



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: Mathematics Grade 5

Indicates the Curriculum Map

Weeks 1 – 3			Weeks 4 – 6		
<p align="center">Unit/Topic</p> <ul style="list-style-type: none"> Number and Operations in Base Ten (Understand the place value system). 			<p align="center">Unit/Topic</p> <ul style="list-style-type: none"> Number and Operations in Base Ten (Understand the place value system). Number and Operations in Base Ten (Perform operations with multi-digit whole numbers and with decimals to hundredths). 		
<p>Common Core Standards:</p> <p>5.NBT.1</p> <ul style="list-style-type: none"> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. <p>5.NBT.3</p> <ul style="list-style-type: none"> Read, write, and compare decimals to thousandths <ul style="list-style-type: none"> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. <p>5.NBT.4</p> <ul style="list-style-type: none"> Use place value understanding to round decimals to any place. 			<p>Common Core Standards:</p> <p>5.NBT.2</p> <ul style="list-style-type: none"> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. <p>5.NBT.7</p> <ul style="list-style-type: none"> 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>5.NBT.5</p> <ul style="list-style-type: none"> Fluently multiply multi-digit whole numbers using the standard algorithm. 		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<ul style="list-style-type: none"> Place Value Identification 	<ul style="list-style-type: none"> Read, Write, Compare Decimals 	<ul style="list-style-type: none"> Decimal comparison $<$, $>$, $=$ 	<ul style="list-style-type: none"> Rounding Estimation, 	<ul style="list-style-type: none"> Decimal placement in multiplication 	<ul style="list-style-type: none"> Multiplying multi-digit whole numbers.

	<ul style="list-style-type: none"> • Number names, expanded form. 	<ul style="list-style-type: none"> • Rounding Decimals 	<p>Adding/Subtracting Whole Numbers and Decimals.</p> <ul style="list-style-type: none"> • Patterns in the number of 0's • Products in multiples of 10. 	<p>and division by powers of 10.</p> <ul style="list-style-type: none"> • Whole number exponents, powers of 10. 	
<p>I CAN STATEMENTS:</p> <p>5.NBT.1</p> <ul style="list-style-type: none"> • I can recognize that a digit in the ones place represents 10 times as much as it represents in the place to its right. • I can recognize that a digit in the ones place represents 1/10 of what it represents in the place to its left. <p>5. NBT.3</p> <ul style="list-style-type: none"> • I can read, write, and compare decimals to thousandths. • I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form. • I can compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols and record the results of my comparisons. <p>5.NBT.4</p> <ul style="list-style-type: none"> • I can use place value understanding to round decimals to any place. 			<p>I CAN STATEMENTS:</p> <p>5. NBT.2</p> <ul style="list-style-type: none"> • I can explain patterns in the number of zeros of the product when multiplying a number by powers of 10. • I can explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. • I can use whole-number exponents to denote powers of 10. <p>5.NBT.7</p> <ul style="list-style-type: none"> • I can estimate sum/difference of whole numbers and decimals. • I can add/subtract decimals <p>5.NBT.5</p> <ul style="list-style-type: none"> • I can multiply multi-digit whole numbers. 		
<p style="text-align: center;">Critical Vocabulary</p> <ul style="list-style-type: none"> • Digit • Decimal • Compare • Number names 			<p style="text-align: center;">Critical Vocabulary</p> <ul style="list-style-type: none"> • Multiply • Whole Numbers • Multi-Digit • Exponents 		

