**Kindergarten - 1st Marking Period *\*First 5 days of year and last 5 days of each marking period can be used as needed by teacher***

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| **Unit Name** | **Days** | **Essential Questions** | **Notes and Possible Resources** |
| **Unit 1**  **Data and Classifying (sorting)** | 5 | **Unit EQ: How do I sort objects into categories?**   * **How do I sort objects by a specific trait (color, size, kind and shape)?**   Sort, classify | Harcourt Math Resources: Practice and Challenge pages Lessons 1.6, 1.7, 1.9  TM pg. 17A-20, 23A-24, 25 [www.harcourtschool.com](https://mail.solanco.k12.pa.us/owa/redir.aspx?C=c4yvmxis8kyJ2YHsVEXT2zpmxHnjDNEI5cFNO_UjMsXFNcYuEEEZmChLya9osHqB0R5KjzkIcEE.&URL=http%3a%2f%2fwww.harcourtschool.com) |
| **Unit 2**  **Counting, Ordering and Writing 0-5** | 10 | **Unit EQ: How do you count, write and identify numbers to 5?**   * **How do you count by ones to 5?** * **How do you write numbers from 0-5?** * **How can you show numbers of objects from 0-5?** * **How can you count up to 5 scattered objects by touching an object and saying number names in order?** | Harcourt Math Resources: Practice and Challenge pages Lessons 3.5, 3.6, 3.7  TM pg. 69A-74 |
| **Unit 3**  **Counting, Ordering and Writing 6-10** | 15 | **Unit EQ: How do you count, write and identify numbers to 10?**   * **How do you count by ones to 10?** * **How do you write numbers from 6-10?** * **How can you show numbers of objects from 6-10?** * **How can you count up to 10 scattered objects?** * **How can you show that having 10 ones is equal to having a group of 10?** Tens, ones * **How can you count objects up to 10 in a line, rectangular array or circle?** * **How do you count forward beginning from any number except one?** | Harcourt Math Resources: Practice and Challenge pages Lessons 4.1, 4.2, 4.3, 4.6 (practice), 6.1  TM pg. 87A-92, 139A-140  Harcourt Teachers Resources Book: WM 7 (TR 72), |
| **Unit 4**  **Before, after, between and comparing 0-10** | 5 | **Unit EQ:** **How do you compare and order numbers up to 10?**   * **What number comes before \_\_? What number comes after \_\_? What number comes between \_\_ and \_\_?** Before, after, between, number line * **How do you compare two written numbers up to 10?** * **How can you decide which group has more? Which group has less? If two groups have an equal number of objects?** More then, less then, equal | Harcourt Math Resources: Practice and Challenge pages Lessons 3.1, 3.2, 3.3, 4.5, 4,6 (challenge), 4.7  TM pg. 59A-64, 101A-102 |

**Kindergarten - 2nd Marking Period**

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| **Unit Name** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Unit 5**  **Geometry**  **2-D Shapes** | 10 | **Unit EQ: How do you name, describe and create 2-D shapes?**   * **What are the names of the basic plane shapes and how do you describe them?** Square**,** circle, rectangle, triangle, diamond, sides, vertices, corners * **How do I compare two dimensional shapes by describing their similarities and differences?** * **How do I describe the position of shapes using location words?** above, below, beside, in front of, behind, next to * **How do I name 2-D shapes based on their characteristics regardless of their size or change in direction?** * **How do I model 2-D shapes in the real world by drawing shapes and building shapes with different materials?** * **How can I put 2-D shapes together and take them apart to form other shapes?** | Harcourt Math Resources: Practice and Challenge pages Lessons 5.4, 5.5  TM pg. 119A-122 [www.harcourtschool.com](https://mail.solanco.k12.pa.us/owa/redir.aspx?C=c4yvmxis8kyJ2YHsVEXT2zpmxHnjDNEI5cFNO_UjMsXFNcYuEEEZmChLya9osHqB0R5KjzkIcEE.&URL=http%3a%2f%2fwww.harcourtschool.com) |
| **Unit 6**  **Geometry**  **3-D shapes** | 10 | **Unit EQ: How do you name, describe and create 3-D shapes?**   * **What are the names of the three-dimensional solid shapes and how do you describe them?** Cube, cone, cylinder, sphere * **How do I compare three dimensional shapes by describing their similarities and differences?**  stack, roll, slide * **How do I identify and distinguish between two-dimensional or three-dimensional shapes?** Plane, solid * **How do I name 3-D shapes based on their characteristics regardless of their size or change in direction?** * **How do I model 3-D shapes in the real world by drawing shapes and building shapes with different materials?** | Harcourt Math Resources: Practice and Challenge page:  Lessons 5.1, 5.2,  TM pg. 113A-116 |
| **Unit 7**  **Counting, Ordering and writing 11-15** | 20 | **Unit EQ: How do you count, write and identify numbers to 15?**   * **How do you count by ones to 15?** * **How do you write numbers from 11-15?** * **How can you show numbers of objects from 11-15?** | Harcourt Math Resources: Practice and Challenge pages:: Lessons 6.2, 6.3  TM pg. 141A-143B  Harcourt Teachers Resources Book: WM 8 (TR 73), |

**Kindergarten - 3rd Marking Period**

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| **Unit Name** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Unit 8**  **Counting, ordering and writing 16-20** | 15 | **Unit EQ**: **How do you count, write and identify numbers to 20?**   * **How do you count by ones to 20?** * **How do you write numbers from 16-20?** * **How can you show numbers of objects from 16-20?** | Harcourt Math Resources: Practice and Challenge pages Lessons 6.3, 6.5, 6.7  TM pg. 143A-144, 147A-148, 153A-154  Harcourt Teachers Resources Book: WM 8 (TR 73),  [www.harcourtschool.com](https://mail.solanco.k12.pa.us/owa/redir.aspx?C=c4yvmxis8kyJ2YHsVEXT2zpmxHnjDNEI5cFNO_UjMsXFNcYuEEEZmChLya9osHqB0R5KjzkIcEE.&URL=http%3a%2f%2fwww.harcourtschool.com) |
| **Unit 9**  **Before, after, between and comparing 11-20** | 10 | **Unit EQ: How do you compare and order numbers up to 20?**   * **What number comes before? What number comes after \_\_? What number comes between \_\_ and \_\_?** * **How can you decide which group is larger? Which group is smaller? If two groups have an equal number of objects?** * **How do you compare two written numbers up to 20?** * **How can you count objects up to 20 in a line, rectangular array or circle?** * **How do you orally count to 100 by ones?** * **How do you orally count to 100 by tens?** | Harcourt Math Resources: Practice and Challenge pages Lessons 6.4, 7.1, 7.2, 7.6  TM pg. 145A-146, 165A-168, 177A-178 |
| **Unit 10**  **Measurement** | 10 | **Unit EQ: How do you measure and compare objects?**   * **How do you use measurement in your life?** Scale, thermometer, measuring cups, ruler * **How do you compare the length of two objects?** Length, longer, shorter * **How do you compare the area of two spaces?** Area * **How do you compare the weight of two objects?** Weight * **How do you compare the capacity of two containers?** Capacity | Harcourt Math Resources: Practice and Challenge pages Lessons 9.1, 9.2, 9.6, 9.7,  TM pg. 219A-222, 231A-234 |

