

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will predict and justify the results of subdividing, combining and transforming shapes.

**Learner Activity:** Students will be assigned a partner. Each group will get a handful of M&M's (20). One student will subdivide M&M's and partner will try to determine how division was made. Students will take turns doing this 2-3 times. Students should try to transform one group of M&M's and have another group determine what the transformation was.

**Assessment Activity:** Assign all students to bring in 10 small items from home. Students need to be able to subdivide items and explain to the class how the division was made. Each student will have 1-2 minutes to explain their division. Students also need to have an idea of how they could transform their items.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will place 15-20 mismatched buttons on table. Teacher will divide buttons in to two groups. Students will try to guess how the subdividing was done. Teacher will make another division and repeat previous activity. Teacher will put groups together to combine and discuss combining. Teacher will ask how we could transform buttons. Teacher should guide students to say break buttons or marking on one group.

**Enrichment Activity:** Have students work with buttons, M&M's or other items and continue subdividing.

**Corrective Activity:** Work with small groups to clarify.

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Buttons, M&M's, various items from home

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

1.6

4.1

**Concepts Assessed:**

Data & Probability

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will describe the degree of likelihood of events using such words as certain, equally likely, and impossible.

**Learner Activity:** As a group, students will view Cardinal Baseball graphs. The teacher should ask challenging questions in which students need to evaluate the data shown and describe the degree of likelihood an event could take place.

**Assessment Activity:** Students will view one of the graphs individually. They will come up with their own questions about the degree of likelihood that an event would happen based on the statistical data. After the questions are assessed they will trade with a partner and answer questions using the words certain, equally, likely, and impossible.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will use graphing pages in math text for instruction. (Chapter 3) Using the data on the pages students will discuss trends as well as things that will certainly happen, likely happen, and would be impossible to happen.

**Enrichment Activity:** Student will create own survey and come up with questions to describe data collected.

**Corrective Activity:** Practice 3-5

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Math text book, Chapter 3 Graphing and Data Collection, Cardinal Baseball Graphs

**Content Standard Alignment:**

MA 3

**Process Standard Alignment:**

4.1

**Concepts Assessed:**

Data & Probability

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will describe methods to collect, organize, and represent categorical and numerical data.

**Learner Activity:** A class survey will be taken. Students will have input on topic. While survey is being conducted teacher will record results on board and students should copy results also. Class discussion will be held on which graph will be best for information. Graph will be made on board as a whole group.

**Assessment Activity:** Students will individually make a survey and class will take survey. Students will make graph of their choice that best represents data.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will use Chapter 3 in textbook in introduce various data collecting and graphing methods.

**Enrichment Activity:** Extend 3-5

**Corrective Activity:** Chapter 3 page 106-111

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Textbook Chapter 3, graphs, paper, colored pencils

**Content Standard Alignment:**  
MA 3

**Process Standard Alignment:**  
1.2

**Concepts Assessed:**  
Data & Probability

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will identify the equivalent weights and equivalent volumes within a system of measurement.

**Learner Activity:** Students will construct a gallon man after teacher has introduced different amounts of volume are shown. Students should construct gallon man using their instruction sheet. Students will be able to visualize quarts to gallons etc.

**Assessment Activity:** Using their gallon man, students will answer questions regarding volumes that take up the same amount of space (e. how many cups equal one gallon). Teacher should make questions or let students generate questions as a group.

**Level of Expectation:** 100% accuracy

**Instructional Method:** The teacher will demonstrate how 4 quarts will take up the same space as one gallon, etc., using measuring containers and liquids. Discussion will be held on equivalent measurements.

**Enrichment Activity:** E 11-4

**Corrective Activity:** R 11-4

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Math textbook, instructions for gallon man, construction paper, markers, measuring containers, liquids and solids.

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

1.6

**Concepts Assessed:**

Measurement

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will describe numbers according to their characteristics including whole numbers, factors, prime or composite odd or even and square numbers.

