b>Strand:</b> Multiples					
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Pre- Alg</b>	<b>Alg I</b>	<b>Geom</b>	<b>Alg II</b>	<b>MA</b>	<b>P &amp; S</b>	<b>Pre- Cal</b>	<b>AP Cal</b>
			I	E	E	M									
<b>District Objective</b> Recognize and demonstrate an understanding of multiples; identify the least common multiple and use multiples to solve word problems.												<b>Bloom's Knowledge</b>		<b>Quarter 1</b>	
														<b>No. Days</b> 3	
<b>● ITBS      ● SAT9      ● PASS      ● CRT</b>															
<b>PASS Objective</b> The student will...														<b>NCTM Standard</b> Pg. 148	
<b>II. Number Sense</b> F. Identify factors, multiples, odd, even, prime, and composite numbers (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite).															
<b>Text Correlation</b> Lesson 30				<b>Rating</b> 3		<b>Additional Resources</b> DARES Blast Off Activity 1: Number Building, Activity 2: Coloring Multiples, Activity 3: Multiples Match Circular Patterns in Multiplication Playing the Game of BUZZ									
<b>Assessment</b>															
1. Which of these numbers is both even and a multiple of 7?															
A) 22															
B) 27															
C) 35															
D) 42															
2. Which of the following groups of numbers contains common multiples of 4 and 3?															
A) 34, 43															
B) 24, 12															
C) 18, 28															
D) 12, 34															

# Grade 5 Mathematics

**Unit:** Fractions **Strand:** Fraction Parts

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	M									

<b>District Objective</b> Identify a fractional portion of a given set.	<b>Bloom's Knowledge</b>	<b>Quarter 1</b>
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT		<b>No. Days</b> 2

<b>PASS Objective</b> The student will... <b>II. Number Sense</b> C. Represent with models the connection between fractions, decimals, and percents. Be able to convert from one representation to another (e.g., use 10 x 10 grids, base-10 blocks, paper folding). D. Explain verbally and with manipulatives and diagrams 25%, 50%, 75%; use these percents to solve problems and relate them to their corresponding fractions and decimals.	<b>NCTM Standard</b> Pg. 148
---	---------------------------------

<b>Text Correlation</b> Lesson 31	<b>Rating</b> 1	<b>Additional Resources</b> Fraction bars/fraction manipulatives Reviewing the Meaning of Fractions Fraction Hunt Fraction Number Sense Seeing Fractions Among Ourselves What's the Point?
--------------------------------------	--------------------	--

**Assessment**  
 Choose the fraction that shows the number of squares shaded.

A.  $\frac{1}{3}$   
 B.  $\frac{2}{3}$   
 C.  $1\frac{1}{2}$   
 D.  $\frac{2}{3}$



<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Numeration										<b>Strand:</b> Rounding					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									
<b>District Objective</b> Round whole numbers and decimal numbers to the nearest millions and to the nearest tenths.												<b>Bloom's Knowledge</b>		<b>Quarter 1</b>	
														<b>No. Days</b> 4	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT															
<b>PASS Objective</b> The student will...														<b>NCTM Standard</b> Pg. 148	
<b>II. Number Sense</b> A. Use the structure of fraction and decimal number systems through 1000ths to solve problems (e.g., technology, models, drawings).															
<b>Text Correlation</b> Lesson 34, 115						<b>Rating</b> 2		<b>Additional Resources</b> Blast Off DARES Activity 1: Enough to Round Off?, Activity 2: Draw to Round, Activity 3: Hopi Rain Clouds Fun with Estimation							
<b>Assessment</b>															
<p>In 1995, the estimated number of persons playing golf in the United States was around 18 million. Angelo wrote a number that could fit that estimate. Which of these did he write?</p> <p>A. 18,136,498            B. 18,782,153            C. 17,248,020            D. 17,376,498</p>															

## Grade 5 Mathematics

**Unit:** Problem Solving

**Strand:** Strategies

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									

**District Objective**

Use a variety of strategies to verify and interpret results based on the original problem.

**Bloom's  
Synthesis**

**Quarter  
1**

**No. Days  
5 (on-going  
daily)**

ITBS     
  SAT9     
  PASS     
  CRT

**PASS Objective**

The student will...

**I. Problem Solving**

A. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).

C. Develop, test, and apply strategies to solve a variety of routine and nonroutine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).

D. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).

**NCTM  
Standard  
Pg. 182**

**Text Correlation**

Lesson 36, 11, 16, 21, and 133

**Rating**

3

**Additional Resources**

Problem Solving - Estimating the Answer

**Assessment**

Use the grid to the right to answer questions 1 and 2.

1. Express the shaded part of the grid as:

a percent \_\_\_\_\_

a fraction \_\_\_\_\_

a decimal \_\_\_\_\_

2. What percent of the grid is not shaded? \_\_\_\_\_

Grade 5 Mathematics															
Unit: Data Interpretation										Strand: Circle Graphs					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	E	M								
<b>District Objective</b> Identify amounts shown in a circle graph and determine percent when given fractional amounts.												<b>Bloom's</b> Comprehension		<b>Quarter</b> 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 2	
<b>PASS Objective</b> The student will... <b>VI. Data Analysis</b> A. Organize data using tables and graphs and justify the selection of the table or graph used (e.g., a line graph may be more appropriate than a bar graph when displaying the height of a person over time).														<b>NCTM Standard</b> Pg. 176	
<b>Text Correlation</b> Lesson 37					<b>Rating</b> 2			<b>Additional Resources</b> DARES Blast Off Practice - Problem Solving - Circle Graphs A Taste of Fractions							
<b>Assessment</b> Mia wanted to show how she spent her time. She made a pie graph of her typical 24 hour day. Use the pie graph to answer the question.															
How many hours does Mia spend at baseball practice? A. 1 hour B. 2 hours C. 3 hours D. 4 hours								What percent of her time does Mia spend at school? A. 50% B. 25% C. 33% D. 75%							

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Measurement										<b>Strand:</b> Money					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	M									
<b>District Objective</b> Solve real world scenarios involving money which require multiple calculations.												<b>Bloom's</b> Comprehension		<b>Quarter</b> 2	
<b>● ITBS      ● SAT9      ● PASS      ● CRT</b>												<b>No. Days</b> 1			
<b>PASS Objective</b> The student will... <b>V. Measurement</b> B. Measure an attribute (e.g., time, temperature, length, weight, angles, area, and volume) using the appropriate tool.														<b>NCTM Standard</b> Pg. 170	
<b>Text Correlation</b> None in Saxon					<b>Rating</b> 3		<b>Additional Resources</b> Practice - Problem Solving - More Than One Step Friday Math - Million-Dollar Dilemma Multiplies and Divides Monetary Amounts by Whole Numbers (Hoagies, Subs, .../Candy Equivalents/Divide and Conquer/Division is Sweet)								
<b>Assessment</b> At the Tick Tock Clock Co. they sell a wide variety of clocks. The grandfather clock costs \$435.50. The table clock costs \$56.75 and the kitchen clock costs \$32.45. If John purchased 2 of each type of clock, how much did he spend in all?  A. \$524.70 B. \$871.00 C. \$1049.40 D. \$1574.10															

