

# **Glenwood Community Schools**

## **K-5 Math Curriculum**

### **Mission Statement**

Our mission is to engage all students in a challenging, sequential, and differentiated math curriculum that will develop critical thinkers, problem solvers, and effective communicators.

We believe that all students should have access to a high-quality math education that provides them with the skills and knowledge they need to be well-informed citizens, to be prepared for college and careers, and to understand and appreciate the math world.

A special thank you to the following individuals for their hard work and dedication who have served on the District K-5 Math Subject Area Committee.

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Glenwood Elementary School  
Kindergarten Math Curriculum  
Approved Date – December 2018

**Course Purpose:** The student in kindergarten will develop a conceptual understanding of numbers, including written numerals, to represent quantities and to solve quantitative problems. The student will construct models and verbally communicate how numbers are composed and decomposed. The student will identify, describe, compare, create, and compose two-dimensional and three-dimensional shapes.

Course Outcomes	Outcome Components	Description	Iowa Core	Transition
<b>Ma.K.1</b>	<b>The student will know number names and the count sequence.</b>			
	Ma.K.1.1	Count to 100 by ones and by tens	K.CC.1	
	Ma.K.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	K.CC.2	
	Ma.K.1.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	K.CC.3	
<b>Ma.K.2</b>	<b>The student will count to tell the number of objects.</b>			
	Ma.K.2.1	Understand the relationship between numbers and quantities; connect counting to cardinality.	K.CC.4	
	Ma.K.2.1a	a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	K.CC.4a	
	Ma.K.2.1b	b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	K.CC.4b	
	Ma.K.2.1c	c. Understand that each successive number name refers to a quantity that is one larger.	K.CC.4c	
	Ma.K.2.2	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	K.CC.5	
<b>Ma.K.3</b>	<b>The student will compare numbers.</b>			
	Ma.K.3.1	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	K.CC.6	
	Ma.K.3.2	Compare two numbers between 1 and 10 presented as written numerals.	K.CC.7	
<b>Ma.K.4</b>	<b>The student will understand addition as putting together and adding to, and understand subtraction as taking apart or taking from.</b>			
	Ma.K.4.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	K.OA.1	
	Ma.K.4.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	K.OA.2	
	Ma.K.4.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$ ).	K.OA.3	
	Ma.K.4.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., using objects or drawings, and record the answer with a drawing or equation.	K.OA.4	
	Ma.K.4.5	Fluently add and subtract within 5.	K.OA.5	
<b>Ma.K.5</b>	<b>The student will work with numbers 11-19 to gain foundations for place value.</b>			
	Ma.K.5.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	K.NBT.1	

<b>Ma.K.6</b>	<b>The student will describe and compare measurable attributes.</b>			
	Ma.K.6.1	Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.	K.MD.1	
	Ma.K.6.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	K.MD.2	
<b>Ma.K.7</b>	<b>The student will classify objects and count the number of objects in each category.</b>			
	Ma.K.7.1	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.MD.3	
<b>Ma.K.8</b>	<b>The student will identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>			
	Ma.K.8.1	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		
	Ma.K.8.2	Correctly name shapes, regardless of their orientations or overall size.	K.G.2	
	Ma.K.8.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	K.G.3	
<b>Ma.K.9</b>	<b>Students will compare, create, and compose shapes.</b>			
	Ma.K.9.1	Analyze and compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	K.G.4	
	Ma.K.9.2	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	K.G.5	
	Ma.K.9.3	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	K.G.6	

Glenwood Elementary School  
 First Grade Math Curriculum  
 Approved Date – December 2018

**Course Purpose:** The student in first grade will develop conceptual understanding and use a variety of strategies to model addition and subtraction sums up to 20. The student will demonstrate whole number relationships and place value, including grouping in tens and ones.