**Kindergarten - 4th Marking Period**

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| **Unit Name** | **Days** | **Essential Questions** | **Notes\Possible Resources** |
| **Unit 11**  **Addition** | 20 | **Unit EQ: How do you solve addition problems?**   * **What do the + and = signs mean?** Plus, equal * **How do you solve addition by acting out a problem?** * **How do you use objects (manipulatives) or sounds (ex: claps, sounds) to solve an addition problem?** * **How do you find sums through 10 using objects and drawings?** Sum * **How do you use objects or drawings to write a number sentence?** Number sentence * **How do you create two number sentences with the same sum? (ex: 5=2+3 and 5=4+1)** * **How do I fluently add to 5 without using objects or pictures?** | Harcourt Math Resources: Practice and Challenge pages Lessons 11.1**-**11.4, 11.6-11.8  TM pg. 275A-280, 285A-290  [www.harcourtschool.com](https://mail.solanco.k12.pa.us/owa/redir.aspx?C=c4yvmxis8kyJ2YHsVEXT2zpmxHnjDNEI5cFNO_UjMsXFNcYuEEEZmChLya9osHqB0R5KjzkIcEE.&URL=http%3a%2f%2fwww.harcourtschool.com) |
| **Unit 12**  **Subtraction** | 20 | **Unit EQ: How do you solve subtraction problems?**   * **What do the minus - and equal = signs mean?** * **How do you solve subtraction by acting out a problem?** * **How do you use objects (manipulatives) to solve a subtraction problem?** Difference * **How do you find differences through 10 using objects and drawings?** * **How do I fluently subtract within 5 without using objects or pictures?** | Harcourt Math Resources: Practice and Challenge pages Lessons 12.1-12.4, 12.6-12.7  TM pg. 299A-306, 311A-314 |

**First Grade - 1st Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes and Possible Resources** |
| **Addition to 12** | 15 | **Unit EQ: How do you solve addition problems?**   * **How can you show a number in different ways?** * **How do you find sums through 12?**   sums, plus, addend, equal, number sentence, doubles, doubles plus 1, count on, making ten   * **What is the order property of addition (turn-around facts)?**   turn-around facts, order property | Harcourt Math Resources: Re-teach, Practice, Problem Solving and Challenge pages.  Chapters 1, 2, 5, 6, 13, 14, 18 &19.  [www.abcya.com/jet\_ski\_addition.htm](http://www.abcya.com/jet_ski_addition.htm)  The following resources can be used for any addition or subtraction unit:  [www.harcourtschool.com](http://www.harcourtschool.com)  [www.abcya.com/math\_facts\_game.htm](http://www.abcya.com/math_facts_game.htm)  [www.abcya.com/math.quiz.htm](http://www.abcya.com/math.quiz.htm)  [www.mathplayground.com](http://www.mathplayground.com) (games/worksheets)  [www.adaptedmind.com/First-Grade-Math-Worksheetst-Ad-Exercises.html](http://www.adaptedmind.com/First-Grade-Math-Worksheetst-Ad-Exercises.html)  [www.coolmath.com](http://www.coolmath.com) (lessons, practice, games)  [www.commoncoresheets.com](http://www.commoncoresheets.com) (worksheets) |
| **Subtraction from 12** | 15 | **Unit EQ: How do you solve subtraction problems?**   * **How do you subtract (from 12)?** * **How do you find differences by using related addition facts?**   difference, minus, take away, related facts, count back, number line | Harcourt Math Resources: Re-teach, Practice, Problem Solving and Challenge pages.  Chapters 3, 4, 7, 8, 13, 14, 18, & 19.  www.abcya.com/subtraction.game.htm |

**First Grade – 2nd Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes and Possible Resources** |
| **Number Sense** | 40 | **Unit EQ: How do you use numbers?**   * **How do you count and write numbers to 120 starting at any number less than 120?** * **How do you express a number as hundreds, tens and ones?**   ones, tens, hundreds, digit, two-digit, three-digit, standard form, expanded form, picture form, place value   * **How do you compare and order groups of objects using greater than/less than, more/fewer and equal to?** * **How do you order a set of numbers greatest to least or least to greatest?**   more, fewer, greater than, less than, between, before, after   * **What is place value?** * **What do two digit numbers represent?** * **What kind of bundle does 10 represent?** * **How can you put numbers in order?**   order, sequence, before, after, between, bundle (10 is a bundle of ten ones)   * **How do you skip count by 2's, 5's and 10's?** * **How do you know if a number is odd or even?** * **How do you use a hundreds chart to make a given pattern (2's, 5's, 10's)?**   pattern, odd, even, skip counting, twos, fives, tens, pennies, nickels, dimes (use coins to help with skip counting)   * **How do you order objects using 1st, 2nd, 3rd, etc.?**   ordinal, first, second, etc. | Harcourt Math Resources: Re-teach, Practice, Problem Solving and Challenge pages.  Chapters 10, 11, 12 & 22.  [www.harcourtschool.com](http://www.harcourtschool.com)  <http://www.learninggamesforkids.com/1st-grade-math/number-sense-1st.html>  <http://www.mathblaster.com/parents/math-games/1st-grade-math-games>  <http://www.superteacherworksheets.com/full-skip-counting.html>  <http://www.superteacherworksheets.com/greater-less-than.html> |