## Grade 5 Mathematics

<b>Unit:</b> Measurement															<b>Strand:</b> Length				
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Pre- Alg</b>	<b>Alg I</b>	<b>Geom</b>	<b>Alg II</b>	<b>MA</b>	<b>P &amp; S</b>	<b>Pre- Cal</b>	<b>AP Cal</b>				
			I	E	M														
<b>District Objective</b> Compare two objects and determine the difference in metric length.												<b>Bloom's Knowledge</b>		<b>Quarter 2</b>					
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 1					
<b>PASS Objective</b> The student will... <b>V. Measurement</b> C. Convert measurements within the same system (e.g., inches to feet, hours to minutes, centimeters to meters).														<b>NCTM Standard</b> Pg. 170					
<b>Text Correlation</b> None in Saxon					<b>Rating</b> 3		<b>Additional Resources</b> Meter Sticks/Rulers Skills Review - Centimeters and Millimeters Me and My Shadow												
<b>Assessment</b>																			

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Measurement								<b>Strand:</b> Measurement: Exploring							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									
<b>District Objective</b> Use the appropriate measurement instrument to measure a specific attribute in metric and/or customary units.												<b>Bloom's</b> Comprehension		<b>Quarter</b> 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 3	
<b>PASS Objective</b> The student will... <b>V. Measurement</b> B. Measure an attribute (e.g., time, temperature, length, weight, angles, area, and volume) using the appropriate tool.														<b>NCTM Standard</b> Pg. 170	
<b>Text Correlation</b> Lesson 48, 49				<b>Rating</b> 2		<b>Additional Resources</b> DARES Blast Off Using Data from a Thermometer/Thermometers Making Predictions Using a Table/What's the Weather? Skills Reviews: Capacity and Volume/Kilograms and Grams/Length: Feet, Yards, and Miles/Temperature: Degrees Fahrenheit/Customary Units of Weight Counting on Frank Metric Squares/Metric Rummy/Face-Up									
<b>Assessment</b>  Which is closest to the temperature shown on this thermometer?  A. 0 degrees B. 31 degrees C. 5 degrees D. 9 degrees															

## Grade 5 Mathematics

**Unit:** Data Interpretation

**Strand:** Logical Reasoning

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	M							

**District Objective**

Draw logical conclusions and make inferences from information presented in charts and graphs.

**Bloom's**

**Quarter  
2**

● ITBS      ● SAT9      ● PASS      ● CRT

**No. Days  
2**

**PASS Objective**

The student will...

**VI. Data Analysis**

B. Compare and translate between complex displays of data (e.g., multiple sets of data on the same graph, Venn diagrams, a combination of diagrams, charts, tables, graphs).

**NCTM  
Standard  
Pg. 176**

**Text Correlation**

Lesson 54

**Rating**

2

**Additional Resources**

DARES  
Blast Off  
Coordinate Graphs  
Problem Solving - Use Logical Reasoning  
M&M's Count & Crunch  
What's in the Bag?  
Practically Pi

**Assessment**

Mia wanted to show how she spent her time. She made a pie graph of her typical 24 hour day. Use the pie graph to answer the question.

How many hours does Mia spend at school?

- A. 10 hours
- B. 9 hours
- C. 8 hours
- D. 6 hours

## Grade 5 Mathematics

**Unit:** Data Interpretation

**Strand:** Analyzing/Evaluating Graphical Forms

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										

**District Objective**

Interpret graphical data to solve story problems.

**Bloom's  
Analysis**

**Quarter  
2**

ITBS     
  SAT9     
  PASS     
  CRT

**No. Days  
2**

**PASS Objective**

The student will...

**VI. Data Analysis**

C. Formulate questions, design investigations, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments (e.g., how far can 5th graders throw a softball based on where it first hits the ground?).

**NCTM  
Standard  
Pg. 176**

**Text Correlation**

Lesson 54

**Rating**

2

**Additional Resources**

DARES  
Blast Off  
Practice - Line Graphs 49A and 49B

**Assessment**

Ms. Watson made a graph of the number of roller skates sold last week.

How many neon colored roller skates did Ms. Watson sell last week?

- A. 30 neon colored roller skates
- B. 35 neon colored roller skates
- C. 40 neon colored roller skates
- D. 25 neon colored roller skates

## Grade 5 Mathematics

**Unit:** Data Interpretation

**Strand:** Tables/Charts

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
				I	M											
<p><b>District Objective</b> Identify coordinates on a graph, make comparisons, and interpret complex displays of data.</p>												<p><b>Bloom's Analysis</b></p>		<p><b>Quarter 2</b></p>		
<p>● ITBS      ● SAT9      ● PASS      ● CRT</p>														<p><b>No. Days</b> 2</p>		
<p><b>PASS Objective</b> The student will...</p> <p><b>VI. Data Analysis</b> B. Compare and translate between complex displays of data (e.g., multiple sets of data on the same graph, Venn diagrams, a combination of diagrams, charts, tables, graphs).</p>														<p><b>NCTM Standard</b> Pg. 176</p>		
<p><b>Text Correlation</b> Lesson 54</p>					<p><b>Rating</b> 3</p>			<p><b>Additional Resources</b> DARES Blast Off Double Line Graphs - I &amp; II Anyone for Tennis? Teacher Notes</p>								
<p><b>Assessment</b> Reed's class voted for the date they wanted to have their field trip. This tally chart shows the results. Which shows this information correctly graphed?</p>																

## Grade 5 Mathematics

**Unit:** Data Interpretation

**Strand:** Line Graphs

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										

**District Objective**

Interpret data from circle/pie and line graphs including identifying and comparing values from the graph.

**Bloom's  
Analysis**

**Quarter  
2**

**No. Days  
5**

ITBS     
  SAT9     
  PASS     
  CRT

**PASS Objective**

The student will...

**VI. Data Analysis**

A. Organize data using tables and graphs and justify the selection of the table or graph used (e.g., a line graph may be more appropriate than a bar graph when displaying the height of a person over time).

**NCTM  
Standard  
Pg. 176**

**Text Correlation**

Lesson 54

**Rating**

2

**Additional Resources**

DARES  
 Blast Off  
 Activity 1: Surveying with Circles; Activity 2: Hub and Spokes; Activity 3: Graphing with Angles  
 Jelly Belly  
 Pick a Graph

**Assessment**

1) Hannah made a circle graph to show what percent of each pudding was sold during one week. What percent of the pudding sold was strawberry?

2) The carnival lasted 5 days. At 4:00 pm on each day of the carnival, Scott took a reading of the temperature and charted the results. On which day was the temperature 4 degrees lower than the previous day?

Daily Temperatures at 4:00 pm

**Pudding Flavors**

- A) 17%
- B) 13%
- C) 15%
- D) 21%

- A. Sunday
- C. Saturday
- B. Wednesday
- D. Friday

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Data Interpretation								<b>Strand:</b> Tables/Charts							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
<b>District Objective</b> Interpret labels and scales given on graphs, tables, and charts.												<b>Bloom's Application</b>		<b>Quarter 2</b>	
● ITBS      ● SAT9      ● PASS      ● CRT												<b>No. Days</b> 1			
<b>PASS Objective</b> The student will... <b>VI. Data Analysis</b> A. Organize data using tables and graphs and justify the selection of the table or graph used (e.g., a line graph may be more appropriate than a bar graph when displaying the height of a person over time).												<b>NCTM Standard</b> Pg. 176			
<b>Text Correlation</b> Lesson 54				<b>Rating</b> 2		<b>Additional Resources</b> DARES Blast Off Graphing Information Practice - Problem Solving - Reading a Map									
<b>Assessment</b> Mr. Burger made a graph of the food he sold on Tuesday.  <p style="text-align: right;">How many more cheeseburgers were sold than hamburgers?</p> <p style="text-align: right;">A. 10 cheeseburgers B. 25 cheeseburgers C. 15 cheeseburgers D. 5 cheeseburgers</p>															

## Grade 5 Mathematics

**Unit:** Mathematic Processes

**Strand:** Relationships

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										

**District Objective**

Identify and use relationships including the commutative property of multiplication to explain mathematical scenarios.

