

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Operations &amp; Algebraic Thinking</b>		
<b>Cluster:</b>	<b>Write and interpret numerical expressions.</b>		
<b>Common Core State Standards in Mathematics (CCSSM)</b>			
<p><b>5.OA.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p>			
<b>Understandings: Students will understand...</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>the order of operations affects the value of the answer.</li> </ul>		<ul style="list-style-type: none"> <li>Why is there an order to follow to compute answers?</li> </ul>	
<b>Knowledge: Students will know ...</b>		<b>Skills: Students will be able to ...</b>	
<ul style="list-style-type: none"> <li>the order of operations is as follows: <ul style="list-style-type: none"> <li>parentheses</li> <li>exponents</li> <li>multiplication and division, left to right</li> <li>addition and subtraction, left to right.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>use the order of operations to find answers to expressions.</li> <li>write simple expressions that record calculations with numbers.</li> <li>interpret numerical expressions without evaluating them.</li> </ul>	
<b>RESOURCES</b>			
<ul style="list-style-type: none"> <li>enVision Math Topics 3, 4, 8</li> <li>Supplemental Lessons</li> </ul>			

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Operations &amp; Algebraic Thinking</b>		
<b>Cluster:</b>	<b>Analyze patterns and relationships.</b>		
<b>Common Core State Standards in Mathematics (CCSSM)</b>			
<p><b>5.OA.3</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p>			
<b>Understandings: Students will understand...</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>patterns can be put together to generate new patterns.</li> </ul>		<ul style="list-style-type: none"> <li>How are the coordinate points related to patterns?</li> </ul>	
<b>Knowledge: Students will know ...</b>		<b>Skills: Students will be able to ...</b>	
<ul style="list-style-type: none"> <li>that to determine if there is a pattern present in a set of numbers, one can look for constant change between the variables.</li> </ul>		<ul style="list-style-type: none"> <li>generate patterns from other patterns.</li> <li>graph ordered pairs generated by the pattern on a coordinate plane.</li> </ul>	
<b>RESOURCES</b>			
<ul style="list-style-type: none"> <li>enVision Math Topics 8, 16</li> <li>Supplemental Lessons</li> </ul>			

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>		
<b>Cluster:</b>	<b>Understand the place value system.</b>		
<b>Common Core State Standards in Mathematics (CCSSM)</b>			
<p><b>5.NBT.1</b> 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.</p> <p><b>5.NBT.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.3</b> Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>5.NBT.4</b> Use place value understanding to round decimals to any place.</p>			
<b>Understandings: Students will understand...</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>each place in the place-value system has a limit to the value which can be placed there.</li> <li>the same relationship exists between any two adjacent places in the place-value system.</li> <li>placement of a number into a place in the place-value system has a significant effect on its value.</li> </ul>		<ul style="list-style-type: none"> <li>How does the location of a number in a place-value system affect the value of the number?</li> <li>How is place value used to round numbers?</li> <li>What is the significance of the decimal point?</li> </ul>	
<b>Knowledge: Students will know . . .</b>		<b>Skills: Students will be able to . . .</b>	
<ul style="list-style-type: none"> <li>when the value in a place exceeds the limit, it must change places.</li> <li>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.</li> <li>place-value understanding is needed to round decimals to any place.</li> <li>the place to examine in order to round numbers, including decimals.</li> </ul>		<ul style="list-style-type: none"> <li>read and write decimals to thousandths using base-ten numerals, number names, and expanded form.</li> <li>compare two decimals to thousandths.</li> <li>use <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> </ul>	
<b>RESOURCES</b>			
<ul style="list-style-type: none"> <li>enVision Math Topics 1-3, 6, 7</li> <li>Supplemental Lessons</li> </ul>			

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>		
<b>Cluster:</b>	<b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>		
<b>Common Core State Standards in Mathematics (CCSSM)</b>			
<p><b>5.NBT.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>5.NBT.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>			
<b>Understandings: Students will understand...</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>rectangles have an area that represents the product of the two dimensions.</li> </ul>		<ul style="list-style-type: none"> <li>How are products and quotients related?</li> </ul>	
<b>Knowledge: Students will know . . .</b>		<b>Skills: Students will be able to . . .</b>	
<ul style="list-style-type: none"> <li>multi-digit computation is just an extension of single-digit computations.</li> </ul>		<ul style="list-style-type: none"> <li>fluently multiply multi-digit whole numbers using the standard algorithm.</li> <li>find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</li> <li>illustrate and explain calculations by using equations, rectangular arrays, and/or area models.</li> <li>add, subtract, multiply, and divide decimals to hundredths.</li> </ul>	
<b>RESOURCES</b>			
<ul style="list-style-type: none"> <li>enVision Math Topics 2-7</li> <li>Supplemental Lessons</li> </ul>			