**Learner Activity:** The teacher should create riddles that describe each type of number. Student will take turns coming up with answers to the riddles. Riddles should ask for a numeral as well as a term answer.

**Assessment Activity:** Students will create a riddle of their own to address each type of number listed in the local objective. The teacher should assess the riddles and the answers to them. Students will then trade with a partner and solve someone else's riddles.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will discuss characteristics of numbers with students that are described in the objective. Students will look up terms for each word in the textbook glossary. Definitions for words will be discussed with the entire group.

**Enrichment Activity:** With a partner, students will say a number and the partner should describe which type it is.

**Corrective Activity:** The teacher will do the enrichment activity with small groups as needed. Characteristics of each number will be reviewed.

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Math text book and glossary

**Content Standard Alignment:**

MA 5

**Process Standard Alignment:**

1.10

**Concepts Assessed:**

Number Sense

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will make and describe generalizations about geometric and numeric patterns.

**Learner Activity:** Using the websites listed, students will take turns completing the patterns.

**Assessment Activity:** Students will design their own patterns using various numbers and geometric items. Students will trade patterns to practice finding and finishing patterns.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will demonstrate the steps for finding a pattern for numbers and geometric shapes (Example: Are the numbers increasing or decreasing and by what increments?) For geometric patterns use website [http://math.usu.edu/nlvm/nav/frames\\_asid\\_184\\_g\\_2\\_t\\_1.html](http://math.usu.edu/nlvm/nav/frames_asid_184_g_2_t_1.html). For more on sequencing and patterns use <http://www.aaa.math.com/b/pat/htm>

**Enrichment Activity:** Extend 7-9

**Corrective Activity:** Reteaching 7-9

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Websites, Math textbook

**Content Standard Alignment:**

MA 4

**Process Standard Alignment:**

1.6

4.1

**Concepts Assessed:**

Algebraic Relationships

PE

Course Curriculum Report

**Grade: 5 Math**

**Local Objective:** Students will represent a mathematical situation as an expression or number sentence using a letter or symbol.

**Learner Activity:** Students will toss a number cube twice, writing an addition, subtraction, multiplication, or division rule that produces the second digit tossed as an output. When the first digit tossed is input.

**Assessment Activity:** Given different math expressions, students will determine the missing number for the letter or symbol given.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will discuss addition and subtraction and division and multiplication as inverse operations. Teacher will show students this concept to complete input/output tables.

**Enrichment Activity:** Practice Book page 6

**Corrective Activity:** Reteach 2-3

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Math textbook pg. 46, number cube, pencil, paper, Practice WS 2-3

**Content Standard Alignment:**

MA 4

**Process Standard Alignment:**

1.6

3.1

**Concepts Assessed:**

Algebraic Relationships

MC

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will model problem situations and draw conclusions, using representations such as graphs, tables or number sentence.

**Learner Activity:** As a whole group teacher will pass out Fun Size packs of candy (ex: M&M's Skittles) to investigate the frequency of colors. Teacher will model making class graph. Teacher will demonstrate creating questions that lead to drawing conclusions.

**Assessment Activity:** Graphing Collected Data Activity. Students will collect, organize, and describe data, construct and read tables and graphs. Students will create questions that draw conclusions about their information and write number sentences about their data (see attached).

**Level of Expectation:** 100% accuracy

**Instructional Method:** The teacher will show several examples of tables and graphs. Teacher will model how to read the data and make up questions to assess students' abilities to read and interpret data.

**Enrichment Activity:** Extend 1-11

**Corrective Activity:** Reteach 1-11

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Posterboard, Fun Size candy packages, markers, copies of performance task, textbook

**Content Standard Alignment:**

MA 4

**Process Standard Alignment:**

1.6

3.6

**Concepts Assessed:**

Algebraic Relationships

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will analyze 2 and 3 dimensional shapes by describing the attributes.

**Learner Activity:** Play "Over Your Head" to informally assess students knowledge of 2 and 3 dimensional shapes. See attached instructions.

