Kindergarten Mathematics Pacing Guide

Grade Level:

Number of Days for Module	Stepping Stones Module	Content/Topics Related to Lessons (Need to Know and Nice to Know)	Power Standards	Additional Resource(s) to Support Power Standard Student Learning	Common Assessments (Pre and Post) with Emphasis on Power Standards
					We will not give pre-tests before units. Do Module Check Up and Interviews after lessons are taught. Those students that need intervention after the assessment will receive additional lessons and then give the Module Re-Check.
9 Days		5.5 2D shapes, patterns, spatial language 12.5/12.6 5.6 (left/right) Nice to Know	G.A.1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Shapes Songs Numbers Math app free Geoboard App from self service	Beginning of year baseline-shapes, number recognition 0-20, writing numbers 1-20, counting by 1s and 10s, patterns (ab, abc, aabb) Module Pre Check Up
14 Days	1	1.1, 1.2, 1.3, 1.4	CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral. CC.A.2-Count forward from a given number.	Subitizing activities- Jack Hartmann Subitizing songs; Subitize Tree iPad app Line Em Up App on self service	Module 1 Check Up 1 Module 1 Interview 1 (Module 1 Re-Check)
		1.5 (sorting lesson still part of assessment- could do in conjunction with Words Their Way sorts), 1.6 (Make Yes/No Graph(s) in whole group) Nice to Know			Module 1 Interview 2
20 Days	2	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral. CC.A.2-Count forward from a given number.	Subitizing activities- Jack Hartmann Subitizing songs; Subitize Tree iPad app Line Em Up app on self service	Module 2 Check Up 1 Module 2 Interviews 1 & 3 (Module 2 Re-Check)
13 Days	3	3.1, 3.2, 3.3	CC.C.7- Compare two numbers between 1 & 10. CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral. CC.A.2-Count forward from a given number.	Subitizing activities- Jack Hartmann Subitizing songs; Subitize Tree iPad app	Module 3 Check Up Module 3 Interview 1 (Module 3 Re-Check) *use a 4" straw or pipecleaner for check up 2
		3.4 & 3.5 (part of module assessment- teach as whole group demonstration), 3.6 (part of module but not the assessment- teach as whole group demonstration) Nice to Know			Module 3 Check Up
14-15 Days	4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	CC.A.2-Count forward from a given number. CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral.	Subitizing activities- Jack Hartmann Subitizing songs; Subitize Tree iPad app	

14 Days	6	6.1, 6.2, 6.3, 6.4, 6.5, 6.6 Mod. 5 Balance Concept (5.1-5.4)	OA.A.1 Represent addition and subtraction with objects: Fingers, mental images, drawings, sounds, acting, verbal explanations, expressions, or equations. CC.A.2-Count forward from a given number. CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral.		
14 Days	7	7.1, 7.2, 7.3, 7.4	CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral. CC.A.2-Count forward from a given number.		
14-15 Days	8	8.1, 8.2, 8.3, 8.4, 8.5, 8.6	OA.A.1 Represent addition and subtraction with objects: Fingers, mental images, drawings, sounds, acting, verbal explanations, expressions, or equations. CC.A.2-Count forward from a given number. CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral.		
8 Days	9	9.1, 9.2, 9.3 9.4 (Number Puzzles) Nice to Know	CC.C.7- Compare two numbers between 1 & 10. CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral. CC.A.2-Count forward from a given number.		
10 Days	10	10.1, 10.2, 10.3, 10.4	OA.A.1 Represent addition and subtraction with objects: Fingers, mental images, drawings, sounds, acting, verbal explanations, expressions, or equations. CC.A.2-Count forward from a given number. CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral.		
8 Days	11	11.1, 11.2, 11.3, 11.4	OA.A.1 Represent addition and subtraction with objects: Fingers, mental images, drawings, sounds, acting, verbal explanations, expressions, or equations. CC.A.2-Count forward from a given number. CC.A.3-Write numbers 0-20. Represent a number of objects with a numeral.		
15 Days	Shapes (2D/3D)	2D shapes - 10.5, 10.6, 11.5, 11.6 3D shapes - 7.5, 7.6, 9.5, 9.6 Spatial Language	G.A.1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Shape Song	
4 Days	12 Also addition and subtraction assessments for fact fluency	12.1, 12.2, and part of 12.3 Nice to Know	Identify penny, nickel, dime, and quarter. Name the value of the penny, nickel, dime, and quarter.	Money Song	
9 Days	Financial Literacy				

Grade 1 Mathematics Pacing Guide

Grade Level:

