MODULE 1

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Use place value patterns to understand the thousandths place.	• Multiply by 10 Sprint • Personal white board • unlabeled hundreds through thousandths place value chart (Fluency Template) • Place value disks • millions through thousandths place value chart (Template)	
A	2	• Use place value understanding to reason abstractly about values of digits in decimal fractions.	• Personal white board • Millions through thousandths place value chart (Lesson 1 Template)	• Millions through thousandth place value chart (Lesson 1 Template) • millions through thousandths place value chart (Lesson 1 Template)
A	3	• Use place value understanding to convert metric units.	• Millions through thousandths place value chart (Lesson 1 template) • personal white board • Meter strip (Template) or meter stick	
B	4	• Name decimal fractions in expanded notation, unit form, and word form by applying place value reasoning.	• Multiply Decimals by 10, 100, and 1,000 Sprint • Millions to thousandths place value chart (Lesson 1 Template) • personal white board	

			• thousands through thousandths place value chart (Template)	
B	5	• Compare decimal fractions to the thousandths using like units, and express comparisons with > , < , = .	• Personal white board • millions through thousandths place value chart (Lesson 1 Template)	
C	6	• Round a given decimal to any place using place value understanding and the vertical number line.	• Find the Midpoint Sprint • Personal white board • hundreds to thousandths place value chart (Template)	
C	7	• Round a given decimal to any place using place value understanding and the vertical number line.	• Personal white board • hundreds to thousandths place value chart (Lesson 6 Template)	
Mid-Module Assessment: Topics A–C (assessment ½ day, return ½ day, remediation or further applications 1 day)				
D	8	• Add decimals using place value strategies, and relate those strategies to a written method.	• Round to the Nearest One Sprint • Personal white board • Hundreds to thousandths place value chart (Lesson 6 Template)	
D	9	• Subtract decimals using place value strategies,	• Personal white board	

		and relate those strategies to a written method.	• Hundreds to thousandths place value chart (Lesson 6 Template)	
E	10	• Multiply a decimal fraction by single-digit whole numbers, relate to a written method through application of the area model and place value understanding, and explain the reasoning used.	• Personal white board • Hundreds to thousandths place value chart (Lesson 6 Template)	
E	11	• Multiply a decimal fraction by single-digit whole numbers, including using estimation to confirm the placement of the decimal point.	• Add Decimals Sprint • Personal white board	
F	12	• Divide decimals by single-digit whole numbers involving easily identifiable multiples using place value understanding and relate to a written method.	• Subtract Decimals Sprint • Personal white board • Hundreds to thousandths place value chart (Lesson 6 Template)	

F	13	• Divide decimals with a remainder using place value understanding and relate to a written method.	• Millions to thousandths • place value chart (Lesson 1 Template) • personal white board • Hundreds to thousandths place value chart (Lesson 6 Template) • place value disks	• Millions to thousandths place value chart (Lesson 1 Template)
F	14	• Divide decimals using place value understanding, including remainders in the smallest unit.	• Millions to thousandths place value chart (Lesson 1 Template) • personal white board • Hundreds to thousandths place value chart (Lesson 6 Template)	
F	15	• Solve word problems using decimal operations.	• Hundreds through thousandths place value chart (Lesson 6 Template) • personal white board • Problem Set	
End-of-Module Assessment: Topics A–F (assessment ½ day, return ½ day, remediation or further applications 1 day)				

MODULE 2

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Find factor pairs for numbers to 100, and use understanding of factors to define prime and composite.	• Personal white board	
A	2	• Use division and the associative property to test for factors and observe patterns.	• Personal white board	
A	3	• Determine if a whole number is a multiple of another number.	• Personal white board • crayons	
A	4	• Explore properties of prime and composite numbers to 100 by using multiples.	• Personal white board • Problem Set • orange crayon • red crayon	• Sieve (for the Student Debrief)
B	5	• Multiply multi-digit whole numbers and multiples of 10 using place value patterns and the distributive and associative properties	• Personal white board • millions to thousandths place value chart (Template)	
B	6	• Estimate multi-digit products by rounding factors to a basic fact and	• Multiply by 10, 100, and 1,000 Sprint	