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Number and Operations - Fractions</b>		
<b>Cluster:</b>	<b>Use equivalent fractions as a strategy to add and subtract fractions.</b>		
<b>Common Core State Standards in Mathematics (CCSSM)</b>			
<p><b>5.NF.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i></p>			
<b>Understandings: Students will understand...</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>fractions must have common denominators in order to be added or subtracted.</li> </ul>		<ul style="list-style-type: none"> <li>When would one use addition or subtraction of fractions?</li> </ul>	
<b>Knowledge: Students will know ...</b>		<b>Skills: Students will be able to ...</b>	
<ul style="list-style-type: none"> <li>that a common denominator is a common multiple of the two denominators (usually the least common one).</li> <li>that when adding fractions, the common denominators do not get added together, only the numerators do.</li> </ul>		<ul style="list-style-type: none"> <li>add and subtract fractions with unlike denominators (including mixed numbers).</li> <li>solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.</li> <li>use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</li> </ul>	
<b>RESOURCES</b>			
<ul style="list-style-type: none"> <li>enVision Math Topics 9, 10</li> <li>Supplemental Lessons</li> </ul>			

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Number and Operations - Fractions</b>		
<b>Cluster:</b>	<b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>		

**Common Core State Standards in Mathematics  
(CCSSM)**

**5.NF.3** Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

**5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . *For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .)*
- Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

**5.NF.5** Interpret multiplication as scaling (resizing), by:

- Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

**5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

**5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup>

- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .*
- Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .*
- Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?*

<sup>1</sup> Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

<b>Understandings: Students will understand...</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• a fraction is division of the numerator by the denominator (<math>a/b = a \div b</math>).</li> <li>• when multiplying by a fraction less than one, the product will be smaller than the first factor.</li> <li>• when multiplying by a fraction greater than one, the product will be larger than the first factor.</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to divide by a fraction?</li> <li>• Why would one need to divide by a fraction?</li> </ul>
<b>Knowledge: Students will know . . .</b>	<b>Skills: Students will be able to . . .</b>
<ul style="list-style-type: none"> <li>• the relative size of the answer based on the sizes of the factors.</li> </ul>	<ul style="list-style-type: none"> <li>• solve word problems involving division of whole numbers.</li> <li>• multiply a fraction or whole number by a fraction.</li> <li>• find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths.</li> <li>• show that the area from tiles is the same as would be found by multiplying the side lengths.</li> <li>• multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</li> <li>• solve real world problems involving multiplication of fractions and mixed numbers.</li> <li>• divide unit fractions by whole numbers and whole numbers by unit fractions.</li> <li>• interpret division of a unit fraction by a non-zero whole number.</li> <li>• interpret division of a whole number by a unit fraction.</li> <li>• solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.</li> </ul>
<b>RESOURCES</b>	
<ul style="list-style-type: none"> <li>• enVision Math Topic 11</li> <li>• Supplemental Lessons</li> </ul>	

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Measurement &amp; Data</b>		
<b>Cluster:</b>	<b>Convert like measurement units within a given measurement system.</b>		
<b>Common Core State Standards in Mathematics (CCSSM)</b>			
<b>5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.			
<b>Understandings: Students will understand...</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• measurement units vary in the customary system differently than in the metric system.</li> <li>• understanding place value helps one to understand the metric system.</li> </ul>		<ul style="list-style-type: none"> <li>• Why would one need to convert measurements from one unit to another?</li> <li>• How does one know whether the new answer should be a bigger or smaller number of units?</li> </ul>	
<b>Knowledge: Students will know ...</b>		<b>Skills: Students will be able to ...</b>	
<ul style="list-style-type: none"> <li>• every step in the metric system involves a power of 10, e.g. 10 cm = 1 decimeter, 10 mm = 1 cm, etc.)</li> <li>• customary equivalents.</li> </ul>		<ul style="list-style-type: none"> <li>• convert among different-sized standard measurement units within a given measurement system.</li> <li>• solve real-world problems involving conversions.</li> </ul>	
<b>RESOURCES</b>			
<ul style="list-style-type: none"> <li>• enVision Math Topic 13</li> <li>• Supplemental Lessons</li> </ul>			



