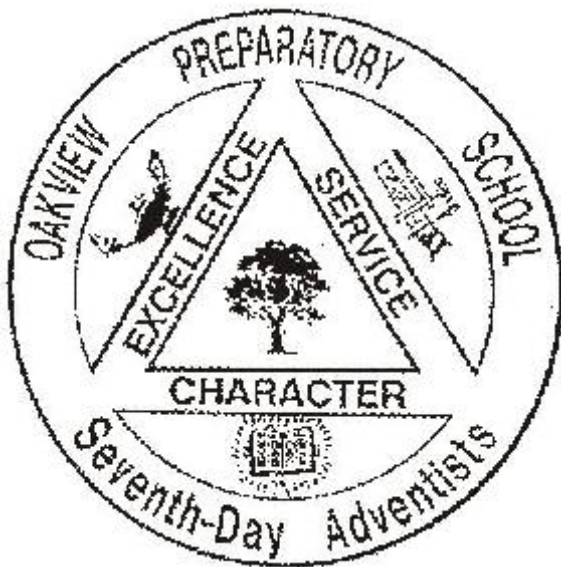


Oakview Preparatory School of Seventh-day Adventists



GRADE

5

Pre-March Mathematics Units
2005-2006

Instructor
Mr. Elvis Agard

Table of Contents Sequence of Units 2005-2006

- **Assessment Rubric**

- **September**
 - Round Palaces and Places (Place value and rounding)
 - Operate on me! (Addition and Subtraction)

- **October**
 - Multipeds, Multiples & Multiplying (Multiplication)
 - Divisive, Divisible 7 Division (Division)

- **November**
 - Facts, Fractions & Fractions (Fractions)
 - Rationales, Rations & Ratios (Ratio & Proportion)

- **December**
 - Expressive Expressions & Valuable Variables (Algebra)

- **January**
 - Triads, Try-angles & Triangles (Geometry)
 - Measly Meager Measures (Measurement)

- **February**
 - “Data, do you read me?” (Statistics)
 - Mock State Exams*

- **March**
 - NYS Examination

- **April**
 - Post-March Curriculum*

- **May**
 - Post-March Curriculum*

- **June**
 - Post-March Curriculum*

Assessment Rubric

4 = Exceeds the standards (Advanced)	3 = Meets the standards (Proficient)	2 = Approaching the standards (Developing)	1 = Below the standards (Latent)
------------------------------------------------	------------------------------------------------	------------------------------------------------------	--------------------------------------------

	- = Novice	√ = Apprentice	+ = Practitioner	⊕ = Expert
Knowledge	Student is unable to attain and communicate the necessary information or shows little initiative to try.	Student shows willingness to learn the information, but is unable to meet the minimum requirement of 70% on assignments. Inconsistently meets the standards.	Student scores a minimum of 70% on tests, presentations, worksheets and projects, or a rating of proficient on a scoring guide. Consistently meets the standards.	Student demonstrates in-depth knowledge and consistently scores above 90% on assignments, or a rating of advanced on a scoring guide. Consistently exceeds the standards.
Skills	Student fails to attain or demonstrate the required skills to a minimum level and shows minimum initiative to learn.	Student partially demonstrates the required skill or unable to master the skill on a consistent basis.	Student can demonstrate the required skill a minimum of three times or on a consistent basis, or a rating of proficient on a scoring guide.	Student demonstrates the required skill at an exceptional level in a self-directed manner, or a rating of advanced on a scoring guide. Consistently exceeds the standards.

The Five Process Strands (how all mathematical content is taught)

Problem Solving Strand (PS) *Students will:*

- build new mathematical knowledge through problem solving;
- solve problems that arise in mathematics and in other contexts;
- apply and adapt a variety of appropriate strategies to solve problems;
- monitor and reflect on the process of mathematical problem solving.

Reasoning and Proof Strand (RP) *Students will:*

- recognize reasoning and proof as fundamental aspects of mathematics;
- make and investigate mathematical conjectures;
- develop and evaluate mathematical arguments and proofs;
- select and use various types of reasoning and methods of proof.

