

5th Grade Math Curriculum Bundle # 2

Title		Suggested Dates
Addition and Subtraction		September 14 – October 2 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
Numbers represent values that can be joined, separated and compared using a variety of methods.	<p>What are different methods of joining, separating and comparing numbers?</p> <p>How do you know when to join, separate or compare numbers?</p> <p>Can the process of regrouping be demonstrated, explained or justified?</p>

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.	
<p>5.3 The student adds, subtracts, multiplies, and divides to solve meaningful problems.</p> <p>5.3A Use addition and subtraction to solve problems involving whole numbers and decimals.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • use addition and subtraction involving whole numbers through 999,999,999 and decimals (through thousandths) in problem solving situations • recognize that addition and subtraction are inverse operations • analyze different problem situation to determine the operation(s) needed to solve problems • solve multi-step problems that use terminology such as less than, more than, greater than, fewer than (Ex: Robb is 2.5 feet less than Juan) 	<p><u>Math Investigations</u></p> <p><u>Thousands of Miles, Thousands of Seats</u> Unit 3</p> <p>Investigation 2 Sessions 1 – 5 pages 58 – 84</p> <p><u>Thousands of Miles, Thousands of Seats</u> Unit 3</p> <p>Investigation 3 Sessions 2 – 5 pages 93 – 112</p>	<p><u>Whole Group Lesson</u></p> <p><u>Envision</u> Topic 2 Lesson 1</p> <p><u>Envision</u> Topic 3 Lessons 1 – 3</p> <p><u>Fifth Sense</u>, Objective 1, Lesson 5.3 A</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Region IV Prep</u> Addition and Subtraction Lessons</p>

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			<p>pages 52 – 61 <u>Kamico</u> Add It! page 74 Subtraction Skirmish page 77</p> <p><u>A.I.R.R.</u> The Answer is Given, #51 Roll for a Sum or Difference, #52 Common Errors to Avoid, #53 Is it too Much or too Little? #54 Multi-Stage Problem, #56 Numberless, #55</p>
<p>5.1 The student uses place value to represent whole numbers and decimals.</p> <p>5.1B Use place value to read, write, compare, and order decimals through the thousandths place.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • use place value to read, write, compare, and order decimals involving thousandths, including money, using concrete objects (front and back of coins and bills; dollar sign and decimal points) • use place value to read, write, compare, and order decimals involving thousandths, including money, using 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 • compare and order decimals using symbols and words for "greater than" (>), "less than" (<) and "equal" (=) • appropriately uses the word “and” to represent the decimal • use benchmark numbers such as 0.0, 0.5 and 1.0 to compare quantities. • changes decimal numeral form into word form and word form to numeral representation using examples and non-examples • create a number smaller, in-between, or larger than given numbers • sequence decimals or words associated with decimals • sequence decimals using a number line, ruler, graph, or chart 	<p><u>Math Investigations</u></p> <p><u>Decimals on Grids and Number Lines</u> Unit 6</p> <p>Investigation 1 Sessions 1 – 6 Pages 24 - 58</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 1 Lesson 4</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Your Order Please, # 24 In Between, # 25</p>

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<p>5.15 The student communicates about Grade 5 mathematics using informal language.</p> <p>5.15A Explain and record observations using objects, words, pictures, numbers, and technology.</p>	<p>Including but not limited to</p> <p>Examples:</p> <ul style="list-style-type: none"> • base 10 blocks • number cards • number cubes • Unifix cubes 		
<p>5.15 The student communicates about Grade 5 mathematics using informal language.</p> <p>5.15B Relate informal language to mathematical language and symbols.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Example might be: <ul style="list-style-type: none"> ○ instead of “diamond” use “rhombus” ○ instead of “borrowing” use “regrouping” 		<p><u>Whole Group Lessons</u></p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R</u> It’s Symbolic, #188 Watch Your Language, #189 What’s the Next Step? #190</p>