

<p align="center"><b>2020 – 2021 Grade 5 Mathematics Sequence Guide of Prioritized Outcomes 14 SCOs; 7 FLs</b></p>	<p align="center"><b>Curriculum Document Link &amp; Primary Resource Sections</b></p>
5.N1 Represent and describe whole numbers to 1 000 000.	5.N1 <a href="#">Curriculum Guide Link</a> p. 20 Math Makes Sense 2.1, 2.2, 2.3
<p>5.N8 Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially and symbolically.</p> <p>5.N10 Compare and order decimals (to thousandths) by using benchmarks, place value, and equivalent decimals.</p>	<p>5.N8 <a href="#">Curriculum Guide Link</a> p. 48 Math Makes Sense 5.4, 5.6, 5.8</p> <p>5.N10 <a href="#">Curriculum Guide Link</a> p. 52 Math Makes Sense 5.5, 5.7</p>
<p><b>5.N7 Demonstrate an understanding of fractions by using concrete and pictorial representations to create sets of equivalent fractions and compare fractions with like and unlike denominators.</b></p> <p><b>5.N9 Relate decimals to fractions (to thousandths).</b></p>	<p>5.N7 <a href="#">Curriculum Guide Link</a> p. 44 Math Makes Sense 5.1, 5.2, 5.3</p> <p>5.N9 <a href="#">Curriculum Guide Link</a> p. 52 Math Makes Sense 5.4, 5.5, 5.6</p>
<p><b>5.N2 Use estimation strategies including front-end rounding, compensation, and compatible numbers in problem-solving contexts.</b></p> <p>5.N11 Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).</p> <p><b>5.PR2 Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions.</b></p>	<p>5.N2 <a href="#">Curriculum Guide Link</a> p. 24 Math Makes Sense 2.4, 2.5, 2.6, 2.7, 2.8, 3.4, 3.7</p> <p>5.N11 <a href="#">Curriculum Guide Link</a> p. 56 Math Makes Sense 5.10, 5.11, 5.12, 5.13</p> <p>5.PR2 <a href="#">Curriculum Guide Link</a> p. 66 Math Makes Sense 1.5, 1.6, 1.7</p>
<p>5.N3 Apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9s facts, and using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts.</p> <p>5.N4 Apply mental mathematics strategies for multiplication, such as annexing then adding zero, halving and doubling, and using the distributive property.</p> <p><b>5.N5 Demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems.</b></p> <p><b>5.N6 Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems.</b></p>	<p>5.N3 <a href="#">Curriculum Guide Link</a> p. 28 Math Makes Sense 3.1, 3.2</p> <p>5.N4 <a href="#">Curriculum Guide Link</a> p. 32 Math Makes Sense 3.3, 3.5</p> <p>5.N5 <a href="#">Curriculum Guide Link</a> p. 36 Math Makes Sense 3.6, 3.10, 3.11</p> <p>5.N6 <a href="#">Curriculum Guide Link</a> p. 40 Math Makes Sense 3.8, 3.9, 3.10, 5.9</p>
<p><b>5.SS1 Design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions.</b></p>	5.SS1 <a href="#">Curriculum Guide Link</a> p. 72 Math Makes Sense 4.2, 4.3, 4.4
5.PR1 Determine the pattern rule to make predictions about subsequent elements.	5.PR1 <a href="#">Curriculum Guide Link</a> p. 62 Math Makes Sense 1.1, 1.2, 1.3, 1.4

Grade 5 Math	2020/2021
Month	Prioritized Outcomes
September	5.N1
October	
November	5.N8, 5.N10
December	5.N7, 5.N9
January	5.N7, 5.N9
February	5.N2, 5.N11, 5.PR2
March	5.N3, 5.N4, 5.N5, 5.N6
April	5.N3, 5.N4, 5.N5, 5.N6
May	5.SS1
June	5.PR1
	Consolidation of Learning