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| **Standard** | **Vocabulary** | **Learning Targets** | **I got this!** |
| CONVERTS LIKE MEASUREMENT UNITS WITHIN A GIVEN MEASUREMENT SYSTEM | | | |
| **MCC5.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. | Metric: Capacity (liter/milliliter) , Length (km/m/cm/mm), Weight (kg/g/mg)  Customary: Capacity (gallon/qt/pt/cup/fl. oz), Length, (mi/yd/ft/in), Weight (T/lbs/oz), Time (hr/min/sec)  Convert | ***Convert among different-sized standard measurement units within a given measurement system.*** | Formative Grade:  DNM P M  Summative Grade:  DNM P M |
| REPRESENTS AND INTERPRETS DATA | | | |
| **MCC5.MD.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 present 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 amount in all the beakers were* | Line plot, Data set, Data | ***Create a line plot to display a data set of measurements in fraction of a unit (1/2, 1/4, 1/8).***  ***Use operations on fractions to solve problems involving information presented in line plots.*** | Formative Grade:  DNM P M |
| **Standard** | **Vocabulary** | **Learning Targets** | **I got this!** |
| UNDERSTANDS CONCEPTS OF VOLUME AND RELATES VOLUME TO MULTIPLICATION AND DIVISION | | | |
| **MCC5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurements.   1. 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. 2. 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. | Volume, Solid figures, Unit cube, Cubic units, Face, Edge, Vertex, Vertices, Attribute, Right rectangular prism, Length, Width, Height | ***Recognize volume as an attribute of solid figures.***  ***Understand concepts of volume measurement.*** | Formative Grade:  DNM P M |
| **MCC5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. | Unit cube, Cubic units | ***Measure volumes by counting unit cubes.*** | Formative Grade:  DNM P M |
| **MCC5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.   1. 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 are aof the base. Represent threefold whole-number products as volume, e.g., to represent the associative property of multiplication. 2. Apply the formulas *V = l x w x h* and *V = b x 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. 3. 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. | Space, 3D, Overlap, Formula, Area of base, Gap | ***Relate volume to real world problems.***  ***Compute and represent the volume of a rectangular prism.***  ***Compute the volume of two non-overlapping rectangular prisms.*** | Formative Grade:  DNM P M  Summative Grade:  DNM P M |