

## Summer Scholars and Common Core Math Standards Rising 1st Grade

Day	Lesson	Primary Mathematics Standards	Standards for Mathematical Practice
Day 1	Lesson 1	<b>K.CC.A.1</b> Count to 100 by ones and by tens. <b>K.CC.A.B.4.a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Reason abstractly and quantitatively.
Day 2			
Day 3	Lesson 2	<b>K.CC.A.1</b> Count to 100 by ones and by tens. <b>K.CC.A.B.4.a</b> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Use appropriate tools strategically.
Day 4			
Day 5	Lesson 3	<b>K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <b>K.CC.B.4.b</b> Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Construct viable arguments and critique the reasoning of others.
Day 6			
Day 7	Lesson 4	<b>K.CC.B.4.c</b> Understand that each successive number name refers to a quantity that is one larger.	Look for and express regularity in repeated reasoning.
Day 8			
Day 9	Lesson 5	<b>K.CC.D.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies	Reason abstractly and quantitatively.
Day 10			
Day 11	Lesson 6	<b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. <b>K.OA.A.2 (addition only)</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem	Reason abstractly and quantitatively.
Day 12			
Day 13	Lesson 7	<b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. <b>K.OA.A.2 (subtraction only)</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem	Reason abstractly and quantitatively.
Day 14			
Day 15	Lesson 8	<b>K.OA.A.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem	Use appropriate tools strategically.
Day 16			
Day 17	Lesson 9	<b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	Look for and make use of structure.
Day 18			
Day 19	Lesson 10	<b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones	Construct viable arguments and critique the reasoning of others
Day 20			
Day 21	Lesson 11	<b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones	Look for and express regularity in repeated reasoning.
Day 22			
Day 23	Lesson 12	<b>K.MD.B.3</b> K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Look for and express regularity in repeated reasoning.
Day 24			

## Summer Scholars and Common Core Math Standards Rising 2nd Grade

Day	Lesson	Primary Mathematics Standards	Standards for Mathematical Practice
Day 1	Lesson 1	<b>1.OA.A.1 (addition)</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	Construct viable arguments and critique the reasoning of others.
Day 2			
Day 3	Lesson 2	<b>1.OA.D.8 (addition)</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = \diamond - 3$ , $6 + 6 = \diamond$ .	Use appropriate tools strategically.
Day 4			
Day 5	Lesson 3	<b>1.OA.A.1 (subtraction)</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	Reason abstractly and quantitatively.
Day 6			
Day 7	Lesson 4	<b>1.OA.B.4</b> Understand subtraction as an unknown-addend problem. For example, subtract 10–8 by finding the number that makes 10 when added to 8. <b>1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = - 3$ , $6 + 6 = .$	Reason abstractly and quantitatively.
Day 8			
Day 9	Lesson 5	<b>1.NBT.B.2.b</b> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones <b>1.NBT.B.2.c</b> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Construct viable arguments and critique the reasoning of others.
Day 10			
Day 11	Lesson 6	<b>1.NBT.B.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	Look for and express regularity in repeated reasoning.
Day 12			
Day 13	Lesson 7	<b>1.NBT.C4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Construct viable arguments and critique the reasoning of others.
Day 14			
Day 15	Lesson 8	<b>1.NBT.C4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Use appropriate tools strategically.
Day 16			
Day 17	Lesson 9	<b>1.NBT.C.6</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.	Use appropriate tools strategically.
Day 18			
Day 19	Lesson 10	<b>1.MD.A.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Look for and express regularity in repeated reasoning.
Day 20			
Day 21	Lesson 11	<b>1.MD.C.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Use appropriate tools strategically.
Day 22			
Day 23	Lesson 12	<b>1.G.A.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Look for and make use of structure.
Day 24			

## Summer Scholars and Common Core Math Standards Rising 3rd Grade

Day	Lesson	Primary Mathematics Standards	Standards for Mathematical Practice
Day 1	Lesson 1	<b>2.NBT.A.1.a</b> 100 can be thought of as a bundle of ten tens — called a “hundred.” <b>2.NBT.A.1.b</b> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Reason abstractly and quantitatively.
Day 2			
Day 3	Lesson 2	<b>2.NBT.A.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Construct viable arguments and critique the reasoning of others.
Day 4			
Day 5	Lesson 3	<b>2.NBT.A.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. <b>2.NBT.A.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Look for and make use of structure.
Day 6			
Day 7	Lesson 4	<b>2.NBT.B.5 (addition)</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Reason abstractly and quantitatively.
Day 8			
Day 9	Lesson 5	<b>2.NBT.B.5 (subtraction)</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Reason abstractly and quantitatively.
Day 10			
Day 11	Lesson 6	<b>2.NBT.B.7 (addition)</b> Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.	Use appropriate tools strategically.
Day 12			
Day 13	Lesson 7	<b>2.NBT.B.7 (subtraction)</b> Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.	Use appropriate tools strategically.
Day 14			
Day 15	Lesson 8	<b>2.OA.A.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Reason abstractly and quantitatively.
Day 16			
Day 17	Lesson 9	<b>2.OA.A.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Look for and make use of structure.
Day 18			
Day 19	Lesson 10	<b>2.MD.A.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <b>2.MD.A.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Construct viable arguments and critique the reasoning of others.
Day 20			
Day 21	Lesson 11	<b>2.MD.C.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Model with Mathematics.
Day 22			
Day 23	Lesson 12	<b>2.G.A.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Reason abstractly and quantitatively.
Day 24			

