5th GRADE MATH

1st Nine Weeks

TNReady Blueprints				
Mathematical Practices				
TEXTBOOK: GO Math				
Lessons for Learning				
Building Conceptual Understanding and Fluency through Games				
Standard	Tasks	Activities	Textbook	Pacing
5.NBT.A.1 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.	Place Value Blocks Decimal Place Value Discussion Kipton's Scale Tenths and Hundredths Which Number is It?	EngageNY Module 1: Topic A lesson 1 EngageNY Module 2: Topic A lesson 1 Decimal Conversions Game	Chapter 1 Lessons 1,2 Pages 5-16 Chapter 3 Lessons 1,2 Pages 151-162	3 days
5.NBT.A.2 Explain patterns	Building Powers of	EngageNY Module 1:	Chapter 1	6 days

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.	Ten	Topic A lesson 2 EngageNY Module 2: Topic A lesson 2 Multiplying Whole Numbers by Powers of Ten Multiplying a Decimal by Power of Ten Dividing a Decimal by Power of Ten	Lesson 4,5 Pages 23-34 Chapter 4 Lesson 1 Page 233 Lesson 3,4 Pages 245-256 Lessons 7,8 Pages 271-282 Chapter 5 Lesson 1 Page 291 Lesson 6 Page 323	
5.NBT.A.3 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 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000)). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols >, =, and < to show the relationship.	Decimal Clue Conundrum Dinner Dilemma Problem #2 Decimal Calculator Game	EngageNY Module 1: Topic B lesson 3 Hunt for Decimals	Chapter 3 Lessons 1,2 Pages 151-162	3 days

5.NBT.A.4 Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.	Rounding Decimals	EngageNY Module 1: Topic C lesson 4 EngageNY Module 1: Topic C lesson 4	Chapter 3 Lesson 3 Page 163 Lesson 4 Page 169	3 days
5.NBT.B.5 Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.	Fluency Task 2 Fluency Task 1	EngageNY Module 2: Topic B lesson 5 Make the Largest Product Make the Smallest Product Amanda Bean's Amazing Dream by Marilyn Burns	Chapter 1 Lessons 6,7 Pages 37-48	2 days

5.NBT.B.6 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.		[EngageNY Module 2: Topic E](#) lesson 6 [EngageNY Module 2: Topic F](#) lesson 6 [Creating and Solving a Division Problem](#)	Chapter 1 Lessons 8,9 Pages 49-60 Chapter 2 Lessons 1,2,3,4,5,6 7,8,9 Pages 87-140	3 days
5.NBT.B.7 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.)	[Place Value Game](#) [Multiplying Whole Numbers by Decimals](#) [Window Time](#) [Dinner Dilemma Problem #3](#) [John's Race](#)	[EngageNY Module 1: Topic D](#) lesson 7 [EngageNY Module 1: Topic E](#) lesson 8 [EngageNY Module 1: Topic F](#) lesson 9 [EngageNY Module 2: Topic C](#) lesson 8 [EngageNY Module 2: Topic G](#) lesson 9 [EngageNY Module 2: Topic H](#)	Chapter 3 Lessons 5,6,7,8,9,10 11,12 Pages 175-224 Chapter 4 Lessons 1,2,3,4,5,6, 7,8 Pages 233-282 Chapter 5 Lessons 2,3,4,5,6,7,8 Pages 297-	3 days 3 days 3 days

		lesson 9	340	
		[Decimal Cross Number Puzzles](#) [Decimal Magic Triangle](#) [Decimal of the Week](#)		

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Websites

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[Place Value Games](#)
[Math Worksheets for Kids/Place Value](#)
[Place Value Worksheets](#)
[Place Value Puzzler](#)
[Multiplication Games](#)
[Drag and Drop Math](#)
[Batter's Up Baseball](#)
[Math Worksheets for Kids/Multiplication](#)
[Hotel Decimalfornia (Add & Subtract Decimals Games)](#)

[Decimal Chart and Place Value](#)
[Place Value Pirates](#)
[Decimals of the Caribbean](#)
[Football Math Decimal Place Value](#)
[Internet4Classrooms](#)
[Cash Out-Decimal Game](#)
[Decimal Games](#)

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[Mr. Maffesoli Math Games](#)
[Mr. Nussbaum's Math Games](#)

[Multiplying and Dividing Decimals](#)
[Multiplying/Dividing Decimals Jeopardy](#)
[Multiplying Decimals](#)
[Dividing Decimals](#)

[Mr. Wolfe's Fifth Grade Interactive Whiteboard Games](#)

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5th Grade Math

2nd Nine Weeks

TNReady Blueprints

Mathematical Practices

TEXTBOOK: GO Math

Lessons for Learning

Building Conceptual Understanding and Fluency Through Games

Standard	Tasks	Activities	Textbook	Pacing
5.OA.A.1 Use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations). **5.OA.A.2** Write simple expressions that record calculations with numbers and interpret numerical	Saving Money Ellen's Math Comparing Products	EngageNY Module 4: Topic H lesson 19 Decimal Matching Game CCSS Flip Book p. 6-7 Target Number	Chapter 1 Lesson 3 Page 17 Chapter 1 Lessons 10,11,12 Pages 61-78 Chapter 1 Lesson 10 Page 61	5 days

expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.*	[Video Games Task](#)	[Dash](#) [Numerical Expressions Wall Clock](#) [Order of Operations game (Mr. Nussbaum)](#)	Chapter 6 Lesson 4 Page 369	