Number of Days for Module	Stepping Stones Module	Content/Topics Correlated to Lessons (Need to Know and Nice to Know)	Standards (Bold the Power Standards)	Combining Lessons	Key Topics	Additional Resource(s) to Support Power Standard Student Learning	Common Assessments (Pre and Post) with Emphasis on Power Standards
11	1	Must Do All 12 lessons (combining some)	-1.NBT.B.2 Understand that the two digits of a two digit number represent amounts of 10's & 1's **Lessons 1.6, 1.7** - .1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Lessons: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, 1.11, 1.12**	- Lessons 1.1 & 1.2 (enrichment practice page 10-11) - Lesson 1.7 (write numbers) -Lessons 1.11 &1.12 - Lessons 1.9 & 1.10	-Represent numbers up to 20 - Identify a teen number as having a group of 10 - Create/describe/interpret yes/no graphs	Games 4 learning from TPT 1st Grade Math Games-Holiday Bundle Math slide	
13	2	Must Do All Lessons (if needed combine 2.10 & 2.11)	- .1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Lesson 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8** - 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. **Lesson 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9**	- Pg 68 (enrichment) - Lessons 2.10 & 2.11 (combine if needed)	-Solve addition word problems -Use the commutative property -Use a strategy to add 1 digit numbers (count on, doubes) -Calculate the unknown amount in addition problems -Identify time to the hour (digital and analog)	Achieve the Core	
12	3	Must Do Lessons 3.1- 3.8 - Flexible Lessons: 3.9- 3.12 See additional resources for supplement	- 1.NBT.B.2 Understand that the two digit number represent amounts of 10's & 1's **Lesson 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8**	- Lesson 3.6 (draw base 10 blocks)	-Represent 2 digit numbers up to 99 -Identify 2 digit numbers as having 10's and 1's -Represent multiples of 10	. Measurement resources	Change hands to base tens, insert number frames
12	4	- Lessons 4.1 - 4.10 -Lesson 4.11 - 4.12 optional	- .1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Lesson 4.1, 4.3, 4.4, 4.5** - 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. **Lesson 4.1, 4.2, 4.3, 4.4, 4.5**	- Lessons 4.2 & 4.3 (could start with lesson 4.3 then move to 4.2)	-Solve subtraction word problems -Calculate the unknown amount in subtraction problems -Use a strategy to solve subtraction problems -Identify and describe 2D shapes and their attributes -Identify and draw circles, triangles, square, non square rectangle -Join and split 2D shapes to create new shapes		#3 on post-test (use basic shapes as in pre-test) Front of post-test: Lessons 4.1-4.6 Back of post-test: Lessons 4: 10-4.12
14	5	- Must Do All Lessons (switch order 5.10, 5.12, then 5.11	- 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. **Lesson 5.1, 5.2, 5.3, 5.4, 5.5**		-Use the commutative property -Use a doubles strategy to add 2 numbers -Compare 2 digit numbers using place value -Use the greater than and less than symbol when comparing 2 digit numbers	Strategy: - Double plus 2 (double the missing man: 8+10, the number in the middle is 9-double that and there is the answer	Use modified post-test
13	6	- Must Do All Lessons (pg 229 type up one-half, one-fourth, and neither so kids do not need to write)	- 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. **Lesson 6.4, 6.5, 6.6, 6.7**	- Lessons 6.8 & 6.9	-Calculate the unknown amount in addition and subtraction equations -Relate subtraction to unknown addend problems -Use the think addition strategy to solve problems -Represent ½ and ¼ (area and length)		

13	7	- Must Do All Lessons	- .1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**Lesson 7.1, 7.2, 7.3, 7.4, 7.5, 7.6** - 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. **Lesson 7.7, 7.8**	- Lessons 7.3 & 7.4 - Lesson 7.11: cut & glue words for pg. 275	-Solve subtraction word problems -Use the think addition strategy to subtract 1 digit numbers -Calculate the unknown amount in addition and subtraction equations -Represent 2 and 3 digit numbers up to 120 -Identify times to the half hour		
14	8	- Must Do All Lessons	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. **Lesson 8.3, 8.4, 8.5, 8.6**		-Add 2 or 3 digit numbers up to 10 -Use the associative property -Use the commutative property -Use the make 10 strategy to add 1 digit numbers -Identify when two expressions are equal -Create, describe, and interpret tally charts -Calculate the unknown amount in addition and subtraction equations		- Lessons 8.1-8.5 (Take front of test) - Lessons 8.7-8.12 (Take back of test)
14	9	- Must Do All Lessons	No Power Standards	- Journal pgs. whole group	-Add one and two digit numbers	Xtra Math App	
11	10	Must Do Lessons 10.1- 10.9 - Optional: 10.10, 10.11,10.12	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. **Lesson 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8**	- Lessons 10.10 & 10.11	-Solve subtraction word problems -Identify related addition and subtraction facts -Represent subtraction situations -Bridge 10 to subtract one digit numbers -Calculate the unknown amount in addition and subtraction problems -Subtract multiples of 10 from other multiples of 10 -Identify and describe attributes of 3D shapes		
14	11	- Must Do All Lessons	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums **Lesson 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8**		-Solve addition and subtraction word problems -Use think addition to solve subtraction problems Money (preparing for 2nd Grade)		
12	12	- Must Do All Lessons	1.NBT.B.2 Understand that the two digits of a two digit number represent amounts of 10's & 1's **Lesson 12.1, 12.2, 12.3**	- Lessons 12.9 & 12.10 - Lessons 12.11 & 12.12	-Identify a two digit number as having tens and ones -Compare 2 digit numbers		
156 Days of Math							
Can review Module before test- can use pretest to review							

Grade 2 Mathematics Pacing Guide

Grade Level:

Number of Days for Module	Stepping Stones Module	Must Do's and Flexible Lessons	Power Standards Taught/Assessed in the Module	Content/Topics Correlated to Lessons (Need to Know and Nice to Know) Key Topics	Fundamental Games for each power standard	Additional Resource(s) to Support Power Standard Student Learning	Common Assessments (Pre and Post) with Emphasis on Power Standards **Could test specific check-up after concepts have been taught (this may allow you to teach a lesson and do a check-up in 1 day)** Ex. If checkup 1 goes through lessons 1-6, give the assessment after teaching lesson 6 before teaching lesson 7 on the same day
14	1	**Must Do** All 12 lessons **Flexible Lessons** None in this module	*2.OA.B.2 (adding and subtracting within 20) *2.NBT.A.1 (place value up to three digits) *2.NBT.B.5 (Addition and subtraction within 100)	*Place Value *Adding and subtracting within 20 *Representing numbers *Word Problems	Count On, Roll and Count	Adding and Subtracting within 20 Xtra Math Numfu (addition and subtraction) Freckle SMARTboard review games Achieve the Core	
12	2	**Must Do** All 12 lessons **Flexible Lessons** 2.10, 2.11, and 2.12 can be combined as you see fit	*2.OA.B.2 (adding and subtracting within 20) *2.NBT.B.5 (Addition and subtraction within 100)	*Addition Strategies within 20 *Identify position of two-digit number on a number line *Identify times on the hour and half-hour	Double Trouble	Achieve the Core	*Assess double, doubles +1, doubles + 2 differently (check up 1, question 1) *Omit question 3, check up 1 *Check up 2, question 3a,3b,3c change to telling the time, not drawing
14	3	**Must Do** All 12 lessons **Flexible Lessons** 3.8 May skip 2nd page (page 103) solving number puzzles (enrichment option)	*2.OA.B.2 (adding and subtracting within 20) *2.NBT.A.1 (place value up to three digits) *2.NBT.B.5 (Addition and subtraction within 100)	*Adding and subtracting within 20 *Understanding place value *Identify numbers on a number line	Make the Greatest, The Greatest		Check Up 2 ?5
12	4	**Must Do** All 12 lessons **Flexible Lessons** 4.6 through 4.12 (combine some lessons to best fit your classroom) (ex. combine 4.6 and 4.7 (inches) (ex. combine 4.9 and 4.10) (4.11 and 4.12) Some lessons work best in whole group (4.9, 4.11)	*2.OA.B.2 (adding and subtracting within 20) *2.NBT.B.5 (Addition and subtraction within 100)	*Solving subtraction word problems *Add and subtracting within 20 *Measure in inches, feet, and yards	Take or Tally		Check Up1 ?1c Check Up 2 ?4
14	5	**Must Do** All 12 lessons with 2 additional days to reinforce two-digit addition if needed **Flexible Lessons** Combine 5.8 and 5.9 Could combine 5.10 and 5.11	*2.OA.B.2 (adding and subtracting within 20) *2.NBT.B.5 (Addition and subtraction within 1	*Solve subtraction word problems *Adding and subtracting within 20 *Identify fact families *Add two-digit numbers	Back on Board		Check Up 1 ?1 single step word problem ?2 eliminate the ? write equation and solve Check Up 2 *need to discuss forcing students to use number line strategy
16	6	**Must Do** All 12 lessons with 2 additional days to reinforce two addition if needed **Add 2 additional lessons for addition and subtraction with 20 review** **Flexible Lessons** Could combine 6.10-6.12	*2.OA.B.2 (adding and subtracting within 20)*Only assessed* *2.NBT.B.5 (Addition and subtraction within 100)	*Solve addition word problems *Adding and subtracting within 20 *Adding two digit numbers *Graphing	Split to Add, Double Barrel, D		
16	7	**Must Do** All 12 lessons with 2 additional days to reinforce two-digit subtraction if needed **Add 2 additional lessons for addition and subtraction with 20 review** Flexible Lessons Combine 7.9 and 7.10 Combine 7.11 and 7.12	*2.NBT.B.5 (Addition and subtraction within 1	*Solve subtraction word problems *Subtract two-digit numbers from two and three-digit numbers *Explain a computation strategy *Use number lines to	More to Take, Fun to Take		
18	8	**Must Do** All 12 lessons with 2 additional days to reinfor **Add 2 additional lessons for addition and subt** **Flexible Lessons** None in this module	*2.NBT.A.1 (Place Value up to three digits) *2.NBT.B.5 (Addition and subtraction within 100)	*Solve subtraction word problems *Understand place value *Subtracting two-digit numbers	Near a Ten		
14	9	**Must Do** All 12 lessons **Add 2 additional lessons for addition and subtraction with 20 review** **Flexible Lessons** Combine 9.9 and 9.10 Combine 9.11 and 9.12	*2.NBT.A.1 (place value up to three digits)	*Add one, two, and three-digit numbers *Explain a computation strategy *Compose and decompose three-digit numbers *Use m. and cm. to measure	On the Edge, Back on Board, Split to Add, Split Strategies		

16	10	**Must Do** All 12 lessons **Add 2 additional lessons for addition and subtraction with 20 review** **Flexible Lessons** Students do not need to complete ALL problem (true for all modules; especially this module) a do not need to use number lines for all problem	*None for this module	*Subtract three-digit numbers	100 Take	
10	11	**Must Do** 11.1-11.8 (skip 11.9) 11.10-11.12 **Flexible Lessons** Can combine all lessons (11.1 and 11.2) (11.4 and 11.5) (11.6 and 11.7) (skip 11.9)	*None for this module	*Multiplication (equal groups) *3D shapes *Money		
10	12	**Must Do** All 12 lessons **Flexible Lessons** Combine 12.1 and 12.2 Combine 12.7 and 12.8 Combine 12.9 and 12.10 Combine 12.11 and 12.12	*None for this module	*Represent division using models *Estimate and measure mass and capacity *Reason with shapes and their attributes		
	Financial Literacy - teach when you see fit					
164 average 176 student contact days						