<ul style="list-style-type: none"> Expanded Form Rounding Place Value Greater than Less than Equal to 	<ul style="list-style-type: none"> Patterns Rounding Decimal Addends Sum Difference Estimation Rounding
<p style="text-align: center;">Suggested Strategies/Activities</p> <ul style="list-style-type: none"> When given the standard form 447.382; Students will write the expanded form: $4 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 8 \times (1/100) + 2 \times (1/1000)$. Have students explain that every decimal place indicates a multiple of a power of 10. [I.e. The digit to the immediate left of the decimal point is the ones place value position. The first digit to the right of the decimal point is the tenths place value position (1/10)]. 	<p style="text-align: center;">Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Have students show that when given the number 1,398.657 moving the decimal to the right denotes being multiplied by a power of 10. Meanwhile, moving the decimal to the left denotes being divided by a multiple of 10. <ul style="list-style-type: none"> $1,398.657 \times 100 = 139,865.7$ (2 Jumps to the right. "Count the zeros") $1,398.657 / 100 = 13.98657$ (2 Jumps to the left. "Count the number of zeros")
<p style="text-align: center;">Balanced Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> Exit Slip- Given the numeral 4,654.224: Student will identify the place value position relative to each digit and express such value as it relates to powers/multiples of 10. Quick Checks- Found in current Mathematic Series (use when appropriate to check student knowledge). <p>Summative:</p> <ul style="list-style-type: none"> Multiple Choice Series Test Open Response Item Constructive Response 	<p style="text-align: center;">Balanced Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> Discussion, Observation Check-sheet Quick Checks- Found in current Mathematic Series (use when appropriate to check student knowledge). <p>Summative:</p> <ul style="list-style-type: none"> Multiple Choice Series Test Open Response Item Constructed Response <p>Common: Designed by PLC Team(s).</p>

Common: Designed by PLC Team(s).	
Resources Needed	Resources Needed
<ul style="list-style-type: none"> • EnVision Mathematics Series • Blank Place Value Chart • Powers of 10 Chart • Education City www.educationcity.com • Study Island www.studyisland.com 	<ul style="list-style-type: none"> • EnVision Mathematics Series • Multiplication Chart • Education City www.educationcity.com • Study Island www.studyisland.com

Weeks 7-9	Weeks 10-12
Unit/Topic	Unit/Topic
<ul style="list-style-type: none"> • Number and Operations in Base Ten (Perform operations with multi-digit whole numbers and with decimals to hundredths). 	<ul style="list-style-type: none"> • Operations and Algebraic Thinking (Analyze patterns and relationships).
Common Core Standards:	Common Core Standards:
5.NBT.6 <ul style="list-style-type: none"> • Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 5.NBT.7 <ul style="list-style-type: none"> • 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. 	5.OA.1 <ul style="list-style-type: none"> • Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2 <ul style="list-style-type: none"> • Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. 5.OA.3 <ul style="list-style-type: none"> • Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences,

	<p>and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p>
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CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<ul style="list-style-type: none"> • Multiplying Multi-Digit Whole Numbers • Whole Number Quotients 	<ul style="list-style-type: none"> • Whole Number Quotients • Multiplication and Division of Decimals 	<ul style="list-style-type: none"> • Multiplication and Division of Decimals 	<ul style="list-style-type: none"> • Evaluate Expressions • Write Simple Expressions 	<ul style="list-style-type: none"> • Write Expressions • Interpret Expressions 	<ul style="list-style-type: none"> • Generate Patterns • Ordered Pairs • Coordinate Graphing

<p>I CAN STATEMENTS:</p> <p>5.NBT.6:</p> <ul style="list-style-type: none"> • I can find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value. • I can illustrate and explain calculations by using equations, rectangular arrays, and/or area models. <p>5.NBT.5</p> <ul style="list-style-type: none"> • I can multiply multi-digit whole numbers. • I can multiply and divide decimals to the hundredths. 	<p>I CAN STATEMENTS:</p> <p>5.OA.1:</p> <ul style="list-style-type: none"> • I can use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. <p>5.OA.2:</p> <ul style="list-style-type: none"> • I can write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <p>5.OA.3:</p> <ul style="list-style-type: none"> • I can generate two numerical patterns using two given rules. • I can identify apparent relationships between corresponding terms. • I can form ordered pairs consisting of corresponding terms from the two numerical patterns. • I can graph the ordered pairs on a coordinate plane.
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Critical Vocabulary	Critical Vocabulary
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<ul style="list-style-type: none"> • Divisor • Dividend • Quotient • Remainder • Divisible • Product • Factors • Remainder 	<ul style="list-style-type: none"> • Parenthesis • Interpret • Ordered Pairs • Patterns • Graph • Coordinate Plane • Generate • Relationship • Brackets • Braces • Expressions • Symbols
<p style="text-align: center;">Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Use a visual learning bridge to model division • Use the mnemonic device for the steps of division Daddy-divide Mommy-multiply Sister-subtract Brother-bring down Rover-remainder 	<p style="text-align: center;">Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Coordinate Grid Battleship: Have students place battleships in the first quadrant. Each student will have an opponent. The opposing student will call out ordered pairs in an attempt to have a successful hit on their opponent's battle ship (hit or miss, based on the coordinate landing in the "water" or actually landing on the location of a battleship). The first student to sink their opponent's battleship(s) wins. **Adjust your scale appropriately depending upon the number of ships you are allowing.
<p style="text-align: center;">Balanced Assessment:</p> <p>Formative</p> <ul style="list-style-type: none"> • Quick Checks -Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test 	<p style="text-align: center;">Balanced Assessment:</p> <p>Formative</p> <ul style="list-style-type: none"> • Quick Checks -Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Teacher Generated Activity Pages <p>Summative</p>

