



PACING SUGGESTIONS FOR GRADE 5

MODULE 1

Combine lessons 9 & 10

Because these lessons devote a day each to adding and subtracting with decimals. If students are fluent with addition and subtraction with whole numbers and their understanding of decimal place value is strong (from Grade 4 Module 6 and Grade 5 Module 1 Topic B), practicing both addition and subtraction with decimals can be done in one lesson. Begin assessing students' skill with addition and subtraction with whole numbers during the fluency activity of lesson 5, and spend a series of days doing so.

MODULE 2

Combine lessons 9 & 10

In lesson 9, omit Problem 1 of the Concept Development, and move directly into renaming with the algorithm after Problem 2. Use the Problem Set from lesson 10 for independent student practice.

Consider consolidating lessons 11 & 12

Ask students to estimate the product beginning with the Concept Development of lesson 11, and then use the Problem Set from lesson 12 for student practice.

Combine lessons 15 & 16

Use estimation from the outset, and have students practice with the Problem Set from lesson 16.

Use only 2 days for each the Mid Module Assessment and End of Module Assessment.

MODULE 3

Omit lesson 14

Use it in a center for early finishers, or have advanced students work the problems and present their solutions in a video or interactive demonstration. Consider asking the following questions to students, "Have you ever thought about what the whole would look like if this paper were one-half? What if it were one-third? What if this is three-fourths of the whole? What would the whole look like then?"

Use only 2 days for each the Mid Module Assessment and End of Module Assessment

MODULE 4

Combine lessons 2 & 3

Combine lessons 4 & 5

Omit lesson 13	Include Problems 1 and 4 as part of lesson 14. In lesson 14, use Problems 4 and 5 as an extension or challenge for early finishers, and omit Problems 5 and 6 from the Homework.
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Combine lessons 23 & 24

Use only 2 days for End of Module Assessment

Looking ahead, Topic D of Module 5 includes drawing in 5 of the 6 geometry lessons. These drawings with the protractor are critical to the coherence of the geometry standards of Grade 4 and those of middle school. These drawings could be completed during Module 4 but at a different time of the day, such as art class or for morning work. It is best that drawing with the protractor be taught by the math teacher. This modification allows for the later consolidation of Lessons 16, 17, 18, and 19 in Module 5.

MODULE 5

Omit lessons 8 & 9	Instead, consider asking the art teacher to complete a similar project with students.
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Combine lessons 13 & 14	Use Problems 1 and 2 from lesson 13 and Problems 1 and 2 from lesson 14. Problem 3 from lesson 14 can be an extension for early finishers.
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Omit lesson 22	Use it in a center or periodically as morning work.
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No Mid Module Assessment

For Module 5, teach in the following order: 1, 2, 4, 5, 7, 10, 12, combine 13 & 14, 15, 16, 17, 18, 19, 20, 21

After STAAR testing - teach the following remaining lessons: 3, 6, 8, 9, 11

MODULE 6

Combine lessons 5 & 6

Omit lesson 11

Topics D and E occur after the End of Module Assessment and are optional. However, they afford students the opportunity to reflect on all the learning they have experienced in Grade 5 and throughout A Story of Units. These Topics serve as both an excellent culmination to elementary school and a meaningful bridge to middle school.

For Module 6, teach in the following order: 1, 2, 3, combine 5 & 6, 7, 8, 9, 10, 12, 13, 14, 15, combine 16 & 17, 18

After STAAR testing - teach the following remaining lessons: 4, 11, 19–34
