

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

**Marking Period: 1st**

**Days: 7**

**Reporting Category/Strand: Number and Number Sense**

<p><b>SOL 5.3a</b></p>	<p><b>The student will</b></p> <p><b>a) identify and describe the characteristics of prime and composite numbers; and</b></p> <p><b>b) identify and describe the characteristics of even and odd numbers.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand and use the unique characteristics of certain sets of numbers, including prime, composite, even, and odd numbers.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Identify prime numbers less than or equal to 100.</li> <li>• Identify composite numbers less than or equal to 100.</li> <li>• Explain orally and in writing why a number is prime or composite.</li> <li>• Identify which numbers are even or odd.</li> <li>• Explain and demonstrate with manipulatives, pictorial representations, oral language, or written language why a number is even or odd.</li> </ul>
<p><b>Essential Questions</b></p>	<p>How can we determine if a number is prime or composite?          What will the sum/difference of two even numbers or two odd numbers be?          What will the sum/difference of an even and off number be?</p>
<p><b>Instructional Resources</b></p>	<p><b>Correlations:</b>  <a href="#">Super Teacher Worksheets: Prime and Composite Numbers</a></p> <p><b>Interactive Websites:</b>  <a href="#">IXL: Prime and Composite Numbers</a>  <a href="#">IXL: Even and Odd Numbers</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: Partners and Leftovers</a></p> <p><b>Videos:</b>  <a href="#">BrainPOP: Prime and Composite Numbers</a></p> <p><b>Literature/Music Connections:</b></p>

**5th Grade Math Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<a href="#">Book: <i>You Can Count on Monsters</i> by Richard Evan Schwartz.</a> <a href="#">Song: 2 Plus 1 Math Rocks! Prime or Composite?</a>
<b>Essential Vocabulary</b>	<p><b>prime number</b>- a number with exactly two factors, one and itself</p> <p><b>composite number</b>- a number with more than two factors</p> <p><b>even number</b>- a number that divides equally by two</p> <p><b>odd number</b>- a number that doesn't divide equally by two</p> <p><b>factor</b>- a number that divides into another number</p> <p><b>multiple</b>- a number created by multiplying a number by another</p>

**Marking Period: 1st**

**Days: 12**

**Reporting Category/Strand: Computation and Estimation**

<b>SOL 5.4</b>	<b>The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand the meaning of mathematical operations and how these operations relate to one another when creating and solving single-step and multistep word problems.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Select appropriate methods and tools from among paper and pencil, estimation, mental computation, and calculators according to the context and nature of the computation in order to compute with whole numbers.</li> <li>• Create single-step and multistep problems involving the operations of addition, subtraction, multiplication, and division with and without remainders of whole numbers, using practical situations.</li> <li>• Estimate the sum, difference, product, and quotient of whole number computations.</li> <li>• Solve single-step and multistep problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers, using paper and pencil, mental computation, and calculators in which             <ul style="list-style-type: none"> <li>– sums, differences, and products will not exceed five digits;</li> <li>– multipliers will not exceed two digits;</li> <li>– divisors will not exceed two digits; or</li> <li>– dividends will not exceed four digits.</li> </ul> </li> <li>• Use two or more operational steps to solve a multistep problem. Operations can be the same or different.</li> </ul>
<b>Essential Questions</b>	<p>How can we determine which operation to use when solving a word problem?</p> <p>What are a few different strategies we use to multiply?</p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	How can we analyze a multi-step problem to determine how to solve it?
<b>Instructional Resources</b>	<p><b>Correlations:</b>  <a href="#">Super Teacher Worksheets: Multi-step Word Problems</a></p> <p><b>Interactive Websites:</b>  <a href="#">IXL: Whole Number Computation</a>  <a href="#">IXL: Whole Number Word Problems</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: Take a Trip</a></p> <p><b>Videos:</b>  <a href="#">BrainPOP: Word Problems</a>  <a href="#">BrainPOP: Multiplication</a>  <a href="#">BrainPOP: Division</a></p> <p><b>Literature/Music Connections:</b>  <a href="#">Song: 2 Plus 1 Math Rocks! Estimating in Paradise</a>  <a href="#">Song: 2 Plus 1 Math Rocks! Look for Clues</a></p>
<b>Essential Vocabulary</b>	<p><b>addition-</b> combining like parts to make a sum  <b>subtraction-</b> separating or taking away a part from the whole to find a difference  <b>multiplication-</b> repeated addition to create a product  <b>division-</b> splitting a group or whole into equal sized parts  <b>sum-</b> the result of adding  <b>difference-</b> the result of subtracting  <b>product-</b> the result of multiplication  <b>quotient-</b> the result of dividing  <b>divisor-</b> the number of groups being divided  <b>divident-</b> the amount being divided</p>