Course Outcomes	Outcome Components	Description	low a Core	Transition
<b>Ma.1.1</b>	<b>The student will solve addition problems and word problems with sums up to 20, apply the properties of operation and the relationship between addition and subtraction and solve two digit problems to 100 without regrouping.</b>			
	Ma.1.1.1	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings, and equations with a symbol for the unknown number to represent the problem.	1.OA.1	
	Ma.1.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	1.OA.2	
<b>Ma.1.2</b>	<b>The student will understand and apply properties of operations and the relationship between addition and subtraction.</b>			
	Ma.1.2.1	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition)	1.OA.3	
	Ma.1.2.2	Understand subtraction as an unknown-addend problem. For example, subtraction $10 - 8$ by finding the number that makes 10 when added to 8.	1.OA.4	
<b>Ma.1.3</b>	<b>The student will add and subtract within 20.</b>			
	Ma.1.3.1	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1.OA.5	
	Ma.1.3.2	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	1.OA.6	
<b>Ma.1.4</b>	<b>The student will work with addition and subtract equations.</b>			
	Ma.1.4.1	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$	1.OA.7	
	Ma.1.4.2	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = - 3$ , $6 + 6 =$ .	1.OA.8	
<b>Ma.1.5</b>	<b>The student will extend the counting sequence.</b>			
	Ma.1.5.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	1.NBT.1	
<b>Ma.1.6</b>	<b>The student will understand place value.</b>			

	Ma.1.6.1	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones -- called a "ten." The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. b. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	1.NBT.2	
	Ma.1.6.2	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	1.NBT.3	
<b>Ma.1.7</b>	<b>The student will use place value understanding and properties of operations to add and subtract.</b>			
	Ma.1.7.1	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1.NBT.4	
	Ma.1.7.2	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	1.NBT.5	
	Ma.1.7.3	Subtract multiples of 10 in the range 10 - 90 from multiples of 10 in the range 10 - 90 (positive or zero differences), 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.	1.NBT.6	
<b>Ma.1.8</b>	<b>The student will measure lengths indirectly and by iterating length units.</b>			
	Ma.1.8.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	1.MD.1	
	Ma.1.8.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	1.MD.2	
<b>Ma.1.9</b>	<b>The student will tell and write time.</b>			
	Ma.1.9.1	Tell and write time in hours and half-hours using analog and digital clocks.	1.MD.3	
<b>Ma.1.10</b>	<b>The student will represent and interpret data.</b>			
	Ma.1.10.1	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1.MD.4	
<b>Ma.1.11</b>	<b>The student will reason with shapes and their attributes.</b>			
	Ma.1.11.1	Distinguish between defining attributes (e.g.; triangles are closed and three sided) versus non-defining attributes (e.g.; color, orientation, overall size); build and draw shapes to possess defining attributes.	1.G.1	
	Ma.1.11.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circle, and quarter circle) or three-dimensional shapes (cubes, right rectangular prism, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1.G.2	
	Ma.1.11.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1.G.3	

Glenwood Elementary School  
Second Grade Math Curriculum  
Approved Date – December 2018

**Course Purpose:** The student in second grade will develop conceptual understanding of place value and measurement using addition and subtraction to solve problems while demonstrating and justifying their solutions in a variety of ways.

Course Outcomes	Outcome Components	Description	Iowa Core	Transition
<b>Ma.2.1</b>	<b>The student will represent and solve problems involving addition and subtraction.</b>			
	Ma.2.1.1	Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	2.OA.1	
<b>Ma.2.2</b>	<b>The student will add and subtract within 20.</b>			
	Ma.2.2.1	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	2.OA.2	
<b>Ma.2.3</b>	<b>The student will work with equal groups of objects to gain foundations for multiplication.</b>			
	Ma.2.3.1	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	2.OA.3	
	Ma.2.3.2	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	2.OA.4	
<b>Ma.2.4</b>	<b>The student will understand place value.</b>			
	Ma.2.4.1	Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones) Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens--called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and 0 ones).	2.NBT.1	
	Ma.2.4.2	Count within 1000; skip-count by 5s, 10s, and 100s.	2.NBT.2	
	Ma.2.4.3	Read and write numbers to 1,000 using base ten numerals, number names, and expanded form.	2.NBT.3	
	Ma.2.4.4	Compare two three-digit numbers based on the meaning of hundreds, tens and ones using $<$ , $>$ , $=$ symbols to record the results of their comparisons.	2.NBT.4	
<b>Ma.2.5</b>	<b>The student will use place value understanding and properties of operations to add and subtract.</b>			
	Ma.2.5.1	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.5	
	Ma.2.5.2	Add up to four two-digit numbers using strategies based on place value and properties of operations.	2.NBT.6	
	Ma.2.5.3	Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	2.NBT.7	
	Ma.2.5.4	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	2.NBT.8	
	Ma.2.5.5	Explain why addition and subtraction strategies work, using place value and the properties of operations.	2.NBT.9	
<b>Ma.2.6</b>	<b>The student will measure and estimate lengths in standard units.</b>		<b>2MD</b>	