**Assessment Activity:** Students will work individually to construct a three dimensional shape out of straws and string. Students will describe the attributes (ex: how many faces, corners, edges, points) their shape has. For 2 dimensional shape describe sides and angles.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Use Silver Burdett Textbook to introduce p. 250-290. Teacher will introduce by going over examples from text. Teacher will discuss real world examples of 2 and 3 dimensional shapes (ex. buildings).

**Enrichment Activity:** Make additional shape from assessment

**Corrective Activity:** Reteaching 7-14

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Textbook p. 250-290, straws, string, attached page (Important Shapes)

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

1.5

4.1

**Concepts Assessed:**

Geometric & Spatial Relationships

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will use coordinate systems to specify locations describe paths and find the distance between points along horizontal and vertical lines.

**Learner Activity:** Students use a ruler to draw an 8x11 grid that contains 88 inch squares. Students take turns dropping a counter above the grid and dropping it. Students will use coordinate language to describe at what point the counter lands each time.

**Assessment Activity:** The teacher should make a seating chart of coordinate pairs. A piece of grid paper that is numbered will be needed. Questions grid, should be made such as "Sam sits at point 2,4. Tim sits 4 points north of Sam, etc. Each students name should be used once. Students will plot where each desk should be.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will show a grid on an overhead projector. Teacher will explain how to graph points using ordered pairs and determine what ordered pair points would be . Teacher will remind student that you have to go over to the mountain before you can go up.

**Enrichment Activity:** Practice 77

**Corrective Activity:** Page 9

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Textbook, overhead projector, transparency grid, grid paper, class roster

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

1.6

1.8

**Concepts Assessed:**

Geometric & Spatial Relationships

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will apply the distributive property to whole numbers.

**Learner Activity:** Students will make up multiplication problems using the distributive property on index cards. On the back of each card, students should write out the process for solving the problem along with the answer.

**Assessment Activity:** Students will complete multiplication problems using the distributive property using Practice 28.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher explain to think of one factor as the sum of two addends. Then multiply each addend by the other factor and add the products. (Ex.  $3 \times 14 = 3 \times 10 + 3 \times 4 = 30 + 12 = 42$ )

**Enrichment Activity:** Create 2 problems using the distributive property.

**Corrective Activity:** Review p. 130 do p. 131 (5,9,12)

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Math textbook p. 130, index cards, pencil, Practice 28

**Content Standard Alignment:**

MA 5

**Process Standard Alignment:**

3.1

**Concepts Assessed:**

Algebraic Relationships

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will predict, draw and describe the results of sliding, translating, flipping, reflecting and turning/rotating around a center point of a polygon.

**Learner Activity:** Students will be given a polygon. Teacher will give directions similar to "Simon Says". Teacher will walk around to monitor students understanding of what to do. Students will partner up and quiz each other.

**Assessment Activity:** Students will complete "What's Your Guess?" page E 7-10.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will show examples of sliding, translating, flipping, reflecting and rotating shapes on overhead projector. Teacher will quiz students after examples of each transition have been shown and explained.

**Enrichment Activity:** Flip, turn, rotate, shape and guess Partner Activity - What partner did. Take turns.

**Corrective Activity:** Reteach 7-10

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Textbook p. 273, Transparency 32-32A, polygons (1 per student), page 7-10

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

3.6

4.1

**Concepts Assessed:**

Geometric & Spatial Relationships

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will identify the 3 dimensional shape when given a net of a prism or cylinder.

**Learner Activity:** The groups of 3 will be given drinking straws. Students will be instructed to create a net of a cube, rectangular prism and a triangular prism. Pipe cleaners will be given to create a cylinder net.

**Assessment Activity:** In their group each student will make a model of a prism. Copy the pattern of a rectangular prism on pg. 283 to dot paper. Students will follow the instructions steps 1-3. Students will complete the chart for the remaining prisms. Real world examples will be available.