Grade 3 Mathematics Pacing Guide

	Grade Level:					
Number of Days for Module	**Module**	**Stepping Stone Lessons**	**Content/Topics Related to Lessons**	**Standards (Bold the Power Standards)**	**Additional Resource(s) to Support Power Standard Student Learning**	**Common Assessments (Pre and Post) with Emphasis on Power Standards**
13 Days	**1**	1.1 1.2 1.3 - 1.5 (two days) 1.6 1.7 1.8 Additional Day: Introduction of Division/Fact Families 1.9 1.10 1.11 - 1.12 (one day) Review Day Checkup Day	1.1 3-digit number names, 1.2 3-digit numbers on a number line, 1.3-1.5 4-digit numbers- represent, write in standard and name form, 1.6 locating 4 digit numbers on a number line. 1.7-1.8 Introduce multiplication 1.9-1.12 Multiplication fives and tens facts **Introduce division**	3.OA.A.1-3: Represent and solve problems involving multiplication and division. 3.OA.B.5: Understanding the properties of multiplication and division. 3.OA.C.7: Multiply and divide within 100. DA- Represent 4-digit numbers to 9,999. DA- Identify the position of 4-digit numbers on a number line.	Box of Facts: Multiplication Modules 1.9 - 1.12 Use Tens/Five Facts Pgs. 6-13 Fundamental Games: 1.9 Double Barrel 1.9 Double Bucket 1.11 Times Tussle 1.12 Adding Tens	
12 days	**2**	2.1 2.2 2.3 2.4 2.5 2.6, 2.7, 2.8 (two days) 2.9 2.10, 2.11, 2.12 (two days) Review Day Checkup Day	2.1Investigating patterns in addition 2.2 adding 2-digit numbers with composing (number line) 2.3 Adding 2-3 numbers with composing (number line) 2.4Written methods of addition 2.5 Word Problems 2.6-9 Reading/writing time to the minute, past, hour, intervals 2.10-12 2D shapes	**3.OA.C.7: Multiply and divide within 100. 3.OA.D.8-9: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.NBT.A.2: Use place value understanding and properties of operations to perform multi-digit arithmetic. 3.MD.A.1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 3.G.A.1: Reason with shapes and their attributes.**	**Fundamental Games: 2.2 Adding On 2.2 Splitting Fun 2.4 Addition Fun**	
13 Days	**3**	3.1 3.2, 3.3 (One day) 3.4 3.5, 3.6 (One day) Additional practice day for X 3.7 3.8 3.9 3.10 3.11 3.12 Review Day Checkup Day	3.1-3.3 2's facts 3.4 -3.6 4's facts 3.7 Solving word problems 3.8 Place value 3.9-3.10 comparing and ordering 3 and 4 digit numbers 3.11-3.12 rounding 2-3 digit numbers	3.OA.A.3-4: Represent and solve problems involving multiplication and division. 3.OA.C.7: Multiply and divide within 100. 3.OA.D.8: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3NBT.A.1: Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Box of Facts:Multiplication Modules 3.1-3.7 Doubling: Twos, Fours pgs 14-23 Fundamental Games: 3.2 Seeing Double 3.3 Seeing Double 3.4 Double Double 3.4 Double Double Again 3.5 Double Double 3.5 Double Double Again 3.6 Double Double Again 3.8 Going Great Place Value of 4-digit Numbers 3.9 The Greatest Place Value of 4-digit Numbers 3.9 Make the Greatest Place Value of 4-digit Numbers 3.10+ Going Great Place Value of 4-digit Numbers 3.10+ Make a Match Comparing 4-digit Numbers 3.11 Near a Ten 3.11 Near a Hundred 3.12 Near a Hundred	

Days	Unit	Lessons	Standards Detail	Standards	Resources	
14 Days	**4**	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10 4.11 4.12 Review Day Checkup Day	4.1 Introducing the division symbol 4.2 Connecting multiplication and division 4.3 Introducing the tens facts 4.4 Introducing the fives facts 4.5 Reinforcing the fives and tens 4.6 Introducing the twos the fours 4.7 Reinforcing the twos the fours 4.8 Reviewing unit fractions 4.9 Writing fraction symbol 4.10 Representing unit fractions on a number line 4.11 Representing as a sum of unit fractions 4.12 Relating Models	3.OA.A2-4: Represent and solve problems involving multiplication and division. 3.OA.B.6: Understand the properties of multiplication and the relationship between multiplication and division. 3.OA.C.7: Multiply and divide within 100. 3.NF.A.1,2,2a,2b: Develop an understanding of fractions as numbers. 3.G.A.2 Reason with shapes and their attributes.	**Box of Facts: Division** **Modules 4.3-4.5** **Use Tens/Fives Facts: pgs. 6-13** **Modules 4.6-4.7** **Doubling: Twos & Fours Facts** **16-2** **Fundamental Games:** **4.6 Quick Quotients** **4.6 For Division** **4.6 Missing Divisors**	
14 days	**5**	5.1 5.2 5.3 5.4 Additional practice day 5.5, 5.6 (one day) 5.7 5.8 5.9 5.10 5.11 5.12 Review Day Checkup Day	5.1-Introducing the X 8 facts 5.2 reinforcing the X 8 5.3 Introducing patterns with 8's facts 5.4 Introducing the one's facts 5.5 Introducing the zeros facts 5.6 reinforcing ones and zeros 5.7 Solving word problems 5.8 Counting back subtracting 2-digit numbers (decomposing) 5.9 Counting back to subtract 2-3 numbers (decomposing) 5.10 Counting on to subtract 2-digit numbers (composing) 5.11 Counting on to subtract 2-3 digit numbers (composing) 5.12 Solving word problems	3.OA.A.3-4: Represent and solve problems involving multiplication and division. 3.0A.C.7: Multiply and divide within 100. 3.OA.D.8-9: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.NBT.A.2: Use place-value understanding and properties of operations to perform multi-digit arithmetic.	**Box of Facts:Multiplication** **Modules 5.1-5.3** **Doubling: Eights Facts** **Pgs. 24-28** **Modules 5.4-5.6** **Use a Rule: Ones & Zeros** **Pgs. 30-38** **Fundamental Games:** **5.1 Do the D's** **5.1 Do the D's Again** **5.2 Do the D's Again** **5.4 Pick a Product** **5.10+ Doing the Difference** **5.10+ Difference Decision** **5.11 Difference Decision** **5.11 Make a Difference**	
13 Days	**6**	6.1 6.2, 6.3 (One day) 6.4 6.5 6.6 6.7 6.8 6.9 6.10 6.11 6.12 & fluency Review Review Day Checkup Day	6.1-6.3 Multiplication: Nines Facts 6.4 Multiplication word problems 6.5-6.6 Division: Eights Facts 6.7 Division One's Facts 6.8 Divisions Zeros Facts 6.9-6.12 Data with graphs	3.OA.A.1, 4: Represent and solve problems involving multiplication and division. 3.OA.B.5: Understand the properties of multiplication and the relationship between multiplication and division. 3.OA.C.7: Multiply and divide within 100. 3.OA.D.9: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.MD.B.3-4: Represent and interpret data.	**Box of Facts:Multiplication** **Modules 6.1-6.3** **Build Down: Nines Facts** **Pgs. 39-45** **Box of Facts: Division** **Modules 6.5-6.6** **Doubling: Eights Facts** **Pgs. 28-33** **Modules 6.7-6.8** **Use a Rule: Ones & Zeros** **Pgs. 34-43** **Fundamental Games:** **6.1 Times This** **6.3 It's a Fact**	

