

<p>CCSS.MATH.CONTENT.5.NF.B.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. 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?</p>																					X																															
<p>CCSS.MATH.CONTENT.5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>																																											X									
<p>CCSS.MATH.CONTENT.5.NF.B.4.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 $(2/3) \times$</p>																																											X									
<p>CCSS.MATH.CONTENT.5.NF.B.4.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.</p>																																											X									
<p>CCSS.MATH.CONTENT.5.NF.B.5 Interpret multiplication as scaling (resizing), by:</p>																																												X								
<p>CCSS.MATH.CONTENT.5.NF.B.5.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.</p>																																												X								
<p>CCSS.MATH.CONTENT.5.NF.B.5.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</p>																																												X								
<p>CCSS.MATH.CONTENT.5.NF.B.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.</p>																																												X								
<p>CCSS.MATH.CONTENT.5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1</p>																																												X								
<p>CCSS.MATH.CONTENT.5.NF.B.7.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 $(1/3) \div 4 =$</p>																																												X								
<p>CCSS.MATH.CONTENT.6.NF.B.7.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 $4 \div (1/5) =$</p>																																												X								
<p>CCSS.MATH.CONTENT.5.NF.B.7.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 fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</p>																																												X								
<p>CCSS.MATH.CONTENT.5.MD.A.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.</p>																																																				
<p>CCSS.MATH.CONTENT.5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. 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.</p>																																																				
<p>CCSS.MATH.CONTENT.5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p>																																																	X			X
<p>CCSS.MATH.CONTENT.5.MD.C.3.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.</p>																																																				
<p>CCSS.MATH.CONTENT.5.MD.C.3.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.</p>																																																				
<p>CCSS.MATH.CONTENT.5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>																																																				
<p>CCSS.MATH.CONTENT.5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p>																																																	X			X

