



TEXAS

5th

GRADE

PRIORITY

MATH

GOALS

Building Number Sense!

I can show decimals through thousandths using expanded form and numerals.

$$4 \times \frac{1}{10} + 3 \times \frac{1}{100} + 5 \times \frac{1}{1000}$$

I can compare and order two decimals to thousandths with symbols $>$, $<$, or $=$.

$$.57 > .1$$

I can round decimals to tenths and hundredths.

$$.457 \approx .46$$

I can estimate to solve real world problems.

$$6780 \times 16$$

is about

$$7000 \times 16 = 1,120,000$$

I can use strategies and algorithms to multiply 3-digit by 2-digit numbers.

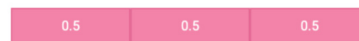
I can use place value, partial products, traditional algorithms.

$$\begin{array}{r} 345 \times 17 = \\ 3450 + 2415 = \\ \hline 5865 \end{array}$$

I can use strategies and algorithms to divide 4-digit numbers by 2-digit numbers. I can use place value, partial products, traditional algorithms.

$$\begin{array}{l} 5678 \div \text{by } 7 \\ 5600/7 = 800 \\ 78/7 = 11 \frac{1}{7} \\ \text{Quotient is } 811 \frac{1}{7} \end{array}$$

I can multiply decimals to the hundredths with objects and models.



$$3 \times 0.5 = 1.5$$

I can multiply decimals. Think about money. Use strategies based on place-value understandings, properties of operations. Relate to whole number multiplication

$$10 \times 5 = .50$$



I can divide decimals. Think about objects and drawings. Use different models and strategies.

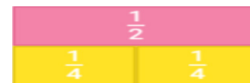
$$4 \div 2 = .2$$



I can model and solve addition and subtraction of fractions with unequal denominators using objects, pictorial.

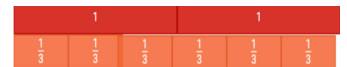


I can divide a unit fraction by a whole number with different models.



$$\frac{1}{2} \div 2 = \frac{1}{4}$$

I can divide a whole number by a unit fraction with different models.



$$2 \div \frac{1}{3} = 6$$

I can add and subtract positive rational numbers fluently.

$$\begin{array}{l} .24 + .75 = .99 \\ 1/5 + 1/3 = 8/15 \end{array}$$

I can identify prime and composite number.

5 is prime
6 is composite

I can represent and solve multi-step problems. I can use a letter for the unknown.

$$C \times 5 = 10$$

I can describe the meaning of parentheses and brackets.

$$\text{Compare } 3 \times 2 + 4 \text{ and } 3 \times (2 + 4)$$

I can describe volume with concrete objects and pictorial models.

Use formulas.
 $L \times w \times h$ and $V = Bh$





GREAT MATH WORK!



can show decimals through
thousandths using expanded form and
numerals.

$$4 \times \frac{1}{10} + 3 \times \frac{1}{100} + 5 \times \frac{1}{1000}$$



GREAT MATH WORK!



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GREAT MATH WORK!



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GREAT MATH WORK!



Can divide decimals. Think about objects and drawings. Use different models and strategies.

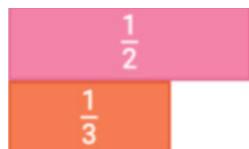
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GREAT MATH WORK!



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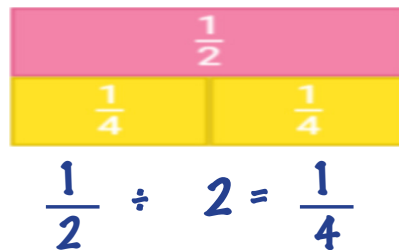




GREAT MATH WORK!



Can divide a unit fraction by a whole number with different models.