13 Days	**7**	7.1 7.2 7.3, 7,4 (One Day) 7.5 7.6 7.7 7.8 7.9 7.10 7.11 7.12 Review Day Checkup Day	7.1 Introducing X 6 7.2 Reinforcing X 6 7.3 Introducing last facts 7.4 Working with all facts 7.5 Solve X word problems 7.6 Addition: Making estimates 7.7 Introducing the standard addition algorithm 7.8 Composing tens with s.a.algorithm 7.9 Composing hundreds with the s.a.algorithm 7.10 Using the standard algorithm with 3 digits 7.11 Introducing the compensation strategy 7.12 Solving word problems	3.OA.A.3-4: Represent and solve problems involving multiplication and division. 3.OA.B.5: Understand the properties of multiplication and the relationship between multiplication and division. 3.OA.C.7: Multiply and divide within 100. 3.OA.D.8: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.NBT.A.2: Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Box of Facts:Multiplication Modules 7.1-7.2 Build Up: Six Facts Pgs. 46-49 Modules 7.3-7.4 Last Facts: Seven & Three Facts, All Facts Pgs. 50-61 Fundamental Games: 7.1 Times Tussle 7.3 That's a Fact 7.4* Multiplication Mania 7.8 Over Fifty 7.9 Just Add 7.10+ Tricky Totals	
14 days	**8**	8.1 8.2 8.3 8.4 8.5 8.6 8.7 8.8 Additional Day for Equivalent fractions 8.9 8.10, 8.11 8.12 Review Day Checkup Day	8.1-8.2 Division Nines facts 8.3-8.4 Division Sixes and last facts 8.5-8.7 Improper fractions 8.8-8.9 Equivalent fractions 8.10 Capacity: Liters 8.11 Mass grams 8.12 Mass/Capacity word problems	3.OA.A.2-4: Represent and solve problems involving multiplication and division. 3.OA.B.6:Understand the properties of multiplication and the relationship between multiplication and division. 3.OA.C.7: Multiply and divide within 100. 3.OA.D.8: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.NF.A.1 Develop Understanding of fractions as numbers. 3.NF.A2, 2b, 3, 3a, 3b, 3c: Develop an understanding of fractions as numbers.	Box of Facts: Division Modules 8.1-8.2 Build Down: Nines Facts Pgs. 46-49 Modules 8.3-8.4 Build Up: Six Facts Last Facts Pgs. 51-62 Fundamental Games: N/A	
15 days	**9**	9.1 9.2 9.3 9.4 9.5 9.6 Additional Standard Subtraction Algorithm 9.7 9.8 9.9 9.10 9.11 Additional day for comparing fractions 9.12/ Review Day Checkup Day	9.1: Subtraction Estimates 9.2: Subtraction Standard Algorithm 9.3: Standard Algorithm Subtraction 2 digit (decomposing tens) 9.4: Standard Algorithm Subtraction 3 digit (decomposing tens) 9.5: Standard Algorithm Subtraction 3 digit numbers (decomposing hundreds) 9.6: Subtraction involving zero 9.7: Compensation Strategy 9.8: Comparing Unit Fractions Length Model 9.9: Comparing Unit Fractions Number Line Model 9.10: Comparing Fractions with the same denominator 9.11: Comparing Fractions with the same numerator 9.12: Comparison Word Problems	3.OA.C.7: Multiply and divide within 100. 3.OA.D.8: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.NBT.A.2: Use place-value understanding and properties of operations to perform multi-digit arithmetic. 3.N.F.A.3, 3d: Develop an understanding of fractions as numbers. 3.OA.D.8: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.NBT.A.3: Multiply one-digit numbers by multiples of 10. 3.MD.C.5, 5a, 5b: Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.MD.C.6,7, 7a, 7b, 7c, C.7 C.7d: Measure area using square feet and square inches. Measure area using square meters and square centimeters. Calculate area.	Fundamental Games: N/A	
(March ~16-20) *Flexible to your Forward exam schedule	**Forward Exam Review**	The intention is to use math block this week for covering/reviewing these math concepts: 2D shapes Telling Time Perimeter/Area Graphing				

