**Standards At A Glance**

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| **SOL:** 5.1 The student will, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth. |
| **Student – Friendly Objective:**   1. I will be able to round decimals in a way that is similar to the way whole numbers are rounded. 2. I will round decimals to the nearest whole number, tenth and hundredth. 3. I will round decimals to estimate when an exact number is not needed for the situation at hand. |
| **Vocabulary:** decimal number, decimal point, digit, expanded form, place value, round |
| **Parameters:**   * Decimal numbers given will be written through the thousandths. * Decimals will be rounded to the nearest whole number, tenth, or hundredth. |
| **What it looks like….**  **1 Click on each box to choose a number. You must select all of the correct answers.**  Macintosh HD:Users:kmccord:Desktop:Screen shot 2013-09-03 at 10.35.53 AM.png  **2 What is 36.357 rounded to the nearest tenth?**  **A** 40.0  **B** 36.4  **C** 36.3  **D** 30.0 |

**Standards At A Glance**

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| **SOL: 5.2** The student will:  a) recognize and name fractions in their equivalent decimal form and vice  versa; and  b) compare and order fractions and decimals in a given set from least to  greatest and greatest to least. |
| **Student – Friendly Objective:**  1. I will name fractions and their equal decimal form, or vice versa.  2. I will compare and order fractions from least to greatest, or greatest to least.  3. I will compare and order decimals from least to greatest or greatest to least.  4. I will compare and order fractions and decimals from least to greatest, or greatest to least. |
| **Vocabulary**: decimal, number, decimal point, place value, fraction, denominator, equivalent, numerator, greater than, less than, equal to, compare, order, symbol |
| **Parameters:**   * denominators will be 12 or less. * represent fractions (halves, thirds, fourths, fifths, eighths, and twelfths) in equivalent decimal form and vice versa. * comparing and ordering will have sets of no more than five fractions, decimals, or mixed numbers. |
| **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-08-30 at 10.25.43 AM.pngWhat it looks like….**  **1** |
| **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-08-30 at 10.28.15 AM.png2**  **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-08-30 at 10.28.51 AM.png**  **3**  **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-08-30 at 10.28.30 AM.png**  **4**    **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-08-30 at 10.25.26 AM.png5** |

**Standards At A Glance**

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| **SOL:** 5.3 The student will:  a) identify and describe the characteristics of prime and composite numbers;  and  b) identify and describe the characteristics of even and odd numbers**.** |
| **Student – Friendly Objective:**  1. I will name all prime numbers up to 99.  2. I will be able to identify if a number is odd or even. |
| **Vocabulary:** prime, composite, odd, even, rectangular array, prime factorization, factor, divisible / divisibility |
| **Parameters:**   * Identify prime and composite numbers up to 100. * One is neither prime nor composite; its only factor is itself. * An odd number does not have 2 as a factor. * Odd numbers have an odd number in the ones place. * Even numbers have an even number, or zero, in the ones place. * The sum/difference of two even numbers is even. * The sum/difference of two odd numbers is even. * The sum/difference of even and odd number is odd. |
| **What it looks like….**  **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-09-03 at 8.22.30 AM.png1**  **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-09-03 at 8.27.11 AM.png**  **2**  **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-09-03 at 8.26.30 AM.png3**  **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-09-03 at 8.22.18 AM.png4**  **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-09-03 at 8.21.59 AM.png5** |

**Standards At A Glance**

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| **SOL:** 5.4 The student will create and solve single-step and multistep problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers. |
| **Student – Friendly Objective:**   1. I will create and solve single-step problems with addition, subtraction, multiplication and division with and without remainders of whole numbers. 2. I will create and solve multistep problems with addition, subtraction, multiplication, and division with and without remainders of whole numbers. |
| **Vocabulary:** sum, difference, product, quotient, divisor, dividend, factors |
| **Parameters:**   * Estimatethe sum, difference, product, and quotient of whole number computations. * Sums, differences, and products will not exceed five digits * Multipliers will not exceed two digits * Divisors will not exceed two digits * Dividends will not exceed four digits * Use twoor more operational steps to solve a multistep problem * When solving a multistep problem, operations can be the same or different**.** |
| **What it looks like….**  **Macintosh HD:Users:kmccord:Desktop:Screen shot 2013-09-03 at 10.37.31 AM.png1**  **Macintosh HD:Users:kmccord:Desktop:Screen shot 2013-09-02 at 8.42.29 PM.png2**  **3**  **Macintosh HD:Users:kmccord:Desktop:Screen shot 2013-09-02 at 8.43.27 PM.png** |

**The Standards At A Glance**

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| **SOL:**  5.15 The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs. |
| **Student – Friendly Objective:**  1. I will be able to gather data.  2. I will be able to make a bar graph and line graph with data I collect or am given.  3. I will be able tell what a graph shows and write a sentence about it. |
| **Vocabulary:** stem-and-leaf plot, line graph, categories, axis, vertical, horizontal, data, continuous data, increments, scale, characteristics, observation, survey, experiment, minimum value, maximum value, variable |
| **Parameters:**  Line Graphs   * Data should be in equal increments of whole numbers, fractions, or decimals, depending upon the data being collected. * Line graphs will have no more than 6 identified points along a continuum for continuous data. (Example: hours, days, months and age) * Each axis should be labeled. * The graph should be titled.   Stem-and-Leaf   * Stem is listed in ascending order. * Leaves are in ascending order, with or without commas between leaves. * The graph should be titled. |
| **What it looks like….**  **1 Click and drag each selected number to the correct location. You may use each number more than one time.**  **Macintosh HD:Users:kmccord:Desktop:Screen shot 2013-09-02 at 8.17.01 PM.png**  **2**  **Macintosh HD:Users:kmccord:Desktop:Screen shot 2013-08-25 at 8.52.35 PM.png** |

**Standards At A Glance**

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| **SOL:** 5.19 The student will investigate and recognize the distributive property of multiplication over  addition. |
| **Student – Friendly Objective:**  1. I will create a visual representation of the distributive property using arrays.  2. I will use the distributive property to simplify expressions.  3. I will pick equations that show the distributive property. |
| **Vocabulary:** sum, product, addend, add, multiply, simplify, expression, array |
| **Parameters:**   * create arrays to represent the expression. * multiply each addend by a number and ADD the product. |
| **What it looks like….**  **1 Which equation shows the use of distributive property?**  2(5 + 3) = (2 x 5) + (2 x 3) (5 x 4) x 9 = 5 x (4 x 9)  (6 + 2) + 4 = 6 + (2 + 4) 3 x 5 x 7 = 7 x 3 x 5  7 + 6 + 1 = 6 + 7 + 1 (9 x 8) + (9 x 3) = 9(8 + 3)  **2 Which equation shows the use of distributive property?**  **A** 4 x 2 x 7 = 2 x 4 x 7    **B** 15(6 + 3) = 15 x 6 x 3  **Macintosh HD:Users:pmarcolini:Desktop:Screen shot 2013-08-28 at 3.47.53 PM.png**  **C** 6 x (9 x 5) = (6 x 9) x 5  **D** 8(1 + 3) = (8 x 1) + (8 x 3)  **3 Which equation best represents this array model of the distributive property?**  **A** 10 x 7 = 11 x 8    **B** 8 x (10 x 9) = (8 x 10) x 9  **C** (8 x 7) + (8 x 9) = 8(7 + 9)  **D** 7 x 9 x 8 = 8 x 7 x 9 |