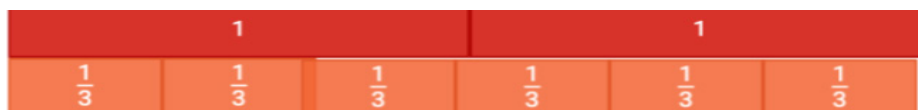
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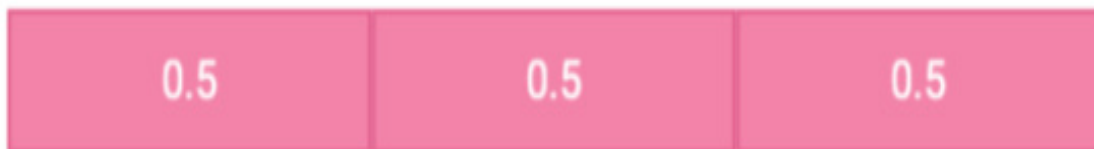
I can use strategies and algorithms to multiply 3-digit by 2-digit numbers. Place value, partial products, traditional algorithms.

$$\begin{array}{r} 345 \times 17 = \\ 3450 + 2,415 = \\ 5,865 \end{array}$$

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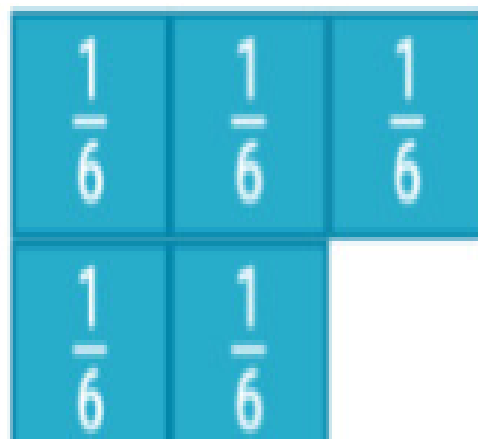
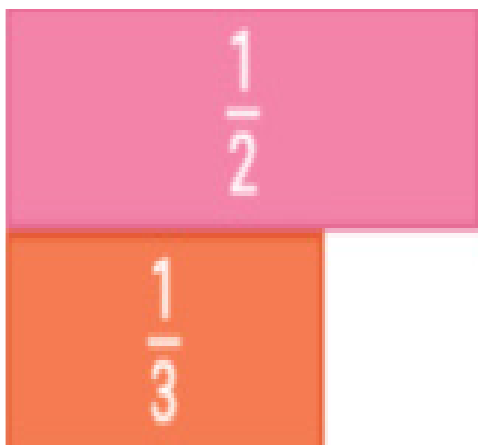


I can divide decimals.
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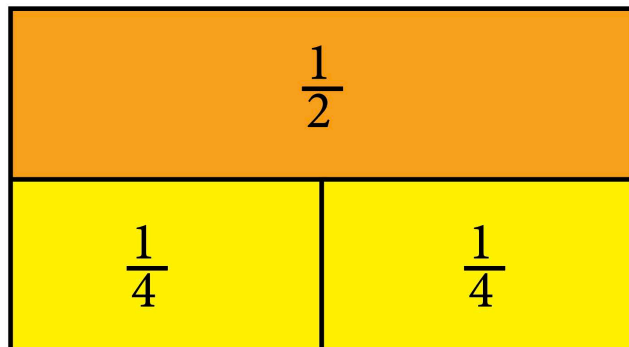
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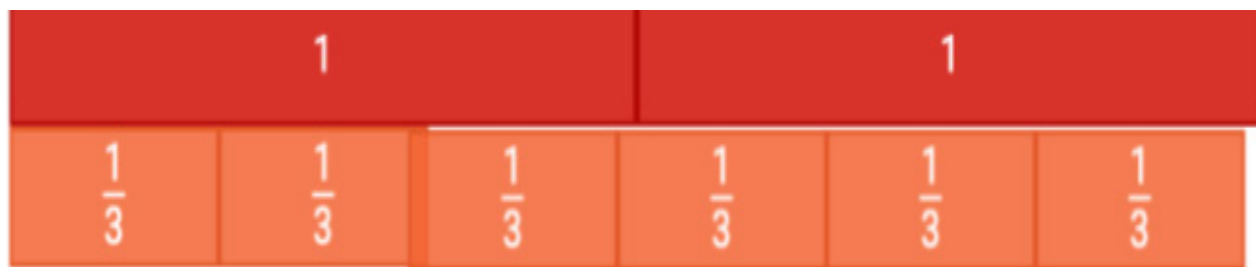


