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Start Quick and Ramp It Up! 5<sup>th</sup> Grade Multiplication

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# TABLE OF STANDARDS (PG. 1 OF 2)

The activities in this 5th grade Multiplication book address the following standards.

Where are we going? Focus Standards		Activity
(5.3)	<b>Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:</b>	
5.3B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm; <b>Supporting Standard</b>	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a>
5.3D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models; <b>Supporting Standard</b>	<a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a>
5.3E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers; <b>Readiness Standard</b>	<a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">12</a> , <a href="#">13</a> , <a href="#">14</a>

How will we get there? Working Standards		Activity
(5.3)	<b>Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:</b>	
5.3A	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division; <b>Supporting Standard</b>	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a>

What kind of mathematical thinking will we use? Process Standards		Activity
(5.1)	<b>(5.1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</b>	
5.1A	apply mathematics to problems arising in everyday life, society, and the workplace;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">13</a>
5.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">13</a> , <a href="#">14</a>
5.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">12</a>
5.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">12</a>
5.1E	create and use representations to organize, record, and communicate mathematical ideas;	<a href="#">1</a> , <a href="#">4</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">14</a>
5.1F	analyze mathematical relationships to connect and communicate mathematical ideas.	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">11</a> , <a href="#">12</a> , <a href="#">14</a>
5.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a>