**Marking Period: 1st**

**Days: 5**

**Reporting Category/Strand: Number and Number Sense**

SOL 5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.
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**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that decimals are rounded in a way that is similar to the way whole numbers are rounded.</li> <li>• Understand that decimal numbers can be rounded to estimate when exact numbers are not needed for the situation at hand.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Round decimal numbers to the nearest whole number, tenth, or hundredth.</li> </ul>
<b>Essential Questions</b>	<p>When would we use rounding decimals in the real world? How is rounding a decimal different than rounding a whole number?</p>
<b>Instructional Resources</b>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Round Decimals to the Nearest Hundredth</a></p> <p><b>Interactive Websites:</b> <a href="#">IXL: Decimal Place Value</a> <a href="#">IXL: Rounding Decimals</a></p> <p><b>Lesson Plans:</b> <a href="#">VDOE: Decimal Round-Up/Round-Down</a></p> <p><b>Videos:</b> <a href="#">BrainPOP: Rounding Decimals</a></p> <p><b>Literature/Music Connections:</b> <a href="#">Book: <i>Sir Cumference and All the King's Tens</i> by Cindy Neuschwander</a> <a href="#">Song: 2 Plus 1 Math Rocks! Decimal Tree</a></p>
<b>Essential Vocabulary</b>	<p><b>decimal-</b> part of a whole, expressed in tenths, hundredths, thousandths, etc. <b>tenth-</b> one out of ten equal parts <b>hundredth-</b> one out of one hundred equal parts <b>thousandth-</b> one out of one thousand equal parts <b>round-</b> decide what group of ten, hundred, thousand, etc. a number is closest to <b>estimate-</b> make a close guess to an actual answer</p>

**Marking Period: 1st**

**Days: 7**

**Reporting Category/Strand: Computation and Estimation**

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

<p><b>SOL 5.5a-b</b></p>	<p><b>The student will</b></p> <p>a) <b>find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and</b></p> <p>b) <b>create and solve single-step and multistep practical problems involving decimals.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Use similar procedures as those developed for whole number computation and apply them to decimal place values, giving careful attention to the placement of the decimal point in the solution.</li> <li>• Select appropriate methods and tools from among paper and pencil, estimation, mental computation, and calculators according to the context and nature of the computation in order to compute with decimal numbers.</li> <li>• Understand the various meanings of division and its effect on whole numbers.</li> <li>• Understand various representations of division, i.e.,</li> </ul> $\text{dividend} \div \text{divisor} = \text{quotient} \qquad \frac{\text{quotient}}{\text{divisor}} \qquad \frac{\text{dividend}}{\text{divisor}} = \text{quotient}.$ <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Determine an appropriate method of calculation to find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths, selecting from among paper and pencil, estimation, mental computation, and calculators.</li> <li>• Estimate to find the number that is closest to the sum, difference, and product of two numbers expressed as decimals through thousandths.</li> <li>• Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using paper and pencil, estimation, mental computation, and calculators.</li> <li>• Determine the quotient, given a dividend expressed as a decimal through thousandths and a single-digit divisor. For example, 5.4 divided by 2 and 2.4 divided by 5.</li> <li>• Use estimation to check the reasonableness of a sum, difference, product, and quotient.</li> <li>• Create and solve single-step and multistep problems.</li> <li>• A multi-step problem needs to incorporate two or more operational steps (operations can be the same or different).</li> </ul>
<p><b>Essential Questions</b></p>	<p>How are adding and subtracting decimals different from adding and subtracting whole numbers? How do we know where to put the decimal in a product or quotient?</p>
<p><b>Instructional Resources</b></p>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Adding Decimals</a> <a href="#">Super Teacher Worksheets: Subtracting Decimals</a></p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p><b>Interactive Websites:</b>  <a href="#">IXL: Decimal Word Problems</a>  <a href="#">IXL: Decimal Computation.</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: Party Time</a></p> <p><b>Videos:</b>  <a href="#">BrainPOP: Decimals</a></p> <p><b>Literature/Music Connections:</b>  <a href="#">Book: <i>Amanda Bean's Amazing Dream</i> by Cindy Neuschwander</a></p>
<b>Essential Vocabulary</b>	

**Marking Period: 1st**

**Days: 7**

**Reporting Category/Strand: Geometry**

<b>SOL 5.12a-b</b>	<p><b>The student will classify</b></p> <p style="padding-left: 40px;"><b>a) angles as right, acute, obtuse, or straight; and</b></p> <p style="padding-left: 40px;"><b>b) triangles as right, acute, obtuse, equilateral, scalene, or isosceles.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that angles can be classified as right, acute, obtuse, or straight according to their measures.</li> <li>• Understand that a triangle can be classified as either right, acute, or obtuse according to the measure of its largest angle.</li> <li>• Understand that a triangle can be classified as equilateral, scalene, or isosceles according to the number of sides with equal length.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Classify angles as right, acute, straight, or obtuse.</li> <li>• Classify triangles as right, acute, or obtuse.</li> <li>• Classify triangles as equilateral, scalene, or isosceles.</li> </ul>
<b>Essential Questions</b>	<p>How can we identify a triangle by angle?</p> <p>How can we decide if a triangle is equilateral, isosceles, or scalene?</p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

<p><b>Instructional Resources</b></p>	<p><b>Correlations:</b>  <a href="#">Super Teacher Worksheets: Classify Angles</a>  <a href="#">Super Teacher Worksheets: Classify Triangles</a></p> <p><b>Interactive Websites:</b>  <a href="#">IXL: Classify Triangles</a>  <a href="#">IXL: Classify Angles</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: Triangle Sort</a></p> <p><b>Videos:</b>  <a href="#">BrainPOP: Triangles</a></p> <p><b>Literature/Music Connections:</b>  <a href="#">Book: <i>Triangles</i> by David Adler</a></p>
<p><b>Essential Vocabulary</b></p>	<p><b>right angle-</b> an angle that measures exactly <math>90^\circ</math>  <b>acute angle-</b> an angle that measures less than <math>90^\circ</math>  <b>obtuse angle-</b> an angle that measures more than <math>90^\circ</math> but less than <math>180^\circ</math>  <b>straight angle-</b> an angle that measures exactly <math>180^\circ</math>  <b>triangle-</b> a polygon with three sides and three angles that add up to <math>180^\circ</math>  <b>right triangle-</b> a triangle with one right angle  <b>acute triangle-</b> a triangle with all acute angles  <b>obtuse triangle-</b> a triangle with one obtuse angle  <b>equilateral triangle-</b> a triangle with three equal sides and three equal angles of <math>60^\circ</math> each  <b>isosceles triangle-</b> a triangle with two equal sides or angles  <b>scalene triangle-</b> a triangle with no equal sides or angles</p>