		using place value patterns.		
C	7	• Write and interpret numerical expressions, and compare expressions using a visual model.	• Personal white board	
C	8	• Convert numerical expressions into unit form as a mental strategy for multi-digit multiplication.	• Personal white board	
C	9	• Connect visual models and the distributive property to partial products of the standard algorithm without renaming.	• Estimate Products Pattern Sheet • Personal white board	
C	10 & 11	• Connect area models and the distributive property to partial products of the standard algorithm with renaming.	• Mental Multiplication Pattern Sheet • Personal white board • Multiply by Multiples of 10 and 100 Sprint	
C	12	• Fluently multiply multi-digit whole numbers using the standard algorithm and using estimation to check for		

		reasonableness of the product.		
C	13	• Fluently multiply multi-digit whole numbers using the standard algorithm to solve multi-step word problems.	• Millions to thousandths place value chart (Lesson 5 Template) • Personal white board • Problem Set	• Millions to thousandths place value chart (Lesson 5 Template) • Problem Set
D	14	• Multiply decimal fractions with tenths by multi-digit whole numbers using place value understanding to record partial products.	• Personal white board	
D	15	• Multiply decimal fractions by multi-digit whole numbers through conversion to a whole number problem and reasoning about the placement of the decimal.	• Multiply Decimals Sprint • Personal white board	
D	16	• Reason about the product of a whole number and a decimal with hundredths using place value understanding and estimation.	• Personal white board	

E	17	• Use whole number multiplication to express equivalent measurements.	• Personal white board • Meter strip (Template); one string either 9 cm, 20 cm, 75 cm, or 105 cm	
E	18	• Use decimal multiplication to express equivalent measurements.	• Personal white board • meter strip (Lesson 17 Template)	
E	19	• Solve two-step word problems involving measurement conversions.	• Convert Inches to Feet and Inches Sprint • Problem Set	• Problem Set
Mid-Module Assessment: Topics A–E (assessment 1⁄2 day, return 1⁄2 day, remediation or further applications 2 days)				
F	20	• Use divide by 10 patterns for multi-digit whole number division.	• Divide by Multiples of 10 and 100 Sprint • Personal white board	
F	21 & 22	• Use compatible numbers to approximate quotients with two- digit divisors.	• Personal white board	
G	23	• Divide two- and three-digit dividends by multiples of 10 with single-digit quotients, and make connections to a written method.	• Personal white board	

G	24 & 25	• Divide two- and three-digit dividends by two-digit divisors with single-digit quotients, and make connections to a written method.	• Personal white board	
G	26 & 27	• Divide three- and four-digit dividends by two-digit divisors resulting in two- and three-digit quotients, reasoning about the decomposition of successive remainders in each place value.	• Personal white board	
H	28	• Divide decimal dividends by multiples of 10, reasoning about the placement of the decimal point and making connections to a written method.	• Personal white board • Millions to thousandths place value chart (Lesson 5 Template)	
H	29	• Use basic facts to approximate decimal quotients with two-digit divisors, reasoning about the placement of the decimal point.	• Personal white board	• Millions to thousandths place value chart (Lesson 5 Template)

H	30 & 31	• Divide decimal dividends by two-digit divisors, estimating quotients, reasoning about the placement of the decimal point, and making connections to a written method.	• Personal white board	
I	32 & 33	• Solve division word problems involving multi-digit division with group size unknown and the number of groups unknown.	• Divide Decimals by Multiples of 10 Sprint • Personal white board • Problem Set	
End-of-Module Assessment: Topics A–I (assessment 1 day, return 1 day, remediation or further application 2 days)				

MODULE 3

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Add fractions with unlike units using the strategy of creating equivalent fractions.	• Find the Missing Numerator or Denominator Sprint • Personal white board • 2 pieces of 41"×41" paper 22 per student (depending on how the folding is completed before drawing the rectangular array model)	
A	2	• Add fractions with sums between 1 and 2.	• Personal white board	
A	3	• Subtract fractions with unlike units using the strategy of creating equivalent fractions.	• Subtracting Fractions from a Whole Number Sprint • Personal white board	
A	4	• Subtract fractions from numbers between 1 and 2.	• Personal white board	
A	5	• Solve two-step word problems.	• Circle the Equivalent Fraction Sprint • Problem Set • personal white board	
Mid-Module Assessment: Topic A (assessment 1⁄2 day, return 1⁄2 day, remediation or further applications 2 days)				
B	6	• Add fractions to and subtract fractions from whole numbers using	• Personal white board • empty number line (Template) or lined paper	