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About the Dr. Nicki Newton



Dr. Nicki Newton is an education consultant who works with schools and districts around the country and Canada on k-8 math curriculum. She has taught elementary school, middle school, and graduate school. Dr Nicki has an Ed.M. and an Ed.D from Teachers, College Columbia University. She is greatly interested in teaching and learning practices around the world and has researched education in Denmark, Guatemala and India. She has written several books, including being a part of the curriculum team for the new McGraw Hill Reveal Math series. She is currently working on a book about counting.

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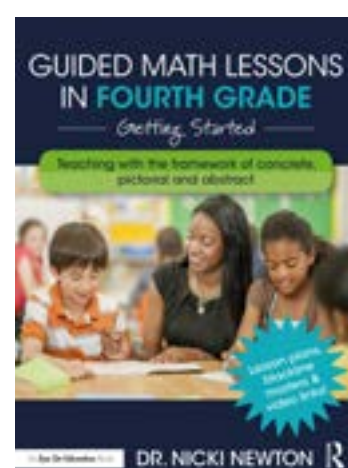
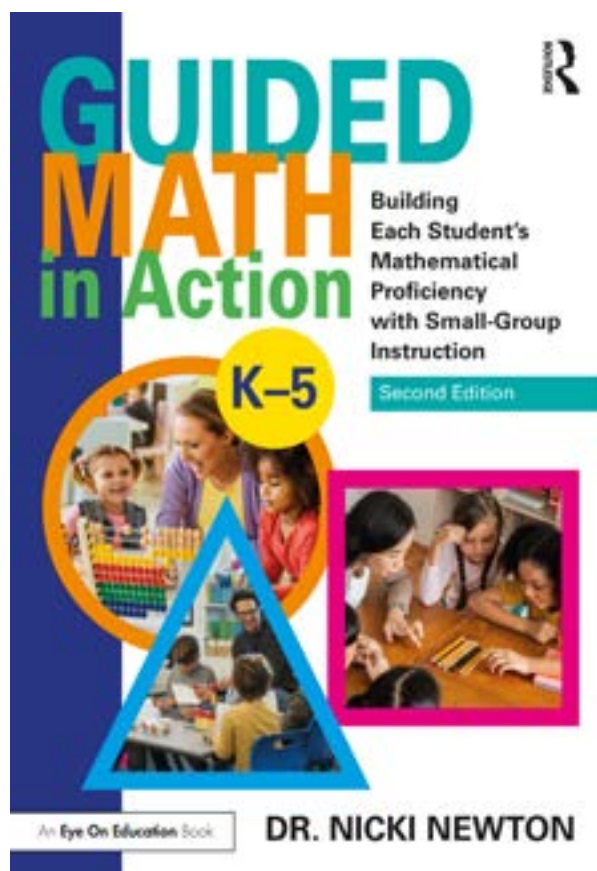
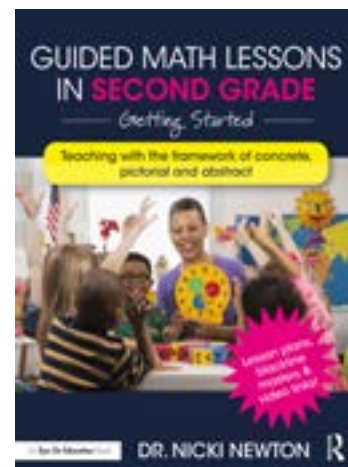
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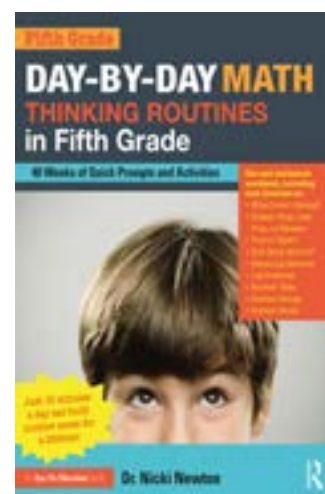
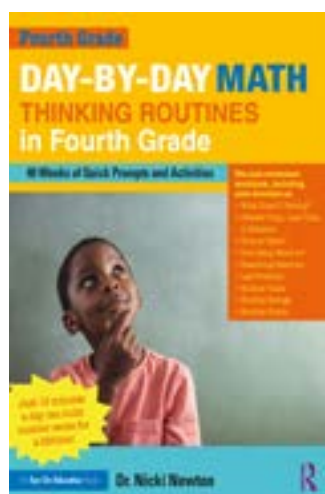