**Marking Period: 1st**

**Days: 7**

**Reporting Category/Strand: Probability and Statistics**

<p><b>SOL 5.15</b></p>	<p><b>The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs.</b></p>
<p><b>Essential</b></p>	<p>All students should</p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

<p><b>Knowledge/Skills/Understandings</b></p>	<ul style="list-style-type: none"> <li>• Understand how to interpret collected and organized data.</li> <li>• Understand that stem-and-leaf plots list data in a meaningful array. It helps in finding median, modes, minimum and maximum values, and ranges.</li> <li>• Understand that line graphs show changes over time.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Formulate the question that will guide the data collection.</li> <li>• Collect data, using observations (e.g., weather), measurement (e.g., shoe sizes), surveys (e.g., hours watching television), or experiments (e.g., plant growth).</li> <li>• Organize the data into a chart, table, stem-and-leaf plots, and line graphs.</li> <li>• Display data in line graphs and stem-and-leaf plots.</li> <li>• Construct line graphs, labeling the vertical axis with equal whole number, decimal, or fractional increments and the horizontal axis with continuous data commonly related to time (e.g., hours, days, months, years, and age). Line graphs will have no more than six identified points along a continuum for continuous data (e.g., the decades: 1950s, 1960s, 1970s, 1980s, 1990s, and 2000s).</li> <li>• Construct a stem-and-leaf plot to organize and display data, where the stem is listed in ascending order and the leaves are in ascending order, with or without commas between leaves.</li> <li>• Title the given graph or identify the title.</li> <li>• Interpret the data in a variety of forms (e.g., orally or in written form).</li> </ul>
<p><b>Essential Questions</b></p>	<p>How do stem-and-leaf plots make analyzing data easier? What experiments would be appropriate to display the results on a line graph?</p>
<p><b>Instructional Resources</b></p>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Line Graphs</a></p> <p><b>Interactive Websites:</b> <a href="#">IXL: Stem-and-Leaf Plots</a> <a href="#">IXL: Create a Line Graph</a></p> <p><b>Lesson Plans:</b> <a href="#">VDOE: Mystery Data</a></p> <p><b>Videos:</b> <a href="#">BrainPOP: Graphs</a></p> <p><b>Literature/Music Connections:</b> <a href="#">Book: <i>Sir Cumference and the Off-the-Charts Dessert</i> by Cindy Neuschwander</a></p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

<b>Essential Vocabulary</b>	stem-and-leaf plot- data- line graph-
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**Marking Period: 2nd**

**Days: 11**

**Reporting Category/Strand: Number and Number Sense**

<b>SOL 5.2a-b</b>	<p><b>The student will</b></p> <p><b>a) recognize and name fractions in their equivalent decimal form and vice versa; and</b></p> <p><b>b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand the relationship between fractions and their decimal form and vice versa.</li> <li>• Understand that fractions and decimals can be compared and ordered from least to greatest and greatest to least.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Represent fractions (halves, fourths, fifths, eighths, tenths, and twelfths) in their equivalent decimal form and vice versa.</li> <li>• Recognize and name equivalent relationships between decimals and fractions with denominators up to 12.</li> <li>• Compare and order from least to greatest and greatest to least a given set of no more than five numbers written as decimals, fractions, and mixed numbers with denominators of 12 or less.</li> </ul>
<b>Essential Questions</b>	<p>How can we convert a fraction to a decimal?</p> <p>Which fractions create repeating decimals, and why?</p>
<b>Instructional Resources</b>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Changing Fractions to Decimals</a></p> <p><b>Interactive Websites:</b> <a href="#">IXL: Match Decimals to Pictures</a> <a href="#">IXL: Change Fractions to Decimals</a> <a href="#">IXL: Convert Decimals to Fractions</a> <a href="#">IXL: Compare and Order Fractions and Decimals</a></p> <p><b>Lesson Plans:</b> <a href="#">VDOE: Sieve of Eratosthenes</a></p>

**5th Grade Math Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<p><b>Videos:</b>  <a href="#">BrainPOP: Converting Fractions to Decimals</a></p> <p><b>Literature/Music Connections:</b>  <a href="#">Book: <i>Piece = Part = Portion</i> by Scott Gifford</a>  <a href="#">Song: 2 Plus 1 Math Rocks! What's My Grade?</a>  <a href="#">Song: 2 Plus 1 Math Rocks! This Math is Easy</a></p>
<b>Essential Vocabulary</b>	<b>equivalent-</b> having the same value