		equivalence and the number line as strategies.		
B	7	• Add fractions making like units numerically.	• Add and Subtract Fractions with Like Units Sprint • Personal white board	
B	8	• Add fractions with sums greater than 2.	• Add and Subtract Whole Numbers and Ones with Fraction Units Sprint • Personal white board	
B	9	• Subtract fractions making like units numerically.	• Personal white board	
B	10	• Subtract fractions greater than or equal to 1.	• Subtract Fractions with Unlike Units Sprint • Personal white board • empty number line (Lesson 6 Template) or lined paper	
C	11	• Use fraction benchmark numbers to assess reasonableness of addition and subtraction equations.	• Personal white board	
C	12	• Strategize to solve multi-term problems.	• Make Larger Units Sprint • Personal white board	
C	13	• Solve multi-step word problems; assess reasonableness of	• Circle the Smaller Fraction Sprint • Problem Set	

		solutions using benchmark numbers.	• personal white board	
C	14	• Explore part-to-whole relationships.	• Personal white board • Problem Set	
End-of-Module Assessment: Topics A–C (assessment 1⁄2 day, return 1⁄2 day, remediation or further applications 2 days)				

MODULE 4

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Decompose non-unit fractions and represent them as a whole number times a unit fraction using strip diagrams.	• Personal white board	
A	2 & 3	• Represent the multiplication of n times a/b as (n × a)/b using the associative property and visual models.	• Personal white board	
A	4 & 5	• Find the product of a whole number and a mixed number using the distributive property.	• Personal white board	
A	6	• Solve multiplicative comparison word problems involving fractions.	• Multiply Whole Numbers Times Fractions Sprint • Personal white board • Problem Set	

A	7	• Solve word problems involving the multiplication of a whole number and a fraction including those involving dot plots.	• Personal white board • Problem Set	
B	8	• Find a fraction of a set concretely and pictorially.	• Personal white board • Two-sided counters • drinking straws	
B	9	• Multiply any whole number by a fraction using strip diagrams.	• Personal white board	
B	10	• Relate a fraction of a set to the repeated addition interpretation of fraction multiplication.	• Personal white board • Grade 5 Mathematics Reference Sheet (Reference Sheet)	
B	11	• Find a fraction of a measurement, and solve word problems.	• Personal white board • Grade 5 Mathematics Reference Sheet (Lesson 10 Reference Sheet)	• Grade 5 Mathematics Reference Sheet (Lesson 10 Reference Sheet, posted)
C	12	• Compare and evaluate expressions with parentheses and brackets.	• Personal white board • Grade 5 Mathematics Reference Sheet (Lesson 10 Reference Sheet)	
C	13 & 14	• Solve and create fraction word problems involving	• Personal white board	

		addition, subtraction, and multiplication.	• Grade 5 Mathematics Reference Sheet (Lesson 10 Reference Sheet) • Problem Set	
C	15	• Convert measures involving whole numbers, and solve multi-step word problems.	• Personal white board • Grade 5 Mathematics Reference Sheet (Lesson 10 Reference Sheet)	
C	16	• Convert mixed unit measurements, and solve multi-step word problems.	• Personal white board • Grade 5 Mathematics Reference Sheet (Lesson 10 Reference Sheet)	
Mid-Module Assessment: Topics A–C (assessment 1⁄2 day, return 1⁄2 day, remediation or further applications 2 days)				
D	17	• Divide a whole number by a unit fraction.	• Personal white board • 4" × 2" rectangular paper (several pieces per student) • scissors	
D	18	• Divide a unit fraction by a whole number.	• Personal white board	
D	19	• Solve problems involving fraction division.	• Personal white board • Problem Set	
D	20	• Write equations and word problems corresponding to strip	• Problem Set • personal white board	

		and number line diagrams.		
E	21	• Balance a simple budget.	• Personal white board	• Ben's Budget (Template)
E	22	• Explain the difference between gross income and net income. Define income tax and payroll tax.	• Personal white board • Ben's Pay Stub (Template)	• Ben's Pay Stub (Template)
E	23	• Define property tax and sales tax.	• Personal white board	• Property Tax Bill (Template 1) • Clothes Receipt (Template 2)
E	24	• Identify the advantages and disadvantages of different methods of payment.	• Personal white board • Problem Set	• Problem Set • Forms of Payment (Template) • real world examples of various forms of payment (optional)
F	25	• Interpret and evaluate numerical expressions.	• Personal white board	
End-of-Module Assessment: Topics A–F (assessment 1⁄2 day, return 1⁄2 day, remediation or further applications 2 days)				

