5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Grade: 5Th **Subject:Math**

Unit Title: Unit 1: Math Is…

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
OA. C. 5 : Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. 4.NF.B.4.c : Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. 4.NF.B.3.d : Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 4.NF.A.2 : Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2.	Hobby, interview, strategy, analyze, grid, model, visualize, fractional, critique, justify, defend, efficient, generalizations, norms, responsibility	iReady Study Island Ignite!	Formative: I-Ready Additional Practice 1-1 through 1-6 Summative: Exit Ticket 1-1 through 1-6 Study Island Unit 1 Assessment

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. 4.OA.C.5 : Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. 4.NF.B.3.d : Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.			

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 2: Volume

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
5.MD.C.3 : Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. "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. 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.	Rectangular prism, unit cube, volume, analyze, establish, cubic unit, debate, suggest, assert, evaluate, base (of a solid), formula, composite solid, figure, complex, speculate, equation, unknown, variable, relevant, and valid	● Ignite! - Painted Cubes ● Game Station ○ Volume Sort ○ Volume Showdown ○ Additive Volume Task Cards ○ Volume Situation Concentration ● Digital Game - Dino Dig ● STEM Project Car - Developing and Using Models ● Connection Card - Harvesting Water ● Real World Card - You Are a Computer Programmer	Formative: I-Ready Additional Practice 2-1 through 2-5 Summative: Exit Ticket 2-1 through 2-5 Study Island Unit 2 Assessment

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

5.MD.C.4 : Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units." "5.MD.C.5.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. 5.MD.C.5.b Apply the formulas V=l×w×h and V=b×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."			

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

5.MD.C.5.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. 5.MD.C.5.b Apply the formulas V=l×w×h and V=b×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.			

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 3 - Place Value and Number Relationships

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments

5.NBT.A.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.
 	
5.NBT.A.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.
5.NBT.A.3.a : Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392=3×100+4×10+7×1+3×(1/10)+9×(1/100)+2×(1/1000).
	Digit, Place Value, Place Value Chart, Cite, Relationship, Contradiction, Infer, Decimal, Decimal Point, Tenth, Hundredth, Thousandth, Expanded Form, Standard Form, Word Form, Expand, Quality, Greater Than, Less Than, Address, Negate, Estimate, Round, Prove, Variation	• Ignite! - Number Lines
		• Game Station
		  ○ Value of a Digit Sort
		  ○ Place Value with Decimal Sort
		  ○ Reading and Writing Decimals Concentration
		  ○ Decimal Showdown
		  ○ Rounding Decimals Four in a Row
		• Digital Game - Factory Sort
		• STEM Project Card - How Far?
		• Connection Card - On Your Mark, Get Set, Go!
		• Real World Card - State Sales Tax
			Formative:
			I-Ready
			Additional Practice 3-1 through 3-5
			
			Summative:
			Exit Ticket 3-1 through 3-5
			Study Island
			Unit 3 Assessment

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

5.NBT.A.3.b : Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 5.NBT.A.4: Use place value understanding to round decimals to any place.			

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 4 - Add and Subtract Decimals

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
5.NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.B.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.	Decimal, estimate, analyze, infer, reasonable, decimal grid, hundredth, tenths, benefit, drawback, evaluate, decimal grid, debate, infer, decompose, partial sums, emphasize, procedure, assert, prove, accurate, evaluate, decomposition, partial sums.	● Ignite! - Number Lines ● Game Station ○ Estimating Sums and Difference of Decimals Race ○ Represent Addition of Decimals Task Cards ○ Add tenths and Hundredths Race ○ Decimal Addition Tic Tac Toe ○ Represent Subtraction of Decimals Task Cards ○ Subtract Tenths and Hundredths Race ○ Decimal Subtraction Tic Tac Toe ○ Add or Subtract Decimal Word Problems Race ● Digital Game - Batting Practice ● STEM Project Card - Let's Get Organized ● Connection Card - Cost of	Formative: I-Ready Additional Practice 4-1 through 4-8 Summative: Exit Ticket 4-1 through 4-8 Study Island Unit 4 Assessment

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

		Living Depends on Where You Lice ● Real World Card - Balance a Checkbook	

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 5 - Multiply Multi-Digit Whole Numbers

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments

5.NBT.A.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.
 	