Communication Strand (CM) *Students will:*

- organize and consolidate their mathematical thinking through communication;
- communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
- analyze and evaluate the mathematical thinking and strategies of others;
- use the language of mathematics to express mathematical ideas precisely.

Connections Strand (CN) *Students will:*

- recognize and use connections among mathematical ideas;
- understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
- recognize and apply mathematics in contexts outside of mathematics.

Representation Strand (R) *Students will:*

- create and use representations to organize, record, and communicate mathematical ideas;
- select, apply, and translate among mathematical representations to solve problems;
- use representations to model and interpret physical, social, and mathematical phenomena.

Unit Title**Round Palaces & Places****Text**

Harcourt Math: Grade 5

Strand Addressed

Number Sense and Operations (with focus on number sense)

**Unit Objectives
(Students will...)***Content:*

- Use place value to represent and order whole numbers and decimals
- Round whole numbers and decimals to the nearest hundredth and up to 10,000
- Find factors and multiples of numbers
- Distinguish between prime and composite numbers

Attitudinal:

- Appreciate that the place value base-10 system is very important to all the mathematics that they will learn at the elementary level. Therefore, understanding it is or priority to them.

Process:

- Make connections between the ability to represent numbers and the real world.
- Understand that some ways of representing numbers are more efficient than others
- Work in cooperative groups to solve number sense problems

Resources		
Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrews	<ul style="list-style-type: none"> • Chapter 1: Forms of Numbers; Chapter 2: Thousandths • That's a Fact • Show Me • E-Lab • Glossary • Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none"> • Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none"> • Intervention Skills Teacher's Guide with Copying Masters • Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none"> • Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none"> • Calcuplace • Five is Alive • Grab Gag • Just Picking • Numbers in the News
Art	Page 86: It's In The Bag	
Technology	Online Math Quizzes	

Round Palaces & Places

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey.	Standards by CONTENT STRANDS										Standards by PROCESS STRANDS				
	5N1	5N2	5N3	5N8	5N10	5N12	5N13	5N14	5N15	5N24	PS	RP	CM	CN	R
Lesson 1.1 Understand Place Value															
Lesson 1.2 Millions And Billions															
Lesson 2.3 Compare And Order Decimals															
Lesson 3.1 Round Whole Numbers															
Lesson 3.2 Round Decimals															
Lesson 13.2 Greatest Common Factor (GCF)															
Lesson 13.3 Multiples And The LCM															
Lesson 14.3 Prime And Composite Numbers															
Problem Solving Activity															
Performance Assessment Project															
Unit Test															
Quiz 1															
Quiz 2															
Quiz 3															
Expanded Content Strands															
5.N.1 Read and write whole numbers to millions 5.N.2 Compare and order numbers to millions 5.N.3 Understand the place value structure of the base ten number system 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 million 5.N.8 Read, write, and order decimals to thousandths 5.N.10 Compare decimals using $<$, $>$, or $=$ 5.N.12 Recognize that some numbers are only divisible by one and themselves (prime) and others have multiple divisors (composite) 5.N.13 Calculate multiples of a whole number and the least common multiple of two numbers 5.N.14 Identify the factors of a given number 5.N.15 Find the common factors and the greatest common factor of two numbers 5.N.24 Round numbers to the nearest hundredth and up to 10,000															
Prerequisite Content & Skills (Post-March Grade 4)															
4.N.7 Develop an understanding of fractions as locations on number lines and as divisions of whole numbers 4.N.8 Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations 4.N.9 Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line) 4.N.24 Express decimals as an equivalent form of fractions to tenths and hundredths 4.A.2 Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)															

Unit Title**Facts, Factions & Fractions****Text**

Harcourt Math: Grade 5

Strand Addressed

Number Sense and Operations (with focus on Fractions)

**Unit Objectives
(Students will...)***Content:*

- Compare and order fractions including unlike denominators (with and without the use of a number line), especially commonly used fractions such as those that might be indicated on ruler, measuring cup, etc
- Use a variety of strategies to add and subtract fractions with like denominators
- Estimate sums and differences of fractions with like denominators

Attitudinal:

- Appreciate that fractions are necessary in every-day life e.g. clothing sizes, measurement, and money.
- Be willing to learn how to correctly apply operations to fractions.

