Scope and Sequence **I can statements copied from: www.etown.k12.ky.us/uplimg/cms/gr5_math.pdf**

Math This scope and sequence is aligned to the Math Expressions Curriculum used.5 Units and time frames can change due to assessment data.

Month	Unit Title	I can statements or Standards (Desired Results)	Acceptable Evidence (Transfer Task)
September	Adding, subtracting, comparing Fractions	I can solve word problems using addition and subtraction of fractions with like and unlike denominators referring to the same whole. I can use benchmark fractions and number sense of fraction to check for reasonableness of answers. I can compare and order fractions with like and unlike denominators. I can recognize that 1 can be written as a fraction in a multitude of ways (indefinite). I can use proper fraction vocabulary.	Students will represent fractions using manipulatives and conceptual drawings. Students will rename fractions to add and subtract fractions using the CRA method. Students will order fractions using simple number lines. Use of graphs and grids to observe difference.
October	Addition and Subtracting with Decimals	I can recognize that in a multi-digit number, a digit in one place represents 1/10 of the place value to its left. I can read and write decimals to thousandths using base ten numerals. I can read and write decimals to thousandths using number names. I can read and write decimals to thousandths using expanded form. I can compare decimals using >, =, <. I can compare two decimals to the thousandths	Students will show proficiency by solving a multitude of problems. Students will use base ten blocks to build decimals and compare, as well as add or subtract. Students will name a number in a variety of ways for flexible number sense. Use of boards to align decimal points

		based on the place value of each digit. I can round decimals.	
November - January	Multiplying fractions.	I can multiply fractions. I can determine the sequence of operations when multiplying a fraction to a whole number. I can determine the sequence of operations when multiplying two fractions. I can compare the product of two factors without multiplying. 2 x ¼ = < 1 I can explain why multiplying a fraction greater than one will result in a product greater than the given number. I can explain why multiplying a fraction by one (which can be written as various fractions, ex. 2/2, 3/3 , etc.) results in an equivalent fraction. I can explain why multiplying a fraction by a fraction will result in a product smaller than the given number. I can represent word problems involving multiplication of fractions and mixed numbers. I can solve real world problems involving multiplication of fractions and mixed numbers.	Continue to prove answers through various means using CRA methods. Base blocks distributed to groups ex. 2/6 0f 36 Repeated addition (when multiplied with a whole). Area models, drawings (overlap of colors) Number line models ⅝ or ⅔ (⅔ is starting point) Use of grids to show groups of repeated decimal.
December -January	Dividing Fractions (continued use of multiplication)	I can represent division of a unit fraction by a non-zero whole number in a variety of ways. I can represent division of a whole number by a unit fraction in a variety of ways.	Students will use manipulatives, representational and abstract methods to solve division problems. Fractions tiles for ex. to show 5 divided by 1/12 Representational circles or rectangles.

		I can represent division of a unit fraction by a non-zero whole number and a whole number by a unit fraction in a variety of ways to solve real world problems.	Whole divided by wholes are equivalent to fractions 5 brownies for 3 = 5/3 or 1 ⅔ 5 for 7 = 5/7
February	Multiplication with whole numbers and decimals	I can represent powers of 10 using whole number exponents (103 = 10x10x10 = 1000). I can explain patterns when multiplying a number by powers of 10. I can explain the relationship in the placement of the decimal point when a decimal is multiplied or divided by powers of 10. I can multiply decimals to hundredths. I can fluently multiply multi-digit whole numbers. (use standard algorithm).	Students will use the area model to multiply, the place value method, and the short cut method. Students will use the distributive property as needed and to make problems easier to solve.
March -mid April		I can divide a 4-digit dividend by a two digit divisor to find a quotient with no remainder (to the thousandths place). I can use strategies to solve division problems. I can illustrate and explain division problems. I can divide decimals to hundredths. I can divide a 4-digit dividend by a two digit divisor to find a quotient with no remainder. I can use strategies to solve division problems.	Use several different methods to divide. Area models, using compatible numbers for estimation. Checking answers with inverse operations.

		I can illustrate and explain division problems.	
April	Convert with a measurement system	I can divide and multiply to convert measurements. I can convert units of measurement within the same measurement system. I can solve multi-step, real world problems that involve converting measurement units. I can use benchmark measurements to make reasonable guesses.	Hands on labs within metric and customary system.
May	Geometry	I can use different strategies to find the area of a rectangle with fractional side lengths. I can multiply fractional side lengths to find the area of a rectangle. I can prove multiplying fractional side lengths to find the area is the same as tiling a rectangle with unit squares. I can model the area of rectangles with fractional side lengths with unit squares. I can define volume. I can recognize that unit cubes measure volume of three-dimensional shapes and label it as cubic units I can prove that multiplying length, width and height of a right rectangular prism is the same as filling it with unit cubes to determine the volume.	Geoboard Cubes used to find area of composite shapes

		I can find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes. I can identify that “B” is the base and can be determined by multiplying length times width. I can apply volume formulas to right rectangular prisms to solve real world problems: Volume = length x width x height Volume = area of base x height	