

A Correlation of

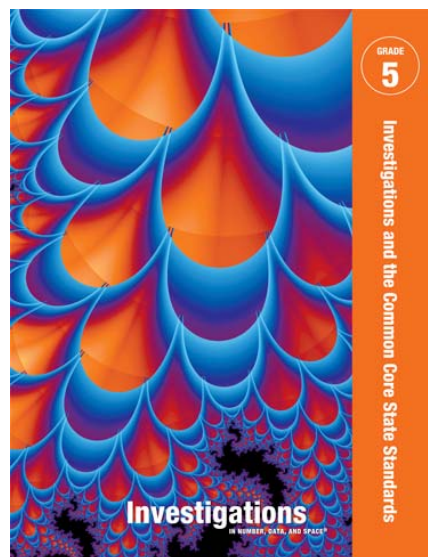
SCOTT FORESMAN

Investigations

IN NUMBER, DATA, AND SPACE®

for the Common Core State Standards

©2012



to the

Common Core Georgia Performance Standards Grade 5

FORMAT FOR CORRELATION TO THE COMMON CORE GEORGIA PERFORMANCE STANDARDS (CCGPS)

Subject Area: K-12 Mathematics **State-Funded Course:** 27.01600

Textbook Title: Investigations in Number, Data, and Space ©2012 Grade 5

Publisher: Pearson Education Inc., publishing as Scott Foresman

The Common Core Georgia Performance Standards (CCGPS) for Grades K-12 Mathematics may be accessed on-line at:

<http://www.georgiastandards.org/>.

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
	Mathematics Grade 5	
	Operations and Algebraic Thinking 5.OA	
	Write and interpret numerical expressions.	
MCC5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	U1 Sessions: TE: 30-31, 48-51, 61-64, 70-76 U1 ICCG: TE: CC5-CC9 SAB: 35A-35C U2 ICCG: TE: CC14, CC19 U6 ICCG: TE: CC142, CC147 U8 Sessions: TE: 75-81, 82-87
MCC5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	U1 Sessions: TE: 28-35, 36-40, 41-47, 48-51, 52-56, 57-60, 61-64 SAB: 3, 7, 23 U1 ICCG: TE: CC4-CC9 U7 Sessions: TE: 26-31, 32-36, 37-40, 41-44 SAB: 2-3, 11 U8 Sessions: TE: 66-74, 75-81, 82-88, 89-96, 97-101, 102-106

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

- U1** Number Puzzles and Multiple Towers
- U2** Prisms and Pyramids
- U3** Thousands of Miles, Thousands of Seats
- U4** What’s That Portion?
- U5** Measuring Polygons

- U6** Decimals on Grids and Number Lines
- U7** How Many People? How Many Teams?
- U8** Growth Patterns
- U9** How Long Can You Stand on One Foot?
- ICCG** Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
	Analyze patterns and relationships.	
MCC5.OA.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. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	U8 Sessions: TE: 26-32, 33-40, 41-48, 49-55, 56-60, 82-88, 89-96, 97-101, 102-106, 107-110, 111-114 SAB: 1-2, 6-7, 9-11, 13, 15-16, 18-20, 22-26, 29-36, 39-44, 47-51, 53-54, 57-65
	Number and Operations in Base Ten 5.NBT	
	Understand the place value system.	
MCC5.NBT.1	Recognize 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.	U3 Sessions: TE: 26-31, 32-35, 36-42, 43-50, 51-54, 88-92, 93-96, 110-112 U6 Sessions: TE: 24-30, 32-36 U6 ICCG: TE: CC144-CC146, CC148-CC150 SAB: 87-93
MCC5.NBT.2	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.	U1 Sessions: TE: 85-90, 91-96, 97-99, 120-125, 126-130 U6 ICCG: TE: CC103-CC108, CC124-CC129 SAB: 67-68, 79-81
MCC5.NBT.3	Read, write, and compare decimals to thousandths.	U6 Sessions: TE: 24-30, 31-36, 37-42, 43-48, 49-55, 56-58, 73-78, 79-80, 86-91, 92-96, 97-101, 102-106, 107-111, 112-114, 115-116, 117-119 SAB: 17, 22, 25-27, 29-30, 44, 47, 58-61, 66 U6 ICCG: TE: CC103-CC108, CC109-CC114, CC115-CC118, CC119-CC123 U8 Sessions: TE: 41, 49, 66, 75, 102

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

U1 Number Puzzles and Multiple Towers

U2 Prisms and Pyramids

U3 Thousands of Miles, Thousands of Seats

U4 What's That Portion?