12 Days	**10**	10.1, 10.2 (One Day) 10.3, 10.4 (One Day) 10.5 10.6 10.7 10.8 10.9 10.10 10.11 10.12 Review Day Checkup Day	10.1-10.2: Calculating Area 10.3-10.4: Using multiplication to calculate area 10.5: Decomposing composite shapes to calculate area 10.6:Area Word Problems 10.7:Multiplication: Extending known facts 10.8: Distributive Property with 2 digit numbers (multiplication) 10.9: Associative Property with 2 digit numbers (multiplication) 10.10: Order of Operations 10.11: Order of Operations 10.12: Writing equations with multiple order of operations	3.OA.A.3-4: Represent and solve problems involving multiplication and division. 3.OA.B.5:Understand the properties of multiplication and the relationship between multiplication and division. 3.OA.C.7: Multiply and divide within 100. 3.OA.D.8: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.NBT.A.3: Multiply one-digit numbers by multiples of 10. 3.MD.C.5, 5a, 5b: Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.MD.C.6,7, 7a, 7b, 7c, C.7 C.7d: Measure area using square feet and square inches. Measure area using square meters and square centimeters. Calculate area.	**Fundamental Games:** **10.7 It's a Fact** **10.9 Nice and Easy** **10.9 Nice and Easy Too** **10.10+ This or That** **10.11 Operation Order**	
11 Days	**11**	11.1, 11.2 (one day) 11.3 11.4 11.5, 11.6 (One Day) 11.7 11.8 11.9 11.10,11.11 (One Day) 11.12 & Gallon Man activity Review Day Checkup Day	11.1-11.2: Building & Representing 10,000 11.3: 5 digit numbers expanded form 11.4: Compare & Order 5 digit numbers 11.5:Rounding 5 digit numbers 11.6: Reinforcing Rounding 5 digit numbers 11.7: Money: Adding amounts in cents 11.8: Money: Working with dollars and cents 11.9: Money: Calculating Change 11.10: Cups, Pints, and Quarts 11.11: Gallons 11.12: Word Problems	3.NBT.A.1: Use place-value understanding and properties of operations to perform multi-digit arithmetic. DA- Generalize place-value understanding for multi-digit whole numbers. DA- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	**Fundamental Games:** **11.5 Near or Far** **11.5 Make it Close** **11.9 Pick and Choose Again**	
14 Days	**12**	12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.8 12.9 12.10 12.11 12.12 Review Day Checkup Day	12.1: Division 2 digit #s 12.2: Division 2 digit #s regrouping 12.3: Division: Thinking multiplication to divide 2 digit #s 12.4: Division: Making Estimates 12.5: Division: Think Multiplication 12.6: Angles Non-Standard 12.7: Angles: Measuring as Fractions 12. 8: Prisms 12.9: Prisms vs Pyramids 12.10: Perimeter 12.11: Perimeter & Area 12.12: Perimeter & Area Word Problems	3.OA.A.3 Represent and solve problems involving multiplication and division. 3.OA.C.7: Multiply and divide within 100. 3.MD.D.8: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. DA- Geometric measurement: understand the concepts of angle and measure angles. DA- Identify can compare prisms and pyramids.	**Fundamental Games:** **12.1 Adding to 100** **12.3 Equal Shares** **12.3 Doing Division** **12.5 Doing Division** **12.5 Remainder Run**	
May 20-26	Financial Literacy	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5				
May 27-June7		Assessments Makeup days Snow Days Field Trips				

			Grade 4 Mathematics Pacing Guide			
	Grade Level:					
Number of Days for Module	**Stepping Stones Module**	**Content/Topics Correlated to Lessons Lessons correlated with Power Standards**	**Standards (Bold the Power Standards)**	**Additional Resource(s) to Support Power Standard Student Learning**	**Common Assessments (Pre and Post) with Emphasis on Power Standards**	**Vocabulary**
4 days		Geometry Bootcamp: Day 1- Points, lines, segments, rays Day 2- Angles (Right, Acute, Obtuse) Day 3- Perpendicular & Parallel Lines .	**4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.**	Teach students the Karate Math movements and vocabulary. Video linked.		Points, lines, line segments, rays, angles (right, acute, and obtuse), perpendicular, and parallel
14 Days	1	1.2, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12	**4.NBT. A.2 (Part 1) Read and Write Multi-digit Whole numbers using base-ten numerals , number names, and expanded form** **4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**		Entire Check up 2	Algorithm, hundred thousands, thousands place, calculate, expanded form, abacus, perimeter
13 Days	2	2.9, 2.10, 2.11, 2.12	**4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**	*Use manipulatives for lesson 2.8 *Combine lessons 2.2 - 2.4 Condense number of problems After lesson 12, take an additional day to reinforce the 5s and 9s strategy to eliminate confusion. *Origo Fact Box for 9's manipulative.	Entire Check up 2	Nearby fact, nearest thousand, regroup, estimate, array, strategy, product, turnaround fact
14 Days	3	3.2, 3.5, 3.9	**4.NBT.A.2 (Part 2) Compare two multi-digi numbers based on on meanings of the digits in each place, using >,=,< symbols to record the results of comparisons** **4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**	* Use 3.11 as enrichment if needed	Check up 1 #4 & 5	Composite, factor, multiple, prime number, million, nearest hundred thousand, nearest ten thousand width, difference, round, multiple, factor, composite, prime, area, dimension, perimeter