Process:

- Make connections between fractions and the real world.
- Work in cooperative groups to solve fraction problems

Resources

Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrew	<ul style="list-style-type: none"> • Chapter 15,16 -Fractions • That's a Fact • Show Me • E-Lab • Glossary • Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none"> • Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none"> • Intervention Skills Teacher's Guide with Copying Masters • Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none"> • Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none"> • Double Trouble • What comes next? • Estimate Enough • Who gets the biggest piece
Language Arts	Synthesize Information	TE pg 378B, Reading Strategy Worksheet 17.5
Technology	Online Math Quizzes	

Facts, Factions & Fractions

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey .	Standards by CONTENT STRANDS							Standards by PROCESS STRANDS					
	5N4	5N5	5N9	5N19	5N20	5N21	5N22	5N25	PS	RP	CM	CN	R
Lesson 15.1. Equivalent Fractions													
Lesson 15.2. Simplest Form													
Lesson 15.3. Understanding Mixed Numbers													
Lesson 15.4. Compare And Order Fractions And Mixed Numbers													
Lesson 16.1. Add And Subtract Like Fractions													
Lesson 16.3. Use Common Denominators													
Lesson 17.1. Add Mixed Numbers													
Lesson 17.2. Subtract Mixed Numbers													
Problem Solving Activity													
Performance Assessment Project													
Unit Test													
Quiz 1													
Quiz 2													
Quiz 3													
Expanded Content Strands													
5.N.19 Simplify fractions to lowest terms 5.N.4 Create equivalent fractions, given a fraction 5.N.5 Compare and order fractions including unlike denominators (with and without the use of a number line) <i>Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.</i> 5.N.9 Compare fractions using $<$, $>$, or $=$ 5.N.20 Convert improper fractions to mixed numbers, and mixed numbers to improper fractions 5.N.21 Use a variety of strategies to add and subtract fractions with like denominators 5.N.22 Add and subtract mixed numbers with like denominators 5.N.25 Estimate sums and differences of fractions with like denominators													
Prerequisite Content & Skills (Post-March Grade 4)													
4.N.7 Develop an understanding of fractions as locations on number lines and as divisions of whole numbers													
4.N.8 Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations													
4.N.9 Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)													
4.N.24 Express decimals as an equivalent form of fractions to tenths and hundredths													
4.A.2 Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)													

Unit Title**Operate On Me!****Text**

Harcourt Math: Grade 5

Strand Addressed

Number Sense and Operations (with focus on the operations '+' and '-')

**Unit Objectives
(Students will...)***Content:*

- Estimate Sums And Differences
- Apply addition and subtraction to perimeter, Time and Temperature
- Compute sums using order of operations

Attitudinal:

- Appreciate the need to add and subtract correctly in the real world eg banking, payrolls, shopping.
- Be willing to learn to apply addition and subtraction to different representation of numbers

Process:

- Make connections between adding and subtracting and the real world.
- Work in cooperative groups to solve addition and subtraction problems.

Resources

Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrews	<ul style="list-style-type: none"> • Chapter 3 – Math Models; Chapter 25 – Match Measures • That's a Fact • Show Me • E-Lab • Glossary • Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none"> • Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none"> • Intervention Skills Teacher's Guide with Copying Masters • Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none"> • Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none"> • Snoop it out! • Bull's-eye • License to do math
Writing		TE Lesson 25.4
Technology	Online Math Quizzes	

Operate On Me!