<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Measurement &amp; Data</b>		
<b>Cluster:</b>	<b>Represent and interpret data.</b>		
<b>Common Core State Standards in Mathematics (CCSSM)</b>			
<p><b>5.MD.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>			
<b>Understandings: Students will understand...</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• data entries do not have to be only whole numbers.</li> <li>• the scale on a line plot must be evenly spaced.</li> </ul>		<ul style="list-style-type: none"> <li>• What types of data can be graphed on a line plot with a fractional scale?</li> </ul>	
<b>Knowledge: Students will know ...</b>		<b>Skills: Students will be able to ...</b>	
<ul style="list-style-type: none"> <li>• there will still be a whole number of pieces of data even though there is a fractional scale.</li> </ul>		<ul style="list-style-type: none"> <li>• make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>).</li> <li>• use operations on fractions for this grade to solve problems involving information presented in line plots.</li> </ul>	
<b>RESOURCES</b>			
<ul style="list-style-type: none"> <li>• enVision Math Topic 14</li> <li>• Supplemental Lessons</li> </ul>			

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Measurement &amp; Data</b>		
<b>Cluster:</b>	<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>		

**Common Core State Standards in Mathematics  
(CCSSM)**

- 5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
  - A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.
- 5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- 5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
  - Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
  - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

<b>Understandings: Students will understand...</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>volume is an attribute of solid figures.</li> <li>the concept of volume measurement involves filling up space.</li> <li>volume is related to the operations of multiplication and addition.</li> <li>volume is additive.</li> </ul>	<ul style="list-style-type: none"> <li>For what types of items can we measure volume?</li> </ul>
<b>Knowledge: Students will know . . .</b>	<b>Skills: Students will be able to . . .</b>
<ul style="list-style-type: none"> <li>a cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</li> <li>a solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</li> </ul>	<ul style="list-style-type: none"> <li>measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</li> <li>solve real world and mathematical problems involving volume.</li> <li>apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</li> <li>find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts.</li> </ul>

**RESOURCES**

- enVision Math Topic 12
- Supplemental Lessons

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Geometry</b>		
<b>Cluster:</b>	<b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b>		
<b>Common Core State Standards in Mathematics (CCSSM)</b>			
<p><b>5.G.1</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <math>x</math>-axis and <math>x</math>-coordinate, <math>y</math>-axis and <math>y</math>-coordinate).</p> <p><b>5.G.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>			
<b>Understandings: Students will understand...</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>the first number in an ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis.</li> </ul>		<ul style="list-style-type: none"> <li>Why would one graph on a coordinate plane?</li> </ul>	
<b>Knowledge: Students will know . . .</b>		<b>Skills: Students will be able to . . .</b>	
<ul style="list-style-type: none"> <li>a pair of perpendicular number lines, called axes, define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line.</li> <li>a given point in the plane is located by using an ordered pair of numbers, called its coordinates.</li> <li>the names of the two axes and the coordinates correspond (e.g., <math>x</math>-axis and <math>x</math>-coordinate, <math>y</math>-axis and <math>y</math>-coordinate).</li> </ul>		<ul style="list-style-type: none"> <li>graph points in the coordinate plane.</li> <li>represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane.</li> </ul>	
<b>RESOURCES</b>			
<ul style="list-style-type: none"> <li>enVision Math Topic 16</li> <li>Supplemental Lessons</li> </ul>			

<b>Content Area:</b>	<b>Mathematics</b>	<b>Grade Level:</b>	<b>5</b>
<b>Domain:</b>	<b>Geometry</b>		
<b>Cluster:</b>	<b>Classify two-dimensional figures into categories based on their properties.</b>		
<b>Common Core State Standards in Mathematics (CCSSM)</b>			
<p><b>5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p><b>5.G.4</b> Classify two-dimensional figures in a hierarchy based on properties.</p>			
<b>Understandings: Students will understand...</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</li> </ul>		<ul style="list-style-type: none"> <li>How does one classify two-dimensional figures?</li> <li>Why would one need to classify a two-dimensional figure?</li> </ul>	
<b>Knowledge: Students will know . . .</b>		<b>Skills: Students will be able to . . .</b>	
<ul style="list-style-type: none"> <li>the characteristics of figures.</li> </ul>		<ul style="list-style-type: none"> <li>classify two-dimensional figures in a hierarchy based on properties.</li> </ul>	
<b>RESOURCES</b>			
<ul style="list-style-type: none"> <li>enVision Math Topic 15</li> <li>Supplemental Lessons</li> </ul>			