MODULE 5

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Explore volume by building with and counting unit cubes.	• Personal white board • Ruler • 20 centimeter cubes • centimeter grid paper (Template 1) • isometric dot paper (Template 2)	• 20 centimeter cubes
A	2	• Find the volume of a right rectangular prism by packing with cubic units and counting.	• Personal white board • Pencil • centimeter grid paper (Lesson 1 Template 1, also needed for Homework) • scissors • tape • 50 centimeter cubes, net (Template), Problem Set	
A	3	• Compose and decompose right rectangular prisms using layers.	• Multiply a Fraction and Whole Number Sprint • Personal white board • 27 centimeter cubes, rectangular prism recording sheet (Template)	• 27 centimeter cubes
B	4	• Use multiplication to calculate volume.	• Personal white board • rectangular prism recording sheet (Lesson 3 Template)	• Images of rectangular prisms to project

B	5	• Use multiplication to connect volume as packing with volume as filling.	• Personal white board
			• Per group:
			  ○ centimeter cubes
			  ○ several small watertight containers (preferably right rectangular prisms) marked with a horizontal line for measuring
			  ○ small pitcher of water
			  ○ graduated cylinder labeled with mL
			  ○ class data recording sheet poster
			  ○ ruler or tape measure
			  ○ Problem Set (Problems 1-3)	

B	6	• Find the total volume of solid figures composed of two non-overlapping rectangular prisms.	• Personal white board • 15 centimeter cubes • dot paper	• Drawing of rectangular prism figures
B	7	• Solve word problems involving the volume of rectangular prisms with whole number edge lengths.	• Multiply a Whole Number by a Fraction Sprint • Personal white board • Problem Set	
B	8 9	• Apply concepts and formulas of volume to design a sculpture using rectangular prisms	• Personal white board • Problem Set • project requirements (Template 1)	• Copy of student work from Lesson 8

		within given parameters. (Optional)	• box patterns (a–c) (Templates 2–4) • lid patterns (Template 5) (at least three of each template per group) • evaluation rubric (Template 6) • scissors • tape • rulers • 2 copies of Problem Set (1 for use during Concept Development and 1 for independent work)	• evaluation rubric (Lesson 8 Template 6)
Mid-Module Assessment: Topics A–B (assessment 1 day, return 1 day, remediation or further applications 1 day)				
C	10	• Find the area of rectangles with whole-by-mixed and whole-by-fractional number side lengths by tiling, record by drawing, and relate to fraction multiplication.	• Personal white board • 5 large mystery rectangles lettered A–E (1 of each size per group) • patty paper (units for tiling) • Problem Set	• 3-unit × 2-unit rectangle • patty paper (units for tiling) • large chart paper (for recording dimensions of rectangles) • personal white board
C	11	• Measure to find the area of rectangles with fractional side lengths.	• Personal white board • Ruler • Problem Set	• Ruler • projector
C	12	• Multiply mixed number factors, and relate to the distributive property and the area model.	• Personal white board	

C	13 & 14	• Solve real-world problems involving area of figures with fractional side lengths using visual models and/or equations.	• Personal white board • Problem Set	• Shape sheet (Template)
D	15	• Analyze and classify triangles based on side length, angle measure, or both.	• Triangles (Template) one set per group • Practice Sheet • ruler • protractor	• Triangles (Template) • Practice Sheet • ruler
D	16	• Define and construct triangles from given criteria.	• Personal white board • Square grid paper • ruler • protractor	• Square grid paper • ruler • protractor
D	17	• Draw trapezoids to clarify their attributes, and define trapezoids based on those attributes.	• Personal white board • Collection of polygons (Template 1, 1 per pair of students) • ruler • protractor • set square (or right angle template) • scissors • crayons, markers, or colored pencils • blank paper for drawing • quadrilateral hierarchy (Template 2)	• Shape sheet (Lesson 14 Template) • Collection of polygons (Template 1) • ruler • protractor • set square (or right angle template) • quadrilateral hierarchy: color (Template 3)

