5th Grade Math Curriculum Bundle # 1

Title	Suggested Dates
Place Value/Problem Solving	August 25 – September 11 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
The base 10 number system uses the position of the digit to determine the value of the digit and the resulting number in order to communicate numerical expressions and relationships.	What value does each position on the place value chart represent? What value does each period on the place value chart represent? As the place value chart is extended in each direction from the decimal point, what happens to the value of each position? How is place value used to understand the meaning of numbers in the real world?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above) **Teachers will use Math Investigations as the main instructional resource.** District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
5.1 The student uses place value to represent whole numbers and decimals. 5.1A Use place value to read, write, compare, and order whole numbers through the 999,999,999,999.	Including but not limited to • distinguish the difference between a digit and a number • convert, write or describe standard to written through 999,999,999,999 – digits to words • convert, write or describe written to standard through 999,999,999,999 – words to digits • convert between number and expanded notation (ex. 790,410,032,465 = 700,000,000,000 + 90,000,000,000 + 400,000,000 + 30,000 + 2,000 + 400 + 60 + 5)) • describe place and value (ex. 97,465,831, 465 - the seven is in the billions place and the value is 7,000,000,000) • compare and order numbers using symbols and words for "greater than" (>), "less than" (<) and	**Math Investigations** **Thousands of Miles, Thousands of Seats** **Unit 3** Investigation 1 Session 1 – 5 pages 26 – 54	**Whole Group Lessons** Envision Topic 1 Lessons 1 – 2 Fifth Sense Objective 1 Lesson 5.1A **Small Group Lesson/Centers** Fifth Sense Objective 1 Lesson 5.1A

	"equal" (=) • represent place value concepts using whole numbers through 999,999,999,999 with numerals, words, expanded notation and concrete objects • sequence numbers or words associated with numbers (least to greatest and greatest to least) • create a number smaller, in-between, or larger than given numbers		Kamico Name that Number page 11 Sixth Sense page 23
5.1 The student uses place value to represent whole numbers and decimals. 5.1B Use place value to read, write, compare, and order decimals through the thousandths place.	Including but not limited to • use place value to read and write decimals involving thousandths, including money, using concrete objects (front and back of coins and bills; dollar sign and decimal points) and pictorial models • distinguish between place and value such as 2.745, 5 is in the thousandths place and the value is .005 or 5 thousandths • appropriately uses the word "and" to represent the decimal • changes decimal numeral form into word form and word form to numeral representation using examples and non-examples • identify decimals or words associated with decimals using graphics	**Math Investigations** **Decimals on Grids and Number Lines** **Unit 6** Investigations 1 Sessions 1 – 6 pages 24 – 58	**Whole Group Lessons** Envision Topic 1 Lesson 3 **Small Group Lessons/Centers** A.I.R.R. Write the Decimal, #19 Match the Decimal, #20 Kamico Decimal Duo page 33 Region 4 Decimals Lesson 5.1A (Explore portion-Skip Ordering decimals)
5.5 The student makes generalizations based on observed patterns and relationships. 5.5B Identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs. TEACHER NOTE: These concepts will be revisited numerous times throughout the year in Bundles and Lone Star.	Including but not limited to • describe the definition of prime number (recognize that 1 is not prime) • describe the definition of a composite number (recognize that 2 is the only even prime number) • identify and classify numbers as prime or composite using concrete or pictorial models • use a variety of strategies to represent factors • recognize prime and composite numbers in a set of numbers • emphasize not all odd numbers are prime	New Investigations **Number Puzzles and Multiple Towers** **Unit 1** Investigation 1 Session 1 – 3 pages 22 – 47	

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5.14 The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. 5.14A Identify the mathematics in everyday situations.	Including but not limited to • Brainstorm mathematics in everyday life. • Analyze how math is used in various situations and jobs (i.e. a banker, a cashier, a teacher, a bus driver, etc.)		Teacher Suggestion: Students interview 4 adults about how math is used in each of their professions.
TEACHER NOTE: Start vocabulary concepts and terms utilized throughout the year…see assurance words.			• Envisions vocabulary cards • Lone Star Learning vocabulary cards – one set was given to each campus • Mentoring Minds – some campuses have purchased this • Word Walls