**Marking Period: 2nd**

**Days: 13**

**Reporting Category/Strand: Computation and Estimation**

<b>SOL 5.6</b>	<b>The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Develop and use strategies to estimate and compute addition and subtraction of fractions.</li> <li>• Understand the concept of least common multiple and least common denominator as they are important when adding and subtracting fractions.</li> <li>• Understand that a fraction is in simplest form when its numerator and denominator have no common factors other than 1. The numerator can be greater than the denominator.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Solve single-step and multistep practical problems involving addition and subtraction with fractions having like and unlike denominators. Denominators in the problems should be limited to 12 or less (e.g., <math>1/5 + 1/4</math>) and answers should be expressed in simplest form.</li> <li>• Solve single-step and multistep practical problems involving addition and subtraction with mixed numbers having like and unlike denominators, with and without regrouping. Denominators in the problems should be limited to 12 or less, and answers should be expressed in simplest form.</li> <li>• Use estimation to check the reasonableness of a sum or difference.</li> </ul>
<b>Essential Questions</b>	<p>How do we regroup fractions?          How can we create equivalent fractions?</p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

<p><b>Instructional Resources</b></p>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Adding and Subtracting Mixed Numbers</a></p> <p><b>Interactive Websites:</b> <a href="#">IXL: Mixed Number Computation</a> <a href="#">IXL: Fraction Computation</a></p> <p><b>Lesson Plans:</b> <a href="#">VDOE: Enough Room?</a></p> <p><b>Videos:</b> <a href="#">BrainPOP: Mixed Numbers</a>, <a href="#">BrainPOP: Adding and Subtracting Fractions</a></p> <p><b>Literature/Music Connections:</b> <a href="#">Book: <i>Apple Fractions</i> by Jerry Pallotta</a> <a href="#">Song: 2 Plus 1 Math Rocks! Fractions</a></p>
<p><b>Essential Vocabulary</b></p>	<p><b>fraction-</b> part of a whole, expressed a numerator over a denominator  <b>mixed number-</b> a whole number and a fraction  <b>improper fraction-</b> a fraction with a bigger numerator than denominator  <b>numerator-</b> the top number in a fraction, showing how many pieces you have  <b>denominator-</b> the bottom number in a fraction, showing how many pieces make a whole</p>

**Marking Period: 2nd**

**Days: 7**

**Reporting Category/Strand: Measurement**

<p><b>SOL 5.11</b></p>	<p><b>The student will measure right, acute, obtuse, and straight angles.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand how to measure acute, right, obtuse, and straight angles.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Identify the appropriate tools (e.g., protractor and straightedge or angle ruler as well as available software) used to measure and draw angles and triangles.</li> <li>• Measure right, acute, straight, and obtuse angles, using appropriate tools, and identify their measures in degrees.</li> <li>• Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is</li> </ul>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p>the sum of the angle measures of the parts.</p> <ul style="list-style-type: none"> <li>• Solve addition and subtraction problems to find unknown angle measures on a diagram in practical and mathematical problems, (e.g., by using an equation with a symbol for the unknown angle measure).</li> </ul>
<b>Essential Questions</b>	<p>How do we use a protractor to measure angles? How does classifying an angle help us measure it?</p>
<b>Instructional Resources</b>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Measure Angles</a></p> <p><b>Interactive Websites:</b> <a href="#">IXL: Measure Angles</a> <a href="#">IXL: Find the Missing Angle</a></p> <p><b>Lesson Plans:</b> <a href="#">VDOE: Angles are Everywhere!</a></p> <p><b>Videos:</b> <a href="#">BrainPOP: Angles</a></p> <p><b>Literature/Music Connections:</b> <a href="#">Book: <i>Sir Cumference and the Great Night of Angleland</i> by Cindy Neuschwander</a> <a href="#">Song: 2 Plus 1 Math Rocks! Angles</a></p>
<b>Essential Vocabulary</b>	<p><b>degrees-</b> unit used to measure angles. There are <math>360^\circ</math> in a full circle. <b>protractor-</b> tool used to measure angles</p>

**Marking Period: 2nd**

**Days: 7**

**Reporting Category/Strand: Measurement**

<b>SOL 5.9</b>	<b>The student will identify and describe the diameter, radius, chord, and circumference of a circle.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that a chord is a line segment that extends between any two unique points of a circle.</li> <li>• Understand that a diameter is also a special chord that goes through the center of a circle.</li> <li>• Understand the relationship between the measures of diameter and radius and the relationship between the measures of radius and</li> </ul>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p>circumference.</p> <ul style="list-style-type: none"> <li>• Understand that a radius is a line segment that extends between the center and the circumference of the circle.</li> <li>• Understand that the circumference is the distance around the circle. Perimeter is the measure of the circumference.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Identify and describe the diameter, radius, chord, and circumference of a circle.</li> <li>• Describe the relationship between             <ul style="list-style-type: none"> <li>– diameter and radius;</li> <li>– diameter and chord;</li> <li>– radius and circumference; and</li> <li>– diameter and circumference.</li> </ul> </li> <li>• The length of the diameter of a circle is twice the length of the radius.</li> </ul>
<b>Essential Questions</b>	<p>What is the relationship between a radius, diameter, and circumference of a circle? What is the relationship between a chord and a diameter?</p>
<b>Instructional Resources</b>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Radius and Diameter</a></p> <p><b>Interactive Websites:</b> <a href="#">IXL: Identify Parts of a Circle</a> <a href="#">IXL: Calculate Parts of a Circle</a></p> <p><b>Lesson Plans:</b> <a href="#">VDOE: Human Circles</a></p> <p><b>Videos:</b> <a href="#">BrainPOP: Measuring Circles</a> <a href="#">BrainPOP: Pi</a></p> <p><b>Literature/Music Connections:</b> <a href="#">Book: <i>Sir Cumference and the First Round Table</i> by Cindy Neuschwander</a> <a href="#">Book: <i>Sir Cumference and the Dragon of Pi</i> by Cindy Neuschwander</a> <a href="#">Song: 2 Plus 1 Math Rocks! Pi</a></p>
<b>Essential Vocabulary</b>	<p><b>circle-</b> a two dimensional shape with a curved edge that is always the same distance from a center point <b>radius-</b> a line from the center of a circle to one edge</p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p><b>circumference-</b> the outside edge of a circle that is about three times bigger than the diameter</p> <p><b>diameter-</b> a line from one side of the circle, through the center, to the other edge. It splits the circle in half</p> <p><b>chord-</b> a line from one side of a circle to the other</p>
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**Marking Period: 2nd**