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey .	Standards by CONTENT STRANDS						Standards by PROCESS STRANDS				
	5M7	5N18	5N23	5N26	5G1	5A6	PS	RP	CM	CN	R
Lesson 3.3. Estimate Sums And Differences											
Lesson 3.5. Add And Subtract Decimals											
Lesson 25.1. Estimate Perimeter											
Lesson 25.2. Find Perimeter											
Lesson 24.6. Time And Temperature											
Lesson 12.2. Order Of Operations											
Problem Solving Activity											
Performance Assessment Project											
Unit Test											
Quiz 1											
Quiz 2											
Quiz 3											
Expanded Content Strands											
5.N.18 Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parentheses											
5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths											
5.N.26 Estimate sums, differences, products, and quotients of decimals											
5.M.7 Calculate elapsed time in hours and minutes											
5.G.1 Calculate the perimeter of regular and irregular polygons											
5.A.6 Evaluate the perimeter formula for given input values											
Prerequisite Content & Skills (Post-March Grade 4)											
4.N.23 Add and subtract proper fractions with common denominators											
4.N.25 Add and subtract decimals to tenths and hundredths using a hundreds chart											

Multipeds, Multiples & Multiplying

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey .	Standards by CONTENT STRANDS						Standards by PROCESS STRANDS					
	5N16	5N23	5N26					PS	RP	CM	CN	R
Multiply 3-digit by 3-digit numbers												
Lesson 7.1. Estimation: Patterns In Multiples												
Lesson 8.1. Multiplying Decimals And Whole Numbers												
Lesson 8.2. Patterns In Decimal Factors And Products												
Lesson 8.3. Model Decimal Multiplication												
Lesson 8.4. Place The Decimal Point												
Lesson 8.5. Zeros In The Product												
Problem Solving Activity												
Performance Assessment Project												
Unit Test												
Quiz 1 (7.1,8.2,8.3)												
Quiz 2 (3-digit,8.1)												
Quiz 3 (8.4,8.5)												
Expanded Content Strands												
5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths												
5.N.26 Estimate sums, differences, products, and quotients of decimals												
5.N.16 Use a variety of strategies to multiply three-digit by three-digit numbers (Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology).												
Prerequisite Content & Skills (Post-March Grade 4)												
4.N.19 Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)												

Unit Title	Multipeds, Multiples & Multiplying
Text	Harcourt Math: Grade 5
Strand Addressed	Number Sense and Operations (with focus on the operations ‘ \times ’ and ‘ \div ’)
Unit Objectives (Students will...)	<p><i>Content:</i></p> <ul style="list-style-type: none"> • Explore Patterns In Multiples and Factors • Multiply Decimals And Whole Numbers <p><i>Attitudinal:</i></p> <ul style="list-style-type: none"> • Appreciate the need to multiply correctly in the real world e.g. shopping, recipes. • Be willing to learn to apply multiplication to different representation of numbers <p><i>Process:</i></p> <ul style="list-style-type: none"> • Make connections between multiplication and the real world. • Work in cooperative groups to solve multiplication problems.

Resources		
Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrews	<ul style="list-style-type: none"> • Chapter 8 – Multiplication Modeling • That’s a Fact • Show Me • E-Lab • Glossary • Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none"> • Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none"> • Intervention Skills Teacher’s Guide with Copying Masters • Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none"> • Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none"> • Magic Squares • McMath • Pathways
Writing		TE Lesson 8.2, 8.5
Technology	Online Math Quizzes	

Unit Title**Divisive, Divisible & Division****Text**

Harcourt Math: Grade 5

Strand AddressedNumber Sense and Operations (with focus on the operations ‘ \times ’ and ‘ \div ’)**Unit Objectives****(Students will...)***Content:*

- Explore patterns in decimal division
- Divide decimals by whole numbers
- Convert fractions to decimals

Attitudinal:

- Appreciate the need to divide correctly in the real world e.g. shopping, recipes.
- Be willing to learn to apply division to different representation of numbers

Process:

- Make connections between division and the real world.
- Work in cooperative groups to solve division problems.