5. OA.B.3 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.*
 	
    a. 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.*
    b. Form ordered pairs consisting of corresponding terms from two numerical
	[Sidewalk Patterns](#)
	
	[Hexagons in a Row](#)
		[EngageNY Module 6: Topic B](#) lesson 20	Chapter 9 Lessons 5,6,7 Pages 559-576	3 days

patterns and graph the ordered pairs on a coordinate plane.				
5.NF.A.1 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 like denominators.	Spin and Race Apple Orchard Found Treasure Measuring Cups To Multiply or Not to Multiply?	EngageNY Grade 4 Module 3 Lesson 13 EngageNY Module 3: Topic B lesson 10 EngageNY Module 3: Topic C lesson 10 LearnZillion: Add and Subtract Fractions with Unlike Denominators Beyond Pizzas & Pies:10 Essential Strategies for Supporting Fractions by Julie McNamara	Chapter 6 Lesson 1 Page 351 Lessons 4,5,6,7,8,9, 10 Pages 369-412	5 days
	Lots and Lots of	EngageNY	Chapter 6	3 days

5.NF.A.2 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.	Chocolate Jenna's Homework Toys Task	Module 3:Topic D lesson 11 LearnZillion: Solve word problems involving addition and subtraction of fractions referring to the same whole	Lessons 1,2,3 Pages 351-368 Lessons 5,6,7 Pages 375-394	

Websites
Math Blaster Math Games
Fraction Games
Sheppard Software Fraction Games
Who Wants Pizza?
Fraction Worksheets
Soccer Math-Multiplying Fractions
Battleship-Multiplying and Reducing Fractions
Internet4Classrooms
Dividing Fractions Game
Dividing Fraction by Whole Number Game
Dividing Fractions-Basketball Game
Fraction Jeopardy (all operations)
Mr. Maffesoli's Math Games
Minecraft Volume
Mr. Nussbaum's Math Games

5th Grade Math

3rd Nine Weeks

[TNReady Blueprints](#)
[Mathematical Practices](#)
TEXTBOOK: [GO Math](#)
[Lessons for Learning](#)
[Building Conceptual Understanding and Fluency Through Games](#)

Standard	Tasks	Activities	Textbook	Pacing
5.NF.B.3 Interpret a fraction as division of the numerator by the denominator $= a$ ◊ b). For example, $\frac{3}{4} = 3 \div 4$ so when 3 wholes are shared equally among 4 people, each person has a share of size $\frac{3}{4}$.	[Picture Frames](#) [How Much Pie?](#)	[EngageNY Module 4:Topic B](#) lesson 12 [Relating Fractions to Division](#)	Chapter 2 Lesson 7 Page 125 Chapter 8 Lesson 3 Page 503	2 days

Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. *For example, if 8 people want to share 49 sheets of construction paper equally, how many sheets will each person receive? Between what two whole numbers does your answer lie?*	Converting Fractions of a Unit into a Smaller Unit What is 23 divided by 5?	Fractions of the Week			

5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction.
   a. Interpret the product x q as a x $(q \div b)$ (partition the quantity q into b equal parts and then multiply by a). Interpret the product x q as $(a$ x $q) \div b$ (multiply a times the quantity q and then partition the product into b equal parts). *For example, use a visual fraction model or write a story context to show that $\frac{2}{3}$ x 6 can be interpreted as 2 x (6 ÷ 3) or (2 x 6) ÷ 3. Do the same with $\frac{2}{3}$ x $\frac{4}{5}$ = $\frac{8}{15}$ (In general, $\frac{a}{b}$ x $\frac{c}{d}$ = $\frac{ac}{bd}$.)*
   b. Find the area of a
	Sally's Garden
	
	Box of Crayons
	
	Broken Crackers
	
	Gumdrops
	
	Reading a Book
	
	Art Task
		EngageNY Module 4: Topic C lesson 13
		
		EngageNY Module 4: Topic E lesson 13
		
		EngageNY Module 5:Topic C lesson 14
			Chapter 7 Lessons 1,2,3,4 Pages 421-444 Lesson 6 Page 451
			
			Chapter 7 Lesson 4 Page 439 Lesson 7
				3 days
				
				3 days	

rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that 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.	Connor and MaKayla Discuss Multiplication		Page 459 Lesson 10 Page 477	
5.NF.B.5 Interpret multiplication as scaling (resizing). **a.** 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.* **b.** Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing	Scaling Points Ellen's Math Multiplying Fractions Sarah and Jose	EngageNY Module 4: Topic F lesson 15	Chapter 7 Lesson 5,6 Pages 445-456 Lesson 8 Page 465	3 days

