

## 2019 – 2020 5<sup>th</sup> Grade Math Pacing Guide – Curriculum Overview

Operations and Algebraic Thinking						Number and Operations in Base Ten					
Q1	Q2	Q3	Q4	Standard	Tested Percentage	Q1	Q2	Q3	Q4	Standard	Tested Percentage
x				5.OA.A.1	18-20% (8-10)	x				5.NBT.A.1	16-18% (7-9)
x				5.OA.A.2		x				5.NBT.A.2	
x				5.OA.B.3a	16-18% (7-9)	x				5.NBT.A.3	
x				5.OA.B.3b		x				5.NBT.A.4	
						x				5.NBT.B.5	18-20% (8-10)
						x				5.NBT.B.6	
						x	x			5.NBT.B.7	
Number and Operations-Fractions						Measurement and Data					
Q1	Q2	Q3	Q4	Standard	Tested Percentage	Q1	Q2	Q3	Q4	Standard	Tested Percentage
					24-31% (11-16)						27-34% (12-18)
	x			5.NF.A.1				x		5.MD.A.1	
	x			5.NF.A.2				x		5.MD.B.2	
	x			5.NF.B.3				x		5.MD.C.3a	
	x			5.NF.B.4a				x		5.MD.C.3b	
	x			5.NF.B.4b					x	5.MD.C.4	
	x			5.NF.B.5a					x	5.MD.C.5a	
	x			5.NF.B.5b					x	5.MD.C.5b	
		x		5.NF.B.6					x	5.MD.C.5c	
		x		5.NF.B.7a		<b>Geometry</b>					
		x		5.NF.B.7b		Q1	Q2	Q3	Q4	Standard	Tested Percentage combined with Measurement & Data
		x		5.NF.B.7c					x	5.G.A.1	
									x	5.G.A.2	
									x	5.G.B.3	

Major Content

Supporting Content

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The following **Practice Standards** will be used throughout the course:

### **Standards for Mathematical Practice**

1. *Make sense of problems and persevere in solving them.*
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and critique the reasoning of others.*
4. *Model with mathematics.*
5. *Use appropriate tools strategically.*
6. *Attend to precision.*
7. *Look for and make use of structure.*
8. *Look for and express regularity in repeated reasoning.*

### **Literacy Skills for Mathematical Proficiency**

1. *Use multiple reading strategies.*
2. *Understand and use correct mathematical vocabulary.*
3. *Discuss and articulate mathematical ideas.*
4. *Write mathematical arguments.*

### **Ongoing Standards**

**Note to Teachers: The following ongoing and fluency standards will be practiced all year long and embedded into your instruction instead of being taught in isolation.**

- 5.MCPS.M.1** Read, write, and compare whole numbers to billions.
- 5.MCPS.M.2** Solve word problems involving the multiplication of multi-digit whole numbers.
- 5.MCPS.M.3** Select a reasonable solution to a real-world division problem in which the remainder must be considered.
- 5.MCPS.M.4** Memorize benchmark fractions ( $\frac{3}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , and  $\frac{1}{10}$ ) and convert to decimals without the use of a calculator.
- 5.MCPS.M.5** Differentiate between equivalent fractions, mixed numbers, improper fractions, and decimal representations for the same number and convert back and forth.
- 5.MCPS.M.6** Interpret percent as another way to write a portion of a whole that has 100 parts. Relate fractions and decimals involving hundredths to percent and fluidly convert back and forth between fraction, decimal, and percent representations of the same value.
- 5.MCPS.M.7** Analyze the value of a fraction in order to compare it to other fractions, whole numbers, mixed numbers, and decimals using,  $>$ ,  $<$ , or  $=$  to.
- 5.MCPS.M.8** Memorize the formula for calculating the area of a rectangle ( $A = lw$  or  $A = bh$ ).
- 5.MCPS.M.9** Memorize standard units of measurement including 1foot=12 inches, 1 yard=3 feet, 1 mile = 5,280 feet, 1 meter=1000 millimeters, 1 gram = 1000 milligrams, and 1 liter=1000 cubic centimeters. (5th grade students will have access to the TNReady Math Reference Sheet.)
- 5.MCPS.M.10** Find the unknown in single step equations involving whole numbers.

