

## Grade 5 Unpacked Math Standards – Number Sense

**5.N.1.1.** Students are able to read, write, **order**, and **compare** numbers from .001 to 1,000,000,000.

**Webb Level: 1**

**Bloom: Comprehension**

**Verbs Defined:**

Order: to arrange from smallest to largest

Compare: to tell how numbers are alike or different

**Key Terms Defined:**

**Teacher Speak:**

Students are able to read, write, order (to arrange from smallest to largest) and compare (to tell how things are things are alike or different) numbers from .001-1,000,000,000.

**Student Speak:**

I can read numbers from .001-1,000,000,000 in standard, expanded, and word forms.

I can write numbers from .001-1,000,000,000 in standard, word and expanded forms.

I can arrange numbers from smallest to largest (order) using numbers from .001-1,000,000,000.

I can tell how numbers .001-1,000,000,000 are alike and different (compare).

**5.N.1.2.** Students are able to **find prime, composite, and factors of whole numbers** from 1 to 50.

**Webb Level: 2**

**Bloom: Comprehension**

**Verbs Defined:**

Find- find/name/list/say/write

**Key Terms Defined:**

Prime- a number greater than one that has exactly two factors (itself and one).

Composite- a number that has more than two factors

Factors- numbers that divide another number with no remainder

Whole numbers- 0,1,2,3,4,5...

**Teacher Speak:**

Students are able to find (say and write) prime and composite numbers (1-50).

Students are able to find (say and write) factors of numbers (1-50).

**Student Speak:**

I can say and write (find) the prime numbers (a number greater than one that has exactly two factors (itself and one)) from 1-50.

I can say and write (find) the composite numbers (a number that has more than two factors) from 1-50.

I can say and write (find) the factors of numbers (numbers that divide another number with no remainder) from 1-50.

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**5.N.1.3.** Students are able to **identify** alternative representations of fractions and decimals involving tenths, fourths, halves, and hundredths.

**Webb Level: 1****Bloom: Knowledge****Verbs Defined:**

Identify- recognize/convert/change

**Key Terms Defined:**

Alternative representations- another way to state the same amount

Fractions- when something (group, set, number) is divided in to equal parts, each part is called a fraction. A fraction can be expressed as one number written above another (x/y).

Decimals- a number in which any parts less than an integer are written after the decimal point (56.34).

**Teacher Speak:**

Students are able to identify (recognize) alternative representations of fractions and decimals involving tenths, fourths, halves, and hundredths.

**Student Speak:**

I can represent decimals as fractions involving tenths, fourths, halves, and hundredths.

I can represent fractions involving tenths, fourths, halves, and hundredths as decimals.

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**5.N.1.4.** Students are able to **locate negative integers on a number line.**

**Webb Level: 1****Bloom: Comprehension****Verbs Defined:**

Locate- find

**Key Terms Defined:**

Negative Integer – any number below zero.

Integers – the name for the set of positive and negative numbers, together with zero.

**Teacher Speak:**

Students are able to locate (find) a negative integer on the number line.

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**Student Speak:**

I can find (locate) negative integers (opposite of the counting numbers (-1,-2,-3..)) on a number line.

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**5.N.1.5. Students are able to determine the squares of numbers 1 – 12.****Webb Level: 2****Bloom: Comprehension****Verbs Defined:**

Determine- find; name; write

**Key Terms Defined:**

Squares of numbers- a number multiplied by itself

**Teacher Speak:**

Students are able to determine (find) the squares of numbers 1-12.

**Student Speak:**

I can name (determine) the squares of the numbers (a number multiplied by itself) 1-12.

I can write (determine) the squares of the numbers (a number multiplied by itself) 1-12.

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**5.N.2.1. Students are able to find the quotient of whole numbers using two-digit divisors.****Webb Level: 2****Bloom: Application****Verbs Defined:**

Find- solve; to find an answer

**Key Terms Defined:**

Quotient- an answer in a division problem

Whole numbers- 0,1,2,3,4,5...

Two digit divisors- the number by which the dividend is divided has two digits

**Teacher Speak:**

Students will be able to find (solve; find an answer to) the quotient of whole numbers using two-digit divisors.

**Student Speak:**

I can find(solve) an answer to a division problem (quotient) using a two digit divisor (the number by which the dividend is divided).

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**5.N.2.2.** Students are able to **determine** equivalent fractions including **simplification** (lowest terms of fractions).

**Webb Level: 2****Bloom: Application****Verbs Defined:**

Determine- find

Simplification- lowest terms of fractions; simplest form of a fraction

**Key Terms Defined:**

Equivalent fractions- fractions that have equal value

**Teacher Speak:**

Students are able to determine equivalent fractions and put a fraction in simplest form.

**Student Speak:**

I can find (determine) equivalent fractions.

I can put (simplify) fractions into simplest form.

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**5.N.2.3.** Students are able to multiply and divide decimals by natural numbers (1 – 9).

**Webb Level: 2****Bloom: Application****Verbs Defined:****Key Terms Defined:**

Decimals- a number in which any parts less than an integer are written after the decimal point (56.34).

Natural numbers- counting numbers (1-9)

**Teacher Speak:**

Students are able to multiply and divide decimals by natural numbers (1-9).

**Student Speak:**

I can multiply decimals (a number with one or more digits to the right of a decimal point) by the numbers 1-9 (natural numbers).

I can divide decimals (a number with one or more digits to the right of a decimal point) by the numbers 1-9 (natural numbers).

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**5.N.3.1.** Students are able to **use** different estimation strategies to solve problems involving whole numbers, decimals, and fractions to the nearest whole number.

**Webb Level: 2**

**Bloom: Application**

**Verbs Defined:**

Use- apply

**Key Terms Defined:**

Estimation: to determine roughly to determine roughly

Whole numbers- 0,1,2,3,4,5...

Decimals- a number in which any parts less than an integer are written after the decimal point (56.34).

Fractions- when something (group, set, number) is divided in to equal parts, each part is called a fraction. A fraction can be expressed as one number written above another ( $x/y$ ).

**Teacher Speak:**

Students are able to use (apply) different estimation strategies to solve problems involving whole numbers, decimals, and fractions to the nearest whole number.

**Student Speak:**

I can:

- estimate (use an approximate value) to the nearest whole numbers (0,1,2,3,4,5...) to solve problems.
- estimate (use an approximate value) decimals(a number with one or more digits to the right of the decimal point) to the nearest whole number to solve problems.
- estimate (use an approximate value) fractions (a number that represents part of a whole or a set written with a numerator and a denominator) to the nearest whole number to solve problems.