<ul style="list-style-type: none"> • Open Response Item • Constructive Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • EnVision Mathematics Series • Education City www.educationcity.com • Study Island www.studyisland.com • Mnemonic Poster 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • EnVision Mathematics Series • Education City www.educationcity.com • Study Island www.studyisland.com • Mnemonic Poster

Weeks 13-15	Weeks 16-18
<p style="text-align: center;">Unit/Topic</p> <ul style="list-style-type: none"> • Number and Operations - Fractions 	<p style="text-align: center;">Unit/Topic</p> <ul style="list-style-type: none"> • Number and Operations - Fractions
<p>Common Core Standards:</p> <p>5.NF.1</p> <ul style="list-style-type: none"> • 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. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> <p>5.NF.2</p> <ul style="list-style-type: none"> • 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 	<p>Common Core Standards:</p> <p>5.NF.1</p> <ul style="list-style-type: none"> • 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. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> <p>5.NF.2</p> <ul style="list-style-type: none"> • 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.NF.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?*

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.NF.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?*

CURRICULUM

Week 13	Week 14	Week 15
<ul style="list-style-type: none"> • Equivalent Fractions • Add and Subtract Fraction (unlike denominators) 	<ul style="list-style-type: none"> • Add and Subtract Mixed Numbers and Improper Fractions 	<ul style="list-style-type: none"> • Equivalent Sum or Difference (like denominators). • Estimation

CURRICULUM

Week 16	Week 17	Week 18
<ul style="list-style-type: none"> • Interpret Fractions • Subtraction (Fractions) 	<ul style="list-style-type: none"> • Subtraction (Mixed and Improper) 	<ul style="list-style-type: none"> • Division (Fractions)

I CAN STATEMENTS:

5.NF.1:

- I can add and subtract fractions with unlike denominators.
- I can add and subtract mixed numbers/improper fractions.
- I can determine equivalent fractions.
- I can produce an equivalent sum or difference of fractions with like denominators.

I CAN STATEMENTS:

5.NF.1:

- I can add and subtract fractions with unlike denominators.
- I can add and subtract mixed numbers/improper fractions.
- I can determine equivalent fractions.
- I can produce an equivalent sum or difference of fractions with like denominators.

