SCHOOL DISTRICT OF FORT•ATKINSON

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<tr><th>GRADE 5 Mathematics</th><th colspan="3">Quarter 2 – Units 3, 4 & 5 Reported</th></tr>
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<tr><td>Perseveres in solving problems</td><td colspan="3">Based on teacher observations during math</td></tr>
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<tr><td>Explains his/her mathematical thinking orally and in written form to justify why the answer makes sense</td><td colspan="3">Based on teacher observations during math</td></tr>
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<tr><td>Automatically recalls addition basic facts</td><td colspan="3">See basic facts assessment data</td></tr>
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<tr><td>Number and Operations in Base Ten</td><td colspan="3"></td></tr>
<tr><td>Reads, writes, compares and rounds whole numbers and decimals</td><td colspan="3"><table>
<tr><td>1d
NBT.4
prep</td><td>I can read numbers and identify place value in those numbers from the 100 millions place to the hundred<u>ths</u> place.</td><td>In this number (2,301,768), the 3 has a value of “three hundred thousand” or 300,000.
In this number (5.29), the 2 has a value of “two-tenths” or 0.2</td></tr>
<tr><td>3f
NBT.4</td><td>I can round numbers to any place value digit from billions to the thousand<u>ths</u> place.</td><td>Round 57,429 to the nearest tens place: → 57,430
Round 205.854 to the nearest tenths place:→ 205.9</td></tr>
<tr><td>3g
NBT.4
prep</td><td>I can identify place value in whole numbers to the billions place.</td><td>In 8,452,301,768:
The 5 is in the ten-millions place. It has a value of 50 million = 50,000,000 .</td></tr>
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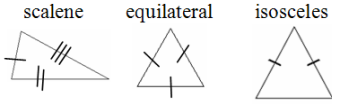
Estimates and solves whole number and decimal multiplication problems

2e NBT. 5	I can make magnitude estimates and solve whole number multiplication problems.	$\begin{array}{r} {}^{1}3{}^{1}9 \\ \times\ 24 \\ {}^{1}156 \\ +\ 780 \\ \hline 936 \end{array}$	39 x 24 = 936 because 30 + 9 20 | **600** | **180** 4 | **120** | **36** 600+180+120+36= 936
2f NBT. 7	I can make magnitude estimates and solve multiplication problems with decimals to the hundredths place.	3.95 ∗ 2.8 = ? Estimate: 4 ∗ 3 = 12 Actual Answer: 11.06	
4f NBT. 2 prep	I can use basic facts knowledge to solve extended multiplication facts.	Multiply 500 times 3. 1500 40 ∗ _____ = 2000 24,000 = 600 ∗ _____ What times 70 equals 2800? 40	

Estimates and solves whole number and decimal division problems	**4b NBT.6**	I can divide a 2, 3, or 4 digit whole number by up to a 2-digit divisor, generate an answer in the form of a whole number or mixed number, and check my calculation using multiplication.	$\begin{array}{r} 27 \\ 8\overline{)216} \\ 16 \\ \hline 56 \\ -\ 56 \\ \hline 0 \end{array}$ $\begin{array}{r} 4 \\ 41\frac{4}{23} \\ 23\overline{)947} \\ 92\downarrow \\ \hline 27 \\ 23 \\ \hline 4 \end{array}$ CHECK: 216 ÷ 8 = 27 because 27 * 8 = 216 20 + 7 8 | **160** | **56** 160+ 56 = 216
	4c NBT.6 OA.2	I can write an open number sentence using a variable to match a division number story and solve.	Molly had 45 feet of fabric. She needs 3 foot lengths to make scarves. How many scarves can she make? S = 45 ÷ 3 S = 15 scarves
	4d NBT.6	I can solve division number stories and interpret the remainder.	There are 847 pencils. 9 pencils are packaged into each box. How many full boxes can be made? 847 ÷ 9 = 94 R1 or 94 $\frac{1}{9}$ R1 or $\frac{1}{9}$ means 1 pencil out of a group of 9, so only 94 full boxes can be made.
	4e NBT.7	I can estimate the quotient of a division problem with a whole number divisor and dividend written to the hundredths place, solve, and explain why my answer makes sense.	Circle your magnitude estimate for 54.25 ÷ 5. Then solve. 0.1s | 1s | **10s** | 100s My answer is in the 10s because this problem is close to 50 ÷ 5, which is 10. 54.25 ÷ 5 = 10.85 10.85 is close to my estimate of 10.
Geometry			
Classifies two-dimensional polygons based on their properties	**3d G.4**	I can draw, identify, compare and describe types of triangles.	
	3e G.4	I can describe and compare properties of polygons and classify polygons based on those properties, including quadrilaterals (quadrangles).	 This is a regular hexagon. It has 6 congruent sides. It has 6 congruent angles. It has 3 sets of parallel sides. The angles are obtuse.