5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.
	Base, exponent, exponential form, power of 10, factor, estimate, round, area model, decompose, partial products, algorithm,regroup,analyze, note, transition, prove, procedure, suggest, debate, speculate, accurate, relevant, cite, establish	• Ignite! - Mile High Pennies
		• Game Station
		  ○ Powers of 10 Concentration
		  ○ Multiplying by 10 Tic Tac Toe
		  ○ Estimating Products Bingo
		  ○ Area Model Task Card
		  ○ Partial Products Concentration
		  ○ Multiplication Standard Algorithm Task Cards
		  ○ Multiplication Showdown
		• Digital Game - Dino Dig
		• STEM Project Card - Make a Pulley System
		• Connection Card - Washington Color School Movement - Color Field Painting
		• Real World Card - Let's Celebrate
			Formative:
			I-Ready
			Additional 5-1 through 5-7
			
			Summative:
			Exit Ticket 5-1 through 5-7
			Study Island
			Unit 5 Assessment

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 6 - Multiplying Decimals

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments

5.NBT.A.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.
5.NBT.B.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.
	Exponent, factor, product, estimate, range, round, decimal grid, partition, area, area model, decompose, partial product, digit, unknown, analyze, reflect, cite, speculate, complex, negate, complement, evaluate, assert, expand, relevant, suggest	• Ignite! - Area and Decimal Multiplication
		• Game Station
		  ○ Multiply be Powers of 10 Showdown
		  ○ Estimating Decimal Products Bingo
		  ○ Decimal Multiplication Tic Tac Toe
		  ○ Decimal Multiplication Task Cards
		  ○ Relate Decimal Multiplication Task Cards
		• Digital Game - Mad Lab Mix-Up
		• STEM Project Card - Rock Garden
		• Connection Card -School Spirit
		• Real World Card - Move to the Left. Now Right!
			Formative:
			I-Ready
			Additional Practice 6-1 through 6-6
			
			Summative:
			Exit Ticket 6-1 through 6-6
			Study Island
			Unit 6 Assessment

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 7 - Divide Whole Numbers

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments

5.NBT.B.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.	Dividend, divisor, quotient, estimate, partial quotient, remainder, accurate, evaluate, suggest, variation, analyze, establish, reflect, speculate, condition, drawback, address, advantage, note, transition.	• Ignite! - Division Puzzles
		• Game Station
		  ○ Multi-Digit Division Tic Tac Toe
		  ○ Estimating Quotient Showdown
		  ○ Multi-Digit Division Tic Tac Toe
		  ○ Division with 2-Digit Divisors Task Cards
		  ○ Division with 2-Digit Divisor Race
		  ○ Remainder Showdown
		  ○ Dividing with Remainders Bump
		• Digital Game - Batting Practice
		• STEM Project Card - That Is Astronomical
		• Connection Card - Estimate High School Density
		• Real World Card - Online Learning- Is It Safe?
			Formative:
			I-Ready
			Additional Practice 7-1 through 7-7
			
			Summative:
			Exit Ticket 7-1 through 7-7
			Study Island
			Unit 7 Assessment

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 8 - Divide Decimals

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments

5.NBT.A.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.
 	