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1 <sup>st</sup> Quarter		
Standards	Ready Mathematics Lessons	Lesson Vocabulary
<p><b>5.OA.A.1</b> Use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations).</p> <p><b>5.OA.A.2</b> Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18,932 + 921)</math> is three times as large as <math>18,932 + 921</math>, without having to calculate the indicated sum or product.</p>	<p><b>Lesson 19-Evaluate and Write Expressions</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 184a-193c (P) pgs. 75-78</li> <li>• SE- (I) pgs. 184-193 (P) pgs. 199-206</li> </ul>	<p>Instruction Book-Pg TE. 184a</p>
<p><b>5.OA.B.3</b> Generate two numerical patterns using two given rules. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences.</p> <p><b>a.</b> Identify relationships between corresponding terms in two numerical patterns. For example, observe that the terms in one sequence are twice the corresponding terms in the other sequence.</p> <p><b>b.</b> Form ordered pairs consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.</p>	<p><b>Lesson 20-Analyze Patterns and Relationships</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 194a-203c (P) pgs. 79-82</li> <li>• SE- (I) pgs. 194-203 (P) pgs. 206-216</li> </ul>	<p>Instruction Book-Pg TE. 194a</p>

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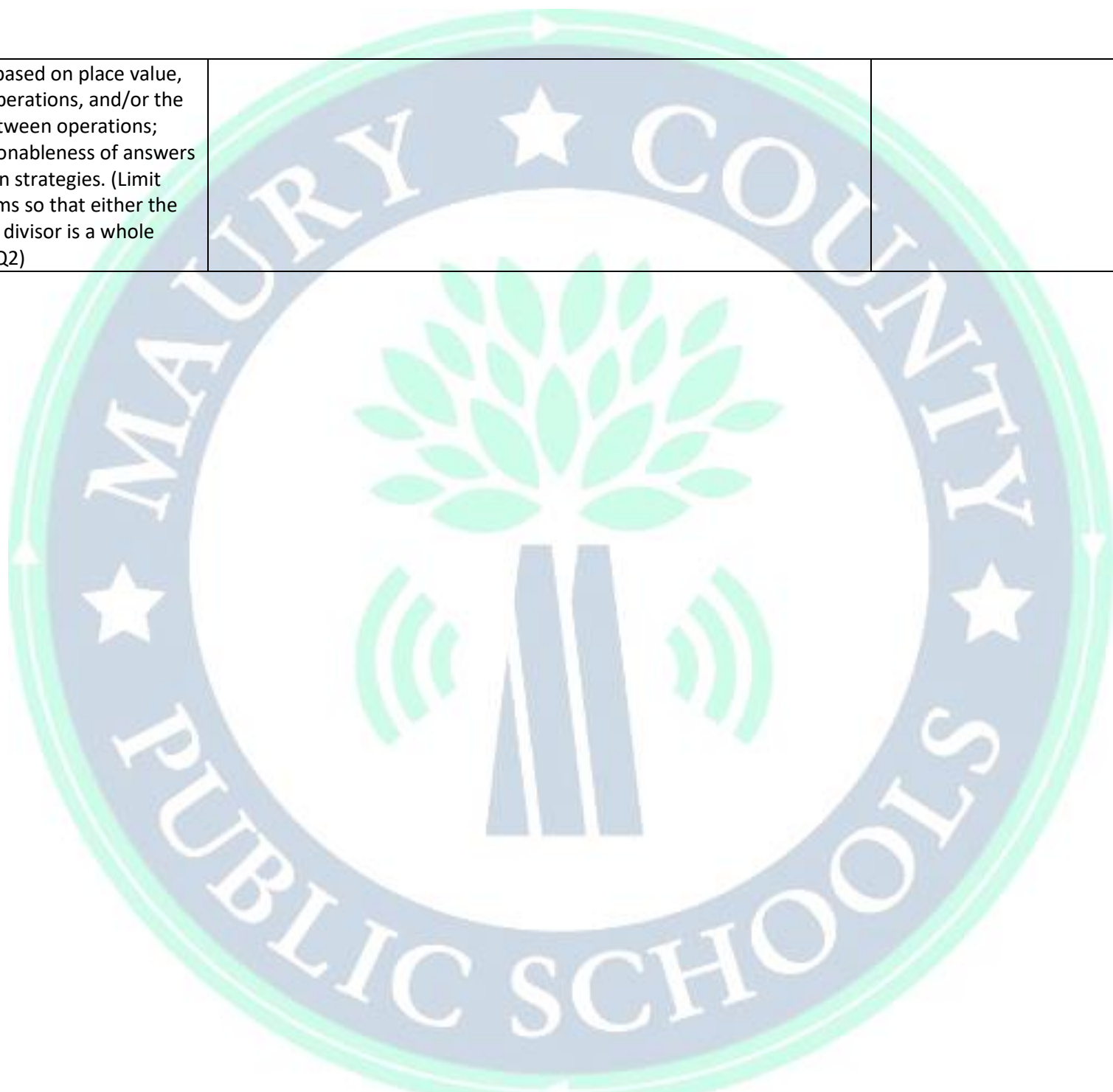
<p><b>5.NBT.A.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p>	<p><b>Lesson 1-Understand Place Value</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 2a-7e (P) pgs. 1-3</li> <li>• SE- (I) pgs. 2-7 (P) pgs. 3-8</li> </ul>	<p>TE Instruction Book-Pg. 2a</p>
<p><b>5.NBT.A.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (Q1, Q2)</p>	<p><b>Lesson 2-Understand Powers of Ten</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 8a-13e (P) pgs. 4-6</li> <li>• SE- (I) pgs. 8-13 (P) pgs. 11-16</li> </ul>	<p>TE Instruction Book-Pg. 8a</p>
<p><b>5.NBT.A.3</b> Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as <math>3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> to show the relationship.</p>	<p><b>Lesson 3-Read and Write Decimals</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 14a-23c (P) pgs. 7-10</li> <li>• SE- (I) pgs. 14-23 (P) pgs. 19-26</li> </ul>	<p>TE Instruction Book-Pg. 14a</p>
<p><b>5.NBT.A.3</b> Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as <math>3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>). Compare two decimals to thousandths based on meanings of the digits in each place and use the</p>	<p><b>Lesson 4-Compare and Round Decimals</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 24a-33c (P) pgs. 11-14</li> <li>• SE- (I) pgs. 24-33 (P) pgs. 29-36</li> </ul>	<p>TE Instruction Book-Pg. 24a</p>