**Bloom's Application**

**Quarter 2**

**No. Days 2**

○ ITBS      ● SAT9      ● PASS      ● CRT

**PASS Objective**

The student will...

**VI. Data Analysis**

C. Formulate questions, design investigations, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments (e.g., how far can 5th graders throw a softball based on where it first hits the ground?).

**NCTM Standard**  
Pg. 188, 194, 200

**Text Correlation**  
Lesson 55

**Rating**  
3

**Additional Resources**

DARES  
Blast Off  
Activity 1: Scramble  
Activity 2: Wallpaper Designs  
Activity 3: Name Mix-Up

**Assessment**

The third-grade students at Larkfield Elementary School sold gift-wrapping paper to earn money for the school library. This bar graph shows how many rolls of each kind of paper they sold.

Gift-Wrap Sales

Which two kinds of paper sold a total of 60 rolls?

- A. Frogs and Bears
- B. Bears and Penguins
- C. Lizards and Frogs
- D. Lizards and Penguins

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Probability & Statistics										<b>Strand:</b> Average, Median, Mode and Range					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	M									
<b>District Objective</b> Determine the range and mean from organized data of up to five numbers.												<b>Bloom's Application</b>		<b>Quarter 2</b>	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT												<b>No. Days</b> 5			
<b>PASS Objective</b> The student will... <b>VI. Data Analysis</b> D. Determine the range (spread) and the mean (average or middle) of a set of data.													<b>NCTM Standard</b> Pg. 176		
<b>Text Correlation</b> Lesson 56, 133					<b>Rating</b> 2			<b>Additional Resources</b> DARES Blast Off The Means Justify the End How Long Is a Name? Dawn is Breaking Skills Maintenance - Finding Averages Skills Review - Range, Mean, Median, and Mode A Sea of Averages Quick Questions Raisin Exploration							
<b>Assessment</b>  Average the following numbers: 16, 7, 7, 15, 5.  A. 10 B. 5 C. 50 D. 25															

## Grade 5 Mathematics

**Unit:** Whole Numbers

**Strand:** Multiply Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										

**District Objective**

Multiply whole numbers with two-digit multipliers.

**Bloom's Application**

**Quarter 2**

● ITBS      ● SAT9      ● PASS      ● CRT

**No. Days**  
12

**PASS Objective**

The student will...

**III. Number Operations and Computation**

A. Multiply and divide whole numbers and decimals with 2-digit multipliers or divisors.

**NCTM Standard**  
Pg. 148

**Text Correlation**

Lesson 57

**Rating**

1

**Additional Resources**

DARES  
Activity 1: Building Products with Double Digits  
Activity 2: Picturing Larger Products  
Activity 3: Product Spin  
Lattice Multiplication

**Assessment**

1) In September Carl used 27 packages of light bulbs to replace broken or burned-out bulbs around the school. Each package contained 4 light bulbs. How many bulbs did Carl use?

- F. 31
- G. 88
- H. 91
- J. 108
- K. Not Here

2) Waldo averaged 45 minutes of volunteer time in the weather club per school day from January through May. If each month averaged 18 school days, how many hours did Waldo work for the weather club?

- A. 67 hours, 30 minutes
- B. 64 hours, 15 minutes
- C. 63 hours, 45 minutes
- D. 13 hours, 30 minutes

3) 69  
 $\times 43$

- A. 2,647    B. 2,427    C. 483    D. 2,967

## Grade 5 Mathematics

**Unit:** Measurement

**Strand:** Perimeter

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									

**District Objective**

Find the perimeter of a rectangle using the formula.

**Bloom's Application**

**Quarter 2**

ITBS     
  SAT9     
  PASS     
  CRT

**No. Days 1**

**PASS Objective**

The student will...

**IV. Geometry**

B. Develop, understand, and use formulas to find the perimeter and area of a rectangle (e.g., use 1-inch tiles to build rectangles of different perimeters and areas).

**V. Measurement**

D. Estimate, calculate, and/or compare perimeter, area, volume, and surface area of given objects.

**NCTM Standard Pg. 170**

**Text Correlation**

Lesson 60

**Rating**

2

**Additional Resources**

DARES  
Blast Off  
Activity 1: Building Perimeter Loops; Activity 2: Summing the Sides; and Activity 3: Perimeter Challenge

**Assessment**

1) Jessica has a rectangular flag that is 15 inches long and 12 inches wide, as shown in the picture.

2) Paul walked around the perimeter of a garden. The garden measures 75 feet by 100 feet. How far did Paul walk?

100 ft.

75 ft.



What is the perimeter of the flag?

- F. 27 in.
- G. 54 in.
- H. 90 in.
- J. 180 in.

- A. 175 ft.
- B. 250 ft.
- C. 350 ft.
- D. 750 ft.

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Geometry								<b>Strand:</b> Area and Perimeter							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									
<b>District Objective</b> Develop formulas for determining the perimeter and area of a rectangle.											<b>Bloom's</b> Synthesis		<b>Quarter</b> 2		
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT													<b>No. Days</b> 1		
<b>PASS Objective</b> The student will... <b>IV. Geometry</b> B. Develop, understand, and use formulas to find the perimeter and area of a rectangle (e.g., use 1-inch tiles to build rectangles of different perimeters and areas).													<b>NCTM Standard</b> Pg. 170		
<b>Text Correlation</b> Lesson 60, 125					<b>Rating</b> 2		<b>Additional Resources</b> DARES								
<b>Assessment</b>															

Grade 5 Mathematics															
Unit: Fractions										Strand: Fraction Parts					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	M										
<b>District Objective</b> Identify equivalent fractions, lowest term fractions, and improper fractions using a partially shaded diagram.											<b>Bloom's Knowledge</b>		<b>Quarter 2</b>  <b>No. Days</b> 2		
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT															
<b>PASS Objective</b> The student will... <b>II. Number Sense</b> A. Use the structure of fraction and decimal number systems through 1000ths to solve problems (e.g., technology, models, drawings). C. Represent with models the connection between fractions, decimals, and percents and be able to convert from one representation to another (e.g., use 10 x 10 grids, base-10 blocks, paper folding). D. Explain verbally and with manipulatives and diagrams 25%, 50%, & 75%; use these percents to solve problems and relate them to their corresponding fractions and decimals. <b>III. Number Operations and Computation</b> C. Use whole number, fraction, decimal, or common percent estimates in practical, everyday situations (e.g., 50% off means $\frac{1}{2}$ off the cost).													<b>NCTM Standard</b> Pg. 148		
<b>Text Correlation</b> Lesson 68				<b>Rating</b> 1		<b>Additional Resources</b> Fraction Manipulatives; Activity 1: Backward Trades; Activity 2: Picturing Reduction; Fraction Fringe on the Cutting Edge; Multiplication Table									
<b>Assessment</b> 1. Which decimal and fraction represent the unshaded area of this figure?  2. Which model shows $\frac{3}{4}$ of the region shaded?  A. 0.25; $\frac{1}{4}$ B. 0.75; $\frac{3}{4}$ C. 0.16; $\frac{4}{25}$ D. 0.84; $\frac{21}{25}$															