U5 Measuring Polygons

U6 Decimals on Grids and Number Lines

U7 How Many People? How Many Teams?

U8 Growth Patterns

U9 How Long Can You Stand on One Foot?

ICCG Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
a.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	U6 Sessions: TE: 24-30, 31-36, 37-42, 43-48, 49-55, 79-80, 86-91, 92-96, 97-101, 102-106, 107-111, 112-114, 115-116, 117-119 U6 ICCG: TE: CC103-CC108, CC109-CC114, CC115-CC118, CC119-CC123 U8 Sessions: TE: 41, 49, 66, 75, 102
b.	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	U6 Sessions: TE: 24-30, 31-36, 37-42, 43-48, 49-55, 56-58, 73-78, 79-80, 86-91, 92-96, 97-101, 102-106, 107-111, 112-114, 115-116, 117-119 SAB: 17, 22, 25-27, 29-30, 44, 47, 58-61, 66
MCC5.NBT.4	Use place value understanding to round decimals to any place.	U6 ICCG: TE: CC92-CC96, CC103, CC109, CC115, CC119 SAB: 23A-23B
	Perform operations with multi-digit whole numbers and with decimals to hundredths.	
MCC5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	U1 Sessions: TE: 28-35, 36-40, 41-47, 48-51, 52-56, 57-60, 61-64, 70-76, 77-84, 85-90, 91-96, 97-99, 100-104, 105-107, 120-125, 151-152 SAB: 9-10, 12-17, 19-29, 31-42, 44, 57, 58 U2 Sessions: TE: 41-47, 48-53, 54-57, 64-70, 71-76 SAB: 3, 5, 8, 10-17, 19-21, 23-28, 31-37, 43, 48 U3 Sessions: TE: 51, 58, 64, 69, 88, 97, 105 U6 Sessions: TE: 49, 56, 73 U7 Sessions: TE: 48-52, 53-57, 58-61, 62-64, 68-74, 75-78, 79-84, 85-89, 90-92, 93-95, 102-105, 106-109, 110-113, 114-116 SAB: 13-14, 16-19, 21-26, 28, 42, 45-46, 54-55, 62, 64, 66-67, 69 U9 Sessions: TE: 35, 41 U9 ICCG: TE: CC160, CC165

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

U1 Number Puzzles and Multiple Towers

U2 Prisms and Pyramids

U3 Thousands of Miles, Thousands of Seats

U4 What's That Portion?

U5 Measuring Polygons

U6 Decimals on Grids and Number Lines

U7 How Many People? How Many Teams?

U8 Growth Patterns

U9 How Long Can You Stand on One Foot?

ICCG Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
MCC5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-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.	U1 Sessions: TE: 114-119, 120-125, 126-1130, 131-135, 136-140, 141-146, 147-150, 151-152 SAB: 47-56, 59-71 U2 Session: TE: 77 SAB: 29, 32-33, 44 U3 Sessions: TE: 51, 58, 64, 69, 88, 97, 105 U6 Sessions: TE: 59, 66 U7 Sessions: TE: 68-74, 75-78, 79-84, 85-89, 90-92, 93-95, 96-98, 102-105, 106-109, 110-113, 114-116, 117-119 SAB: 28-31, 33, 35, 37-43, 45-55, 57-67, 69-71 U9 Sessions: TE: 35, 41 U9 ICCG: TE: CC160, CC165
MCC5.NBT.7	Add, subtract, multiply, and 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.	U6 Sessions: TE: 86-91, 93-96, 97-101, 102-106, 107-111, 112-114, 115-116, 117-119 SAB: 49-50, 52-55, 57, 59-64 U6 ICCG: TE: CC103-CC108, CC109-CC114, CC115-CC118, CC119-CC123, CC124-CC129, CC130-CC135, CC136-CC141 SAB: 67-86
	Number and Operations – Fractions 5.NF	
	Use equivalent fractions as a strategy to add and subtract fractions.	
MCC5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i>	U4 Sessions: TE: 94-100, 101-106, 107-111, 112-115, 116-120, 121-127, 128-134, 135-138, 139-141, 142-144 SAB: 37-39, 45-49, 59-62, 65, 68-70