	Ma.2.6.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2.MD.1	
	Ma.2.6.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	2MD.2	
	Ma.2.6.3	Estimate lengths using units of inches, feet, centimeters, and meters.	2.MD.3	
	Ma.2.6.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2.MD.4	
<b>Ma.2.7</b>	<b>The student will relate addition and subtraction to length.</b>			
	Ma.2.7.1	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2MD.5	
	Ma.2.7.2	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram.	2.MD.6	
<b>Ma.2.8</b>	<b>The student will work with time and money.</b>			
	Ma.2.8.1	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2MD.7	
	Ma.2.8.2	Describe the relationship among standard units of time: minutes, hours, days, weeks, months and years.		
	Ma.2.8.3	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cent symbols appropriately. Example; If you have 2 dimes and 3 pennies, how many cents do you have?	2MD.8	
<b>Ma.2.9</b>	<b>The student will represent and interpret data.</b>			
	Ma.2.9.1	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	2.MD.9	
	Ma.2.9.2	Use interviews, surveys, and observations to collect data that answer questions about student's interests and /or their environment.	IA.2	
	Ma.2.9.3	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together take-apart, and compare problems using information presented in a bar graph.	2.MD.10	
<b>Ma.2.10</b>	<b>The student will reason with shapes and their attributes.</b>		<b>2G</b>	
	Ma.2.10.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	2G.1	
	Ma.2.10.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	2G.2	
	Ma.2.10.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	2G.3	

Glenwood Elementary School  
Third Grade Math Curriculum  
Approved Date – June 2021

**Course Purpose:** The student in third grade will develop conceptual understanding and use multiple strategies to solve problems involving multiplication and division. The student will use fractions to represent numbers equal to, less than, and greater than one.

Course Outcomes	Outcome Components	Description	Iowa Core
<b>Ma.3.1</b>	<b>The student will use place value understanding and properties of operations to perform multi-digit arithmetic.</b>		<b>3.NBT</b>
	Ma.3.1.1	Round whole numbers to the nearest 10 or 100 (within 1000).	3.NBT.1
	Ma.3.1.2	Fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NBT.2
	Ma.3.1.3	Fluently subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NBT.2
<b>Ma.3.2</b>	<b>The student will represent and solve problems involving multiplication and division.</b>		<b>3.OA</b>
	Ma.3.2.1	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .	3.OA.1
	Ma.3.2.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .	3.OA.2
	Ma.3.2.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	3.OA.3
	Ma.3.2.4	Determine the unknown number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 45$ , $5 = ? \div 3$ , $6 \times 6 = ?$ .	3.OA.4
	Ma.3.2.5	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3.OA.8
	Ma.3.2.6	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations (e.g., observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends).	3.OA.9



<b>Ma.3.3</b>	<b>The student will understand properties of multiplication and the relationship between multiplication and division.</b>		<b><u>3.OA</u></b>
	Ma.3.3.1	Apply properties of operations as strategies to multiply – Commutative property of multiplication ( $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ ).	3.OA.5
	Ma.3.3.2	Apply properties of operations as strategies to multiply - Associative property of multiplication ( $3 \times 5 \times 2$ can be found as $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ ).	3.OA.5
	Ma.3.3.3	Apply properties of operations as strategies to multiply - Distributive property (knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5+2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ ).	3.OA.5
	Ma.3.3.4	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	3.OA.6
	Ma.3.3.5	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	3.NBT.3
<b>Ma.3.4</b>	<b>The student will fluently multiply and divide within 100.</b>		<b>3.OA</b>
	Ma.3.4.1	Fluently multiply within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows that $40 \div 5 = 8$ ) or properties of operations. (By the end of Grade 3, know from memory all products of two one-digit numbers.)	3.OA.7
	Ma.3.4.2	Fluently divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows that $40 \div 5 = 8$ ) or properties of operations.	3.OA.7
<b>Ma.3.5</b>	<b>The student will develop an understanding of fractions as numbers.</b>		<b>3.NF</b>
	Ma.3.5.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by a part of size $1/b$ .	3.NF.1
	Ma.3.5.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction $a/b$ on a number line diagram by marking off $a$ lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.	3.NF.2a 3.NF.2b
	Ma.3.5.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.	3.NF.3a 3.NF.3b

