

RULES!

R Respect is shown to all.

E Everyone raises their hand to talk and when two to three.

S Self-control and appropriate language is used.

P Participation is expected of all students and teachers.

E Everyone comes to class prepared.

C Class begins on time, so be on time.

T Teachers and students are followed the first time.

C Conversation

H Help

A Activity

M Movement

P Participation

S

Standards for Mathematical Practice

C Circle key numbers & units. What do I know? What do I need to know?

U Underline the question. What am I being asked to do?

B Box math (fraction) words. Am I going to ADD, SUBTRACT, MULTIPLY or DIVIDE?

E Evaluate and eliminate. Which steps do I need? What information do I need?

S Show your work and check. Does my answer make sense? How can I check it?

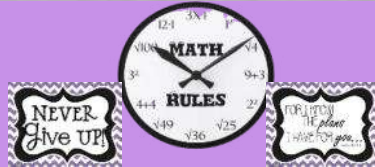
CLASSROOM AWARD

Compliments to: _____

For being the best at: _____

You have been in my special spot of honor this year!

Can you explain what you mean by _____?



SOLVE PROBLEMS
ANALYZE DATA
EXPLAIN THEIR THINKING
GIVE FEEDBACK
MAKE MISTAKES
USE APPROPRIATE TOOLS
PERFORM ACCURATELY
MAKE CONNECTIONS
ATTEND TO PRECISION
THINK CRITICALLY
COMMUNICATE
APPLY PRIOR KNOWLEDGE
REASON

Today's Objectives

I can recognize the x-axis and the y-axis.

Math

Absent Folder

Name: _____

Happy Birthday!

January	February	March
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12

ROCK

If you have a mustache, you are a ROCK!



Decimals

Hundredths	Ten	One	Decimal	Tenths	Hundredths
			.		

Tenths and one hundredths.
It takes 10 tenths to make 1 dollar.
It takes 100 hundredths to make 1 dollar.
Hundredths are ten times smaller than tenths.
It takes 100 hundredths to make 1 dollar.
It takes 1000 hundredths to make 1 dollar.

Comparing Decimals

Compare decimals the same way you compare whole numbers, but MAKE SURE you line up the decimals.

283.4	>	283.12
2		2
8		8
3		3
.		.
4		1
		2

283.4 > 283.12 because the whole numbers are the same and 4 tenths is bigger than 1 tenth.

Adding Decimals

Step 1: Convert decimals into fractions over 100.
Step 2: Add the fractions and whole numbers.
Step 3: Convert fraction answer back into a decimal.

$$3.3 + 2.44 = 3 \frac{33}{100} + 2 \frac{44}{100} = 5 \frac{77}{100} = 5.77$$

Area Model:

Step 1: Write the factors in expanded form.
Step 2: Draw and label your boxes.

Conversion Chart

Fewer big units	=	Many smaller
1 pound (lb)	=	16 ounces (oz)
1 yard (yd)	=	3 feet (ft)
1 foot (ft)	=	12 inches (in)
1 gallon	=	4 quarts
1 quart	=	2 pints
1 pint	=	2 cups
1 minute	=	60 seconds
1 hour	=	60 minutes
1 day	=	24 hours

Use multiplication to convert from a larger size unit to a smaller size unit.
Example: How many feet are in 4 yards?

1 yard is 3 feet.
4 yards = 3 ft + 3 ft + 3 ft = 12 ft.
So if we have 4 groups of 3 feet, we could do $4 \times 3 = 12$ ft.

How many gallons is 20 quarts?
20 quarts = 5 gallons.
20 divided by 4 is 5.
5 gallons = 20 quarts.

ing 2 Digits by 2 Digits!

Standard:

by the ones
by the tens

$$\begin{array}{r} 53 \\ \times 26 \\ \hline 318 \leftarrow 6 \times 53 = 318 \\ + 1,060 \leftarrow 2 \times 53 = 1,060 \\ \hline 1,378 \end{array}$$

Partial Products:

Measurement and Conversions

Lots of small units	=	Fewer larger units
100 centimeter (cm)	=	1 meter (m)
1,000 meter (m)	=	1 kilometer (km)
1,000 grams (g)	=	1 kilogram (kg)
1,000 milliliters (mL)	=	1 liter (L)
12 inches (in)	=	1 foot (ft)

Units of Capacity



1 cup = 8 fluid ounces
2 cups = 1 pint
2 pints = 1 quart
4 quarts = 1 gallon

Classifying Triangles by Their Angles

Name	Definition	Illustration
Acute	All three (3) angles are less than 90 degrees. All 3 angles are acute angles.	
Right	Has one (1) angle that measures 90 degrees. This triangle has one right angle.	
Obtuse	Has one (1) angle larger than 90 degrees. This triangle has one obtuse angle.	

Triangles can have more than one classification.

For Example:

An equilateral triangle is also an acute triangle because an equilateral triangle has 3 acute angles.