**Level of Expectation:** 100% accuracy

**Instructional Method:** The teacher will go over vocabulary in math book (p. 282) Student will break into groups of 3. Each group will be given an object used in everyday life. Students will discuss the attributes using the previously introduced vocabulary words. Teacher will move throughout the room.

**Enrichment Activity:** Make 3 dimensional figure from paper

**Corrective Activity:** Reteach 7-14

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Silver Burdett Math book 5th grade level, various 3 D shapes, straws, pipe cleaners, dot paper, scissors, clear tape, space figure chart.

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

3.3

**Concepts Assessed:**

Geometric & Spatial Relationships

PE

Course Curriculum Report

**Grade: 5 Math**

**Local Objective:** Students will convert from one unit to another within a system of measurement (linear).

**Learner Activity:** Students will measure different objects throughout the classroom or school with a yardstick and then a ruler. They will give and convert to their units when asked. An activity sheet will be passed out for students to use. The activity will be adapted to the metric system and for other customary units of measurement.

**Assessment Activity:** Students will convert customary units of measurement using the strategies that were presented at the beginning of the unit. Students will complete Assessment 11-2/11-3.

**Level of Expectation:** 100% accuracy

**Instructional Method:** The teacher will use Chapter 11 on units of measurements to introduce the objectives. The chapter should be referred to when introducing a new concept ex. Time, length, weight, capacity and the metric system. The teacher will introduce the strategy of: changing from a large unit to a small we multiply and to do the reverse we divide.

**Enrichment Activity:** Extend 11-2

**Corrective Activity:** Review p. 428-429, Assign p. 430 (4-9)

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Silver Burdett Math textbook, field sheet, yard sticks, rulers, assessment 11-2/11-3

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

1.10

1.6

**Concepts Assessed:**

Measurement

MC

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will identify and justify the unit of measure for area (customary and metric)

**Learner Activity:** Go over page 2 of 5 on attached papers as a whole group. Transparency of page 2 should be made. Teacher should lead discussion to ensure students are on the right path. From this activity, they should get ideas for their assessment.

**Assessment Activity:** Students will be placed in groups of 2 or 3. Students will be assigned to measure 5 different objects. Students will need to have one item to measure in feet, inches, meters, centimeters, and millimeters. The group should pick items of different sizes to correctly complete assignment.

**Level of Expectation:** 100% accuracy

**Instructional Method:** This assignment will go along with a study on measurement. Teacher will show examples of measuring tools, (ruler, meter stick, yard stick, tape measure) and discuss why we measure some objects (like paper) in inches and other objects (like houses) in feet or meters. Teacher should show examples of each unit of measurement.

**Enrichment Activity:** First student says "3 yd, 2 ft + 3 yd, 2 ft = 7 yd 1ft", Second student says, "7 yd, 1 ft + 3 yd, 2 ft = 11 yd". Students continue until they total 1 mile.

**Corrective Activity:** Have 4 cards labeled inch, foot, yard, and mile. Have students draw a card then name items that are measured in that unit.

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Successlink.com, rulers (with inches and centimeters), tape measure, meter stick

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

3.1

4.1

**Concepts Assessed:**

Geometric & Spatial Relationships

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will identify, model and describe situations with constant or varying rates of change.

**Learner Activity:** Students will complete a mad minute multiplication page. When students are finished the time allowed will be adjusted. After several different times are tested, discussion will be held regarding what happened to the independent variable (the Mad minute test) when the dependent variable (time).

**Assessment Activity:** Students will, in groups, come up with two activities that have a constant and a varying rate of change. Activities will be tried out with the group over several days.

**Level of Expectation:** 100% accuracy

**Instructional Method:** The teacher will discuss how changing the independent variable in a situation will change the dependent variable. Teacher will discuss independent changes such as time allowance, boy or girl completing tasks.

**Enrichment Activity:** Students will complete a similar activity as the assessment. They can create a varying rate of change. Activity to complete with the entire 5th grade.

