**Common Core Objectives**

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| 5.NF.5  | Interpret multiplication as scaling (resizing), by: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.Lesson: 1.4 and 1.5-8—Normal Foot length = 7 inches Abnormal Foot Length=14 ft. = 168 inches. Multiply by 24 |
| 5.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.Lesson 1.4 and 1.5-8—Students will solve the problem of multiplying the size of real world objects to be equivalent to an abnormally tall “averagely proportioned” person.  |
| 5.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. 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.Lesson 1.4—Students will identify corresponding terms within their ratios to make sure they are aligned correctly and determine the rule to create an equivalent fraction. Ex. Human Height a: Human Height b = Desk Height a: Desk height b Rule: Multiply the numerator by the same number you multiply the denominator by. |
| 5.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 × (8 + 7). Recognize that 3 × (18932 921) is three times as large as 18932 921, without having to calculate the indicated sum or product.Lesson 1.2—Students will write expressions to represent ratio rules. Ex. H=A (Height equals armspan) or 4h=a 4 x hand length = arm length. |
| 5.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.Lesson 1.3—Converting between units of length—Students must convert their personal measurements into inches to determine general ratio rules. 5’ 4”= 64” |