

Unit Name	Investigations	Sessions	Math Main Ideas	Assessments
UNIT 5 - TEMPERATURE, HEIGHT, AND GROWTH <i>Analyzing Patterns and Rules</i>	1 - 2	14 Approx. 20- 24 days		Checklists, Games, Quizzes and Unit Test
<p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.A.2 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.</p> <p>5.OA.B.3 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, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p> <p>5.NBT.A.2 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> <p>5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>5.NBT.B.6 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.</p> <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</p> <p>5.G.A.1 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.</p> <p>5.G.A.2 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>	<p>1 - GRAPHING TEMPERATURE AND HEIGHT</p> <p>2 -ANALYZING GEOMETRIC PATTERNS</p>	<p>1.1-1.7</p> <p>2.1-2.7</p>	<p>Reading and constructing coordinate graphs</p> <p>Modeling situations with mathematics: Graphs, ordered pairs, tables and symbolic notation</p> <p>Analyzing and comparing mathematical patterns and relationships</p> <p>Reading and constructing coordinate graphs</p> <p>Modeling situations with mathematics: Graphs, ordered pairs, tables and symbolic notation</p> <p>Analyzing and comparing mathematical patterns and relationships</p>	<p>A38 Comparing Animals Growth Session 1.6</p> <p>A39-40 Quiz 1 Session 2.5</p> <p>A41-43 Graphing and Analyzing Session 2.7</p> <p>UNIT 5 TEST</p>