14 Days	4	4.9, 4.12	**4.NF.A.1 (Number & Operations: Fractions) Explain why a fraction a/b is equivalent to a fraction (nxa)(nxb) by using a visual models, with attention to how the number and size of the parts differ and even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.**		Check up 2 #1	Closest to, common fraction, mixed number, milliliter, record, difference, digits, regroup, analyze, decomposition, fraction, whole number, improper
12 Days	5	5.1, 5.2	**4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**	*Combine 5.1 and 5.2		Relationship, times as long, times as many, decimeter, decameter, hectometer, kilometer, milliliter, millimeter, comparison model, tape diagram, centi, kilogram, gram, masses, capacity
14 Days	6	6.1, 6.2, 6.3, 6.4, 6.10, 6.11 Nice to know: 6.9, 6.11	**4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.**	We would like to have all schools have the half protractor vs. the full circle 360 degree because the Forward Exam uses the half protractor. Use any extra days to reinforce NBT.B.5	Check up 1 #2 Check up 2 #4	Acute angle, angle arm, arc, convert, degree, end points, full turn, mile, obtuse angle, protractor, right angle, rotational point, partial product
14 Days	7					Remainder, total fraction
13 Days	8			*Combine 8.9 and 8.10		Dividend, divisor, partial quotient, partitioned
13 Days	9	9.4, 9.5, 9.6, 9.7	**4.NF.A.1 (Number & Operations: Fractions) Explain why a fraction a/b is equivalent to a fraction (nxa)(nxb) by using a visual models, with attention to how the number and size of the parts differ and even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.**	*Combine 9.9 and 9.10	#2 Check up 1	Common multiple, common denominator, related denominators, fl oz, ounces, weighs less than, weighs more than
14 Days	10	10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7	**4.NF.C.6 Use decimals to show fractions with denominators of 10 and 100**.	Combine 10.1 & 10.2 so you can reteach or spend more time on 10.11	Check up 1 #2 & 3 Check up 2 #1 & 2	Decimal fraction, decimal point, hundredths, tenths, fraction name

11 Days	11	11.1, 11.2, 11.3, 11.5, 11.6, 11.9, 11.10	**4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.** **4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.**	*Combine 11.1 and 11.2 *Combine 11.9 and 11.10 *Combine 11.11 and 11.12 (Review from "Bootcamp")	Check up 1 #4	Multiplied, double-half strategy, multiplication algorithm, tens column, horizontal, intersect, line of symmetry, line segment, parallel, parallel lines, parallel sides, perpendicular, perpendicular lines, perpendicular sides, ray, reflection, straight line, vertical, whole shape
12 Days	12	Nice to know: 12.2, 12.3				Pattern rule, repeating pattern, rule, square number, amount paid, days, midnight, passed, seconds, years
May 24-27	Power standard reinforcement					
May 28-June 4	Financial Literacy					Fixed expense, variable expense, profit, savings, income, financial institutions

Grade 5 Mathematics Pacing Guide

Grade Level

Number of Days for Module	Stepping Stones Module	Content/Topics Related to Lessons	Power Standards	All Standards Covered in the Module	VOCAB	Common Assessments (Pre and Post) with Emphasis on Power Standards	Additional Resource(s) to Support Power Standard Student Learning	Universal Resources
10 Days	Module 1	**Must Do: All 12 Lesson (MUST do Step Ahead on page 19)** **Flexible Lessons:** **Can Combine 1.1, 1.2 & 1.5** **Can Combine 1.3 & 1.4** **Can Combine 1.8 & 1.9** ****MAKE SURE ROUNDING IS MASTERED!!*****	5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	OA.A.1- Order of op. (2 operations) OA.A.2- Word problem equations, compare size NBT.A.1- multiplicative relationship in place value DA- 7 digit number line, compare and order numbers, round, 9 digit numbers	-place value words -expression vs. equation -expanded notation	Check-up 2 question	https://tasks.illustrativemathematics.org/5 https://www.commoncoresheets.com Freckle Breakout EDU (digital) (Fractions)	Orgio Stepping Stones, Think Tanks, Flare Tools
14 Days	Module 2	**Must Do: All 12 Lessons (Lessons 2.7-2.12 are a Power Standard)** **Flexible Lessons:** **Can Combine 2.1 & 2.2** **Can Combine 2.3 & 2.4** **Can Combine 2.7 & 2.8**	5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	NBT.B.5- multiply standard, multiplication word problems MD.C.3 (a,b)- Total unit cubes volume MD.C.4- non units volume MD.C.5 (a,b)- multiply regular prisms MD.c.5 (b)- volume words MD.C.5 (c)- multiplication and adding volume	-volume -prism -square unit, cubic unit -multiple -multiply -compute -estimate -product -factors -height(layers,stories, terms), and width and length	ch 1 q1 ch 1 q 3 ch 2 q 1 (volume) ch2 q 2 ch 2 q 3 ch 2 q4	supplement irregular volume shapes (not as cubes so have to use formula)	
12 Days	Module 3	**Must Do: Lessons 3.1-3.11** **Flexible Lessons:** **Can Combine 3.1 & 3.2** **Can Combine 3.4 & 3.5** **Can Combine 3.8 & 3.9** **Can Disregard 3.12**		NBT.A.3 (a)- relate common fractions, mixed numbers, and decimal fractions, represent tenths, hundreths, an thousandths as decimal fractions NBT.A.3 (b)- compare and order decimal fractions NBT.A.4- Round decimal fractions MD.B.2- Create, describe, and interpret line plots	-equivalent -convert -fraction -mixed number -improper -common fraction -round		Minute Math Singapore Math Xtra Math Khan Academey IXL Engage NY Everyday math	
15 days	Module 4	**Must Do: All 12 Lessons (Lessons 4.1-4.5 are a Power Standard)** **Flexible Lessons: Possibly 4.12**	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 tas to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 +15/12= 23/12. (In general, a/b + c/d= (ad + bc) /bd.)	NF.A.1- identify equivalent fractions, convert common fractions to mixed numbers, convert mixed numbers to common fractions MD.A.1- Convert between customary length, capacity, mass, word problems. MD.B.2- create, describe, interpret line plots	-equivalent -denominator -numerator -customary length units -simplify -algorithm -proper/improper fraction	check up only makes equalviant, converts improper/mixed**not meet power standard		