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<p>symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> to show the relationship.</p> <p><b>5.NBT.A.4</b> Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.</p>		
<p><b>5.NBT.B.5</b> Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.</p>	<p><b>Lesson 5-Multiply Whole Numbers</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 34a-43c (P) pgs. 15-18</li> <li>• SE- (I) pgs. 34-43 (P) pgs. 39-46</li> </ul>	<p>TE Instruction Book-Pg. 34a</p>
<p><b>5.NBT.B.6</b> Find whole-number quotients and remainders of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p><b>Lesson 6-Divide Whole Numbers</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 44a-53c (P) pgs. 19-22</li> <li>• SE- (I) pgs. 44-53 (P) pgs. 49-56</li> </ul>	<p>TE Instruction Book-Pg. 44a</p>
<p><b>5.NBT.B.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.) (Q1, Q2)</p>	<p><b>Lesson 7-Add and Subtract Decimals</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 54a-63c (P) pgs. 23-26</li> <li>• SE- (I) pgs. 54-63 (P) pgs. 59-66</li> </ul>	<p>TE Instruction Book-Pg. 54a</p>
<p><b>5.NBT.B.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings</p>	<p><b>Lesson 8-Multiply Decimals</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 64a-73c (P) pgs. 27-30</li> <li>• SE- (I) pgs. 64-73 (P) pgs. 69-76</li> </ul>	<p>TE Instruction Book-Pg. 64a</p>