5.NBT.B.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.
	Power of 10, dividend, divisor, estimate, quotient, decimal, place value, partial quotient, expand, reflect, suggest, negate, variation, analyze, suggest, infer, transition, reflect, address, advantage, assert, disadvantage	• Ignite! - Lemonade Stand
		• Game Station
		  ○ Divide by 0.1 and 0.01 Race
		  ○ Estimating Quotients Bump
		  ○ Represent Decimal Division Four in a Row Tic Tac Toe
		  ○ Divide Decimals by Decimals Task Cards
		  ○ Dividing Decimals by Whole Numbers Task Cards
		  ○ Divide by Whole Number
		• Digital Game - Dino Dig
		• STEM Project Card - Make a Pulley System
		• Connection Card - Washington Color School Movement - Color Field Painting
		• Real World Card - Let's Celebrate
			Formative:
			I-Ready
			Additional Practice 8-1 through 8-6
			
			Summative:
			Exit Ticket 8-1 through 8-6
			Study Island
			Unit 8 Assessment

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 9 - Add and Subtract Fractions

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
5.NF.A.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. For example, 2/3+5/4=8/12+15/12=23/12. (In general, a/b+c/d=(ad+bc)/bd.) 5.NF.A.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	Benchmark number, estimate, denominator, equivalent fractions, fraction tiles, like denominators, numerator, multiple, mixed number, eliminate, suggest, correspond, accurate, condition, establish, valid, reflect, suggest, relevant, assert, debate	● Ignite! - Fraction Wall ● Game Station ○ Estimating Sums and Differences Race ○ Adding Fractions Task Cards ○ Fraction Addition Concentration ○ Subtracting Fractions Task Cards ○ Fraction Subtraction Tic Tac Toe ○ Mixed number Addition Concentration ○ Fraction and Mixed Number Addition Race ○ Mixed Number Addition Concentration ○ Subtracting Mixed Numbers Task Cards ● Digital Game - Submarine Plunge ● STEM Project Card -Get Moving	Formative: I-Ready Additional Practice 9-1 through 9-9 Summative: Exit Ticket 9-1 through 9-9 Study Island Unit 9 Assessment

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.		• Connection Card - How Do You Say - Fractions • Real World Card - Create and Solve	

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 10 - Multiply Fractions

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments

5.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.B.4.a: Interpret the product (a/b)×q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a×q÷b. For example, use a visual fraction model to show (2/3)×4=8/3, and create a story context for this equation. Do the same with (2/3)×(4/5)=8/15. (In general, (a/b)×(c/d)=ac/bd.)
 	
"5.NF.B.5: Interpret multiplication as scaling (resizing), by:
 	
5.NF.B.5.a: Comparing the size of a product to the size
	Fraction model, multiplication, partition, denominator, numerator, area, square unit, area model, decompose, mixed number, partial product, scaling, equation, unknown, variable, reflect, suggest, citation, complex, procedure, speculate, arguably, expand, establish, accurate, transition, infer, assert.	• Ignite! - Folding Fractions on a Strip
		• Game Station
		  ○ Fraction Multiplication Tic Tac Toe
		  ○ Representing Fraction Multiplication Task Cards
		  ○ Fraction Multiplication Showdown
		  ○ Mixed Number Task Cards
		  ○ Mixed Number Concentration
		  ○ Area with Fractions Task Cards
		  ○ Product Size Sort
		  ○ Fraction Problem Race
		• Digital Game - Mad Lab Mix-Up
		• STEM Project Card - This or That
		• Connection Card - Fraction of a Fraction
		• Real World Card - If, Then
			Formative:
			I-Ready
			Additional Practice 10-1 through 10-9
			
			Summative:
			Exit Ticket 10-1 through 10-9
			Study Island
			Unit 10 Assessment

of one factor on the basis of the size of the other factor, without performing the indicated multiplication. 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 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b=(n×a)/(n×b) to the effect of multiplying a/b by 1." 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.			

