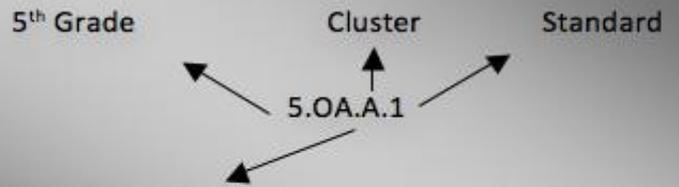


**Campbell County Schools**  
**2<sup>nd</sup> Nine Weeks at-a-Glance**  
**5th Grade Math**

**Mathematical Practices:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Common Core Coding Explanation**



Domain:

- OA: Operations and Algebraic Thinking
- NBT: Number and Operations in Base Ten
- NF: Numbers and Operations in Fractions
- MD: Measurement and Data
- G: Geometry

Common Core State Standard	Aligned Textbook Lessons/Activities
<b>Adding and Subtracting Decimals – Suggested 12 Days</b>	
<p><b>5.NBT.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	
<p><b>5.OA.A.2</b>. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p>	
<p><b>5.OA.A.1</b>. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>	

## Adding and Subtracting Fractions – Suggest 20 Days

**5.NF.A.1.** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general,  $a/b + c/d = (ad + bc)/bd$ .)*

**5.NF.A.2.** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$*

**5.MD.B.2.** Make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

## Multiplying Fractions – Suggested 13 Days

**5.NF.B.3.** Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

**5.NF.B.4.** Apply and extend previous

<p>understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	
<p>a. 5.NF.B.4a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</p>	
<p>b. 5.NF.B.4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	
<p><b>5.NF.B.5.</b> Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p>	
<p><b>5.NF.B.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	