**First Grade - 3rd Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Addition and Subtraction to 20** | 30 | **Unit EQ: How do you solve addition and subtraction problems?**   * **How do you find sums and differences through 20?** * **How do you add three numbers?**   sums, plus, addend, equal, number sentence, doubles, doubles plus 1, count on, making ten   * **How do you determine if equations involving addition and subtraction**   **are true or false? (Ex. 5+2=2+5 (True), 4+1=5+2(False)**   * **How are addition and subtraction related?** * **How do you write a fact family given three numbers?**   related, turn-around facts, order property   * **How can you relate counting to addition and subtraction? (Ex. by counting on 2 to add 2)**   count on, count back, number line, double facts   * **How do you solve a problem by drawing a picture?**   count on, count back, double facts   * **How do you determine the unknown whole number in an addition or subtraction equation relating to three whole numbers? (Example: 8+?=11, 5=?- 3)**   Addend   * **How do you decide what symbol to use in a number sentence?**   plus +, minus -, equal = | Harcourt Math Resources: Re-teach, Practice, Problem Solving and Challenge pages.  Chapters 20 & 29.  [www.harcourtschool.com](http://www.harcourtschool.com) |
| **Data (Tables and Graphing)** | 8 | **Unit EQ: How can you organize data using tables and charts?**   * **How do you read, make, and use a pictograph?**   greater than, less than, pictograph, sort, data, information   * **How do you read, make and use a tally chart?**   tally mark, tally chart, sort, data | Harcourt Math Resources: Re-teach, Practice, Problem Solving and Challenge pages.  Chapter 9.  [www.harcourtschool.com](http://www.harcourtschool.com)  <http://www.superteacherworksheets.com/graphing.html>  <http://www.turtlediary.com/grade-1-games/math-games/graph-and-tally.html> |

**First Grade - 4th Marking Period**

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| **Unit and Standards** | **Days** | **Essential Questions** | **Notes\Possible Resources** |
| **Time** | 10 | **Unit EQ: How do you tell time?**   * **How do you tell, write and read time to the hour?**   analog, minute hand, hour hand, minute, hour, second   * **How do you tell, write and read time to the half hour?**   analog, minute hand, hour hand, minute, half hour   * **How do you tell, write and read time to the nearest hour?**   Hour   * **How do you tell, write and read time to the half hour?**   Half hour | Harcourt Math Resources: Re-teach, Practice, Problem Solving and Challenge pages.  Chapter 24.  [www.harcourtschool.com](http://www.harcourtschool.com)  [www.schooltube.com](http://www.schooltube.com) (What time is it? video)  [www.abcya.com/telling\_time](http://www.abcya.com/telling_time)  [www.primarygames.com/time](http://www.primarygames.com/time)  [www.mathplayground.com](http://www.mathplayground.com) (games & printable worksheets) |
| **Measurement** | 10 | **Unit EQ: How do you measure length using nonstandard units?**   * **How do you find out how long something is?** * **How do I measure length by using non-standard units?** * **How do I measure the length of objects by repeating length units?**   non-standard units, length, longer, shorter, equal | Harcourt Math Resources: Re-teach, Practice, Problem Solving and Challenge pages.  Chapter 26.  [www.harcourtschool.com](http://www.harcourtschool.com)  [www.mathplayground.com](http://www.mathplayground.com) (games & printable worksheets)  [www.schooltube.com](http://www.schooltube.com) Video: Measuring fun! Introduction to measuring with nonstandard units |
| **Geometry** | 15 | **Unit EQ: How can you describe, sort and create geometric shapes by their attributes?**   * **How can two-dimensional shapes be represented and compared using geometric attributes?** * **How can I put shapes together and take them apart to form other shapes?**   square, circle, triangle, rectangle, diamond, vertices, sides, plane shapes   * **How can three-dimensional shapes be represented and compared using geometric attributes?** * **How can I put shapes together and take them apart to form other shapes?**   cone, cube, cylinder, pyramid, rectangular prism, sphere, solid figures, edges, vertices, faces, slide, stack, roll   * **How do you use fractions to divide shapes into halves and fourths?** * **What makes an object symmetrical?** * **How do you draw a line of symmetry?**   halves, quarters, fourths, symmetry | Harcourt Math Resources: Re-teach, Practice, Problem Solving and Challenge pages.  Chapters 15, 16, & 21.  [www.harcourtschool.com](http://www.harcourtschool.com)  [www.abcya.com/shapes\_geometry\_game](http://www.abcya.com/shapes_geometry_game)  [www.schooltube.com](http://www.schooltube.com)  (3D Shapes I Know Song) |
| **Addition and Subtraction to 120** | 10 | **Unit EQ: How can you solve addition and subtraction problems?**   * **How do you find sums through 120 using place value concepts?** * **How do you subtract (from 120)?** * **How can I easily add or subtract by 10's within 120?**   ones, tens, hundreds, mental math | Harcourt Math Resources: Re-teach, Practice, Problem Solving and Challenge pages.  Chapter 29.  [www.harcourtschool.com](http://www.harcourtschool.com) |

**Second Grade - 1st Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes and Possible Resources** |
| **1- Number Sense to 100** | 15 | **Unit EQ: How does the position of a digit in a number determine its value?**   * **What is the difference between a digit and a number?**   one-digit number, two-digit number, three-digit number   * **What is place value?**   place value, ones, tens, hundreds   * **What is the value of each digit in a number?**   value, ones, tens, hundreds   * **How do I count and read numbers to 100?**   count forward, count backward, skip counting, place value, ones, tens, hundreds   * **What are different ways to show whole numbers to 100?**   base ten blocks, picture form, tens and ones form, expanded form, word form   * **What are different ways to skip count numbers?**   skip count by ones, twos, threes, fours, fives, and tens   * **How do you compare and order numbers?**   before, after, between, greater than >, less than <, equal to = | Harcourt Textbook:  Ch. 1, 2, and 3  Discovery Streaming:  Skip Counting Song  ROPES Strategy |
| **1- Number Sense to 1,000** | 20 | **Unit EQ: How does the position of a digit in a number determine its value?**   * **What is the difference between a digit and a number?**   one-digit number, two-digit number, three-digit number, four-digit number   * **What is place value?**   place value, ones, tens, hundreds, thousands   * **What is the value of each digit in a number?**   value, ones, tens, hundreds, thousands   * **How do I count and read numbers to 1,000?**   count forward, count backward, skip counting, place value, ones, tens, hundreds, thousands   * **What are different ways to show whole numbers to 1,000?**   base ten blocks, picture form, hundreds, tens, and ones form, expanded form, word form   * **What are different ways to skip count numbers?**   skip count by twenty-five, fifty, hundred   * **How do you compare and order numbers?**   before, after, between, greater than >, less than <, equal to = | Harcourt Textbook:  Ch. 27, 28, and 29  ROPES Strategy |