**Days: 9**

**Reporting Category/Strand: Probability and Statistics**

<b>SOL 5.16</b>	<p><b>The student will</b></p> <ul style="list-style-type: none"> <li>a) describe mean, median, and mode as measures of center;</li> <li>b) describe mean as fair share;</li> <li>c) find the mean, median, mode, and range of a set of data; and</li> <li>d) describe the range of a set of data as a measure of variation.</li> </ul>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that mean, median, and mode are described as measures of center.</li> <li>• Understand that mean, median, and mode are three of the various ways that data can be described or summarized.</li> <li>• Understand that mean as fair share is described as equally dividing the data set or the data set has already been divided equally.</li> <li>• Understand how to find the mean, median, and mode of a set of data as measures of center.</li> <li>• Understand values in the context of other characteristics of the data in order to best describe the results.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Describe and find the mean of a group of numbers representing data from a given context as a measure of center.</li> <li>• Describe and find the median of a group of numbers representing data from a given context as a measure of center.</li> <li>• Describe and find the mode of a group of numbers representing data from a given context as a measure of center.</li> <li>• Describe mean as fair share.</li> <li>• Describe and find the range of a group of numbers representing data from a given context as a measure of variation.</li> <li>• Describe the impact on measures of center when a single value of a data set is added, removed, or changed.</li> </ul>
<b>Essential Questions</b>	<p>How can finding the mean, median, mode, and range in a set of numbers help us analyze the data?</p> <p>How do you find the median if you have an even number of data?</p>
<b>Instructional Resources</b>	<p><b>Correlations:</b></p> <p><a href="#">Super Teacher Worksheets: Measures of Center</a></p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p><b>Interactive Websites:</b>  <a href="#">IXL: Calculate Mean, Median, Mode, and Range</a>  <a href="#">IXL: Find Missing Number for Mean, Median, Mode, Range</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: What Does it Mean?</a></p> <p><b>Videos:</b>  <a href="#">BrainPOP: Mean, Median, Mode, Range</a></p> <p><b>Literature/Music Connections:</b>  <a href="#">Book: <i>Joey Meets the Average Family</i> by A.M. Breazeale</a>  <a href="#">Song: 2 Plus 1 Math Rocks! Measures of Central Tendency</a></p>
<p><b>Essential Vocabulary</b></p>	<p><b>mean-</b> the average in a group of numbers, found by adding them together than dividing by the number of numbers  <b>median-</b> the middle number in an ordered group  <b>mode-</b> the most common number in a group  <b>range-</b> the difference between the highest and lowest number in a group</p>

**Marking Period: 3rd**

**Days: 12**

**Reporting Category/Strand: Measurement**

<p><b>SOL 5.8a-b</b></p>	<p><b>The student will</b></p> <p><b>a) find perimeter, area, and volume in standard units of measure;</b></p> <p><b>b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand the concepts of perimeter, area, and volume.</li> <li>• Understand and use appropriate units of measure for perimeter, area, and volume.</li> <li>• Understand the difference between using perimeter, area, and volume in a given situation.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Determine the perimeter of a polygon, with or without diagrams, when             <ul style="list-style-type: none"> <li>– the lengths of all sides of a polygon that is not a rectangle or a square are given;</li> </ul> </li> </ul>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<ul style="list-style-type: none"> <li>– the length and width of a rectangle are given; or</li> <li>– the length of a side of a square is given.</li> <li>• Estimate and determine the perimeter of a polygon, and area of a square, rectangle, and right triangle following the parameters listed above, using only whole number measurements given in metric or U.S. Customary units, and record the solution with the appropriate unit of measure (e.g., 24 square inches).</li> <li>• Estimate and determine the area of a square, with or without diagrams, when the length of a side is given.</li> <li>• Estimate and determine the area of a rectangle, with or without diagrams, when the length and width are given.</li> <li>• Estimate and determine the area of a right triangle, with or without diagrams, when the base and the height are given.</li> <li>• Differentiate among the concepts of area, perimeter, and volume.</li> <li>• Develop a procedure for finding volume using manipulatives (e.g., cubes).</li> <li>• Determine volume in standard units.</li> <li>• Describe practical situations where area, perimeter, and volume are appropriate measures to use, and justify their choices orally or in writing.</li> <li>• Identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.</li> </ul>
<b>Essential Questions</b>	<p>When should I solve for area, perimeter, or volume? What are square and cubic units?</p>
<b>Instructional Resources</b>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Area of Triangles</a> <a href="#">Super Teacher Worksheets: Volume of Prisms</a></p> <p><b>Interactive Websites:</b> <a href="#">IXL: Perimeter</a> <a href="#">IXL: Area of Rectangles</a> <a href="#">IXL: Area of Triangles</a> <a href="#">IXL: Volume</a></p> <p><b>Lesson Plans:</b> <a href="#">VDOE: Rolling Rectangles</a></p> <p><b>Videos:</b> <a href="#">BrainPOP: Area of Polygons</a> <a href="#">BrainPOP: Volume of Prisms</a></p> <p><b>Literature/Music Connections:</b> <a href="#">Book: <i>Sir Cumference and the Isle of Immeter</i> by Cindy Neuschwander</a></p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p><a href="#">Book: <i>Perimeter, Area, and Volume</i> by David Adler</a>  <a href="#">Song: 2 Plus 1 Math Rocks! Perimeter and Area</a></p>
<b>Essential Vocabulary</b>	<p><b>perimeter-</b> the distance around the outside edge of a polygon  <b>area-</b> the amount of space inside a two dimensional polygon  <b>volume-</b> the amount of space inside a three dimensional polygon  <b>squared-</b> multiplying a number by itself  <b>cubed-</b> a number multiplied by itself three times</p>