**Corrective Activity:** Give students scenerio such as "How many kites would be assembled if he made 12 kites in 3 hours?" Change # to check students' understanding if necessary.

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Mad minute math facts page

**Content Standard Alignment:**

MA 4

**Process Standard Alignment:**

1.6

4.1

**Concepts Assessed:**

Measurement

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will compare different representations of the same data and evaluate how each representation shows important aspects of the data.

**Learner Activity:** As a group review graphs on page 106. Discuss which graph is best for a particular set of information. The teacher should then use the information on pg. 107 CD's purchased and display it on a (line graph) to show an inappropriate way to display data. Page 107 should be completed entirely in class.

**Assessment Activity:** Students will complete a survey of their choice with classmates. Students will then place the data correctly on a line graph, pie, pictograph, bar or double bar graph if needed. Students will then in writing explain which bar graph shows the best representation of the data.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher and students will discuss both graphs on p. 108. Teacher will lead discussion and ask students why graphs are made to look a particular way. Students should say to exaggerate comparisons, persuade or make data fit. Teacher will also discuss why you would make a line graph vs. a pie graph or bar graph vs. double bar graph.

**Enrichment Activity:** Extend 3-8

**Corrective Activity:** Reteaching 3-8

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Textbook p. 108-111 - 5th grade paragraph scoring guide

**Content Standard Alignment:**

MA 3

**Process Standard Alignment:**

3.6

**Concepts Assessed:**

Data \* Probability

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will read, write, compare and order unit fractions and decimals to thousandths.

**Learner Activity:** To demonstrate a knowledge of order and relationships between decimals and fractions each student will write a real number, then make a number line so that each person in the proper order.

**Assessment Activity:** The student will be given a set of numbers. He/she will place the numbers in order from least to greatest.

**Level of Expectation:** 100% accuracy

**Instructional Method:** The teacher will write decimals and/or fractions on index cards. Teacher will choose 3 students to pick an index card. The teacher will model how to order numbers from least to greatest.

**Enrichment Activity:** Place excelling students in group and they make number cards to place in proper order.

**Corrective Activity:** Reteaching workbook pg. R 9-5

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Silver Burdett Textbook, Index cards, markers

**Content Standard Alignment:**

MA 5

**Process Standard Alignment:**

3.3

**Concepts Assessed:**

Mathematical Systems & Number Theory

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will recognize and generate equivalent forms of commonly used fractions, decimals and percents.

**Learner Activity:** Each student will work individually or cooperatively to generate equivalent forms commonly used fractions, decimals and percents using a Hershey bar to correspond with the Hershey fraction book.

**Assessment Activity:** The student will be given a copy of a Hershey bar. He/she will demonstrate his/her knowledge of fractions, decimals, or percents by shading the appropriate amount of the bar a chocolate color.

**Level of Expectation:** 100% accuracy

**Instructional Method:** The teacher will show students examples of equivalent parts of a whole by using various manipulatives.

**Enrichment Activity:** Paper folding in groups to  $\frac{1}{4}$ , instruct each other to color as directed.

**Corrective Activity:** Reteaching Activity P 9-5

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Hershey book, Silver Burdett Text, copy of hershey bar, chocolate bar from home, crayons, manipulatives

**Content Standard Alignment:**

MA 1

**Process Standard Alignment:**

3.3

**Concepts Assessed:**

Mathematical Systems & Number Theory

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will describe the effects of dividing whole numbers and calculate division problems.

**Learner Activity:** To demonstrate students' knowledge of division, students will perform division problems with 1 to 2 digit divisors and/or manipulatives.

**Assessment Activity:** Students will complete a performance task showing how cards could be arranged on a bulletin board and explaining the strategy for grouping.

**Level of Expectation:** 100% accuracy

**Instructional Method:** The teacher will model division problems with the class. Discussion will be held on dividing items into equal groups. Students will then come to the board and solve a division problem one on one with the teacher.