Resources

Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrews	<ul style="list-style-type: none"> • Chapter 10,11 – Division Modeling • That's a Fact • Show Me • E-Lab • Glossary • Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none"> • Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none"> • Intervention Skills Teacher's Guide with Copying Masters • Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none"> • Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none"> • Remember When • Scatter Your Numbers • Pathways
Social Studies		TE Lessons 10.2, 10.4, 10.6
Technology	Online Math Quizzes	

Divisive, Divisible & Division

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey.	Standards by CONTENT STRANDS							Standards by PROCESS STRANDS				
	5N17	5N23	5N26					PS	RP	CM	CN	R
Divide 3-digit by 1- and 2-digit numbers												
Lesson 11.1. Patterns in Decimal Division												
Lesson 11.2. Decimal Division												
Lesson 11.3. Divide Decimals by Whole Numbers												
Lesson 10.1. Patterns In Decimal Division												
Lesson 10.2. Estimate Quotients												
Lesson 11.5. Divide To Change A Fraction To A Decimal												
Problem Solving Activity												
Performance Assessment Project												
Unit Test												
Quiz 1												
Quiz 2												
Expanded Content Strands												
5.N.17 Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers (Note: Division by anything greater than a two-digit divisor should be done using technology).												
5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths												
5.N.26 Estimate sums, differences, products, and quotients of decimals												

Rationales, Rations & Ratios

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey.	Standards by CONTENT STRANDS							Standards by PROCESS STRANDS				
	5N6	5N7	5N11	5G3				PS	RP	CM	CN	R
Lesson 28.1. Understand Ratios												
Lesson 28.2. Express Ratios												
Lesson 28.3. Ratios And Proportions												
Lesson 29.1. Understanding Percent												
Lesson 29.2. Relate Decimals And Percents												
Lesson 29.3. Compare Fractions, Decimals, And Percents												
Lesson 29.4. Find A Percent Of A Number												
Problem Solving Activity												
Performance Assessment Project												
Unit Test												
Quiz 1												
Quiz 2												
Quiz 3												
Expanded Content Strands												
5.N.7 Express ratios in different forms												
5.N.11 Understand that percent means part of 100, and write percents as fractions and decimals												
5.N.6 Understand the concept of ratio												
5.G.3 Identify the ratio of corresponding sides of similar triangles												

Unit Title**Rationales, Rations & Ratios****Text**

Harcourt Math: Grade 5

Strand Addressed

Number Sense and Operations (with focus on ratios and percentage)

Unit Objectives**(Students will...)***Content:*

- Express ratios and proportions
- Relate Decimals, fractions and Percents
- Find A Percent Of A Number

Attitudinal:

- Appreciate the need to use ratios correctly in the real world e.g. shopping for the best discount, sharing items fairly.
- Be willing to learn to represent and convert ratios

Process:

- Make connections between ratios and the real world.
- Work in cooperative groups to solve ratio problems.

Resources

Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrews	<ul style="list-style-type: none"> • Chapter 28, 29 – Ratios and percentage • That's a Fact • Show Me • E-Lab • Glossary • Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none"> • Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none"> • Intervention Skills Teacher's Guide with Copying Masters • Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none"> • Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none"> • Numbers in the news • Remember when • Take me out to the ball game
Career		TE Lessons 28.3
Technology	Online Math Quizzes	

Expressive Expressions & Valuable Variables

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey.	Standards by CONTENT STRANDS							Standards by PROCESS STRANDS				
	5A1	5A7	5A8					PS	RP	CM	CN	R
Lesson 4.1. Expressions And Variables												
Lesson 4.2. Write Equations												
Problem Solving Activity												
Performance Assessment Project												
Unit Test												
Quiz 1												
Quiz 2												
Quiz 3												
Expanded Content Strands												
5.A.1	Define and use appropriate terminology when referring to constants, variables, and algebraic expressions											
5.A.7	Create and explain patterns and algebraic relationships (i.e., 2, 4, 6, 8...) algebraically: $2n$ (doubling)											
5.A.8	Create algebraic or geometric patterns using concrete objects or visual drawings (i.e., rotate and shade geometric shapes)											

Unit Title**Expressive Expressions & Valuable Variables****Text**

Harcourt Math: Grade 5

Strand Addressed

Algebra (with focus on patterns, relations, and functions)

**Unit Objectives
(Students will...)***Content:*

- Expressions And Variables
- Write Equations

Attitudinal:

- Appreciate the need to use algebra correctly in the real world
- Be willing to learn to represent real word situations using algebra

Process:

- Make connections between algebra and the real world.
- Work in cooperative groups to solve algebra problems.

