5th Grade MATH Timeline

Macon County 2014-2015

1st 9 Weeks

Standard	Learning Target	Resources	M
5.NBT.A.1	I can identify in a multi-digit that each place to the right represents 10 times (multiply by 10) as much, while each digit to the left is 1/10 (divide by 10) as much. (K)		
5. NBT.A.3a	I can identify, state, and write digits from millions place to thousandths place. (K)		
	I can demonstrate decimals to the thousandths place using standard from, word form, and expanded form. (R)		
5. NBT.A.3b	I can compare decimals to the thousandths place. (R)5.		
5. NBT.A.4	I can analyze place value to round decimals to any place. (R)		
5.NBT.B.7	I can add and subtract decimals to the hundredths using concrete models or drawings. (P)		
	I can add and subtract decimals to the hundredths based on strategies using place value. (S) I can add and subtract to hundredths using properties of operations. (S)		
	I can add and subtract decimals to hundredths to prove relationships between addition and subtraction. (R)		
	I can add and subtract decimals to hundredths and explain in words how to use decimals in place value to find the answer based on a written story problem. (P)		
	I can explain the reasoning used to solve an addition and subtraction decimal problem to the hundredths in a word problem. (R)		
5. NBT.B.5	I can solve timed single digit multiplication problems with no assistance. (K)		
	I can solve a 2 digit and a 3 digit multiplication problem from standard form and from word problems. (S)		
5. NBT.B.6	I can find whole number quotients with 4 digit dividends by 1 digit and 2 digit divisors. (K)		
	I can locate and demonstrate the correct placement of		

	digits in the quotient. (K.R)		
	I can identify and apply the properties of operations in multiplication problems. (K/S)		
	I can defend my quotient by using multiplication. (R)		
	I can illustrate and explain the calculation of division problems by using equations, rectangular arrays, and/or area models. (R)		
5. NBT.A.2	I can recognize the patterns represented by the powers of ten. (K) EX: 10^3 =1,000.		
	I can use whole numbers and exponents to express powers of 10. (K) EX: 1,000= 10^3.		
	I can explain patterns while multiplying by powers of 10. (R) EX: 1,000÷100=10; 1,000÷10^2=10; 10^3÷10^2=10.		
	I can explain patterns while multiplying by powers of 10. (R) EX: 5x100=500, 5x10^2=500.		
	I can identify the patterns in decimal placement while multiplying by the powers of 10.(K) EX: 7.32x10=73.2; 7.32x100=732.		
	I can identify the patterns in decimal placement while dividing by the powers of 10. (K) EX: 63.4÷10=6.34; 63.4÷100=0.634		
5.NBT.B.7	I can multiply decimals to the hundredths using concrete models or drawings. (P)		
	I can multiply decimals to the hundredths based on strategies using place value. (S)		
	I can divide decimals to the hundredths using concrete models or drawings. (P)		
	I can divide decimals to hundredths based on strategies using place value. (S)		

2nd 9 Weeks

Standard	Learning Target	Resources	M
5.OA.A.1	I can identify what parentheses, bracket, or braces mean in numerical expressions. (K)		
	I can identify each step in order required to simplify an expression with multiple grouping symbols. (R)		
	I can simplify an expression by working with multiple grouping symbols. (S)		
	I can analyze numerical expressions by placing multiple		

	grouping symbols to obtain a given value. (R)		
5.OA.A.2	I can write a simple numerical expression containing grouping symbols based on the written expression. (R)		
	I can explain in words how to solve a numerical expression containing grouping symbols. (R)		
5. G.B.3	I can classify two-dimensional figures into categories based on their properties. (S)		
5. G.B.4	I can identify and label planar and solid figures. (K)		
	I can design a shape by the number of sides given. (P)		
	I can defend whether it is an open or closed polygon. (R)		
	I can indicate if a polygon is regular or irregular. (R)		
	I can classify types of triangles by sides and angles. (R)		
5.NF.A.1	I can create equivalent fractions. (S)		
	I can add and subtract fractions with like denominators. (S)		
	I can add and subtract fractions with unlike denominators. (S)		
	I can add and subtract mixed numbers. (S)		
5. MD.B.2	I can identify benchmark fractions. (K) EX: ½, ¼, 1/8		
	I can make a line plot for measurements of fourths, halves, and eights. (P)		
5. NF.A.2	I can solve word problems by adding and subtracting fractions with like denominators. (S)		
	I can solve word problems by adding and subtracting fractions with unlike denominators. (S)		
	I can use visual fraction models or equations to represent addition and subtraction problems using like denominators. (S)		
	I can use visual fraction models or equations to represent addition and subtraction problems using unlike denominators. (S)		
	I can compare benchmark fractions to my answer to determine if the answer is reasonable. (S)		
5.NF.B.5	I can explain the relationship between two multiplication problems that share a common factor. (R) EX: 225x60 and 225x30		
	I can compare the product of two factors without multiplying. (R)		