**Second Grade - 2nd Marking Period**

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| **Unit and Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **2- Two and Three Digit Addition with Regrouping** | 17 | **Unit EQ: What strategies can you use to solve addition and subtraction problems?**   * **What strategies can you use to solve addition problems?**   add, sum, skip counting, count on, make a ten, touch points, draw a picture, number line   * **How can you use a rectangular array to show equal groups of objects?**   array and equal groups   * **How can you use mental math to add ten or a hundred to a number?**   add, addend, sum, skip counting, count on   * **What are the steps for addition with regrouping?**   regroup, ones, tens, hundreds, place value, rename   * **What key words tell me to add in a word problem?**   altogether, sum, in all | Harcourt Textbook:  Ch. 5, 7, 8, 11, 29  ROPES Strategy |
| **2- Two and Three Digit Subtraction with Regrouping** | 18 | **Unit EQ: What strategies can you use to solve addition and subtraction problems?**   * **What strategies can you use to solve subtraction problems?**   subtract, difference, count back, touch points, draw a picture, number line   * **How can you use mental math to subtract ten or a hundred to a number?**   subtraction, minuend, subtrahend, difference   * **What are the steps for subtraction with regrouping?**   regroup, ones, tens, hundreds, place value, rename, borrow   * **What key words tell me to subtract in a word problem?**   how many more, difference | Harcourt Textbook:  Ch. 5, 9, 10, 11, 29  ROPES Strategy |
| **3 -Money** | 10  \*Begin in 2nd MP \*Finish in 3rd MP | **Unit EQ: How do you use the value of coins and bills to count an amount of money?**   * **How do you identify coins?**   penny, nickel, dime, quarter, half dollar, dollar   * **What is the value of each coin?**   cents, dollars, one cent, five cents, twenty-five cents, fifty cents   * **What are the different strategies for counting amounts of money?**   skip counting, coin touch points   * **How do you count coins of the same value?**   penny, nickel, dime, quarter, half dollar, dollar, total   * **How do you count a combination of coins up to five dollars?**   penny, nickel, dime, quarter, half dollar, dollar, total   * **How do you make change with coins and paper currency with appropriate symbols?**   cents, dollars, change   * **What strategies do you use to solve word problems with money?**   addition, subtraction, ROPES | Harcourt Textbook:  Ch. 22, 23 (1st Grade Series)  Ch. 12, 13 (2nd Grade Series)  ROPES Strategy  Discovery Streaming:  Math with Money |

**Second Grade - 3rd Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **3 -Money** | 20  \*Begin in 2nd MP \*Finish in 3rd MP | **Unit EQ: How do you use the value of coins and bills to count an amount of money?**   * **How do you identify coins?**   penny, nickel, dime, quarter, half dollar, dollar   * **What is the value of each coin?**   cents, dollars, one cent, five cents, twenty-five cents, fifty cents   * **What are the different strategies for counting amounts of money?**   skip counting, coin touch points   * **How do you count coins of the same value?**   penny, nickel, dime, quarter, half dollar, dollar, total   * **How do you count a combination of coins up to five dollars?**   penny, nickel, dime, quarter, half dollar, dollar, total   * **How do you make change with coins and paper currency with appropriate symbols?**   cents, dollars, change   * **What strategies do you use to solve word problems with money?**   addition, subtraction, ROPES | Harcourt Textbook:  Ch. 22, 23 (1st Grade Series)  Ch. 12, 13 (2nd Grade Series)  ROPES Strategy  Discovery Streaming:  Math with Money |
| **4-Time** | 15 | **Unit EQ: How do you tell time?**   * **What is A.M. and P.M. and when do we use it?**   ante meridiem before noon, noon, post meridiem, midnight   * **How do you tell, write, and draw time to the nearest quarter hour?**   digital, analog, quarter after, quarter of   * **How do you tell, write, and draw time to the nearest five minutes?**   skip counting, minutes, hours, digital, analog | Harcourt Textbook:  Ch. 14  ROPES Strategy |

**Second Grade - 4th Marking Period**

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| **Unit and Standards** | **Days** | **Essential Questions** | **Notes\Possible Resources** |
| **5-Measurement** | 10 | **Unit EQ: How do you measure and compare the lengths of objects using standard units?**   * **What tools are used to measure lengths?**   ruler, yard stick, meter stick, measuring tapes   * **How do you relate a number line to measurement tools?**   number line, length, interval   * **How do you measure lengths in standard units?**   inches, feet, yard, centimeter, meter   * **How do you estimate lengths in standard units?**   estimate, nearest standard unit   * **How do you use addition and subtraction to solve word problems with measurement?**   ROPES and length | Harcourt Textbook:  Ch. 22, 23  ROPES Strategy  Discovery Streaming:  Using a Bar Graph to Measure Length |
| **6-Geometry** and Fractions | 10 | **Unit EQ: How can you describe, create, and divide two-dimensional and three-dimensional shapes by their attributes?**   * **How do you identify two-dimensional shapes by their attributes?**   plane shapes, edges, angles, vertices, faces, triangles, quadrilaterals, pentagons, hexagons, octagons   * **How do you identify three-dimensional shapes by their attributes?**   edges, angles, vertices, faces, cube, rectangular prism, cone, sphere, cylinder, and pyramid   * **What is the difference between two-dimensional and three-dimensional shapes?**   solids, faces, edges, vertices, flat surface   * **What is symmetry? How do you draw a line of symmetry?**   symmetry, line of symmetry   * **How do you use fractions to divide shapes into halves, quarters, and thirds?**   fraction, halves, quarters, thirds, equal parts | Harcourt Textbook:  Ch. 18,19, 20, 21  ROPES Strategy |

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| **7-Data & Graphing** | 10 | **Unit EQ: How can you organize data using line plots, pictographs, and bar graphs?**   * **How do you read, make, and interpret a line plot?**   compare, analyze, greater than, less than, data   * **How do you read, make, and interpret a pictograph?**   compare, analyze, greater than, less than, key, data   * **How do you read, make, and interpret a bar graph?**   x-axis, y-axis, scale, interval, bar, key, data | Harcourt Textbook:  Ch. 4, 16  ROPES Strategy |