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Numeration										<b>Strand:</b> Estimation					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									
<b>District Objective</b> Estimate the solution to multiplication and division problems involving whole numbers.												<b>Bloom's</b> Comprehension		<b>Quarter</b> 3	
<b>● ITBS      ● SAT9      ● PASS      ● CRT</b>												<b>No. Days</b> 3			
<b>PASS Objective</b> The student will... <b>III. Number Operations and Computation</b> C. Use whole number, fraction, decimal, or common percent estimates in practical, everyday situations (e.g., 50% off means ½ off the cost).														<b>NCTM Standard</b> Pg. 148	
<b>Text Correlation</b> Lesson 69				<b>Rating</b> 3		<b>Additional Resources</b> DARES Blast Off Multiplication Estimation About How Much for Just One? Division Estimation Using Compatible Numbers Tic-Tac-Toe: A Number Game									
<b>Assessment</b>															
1. Olivia earned \$118 for working 18 hours last week. Which is the best estimate of how much Olivia earned for each hour she worked?								2. Thomas figures that the cafeteria serves an average of 410 meals daily. In a school year of 180 days, estimate to the nearest thousand the number of meals served.							
A. \$20				B. \$11				C. \$8				D. \$6			
								A. 62,000 meals				B. 68,000 meals			
								C. 80,000 meals				D. 72,000 meals			

Grade 5 Mathematics															
Unit: Numeration										Strand: Estimation					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
<b>District Objective</b> Estimate addition and subtraction of whole numbers.												<b>Bloom's</b> Comprehension		<b>Quarter</b> 3	
<ul style="list-style-type: none"> <li>● ITBS</li> <li>● SAT9</li> <li>● PASS</li> <li>● CRT</li> </ul>												<b>No. Days</b> 1			
<b>PASS Objective</b> The student will... <b>III. Number Operations and Computation</b> C. Use whole number, fraction, decimal, or common percent estimates in practical, everyday situations (e.g., 50% off means ½ off the cost).														<b>NCTM Standard</b> Pg. 148	
<b>Text Correlation</b> Lesson 69					<b>Rating</b> 2			<b>Additional Resources</b> DARES Blast Off Is the Answer Sensible?							
<b>Assessment</b>															
1. Objects used for bowling were found in the tomb of an Egyptian boy. These objects dated back to 5200 B.C. Yoko estimated, to the nearest thousand, the number of years that bowling has been a form of sport. What was her correct estimate?										2. Tatiana estimated the number of student customers who made purchases during one school week. What was her correct estimate?					
<ul style="list-style-type: none"> <li>A. 6,000 years</li> <li>B. 4,000 years</li> <li>C. 5,000 years</li> <li>D. 7,000 years</li> </ul>										<ul style="list-style-type: none"> <li style="width: 50%;">A. 140 students</li> <li style="width: 50%;">C. 170 students</li> <li style="width: 50%;">B. 160 students</li> <li style="width: 50%;">D. 150 students</li> </ul>					

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Numeration										<b>Strand:</b> Estimation					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	M									
<b>District Objective</b> Estimate the sum, difference, product and quotient for exercises and word problems involving fractions, decimals, and percents.												<b>Bloom's</b> Comprehension		<b>Quarter</b> <b>3</b>	
<p style="text-align: center;">● ITBS      ● SAT9      ● PASS      ● CRT</p>												<b>No. Days</b> 3			
<b>PASS Objective</b> The student will... <b>III. Number Operations and Computation</b> B. Develop estimation and computational skills in adding and subtracting decimals with different place values.												<b>NCTM Standard</b> Pg. 148			
<b>Text Correlation</b> Lesson 69, 111, & 115					<b>Rating</b> 2		<b>Additional Resources</b> DARES Blast Off Practice - Problem Solving, Estimation Problem Solving - Estimation The 329th Friend								
<b>Assessment</b>															
1. Sandra bought 3.5 yards of blue ribbon and 5.75 yards of red ribbon for an art project. How much more red ribbon than blue ribbon did she buy?				2. Estimate the product. $5/7$ multiplied by $10/11$				3. Estimate the quotient. $7/10$ divided by $5/7$							
F. 2.2 yd				A. 1				A. 1							
G. 2.25 yd				B. $1/2$				B. $3/4$							
H. 2.7 yd				C. $1/4$				C. $1/2$							
J. 5.4 yd				D. $3/4$				D. $1\frac{1}{2}$							
K. 9.25 yd															
4. Norma had \$7.00. She bought a scarf for \$1.33, a notebook for \$2.57, and a pack of pencils for \$0.79. How much money did she have left?															
A. \$4.69				B. \$2.31				C. \$11.69				D. \$3.10			

Grade 5 Mathematics															
Unit: Number Theory										Strand: Place Value					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	M									
<b>District Objective</b> Identify and match word names and corresponding decimal numbers through the thousandths place.												<b>Bloom's Knowledge</b>		<b>Quarter 3</b>	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 4	
<b>PASS Objective</b> The student will... <b>II. Number Sense</b> A. Use the structure of fraction and decimal number systems through 1000ths to solve problems (e.g., technology, models, drawings). C. Represent with models the connection between fractions, decimals, and percents and be able to convert from one representation to another (e.g., use 10 x 10 grids, base-10 blocks, paper folding).														<b>NCTM Standard</b> Pg. 148	
<b>Text Correlation</b> Lesson 71 & 116					<b>Rating</b> 2			<b>Additional Resources</b> DARES; Blast Off; Place Value Chart More Ridiculous Riddles Skills Review & Skills Maintenance - Decimal Place Value: Tenth and Hundredths Skills Maintenance - Thousandths Dino's Dinner Mental Math - Decimal Decisions I Skills Review - Comparing and Ordering Decimals Just How Big? Skills Review - Rounding Decimals Decimals 3							
<b>Assessment</b> In what place is the underlined digit? 82. <u>1</u> 57  A. tenths B. hundredths C. ones D. tens															

Grade 5 Mathematics															
Unit: Problem Solving								Strand: Strategies							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							
<b>District Objective</b> Apply mathematical strategies in order to obtain solutions to problems in the real world.												<b>Bloom's Application</b>		<b>Quarter 3</b>	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT												<b>No. Days</b> 4 on-going			
<b>PASS Process</b> The student will...												<b>NCTM Standard</b> Pg. 182			
<b>IV. Connections</b> D. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and pizza slices.															
<b>Text Correlation</b> Lesson 80				<b>Rating</b> 3		<b>Additional Resources</b> Problem Solving - Multiple-Step Problems Algebra - Informal Algebra in Problem Solving Problem Solving - Use Logical Reasoning Problem Solving - Estimating the Answer Anno's Magic Seeds									
<b>Assessment</b>															
1. Vivian counted 15 people on a bus, including herself and the driver. The driver stopped to allow 4 people to get on and to allow 4 people to get off the bus. What additional information is needed to find the total number of people now on the bus?								2. Nadine wanted to give her friend Virginia some stickers. Nadine had 3 rainbow stickers, 1 flower sticker, 2 star stickers, and 1 kitten sticker. Which is a possible combination if if Nadine gives Virginia 4 stickers?							
F. How many passengers were sitting alone															
G. How many people were planning to get off the bus at the next stop															
H. How many people were on the bus before Vivian got on															
J. How many passengers were adults and how many were children															
K. How many people got on the bus															