D	18	• Draw parallelograms to clarify their attributes, and define parallelograms based on those attributes.	• Personal white board • Ruler • protractor • set square (or right angle template) • scissors • crayons, markers, or colored pencils • blank paper for drawing • quadrilateral hierarchy with parallelogram (Template 1)	• Ruler • protractor • set square (or right angle template) • quadrilateral hierarchy with parallelogram: color (Template 2)
D	19	• Draw rectangles and rhombuses to clarify their attributes, and define rectangles and rhombuses based on those attributes.	• Divide Whole Numbers by Fractions and Fractions by Whole Numbers Sprint • Personal white board • Ruler • set square or square template • protractor • scissors • quadrilateral hierarchy with square (Template 1)	• Quadrilateral hierarchy with square: color (Template 2)
D	20	• Draw kites and squares to clarify their attributes, and define kites and squares based on those attributes.	• Multiply by Multiples of 10 and 100 Sprint • Personal white board • Ruler • set square or square template • protractor • scissors • quadrilateral hierarchy with kite (Template 1)	• Quadrilateral hierarchy with kite: color (Template 2)

D	21	• Classify two-dimensional figures in a hierarchy based on properties.	• Personal white board • shape name cards (Template 1, 1 per pair of students) • shapes for sorting (Template 2, 1 per pair of students) • protractor • ruler • set square • quadrilateral hierarchy with kite (Lesson 20 Template 1, 1 per pair of students) • scissors • glue	• Quadrilateral hierarchy with kite: color (Lesson 20 Template 2) • image of a trapezoid
D	22	• Draw and identify varied two-dimensional figures from given attributes.	• Divide by Multiples of 10 and 100 Sprint • Personal white board • Task cards, 6 for each pair of students (Templates 1–4) • ruler • set square • protractor • Problem Set (or blank paper)	
End-of-Module Assessment: Topics A–D (assessment 1 day, return 1 day, remediation or further applications 1 day)				

MODULE 6

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Construct a coordinate system on a line.	• Personal white board • Straightedge or ruler • 2 pieces of unlined paper • 1 piece of lined paper • two 1″ × 4 14″ tag board strips	• Teacher-created number lines in various orientations and scales (see Problem 3 in the Concept Development)
A	2	• Construct a coordinate system on a plane.	• Personal white board • Set square • equal unit strip created during Lesson 1 • unlined paper • coordinate plane (Template) (multiple sheets per student)	
A	3 & 4	• Name points using coordinate pairs, and use the coordinate pairs to plot points.	• Personal white board • Straightedge or ruler • unlabeled coordinate plane (Template 2) • Problem Set (1 per student/per game) • red pencil or crayon (1 per student) • black pencil or crayon (1 per student) • folder (1 per pair of students)	• Coordinate plane (Lesson 2 Template) • Coordinate grid (Template 1) • Coordinate grid (Fluency Template)

A	5 & 6	• Investigate patterns in vertical and horizontal lines, and interpret points on the plane as distances from the axes.	• Personal white board • Straightedge • coordinate plane practice (Template) • 1 red and 1 blue pencil or crayon	• Millions through thousandths place value chart (Fluency Template)
B	7	• Plot points, use them to draw lines in the plane, and describe patterns within the coordinate pairs.	• Personal white board • Coordinate plane (Template) • straightedge	• Millions through thousandths place value chart (Lesson 6 Fluency Template) • Coordinate grid (Fluency Template) • Coordinate plane (Template) • straightedge
B	8	• Generate a number pattern from a given rule, and plot the points.	• Multiply Decimals by 10, 100, and 1,000 Sprint • Personal white board • coordinate grid insert (Fluency Template) • coordinate plane (Template) • straightedge	
B	9	• Generate two number patterns from given rules, plot the points, and analyze the patterns.	• Personal white board • coordinate grid insert (Lesson 8 Fluency Template) • Coordinate plane (Template) • straightedge	• Coordinate plane (Template) • straightedge