**Enrichment Activity:** Practice 5-7

**Corrective Activity:** Reteaching 5-7

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Math text book, flash cards, manipulatives

**Content Standard Alignment:**

MA 1  
MA 5

**Process Standard Alignment:**

1.6  
3.4  
4.1

**Concepts Assessed:**

Describe Effects of Operations

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will represent and recognize division using various models, including quotative and partitive.

**Learner Activity:** Students will be given long division problems to copy on their paper. Students will work one step of problem, then pass to next person in group. Continue until finished. Last step, multiply to check.

**Assessment Activity:** Teacher will give students four problems with mistakes. Students will explain what mistakes are in the problem and correct them.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Using the overhead projector, the teacher will model division using various manipulatives.

**Enrichment Activity:** Practice 5-8

**Corrective Activity:** Reteaching 5-8

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Math textbook, manipulatives

**Content Standard Alignment:**

MA 1

**Process Standard Alignment:**

3.6

**Concepts Assessed:**

Number and Operations

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will describe the effects of multiplying whole numbers and calculate multiplication problems.

**Learner Activity:** Students write numbers 8, 12, 16, 20, 24, 28, 32, 36. They take each number of counters and divide them equally among group. Below each number students write the number of counters they receive. Ask students what happens when you multiply the number of counters you receive by the number of people in the group.

**Assessment Activity:** Given a set of 20 numbers, students pick out sets of fact families.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will discuss and demonstrate fact families to show how multiplication and division are related. Use Silver Burdett Math book p. 168-169

**Enrichment Activity:** Extend 4-5

**Corrective Activity:** Reteaching 4-5

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Chalkboard, flashcards, Multiplication websites, practice sheets, and various multiplication games, manipulatives

**Content Standard Alignment:**

MA 1  
MA 5

**Process Standard Alignment:**

1.6  
3.4  
4.1

**Concepts Assessed:**

Number and Operations

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will apply the distributive and associative properties to whole numbers.

**Learner Activity:** Students make cards with property on one side and an example on the other side. They will take turns quizzing each other.

**Assessment Activity:** Practice page 4-1

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will model strategies shown on page 130 in the Silver Burdett Math Textbook.

**Enrichment Activity:** Extend 4-1

**Corrective Activity:** Reteaching 4-1

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Silver Burdett Math Textbook

**Content Standard Alignment:**

MA 5

**Process Standard Alignment:**

1.10

1.6

**Concepts Assessed:**

Number and Operations

MC

Course Curriculum Report

**Grade: 5 Math**

**Local Objective:** Students will describe a mental strategy used to compute a given division problem, where the quotient is a multiple of 10 and the divisor is a 1 digit number.

**Learner Activity:** Students will be given sets of basic facts and have students complete the "pyramid" up to ten thousand.

**Assessment Activity:** Students will demonstrate basic patterns Mental Math page R 5-3.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will show division problems using basic facts so students will see pattern. Example:  $20/5=4$ ;  $200/5=40$ ;  $2,000/5=400$ . To help students see pattern more clearly, use different colors for zero.

**Enrichment Activity:** Have students write math riddles using this strategy.

**Corrective Activity:** Practice 5-3

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Silver Burdett Math Textbook pg. 172

**Content Standard Alignment:**

MA 1

**Process Standard Alignment:**

1.4

3.3

**Concepts Assessed:**

Numbers & Operations

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will apply and describe the strategy used to compute a given division problem up to a 3 digit by 2 digit. Students will also be able to estimate results.

**Learner Activity:** Students will be given a division problem. He or she will work the problem showing all steps then finish by multiplying to check the answer.

**Assessment Activity:** Assessment will be on going, using homework assignments, class participation, and effort through class activities since division is covered throughout year and on the achievement test at the end of the year.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will show power-point "Short Division With Zero in the Dividend" by Monica Yuskaitis. This will show students the five steps to follow when dividing.