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Decimals										<b>Strand:</b> Subtract Decimals					
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Pre- Alg</b>	<b>Alg I</b>	<b>Geom</b>	<b>Alg II</b>	<b>MA</b>	<b>P &amp; S</b>	<b>Pre- Cal</b>	<b>AP Cal</b>
					I	M									
<b>District Objective</b> Subtract two numbers with one to two decimal places (regrouping when necessary).												<b>Bloom's Knowledge</b>		<b>Quarter 3</b>	
														<b>No. Days</b> 2	
<input checked="" type="radio"/> <b>ITBS</b> <input type="radio"/> <b>SAT9</b> <input checked="" type="radio"/> <b>PASS</b> <input checked="" type="radio"/> <b>CRT</b>															
<b>PASS Objective</b> The student will... <b>II. Number Sense</b> A. Use the structure of fraction and decimal number systems through 1000ths to solve problems (e.g., technology, models, drawings).												<b>NCTM Standard</b> Pg. 148			
<b>Text Correlation</b> Lesson 82					<b>Rating</b> 1		<b>Additional Resources</b> Money Activity 1: Decimal Take-Away Activity 2: Take-Away Diagram Activity 3: Decimal Tessellations								
<b>Assessment</b> 1. The shuttle fee for transportation to the airport is \$12.50 per passenger. Marina's mother gave the driver \$42.00 to pay for 3 passengers plus tip. What was the amount of the tip she gave? A. \$4.00 B. \$4.50 C. \$5.00 D. \$5.50  2) Angelo figured the difference between two of the averages on the chart. The difference was 1.9. Which players' averages did he compare? A. Jabbar and King B. Jordan and McAdoo C. Chamberlain and Jabbar D. McAdoo and King															

Grade 5 Mathematics															
Unit: Measurement										Strand: Units					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									
<b>District Objective</b> Convert units within the same measurement system.												<b>Bloom's Application</b>		<b>Quarter 3</b>	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 1	
<b>PASS Objective</b> The student will... <b>V. Measurement</b> C. Convert measurements within the same system (e.g., inches to feet, hours to minutes, centimeters to meters).														<b>NCTM Standard</b> Pg. 170	
<b>Text Correlation</b> Lesson 83, 87, and 95						<b>Rating</b> 2		<b>Additional Resources</b> DARES Activity 1: Making Trades Activity 2: Drawing to Trade Activity 3: Spin 'N Trade							
<b>Assessment</b>															
1. Lynn ran 5 kilometers in a race. How many meters did she run?								2. A newborn baby has a mass of about 4 kilograms. What is the baby's mass in grams?							
A. 5,000 m				B. 500 m				C. 0.05 m				D. 0.005 m			
A. 0.004 g				B. 0.4 g				C. 400 g				D. 4,000 g			

## Grade 5 Mathematics

**Unit:** Geometry

**Strand:** Figures: Classify

<b>K</b>	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	M										

**District Objective**

Identify, describe, compare and classify geometric figures and their attributes using appropriate geometric terminology.

**Bloom's  
Analysis**

**Quarter  
3**

**No. Days  
2**

● ITBS      ● SAT9      ● PASS      ● CRT

**PASS Objective**

The student will...

**IV. Geometry**

A. Identify, describe, compare and classify geometric figures (e.g., polygons, circles, three-dimensional shapes) and their attributes using appropriate geometric terminology.

**NCTM  
Standard  
Pg. 164**

**Text Correlation**

Lesson 93

**Rating**

1

**Additional Resources**

Solid geometric shapes  
See Obj. 13, Quarter 1  
Practice - Solid Figures  
Grandfather Tang's Story

**Assessment**

Which best names the shape of this can of peaches?

- F. rectangle
- G. sphere
- H. cylinder
- J. triangle

Grade 5 Mathematics															
Unit: Numeration										Strand: Estimation					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									
<b>District Objective</b> Estimate the product of a given decimal equation presented in word problem format.												<b>Bloom's Application</b>		<b>Quarter 3</b>  <b>No. Days 1</b>	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT															
<b>PASS Objective</b> The student will... <b>III. Number Operations and Computation</b> B. Develop estimation and computational skills in adding and subtracting decimals with different place values.												<b>NCTM Standard</b> Pg. 148			
<b>Text Correlation</b> Lesson 115				<b>Rating</b> 3		<b>Additional Resources</b> Blast Off DARES Practice - Problem Solving: Using Estimation									
<b>Assessment</b>  1. The sale price for soup is 5 cans for \$2.90. Carol wants to buy 3 cans of soup. It is reasonable to assume that the cost of the 3 cans of soup will be -  F. less than \$1 G. between \$1 and \$2 H. between \$2 and \$3 J. between \$3 and \$5 K. more than \$5  2. Frances bought 3 pizzas. Each pizza cost \$11.84, including tax. Which is the best estimate of the total cost of the 3 pizzas?  F. \$12 G. \$15 H. \$24 J. \$36 K. \$45															

## Grade 5 Mathematics

**Unit:** Decimals

**Strand:** Add Decimals

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									

**District Objective**

Add two numbers with one to two decimal places as part of real-world scenarios (regrouping when necessary).

**Bloom's**  
Application

**Quarter**  
3

ITBS     
  SAT9     
  PASS     
  CRT

**No. Days**  
2

**PASS Objective**

The student will...

**II. Number Sense**

A. Use the structure of fraction and decimal number systems through 1000ths to solve problems (e.g., technology, models, drawings).

**NCTM**  
**Standard**  
Pg. 148

**Text Correlation**

Lesson 82

**Rating**

2

**Additional Resources**

Money  
Activity 1: Counting in Tens  
Activity 2: Decimal Draw

**Assessment**

1. For a science project, Kendrik measured rainfall for 4 weeks. He measured 1.3 centimeters the first week, 2.1 centimeters the second week, 1.9 centimeters the third week, and 2.8 centimeters the fourth week. How much rain did he measure during the 4 weeks?

- A. 6.1 cm
- B. 7.2 cm
- C. 8.1 cm
- D. 8.2 cm

3.     .039  
      +.121

- A. .1510
- B. 1.6
- C. .16
- D. .106
- E. NG

2. Ms. Arnold bought the following items at Aunt Polly's grocery store. What did Hannah charge Ms. Arnold for the groceries?

- A. \$18.73
- B. \$ 9.58
- C. \$12.62
- D. \$13.37

## Grade 5 Mathematics

**Unit:** Number Theory

**Strand:** Prime/Composite Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I/M										

**District Objective**

Identify prime and composite numbers.

**Bloom's**

Comprehension

**Quarter**  
**3**

**No. Days**  
**2**

ITBS     
  SAT9     
  PASS     
  CRT

**PASS Objective**

The student will...

**II. Number Sense**

F. Identify factors, multiples, odd, even, prime, and composite numbers (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite).