**Marking Period: 3rd**

**Days: 10**

**Reporting Category/Strand: Measurement and Geometry**

<b>SOL 5.8c-e</b>	<p><b>The student will</b></p> <ul style="list-style-type: none"> <li><b>c) identify equivalent measurements within the metric system;</b></li> <li><b>d) estimate and then measure to solve problems, using U.S. Customary and metric units; and</b></li> <li><b>e) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.</b></li> </ul>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand how to select a measuring device and unit of measure to solve problems involving measurement.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Identify equivalent measurements within the metric system for the following: <ul style="list-style-type: none"> <li>– length: millimeters, centimeters, meters, and kilometers;</li> <li>– mass: grams and kilograms;</li> <li>– liquid volume: milliliters, and liters.</li> </ul> </li> <li>• Solve problems involving measurement by selecting an appropriate measuring device and a U.S. Customary or metric unit of measure for the following: <ul style="list-style-type: none"> <li>– length: part of an inch (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>), inches, feet, yards, millimeters, centimeters, meters, and kilometers;</li> <li>– weight: ounces, pounds, and tons;</li> <li>– mass: grams and kilograms;</li> <li>– liquid volume: cups, pints, quarts, gallons, milliliters, and liters;</li> <li>– area: square units; and</li> <li>– temperature: Celsius and Fahrenheit units.</li> <li>– Water freezes at 0°C and 32°F.</li> </ul> </li> </ul>

**5th Grade Math Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

	<ul style="list-style-type: none"> <li>– Water boils at 100°C and 212°F.</li> <li>– Normal body temperature is about 37°C and 98.6°F.</li> </ul>
<b>Essential Questions</b>	<p>What is the difference between metric and standard measurement?  How can we convert between metric units?</p>
<b>Instructional Resources</b>	<p><b>Correlations:</b>  <a href="#">Super Teacher Worksheets: Convert Metric Capacity</a></p> <p><b>Interactive Websites:</b>  <a href="#">IXL: Choose a Customary Unit of Measure</a>  <a href="#">IXL: Choose a Metric Unit of Measure</a>  <a href="#">IXL: Convert Metric Units</a>  <a href="#">IXL: Choose a Reasonable Temperature</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: Measurement Mania</a></p> <p><b>Videos:</b>  <a href="#">Brain Pop: Customary Units</a>  <a href="#">Brain Pop: Metric Units</a>  <a href="#">Brain Pop: Metric Vs. Customary</a>  <a href="#">Brain Pop: Temperature</a></p> <p><b>Literature/Music Connections:</b>  <a href="#">Book: <i>Measuring Penny</i> by Loreen Leedy</a></p>
<b>Essential Vocabulary</b>	<p><b>meter-</b> base unit of length in the metric system  <b>centimeter-</b> one hundredth of a meter  <b>millimeter-</b> one thousandth of a meter  <b>kilometer-</b> one thousand meters  <b>gram-</b> base unit of mass in the metric system  <b>kilogram-</b> one thousand grams  <b>liter-</b> base unit of volume in the metric system  <b>milliliter-</b> one thousandths of a liter  <b>metric-</b> the system of measurement used worldwide, based on the decimal system  <b>standard-</b> the system of measurement used in the United States, based on fractions  <b>Celsius-</b> the unit for measuring temperature in the metric system, where water freezes at 0° and boils at 100°</p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<b>Fahrenheit-</b> the unit for measuring temperature in the standard system where water freezes at 32° and boils at 212°
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**Marking Period: 3rd**