**Enrichment Activity:** Extend 6-4

**Corrective Activity:** Reteaching 6-4

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Silver Burdett Textbook, website

**Content Standard Alignment:**

MA 1

**Process Standard Alignment:**

3.3

4.1

**Concepts Assessed:**

Numbers & Operations

MC

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will solve problems involving elapsed time (hours).

**Learner Activity:** The teacher will give students lifesavers. Students will record starting time of putting candy in mouth. Students will record the time entire candy dissolves. Discussion on elapsed time in class. \* No chewing aloud!

**Assessment Activity:** Students will have a time sheet for their desks. A starting time is recorded. Teacher will call a stop time at several significant times throughout the day (ex. Lunch, restroom break, special classes). At the end of the day students will calculate. How much time elapsed between events.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will ask questions such as how many minutes will pass while the minute hand goes from the 4 to 8 and ask the same question for the hour hand. Teacher needs to reiterate that 20 minutes has elapsed or passed or 4 hours has elapsed.

**Enrichment Activity:** Successlink Packet, Don't Miss the Bus activity

**Corrective Activity:** Pre-assessment page 2 Successlink Packet

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Successlink.com, Performance event packet, time sheets, and lifesavers

**Content Standard Alignment:**

MA 1

**Process Standard Alignment:**

3.4

**Concepts Assessed:**

Mathematical Theory & Number Systems

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will compare related data sets.

**Learner Activity:** Teacher will place a chart in the room with a column for handwashing and using the bathroom. Girls should use one color and boys a different color. Students should make one tally mark for each time they do one of the above tasks. The following day, students will analyze the data and determine if handwashing is related to using the bathroom.

**Assessment Activity:** Student will have to measure 10 people's height and record their shoe size. Students will need to write 2-3 sentences describing if there is or isn't a relationship between the two.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will need a set of collected data such as spelling grades from 5 girls and 5 boys. Based on what the data shows, have students predict if a boy or girl would have the highest grade.

**Enrichment Activity:** Students will get fun size bags of candy. Students will predict how many of each color are in the bag. Students will open bag and compare the actual number of each color to their predications.

**Corrective Activity:** Reteach 3-1

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** grades, tally chart, 2 colored pencils

**Content Standard Alignment:**

MA 3

**Process Standard Alignment:**

3.6

**Concepts Assessed:**

Data & Probability

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will represent and analyze patterns using words, tables and graphs.

**Learner Activity:** Students will create 4 examples of a number pattern. They should be sure to include 7 items in each pattern. In one of the 4 patterns, the last item should be wrong on purpose. After the papers are finished, the students will exchange with another student, find and describe the mistake in the pattern.

**Assessment Activity:** The student will complete a given table and describe the pattern used.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will set up several number patterns in a chart (ex. 1 = \$.50, 2 = \$1.00, 3 = \$1.50). Ask questions such as how many will 4 items cost? What is the pattern? Explain how you would find the amount of 6 items.

**Enrichment Activity:** Practice 7-9

**Corrective Activity:** Reteach 7-9

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Math Textbook p. 270, Extend 7-9

**Content Standard Alignment:**

MA 4

**Process Standard Alignment:**

1.6

3.6

**Concepts Assessed:**

Algebraic Relationships

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will apply the associative property to whole numbers.

**Learner Activity:** One student rolls the number cube twice to find two factors. Students use counters to illustrate two different ways the factors can be represented as a multiplication sentence to show associative property.

**Assessment Activity:** Teacher will write on board - 1.  $6 \times (4 \times 3) = (6 \times 4) \times 3$ ; 2.  $45 \times (n \times 6) = (45 \times 12) \times 6$ . Students will use the associative property to determine the value of n.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will explain and model the associative property using number sentences and manipulatives. (ex.  $3 \times 5 = 15$ ;  $5 \times 3 = 15$ ). Ask students what other mathematical operation can this property be used in? They should say addition.

**Enrichment Activity:** Practice 4-1

**Corrective Activity:** Reteach 4-1

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Math textbook p. 130

**Content Standard Alignment:**

MA 5

**Process Standard Alignment:**

3.1

**Concepts Assessed:**

Algebraic Relationships

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will identify polygons and designs with rotational symmetry.