B	10	• Compare the lines and patterns generated by addition rules and multiplication rules.	• Personal white board • coordinate plane (Template) • straightedge • set square or right angle template	
B	11	• Analyze number patterns created from mixed operations.	• Round to the Nearest One Sprint • Personal white board • straightedge • coordinate plane (Template)	
B	12	• Create a rule to generate a number pattern, and plot the points.	• Subtract Decimals Sprint • Personal white board • coordinate grid insert (Lesson 8 Fluency Template) • coordinate plane (Template)	
B	13	• Use coordinate systems to solve real-world problems.	• Subtracting Fractions from a Whole Number Sprint • Personal white board • Problem Set	
Mid-Module Assessment: Topics A–B (assessment 2 days, return 1 day, remediation or further applications 1 day)				
C	14	• Collect and represent data using dot plots.	• Personal white board • Application Problem Template	• Application Problem Template

			• Centimeter ruler • Problem Set	
C	15	• Represent data using stem-and-leaf plots.	• Personal white board • Application Problem Template • Problem Set • two sticky notes • index finger measurement from Lesson 14	• Application Problem Template
C	16	• Collect and represent discrete paired data on a scatterplot.	• Personal white board • coordinate grid insert (Lesson 8 Fluency Template) • Problem Set	• Coordinate grid (FluencyTemplate) • Templates 1–3
C	17	• Describe patterns and solve problems by using scatterplots.	• Personal white board • Centimeter ruler • Problem Set	• Coordinate grid (Fluency Template) • Templates 1–3
C	18	• Solve problems using data.	• Personal white board • Template (one set of data cards for each pair or small group of students)	
End-of-Module Assessment: Topics A-C (assessment 2 days, return 1 day, remediation or further applications 1 day)				
D	19	• Make sense of complex, multi-step problems, and persevere in solving	• Personal white board • Problem Set	

		them. Share and critique peer solutions.		
D	20	• Make sense of complex, multi-step problems, and persevere in solving them. • Share and critique peer solutions.	• Personal white board • Lesson 19 Problem Set	
D	21	• Make sense of complex, multi-step problems, and persevere in solving them. • Share and critique peer solutions.	• Change Mixed Numbers into Improper Fractions Sprint • Lesson 19 Problem Set	
D	22	• Make sense of complex, multi-step problems, and persevere in solving them. • Share and critique peer solutions.	• Personal white board	
D	23	• Make sense of complex, multi-step problems, and persevere in solving	• Personal white board • Student work from Lessons 19, 20, and 22	

		them. Share and critique peer solutions.		
E	24	• Draw symmetric figures on the coordinate plane.	• Personal white board • Blank paper • ruler • protractor • Coordinate plane (Template)	
E	25	• Plot data on line graphs and analyze trends.	• Make Larger Units Sprint • Personal white board • Line graph practice sheet (Template)	• Line graph practice sheet (Template)
E	26	• Solidify writing and interpreting numerical expressions.	• Personal white board • expression cards (Template 1) • timer • Comparing expressions game board (Template 2) • piece of paper	
E	27	• Solidify writing and interpreting numerical expressions.	• Blank paper • personal white board	
E	28	• Solidify fluency with Grade 5 skills.	• Fluency activities (Template) • Problem Set • personal white board	

E	29	• Solidify the vocabulary of geometry.	• Multiply Decimals Sprint • Personal white board • Chart paper or personal white board • scissors • geometry definitions (Template 1 copied on cardstock) • geometry terms (Template 2 copied on cardstock) • Math Picture Game directions (Template 3) • small envelope • 30-second timer	
E	30	• Solidify the vocabulary of geometry.	• Personal white board • Geometry definitions (Lesson 29 Template 1) • geometry terms (Lesson 29 Template 2) • game directions (Template 1) • bingo card (Template 2) • scissors	
E	31	• Explore the Fibonacci sequence.	• Protractor • white paper • ruler • Personal white board • Problem Set • red crayon • ruler or straightedge	• Collection of pine cones • flowers • "Doodling in Math: Spirals, Fibonacci, and Being a Plant" by Vi Hart (http://youtu.be/ahXIMUkSXX0)

			• calculator per student or pair	
E	32	• Explore patterns in saving money.	• Personal white board • Problem Set	• Problem Set
E	33	• Design and construct boxes to house materials for summer use.	• Personal white board • Problem Set • 3 pieces of 812"×11 " cardstock paper trimmed to 27 cm by 21 cm • scissors • tape • ruler • summer practice materials	
E	34	• Design and construct boxes to house materials for summer use.	• Personal white board • Rulers, Problem Set (same page printed on two sides), Lesson 33 Problem Set	