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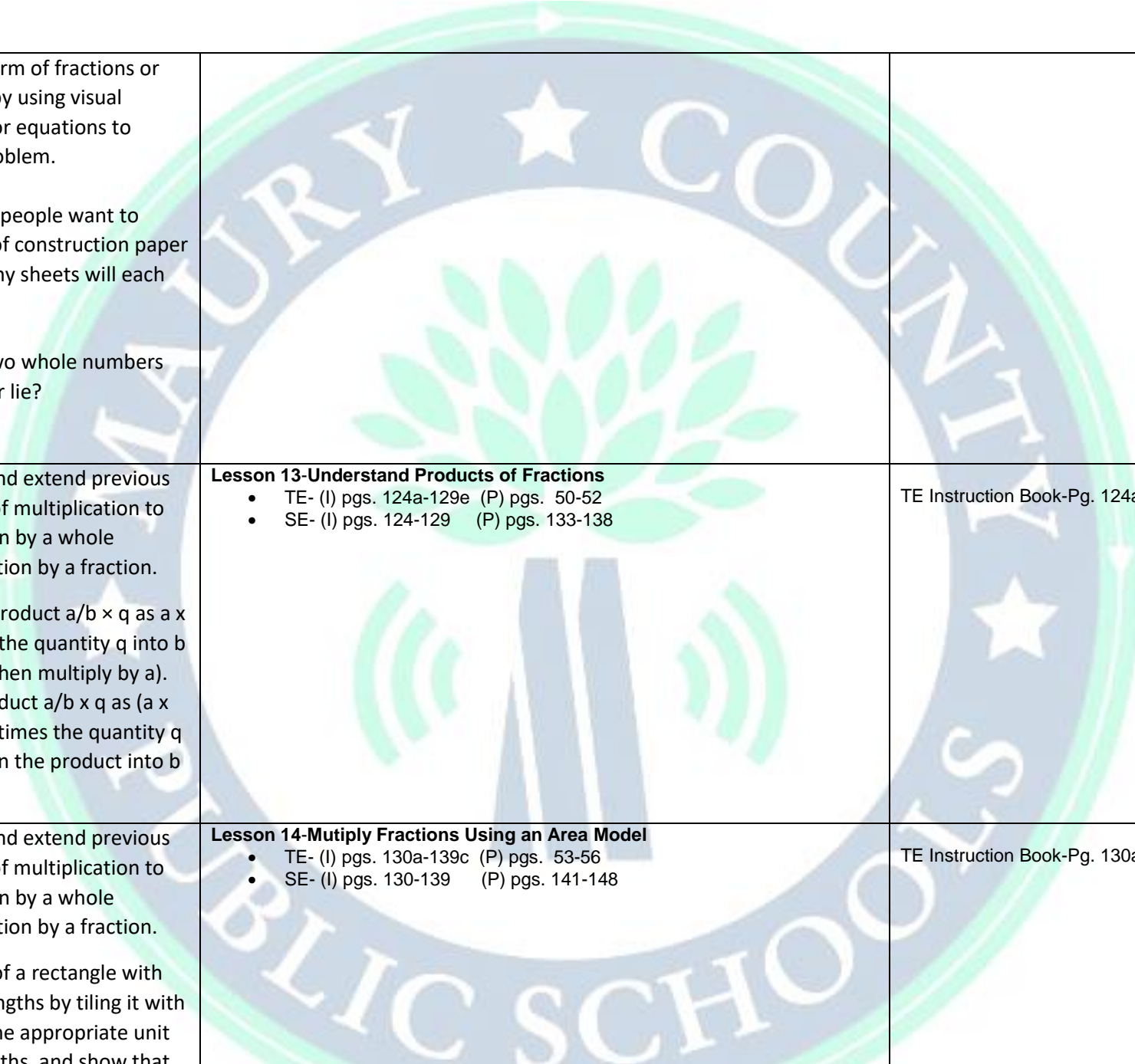
<p>and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.) (Q1, Q2)</p>		
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2 <sup>st</sup> Quarter		
Standards	Ready Mathematics Lessons	Vocabulary
<p><b>5.NBT.B.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.) (Q1, Q2)</p>	<p><b>Lesson 9-Divide Decimals</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 74a-85c (P) pgs. 31-35</li> <li>• SE- (I) pgs. 74-85 (P) pgs. 79-88</li> </ul>	<p>TE Instruction Book-Pg. 74a</p>
<p><b>5.NF.A.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with denominators.</p>	<p><b>Lesson 10-Add and Subtract Fractions</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 98a-107c (P) pgs. 40-43</li> <li>• SE- (I) pgs. 98-107 (P) pgs. 107-114</li> </ul>	<p>TE Instruction Book-Pg. 98a</p>
<p><b>5.NF.A.2</b> Solve contextual problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p><b>Lesson 11-Add and Subtract Fractions in Word Problems</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 108a-115c (P) pgs. 44-46</li> <li>• SE- (I) pgs. 108-115 (P) pgs. 117-122</li> </ul>	<p>TE Instruction Book-Pg. 108a</p>
<p><b>5.NF.B.3</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). For example, <math>\frac{3}{4} = 3 \div 4</math> so when 3 wholes are shared equally among 4 people, each person has a share of size <math>\frac{3}{4}</math>.</p> <p>Solve contextual problems involving division of whole numbers leading to</p>	<p><b>Lesson 12-Fractions as Division</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 116a-123c (P) pgs. 47-49</li> <li>• SE- (I) pgs. 116-123 (P) pgs. 125-130</li> </ul>	<p>TE Instruction Book-Pg. 116a</p>