**NCTM  
Standard**  
Pg. 148

**Text Correlation**

Lesson 90

**Rating**

3

**Additional Resources**

See objective 9 - 1st Quarter  
 Activity 2: Prime Search  
 Activity 3: Sieve or Eratosthenes  
 Prime: a drill in the recognition of prime and composite numbers

**Assessment**

- |   |  |
|---|--|
| 1. Which of the following is a prime number?<br>A. 9<br>B. 13<br>C. 21<br>D. 39 | 2. Which of these is a composite number?<br>A. 139<br>B. 153<br>C. 163<br>D. 181 |
|---|--|

3. Which of these statements is true about the numbers in the box?

2, 5, 13, 29, 61

- 1) They are all even numbers.
- 2) They are all odd numbers.
- 3) They are all prime numbers.
- 4) They are all odd and are also prime numbers.

## Grade 5 Mathematics

**Unit:** Measurement

**Strand:** Capacity

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	M									

**District Objective**

Estimate and convert different units of capacity within the standard system when given a real-life scenario.

**Bloom's Analysis**

**Quarter 3**

**No. Days 1**

ITBS     
  SAT9     
  PASS     
  CRT

**PASS Objective**

The student will...

**V. Measurement**

C. Convert measurements within the same system (e.g., inches to feet, hours to minutes, centimeters to meters).

**NCTM Standard Pg. 170**

**Text Correlation**

Lesson 95

**Rating**

2

**Additional Resources**

Blast Off  
 DARES  
 Activity 1: Fill It Up!  
 Activity 2: Which Holds More?  
 Activity 3: Mystery Containers  
 The Giraffe That Walked to Paris

**Assessment**

- |  |  |
|--|--|
| <p>1. The container below holds one gallon of liquid when it is full. How much liquid is in the container now?</p> | <p>2. A broken pipe in a factory is leaking water at the rate of 2 pints per hour. It leaks for 2 days before it can be repaired. How many gallons of water were lost because of the leak?</p> |
|--|--|

- |   |   |
|---|---|
| <p>F. 2 quarts<br/>G. 0.5 gallons<br/>H. 3 pints<br/>J. 1 quart</p> | <p>F. 96 gallons<br/>G. 12 gallons<br/>H. 4 gallons<br/>J. 24 gallons</p> |
|---|---|

## Grade 5 Mathematics

**Unit:** Whole Numbers

**Strand:** Divide Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									

**District Objective**

Divide whole numbers with two-digit divisors.

**Bloom's Knowledge**

**Quarter 3**

● ITBS      ● SAT9      ● PASS      ● CRT

**No. Days**  
12

**PASS Objective**

The student will...

**III. Number Operations and Computation**

A. Multiply and divide whole numbers and decimals with 2-digit multipliers or divisors.

**NCTM Standard**  
Pg. 148

**Text Correlation**

Lesson 102

**Rating**

1

**Additional Resources**

Activity 1: Building Equal Shares  
Activity 2: Drawing Equal Shares  
Activity 3: Creating Division Rectangles  
A Remainder of One

**Assessment**

1. Ricardo's school spent \$180 on 20 books for his class. If each book cost the same amount, how much did each book cost?

- A. \$6
- B. \$7
- C. \$8
- D. \$9
- E. Not Here

2.  $45 \sqrt{963}$

- A. 21
- B. 22 R1
- C. 21 R18
- D. 22

3.  $64 \sqrt{546}$

- A. 8 R34
- B. 7 R54
- C. 9 R4
- D. 85

## Grade 5 Mathematics

**Unit:** Numeration

**Strand:** Estimation

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	M									

**District Objective**

Estimate the sum or difference of a problem involving decimals, fractions, and mixed numbers.

**Bloom's**

Comprehension

**Quarter  
4**

**No. Days  
2**

● ITBS      ● SAT9      ● PASS      ● CRT

**PASS Objective**

The student will...

**III. Number Operations and Computation**

C. Use whole number, fraction, decimal, or common percent estimates in practical, everyday situations (e.g., 50% off means  $\frac{1}{2}$  off the cost).

**NCTM  
Standard  
Pg. 148**

**Text Correlation**

Lesson 115

**Rating**

3

**Additional Resources**

Blast Off and DARES  
Front-end Addition Estimation; Grouping Cents to Dollars;  
Fractions Close to 1, 0, and  $\frac{1}{2}$ ; Estimating Fractional Parts;  
Mouse Trap; Speedy Traveler

**Assessment**

1. The air distance from Los Angeles to Chicago is 1,745 miles. The air distance from Los Angeles to New York is 2,451 miles. Marina estimated, to the nearest ten, the difference in the air distance between Chicago and New York City. What was that her correct estimate?

A. 700 miles

C. 740 miles

B. 720 miles

D. 780 miles

2. Waldo recorded the snowfall for each 4 months: 10.25 inches for December, 11.80 inches for January, 15.75 inches for February, and 13.15 inches for March. Estimate the number of inches of snow fell in the 4-month period.

A. 50 inches

C. 52 inches

B. 51 inches

D. 49 inches

Grade 5 Mathematics																									
Unit: Measurement								Strand: Money																	
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal										
			I	E	E	M																			
<b>District Objective</b> Estimate money amounts.												<b>Bloom's</b> Comprehension		<b>Quarter</b> <b>4</b>											
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 1											
<b>PASS Objective</b> The student will... <b>II. Number Sense</b> A. Use the structure of fraction and decimal number systems through 1000ths to solve problems (e.g., technology, models, drawings).														<b>NCTM Standard</b> Pg. 170											
<b>Text Correlation</b> Lesson 114				<b>Rating</b> 2		<b>Additional Resources</b> Activity 1: It's Round-Off Time! Activity 2: Rounding with Diagrams Activity 3: Roundo																			
<b>Assessment</b>  1. Mr. Nelson bought 4 gifts for his family. The least expensive gift cost \$12. The most expensive gift cost \$24. What is a reasonable total cost of the 4 gifts, not including tax?  F. Less than \$50 G. Between \$50 and \$100 H. Between \$100 and \$150 J. More than \$150																2. Paula bought a fish tank for \$32.90, some colored rocks to put in it for \$3.80, and a lighted cover for the tank for \$28.90. What is the best estimate of the total amount that she spent, not including tax?  F. Less than \$40 G. Between \$40 and \$50 H. Between \$50 and \$60 J. Between \$60 and \$70 K. More than \$70									

## Grade 5 Mathematics

**Unit:** Numeration

**Strand:** Estimation

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									

**District Objective**

Estimate decimal numbers.

**Bloom's Knowledge**

**Quarter 4**

ITBS     
  SAT9     
  PASS     
  CRT

**No. Days**  
1

**PASS Objective**

The student will...

**III. Number Operations and Computation**

B. Develop estimation and computational skills in adding and subtracting decimals with different place values.

**NCTM Standard**  
Pg. 148

**Text Correlation**

Lesson 115

**Rating**

3

**Additional Resources**

Blast Off  
DARES  
Make It Round  
Decimals 9

**Assessment**

1. What is 146.09 rounded to the nearest whole number?
  - A. 150
  - B. 147
  - C. 140
  - D. 146
  
2. Which of these is between 1.05 and 1.5 in value?
  - F. 0.95
  - G. 1.55
  - H. 1.72
  - J. 1.27

## Grade 5 Mathematics

**Unit:** Numeration

**Strand:** Number Properties/Systems

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	M									

**District Objective**

Apply the structure of fraction and decimal number systems through thousandths to obtain solutions to problems.