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 11 - Divide Fractions

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments

5.NF.B.3: Interpret a fraction as division of the numerator by the denominator (a/b=a÷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	Denominator, dividend, divisor, numerator, suggest, quotient, mixed number, remainder, division, fraction model, unit fraction, equation, unknown, variable, prove, reflect, analyze, evaluate, establish, relevant	• Ignite! - Number Strings
		• Game Station
		  ○ Fractions as Division Four in a Row
		  ○ Represent Division of Whole Numbers by Unit Fraction Concentration
		  ○ Dividing Whole Number by Unit Fractions Bingo
		  ○ Fraction Division Match, Concentration, and Showdown, Fraction Division Bingo, Dividing Fraction Race
		• Digital Game - Dino Dig
		• STEM Project Card - How Fast is Your Robot?
		• Connection Card - Potluck with a Twist
		• Real World Card - Can you Hear Me?
			Formative:
			I-Ready
			Additional Practice 11-1 through 11-7
			
			Summative:
			Exit Ticket 11-1 through 11-7
			Study Island
			Unit 11 Assessment

whole numbers does your answer lie? "5.NF.B.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 5.NF.B.7b: Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4÷(1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4÷(1/5)=20 because 20×(1/5)=4."			

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 12- Measurement and Data

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
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. 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	Capacity, convert, customary system, length, weight, length, mass, metric system, data, line plot, outlier, accurate, infer, emphasize, note, analyze, procedure, reflect, suggest.	● Ignite! - Which Sums Occur Least and Most? ● Game Station ○ Product Size Sort ○ Convert Metric Units Race ○ Metric Units of Measurement Race ○ Create a Line Plot Task Cards ○ Line Plot Task Cards ● Digital Game - Space Race ● STEM Project Card - Environmentally Friendly ● Connection Card - City of Trees ● Real World Card - LFind a Pattern and Repeat	Formative: I-Ready Additional Practice 12-1 through 12-5 Summative: Exit Ticket 12-1 through 12-5 Study Island Unit 12 Assessment

amount in all the beakers were redistributed equally.			

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 13 - Geometry

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments

5.G.A.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.,x-axis and x-coordinate, y-axis and y-coordinate).
 	
5.G.A.2: Represent real
	Coordinate Plane, ordered pair, origin, x-axis, y-axis, x-coordinate, y-coordinate, category, equilateral triangle, hierarchy, isosceles triangle, property, scalene triangle, subcategory, attribute, parallelogram, property, quadrilateral, rectangle, rhombus, square, trapezoid, establish, quality, Venn diagram, correspond, emphasize quality, accurate, interpret, evaluate, suggest, establish, quality.	• Ignite! - Tetrominoes
		• Game Station
		  ○ Coordinate Plane Race
		  ○ Coordinate Plane Task Cards
		  ○ Coordinate Plane Representation Race
		  ○ Classifying Triangles Four in a Row
		  ○ 2-Dimensional Figures Sort
		  ○ Hierarchy Sort
		• Digital Game - Submarine Plunge
		• STEM Project Card - Drafting Tool For Accuray
		• Connection Card - How Was That Created?
		• Real World Card - Is This For Real?
			Formative:
			I-Ready
			Additional Practice 13-1 through 13-6
			
			Summative:
			Exit Ticket 13-1 through 13-6
			Study Island
			Unit 13 Assessment

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. 5.G.B.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.B.4:Classify two-dimensional figures in a hierarchy based on properties.			

5th Grade Math Curriculum Map

Taneyville R-II School
2022-2023

Unit Title: Unit 14 - Algebraic Thinking

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
5.OA.A.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.A.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. 5.OA.B.3: Generate two numerical patterns using two given rules. Identify apparent relationships between	Expression, grouping symbol, numerical expression, parentheses, evaluate, order of operations, corresponding term, numerical pattern, rule (of a pattern), reflect, suggest, complex, valid, accurate, contradiction, emphasize, transition, inference, analyze, speculate.	● Ignite! - 5-4-3-2-1 Challenge ● Game Station ○ Numerical Expression Concentration ○ Numerical Expression Task Cards ○ Order of Operations Showdown ○ Numerical Patterns Task Cards ○ Patterns on the Coordinate Plane Concentration ○ ● Digital Game - Operation Station ● STEM Project Card - A Rule Created That? ● Connection Card - Color by Number ● Real World Card - Earning an Income	Formative: I-Ready Additional Practice 14-1 through 14-6 Summative: Exit Ticket 14-1 through 14-6 Study Island Unit 14 Assessment

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.			