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

- U1** Number Puzzles and Multiple Towers
- U2** Prisms and Pyramids
- U3** Thousands of Miles, Thousands of Seats
- U4** What's That Portion?
- U5** Measuring Polygons

- U6** Decimals on Grids and Number Lines
- U7** How Many People? How Many Teams?
- U8** Growth Patterns
- U9** How Long Can You Stand on One Foot?
- ICCG** Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
MCC5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.	U4 Sessions: TE: 107-111, 121-127, 128-134, 135-138, 139-141, 142-144 SAB: 46-49, 54-55, 70 U7 Sessions: TE: 26, 32, 37, 41
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
MCC5.NF.3	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, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	U6 Sessions: TE: 59-65, 66-72, 73-78, 79-80 SAB: 31

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

- U1** Number Puzzles and Multiple Towers
- U2** Prisms and Pyramids
- U3** Thousands of Miles, Thousands of Seats
- U4** What's That Portion?
- U5** Measuring Polygons

- U6** Decimals on Grids and Number Lines
- U7** How Many People? How Many Teams?
- U8** Growth Patterns
- U9** How Long Can You Stand on One Foot?
- ICCG** Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
MCC5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	U4 ICCG: TE: CC29-CC34 SAB: 71-73
a.	Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)	U4 ICCG: TE: CC29-CC34, CC35-CC39, CC40-CC43, CC44-CC49, CC50-CC55, CC56-CC61, CC62-CC66 SAB: 74-92
b.	Find 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.	U4 ICCG: TE: CC56-CC61, CC62-CC66, CC74-CC78, CC79-CC81
MCC5.NF.5	Interpret multiplication as scaling (resizing), by:	U4 ICCG: TE: CC29-CC34, CC35-CC39, CC40-CC43
a.	Comparing 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.	U4 ICCG: TE: CC35-CC39, CC56-CC61

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

U1 Number Puzzles and Multiple Towers

U2 Prisms and Pyramids

U3 Thousands of Miles, Thousands of Seats

U4 What's That Portion?

U5 Measuring Polygons

U6 Decimals on Grids and Number Lines

U7 How Many People? How Many Teams?

U8 Growth Patterns

U9 How Long Can You Stand on One Foot?

ICCG Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
b.	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); 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.	U4 ICCG: TE: CC29-CC34, CC35-CC39, CC40-CC43
MCC5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	U4 ICCG: TE: CC29-CC34, CC35-CC39, CC40-CC43, CC62-CC66 U9 ICCG: TE: CC160-CC164, CC165-CC168
MCC5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	U4 ICCG: TE: CC68-CC73, CC74-CC78 SAB: 93-97
a.	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	U4 ICCG: TE: CC68-CC73, CC79-CC81
b.	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	U4 ICCG: TE: CC74-CC78, CC79-CC81

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

U1 Number Puzzles and Multiple Towers

U2 Prisms and Pyramids

U3 Thousands of Miles, Thousands of Seats

U4 What's That Portion?

U5 Measuring Polygons

U6 Decimals on Grids and Number Lines

U7 How Many People? How Many Teams?

U8 Growth Patterns

U9 How Long Can You Stand on One Foot?

ICCG Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
c.	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual <i>fraction</i> models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?	U4 ICCG: TE: CC68-CC73, CC74-CC78, CC79-CC81 SAB: 93-99
	Measurement and Data 5.MD	
	Convert like measurement units within a given measurement system.	
MCC5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	U6 ICCG: TE: CC68-CC73, CC74-CC78 U8 Session: TE: 26-32
	Represent and interpret data.	
MCC5.MD.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. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>	U9 Sessions: TE: 22-28, 29-34, 35-40, 41-45 SAB: 5, 13 U9 ICCG: TE: CC160-CC164, CC165-CC168 SAB: 17A-17G

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

U1 Number Puzzles and Multiple Towers

U2 Prisms and Pyramids

U3 Thousands of Miles, Thousands of Seats

U4 What's That Portion?