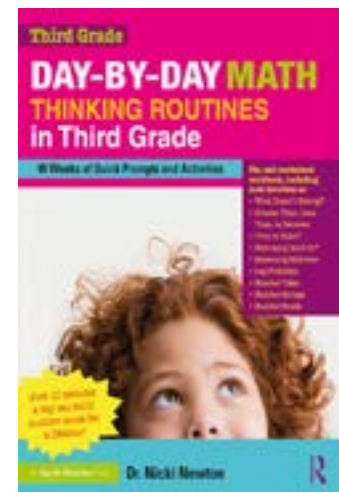
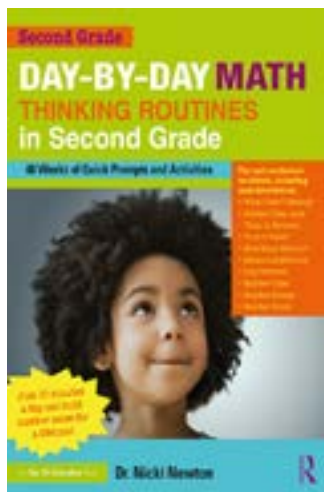
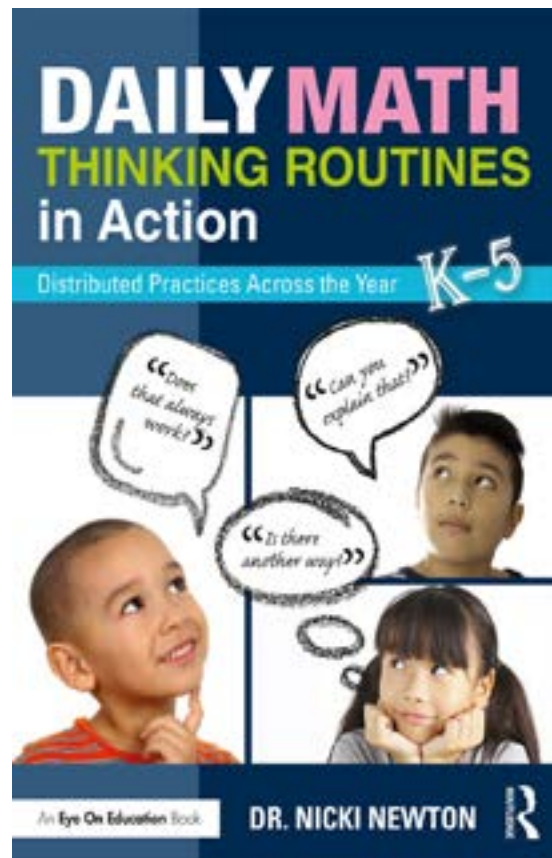
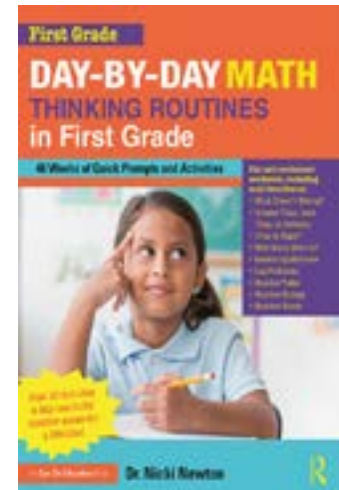
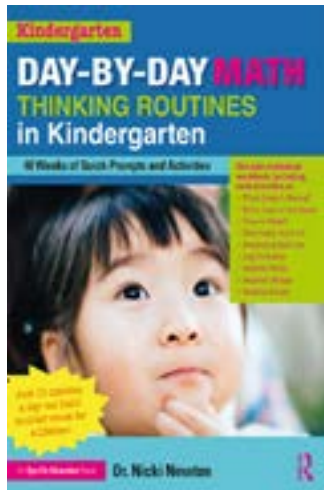
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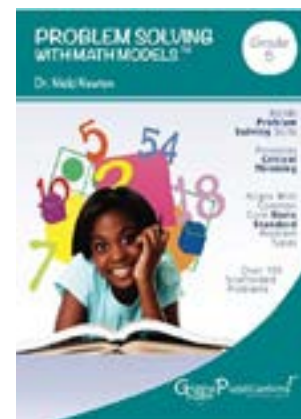
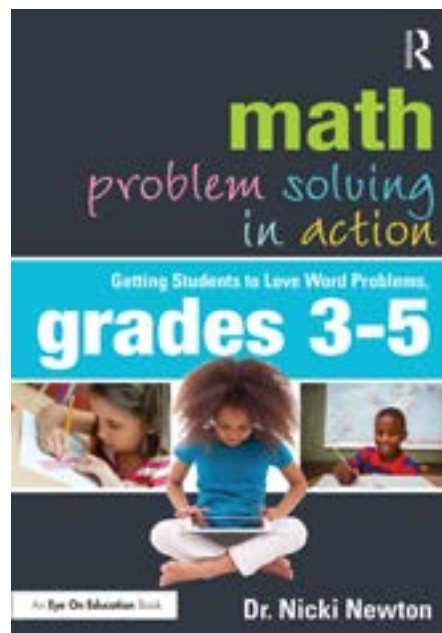
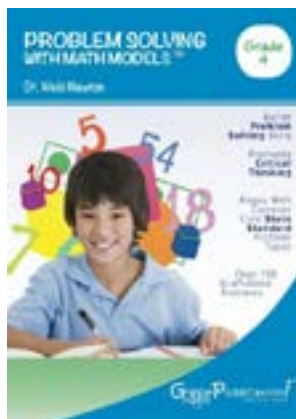
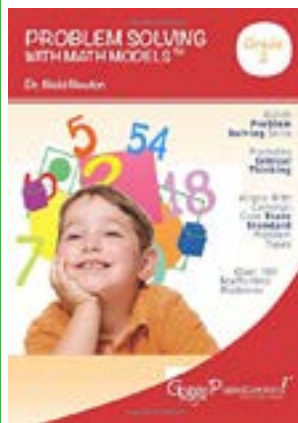
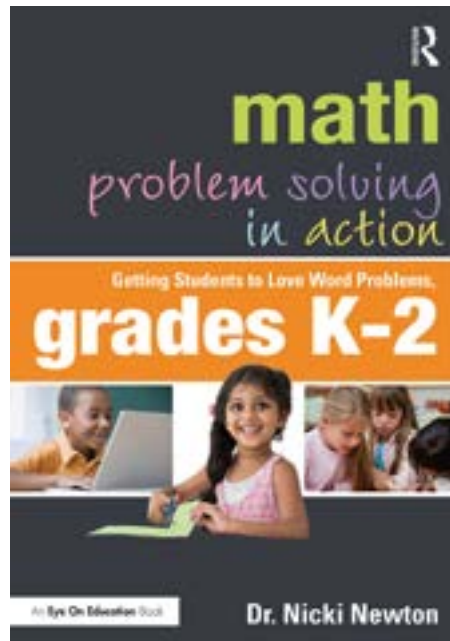