	Ma.3.5.4	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$ ; recognize that $\frac{6}{1} = 6$ ; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.	3.NF.3c
	Ma.3.5.5	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	3.NF.3d
<b>Ma.3.6</b>	<b>The student will understand concepts of area and relate area to multiplication and to addition.</b>		<b>3.MD</b>
	Ma.3.6.1	Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.	3.MD.5
	Ma.3.6.2	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	3.MD.6
	Ma.3.6.3	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	3.MD.7a
	Ma.3.6.4	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	3.MD.7b
	Ma.3.6.5	Use tiling to show in a concrete case that the area of a rectangle with whole number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.	3.MD.7c
	Ma.3.6.6	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	3.MD.7d
<b>Ma.3.7</b>	<b>The student will recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b>		<b>3.MD</b>
	Ma.3.7.1	Solve real world problems and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	3.MD.8
<b>Ma.3.8</b>	<b>The student will solve problems involving measurement and estimation of intervals of time, liquid volumes, masses of objects, and counting money.</b>		<b>3.MD</b>
	Ma.3.8.1	Tell and write time to the nearest minute.	3.MD.1
	Ma.3.8.2	Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	3.MD.1
	Ma.3.8.3	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).	3.MD.2

	Ma.3.8.4	Add, subtract, multiply, or divide one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	3.MD.2
	Ma.3.8.5	Count combinations of coins and bills up to \$20.	FL2
<b>Ma.3.9</b>	<b>The student will represent and interpret data.</b>		<b>3.MD</b>
	Ma.3.9.1	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (For example, draw a bar graph in which each square in the bar graph might represent 5 pets.)	3.MD.3
	Ma.3.9.2	Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	3.MD.3
	Ma.3.9.3	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch, show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole number, halves, or quarters.	3.MD.4
<b>Ma.3.10</b>	<b>The student will reason with shapes and their attributes.</b>		<b>3.G</b>
	Ma.3.10.1	Understand that shapes in different categories (e.g. rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these categories.	3.G.1
	Ma.3.10.2	Partition shapes into parts with equal areas. Express the area of each part as unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	3.G.2

Glenwood Elementary School  
Fourth Grade Math Curriculum  
Approved Date – December 2018

**Course Purpose:** The student in fourth grade will develop conceptual understanding to multiply multi-digit numbers and divide multi-digit dividends by one digit divisors; create visual models to show their understanding of equivalent fractions, adding, subtracting, and multiplying fractions; and construct two dimensional shapes to problem solve real world situations.

Course Outcomes	Outcome Components	Description	Iowa Core	Transition
<b>Ma.4.1</b>	<b>The student will use place value to compare, order, round, and model whole numbers to millions and write numbers in standard, word, and expanded form. The student will read, write, and model decimal values to hundredths.</b>			
	Ma.4.1.1	Read and write whole numbers to million's place.	4.NBT.	
	Ma.4.1.2	Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	4.NBT.	
	Ma.4.1.3	Use place value understanding to round multi-digit whole numbers to any place.	4.NBT.	
	Ma.4.1.4	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	4.NBT.	
<b>Ma.4.2</b>	<b>The student will use place value understanding and properties of operations to perform multi digit addition and subtraction.</b>			
	Ma.4.2.1	Fluently add multi-digit whole numbers using the standard algorithm.	4.NBT.	
	Ma.4.2.2	Fluently subtract multi-digit whole numbers using the standard algorithm.	4.NBT.	
<b>Ma.4.3</b>	<b>The student will use the four operations with whole numbers to solve problems.</b>			
	Ma.4.3.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	4.OA.1	
	Ma.4.3.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	4.OA.2	
	Ma.4.3.3	Solve multistep word problems posed with whole numbers and having whole- number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	4.OA.3	
<b>Ma.4.4</b>	<b>The student will gain familiarity with factors and multiples.</b>			
	Ma.4.4.1	Find all factor pairs for a whole number in the range 1–100.	4.OA.4	
	Ma.4.4.2	Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.	4.OA.4	
	Ma.4.4.3	Determine whether a given whole number in the range 1–100 is prime or composite.	4.OA.4	
<b>Ma.4.5</b>	<b>The student will generate and analyze patterns.</b>			
	Ma.4.5.1	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	4.OA.5	
<b>Ma.4.6</b>	<b>The student will use place value understanding and properties of operations to perform multi-digit multiplication and division.</b>			