<p>5.NF.2:</p> <ul style="list-style-type: none"> • I can solve word problems involving addition and subtraction of fractions by using visual fraction models or equations to represent the problem. • I can use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <p>5.NF.3:</p> <ul style="list-style-type: none"> • I can interpret a fraction as division of the numerator by the denominator. • I can solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. 	<p>5.NF.2:</p> <ul style="list-style-type: none"> • I can solve word problems involving addition and subtraction of fractions by using visual fraction models or equations to represent the problem. • I can use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <p>5.NF.3:</p> <ul style="list-style-type: none"> • I can interpret a fraction as division of the numerator by the denominator. • I can solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
<p style="text-align: center;">Critical Vocabulary</p> <ul style="list-style-type: none"> • Like Denominators • Unlike Denominators • Fraction • Numerator • Equivalent • (Greater than, Less than, equal to) 	<p style="text-align: center;">Critical Vocabulary</p> <ul style="list-style-type: none"> • Like Denominators • Unlike Denominators • Fraction • Numerator • Denominator • Equivalent • Benchmark • Reasonableness • Interpret • Mixed Number • Improper Fraction • Inverse
<p style="text-align: center;">Strategies/Activities</p> <p>Have students use fraction tiles to determine equivalent fractions. Students should recognize that when aligning $\frac{2}{3}$ (2 tiles each of $\frac{1}{3}$ a whole) is equivalent to $\frac{4}{6}$ (4 tiles each of $\frac{1}{6}$ a whole). Therefore, $\frac{2}{3}$ and $\frac{4}{6}$ are equivalent fractions.</p>	<p style="text-align: center;">Strategies/Activities</p> <p>Show students the “butterfly” method for adding and subtracting fractions. This will also establish finding common denominators and can lead to an introduction to mixed numbers and improper fractions.</p> <p>$\frac{8}{9} + \frac{2}{3} =$ $9 \times 3 = 27$ which can serve as a common denominator, now cross multiply, 8×3 is 24 and 2×9 is 18. So, $\frac{24+18}{27} = \frac{42}{27}$</p>
<p style="text-align: center;">Balanced Assessment:</p>	<p style="text-align: center;">Balanced Assessment:</p>

<p>Formative</p> <ul style="list-style-type: none"> • Quick Checks -Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s). <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response • Test Generator (CD-ROM Mathematics Series) <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Formative</p> <ul style="list-style-type: none"> • Quick Checks -Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s). <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response • Test Generator (CD-ROM Mathematics Series) <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • EnVision Mathematics Series • Education City www.educationcity.com • Study Island www.studyisland.com • Fraction Tiles (Classroom Set) • www.unitedstreaming.com 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • EnVision Mathematics Series • Education City www.educationcity.com • Study Island www.studyisland.com • www.unitedstreaming.com • www.tenmarks.com (Free Registration)

Weeks 19-21	Weeks 22-24
Unit/Topic	Unit/Topic
<ul style="list-style-type: none"> • Number and Operations - Fractions 	<ul style="list-style-type: none"> • Number and Operations - Fractions
Common Core Standards:	Common Core Standards:

5. NF. 4

- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)
 - 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.

5.NF.5

- Interpret multiplication as scaling (resizing), by:
 - 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.
 - 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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5.NF.6

- Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.7

- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
 - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
 - Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
 - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
• Multiplication (Fractions)	• Multiplication (Interpreting Products)	• Scaling • Multiplication (Fractions and	• Division (Fractions)	• Division (Fractions)	• Division (Fractions)

		Mixed Numbers)			
I CAN STATEMENTS: 5.NF.4: <ul style="list-style-type: none"> I can apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. I can interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. 5.NF.5 <ul style="list-style-type: none"> I can interpret multiplication as scaling (resizing) by: <ul style="list-style-type: none"> Comparing the size of a product to the size of one factor. Explaining why multiplying a given number by a fraction greater than one results in a product greater than the given number; explaining why multiplying a given number by a fraction less than one results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (nxa)/(nxb)$ to the effect of multiplying a/b by 1. 5.NF.6 <ul style="list-style-type: none"> I can solve real world problems involving multiplication of fractions and mixed numbers. 			I CAN STATEMENTS: 5.NF.7: <ul style="list-style-type: none"> I can apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. I can divide fractions using the reciprocal (inverse operation). I can interpret division of a unit fraction by a non-zero whole number, and compute such quotients. I can interpret division of a whole number by a unit fraction, and compute such quotients. I can solve real world problems involving division of unit fractions. 		
Critical Vocabulary			Critical Vocabulary		
<ul style="list-style-type: none"> Numerator Denominator Whole Fraction Equivalent Sequence Comparing Product Mixed Number Improper Fraction 			<ul style="list-style-type: none"> Numerator Denominator Reciprocal Compute Quotients 		