**Third Grade - 1st Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes and Possible Resources** |
| **Number Sense & Algebraic Concepts** | 15  5    4  2  2  2 | **Unit EQ: How do you use place value to compare numbers and quantities?**   * **How does the position of a digit in a number determine its value?**   place value, position, ones, tens, hundreds, thousands   * **How do you round to a given place value?**   round, estimate, about, nearest   * **How do you use place value to compare numbers?**   greater than, less than, equal to   * **How do you use place value to order numbers?**   greatest, least   * **How do you solve word problems?**   2-step word problem, solve, ROPES strategy, reasonable answer, nearest | Harcourt Textbook:  Ch. 2 and 3  ROPES Strategy |
| **Addition and Subtraction** | 26  1  1  1  2  1  2  4  3  2  3  3 | **Unit EQ: What strategies can you use to solve addition and subtraction problems?**   * **How do you add 2-digit numbers without regrouping?**   sum, addend, 2-digit, vertical, horizontal   * **How do you add 2-digit numbers with regrouping?**   regroup   * **How do you add 3-digit numbers without regrouping?**   3-digit   * **How do you add 3-digit numbers with regrouping?** * **How do you solve word problems?**   2-step word problem, solve, ROPES strategy, reasonable answer, sum, in all, altogether, total, together, combine, both   * **How do you subtract 2-and 3-digit numbers without regrouping?**   difference, subtrahend (middle #), minuend (largest #), vertical, horizontal   * **How do you subtract 2-digit numbers with regrouping?** * **How do you subtract 3-digit numbers with regrouping?**   middle zero   * **How do you solve word problems?**   2-step word problem, solve, ROPES strategy, reasonable answer, difference, left, remaining, more than, take away, gave, fewer   * **How do you create and solve a word problem using numbers and symbols?**   numbers/data, 3-sentence word problem including a question, >, <, =, +, -   * **How do you identify the missing symbol that makes a number sentence true?**   number sentence, true, >, <, =, +, -, fact family   * **How do you identify the missing number that makes a number sentence true?**   addend, subtrahend, minuend, sum, difference, fact family | Harcourt Textbook:  Ch. 1, 4, 5  ROPES Strategy |

**Third Grade - 2nd Marking Period**

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| **Unit and Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Money** | 17  3      6    2    4 | **Unit EQ: How do you use the value of coins and bills to count money and make change?**   * **How do you use place value to count and compare amounts of money?**   dollar sign, decimal point, cent sign, combinations of coins and bills (penny, nickel, dime, quarter, dollar bill, five dollar bill)   * **How do you make change?**   count up/on, change, difference   * **How do you round money amounts to the nearest dollar?**   round, nearest, estimate   * **How do you solve word problems?**   2-step word problem, solve, ROPES strategy, reasonable answer, nearest, change, in all, altogether, total, together, combine, left, remaining, more than, less than, take away, gave, fewer | Harcourt Textbook:  Ch. 6  ROPES Strategy |
| **Multiplication and Division** (just Multiplication in this marking period) | 23  2      10  1    1    2      2  2  1 | **Unit EQ: How do you multiply and divide?**   * **How do you create an array to show equal groups?**   array, columns, rows, horizontal, vertical, equal groups, pictures, x symbol, factors, product, multiply, multiplication, number sentence   * **How do you use patterns and rules to multiply accurately?**   equal groups (3 groups of 4) of pictures, repeated addition, skip-count, multiples, patterns on multiplication table, rules/tricks   * **How do you use the identity and zero properties to solve multiplication problems?**   identity property, zero property   * **How do you use the commutative property to solve multiplication problems?**   commutative property ("turn arounds" or ordering property)   * **How do you use the associative property to solve multiplication problems?**   associative property (other "names for numbers," i.e. 3+4 is the same as 7, or grouping property), order of operations (solve what's in parentheses first)   * **How do you identify the missing number that makes a number sentence true?**   factor, product   * **How do you solve word problems?**   2-step word problem, solve, ROPES strategy, reasonable answer, each, groups, in all, altogether, total, together, combine, both, multiplied, equally   * **How do you create and solve a word problem using numbers and symbols?**   numbers/data, 3-sentence word problem including a question, >, <, =, x, ÷ | Harcourt Textbook:  Ch. 8, 9, 10, 11, 12, 13, 14 |

**Third Grade - 3rd Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Multiplication and Division** | 12  2    2  2  1  2  1 | **Unit EQ: How do you multiply and divide?**   * **How can you use fact families to find an unknown factor?**   unknown (missing), fact family, division   * **How do you divide a large group into smaller, equal groups?**   repeated subtraction   * **How do you solve word problems?**   2-step word problem, solve, ROPES strategy, reasonable answer, each, groups, divided, equally   * **How do you create and solve a word problem using numbers and symbols?**   numbers/data, 3-sentence word problem including a question, >, <, =, ÷   * **How do you identify the missing symbol that makes a number sentence true?**   number sentence, true, >, <, =, x, ÷, fact family   * **How do you identify the missing number that makes a number sentence true?**   dividend, divisor, quotient, fact family | Harcourt Textbook:  Ch. 8, 9, 10, 11, 12, 13, 14  ROPES Strategy |
| **Time** | 12  3  5  2 | **Unit EQ: How do you calculate time and elapsed time?**   * **How do you use an analog clock to tell time to the nearest minute?**   analog clock, hour, half-hour, quarter hour, minute, o'clock   * **How do you calculate elapsed time?**   elapsed time, how much time has passed   * **How do you solve word problems?**   2-step word problem, solve, ROPES strategy, reasonable answer, start/begin, leave, end/stops/finished, arrive, hours, minutes, time has passed, between, how long between, gone | Harcourt Textbook:  Ch. 7  ROPES Strategy |
| **Geometry** | 5  2    2 | **Unit EQ: How can you describe, create, classify, and divide polygons by their attributes?**   * **How do you describe and create polygons?**   square, rectangle, rhombus, triangle, pentagon, polygon, non-polygon, attributes   * **How do you classify polygons?**   shared attributes, quadrilateral | Harcourt Textbook:  Ch. 19 and 21 |
| **Geometric Measurement** | 8  2  5 | **Unit EQ: How do you find the perimeter and area of a plane figure?**   * **How can you find the perimeter of a plane figure?**   perimeter ("fence"), polygons, plane figure, given side lengths, unknown side lengths   * **How can you find the area of plane figure?**   area ("grass"), unit square, square centimeters, square feet, non-standard square units, multiply lengths, rectangle | Harcourt Textbook:  Ch. 22 |