	Ma.4.6.1	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4.NBT.5	
	Ma.4.6.2	Multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4.NBT.5	
	Ma.4.6.3	Find whole-number quotients and remainders with up to four-digit dividends and one-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.	4.NBT.6	
<b>Ma.4.7 The student will extend understanding of fraction equivalence and ordering.</b>				
	Ma.4.7.1	Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	4.NF.1	
	Ma.4.7.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	4.NF.2	
<b>Ma.4.8 The student will build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</b>				
	Ma.4.8.1	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .	4.NF.3	
	Ma.4.8.2	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	4.NF.3	
	Ma.4.8.3	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	4.NF.3	
<b>Ma.4.9 The student will apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</b>				
	Ma.4.9.1	Understand a fraction $a/b$ as a multiple of $1/b$ . For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$ , recording the conclusion by the equation $5/4 = 5 \times (1/4)$ .	4.NF.4	
	Ma.4.9.2	Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$ , recognizing this product as $6/5$ . (In general, $n \times (a/b) = (n \times a)/b$ .)	4.NF.4	
	Ma.4.9.3	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	4.NF.4	
<b>Ma.4.1 The student will understand decimal notation for fractions, and compare decimal fractions.</b>				
	Ma.4.10.1	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$ , and add $3/10 + 4/100 = 34/100$ .	4.NF.5	

	Ma.4.10.2	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	4.NF.6	
	Ma.4.10.3	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	4.NF.7	
<b>Ma.4.11</b>	<b>The student will draw and identify lines and angles, and classify shapes by properties of their lines and angles and understand concepts of angle and measure angles.</b>			
	Ma.4.11.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	4.G.1	
	Ma.4.11.2	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.	4.MD.5	
	Ma.4.11.3	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	4.MD.6	
	Ma.4.11.4	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	4.MD.7	
	Ma.4.11.5	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	4.G.2	
	Ma.4.11.6	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	4.G.3	
<b>Ma.4.12</b>	<b>The student will solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>			
	Ma.4.12.1	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	4.MD.3	
	Ma.4.12.2	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	4.MD.1	
	Ma.4.12.3	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	4.MD.2	
	Ma.4.12.4	Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ , $1/4$ , $1/8$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	4.MD.4	

Glenwood Elementary School  
Fifth Grade Math Curriculum  
Approved Date – December 2018

**Course Purpose:** The student in fifth grade will develop conceptual understanding of addition, subtraction, multiplication, and division of fractions with unlike denominators to construct models representing the concepts. The student will apply multiplication and division concepts to whole numbers and decimals. The student will use models and compute the formula for the volume of various three-dimensional figures.