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<p>answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem.</p> <p>For example, if 8 people want to share 49 sheets of construction paper equally, how many sheets will each person receive?</p> <p>Between what two whole numbers does your answer lie?</p>		
<p><b>5.NF.B.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction.</p> <p><b>a.</b> Interpret the product <math>a/b \times q</math> as <math>a \times (q \div b)</math> (partition the quantity <math>q</math> into <math>b</math> equal parts and then multiply by <math>a</math>). Interpret the product <math>a/b \times q</math> as <math>(a \times q) \div b</math> (multiply <math>a</math> times the quantity <math>q</math> and then partition the product into <math>b</math> equal parts).</p>	<p><b>Lesson 13-Understand Products of Fractions</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 124a-129e (P) pgs. 50-52</li> <li>• SE- (I) pgs. 124-129 (P) pgs. 133-138</li> </ul>	<p>TE Instruction Book-Pg. 124a</p>
<p><b>5.NF.B.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction.</p> <p><b>b.</b> Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that</p>	<p><b>Lesson 14-Multiply Fractions Using an Area Model</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 130a-139c (P) pgs. 53-56</li> <li>• SE- (I) pgs. 130-139 (P) pgs. 141-148</li> </ul>	<p>TE Instruction Book-Pg. 130a</p>



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<p>the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.</p>		
<p><b>5.NF.B.5</b> Interpret multiplication as scaling (resizing).</p> <p><b>a.</b> Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example, know if the product will be greater than, less than, or equal to the factors.</p> <p><b>b.</b> Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explain why multiplying a given number by a fraction less than 1 results in a product less than the given number; and relate the principle of fraction equivalence <math>a/b = (axn)/(bxn)</math> to the effect of multiplying <math>a/b</math> by 1.</p>	<p><b>Lesson 15-Understand Multiplication as Scaling</b></p> <ul style="list-style-type: none"><li>• TE- (I) pgs. 140a-145e (P) pgs. 57-59</li><li>• SE- (I) pgs. 140-145 (P) pgs. 151-156</li></ul>	<p>TE Instruction Book-Pg. 140a</p>

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3 <sup>rd</sup> Quarter		
Standards	Ready Mathematics Lessons	Vocabulary
<p><b>5.NF.B.6</b> Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.</p>	<p><b>Lesson 16-Multiply Fractions in Word Problems</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 146a-155c (P) pgs. 60-63</li> <li>• SE- (I) pgs. 146-155 (P) pgs. 159-166</li> </ul>	<p>TE Instruction Book-Pg. 146a</p>
<p><b>5.NF.B.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p><b>a.</b> Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</p> <p><b>b.</b> Interpret division of a whole number by a unit fraction and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p>	<p><b>Lesson 17-Understand Division with Unit Fractions</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 156a-161e (P) pgs. 64-66</li> <li>• SE- (I) pgs. 156-161 (P) pgs. 169-174</li> </ul>	<p>TE Instruction Book-Pg. 156a</p>
<p><b>5.NF.B.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p><b>c.</b> Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and</p>	<p><b>Lesson 18-Divide Unit Fractions in Word Problems</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 162a-171c (P) pgs. 67-70</li> <li>• SE- (I) pgs. 162-171 (P) pgs. 177-184</li> </ul>	<p>TE Instruction Book-Pg. 162a</p>

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<p>equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>\frac{1}{2}</math> lb of chocolate equally? How many <math>\frac{1}{3}</math> cup servings are in 2 cups of raisins?</p> <p>* Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.</p>		
<p><b>5.MD.A.1</b> Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit.</p> <p>Use these conversions to solve multi-step real-world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals).</p> <p>For example, 3.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.</p>	<p><b>Lesson 21-Convert Measurement Units</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 216a-229c (P) pgs. 87-92</li> <li>• SE- (I) pgs. 216-229 (P) pgs. 233-244</li> </ul> <p><b>Lesson 21A-Convert Whole Number Measurements</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 230a-239c (P) pgs. 93-96</li> <li>• SE- (I) pgs. 230-239 (P) pgs. 247-254</li> </ul> <p><b>Lesson 21B-Convert Fractions and Decimal Measurements</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 240a-249c (P) pgs. 97-100</li> <li>• SE- (I) pgs. 240-249 (P) pgs. 257-264</li> </ul> <p><b>Lesson 22-Solve Word Problems Involving Conversions</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 230a-239c (P) pgs. 93-96</li> <li>• SE- (I) pgs. 230-239 (P) pgs. 247-254</li> </ul>	<p>TE Instruction Book-Pg. 216a</p> <p>TE Instruction Book-Pg. 230a</p> <p>TE Instruction Book-Pg. 240a</p> <p>TE Instruction Book-Pg. 230a (same as Lesson 21A)</p>
<p><b>5.MD.B.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>).</p>	<p><b>Lesson 23-Make Line Plots and Interpret Data</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 240a-249c (P) pgs. 97-100</li> <li>• SE- (I) pgs. 240-249 (P) pgs. 257-264</li> </ul>	<p>TE Instruction Book-Pg. 240a</p>