**Third Grade - 4th Marking Period**

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| **Unit and Standards** | **Days** | **Essential Questions** | **Notes\Possible Resources** |
| **Geometric Measurement** | 7  2  4 | **Unit EQ: How do you find the perimeter and area of a plane figure?**   * **How do you partition shapes into parts with equal areas?**   unit fraction of whole, partition (divide), equal   * **How do you solve word problems?**   2-step word problem, solve, ROPES strategy, reasonable answer, perimeter, area | Harcourt Textbook:  Ch. 22 and 25  ROPES Strategy |
| **Measurement** | 9  2  2  2  2 | **Unit EQ: How do you estimate the measurement of objects using customary and metric units?**   * **How do you measure the length of an object?**   centimeter, quarter inch, ruler, length, standard unit, customary, metric   * **How do you measure the liquid volume of an object?**   liquid volume, cup (c), pint (pt), quart (qt), gallon (gal), liter (l)   * **How do you measure the mass of an object?**   mass, ounce (oz.), pound (lb), gram (g), kilogram (kg)   * **How do you solve word problems?**   solve, ROPES strategy, reasonable answer, masses, liquid volumes, add, subtract, multiply, divide | Harcourt Textbook:  Ch. 17, 18, 22  ROPES Strategy |
| **Fractions** | 10  1  1  1  2  1  2 | **Unit EQ: How do you use fractions to represent the parts of a whole or parts of a set?**   * **How do you write a fraction to represent a part of a whole?**   fraction, part of a whole, numerator, denominator   * **How do you write a fraction to represent part of a set?**   part of a set   * **How do you write a fraction on a number line?**   number line, fraction bars   * **How do you recognize and create equivalent fractions?**   equivalent   * **How do you write a whole number as a fraction?**   whole number   * **How do you compare fractions with the same denominator?**   >, <, =, fraction bars, justify the conclusion (explain your answer) | Harcourt Textbook:  Ch. 25  ROPES Strategy |
| **Data Analysis** | 9  2  1  2  2 | **Unit EQ: How can you organize and interpret data using different displays?**   * **How do you create a pictograph and bar graph?**   pictograph, key, data set, bar graph, scaled (numbers/interval on side)   * **How do you create a line plot to measure lengths?**   line plot, horizontal scale, units, whole numbers, ruler, halves, quarters   * **How can you translate information from one type of display to another?**   display (graph), pictograph, tally chart, bar graph, table   * **How do you interpret data in displays to solve word problems**?   2-step word problem, solve, ROPES strategy, reasonable answer, scaled pictograph, scaled bar graph, categories, compare, greater, than, less than, equal to, interpret, data | Harcourt Textbook:  Ch. 3, 15, 16  ROPES Strategy |

**Fourth Grade – Math**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Number Sense and Algebraic Concepts** | 19 days  total  2  2  4  2  4  2  3 | **Unit EQ: How do you use place value to compare numbers and quantities?  How can you generate and analyze patterns?**   * How do I use place value to compare two multi-digit whole numbers through 1,000,000? * How do we read and write whole numbers in expanded, standard, and word form through 1,000,000? * How do you round to a given place value? * How do we determine the missing element and find the rule for a function table? * Given a rule, how do we generate and analyze terms in the sequence? Ex: Given the rule "add 3" and the starting number of 1, generate terms in the resulting sequence and analyze that they will be odd-even-odd-even. (1,4,7,10,13) * How do we use numbers and symbols to model the concepts in a story problem as either an expression or an equation? * Review and Assess |  |
| **Addition and Subtraction** | 18 days  total  4  4  4  3  3 | **Unit EQ: What strategies can you use to solve addition and subtraction problems?**   * How do I add and subtract multi digit whole up to 1,000,000? * How do I estimate to find a sum or difference? * How can key words help us determine whether to use addition or subtraction? * How do you use addition and subtraction to solve real word problems? * Review Assess |  |
| **Multiplication/ Division** | 27 days  total    3  4  3  1  4  1  2  2  2  2  3 | **Unit EQ: How do you multiply and divide?**   * How do you multiply a whole number of up to four digits by a one-digit whole number? * How do you multiply two-digit number by another two-digit number? * How do we estimate answers to multiplication problems using whole numbers up to six digits? (no more than two digits by one digit excluding powers of ten). * How are multiplication and division related as inverse operations? * How do we divide up to a four-digit dividend by a one-digit divisor with answers written as whole number with/without remainders? * How do we use a symbol to make a number sentence true? (using four operations) * How do we find all the factors of numbers from 1-100? * How do we find multiples of one digit numbers? * How do we identify a number as prime or composite? * How do we use multiplication and division to solve multi-step real world problems? * Review and assess |  |
| **Fractions/**  **Decimals** | 26 days  total  2  2  2  2  2  3  3  2  3  2    3 | **Unit EQ: How are fractions and decimals related?**   * How do we add and subtract fractions with a common denominator? * How do we decompose a fraction or mixed number into a sum of fractions with the same denominator? * How do we add and subtract mixed numbers with a common denominator? * How do we add and subtract fractions with common denominators to solve real world problems? * How do we multiply a whole number by a unit fraction or a non-unit fraction?  (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12,and 100) * How do we multiply a whole number by a fraction to solve real world problems? * How do we find equivalent fractions? * How do we compare fractions? * How do we find decimal notation for fractions with denominators of 10 or 100? * How do we compare two decimals to the hundredths place using symbols? * Review and assess |  |
| **Geometry/**  **Geometric Measurement** | 24 days  total    3  2    2  2  2  2  2  2  2  2  3 | **Unit EQ:  How do we draw/identify and measure lines and angles, and classify shapes by properties of their lines and angles?**   * How do we draw and identify points, lines, line segments, rays, angles (right, acute obtuse), perpendicular and parallel lines? * How do we classify two dimensional figures by the measure of their angles? * How do we identify or draw up to two lines of symmetry for a two dimensional figure? * How do we solve word problems involving the basic properties and classification of two-dimensional figures? * How do we calculate perimeter of a rectangle? * How do we calculate area of a rectangle? * How do we apply the area and perimeter formulas for rectangles to given data to solve real world problems? (May include finding a missing side/whole numbers only) * How do we use a protractor to measure angles in whole number degrees? * How do we sketch an angle to a specified measure? * How do we use addition and subtraction to find unknown angles in a real world mathematical problem? (angles are adjacent and not overlapping) * Review and assess |  |
| **Measurement**  **System** | 22 days total  1  5  4  3  3  3  3 | **Unit EQ: How do we measure objects and time?**   * How do you decide what tools you need to measure an object? * How do we measure length, weight, and capacity (liquid volume) using standard units? * How do measure length, mass, and capacity using metric units? * How do we measure time and elapsed time? * How do we express larger units of measure in terms of smaller units? (table of equivalencies is provided). * How do we solve real-world problems using customary and metric measurement? * Review and assess |  |
| **Data Analysis** | 17 days total  2  3  3  4  2  3 | **Unit EQ:  How can you display, analyze, and interpret data?**   * How do we display data on a line plot? * How do we interpret the data of a line plot as a fraction of a whole? (1/2, 1/4,1/8)? * How do we solve problems involving addition and subtraction of fractions by using information presented on a line plot? (common denominators such as 1/4, 2/4, 3/4) * How do we translate information from on type of display to another? (table, chart, bar graph, pictograph etc.) * How do we solve and explain real-world word problems involving data analysis? \*ROPES * Review and assess |  |

