## Math Essential Elements – 5<sup>th</sup> Grade Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Activities/Formative Assessments
1 <sup>st</sup> Quarter	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 to, 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 or floor to practice rounding to 10.
	I can multiply whole numbers up to 5x5.	EE.5.NBT.5- Multiply whole numbers up to 5 x 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.



	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.
	I can use standard units to measure weight and	EE.5.MD.1.b- Use standard units to measure weight	-Have measurement tools available for students to
	length of objects.	and length of objects.	practice measuring objects.
L	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.
luarte			-Match coin values and combinations to items in the class store.
2 <sup>nd</sup> G	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.



3 <sup>rd</sup> Quarter	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 5x5.	EE.5.NBT.5- Multiply whole numbers up to 5 x 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.



	I can identify and extend a numerical pattern.	EE.5.OA.3- Identify and extend numerical patterns.	-Practice numerical patterns during math warm-ups.
4 <sup>th</sup> Quarter			
	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.
			-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.
			-Match coin values/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 to 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
			*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.

