

Knox County Schools Mathematics Curriculum

Unit 2: Multiplication, Division, and Algebra

5th Grade Planning Guide

Time: About 4-5 weeks

Knox County Key	Knox County Performance Objectives/ <i>State Assessed Performance Indicators</i>	State Blueprint Key/SPI #	Lessons	Text Pages
A	1. Demonstrate fluency of facts through 12x12 (see Facts Test) <i>Multiply whole numbers</i>	A 5.1.4		
A	2. Multiply numbers (two-digit multipliers); extend numerical patterns by multiplying by multiples of ten <i>Multiply whole numbers (two digit multipliers); extend numerical patterns</i>	A 5.1.4, 5.2.1	3.4, 3.5, 3.7	68-73, 76-77
A	3. Estimate products; justify estimates <i>Use estimation to select a reasonable solution to a whole number computation</i>	A 5.1.7	3.6	74-75
A	4. Apply strategies with any of the four basic operations to solve one or two step real-world problems <i>Solve one-or two-step real world problems involving addition, subtraction, and/or multiplication of whole numbers and decimals</i>	A 5.1.9	3.3, 3.7, 3.8, 4.3, 4.6 5.3, 5.7	64-67, 78, 80, 90-91, 98-100, 114-116, 128-130
A	5. Demonstrate fluency of facts through 144÷12 (see Facts Test) <i>Divide whole numbers</i>	A 5.1.4		
A	6. Estimate the most reasonable quotient; justify estimates <i>Use estimation to select a reasonable solution to a whole number computation</i>	A 5.1.7	4.1	86-87
D	Show that division is the inverse of multiplication	D	4.2	88-89
A	7. Divide 2 or 3 -digit dividends by 1-digit divisors <i>Divide whole numbers</i>	A 5.1.4	4.2	88-89
A	8. Use divisibility rules for 2, 3, 4, 5, 6 9, and 10		4.4, 4.5, 4.7	92-94, 96-97, 102-104
A	9. Divide 2 or 3-digit dividends by 2-digit whole numbers <i>Divide whole numbers</i>	A 5.1.4	5.1, 5.2, 5.4, 5.5	110-113, 118-122
A	10. Apply the order of operations when computing with whole numbers		5.6, 5.7	124-130 131

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*	Facts Tests E and F should be given at the end of this unit		
Essential Vocabulary: Refer to Houghton Mifflin, <i>Planning the Lesson</i> for vocabulary Writing Prompts: Refer to <i>Keeping a Journal</i> and <i>Writing Prompts</i> in the <i>Quick Check Options</i>		Advanced Objectives: 1. Represent the idea of a variable as an unknown quantity using a letter or symbol 4.7	

State Accomplishments: <ul style="list-style-type: none"> • <i>Demonstrate knowledge and understanding of grade level mathematics. D</i> • <i>Use commutative, associative, identity properties. M</i> • <i>Explain and demonstrate the inverse nature of addition and subtraction. D</i> • <i>Explain how addition and subtraction affect the size and order of numbers. D</i> • <i>Select appropriate methods and tools for computations. (e.g., mental computation, estimation, calculators, and paper/pencil) D</i> • <i>Identify missing information and/or too much information in real-world problems. D</i> • <i>Solve real-world problems using decimals (including money). D</i> Literature Resources: Literature connections are provided at the end of the student text on pages 638-639. <u><i>Cookies</i></u> , by William Jaspersohn <u><i>G is for Google</i></u> , by David Schwartz	Commercial Materials/manipulatives: Lesson transparencies Bill Set Coin Set Connecting Cubes Base ten blocks Two-color counters Technology: mathforum.org/library/drmath/sets/mid_pi.html Resources provided with the textbook as noted in the TE Assessment: Knox County Schools Mathematics Unit 2 Test Available in Houghton Mifflin Student Text: <ul style="list-style-type: none"> ▪ Chapter Pretest ▪ Quick Checks ▪ Chapter Reviews ▪ Chapter Tests Available in Houghton Mifflin Assessment: <ul style="list-style-type: none"> ▪ Unit Tests
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