**Fifth Grade - 1st Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes and Possible Resources** |
| Whole Numbers, Decimals, and Exponents    **- Formative Assessment after Rounding Decimals**  **- Summative Assessment** | 23 | **Unit EQ’s: What are the different ways that a number can be represented? In what ways are whole numbers and decimals used to represent exact and estimated quantities?**   * What are the different ways that whole numbers and decimals can be represented?   *Vocabulary: whole number, decimal, represent*   * How do we read and write whole numbers with decimals to thousandths using base-ten numerals, word form, and expanded form?   *Vocabulary: standard form, word form, expanded notation, base-ten numerals*   * How do we compare two decimals to the thousandths place value?   *Vocabulary: digit, value, place value*   * How do we round decimals through the thousandths place value?   *Vocabulary: digit, value, place value, round, estimate*   * How do we determine the relationship of the digits to the left within a given multi-digit number?   *Vocabulary: digit, value, place value, multi- (prefix)*   * How do we use whole-number exponents to express powers of 10?   *Vocabulary: exponent, power of 10, express*   * What is the zero pattern of a product when multiplying a number by powers of 10?   *Vocabulary: zero pattern, power of 10, product*   * How do we place the decimal point when a decimal is divided by a power of 10?   *Vocabulary: decimal point, power of 10, quotient*   * How do we solve and explain real-world word problems involving whole numbers, decimals, and exponents?   *Vocabulary: strategy, R.O.P.E.S*. | Harcourt Textbook: Unit 1: Chapters 1, 2    ROPES Strategy |
| Order of Operations and Algebraic Thinking with Patterns and Relationships    **- Formative Assessment after interpreting expressions**  **- Summative Assessment** | 18 | **Unit EQ: How do you use Order of Operations to read, write, and interpret numerical expressions?**   * How do we analyze and complete calculations by applying the order of operations?   *Vocabulary: order of operations, analyze, calculate*   * How do we use multiple grouping symbols in numerical expressions?   *Vocabulary: expression, brackets, braces, parentheses*   * How do we evaluate expressions containing multiple grouping symbols?   *Vocabulary:* *expression, brackets, braces, parentheses, symbol*   * How do we write simple expressions that model calculations with numbers?   *Vocabulary: expression*   * How do we interpret numerical expressions without evaluating them?   *Vocabulary: interpret, evaluate*   * Given two numerical patterns, how do we find the two given corresponding rules? * How do we generate two numerical patterns using two given rules? * How do we identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules? * How do we solve and explain real-world word problems involving order of operations?   *Vocabulary: strategy, R.O.P.E.S* | Harcourt Textbook:  Unit 4: Chapter 12  ROPES Strategy |

**Fifth Grade - 2nd Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| Multiplication and Division    **- 1 small assessment after Multiplication**  **- 1 summative assessment** | 21 | **Unit EQ: How and when do you need to multiply and divide?**   * How do we multiply a multi-digit whole number by a one digit whole number?   *Vocabulary: factor, product, partial product, regrouping*   * How do we multiply a two-digit whole number by a two-digit whole number?   *Vocabulary: factor, product, partial product, regrouping*   * How do we multiply a three-digit whole number by a two-digit whole number?   *Vocabulary: factor,, product, partial product, regrouping*   * How do we multiply a three-digit whole number by a three-digit whole number?   *Vocabulary: factor, product, partial product, regrouping*   * How do we find whole number quotients of up to four-digit dividends and one-digit divisors?   *Vocabulary: quotient, dividend, divisor*   * How do we find whole number quotients of up to three-digit dividends and two-digit divisors?   *Vocabulary: quotient, dividend, divisor*   * How do we find whole number quotients of up to four-digit dividends and two-digit divisors?   *Vocabulary: quotient, dividend, divisor*   * How do we multiply decimal and whole number values to the hundredths place value?   *Vocabulary: factor, product*   * How do we divide decimal place values to the hundredths by whole number divisors?   *Vocabulary: quotient, dividend, divisor*   * How do I solve and explain real-world word problems involving operations with multi-digit whole numbers and decimals to the hundredths place value?   *Vocabulary: strategy, R.O.P.E.S* | Harcourt Textbook: Unit 3: Chapters 7, 8; Unit 4: Chapters 9, 10, 11    ROPES Strategy |
| Fractions    - **Assessment after adding and subtracting fractions with unlike denominators**  **- Summative assessment**  **2nd MP: Fractions Unit Continued** | 26 | **Unit EQ: In what ways are fractions used to represent exact quantities?**   * How do we find common denominators for fractions that have unlike denominators?   *Vocabulary: fraction, denominator, unlike denominator, numerator*   * How do we find common denominators for mixed numbers?   *Vocabulary: fraction, denominator, numerator, mixed number, improper fraction, multiple,*  *least common denominator*   * How do we add fractions and mixed numbers with unlike denominators?   *Vocabulary: fraction, denominator, numerator, mixed number, improper fraction, multiple, least*  *common denominator*   * How do we subtract fractions and mixed numbers with unlike denominators?   *Vocabulary: fraction, denominator, numerator, mixed number, improper fraction, multiple, least*  *common denominator*   * How do we multiply a fraction by a whole number?   *Vocabulary: fraction, denominator, numerator, whole number, product, factor*   * How do we model multiplication of fractions as resizing or scaling?   *Vocabulary: resize, scale*   * How do we multiply a fraction by a fraction?   *Vocabulary: fraction, denominator, numerator*   * How do we multiply a mixed number by a fraction?   *Vocabulary: fraction, mixed number, denominator, numerator*   * How do we find the product of a number and its reciprocal?   *Vocabulary: fraction, reciprocal, unit fraction, factor, product*   * How do we divide unit fractions by whole numbers?   *Vocabulary: unit fraction, denominator, numerator, whole number*   * How do we divide whole numbers by unit fractions?   *Vocabulary: unit fraction, denominator, numerator, whole number*   * How do we solve and explain real-world word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers?   *Vocabulary: strategy, R.O.P.E.S* | Harcourt Textbook: Unit 5: Chapter 15; 13 as remedial resource; Unit 6: Chapters 16, 17, 18, 19;  ROPES Strategy |