**Days: 10**

**Reporting Category/Strand: Geometry**

<b>SOL 5.13a-b</b>	<b>The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will</b>  <b>a) develop definitions of these plane figures; and</b>  <b>b) investigate and describe the results of combining and subdividing plane figures.</b>
<b>Essential Knowledge/Skills/Understandings</b>	All students should <ul style="list-style-type: none"> <li>• Understand that simple plane figures can be combined to make more complicated figures and that complicated figures can be subdivided into simple plane figures.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections and representation to</p> <ul style="list-style-type: none"> <li>• Develop definitions for squares, rectangles, triangles, parallelograms, rhombi, and trapezoids.</li> <li>• Investigate and describe the results of combining and subdividing plane figures.</li> </ul>
<b>Essential Questions</b>	Why do some quadrilaterals have more than one name? What happens when we combine two different quadrilaterals?
<b>Instructional Resources</b>	<b>Correlations:</b> <a href="#">Super Teacher Worksheets: Quadrilateral Questions</a>  <b>Interactive Websites:</b> <a href="#">IXL: Classify Quadrilaterals</a> <a href="#">IXL: Classify Polygons</a>  <b>Lesson Plans:</b> <a href="#">VDOE: All Cracked Up</a>  <b>Videos:</b> <a href="#">BrainPOP: Polygons</a>  <b>Literature/Music Connections:</b> <a href="#">Book: Mummy Math by Cindy Neuschwander</a>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<a href="#">Book: <i>If You Were a Quadrilateral</i> by Molly Blaisdell</a>
<b>Essential Vocabulary</b>	<p><b>square-</b> a figures with four equal sides and four right angles  <b>rectangle-</b> a figure with two sets of parallel, congruent sides and four right angles  <b>parallelogram-</b> a figure with two sets of parallel, congruent sides  <b>rhombus-</b> a figure with four equal sides  <b>trapezoid-</b> a figure with one set of parallel sides</p>

**Marking Period: 3rd**

**Days: 7**

**Reporting Category/Strand: Probability and Statistics**

<b>SOL 5.14</b>	<b>The student will make predictions and determine the probability of an outcome by constructing a sample space.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that the basic concepts of probability can be applied to make predictions of outcomes of simple experiments.</li> <li>• Understand that a sample space represents all possible outcomes of an experiment.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Construct a sample space, using a tree diagram to identify all possible outcomes of a single event.</li> <li>• Construct a sample space, using a list or chart to represent all possible outcomes of a single event.</li> <li>• Predict and determine the probability of an outcome by constructing a sample space. The sample space will have a total of 24 or less possible outcomes.</li> </ul>
<b>Essential Questions</b>	<p>How can we construct a tree diagram?  How can we determine probability?</p>
<b>Instructional Resources</b>	<p><b>Correlations:</b>  <a href="#">Super Teacher Worksheets: Prize Wheel Probability</a></p> <p><b>Interactive Websites:</b>  <a href="#">IXL: Calculate Probability</a>  <a href="#">IXL: Fundamental Counting Principle</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: It's in the Bag</a></p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p><b>Videos:</b>  <a href="#">BrainPOP: Basic Probability</a>  <a href="#">BrainPOP: Compound Events</a></p> <p><b>Literature/Music Connections:</b>  <a href="#">Book: <i>It's Probably Penny</i> by Loreen Leedy</a></p>
<b>Essential Vocabulary</b>	<p><b>tree diagram</b>- an organized list that shows all possible outcomes of a sample space  <b>Fundamental Counting Principle</b>- rule that you can multiply the number of choices to find the number of possible outcomes  <b>sample space</b>- all of the possible outcomes of an experiment  <b>probability</b>- the chance of an event occurring</p>

Marking Period: 3rd

Days: 6

Reporting Category/Strand: Measurement

<b>SOL 5.10</b>	<b>The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that elapsed time can be found by counting on from the beginning time to the finishing time.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Determine elapsed time in hours and minutes within a 24- hour period.</li> </ul>
<b>Essential Questions</b>	How can we measure elapsed time in our everyday lives?
<b>Instructional Resources</b>	<p><b>Correlations:</b>  <a href="#">Super Teacher Worksheets: Elapsed Time</a></p> <p><b>Interactive Websites:</b>  <a href="#">IXL: Elapsed Time</a>,  <a href="#">IXL: Calculate Start and End Time</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: What Time is it?</a></p> <p><b>Videos:</b></p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<a href="#">BrainPOP: Elapsed Time</a>  <b>Literature/Music Connections:</b> <a href="#">Book: <i>Student Reader Game Time</i> by GREAT SOURCE</a>
<b>Essential Vocabulary</b>	<b>elapsed time-</b> the amount of time that passes between two given events

**Marking Period: 4th**

**Days: 4**

**Reporting Category/Strand: Patterns, Functions, and Algebra**

<b>SOL 5.17</b>	<b>The student will describe the relationship found in a number pattern and express the relationship.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that patterns and functions can be represented in many ways and described using words, tables, and symbols.</li> <li>• Understand the structure of a pattern and how it grows or changes using concrete materials and calculators.</li> <li>• Understand that mathematical relationships exist in patterns.</li> <li>• Understand that an expression uses symbols to define a relationship and shows how each number in the list, after the first number, is related to the preceding number.</li> <li>• Understand that expressions can be numerical or variable or a combination of numbers and variables.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Describe numerical and geometric patterns formed by using concrete materials and calculators.</li> <li>• Describe the relationship found in patterns, using words, tables, and symbols to express the relationship.</li> </ul>
<b>Essential Questions</b>	What are some strategies for determining the pattern in a group of numbers?
<b>Instructional Resources</b>	<p><b>Correlations:</b>  <a href="#">Super Teacher Worksheets: Input/Output Tables</a></p> <p><b>Interactive Websites:</b>  <a href="#">IXL: Number Pattern Word Problems</a>  <a href="#">IXL: Mixed Pattern Review</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: Pick Your Pattern</a></p>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p><b>Videos:</b> <a href="#">BrainPOP: Fibonacci Sequence</a></p> <p><b>Literature/Music Connections:</b> <a href="#">Book: <i>Patterns in Peru</i> by Cindy Neuschwander</a></p>
<b>Essential Vocabulary</b>	<p><b>numerical pattern-</b> a pattern made up of numbers  <b>geometric pattern-</b> a pattern made up of shapes  <b>growing pattern-</b> a pattern that increases or decreases  <b>repeating pattern-</b> a pattern that repeats</p>