Resources

Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrews	<ul style="list-style-type: none"> • Chapter 4 – Modeling equations • That's a Fact • Show Me • E-Lab • Glossary • Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none"> • Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none"> • Intervention Skills Teacher's Guide with Copying Masters • Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none"> • Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none"> • License to do Math • Missing Money
Reading		TE Lessons 4.1, 4.3, 4.6
Technology	Online Math Quizzes	

Triads, Try-angles & Triangles

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey .	Standards by CONTENT STRANDS										Standards by PROCESS STRANDS				
	5G2	5G4	5G5	5G6	5G7	5G8	5G9	5G10	5G11	PS	RP	CM	CN	R	
Lesson 20.5. Congruent And Similar Figures															
Lesson 21.2. Quadrilaterals															
Lesson 20.3. Angles And Polygons															
Lesson 21.1. Triangles															
Lesson 20.6. Symmetric Figures															
Problem Solving Activity															
Performance Assessment Project															
Unit Test															
Quiz 1															
Quiz 2															
Quiz 3															
Expanded Content Strands															
5.G.2 Identify pairs of similar triangles															
5.G.4 Classify quadrilaterals by properties of their angles and sides															
5.G.5 Know that the sum of the interior angles of a quadrilateral is 360 degrees															
5.G.6 Classify triangles by properties of their angles and sides															
5.G.7 Know that the sum of the interior angles of a triangle is 180 degrees															
5.G.8 Find a missing angle when given two angles of a triangle															
5.G.9 Identify pairs of congruent triangles															
5.G.10 Identify corresponding parts of congruent triangles															
5.G.11 Identify and draw lines of symmetry of basic geometric shapes															
Prerequisite Content & Skills (Post-March Grade 4)															
4.G.6 Draw and identify intersecting, perpendicular, and parallel lines															
4.G.7 Identify points and rays when drawing angles															
4.G.8 Classify angles as acute, obtuse, right, and straight															

Unit Title **Triads, Try-angles & Triangles**

Text Harcourt Math: Grade 5

Strand Addressed Geometry

**Unit Objectives
(Students will...)**

Content:

- Identify Congruent And Similar Figures
- Identify and classify Angles, triangles, and polygons by properties
- Identify and draw lines of symmetry

Attitudinal:

- Appreciate the need to use geometry correctly in the real world
- Be willing to learn to represent real word situations using geometry

Process:

- Make connections between geometry and the real world.
- Work in cooperative groups to solve geometric problems.

Resources

Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrews	<ul style="list-style-type: none"> • Chapter 20, 21 – Measuring Angles, Line symmetry • That's a Fact • Show Me • E-Lab • Glossary • Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none"> • Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none"> • Intervention Skills Teacher's Guide with Copying Masters • Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none"> • Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none"> • What comes next • Double Trouble • Estimate enough
Reading		TE Lessons 20.1, 20.3, 20.5, 20.7
Technology	Online Math Quizzes	

Measly Meager Measures!

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey.	Standards by CONTENT STRANDS										Standards by PROCESS STRANDS				
	5M1	5M2	5M3	5M4	5M5	5M6	5M8	5M9	5M10	5M11	PS	RP	CM	CN	R
Lesson 24.1. Customary Length															
Lesson 24.2. Metric Length															
Lesson 24.3. Change Linear Units															
Lesson 24.6. Time And Temperature															
Lesson 20.2. Measure And Draw Angles															
Problem Solving Activity															
Performance Assessment Project															
Unit Test															
Quiz 1															
Quiz 2															
Quiz 3															
Expanded Content Strands															
5.M.1 Use a ruler to measure to the nearest inch, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ inch 5.M.2 Identify customary equivalent units of length 5.M.3 Measure to the nearest centimeter 5.M.4 Identify equivalent metric units of length 5.M.5 Convert measurement within a given system 5.M.6 Determine the tool and technique to measure with an appropriate level of precision: lengths and angles 5.M.8 Measure and draw angles using a protractor 5.M.9 Determine personal references for customary units of length (i.e., your pace is approximately 3 feet, your height is approximately 5 feet, etc.) 5.M.10 Determine personal references for metric units of length 5.M.11 Justify the reasonableness of estimates															

Unit Title

Measly Meager Measures!