3rd 9 Weeks

Standard	Learning Target	Resources	M
5. MD.B.2	I can solve problems using line plots with halves, fourths, and eighths using any operation. (S)		
5.NF.B.4a	I can solve the product to a multiplying fraction by whole number equation. (S)		
	I can use the product from multiplying fractions by whole numbers in tables. (S)		
5. NF.B.4b	I can find the area of a rectangle with fractional side lengths by tiling it with unit squares. (S) I can multiply fractional side lengths to find areas of rectangles. (S)		
5.NF.B.6	I can solve equations using multiplication of fractions. (S)		
	I can solve equations using whole numbers and fractions. (S)		
	I can solve equations by using multiplication of fractions and mixed numbers. (S)		
	I can solve equations by using multiplication of whole numbers and mixed numbers. (S)		
	I can solve equations using multiplication of mixed numbers and mixed numbers. (S)		
	I can represent real world problems involving multiplication of fractions and mixed numbers. (S)		
	I can solve real world involving multiplication of fractions and mixed numbers. (S)		
5.NF.B.5b	I can explain why multiplying a fraction greater than one will result in a product greater than the given number. (R)		
	I can explain why multiplying a fraction by a fraction will result in a product small than the given number. (R)		
	I can explain why multiplying a fraction by one (Which can also be 2/2 3/3,etc.) results in an equivalent fraction. (R)		
5.NF.B.7	I can solve a fractional division problem. (S)		
	I can interpret division of a unit fraction by a non-zero whole number and computer such quotient. (R)		
	I can create a story context using the division of		

	fractions. (P)		
	I can use a visual fraction model to show the quotient. (S)		
5.NF.B.3 5.MD.C.3	I can solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. (S) I can define volume. (K) I can recognize that unit cubes measure volume of 3-D shapes and label it as cubic units. (K) I understand when packing 3-D solid for volume all units used to back must be the same dimensions. I can understand that packing liquid is different than packing solids, and there can't be gaps or overlaps.		
5.MD.C.4	I can measure volume by using improvised units. (S)		
	I can measure volumes by counting unit cubes. (S)		
	I can measure volumes by using cubic cm, cubic in, and cubic ft. (S)		
5.MD.C.5a	I can find the volume of a right rectangular prism using the unit cubes. (S)		
	I can compare the 2 methods of finding volume (with unit cubes and multiplying the edges' lengths). (R)		
5. MD.C.5b	I can apply the formula for volume using whole number edge lengths. (S)		
	I can construct and solve a real world problem using V=lxwxh or V=lXh. (P)		
5. MD.C.5c	I can analyze and solve the volume of irregular figures made of unit cubes. (R/S)		
5.GA.2	I can graph points on a coordinate plane (1^{st} quad).		
	I can represent real world problems on the first coordinate plane.		
	I can interpret coordinate points in real world problems.		
5.MD.A.1	I can define standard measurements (metric and customary units). (K)		
	I can convert among different-sized standard measurement units within a given measurement units (customary). (S)		
	I can use these conversions in solving multi-step, real world problems. (customary) (S)		
	I can convert different sized standard measurement units within a given measurement system (Metric). (S)		
	I can use these conversions in solving multi-step, real		

	world problems. (Metric) (S)		
5.GA.1	I can identify the x and y axis. (K)		
	I can understand the difference in positive and negative numbers. (K)		
	I can locate the origin on the coordinate system. (K)		
	I can identify coordinates of a point on a coordinate system. (K)		
	I can recognize and describe the connection between the ordered pair and the x and y axis from the origin. (K)		
5. OA.B.3	I can identify patterns in an input/output graph (extending from 4th grade standard). (K)		
	I can analyze a graph to complete an input/output table. (R)		
	I can create an input/output table using 1 numerical pattern. (P)		
	I can create an input/output table using 2 numerical patterns. (P)		
	I can construct a graph using info from an input/output table. (P)		

4th 9 Weeks

Standard	Learning Target	Resources	M
	Finish teaching any standards from 3rd nine weeks.		
	Review all standards before Testing and prepare for 6th grade after Testing.		