12 days	Module 5	**Must Do:** **Adding Decimals: Start with lesson 5.3 followed by 5.4.** **Subtracting Decimals: Start with 5.7, 5.8, 5.9** **2D Shapes: 5.10-5.12 in order** **Flexible Lessons:** **Adding Decimals: Can use 5.1 and 5.2 if needed after 5.3 (Reteach)** **Subtracting Decimals: Can use 5.5 to 5.6 as a reteach, if student struggle with borrowing**		OA.a.1- order of op (2 operations) NBT.B.7- add decimal fraction to hundredths, subtract decimal fractions to hundredths G.B.3- Identify triangles angles and sides G.b (3,4)- Identify parallelograms and relationships between quadrilaterals	-difference -analyze -perimeter -geometry terms (triangles and quads) -product -total -calculate			
15 days	Module 6	**Must Do: All 12 Lessons (Fractions 6.1- 6.7 are a Power Standard)** **Flexible Lessons: Can combine division (6.8-6.12) if needed, since it is an introduction to strategies other than long division**	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 tas to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 +15/12= 23/12. (In general, a/b + c/d= (ad + bc) /bd.)	NBT.B.6- use strategies to divide three and four digit numbers by 1 and 2 digit numbers NF.A.1- Add common and mixed fractions with same, related, and unrelated denominators NF.A.2- Estimate the sum of two common fractions, solve common fractions and mixed numbers adding NF.B.3- Remainders as fractions	-divide -divisor -dividend -quotient -related/unrated -fraction word -sum -compose/decompose	ch 1 q3,4,5 ch 2 q 1-2 all addition, no subtraction **		
15 Days	Module 7	**Must Do: All 12 Lessons Individual** **(Lesson 7.1-7.7 & 7.9 are all Power Standards)** **Flexible Lessons:**	5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 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 tas to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 +15/12= 23/12. (In general, a/b + c/d= (ad + bc) /bd.)	NBT.A.1- describe multiplicative relationship NBT.A.2- Exponents, patterns of ten, exponent notation NF.A.1- subtract same, related, unrelated denominators (mixed and standard) NF.A.2- solve common fractions and mixed numbers word problems, estimate difference between common fractions	-fraction words -sum, difference -place value words -exponents -powers of ten -expanded form	10x ch 1 q 1-4 subtract ch2 q 1-2		
13 Days	Module 8	**Must Do: All 12 Lessons** **Flexible Lessons:** **Can combine 8.2 to 8.4**		OA.A.1- orders of operation OA.A.2- Word problem equation, compare size NF.B.3- unit fractions to division NF.b.4 (a,b)- multiply whole numbers, fractions, mixed number NF.b.5 (a)- compare size NF.b.5 (b)- effect of multiply fractions (compared to 1) NF.b.6- fraction word problems	-whole number -part of whole -unit fractions -fraction words -OF -array -area -equivalent, less than, greater than			
14 Days	Module 9	**Must Do: All 12 Lessons** **Flexible Lessons: If students are struggling with the "think multiplication strategy" follow the Reciprocal (Stay, Change, Flip) strategy.**		OA.A.1- Orders of operation OA.A.2- word problem equation NF.B.3- fractions to division NF.b.7 (a)- Divide unit fractions by whole NF.b.7(b)- divide whole by unit NF.b.7 (c)- solve fraction division word problems MD.A.1- Convert metric length, mass, capacity, and word problems MD.B.2- line plots	-fraction words -shared, split, equally, among -pictorially -geometric words -metric words (KHD Base DCM) -area -capacity, mass			

14 Days	Module 10	**Must Do: All 12 Lessons** **Flexible Lessons:**	5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	OA.A.2- compare two calculations NBT.A.1- multiplicative relationship NBT.A.2- Patterns of powers of 10 NBT.B.7- Divide decimal fractions with word problems, multiply decimal fractions	-exponent -decimal fractions -decimal words -partial product -division words	ch 1 q 3		
13 Days	Module 11	**Must Do: All 12 Lessons** **Flexible Lessons:** **Can combine 11.1 & 11.2** **Can combine 11.3 to 11.4** **Can Combine 11.5 to 11.6**	MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	OA.b.3- create numerical patterns, coordinate plane represents NBT.B.7- multiply whole numbers and decimal fractions MD.A.1- Perimeter, area, volume MD.C.5 (b)- volume word problems G.A.1- attributes of coordinate planes G.a.1/G.a.2- create and graph ordered pairs G.A.2- interpret coordinates, use coordinate planes	-numerical patterns -algebra -ratio table -relationship -part/whole -coordinate plane -x-axis, y-axis, origin, graph, vertices -interpret -multiply terms -money terms -perimeter, area, volume words	ch 2 q 2		
13 Days	Module 12	**Must Do: Start with lesson 12.3** **Flexible Lessons: Lessons 12.1 to 12.2 can be used for reteaching if needed.** **Can skip 12.10, use for a pre teach or reteach with 12.11 if needed.**		NBT.B.6-Solve Division word problems, standard algorithm NBT.b.7- strategy to divide decimal fraction by whole number NF.B.3- represent remainders as fractions	-same division words -remainder words			
5 Days	Financial Literacy	**Must Do: All 5 Lessons**						