Text

Harcourt Math: Grade 5

Strand Addressed

Measurement

**Unit Objectives
(Students will...)**

Content:

- Explorer customary and metric units of measurement
- Convert measurement within a given system
- Measure and draw angles using a protractor

Attitudinal:

- Appreciate the need to use measurement correctly in the real world e.g. shopping for clothing and goods
- Be willing to learn to represent real word situations using measurement

Process:

- Make connections between measurement and the real world.
- Work in cooperative groups to solve problems involving measurement.

Resources

Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrews	<ul style="list-style-type: none">• Chapter 24 – Measurement• That's a Fact• Show Me• E-Lab• Glossary• Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none">• Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none">• Intervention Skills Teacher's Guide with Copying Masters• Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none">• Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none">• Don't Straddle the fence• Now is the time• Food for thought
Reading		TE Lessons 24.1, 24.3, 24.6, 24.7
Technology	Online Math Quizzes	

“Data, do you read me?”

NB: Mandatory portfolio items are in bold . Strands addressed are shaded grey.	Standards by CONTENT STRANDS				Standards by PROCESS STRANDS				
	5S1	5S2	5S3	5S4	PS	RP	CM	CN	R
Lesson 5.1. Collect And Organize Data									
Lesson 6.3. Make Line Graphs Lesson									
Lesson 5.2. Find The Mean Lesson									
Lesson 5.5. Analyze Graphs									
Problem Solving Activity									
Performance Assessment Project									
Unit Test									
Quiz 1									
Quiz 2									
Quiz 3									
Expanded Content Strands									
5.S.1 Collect and record data from a variety of sources (i.e., newspapers, magazines, polls, charts, and surveys) 5.S.2 Display data in a line graph to show an increase or decrease over time 5.S.3 Calculate the mean for a given set of data and use to describe a set of data 5.S.4 Formulate conclusions and make predictions from graphs									
Prerequisite Content & Skills (Post-March Grade 4)									
4.S.1 Design investigations to address a question from given data 4.S.2 Collect data using observations, surveys, and experiments and record appropriately 4.S.4 Read and interpret line graphs									

Unit Title	“Data, do you read me?”
Text	Harcourt Math: Grade 5
Strand Addressed	Statistics
Unit Objectives (Students will...)	<p><i>Content:</i></p> <ul style="list-style-type: none"> • Collect and record data from a variety of sources and calculate means • Display data in a line graph to show an increase or decrease over time • Formulate conclusions and make predictions from graphs <p><i>Attitudinal:</i></p> <ul style="list-style-type: none"> • Appreciate the need to understand and use statistics correctly in the real world e.g. newspapers, magazines, polls, charts, and surveys • Be willing to learn to represent real word situations using statistics <p><i>Process:</i></p> <ul style="list-style-type: none"> • Make connections between statistics and the real world. • Work in cooperative groups to solve problems involving statistics..

Resources		
Internet	Harcourt Learning Site Activities http://www.harcourtschool.com password: Andrews	<ul style="list-style-type: none"> • Chapter 5 – Analyze data • That’s a Fact • Show Me • E-Lab • Glossary • Math Jingles
	www.Brainpop.com	<ul style="list-style-type: none"> • Math Calculation and Computation Movies
Textbook	Problem of the Day	Per lesson
	Intervention	<ul style="list-style-type: none"> • Intervention Skills Teacher’s Guide with Copying Masters • Intervention Problem Solving Workbook
	Enrichment	<ul style="list-style-type: none"> • Challenge Workbook
Enrichment	<i>Level 4-6: Mathematics Activities for Elementary Classroom (KSAM)</i> Publisher: Curriculum Associates	<ul style="list-style-type: none"> • My favorite snack • Time out for estimation • Moving beans
Reading		TE Lessons 5.1, 5.4, 5.5
Technology	Online Math Quizzes	