A right triangle is also an isosceles triangle because a right triangle has two sides that measure the same length.

ing Whole Numbers

by place value.
biggest place value.
number is bigger than the others it is at (greater than).
numbers are the same you move to the value.

437,082 and 431,967.

Quadrilaterals are polygons with 4 sides.

Classifying Quadrilaterals

Attributes	Illustration
1 pair of parallel sides.	
2 pairs of parallel sides.	
2 pairs of parallel sides. All sides are equal length.	
2 pairs of parallel sides. All angles are right angles.	
2 pairs of parallel sides. All sides are equal length. All angles are right angles.	

Some quadrilaterals can have multiple names.

EXAMPLE: A square is a quadrilateral because it has 4 sides. It can also be called a parallelogram because it has 2 pairs of parallel sides.

KEY:

Parallelogram Rhombus Rectangle

Classifying Triangles by Their Sides

Name	Definition	Illustration
Equilateral	All three (3) sides and angles are equal.	
Isosceles	Has only two (2) side lengths that are equal.	
Scalene	Has no equal sides or angles.	

Types of Fractions

A fraction is a number that expresses EQUAL PARTS of a WHOLE.

UNIT FRACTION	PROPER FRACTION
$\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{1}{9}$	$\frac{4}{5}$
a fraction whose numerator is 1.	a fraction whose numerator is LESS than the denominator.
	LESS than a WHOLE.

PART WHOLE

MIXED NUMBER
 $3\frac{5}{8}$
a number that consists of a WHOLE number and a fraction.

Write numbers using only digits.

Lines Vocabulary

Definition
An exact location in space (POINT).
An endless straight path with no end points (RAY).
A part of a line with a single endpoint.
A part of a line with TWO (2) endpoints.
Lines that are the same distance apart and NEVER intersect (parallel).
Lines that cross at a point.
Two intersecting lines.

AREA & PERIMETER

Area Inside 15ft. 8ft. AREA

$A = L \times W$
(length) x (width)
 $A = 15 \times 8$
 $A = 120 \text{ sq. ft.}$

PERIMETER
 $P = 12 + 12 + 6 + 6$
 $P = 36 \text{ ft.}$

12ft. 6ft. 6ft. 12ft.

P-Add all Sides

math4me4kids



Click on a math object around the classroom to play some fun math games and other fun surprises!



Lesson 5

Objective: Name decimal fractions in expanded, unit, and word forms by applying place value reasoning.

Links

Grade 5
Module 1
Lesson 5



Lesson 6

Objective: Compare decimal fractions to the thousandths using like units and express comparisons with $>$, $<$, $=$.

Links

Grade 5
Module 1
Lesson 6



Topic B-
Decimal Fractions and Place
Value Patterns

Topic C-
Place Value and Rounding
Decimal Fractions

Focus Standards:

NC.5.NBT.3

NC.5.NBT.4

Lesson 7

Objective: Round a given decimal to any place using place value understanding and the vertical number line.

Links

Grade 5
Module 1
Lesson 7



Lesson 8

Objective: Round a given decimal to any place using place value understanding and the vertical number line.

Links

Grade 5
Module 1
Lesson 8



5.NBT.A.3

Ordering decimals

$> = <$

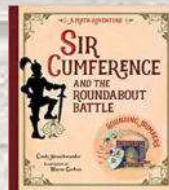
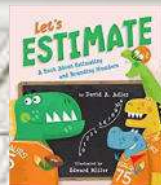
STACK YOUR NUMBERS.

ALWAYS START COMPARING AT
THE LARGEST PLACE VALUE SPOT.

LEFT TO RIGHT

3.56, 4.2, .78

Stack	4.20	0.78	Order
LEFT	3.56	3.56	LEAST
TO			TO
RIGHT	0.78	4.20	GREATEST



5.NBT.A.4

Rounding decimals

find your PLACE. LOOK
Next door $\odot$. 5 OR
GREATER Add 1 MORE, 4
OR LESS Let it Rest.

ALL DIGIT'S IN THE FRONT STAY THE SAME.
ALL DIGIT'S BEHIND, ZERO'S THEIR NAME!

Rounded to the tenths:

$38.25 \sim 38.3$

Rounded to the hundredths:

$19.723 \sim 19.72$



Lesson 9

Objective: Add decimals using place value strategies and relate those strategies to a written method.

Links

Grade 5

Module 1
Lesson 9

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5th Grade Math:
Adding Decimals



Lesson 10

Objective: Subtract decimals using place value strategies and relate those strategies to a written method.

Links

Grade 5

Module 1
Lesson 10

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Topic D-
Adding and Subtracting
Decimals

Topic E-
Multiplying Decimals

Focus Standards:

NC.5.NBT.2

NC.5.NBT.3

NC.5.NBT.7

Lesson 11

Objective: Multiply a decimal fraction by single-digit whole numbers, relate to a written method through application of the area model and place value understanding, and explain the process.

Links

Grade 5

Module 1
Lesson 11

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Lesson 12

Objective: Multiply a decimal fraction by single-digit whole numbers, including using estimation to confirm the placement of the decimal point.