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<p>Use operations on fractions for this grade to solve problems involving information presented in line plots.</p> <p>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p>		
<p><b>5.MD.C.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p><b>a.</b> Understand that a cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume.</p> <p><b>b.</b> Understand that a solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units</p>	<p><b>Lesson 24-Understand Volume</b></p> <ul style="list-style-type: none"><li>• TE- (I) pgs. 250a-255e (P) pgs. 101-103</li><li>• SE- (I) pgs. 250-255 (P) pgs. 267-272</li></ul>	<p>TE Instruction Book-Pg. 250a</p>

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4 <sup>th</sup> Quarter		
Standards	Ready Mathematics Lessons	Vocabulary
<p><b>5.MD.C.4</b> Measure volume by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units</p>	<p><b>Lesson 25-Find Volume Using Unit Cubes</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 256a-263c (P) pgs. 104-106</li> <li>• SE- (I) pgs. 256-263 (P) pgs. 275-280</li> </ul>	<p>TE Instruction Book-Pg. 256a</p>
<p><b>5.MD.C.5</b> Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume of right rectangular prisms.</p> <p><b>a.</b> Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent whole-number products of three factors as volumes (e.g., to represent the associative property of multiplication).</p> <p><b>b.</b> Know and apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> (where <math>B</math> represents the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real-world and mathematical problems.</p>	<p><b>Lesson 26-Find Volume Using Formulas</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 264a-271c (P) pgs. 107-109</li> <li>• SE- (I) pgs. 264-271 (P) pgs. 283-288</li> </ul>	<p>TE Instruction Book-Pg. 264a</p>
<p><b>5.MD.C.5</b> Relate volume to the operations of multiplication and addition and solve real-world and</p>	<p><b>Lesson 27-Find Volume of Composite Figures</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 272a-279c (P) pgs. 110-112</li> <li>• SE- (I) pgs. 272-279 (P) pgs. 291-296</li> </ul>	<p>TE Instruction Book-Pg. 272a</p>

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<p>mathematical problems involving volume of right rectangular prisms.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.</p>		
<p><b>5.G.A.1</b> Graph ordered pairs and label points using the first quadrant of the coordinate plane. Understand in the ordered pair that the first number indicates the horizontal distance traveled along the x-axis from the origin and the second number indicates the vertical distance traveled along the y-axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>	<p><b>Lesson 28-Understand the Coordinate Plane</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 292a-297e (P) pgs. 117-119</li> <li>• SE- (I) pgs. 292-297 (P) pgs. 313-338</li> </ul>	<p>TE Instruction Book-Pg. 292a</p>
<p><b>5.G.A.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p>	<p><b>Lesson 29-Graph Points in the Coordinate Plane</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 298a-307c (P) pgs. 120-123</li> <li>• SE- (I) pgs. 298-307 (P) pgs. 321-328</li> </ul>	<p>TE Instruction Book-Pg. 298a</p>
<p><b>5.G.B.3</b> Classify two-dimensional figures in a hierarchy based on properties.</p>	<p><b>Lesson 30-Classify Two-Dimensional Figures</b></p> <ul style="list-style-type: none"> <li>• TE- (I) pgs. 308a-315c (P) pgs. 124-126</li> <li>• SE- (I) pgs. 308-315 (P) pgs. 331-336</li> </ul>	<p>TE Instruction Book-Pg. 308a</p>

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<p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<p><b>Lesson 31-Understand Properties of Two-Dimensional Figures</b></p> <ul style="list-style-type: none"><li>• TE- (I) pgs. 316a-321e (P) pgs. 127-129</li><li>• SE- (I) pgs. 316-321 (P) pgs. 339-344</li></ul>	<p>TE Instruction Book-Pg. 316a</p>
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