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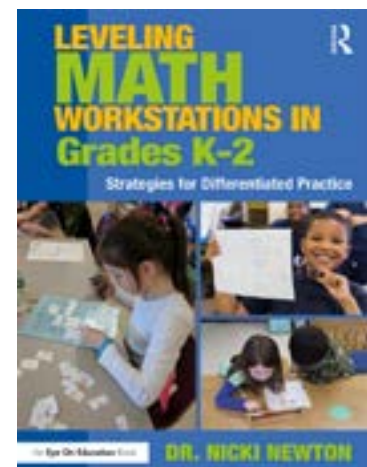
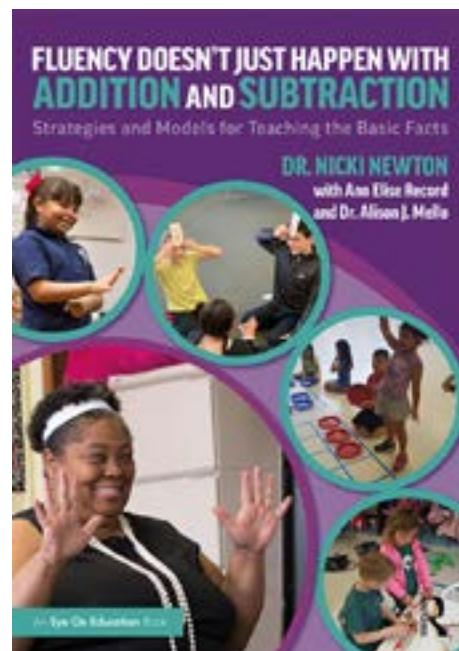
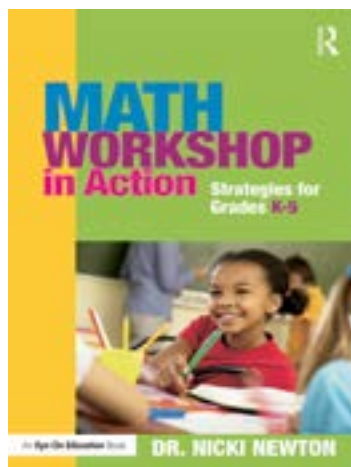
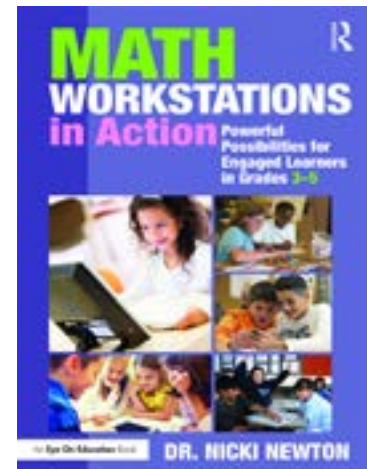
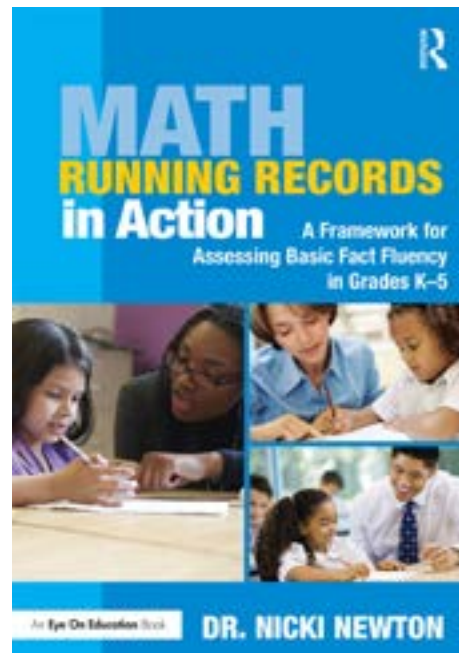
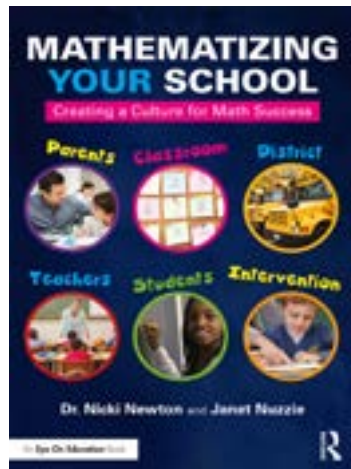
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