# Math Essential Elements - $5^{\text {th }}$ Grade Curriculum Map by Quarter 

| I Can Statements | Standards-Based Essential Elements | Activities/Formative Assessments |  |
| :--- | :--- | :--- | :--- |
|  | $\begin{array}{l}\text { I can use base ten models to compare numbers } \\ \text { up to } 99 .\end{array}$ | $\begin{array}{l}\text { EE.5.NBT.1-Compare numbers up to } 99 \text { using base } \\ \text { ten models. }\end{array}$ | $\begin{array}{l}\text {-Use whiteboards, base ten blocks, picture representations } \\ \text { or food representations to make the models to compare } \\ \text { using greater than, less than, or equal to. }\end{array}$ | \(\left.\begin{array}{l}\begin{array}{l}I can use the number of zeros in a number to <br>

determine which value is greater than, less than, <br>
or equal to.\end{array} <br>
\hline\end{array} $$
\begin{array}{l}\text { EE.5.NBT.2- Use the number of zeros in numbers } \\
\text { to determine which values are equal to, greater } \\
\text { than, or less than. }\end{array}
$$ \quad $$
\begin{array}{l}\text {-Have a place value model for students to refer to when } \\
\text { determining greater than, less than, or equal to. You could } \\
\text { pre-make some numbers with zeros on notecards. }\end{array}
$$\right\}\)

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|  | I can identify and extend a numerical pattern. | EE.5.OA.3- Identify and extend numerical patterns. | -Practice numerical patterns during math warm-ups. |
| :---: | :---: | :---: | :---: |
|  | I can tell time to the half or quarter-hour using an analog or digital clock. | EE.5.MD.1.a- Tell time using an analog or digital clock to the half or quarter-hour. | -Practice matching time to the half hour and quarter hour on digital and analog clocks. Students can verbally do this as well. <br> -Tell time when transitioning to different activities. |
|  | I can use standard units to measure weight and length of objects. | EE.5.MD.1.b- Use standard units to measure weight and length of objects. | -Have measurement tools available for students to practice measuring objects. |
|  | I can identify the relative value of a collection of coins. | EE.5.MD.1.c - Indicate relative value of collections of coins. | -Review coin values and combinations during calendar or math warm-up. <br> -Match coin values and combinations to items in the class store. |
|  | I can represent data on a picture, line plot, or bar graph and interpret the data. | EE.5.MD.2- Represent and interpret data on a picture, line plot, or bar graph. | -Have students collect data on engaging things; make graphs (picture graph, line plot, or bar graph); and answer questions about the data on the graphs |
|  | I can determine the volume of a rectangular prism by counting the unit cubes. | EE.5.MD.4-5- Determine the volume of a rectangular prism by counting units of measure (unit cubes). | -Make different rectangular prisms and have students count the unit cubes. You could use manipulatives or square food like Cheez-Its. |
|  | I can sort 2-D figures and identify the attributes they have in common. | EE.5.G.1-4- Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common. | -Find 2-D shapes or have students make 2-D shapes and they can sort by attributes on a chart. |
|  | I can name common 3-D shapes. | EE.5.MD.3- Identify common three-dimensional shapes. | -Go on a 3-D shape hunt. |


|  | I can use base ten models to compare numbers up to 99 . | EE.5.NBT.1-Compare numbers up to 99 using base ten models. | -Use whiteboards, base ten blocks, picture representations or food representations to make the models to compare using greater than, less than, or equal to. |
| :---: | :---: | :---: | :---: |
|  | I can use the number of zeros in a number to determine which value is greater than, less than, or equal to. | EE.5.NBT.2- Use the number of zeros in numbers to determine which values are equal, greater than, or less than. | -Have a place value model for students to refer to when determining greater than, less than, or equal to. You could pre-make some numbers with zeros on notecards. |
|  | I can compare whole numbers to up 100 using (<, $>,=$ ). | EE.5.NBT.3- Compare whole numbers up to 100 using symbols (<, >, =). | -Use symbols with place value chart or base ten for students to visualize the numbers. |
|  | I can round two-digit numbers (0-90) to the nearest 10. | EE.5.NBT.4- Round two-digit whole numbers to the nearest 10 from (0-90). | -Rounding example on board; make number lines on table/floor to practice rounding to 10 . |
|  | I can multiply whole numbers up to $5 \times 5$. | EE.5.NBT.5-Multiply whole numbers up to $5 \times 5$. | -TouchMath skip counting or make arrays. |
|  | I can show the concept of division by using fair and equal shares. | EE.5.NBT.6-7- Illustrate the concept of division using fair and equal shares. | -Use manipulatives to show equal shares. |
|  | I can identify models of halves and fourths. | EE.5.NF.1- Identify models of halves (1/2, 2/2) and fourths (1/4, 2/4, 3/4, 4/4). | -Make a t-chart titled Halves and Fourths for students to sort their visual representations. |
|  | I can identify models of thirds and tenths. | EE.5.NF.2- Identify models of thirds ( $1 / 3,2 / 3,3 / 3$ ) and tenths $(1 / 10,2 / 10,3 / 10,4 / 10,5 / 10,6 / 10,7 / 10$, 8/10, 9/10, 10/10). | -Same as above for Thirds and Tenths. |


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|  | I can name common 3-D shapes. | EE.5.MD.3- Identify common three-dimensional shapes. | -Go on a 3-D shape hunt <br> *Online website with some virtual math tools https://www.didax.com/math/virtual-manipulatives.html |

Embedded Throughout the Year:
-Work on fluency of solving addition and subtraction problems within 100; Work on fluency of solving multiplication problems.
-Telling time to the hour and half-hour; Identifying money and counting combinations of money.

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