Fremont City Schools

Pacing Guide enVision Math
Grade 5

Grading Period Three — 9 Weeks of Instruction

# of Days	Topics	Gli	Need: Fill-n-Gaps
6	**Topic 13: Solids** • **Lesson 13-1: Solids** (GSS 8) • **Lesson 13-2: Relating Shapes and Solids** (GSS 8) • **Lesson 13-5: Volume** (M 4, M 6) **Notes:** ❖ **Lessons 13-3, 13-4, 13-6, and 13-7 are skipped since they are not 5th grade indicators.**	**GSS 8 -** Predict what three-dimensional object will result from folding a two-dimensional net, then confirm the prediction by folding the net. **M 3 -** Demonstrate and describe the differences between covering the faces (surface area) and filling the interior (volume) of three-dimensional objects. **M 4 -** Demonstrate understanding of the differences among linear units, square units, and cubic units. **M 6 -** Use strategies to develop formulas for determining perimeter and area of triangles, rectangles and parallelograms, and volume of rectangular prisms.	**M 3 -** Demonstrating and describing surface area and volume is not thoroughly covered in the text. ❖ Surface Area and Volume (ODE Lesson)

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# of Days	Topics	Gli	Need: Fill-n-Gaps
6	**Topic 14: Measurement Units, Time, and Temperature** • **Lesson 14-1: Customary Units of Capacity** (M 5) • **Lesson 14-2: Metric Units of Capacity** (M 5) • **Lesson 14-4: Converting Customary Units** (M 5) • **Lesson 14-5: Converting Metric Units** (M 5) **Notes:** ❖ **Lessons 14-3 and 14-9 are skipped since they are not 5th grade indicators.** ❖ **Lessons 14-6, 14-7, and 14-8 will be taught in 4th quarter.**	**M 5 –** Make conversions within the same measurement system while performing computations.	

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2	**Topic 15: Solving and Writing Equations and Inequalities** **Note:** ❖ **All lessons in Topic 15 are skipped since they are not 5th grade indicators.**	**PFA 4 –** Create and interpret the meaning of equations and inequalities representing problem situations.	**PFA 4 –** ❖ Equations and Inequalities (ODE lesson)

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Grade 5

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6	**Topic 16: Ratio and Percent** • **Lesson 16-1: Understanding Ratios** (NNSO 1) • **Lesson 16-2: Understanding Percent** (NNSO 1) • **Lesson 16-3: Percent, Fractions, and Decimals** (NNSO 1, 3) • **Lesson 16-5: Make a Table and Look for a Pattern** (PFA 1, 5) **Note:** ❖ **Lesson 16-4 is skipped since it is not a 5th grade indicator.**	**NNSO 1 -** Use models and visual representation to develop the concept of ratio as part-to-part and part-to-whole, and the concept of percent as part-to-whole. **NNSO 3 –** Identify and generate equivalent forms of fractions, decimals and percents. **PFA 1 –** Justify a general rule for a pattern or a function by using physical materials, visual representations, words, tables or graphs. **PFS 5 –** Model problems with physical materials and visual representations, and use models, graphs and tables to draw conclusions and make predictions.	

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Grade 5

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6	**Topic 17: Equations and Graphs** • **Lesson 17-1: Understanding Integers** (NNSO 6, PFA 5) • **Lesson 17-2: Ordered Pairs** (GSS 6) • **Lesson 17-3: Distances on Number Lines and the Coordinate Plane** (M 2, GSS 6) **Note:** ❖ **Lessons 17-4 and 17-5 are skipped since they are not 5th grade indicators.**	**NNSO 6 -** Represent and compare numbers less than 0 by extending the number line and using familiar applications; e.g., temperature, owing money. **PFA 5 –** Model problems with physical materials and visual representations, and use models, graphs and tables to draw conclusions and make predictions. **GSS 6 -** Extend understanding of coordinate system to include points whose x or y values may be negative numbers. **M 2 -** Identify paths between points on a grid or coordinate plane and compare the lengths of the paths; e.g., shortest path, paths of equal length.	

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Grade 5

# of Days	Topics	Gli	Need: Fill-n-Gaps
12	**Topic 18: Graphs and Data** • **Lesson 18-1: Data from Surveys** (DAP 1) • **Lesson 18-2: Bar Graphs and Picture Graphs** (DAP 2, DAP 3) • **Lesson 18-3: Line Graphs** (DAP 1) • **Lesson 18-6: Circle Graphs** (DAP 1) • **Lesson 18-7: Mean** (DAP 6) • **Lesson 18-8: Median, Mode, and Range** (DAP 6) • **Lesson 18-9: Make a Graph** (DAP 1, DAP 2, DAP 3) **Notes:** ❖ **Lessons 18-4 and 18-5 are skipped since they are not 5th grade indicators.**	**DAP 1 -** Read, construct, and interpret frequency tables, circle graphs, and line graphs. **DAP 2 -** Select and use a graph that is appropriate for the type of data to be displayed; e.g., numerical vs. categorical data, discrete vs. continuous data. **DAP 3 -** Read and interpret increasingly complex displays of data, such as double bar graphs. **DAP 4 –** Determine appropriate data to be collected to answer questions posed by students or teacher, collect and display data, and clearly communicate findings. **DAP 6 -** Determine and use the range, mean, median, and mode and explain what each does and does not indicate about the set of data. **PFA 6 –** Describe how the quantitative change in a variable affects the value of a related variable.	**DAP 1 -** Creating a frequency table is not in the textbook. Supplemental worksheet: ❖ Constructing a Frequency Table **DAP 4 -** Determining appropriate data to be collected is not sufficiently covered in the text. Supplemental worksheets: ❖ Gathering Data ❖ I Need an Answer ❖ Which Display is Best to Use? **PFA 6 -** Describing quantitative changes is not sufficiently covered in the textbook. Supplemental worksheets: ❖ Graphing Number Patterns ❖ Patterns, Functions, and Algebra

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	Topic 19: Transformations, Congruence, and Symmetry **Note:** ❖ **All lessons in Topic 19 are skipped since they are not 5th grade indicators.**		
4	**Topic 20: Probability** • **Lesson 20-1: Outcomes** (DAP 7) • **Lesson 20-2: Writing Probability as a Fraction** (DAP 7, 8, 9) • **Lesson 20-3: Experiments and Predictions** (DAP 8, 9, 11) **Note:** ❖ **Lesson 20-4 is skipped since it is not a 5th grade indicator.**	**DAP 7 -** List and explain all possible outcomes in a given situation. **DAP 8 -** Identify the probability of events within a simple experiment, such as three chances out of eight. **DAP 9 -** Use 0, 1, and ratios between 0 and 1 to represent the probability of outcomes for an event, and associate the ratio with the likelihood of the outcome. **DAP 10 –** Compare what should happen (theoretical/expected results) with what did happen (experimental/actual results) in a simple experiment. **DAP 11 -** Make predictions based on experimental and theoretical probabilities.	**DAP 10 -** The 5th grade textbook does not use the vocabulary terms experimental and theoretical results **6th Grade Textbook** - Lesson 20-4: Theoretical and Experimental Probability Supplemental worksheet: ❖ Experimental/ Theoretical Problems