Marking Period: 4th

Days: 9

Reporting Category/Strand: Patterns, Functions, and Algebra

<b>SOL 5.18a-d</b>	<p><b>The student will</b></p> <ul style="list-style-type: none"> <li>a) investigate and describe the concept of variable;</li> <li>b) write an open sentence to represent a given mathematical relationship, using a variable;</li> <li>c) model one-step linear equations in one variable, using addition and subtraction; and</li> <li>d) create a problem situation based on a given open sentence, using a single variable.</li> </ul>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that a variable is a symbol that can stand for an unknown number or object.</li> <li>• Understand that a variable expression is a variable or combination of variables, numbers, and symbols that represents a mathematical relationship.</li> <li>• Understand that verbal expressions can be translated to variable expressions.</li> <li>• Understand that an open sentence has a variable and an equal sign (=).</li> <li>• Understand that problem situations can be expressed as open sentences.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Describe the concept of a variable (presented as boxes, letters, or other symbols) as a representation of an unknown quantity.</li> <li>• Write an open sentence with addition, subtraction, multiplication, or division, using a variable to represent a missing number.</li> <li>• Model one-step linear equations using a variety of concrete materials such as colored chips on an equation mat or weights on a balance scale.</li> </ul>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<ul style="list-style-type: none"> <li>• Create and write a word problem to match a given open sentence with a single variable and one operation.</li> </ul>
<b>Essential Questions</b>	How can we find the value of a variable in an algebraic expression?
<b>Instructional Resources</b>	<p><b>Correlations:</b>  <a href="#">Super Teacher Worksheets: Writing Algebraic Expressions</a></p> <p><b>Interactive Websites:</b>  <a href="#">IXL: Write Algebraic Expressions</a>  <a href="#">IXL: Evaluate Algebraic Expressions</a>  <a href="#">IXL: Write Expressions for Word Problems</a></p> <p><b>Lesson Plans:</b>  <a href="#">VDOE: Variables and Open Sentences</a></p> <p><b>Videos:</b>  <a href="#">BrainPOP: Equations with Variables</a></p> <p><b>Literature/Music Connections:</b>  <a href="#">Book: <i>Mystery Math: A First Book of Algebra</i> by David Adler</a>  <a href="#">Song: 2 Plus 1 Math Rocks! Still Algebra to Me</a></p>
<b>Essential Vocabulary</b>	<p><b>variable-</b> a symbol that stands for an unknown number  <b>expression-</b> a mathematical phrase with numbers, operations, and variables  <b>open sentence-</b> mathematical sentence with numbers, operations, variables, and an equal sign</p>

**Marking Period: 4th**

**Days: 4**

**Reporting Category/Strand: Computation and Estimation**

<b>SOL 5.7</b>	<b>The student will evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division.</b>
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**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that the order of operations describes the order to use to simplify expressions containing more than one operation.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Simplify expressions by using the order of operations in a demonstrated step-by-step approach.</li> <li>• Find the value of numerical expressions, using the order of operations.</li> <li>• Given an expression involving more than one operation, describe which operation is completed first, which is second, etc.</li> </ul>
<b>Essential Questions</b>	If I have a number sentence with more than one operation, how do we know which operation to perform first?
<b>Instructional Resources</b>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Order of Operations</a></p> <p><b>Interactive Websites:</b> <a href="#">IXL: Order of Operations</a></p> <p><b>Lesson Plans:</b> <a href="#">VDOE: Order out of Chaos</a></p> <p><b>Videos:</b> <a href="#">BrainPOP: Order of Operations</a></p> <p><b>Literature/Music Connections:</b> <a href="#">Book: <i>A Gebra Named Al</i> by Wendy Isdell</a> <a href="#">Song: 2 Plus 1 Math Rocks! Please Excuse My Dear Aunt Sally</a></p>
<b>Essential Vocabulary</b>	order of operations- parenthesis-

**Marking Period: 4th**

**Days: 4**

**Reporting Category/Strand: Patterns, Functions, and Algebra**

<b>SOL 5.19</b>	<b>The student will investigate and recognize the distributive property of multiplication over addition.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>• Understand that the distributive property states that multiplying a sum by a number gives the same result as multiplying each</li> </ul>

**5th Grade Math Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

	<p>addend by the number and then adding the products.</p> <ul style="list-style-type: none"> <li>• Understand that using the distributive property with whole numbers helps with understanding mathematical relationships.</li> <li>• Understand when and why the distributive property is used.</li> </ul> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> <li>• Investigate and recognize the distributive property of whole numbers, limited to multiplication over addition using diagrams and manipulatives.</li> <li>• Investigate and recognize an equation that represents the distributive property, when given several whole number equations, limited to multiplication over addition.</li> </ul>
<b>Essential Questions</b>	How can the distributive property help us multiply bigger numbers?
<b>Instructional Resources</b>	<p><b>Correlations:</b> <a href="#">Super Teacher Worksheets: Distributive Property</a></p> <p><b>Interactive Websites:</b> <a href="#">IXL: Addition Properties</a> <a href="#">IXL: Multiplication Properties</a></p> <p><b>Lesson Plans:</b> <a href="#">VDOE: Exploring the Distributive Property</a></p> <p><b>Videos:</b> <a href="#">BrainPOP: Distributive Property</a></p> <p><b>Literature/Music Connections:</b></p>
<b>Essential Vocabulary</b>	<b>distributive property-</b>