## Summer Scholars and Common Core Math Standards Rising 4th Grade

Day	Lesson	Primary Mathematics Standards	Standards for Mathematical Practice
Day 1	Lesson 1	<b>3.OA.A.1</b> Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .	Use appropriate tools strategically.
Day 2			
Day 3	Lesson 2	<b>3.OA.A.2</b> Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .	Use appropriate tools strategically.
Day 4			
Day 5	Lesson 3	<b>3.OA.A.3</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Look for and express regularity in repeated reasoning.
Day 6			
Day 7	Lesson 4	<b>3.OA.A.3 (division)</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Construct viable arguments and critique the reasoning of others.
Day 8			
Day 9	Lesson 5	<b>3.MD.C.5.a</b> A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. <b>3.MD.C.5.b</b> A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.	Look for and express regularity in repeated reasoning.
Day 10			
Day 11	Lesson 6	<b>3.MD.C.7.b</b> Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. <b>3.MD.C.7.c</b> Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.	Use appropriate tools strategically.
Day 12			
Day 13	Lesson 7	<b>3.MC.D.8</b> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Reason abstractly and quantitatively.
Day 14			
Day 15	Lesson 8	<b>3.NF.A.1</b> Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by a parts of size $1/b$ .	Construct viable arguments and critique the reasoning of others.
Day 16			
Day 17	Lesson 9	<b>3.NF.A.1</b> Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by a parts of size $1/b$ .	Reason abstractly and quantitatively.
Day 18			
Day 19	Lesson 10	<b>3.MD.B.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	Construct viable arguments and critique the reasoning of others.
Day 20			
Day 21	Lesson 11	<b>3.MD.A.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). <b>6</b> Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Look for and make use of structure.
Day 22			
Day 23	Lesson 12	<b>3.G.A.1</b> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Construct viable arguments and critique the reasoning of others.
Day 24			

## Summer Scholars and Common Core Math Standards Rising 5th Grade

Day	Lesson	Primary Mathematics Standards	Standards for Mathematical Practice
Day 1	Lesson 1	<b>4.OA.A.2 (multiply)</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Reason abstractly and quantitatively.
Day 2			
Day 3	Lesson 2	<b>4.OA.A.2 (divide)</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Use appropriate tools strategically.
Day 4			
Day 5	Lesson 3	<b>4.OA.B.4</b> Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	Look for and make use of structure.
Day 6			
Day 7	Lesson 4	<b>4.NBT.A.3</b> Use place value understanding to round multi-digit whole numbers to any place.	Construct viable arguments and critique the reasoning of others.
Day 8			
Day 9	Lesson 5	<b>4.NBT.B.5</b> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Use appropriate tools strategically.
Day 10			
Day 11	Lesson 6	<b>4.NBT.B.5</b> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Construct viable arguments and critique the reasoning of others.
Day 12			
Day 13	Lesson 7	<b>4.NBT.B.6</b> Find whole-number quotients and remainders with up to four-digit dividends and one-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.	Look for and express regularity in repeated reasoning.
Day 14			
Day 15	Lesson 8	<b>4.NF.A.2</b> 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 $\frac{1}{2}$ . 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.	Use appropriate tools strategically.
Day 16			
Day 17	Lesson 9	<b>4.NF.A.2</b> 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 $\frac{1}{2}$ . 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.	Look for and express regularity in repeated reasoning.
Day 18			
Day 19	Lesson 10	<b>4.NF.B.3.a</b> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Look for and express regularity in repeated reasoning.
Day 20			
Day 21	Lesson 11	<b>4.MD.A.3</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	Reason abstractly and quantitatively.
Day 22			
Day 23	Lesson 12	<b>4.G.A.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. <b>4.G.A.2</b> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Construct viable arguments and critique the reasoning of others.
Day 24			

## Summer Scholars and Common Core Math Standards Rising 6th Grade

Day	Lesson	Primary Mathematics Standards	Standards for Mathematical Practice
Day 1	Lesson 1	<b>5.OA.A.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Use appropriate tools strategically.
Day 2			
Day 3	Lesson 2	<b>5.OA.A.2</b> 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 $2 \times (8 + 7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product.	Look for and express regularity in repeated reasoning.
Day 4			
Day 5	Lesson 3	<b>5.NBT.A.3.b</b> Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	Construct viable arguments and critique the reasoning of others.
Day 6			
Day 7	Lesson 4	<b>5.NBT.B.7 (add/subtract)</b> 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.	Reason abstractly and quantitatively.
Day 8			
Day 9	Lesson 5	<b>5.NBT.B.7 (multiply)</b> 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.	Reason abstractly and quantitatively.
Day 10			
Day 11	Lesson 6	<b>5.NBT.B.7 (divide)</b> 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.	Look for and express regularity in repeated reasoning.
Day 12			
Day 13	Lesson 7	<b>5.NF.A.1</b> 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, $a/b + c/d = (ad + bc)/bd$ .)	Use appropriate tools strategically.
Day 14			
Day 15	Lesson 8	<b>5.NF.B.4.a</b> Interpret the product $(a/b) \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$ . (In general, $(a/b) \times (c/d) = ac/bd$ .) <b>5.NF.B.7.b</b> Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$ .	Look for and make use of structure.
Day 16			
Day 17	Lesson 9	<b>5.NF.B.7.b</b> Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$ .	Reason abstractly and quantitatively.
Day 18			
Day 19	Lesson 10	<b>5.NF.B.7.a</b> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$ .	Use appropriate tools strategically.
Day 20			
Day 21	Lesson 11	<b>5.MD.C.5.a</b> 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. <b>5.MD.C.4</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Look for and express regularity in repeated reasoning.
Day 22			
Day 23	Lesson 12	<b>5.G.A.1</b> 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).	Reason abstractly and quantitatively.
Day 24			