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 $=$ $^{(x\,n)}$ to the effect of multiplying by 1.				
5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.	Harvest Dinner Dinner Dilemma Problems #4 and 6 Multiplying Mixed Numbers Pillow Cases	EngageNY Module 4: Topic D lesson 16	Chapter 7 Lesson 9,10 Pages 471-482	2 days
5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. **a.** Interpret division of a unit fraction by a non-	Introduction to Dividing with Fractions Charlie's No Lines	EngageNY Module 4: Topic G lessons 17 & 18 Dividing Unit Fraction Word	Chapter 8 Lesson 1 Page 491 Lesson 4 Page 511 Lesson5 Page 517	3 days

zero whole number and compute such quotients. *For example, use visual models and the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) x 4 = 1/3.*	Dividing Fractions

Cups of Flour

Stew Recipe | Problems | | |
| **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 4 ÷ (1/5) = 20 because 20 x (1/5) = 4.* | Dinner Dilemma problem #7 | | Chapter 8 Lessons 1,2 Pages 491-502 Lessons 4,5 Pages 511-522 | 4 days |
| **c.** 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 equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3 cup servings are in 2 cups of raisins?* | Cutting Ribbons | | | |

	Walking 5 Miles			

5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 	
   a. 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.
 	
   b. Understand that a solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
	Filling Boxes	EngageNY Module 5: Topic A
		lessons 24 & 25
			Chapter 11 Lessons 4,5,6,7 Pages 655-680	3 days

5.MD.C.4 Measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.	Candy Boxes	EngageNY Module 5: Topic A lessons 24 & 25	Chapter 11 Lessons 6,7 Pages 669-680	2 days

5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume of right rectangular prisms.
 	
   a. 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).*
 	
   b. Know and apply the formulas $V = l$ x w x h and $V = B$ x h (where B represents the area of the base) for
	[Breaking Apart Composite Solids](#)		Chapter 11 Lesson 11 Page 699	2 days

rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real-world and mathematical problems. **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.				
5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume of right rectangular prisms. **a.** 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	Cari's Aquarium Using Volume to Understand the Associative Property of Multiplication	EngageNY Module 5: Topic B lessons 26 & 27	Chapter 11 Lessons 8,9,10,11 Pages 681-704	4 days

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).* **b.** Know and apply the formulas $V = l$ x w x h and $V = B$ x h (where B 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. **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.				

Websites
Order of Operations:Algebraic Expression Millionaire Game

Order of Operations Flashcards & Matching
Math Blaster Math Games
Internet4Classrooms
Line Plot Interactive
Math-Play
Measures Game
Convert Customary Units Game
Mr. Maffesoli Math Games
Mr. Nussbaum's Math Games

5th GRADE MATH

4th Nine Weeks

TNReady Blueprints				
Mathematical Practices				
TEXTBOOK: GO Math				
Lessons for Learning				
Building Conceptual Understanding and Fluency through Games				
Standard	Tasks	Activities	Textbook	Pacing
5.MD.A.1 Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. 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). *For example, 3.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters*	Measurement Mania Bridge Building Very Tall Lady Dinner Dilemma Problem #4	EngageNY Module 2: Topic D lessons 21 & 22 Better Lessons: Extra Measurement Lessons	Chapter 10 Lessons 1,2,3,4,5, 6,7 Pages 585-628	5 days

5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *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.*	Fractions on a Line Plot	EngageNY Module 4: Topic A lesson 23 Measurements in Fractions of Unit-Guided Lesson with Line Plots	Chapter 9 Lesson 1 Page 533	2 days
5.G.A.1 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).	Granny's Balloon Trip Task	EngageNY Module 6: Topic A lesson 28 Internet4Classrooms (coordinate plane activities) The Fly on the Ceiling Julie Glass	Chapter 9 Lesson 2 Page 539	2 days

5.G.A.2. 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.	Growing Sumandas Meerkat Coordinate Plane Task	EngageNY Module 6 Topic C lesson 29 EngageNY Module 6: Topic D lesson 29 Internet4Classrooms (geometry activties)	Chapter 9 Lessons 3,4 Pages 545-556 Lesson 7 Page 571	3 days
5.G.B.3 Classify two-dimensional figures in a hierarchy based on properties. 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.*	What do these shapes have in Common? What is a Trapezoid?	Internet4Classrooms (geometry activities) BetterLessons: Extra Geometry Lessons	Chapter 11 Lessons 1,2,3 Pages 637-654	3 days
5.G.B.3 Classify two-dimensional figures in a hierarchy based on properties. 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.*	Always, Sometimes, Never	EngageNY Module 5: Topic D Internet4Classrooms (geometry activities) BetterLessons: Extra Geometry Lessons	Chapter 11 Lessons 1,2,3 Pages 637-654	3 days

See below for websites

Websites

[Math Blaster Math Games](#)
[Internet4Classrooms](#)
[Locate the Aliens](#)
[Coordinate Plane Jeopardy](#)
[Stock the Shelves-a Coordinate Plane Game](#)
[Mr. Maffesoli's Math Games](#)
[Mr. Nussbaum's Math Games](#)