**Fifth Grade - 3rd Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| Measurement    **- Summative assessment** | 18 | **Unit EQ: How do we convert like measurement units within a given measurement system?**   * How do we convert different size standard linear measurement units?   *Vocabulary: convert, inch, foot, yard, mile, standard*   * How do we convert different size metric linear measurement units?   *Vocabulary: convert, millimeter, centimeter, meter, kilometer, metric*   * How do we convert different size standard capacity measurement units?   *Vocabulary: convert, ounce, cup, pint, quart, gallon, pound, ton*   * How do we convert different size metric capacity measurement units?   *Vocabulary: convert, milliliter, liter, kiloliter, milligram, gram, kilogram*   * How do we convert different size standard mass and weight measurement units?   Vocabulary: *convert, ounce, cup, pint, quart, gallon, pound, ton*   * How do we convert different size metric mass and weight measurement units?   Vocabulary: *convert, milliliter, liter, kiloliter, milligram, gram, kilogram*   * How do we convert different size standard volume measurement units?   *Vocabulary: convert, volume, cubic units (inches, feet, yards, miles, etc.)*   * How do we convert different size metric volume measurement units?   *Vocabulary: convert, volume, cubic units (millimeter, centimeter, meter, meter, kilometer, etc.)*   * How do we solve and explain real-world word problems involving converting like measurement units within a given measurement system?   *Vocabulary: strategy, R.O.P.E.S* | Harcourt Textbook: Unit 8: Chapters 24, 27  ROPES Strategy  \*Ruler for resource (Eligible content focuses on conversions, but you may wish to review how to use a ruler with students during unit) |
| Geometry  **- Summative assessment**  **\*Note: Due to length, this is split into two parts to be given at your discretion: Part 1 - Classifying 2D figures; Part 2 - Coordinate grids/ordered pairs**  **3rd MP:**  **Geometry Unit Continued** | 14 | **Unit EQ: How do we classify two-dimensional figures into categories based on their properties? How do we graph points on the coordinate plane to solve real-world and mathematical problems?**   * How do we use basic properties to classify two-dimensional figures?   *Vocabulary: classify, two-dimensional, figure*   * How do we classify two-dimensional figures in a hierarchy based on properties?   *Vocabulary: classify, two-dimensional, figure, hierarchy, properties, polygon, angle -congruent -point -symmetry -line of symmetry -plane -right angle -similar -line segment -plane figure -obtuse angle -acute angle -line -triangle -scalene -straight angle -parallel -perpendicular -equilateral -vertex/vertices -isosceles -protractor - -edge -polygon -face -regular polygon -vertex / vertices -similar polygon -base -polyhedron -quadrilateral -parallelogram -rhombus -trapezoid -rectangle -right triangle -hypotenuse -leg -hexagon -octagon -heptagon -nonagon -*   * How do we identify parts of a coordinate grid and interpret points given in an ordered pair?   *Vocabulary: point, coordinate grid, coordinate plane, ordered pair, identify,*  *interpret, quadrant, x-axis, y-axis, origin, x-coordinate, y-coordinate.*   * How do we represent real-world and mathematical problems by plotting points in quadrant 1 of the coordinate plane?   *Vocabulary: plotting, quadrant 1, coordinate plane*   * How do we interpret coordinate values of points in the context of a given situation?   *Vocabulary: interpret, coordinate values*   * How do we solve and explain real-world word problems involving classifying two dimensional figures?   *Vocabulary: strategy, R.O.P.E.S*   * How do we solve and explain real-world word problems involving graphing points on a coordinate plane?   *Vocabulary: strategy, R.O.P.E.S* | Harcourt Textbook: Unit 7: Chapters 20, 21, 22, 23  ROPES Strategy |

**Fifth Grade - 4th Marking Period**

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| **Unit and Standards** | **Days** | **Essential Questions** | **Notes\Possible Resources** |
| Geometric Measurement  **- Small assessment after finding volume of right rectangular prism**  **- Summative assessment** | 14 | **Unit EQ: How do we use concepts of volume to solve problems? How do we relate volume to multiplication and addition?**   * How do we use given formulas to find the volume of right rectangular prisms with whole number edge lengths?   *Vocabulary: volume, formula (V = l x w x h and V = B\* x h or V = B\* x w for rectangular prisms), right*  *rectangular prism, whole number, edge, vertices, faces, length, width, height*  *\*B = area of base of rectangular prism*   * How do we find the volume of solid figures composed of two non-overlapping right rectangular prisms?   *Vocabulary: volume, formula (V = l x w x h and V = B\* x h or V = B\* x w for rectangular prisms), right*  *rectangular prism, whole number, edge, vertices, faces, length, width, height*  *\*B = area of base of rectangular prism*   * How do we solve and explain real-world problems involving volume and how it relates to multiplication and division?   *Vocabulary: strategy, R.O.P.E.S* | Harcourt Textbook: Unit 8: Chapter Chapter 27  ROPES Strategy |
| Data Analysis  **- Summative assessment** | 15 | **Unit EQ: How do we represent and interpret data using an appropriate scale?**   * How do we display and interpret data shown in tallies, tables, and charts?   *Vocabulary: display, interpret, data, tally, table, chart, title, label*   * How do we display and interpret data in pictographs, bar graphs, and line graphs?   *Vocabulary: display, interpret, data, pictographs, bar graphs, line graphs, title, scale, label*   * How do we use information presented in line plots to solve problems involving computation of fractions?   *Vocabulary: computation, fraction, line plot*   * How do we solve and explain real-world problems involving displaying and interpreting data?   *Vocabulary: strategy, R.O.P.E.S* | Harcourt Textbook: Unit 2: Chapters 5, 6  ROPES Strategy |