**Bloom's**  
Application

**Quarter**  
4

**No. Days**  
3

ITBS     
  SAT9     
  PASS     
  CRT

**PASS Objective**

The student will...

**II. Number Sense**

A. Use the structure of fraction and decimal number systems through 1000ths to solve problems (e.g., technology, models, drawings).

**NCTM**  
**Standard**  
Pg. 148

**Text Correlation**

Lesson 116

**Rating**

2

**Additional Resources**

Blast Off  
DARES  
Math Reasoning: Equivalent Decimals  
Practice - Thousandths  
Practice - Place Value

**Assessment**

1. Choose the lowest terms fraction that shows the number of squares shaded?



- A.  $1/3$
- B.  $1/6$
- C.  $4/6$
- D.  $2/3$

2. What does the digit 8 mean in 2.198?

- A. thousands
- B. tenths
- C. hundredths
- D. thousandths

## Grade 5 Mathematics

**Unit:** Decimals

**Strand:** Multiply Decimals

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	M									
<b>District Objective</b> Multiply two-digit decimal numbers.												<b>Bloom's Application</b>		<b>Quarter 4</b>	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 2	
<b>PASS Objective</b> The student will...														<b>NCTM Standard</b> Pg. 148	
<b>III. Number Operations and Computation</b> A. Multiply and divide whole numbers and decimals with 2-digit multipliers or divisors.															
<b>Text Correlation</b> Lesson 119					<b>Rating</b> 1			<b>Additional Resources</b> Activity 1: Building Products with Decimals Activity 2: Drawing Decimal Products Activity 3: Extending to Thousandths							
<b>Assessment</b>															
<p>1. <math>5.8 \times .2</math></p> <p style="margin-left: 150px;">A. 1.16 B. .116 C. 11.6 D. .0116 E. NG</p> <p>2. <math>.35 \times 3</math></p> <p style="margin-left: 150px;">A. .105 B. 1.05 C. 10.5 D. .915 E. NG</p> <p>3. On Saturdays, Yoko bowls 3 strings at a cost of \$2.25 per string. At each visit, she also rents bowling shoes at a cost of \$1.25 per day. What will be the total cost for Yoko to bowl over the ten-week period?</p> <p style="margin-left: 150px;">A. \$78.00 B. \$72.50 C. \$80.00 D. \$82.50</p>															

## Grade 5 Mathematics

**Unit:** Mathematics Processes

**Strand:** Mathematical Concepts

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	E	E	M							

**District Objective**

Formulate predictions and come to conclusions about mathematical concepts.

**Bloom's**  
Synthesis

**Quarter**  
**4**

**No. Days**  
2

○ ITBS      ● SAT9      ● PASS      ● CRT

**PASS Objective**

The student will...

**VI. Data Analysis**

C. Formulate questions, design investigations, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments (e.g., how far can 5th graders throw a softball based on where it first hits the ground?).

**NCTM**  
**Standard**  
Pgs. 188,  
194, and 200

**Text Correlation**

Lesson 124

**Rating**

2

**Additional Resources**

DARES  
Dies/Spinner Boards  
Bill Nye Video Probability  
Activity 1: What Could Happen Here?

**Assessment**

1. If the number of packages and number of crackers continue in the pattern shown, how many crackers will there be in 8 packages?

- F. 30
- G. 42
- H. 48
- J. 54

Grade 5 Mathematics															
Unit: Probability/Statistics										Strand: Probability					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	E	M								
<b>District Objective</b> Explore, investigate, and express the probability of events that occur in familiar situations including experimentation.												<b>Bloom's</b> Comprehension		<b>Quarter</b> 4	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT												No. Days 2			
<b>PASS Objective</b> The student will... <b>VI. Data Analysis</b> E. Investigate the likelihood (probability) of events occurring in familiar contexts and in experiments (e.g., flip a coin 50 times and find the likelihood of getting heads, select which is most likely to occur given a biased spinner). F. Express probabilities as fractions.												<b>NCTM Standard</b> Pg. 176			
<b>Text Correlation</b> Lesson 124 and 126					<b>Rating</b> 2		<b>Additional Resources</b> DARES Activity 1: What Could Happen Here? Activity 2: Ways to Do It? Activity 3: Which Bag is Which? 4 Great Math Games								
<b>Assessment</b>															
1. In a total of 10 spins, which letter will the spinner probably point to the greatest number of times?								2. Hannah sold 4 varieties of cheese on Saturday afternoon. What is the probability that the cheese the next customer buys will be cheddar?							
F. R				G. S				H. T				J. U			
A. 7/10				B. 3/4				C. 3/8				D. 5/6			

## Grade 5 Mathematics

**Unit:** Measurement

**Strand:** Area

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									

**District Objective**

Find and compare the area of rectangles using the formula.

**Bloom's Application**

**Quarter 4**

ITBS     
  SAT9     
  PASS     
  CRT

**No. Days**  
1

**PASS Objective**

The student will...

**IV. Geometry**

B. Develop, understand, and use formulas to find the perimeter and area of a rectangle (e.g., use 1-inch tiles to build rectangles of different perimeters and areas).

**V. Measurement**

D. Estimate, calculate, and/or compare perimeter, area, volume, and surface area of given objects.

**NCTM Standard**

**Text Correlation**

Lesson 125

**Rating**

2

**Additional Resources**

DARES  
 Activity 1: Transformers  
 Activity 2: Finding Dimensions  
 The Teacher's Corner

**Assessment**

1. The shaded rectangle has an area of 6 square units. Which is a reasonable estimate of the area of the unshaded rectangle?



6 square units



- A. 4 square units
- B. 8 square units
- C. 12 square units
- D. 24 square units
- E. 60 square units

## Grade 5 Mathematics

**Unit:** Decimals

**Strand:** Divide Decimals

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	M									

**District Objective**

Divide decimal numbers by two-digit numbers.

**Bloom's Application**

**Quarter 4**

○ ITBS      ● SAT9      ● PASS      ● CRT

**No. Days 5**

**PASS Objective**

The student will...

**III. Number Operations and Computation**

A. Multiply and divide whole numbers and decimals with 2-digit multipliers or divisors.

B. Develop estimation and computational skills in adding and subtracting decimals with different place values.

C. Use whole number, fraction, decimal, or common percent estimates in practical, everyday situations (e.g., 50% off means ½ off the cost).

**NCTM Standard Pg. 148**

**Text Correlation**

Lesson 132

**Rating**

3

**Additional Resources**

Dividing Money  
Decimals 12

**Assessment**

1)  $.248 \div 80 =$

- a) .31
- b) .003
- d) .0031
- e) .3010

2. The wettest year in the United States occurred in Hawaii between December 1981 and December 1982. The total amount of rain that fell was 739 inches. Waldo figured out the number of feet of water that fell. He rounded his answer to the nearest hundredth of a foot. What was his correct finding?