Course Outcomes	Outcome Components	Description	Iowa Core	Transition
<b>Ma.5.1</b>	<b>The student will write, interpret numerical expressions and analyze patterns and relationships.</b>			
	Ma.5.1.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	5.OA.1	
	Ma.5.1.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.2	
<b>Ma.5.2</b>	<b>The student will perform multiplication and division operations with multi-digit whole numbers.</b>			
	Ma.5.2.1	Multiply multi-digit whole numbers fluently using the standard algorithm.	5.NBT.5	
	Ma.5.2.2	Divide four-digit whole dividends by two-digit divisors using strategies based on place value, and 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.	5.NBT.6	
<b>Ma.5.3</b>	<b>The student will understand concepts of volume and relate volume to multiplication and to addition.</b>			
	Ma.5.3.1	Relate volume as an attribute of solid figures and use unit cubes to measure volume.	5.MD.3a	
	Ma.5.3.2	Understand concepts of volume measurement by packing the solid figure without gaps or overlaps using N unit cubes to have a volume of N cubic units.	5.MD.3b	
	Ma.5.3.3	Measure volume by counting unit cubes, using cubic cm, cubic in, cubic ft. and improvised units.	5.MD.4	
	Ma.5.3.4	Find the volume of a right rectangular prism with whole-number side lengths by packing it with 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, to represent the associative property of multiplication.	5.MD.5a	
	Ma.5.3.5	Apply the formulas $V = (l)(w)(h)$ and $V = (B)(h)$ for rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	5.MD.5b	
	Ma.5.3.6	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.	5.MD.5c	
<b>Ma.5.4</b>	<b>The student will demonstrate understanding of the place value system.</b>			
	Ma.5.4.1	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.	5.NBT.3a	
	Ma.5.4.2	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $<$ , $=$ symbols to record the results of comparisons.	5.NBT.3b	
	Ma.5.4.3	Identify 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.	5.NBT.1	
	Ma.5.4.4	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.	5.NBT.2	

	Ma.5.4.5	Uses place value understanding to round decimals to any place.	5.NBT.4	
<b>Ma.5.5</b>	<b>The student will use equivalent fractions as a strategy to add and subtract fractions.</b>			
	Ma.5.5.1	Add fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum of fractions with like denominators.	5.NF.1	
	Ma.5.5.2	Subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent difference of fractions with like denominators.	5.NF.1	
	Ma.5.5.3	Solve word problems involving addition of fractions using visual models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	5.NF.2	
	Ma.5.5.4	Solve word problems involving subtraction of fractions using visual models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	5.NF.2	
<b>Ma.5.6</b>	<b>The student will apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>			
	Ma.5.6.1	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 by using visual fraction models or equations to represent the problem.	5.NF.3	
	Ma.5.6.2	Interpret the product $(a/b) \times q$ as a part of a partition of $q$ into $b$ equal parts equivalently, as the result of a sequence of operations.	5.NF.4 a	
	Ma.5.6.3	Compute 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.4 b	
	Ma.5.6.4	Compare 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 in order to interpret multiplication as scaling.	5.NF.5 a	
	Ma.5.6.5	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; 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.5 b	
	Ma.5.6.6	Solve real world problems involving multiplication of fractions and mixed numbers using visual models or equations to represent the problem.	5.NF.6	
	Ma.5.6.7	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	5.NF.7 a	
	Ma.5.6.8	Interpret division of a whole number by a unit fraction, and compute such quotients.	5.NF.7 b	
	Ma.5.6.9	Solve real world problems involving division of unit fractions by whole numbers and whole numbers by unit fractions using visual models or equations.	5.NF.7. c	
<b>Ma.5.7</b>	<b>The student will classify two-dimensional figures into categories based on their properties.</b>			
	Ma.5.7.1	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	5.G.3	
	Ma.5.7.2	Classify two-dimensional figures in a hierarchy based on properties.	5.G.4	
<b>Ma.5.8</b>	<b>The student will perform operations with decimals to hundredths.</b>			
	Ma.5.8.1	Add 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.	5.NBT. 7	



	Ma.5.8.2	Subtract 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.	5.NBT.7	
	Ma.5.8.3	Multiply 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.	5.NBT.7	
	Ma.5.8.4	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.	5.NBT.7	
<b>Ma.5.9</b>	<b>The student will graph points on the coordinate plane to solve real world and mathematical problems.</b>			
	Ma.5.9.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines 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.	5.G.1	
	Ma.5.9.2	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.	5.G.2	
	Ma.5.9.3	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.	5.OA.3	
<b>Ma.5.10</b>	<b>The student will use measurement units to solve real world problems.</b>			
	Ma.5.10.1	Convert like measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.	5.MD.1	
	Ma.5.10.2	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.	5.MD.2	