Links

Grade 5

Module 1
Lesson 12

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5.NBT.A.2 decimal Place Value

THOUSANDS	HUNDREDS	TENS	ONES	TENTHS	HUNDRETHS	THOUSANDTHS
2	5	2	6	1	7	9

How CAN I Show My Number?

STANDARD FORM	WORD FORM
3,526.179	Three thousand five hundred twenty-six AND one hundred seventy-nine thousandths
BASE 10 FORM	EXPANDED FORM
hundreds □ tens □ ones □	$(3 \times 1000) + (5 \times 100) + (2 \times 10) + (6 \times 1) + (1 \times 1/10) + (7 \times 1/100) + (9 \times 1/1000)$

5.NBT.B.7 Adding & Subtracting decimals

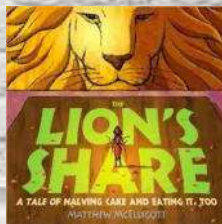
Step 1:
LINE UP THE DECIMALS!

Step 2:
ADD FROM RIGHT TO LEFT!

Step 3:
DROP DOWN THE DECIMAL!

$$\begin{array}{r} 4.68 \\ + 9.670 \\ \hline 14.350 \end{array}$$

Add zeros as place holders to help line everything up!



5.NBT.B.7 MULTIPLICATION with decimals

MULTIPLY LIKE A NORMAL NUMBER.

↓

COUNT THE NUMBER OF DECIMAL PLACES THAT ARE IN EACH NUMBER.

↓

IN YOUR ANSWER (STARTING FROM THE RIGHT) MOVE THE TOTAL NUMBER OF DECIMAL PLACES TO THE LEFT. PLACE YOUR DECIMAL POINT THERE.

$$\begin{array}{r} 3.46 \quad \text{2 places} \\ \times 23 \quad \text{2 places} \\ \hline 1038 \\ + 6920 \\ \hline 7958 \quad \text{4 total places} \end{array}$$


Lesson 13

Objective: Divide decimals by single-digit whole numbers involving easily identifiable multiples using place value understanding and relate to a written method.

Links

Grade 5

Module 1
Lesson 13



Lesson 14

Objective: Divide decimals with a remainder using place value understanding and relate to a written method.

Links

Grade 5

Module 1
Lesson 14



Topic F- Dividing Decimals

Focus Standards:

NC.5.NBT.3

NC.5.NBT.7

Lesson 15

Objective: Divide decimals using place value understanding, including remainders in the smallest unit.

Links

Grade 5

Module 1
Lesson 15



Lesson 16

Objective: Solve word problems using decimal operations.

Links

Grade 5

Module 1
Lesson 16



5.NBT.A.2 ORDERING decimals

$> = <$

STACK YOUR NUMBERS.

ALWAYS START COMPARING AT
THE LARGEST PLACE VALUE SPOT.
LEFT TO RIGHT

3.56, 4.2, .78

Stack	4.20	0.78	Order
LEFT	3.56	3.56	LEAST
TO			
RIGHT	0.78	4.20	TO GREATEST

5.NBT.B.7 DIVISION with decimals

WHEN THE DECIMAL IS IN THE DIVIDEND.

1. Push the decimal up above.
2. Then divide like normal!



32 $\overline{)47.61}$

WHEN THE DECIMAL IS IN BOTH THE
DIVISOR & THE DIVIDEND.

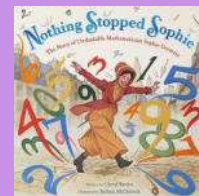
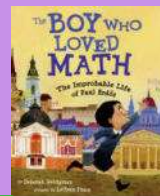
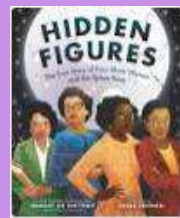
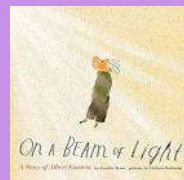
1. Move the decimal to the right in the divisor to make it a whole number.
2. Whatever you do in the divisor, you must do in the dividend.
3. Raise your decimal up and then divide like normal!

2.6 $\overline{)7.634}$ $\rightarrow$ 26 $\overline{)76.34}$



CLICK ON A BOOK TO READ ABOUT
MATHEMATICIANS

SOLVE PROBLEMS
ANALYZE DATA
EXPLAIN THEIR THINKING
CHECK THEIR WORK
PERSEVERE
MAKE MODELS
USE APPROPRIATE TOOLS
THINK ABSTRACTLY
MAKE CONNECTIONS
ATTEND TO PRECISION
THINK CRITICALLY
FIND PATTERNS
APPLY PRIOR KNOWLEDGE
ESTIMATE



Click on a book to read about
EXTRA
FUN and also math
 in the holidays

Place Value Chart						
Millions			Thousands			Ones
Hundred millions	Ten millions	One million	Hundred thousand	Ten thousand	One thousand	Hundred
1	2	3	4	5	6	7