- a) 61.48 feet
- b) 60.48 feet
- c) 61.58 feet
- d) 60.58 feet

<b>Grade 5 Mathematics</b>															
<b>Unit:</b> Problem Solving										<b>Strand:</b> Irrelevant/Necessary Information					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
<b>District Objective</b> Combine and distinguish between irrelevant and necessary information in problem solving.												<b>Bloom's Analysis</b>		<b>Quarter 4</b>	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input checked="" type="radio"/> CRT														<b>No. Days</b> 3	
<b>PASS Process</b> The student will...														<b>NCTM Standard</b> Pg. 182	
<b>I. Problem Solving</b> E. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).															
<b>Text Correlation</b> Lesson - None in Saxon						<b>Rating</b> 3		<b>Additional Resources</b> Problem Solving: Problems Without Solutions Problem Solving: Identify Extra Information BULLDOG Math Vocabulary							
<b>Assessment</b>  Charles writes for fun. He wrote 3 poems on Saturday and 2 poems on Sunday. He wrote 2 short stories on Monday and 3 newspaper articles on Tuesday. How many more poems did Charles write than short stories?  A. 5 poems B. 10 poems C. 2 poems D. 3 poems															

## Grade 5 Mathematics

**Unit:** Measurement

**Strand:** Volume

<b>K</b>	1	2	3	4	5	6	7	<b>Pre- Alg</b>	<b>Alg I</b>	<b>Geom</b>	<b>Alg II</b>	<b>MA</b>	<b>P &amp; S</b>	<b>Pre- Cal</b>	<b>AP Cal</b>
					I	E	E	M							

**District Objective**

Estimate the volume of solids.

**Bloom's  
Application**

**Quarter  
4**

ITBS     
  SAT9     
  PASS     
  CRT

**No. Days  
1**

**PASS Objective**

The student will...

**V. Measurement**

A. Use nonstandard units (beans, rice, candies) and standard units (centimeter cubes, 1-inch cubes) to find the volume of rectangular solids and estimate the volume of other solids.

D. Estimate, calculate, and/or compare perimeter, area, volume, and surface area of given objects.

**NCTM  
Standard  
Pg. 170**

**Text Correlation**

Lesson - None in Saxon

**Rating**

3

**Additional Resources**

Solids  
DARES  
Test Your Skills  
Volume  
Blockozoid

**Assessment**

Estimate the volume of the following figures.

1. \_\_\_\_\_

2. \_\_\_\_\_

## Grade 5 Mathematics

**Unit:** Measurement

**Strand:** Volume

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	E	E	M							

**District Objective**

Determine the volume of a rectangular prism using a given nonstandard measure and standard measure.

**Bloom's**

Comprehension

**Quarter  
4**

ITBS     
  SAT9     
  PASS     
  CRT

**No. Days  
1**

**PASS Objective**

The student will...

**V. Measurement**

A. Use nonstandard units (beans, rice, candies) and standard units (centimeter cubes, 1-inch cubes) to find the volume of rectangular solids and estimate the volume of other solids.

**NCTM  
Standard  
Pg. 170**

**Text Correlation**

Lesson - None in Saxon

**Rating**

3

**Additional Resources**

Blast Off  
DARES  
Activity 1: Building Prisms  
Activity 2: Drawing Boxes  
Activity 3: Volume Victories

**Assessment**

- |   |  |
|---|--|
| <p>1. The figure below is a rectangular prism.</p> <p>Find the volume.</p> <p>A. 211 cm<sup>3</sup><br/>B. 410 cm<sup>3</sup><br/>C. 810 cm<sup>3</sup><br/>D. 942 cm<sup>3</sup></p> | <p>2. On the planet Xerbeeg, all the balloons are rectangular prisms. Find the volume of the balloon described below. How many cubic erks are in it? You may use a calculator to figure answer.</p> <p style="margin-left: 40px;">12 erks long<br/>13 erks wide<br/>15 erks high</p> |
|---|--|

Volume: \_\_\_\_\_

## Grade 5 Mathematics

**Unit:** Fractions

**Strand:** Add/Subtract Fractions

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	M									

**District Objective**

Add or subtract fractions and mixed fractions with like and unlike denominators.

**Bloom's Knowledge**

**Quarter 4**

**No. Days**  
10

● ITBS      ● SAT9      ○ PASS      ○ CRT

**PASS Objective**

The student will...

No pass objective for 5th grade but is a skill needed for text.

**NCTM Standard**  
Pg. 148

**Text Correlation**

Lesson Optional

**Rating**

**Additional Resources**

Activity 1: Joining Fractions  
Activity 2: Addition Diagrams  
Activity 3: Paiute Shell Game  
Activity 1: Removing Fractional Parts  
Activity 2: Drawing to Subtract

**Assessment**

- |  |   |
|--|---|
| <p>1. <math>\frac{5}{8}</math>      A. <math>\frac{1}{8}</math></p> <p style="margin-left: 20px;"><math>-\frac{1}{2}</math></p> <hr style="width: 10%; margin-left: 0;"/> <p style="margin-left: 20px;">B. <math>\frac{4}{6}</math></p> <p style="margin-left: 20px;">C. <math>\frac{2}{8}</math></p> <p style="margin-left: 20px;">D. <math>\frac{6}{10}</math></p> <p style="margin-left: 20px;">E. NG</p> | <p>2. <math>\frac{1}{6}</math>      A. <math>\frac{1}{3}</math></p> <p style="margin-left: 20px;"><math>+\frac{2}{12}</math></p> <hr style="width: 10%; margin-left: 0;"/> <p style="margin-left: 20px;">B. <math>\frac{3}{18}</math></p> <p style="margin-left: 20px;">C. <math>\frac{1}{6}</math></p> <p style="margin-left: 20px;">D. <math>\frac{1}{2}</math></p> <p style="margin-left: 20px;">E. NG</p> |
|--|---|

3.  $\frac{3}{5} + \frac{3}{5} = \square$       4.  $\frac{9}{10} - \frac{2}{5} = \square$

- |   |   |
|---|---|
| <p>A. <math>1\frac{1}{5}</math></p> <p>B. <math>\frac{3}{10}</math></p> <p>C. <math>\frac{6}{10}</math></p> <p>D. <math>\frac{5}{5}</math></p> <p>E. NG</p> | <p>A. <math>\frac{7}{10}</math></p> <p>B. <math>\frac{1}{2}</math></p> <p>C. <math>\frac{11}{20}</math></p> <p>D. <math>\frac{7}{5}</math></p> <p>E. NG</p> |
|---|---|

## Grade 5 Mathematics

**Unit:** Algebraic Concepts

**Strand:** Properties

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
					I	E	E	M							

**District Objective**

Apply the distributive and inverse properties.

**Bloom's Application**

**Quarter 4**

○ ITBS      ● SAT9      ● PASS      ● CRT

**No. Days**  
2

**PASS Objective**

The student will...

**II. Number Sense**

E. Apply the basic properties of arithmetic: commutative, associative, distributive, identity, and inverse (e.g., use tiles to show  $2(5 + 1) = (2 \times 5) + (2 \times 1)$  by building  $(5 + 1) + (5 + 1)$  then regrouping to show this equals  $(5 + 5) + (1 + 1)$  concluding with  $(2 \times 5) + (2 \times 1)$ ).

**NCTM Standard**  
Pg. 158

**Text Correlation**

Lesson - None

**Rating**

3

**Additional Resources**

Review and Practice Vocabulary  
Horizontal Multiplication  
Models of Square Numbers

**Assessment**

1. What number is expressed by

$(7 \times 1000) + (2 \times 100) + (1 \times 10) + (1 \times 1)$

- A) 7210
- B) 7211
- C) 70,101
- D) 7200

2. What number makes this number sentence true?

$$81 \div 9 = \square \times 1 \times 9$$

- A) 0
- C) 2
- B) 9
- D) 1