<p style="text-align: center;">Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Show students that whole numbers can be expressed as a fraction (3 is 3/1) this will assist students in understanding how fractions; when multiplied, we multiply the numerators, and then, the denominators. • Use www.tenmarks.com (free registration) to assign student practice in desired content area (multiplying fractions). Games are available as well as explanations available to enhance student understanding. 	<p style="text-align: center;">Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Explain to students that the reciprocal is nothing more than a “flip-flop” approach that changes a division problem to multiplication. Ex: $\frac{1}{2}$ divided by 2 is the same as $\frac{1}{2}$ multiplied by $\frac{1}{2}$. Meaning, the reciprocal of 2 is $\frac{1}{2}$. • Have students practice reciprocals providing them with a list of numbers/fractions and have them determine the number/fraction reciprocal form. Ex: <ul style="list-style-type: none"> ○ 3 ----- 1/3 ○ 2/3-----3/2 ○ 1/2----- 2/1-----2, etc...
<p>Formative</p> <ul style="list-style-type: none"> • Quick Checks -Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s). <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response • Test Generator (CD-ROM Mathematics Series) <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Formative</p> <ul style="list-style-type: none"> • Quick Checks -Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s). <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response • Test Generator (CD-ROM Mathematics Series) <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed:</p> <ul style="list-style-type: none"> • EnVision Mathematics Series • Education City www.educationcity.com 	<p style="text-align: center;">Resources Needed:</p> <ul style="list-style-type: none"> • EnVision Mathematics Series • Education City www.educationcity.com

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Weeks 25-27	Weeks 28-30
<p style="text-align: center;">Unit/Topic</p> <ul style="list-style-type: none"> • Geometry 	<p style="text-align: center;">Unit/Topic</p> <ul style="list-style-type: none"> • Measurement and Data
<p>Common Core Standards:</p> <p>5.G.1</p> <ul style="list-style-type: none"> • Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). <p>5.G.2</p> <ul style="list-style-type: none"> • Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. <p>5.G.3</p> <ul style="list-style-type: none"> • Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. <p>5.G.4</p> <ul style="list-style-type: none"> • Classify two-dimensional figures in a hierarchy based on properties. 	<p>Common Core Standards:</p> <p>5.MD.1</p> <ul style="list-style-type: none"> • Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. <p>5.MD.2</p> <ul style="list-style-type: none"> • Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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.

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
<ul style="list-style-type: none"> Coordinate Graphing and Ordered Pairs 	<ul style="list-style-type: none"> Two-Dimensional Figures 	<ul style="list-style-type: none"> Area 	<ul style="list-style-type: none"> Customary Units of Measure Metric Units of Measure 	<ul style="list-style-type: none"> Customary Unit Conversions Metric Unit Conversions 	<ul style="list-style-type: none"> Elapsed Time Temperature Line Plots
I CAN STATEMENTS: 5.G.1 <ul style="list-style-type: none"> I can use a coordinate system to graph/locate ordered pairs. I can identify the x and y-axis. 5.G.2 <ul style="list-style-type: none"> I can represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane. I can interpret coordinate values of points in the context of the situation. 5.G.3 and 5.G.4 <ul style="list-style-type: none"> I can classify two-dimensional figures based on their attributes. 5.NF.4 b: <ul style="list-style-type: none"> I can determine the area of a rectangle with fractional side lengths by tiling it with unit squares and show that the area is the same by multiplying the side lengths. I can multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. 			I CAN STATEMENTS: 5.MD.1 <ul style="list-style-type: none"> I can convert among different-sized standard measurement units within a given measurement system. I can use conversions in solving multi-step, real world problems. I can identify/convert among standard units of measure. I can identify/convert among metric units of measure. I can determine elapsed time I can determine change as it relates to temperature. 5.MD.2 <ul style="list-style-type: none"> I can construct a Line Plot I can interpret a Line Plot 		
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Ordered pair	Two dimensional	Area	Measurement	Convert	Elapsed time