**Learner Activity:** Students will receive a letter from the alphabet. Students will draw a line or lines of symmetry on their letters. When teacher calls time, students with the same letters will converse to determine if they had the correct number of lines. Each group will present their letters.

**Assessment Activity:** Student will complete Daily Review 7-12 (attached).

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will explain the word symmetry. Brainstorming will take place on ways to find symmetry. Teacher will show examples of symmetrical and not symmetrical objects. Lines of symmetry will be drawn and discussed.

**Enrichment Activity:** Extend 7-12

**Corrective Activity:** Reteach 7-12

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Textbook, transparency, letters, Daily Review 7-12

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

1.6

**Concepts Assessed:**

Geometric & Spatial Relationships

PE

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will describe how to solve problems involving the area of polygons and non-polygonal regions imposed on a rectangular grid.

**Learner Activity:** Teacher will give students grid paper and various polygonal and nonpolygonal shapes. Along with a partner, students will figure area using length x width formula and/or the method described during instruction.

**Assessment Activity:** Area worksheet.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will discuss how to find area (length x width). Teacher will show a rectangular grid on an overhead transparency and show regular polygons. Teacher will guide students through examples. Teacher will then show examples of shapes or items that are non polygonal regions. If figure covers majority of rectangle, then include that square unit in the estimate.

**Enrichment Activity:** Extend 11-12

**Corrective Activity:** Reteaching 11-12

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Transparency grids, polygonal and nonpolygonal cut out shapes, Textbook page 454.

**Content Standard Alignment:**

MA 2

**Process Standard Alignment:**

3.1

4.1

**Concepts Assessed:**

Measurement

MC

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will make and justify predictions on a given set of data.

**Learner Activity:** Using the same data from the instructional method students will write down 3 predictions. Students will then justify why they made a certain prediction. Example answers will be shared whole group.

**Assessment Activity:** Given a separate data situation, students will make and justify predictions in writing. Students should be able to look at the data and write in complete sentences their predictions. Three different predictions should be made - 3 points/predictions 3 pts/justification.

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher should have data prepared to use with the lesson (such as crops grown each year). Discussion will take place regarding trends and making logical predictions from information given.

**Enrichment Activity:** Have students take temps each day and graph them. Students can make and justify predictions about future temps.

**Corrective Activity:** In small groups go over page 98-99 to review predicting and justifying outcomes.

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Silver Burdett Math Series

**Content Standard Alignment:**

MA 3

**Process Standard Alignment:**

3.1

4.1

**Concepts Assessed:**

Data & Probability

CR

## Course Curriculum Report

### Grade: 5 Math

**Local Objective:** Students will recognize equivalent representations for the same number and generate them by decomposing and composing numbers.

**Learner Activity:** Teacher will write two multiplication problems on the board. The first problem will be done as a group then the students will do next problem individually.

**Assessment Activity:** Students will be assigned problems to do on own (page attached).

**Level of Expectation:** 100% accuracy

**Instructional Method:** Teacher will show an example of doing addition problem by decomposing and composing the numbers (ex.  $56+42 = 50+40=90$ ;  $6+2=8$ ;  $90+8=98$ ). Teacher will also do a multiplication problem ( $325 \times 4 = 300 \times 4 = 1200$ ;  $20 \times 4 = 80$ ;  $5 \times 4 = 20$ ;  $1200 + 80 + 20 = 1300$ ). Explain to students that this concept is similar to mental math.

**Enrichment Activity:** Peer tutoring (work with student who needs correction work)

**Corrective Activity:** Peer tutoring (work with a student who finishes early)

**Special Needs:** Assistance provided by resource teachers per individual IEP instructions and modifications.

**Resources:** Textbook

**Content Standard Alignment:**

MA 1

**Process Standard Alignment:**

3.6

**Concepts Assessed:**

Number Sense

CR