U5 Measuring Polygons

U6 Decimals on Grids and Number Lines

U7 How Many People? How Many Teams?

U8 Growth Patterns

U9 How Long Can You Stand on One Foot?

ICCG Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
	Geometric Measurement: understand concepts of volume and relate volume to multiplication and division.	
MCC5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	U2 Sessions: TE: 24-30, 31-35, 36-40, 41-47, 48-53, 54-57, 58-60, 64-70, 71-76, 77-82 SAB: 4, 7-8, 10 U2 ICCG: TE: CC19-CC22 SAB: 31B-31C
a.	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	U2 Sessions: TE: 24-30, 31-35, 64-70 SAB: 4, 7-8, 10 U2 ICCG: TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C
b.	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	U2 Sessions: TE: 24-30, 31-35, 64-70 SAB: 4, 7-8, 10 U2 ICCG: TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C
MCC5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	U2 Sessions: TE: 24-30, 31-35, 64-70, 71-76, 77-83 SAB: 4, 7-8, 10 U2 ICCG: TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

U1 Number Puzzles and Multiple Towers

U2 Prisms and Pyramids

U3 Thousands of Miles, Thousands of Seats

U4 What’s That Portion?

U5 Measuring Polygons

U6 Decimals on Grids and Number Lines

U7 How Many People? How Many Teams?

U8 Growth Patterns

U9 How Long Can You Stand on One Foot?

ICCG Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
MCC5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	U2 ICCG: TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C
a.	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit 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, e.g., to represent the associative property of multiplication.	U2 Sessions: TE: 24-30, 31-35, 36-40, 41-47, 48-53, 54-57, 58-60, 64-70, 71-76, 77-82 SAB: 4, 7-8, 10 U2 ICCG: TE: CC19-CC22 SAB: 31B-31C
b.	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.	U2 Sessions: TE: 24-30, 31-35, 64-70 SAB: 4, 7-8, 10 U2 ICCG: TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C
c.	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.	U2 ICCG: TE: CC14-CC18 SAB: 19A-19D

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

U1 Number Puzzles and Multiple Towers

U2 Prisms and Pyramids

U3 Thousands of Miles, Thousands of Seats

U4 What's That Portion?

U5 Measuring Polygons

U6 Decimals on Grids and Number Lines

U7 How Many People? How Many Teams?

U8 Growth Patterns

U9 How Long Can You Stand on One Foot?

ICCG Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
	Geometry 5.G	
	Graph points on the coordinate plane to solve real-world and mathematical problems.	
MCC5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) 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 (e.g., <i>x</i> -axis and <i>x</i> -coordinate, <i>y</i> -axis and <i>y</i> -coordinate).	U8 Sessions: TE: 26-32, 33-40, 41-48, 49-55, 56-60, 66-74, 75-81, 82-88, 89-96, 97-101, 102-106, 107-110, 111-114 SAB: 2, 6-7, 9-11, 13, 15-16, 18-19, 32, 35, 41-42, 44, 49-51, 53-54, 59-62, 64-65
MCC5.G.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.	U8 Sessions: TE: 26-32, 33-40, 41-48, 49-55, 56-60, 82-88, 89-96, 97-101, 102-106, 107-110, 111-114 SAB: 2, 6-7, 9-11, 13, 15-16, 18-19, 32, 35, 41-42, 44, 49-51, 53-54, 59-62, 64-65
	Classify two-dimensional figures into categories based on their properties.	
MCC5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	U5 Sessions: TE: 24-30, 31-38, 39-44, 45-49, 50-56, 57-61, 62-64 SAB: 1-3, 5-10, 12, 13, 15, 17-18, 20-21, 23
MCC5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	U5 Sessions: TE: 24-30, 31-38, 39-44, 45-49, 62-64 SAB: 1-3, 5-10, 12, 13, 15, 17-18, 20-21, 23

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 5

U1 Number Puzzles and Multiple Towers

U2 Prisms and Pyramids

U3 Thousands of Miles, Thousands of Seats

U4 What's That Portion?

U5 Measuring Polygons

U6 Decimals on Grids and Number Lines

U7 How Many People? How Many Teams?

U8 Growth Patterns

U9 How Long Can You Stand on One Foot?

ICCG Investigations and the Common Core State Standards Guide