<p>x-axis y-axis coordinate plane quadrant</p>	<p>Line point angles ray intersecting lines parallel lines perpendicular lines acute angle right angle obtuse angle congruent similar symmetry</p>	<p>Tiling Square units</p>	<p>Capacity Gallon Quart Pint Cup Fluid ounce Milliliter Liter Weight Ounces Pounds Tons Mass Milligram Gram Kilogram Length Feet Inches Yard Mile Millimeter Centimeter Meter kilometer</p>	<p>Units</p>	<p>Temperature Degree Fahrenheit Celsius Line Plot Data Survey Sample Outlier</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Explain to students that an ordered pair is written with the x-axis number, then the y-axis. Use a coordinate plane to locate places and objects. 	<p>Suggested Strategies/Activities</p> <p>Classify two dimensional figures based on the number of sides and angles</p> <p>Classify two dimensional figures based on the types of angles</p>	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Use the formula $A=L \times W$ to find the area of a rectangle. Draw a large irregular area on a piece of cardboard or construction paper. Draw a 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Use a ruler to measure the length of objects in both customary and metric units Use containers to measure capacity. 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> To convert smaller units to larger units, divide. To convert larger units to smaller units, multiply. Use a ruler to convert units of 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Use Judy clocks to show elapsed time. Use thermometers to measure temperature. Conduct a survey to compile data. Use a line plot to show

<ul style="list-style-type: none"> • Use a coordinate plane to graph relationships. • Use ordered pairs to determine if information is relevant or irrelevant in solving problems. 	<p>Classify pairs of two dimensional figures as congruent or similar</p> <p>Classify two dimensional as symmetrical by using grid paper to match the halves.</p>	<p>straight line through the middle of the area in any direction</p> <p>Use square post-it notes as your tiles</p> <p>Place tiles, one by one, on one side of the straight line that you have drawn, taking care that the tiles are aligned and there is no gap between them</p> <p>Now, moving up and down from the row of tiles placed next to the line, finish tiling of the area, leaving spaces only where whole tiles would not fit; make sure the tile sides are perfectly aligned, with no gap between them.</p>	<ul style="list-style-type: none"> • Use weights and a scale to measure the weight and mass of objects. 	<p>length.</p> <ul style="list-style-type: none"> • Use containers to convert capacity. • Use weights and a scale to convert weight and mass. 	<p>results of a survey.</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s). 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s). 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s). 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s). 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s). 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). • Exit Slips • Group Discussion • Practice Book, Teacher Generated Reproducible(s).

<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response • Test Generator (CD-ROM Mathematics Series) <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response • Test Generator (CD-ROM Mathematics Series) <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response • Test Generator (CD-ROM Mathematics Series) <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response <p style="text-align: center;">Test Generator (CD-ROM Mathematics Series)</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response <p style="text-align: center;">Test Generator (CD-ROM Mathematics Series)</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice Series Test • Open Response Item • Constructive Response <p style="text-align: center;">Test Generator (CD-ROM Mathematics Series)</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
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Weeks 31-33	Weeks 34-36
<p style="text-align: center;">Unit/Topic</p> <ul style="list-style-type: none"> • Measurement and Data 	<p style="text-align: center;">Unit/Topic</p> <ul style="list-style-type: none"> • Data Analysis/Probability and Statistics • Testing
<p>Common Core Standards:</p> <p>5.MD.3</p> <ul style="list-style-type: none"> • Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <ul style="list-style-type: none"> ○ A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. ○ A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. <p>5.MD.4</p> <ul style="list-style-type: none"> • Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. <p>5.MD.5</p> <ul style="list-style-type: none"> • Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. <ul style="list-style-type: none"> ○ Find the volume of a right rectangular prism with 	<p>Core Content: (Recommended Review)</p> <p>MA-05-4.1.3 Students will construct data displays (pictographs, bar graphs, line graphs, Venn diagrams, tables).</p> <p>MA-05-4.2.1 Students will determine and apply the mean, median, mode and range of a set of data.</p> <p>MA-05-4.4.1 Students will determine all possible outcomes of an activity/event with up to 12 possible outcomes.</p> <p>MA-05-4.4.2 Students will determine the likelihood of an event and the probability of an event (expressed as a fraction).</p>

whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

- Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
- Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<ul style="list-style-type: none"> • Volume (as units) 	<ul style="list-style-type: none"> • Volume (based on measure) 	<ul style="list-style-type: none"> • Volume (formula, as additive, etc...) 	Data Analysis	Probability and Statistics	Probability and Statistics
<p>I CAN STATEMENTS:</p> <p>5.MD.3.</p> <ul style="list-style-type: none"> • I can recognize volume as an attribute of solid figures. • I can understand concepts of volume measurement. 			<p>I CAN STATEMENTS:</p> <p>MA-05-4.1.3</p> <ul style="list-style-type: none"> • I can construct 	<p>I CAN STATEMENTS:</p> <p>MA-05-4.2.1</p> <ul style="list-style-type: none"> • I can apply the mean, median, mode and 	<p>I CAN STATEMENTS:</p> <p>MA-05-4.4.1</p> <ul style="list-style-type: none"> • I can determine all possible outcomes of an

<p>5.MD.4.</p> <ul style="list-style-type: none"> I can measure volumes by counting unit cubes, using cubic cm, cubic in, and cubic ft. <p>5.MD.5</p> <ul style="list-style-type: none"> I can relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. I can find the volume of a right rectangular prism and show that the volume is the same as it would be found by multiplying. 			<p>data displays such as pictographs, bar graphs, line plots, line graphs, Venn Diagrams, and tables.</p>	<p>range for a set of data.</p>	<p>activity/event with up to 12 possible outcomes.</p> <p>MA-05-4.4.2</p> <ul style="list-style-type: none"> I can determine the likelihood of an event and the probability of an event expressed as a fraction.
<p>Critical Vocabulary Volume Cubic unit</p>	<p>Critical Vocabulary Volume Cubic unit Length Width Height</p>	<p>Critical Vocabulary Volume Irregular Solids</p>	<p>Critical Vocabulary Data Survey Sample Frequency Table Bar Graph Double Bar Graph Interval Scale Line Graph Trend Stem and Leaf Plot Circle Graph Picture Graph</p>	<p>Critical Vocabulary Mean Median Mode Range</p>	<p>Critical Vocabulary Probability Event Outcomes Tree Diagram Equally Likely Prediction Favorable Least Likely More Likely</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Use counting cubes to show length, width, 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Use the formula $V=LxWxH$ to find the volume. 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Separate irregular solids into familiar 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Conduct a survey to display data in a 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Find the sum of the data set and divide by the number of items in 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Use a spinner to show possible outcomes. Use a tree diagram to

and height.		parts to find the volume of the two separate solids. Then add the volumes to find the total volume.	frequency table. <ul style="list-style-type: none"> Use data in tables to display in graphs. Use place value to construct a stem and leaf plot. 	the set. <ul style="list-style-type: none"> Order the data set from least to greatest to find the median. Find the difference between the greatest and least values to find the range. Identify the data value that occurs the most often to find the mode. 	show possible outcomes. <ul style="list-style-type: none"> To express the probability of an event, use the formula: Probability of an event=# of favorable outcomes/total # of possible outcomes
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<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). Exit Slips Group Discussion Practice Book, Teacher Generated Reproducible(s) 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). Exit Slips Group Discussion Practice Book, Teacher Generated Reproducible(s) 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). Exit Slips Group Discussion Practice Book, Teacher Generated Reproducible(s) 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Quick Checks - Found in current Mathematic Series (use when appropriate to check student knowledge). Exit Slips Group Discussion Practice Book, Teacher Generated Reproducible(s) 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Quick Checks -Found in current Mathematic Series (use when appropriate to check student knowledge). Exit Slips Group Discussion Practice Book, Teacher Generated Reproducible(s). <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Series Test Open Response Item 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Quick Checks -Found in current Mathematic Series (use when appropriate to check student knowledge). Exit Slips Group Discussion Practice Book, Teacher Generated Reproducible(s). <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Series Test Open Response Item
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