

Quarter 1

Targeted Standard(s):

Domain

5.NBT Number and Operations in Base Ten

5.OA Operations and Algebraic Thinking

PA Core Standards

CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.

CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.

CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.

CC.2.2.5.A.4 Analyze patterns and relationships using two rules.

PA Core Assessment Anchors

M05.A-T.1 Understand the place-value system.

M05.A-T.2 Perform operations with multi-digit whole numbers and with decimals to hundredths.

M05.B-O.1 Write and interpret numerical expressions.

PA Core Assessment Anchor Descriptors

M05.A-T.1.1 Demonstrate understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers.

M05.A-T.2.1 Use whole numbers and decimals to compute accurately (straight computation or word problems.)

M05.B-O.1.1 Analyze and complete calculations by applying the order of operations.

PA Core Eligible Content

M05.A-T.1.1.1 Demonstrate an understanding that in a multi-digit number, a digit in one place represents $\frac{1}{10}$ of what it represents in the place to its left.

Example: Recognize that in the number 770, the 7 in the tens place is $\frac{1}{10}$ the 7 in the hundreds place.

M05.A-T.1.1.4 Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols.

M05.A-T.1.1.3 Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. *Example: $347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (0.1) + 9 \times (0.01) + 2 \times (0.001)$*

M05.A-T.1.1.5 Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).

M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).

M05.A-T.2.1.1 Multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit).

M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions containing these symbols.

M05.B-O.1.1.2 Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them.

Example 1: Express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$.

Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.

M05.A-T.1.1.2 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. *Example 1: $4 \times 102 = 400$*

Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014

Example 2: $0.05 \div 103 = 0.00005$

Enduring Understandings:

- Students will understand that like whole numbers, the location of a digit in decimal numbers determines the value of the digit.
- Students will understand that rounding decimals should be “sensible” for the context of the problem.
- Students will understand that decimal numbers can be represented with models.
- Students will understand that addition and subtraction with decimals are based on the fundamental concept of adding and subtracting the numbers in like position values.
- Multiplication may be used to find the total number of objects when objects are arranged in equal groups.
- One of the factors in multiplication indicates the number of objects in a group and the other factor indicates the number of groups.
- Products may be calculated using invented strategies.
- Unfamiliar multiplication problems may be solved by using known multiplication facts and properties of multiplication and division. For example, $8 \times 7 = (8 \times 2) + (8 \times 5)$ and $18 \times 7 = (10 \times 7) + (8 \times 7)$.
- Multiplication may be represented by rectangular arrays/area models.
- There are two common situations where division may be used: fair sharing (given the total amount and the number of equal groups, determine how many/much in each group) and measurement (given the total amount and the amount in a group, determine how many groups of the same size can be created).
- Some division situations will produce a remainder, but the remainder will always be less than the divisor. If the remainder is greater than the divisor, that means at least one more can be given to each group (fair sharing) or at least one more group of the given size (the dividend) may be created.
- The dividend, divisor, quotient, and remainder are related in the following manner: $\text{dividend} = \text{divisor} \times \text{quotient} + \text{remainder}$.
- The quotient remains unchanged when both the dividend and the divisor are multiplied or divided by the same number.
- The properties of multiplication and division help us solve computation problems easily and provide reasoning for choices we make in problem solving.

Essential Questions:

1. What is the relationship between decimals and fractions?
2. How can we read, write, and represent decimal values?
3. How are decimal numbers placed on a number line?
4. How can rounding decimal numbers be helpful?
5. How can you decide if your answer is reasonable?
6. How do we compare decimals?
7. Why is it important to follow an order of operations?
8. How can I write an expression that demonstrates a situation or context?
9. How can an expression be written given a set value?
10. What is the difference between an equation and an expression?
11. In what kinds of real world situations might we use equations and expressions?
12. How can we evaluate expressions?
13. How does multiplying a whole number by a power of ten affect the product?

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

14. How can estimating help us when solving multiplication problems?
15. What strategies can we use to efficiently solve multiplication problems?
16. How can I use what I know about multiplying multiples of ten to multiply two whole numbers?
17. How can estimating help us when solving division problems?
18. What strategies can we use to efficiently solve division problems?
19. How can I effectively explain my mathematical thinking and reasoning to others?
20. How can I effectively critique the reasoning of others?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies/Materials	Assessment How learning will be assessed
<p>I. Place Value: Whole Numbers and Decimals.</p> <p>A. Whole Number Place Value to Billions. (M05.A-T.1.1.1)</p> <p>II. Multiplication of Whole Numbers.</p> <p>A. Multiplying Multi-Digit Numbers. (M05.A-T.2.1.1)</p> <p>B. Estimating Products</p> <p>C. Mental Math: Distributive Property (M05.B-O.1.1.1) (M05.B-O.1.1.2)</p>	<p>I. Place Value: Whole Numbers and Decimals</p> <p>A. 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.</p> <p>II. Multiplication of Whole Numbers.</p> <p>A. Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>B. Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>C. Use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols.</p> <p>Write simple expressions that record calculations</p>	<ul style="list-style-type: none"> • Place Value Houses • Decimal Place Value Task Cards- Review • Multiplication War • I Have, Who Has Multiplication • Place Value Scavenger Hunt • Spooky Multiplication Game • Daily Division Problems- one & two digit divisors • Decimal Operations Scavenger Hunt • Decimal Place Value Game • Decimals Aren't So Scary • Multiplying & Dividing by the Powers of 10 • Place Value Records Project 	<p>Fluency Rocket Math</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Vocabulary • Daily Homework • Problem Solving Activity • Peer Teaching <p>Summative Assessments</p> <ul style="list-style-type: none"> • Chapter Tests • Section Quizzes • Quarter Projects • Classroom Diagnostic Tool

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>III. Division of Whole Numbers and Decimals</p> <p>A. Power of Ten Patterns. (M05.A-T.1.1.2)</p> <p>B. Dividing One and Two-Digit Numbers (M05.A-T.2.1.2)</p> <p>IV. Place Value: Whole Numbers and Decimals.</p> <p>A. Decimal Place Value to Thousandths.</p> <p style="padding-left: 20px;">a. Expanded Notation (M05.A-T.1.1.3)</p> <p style="padding-left: 20px;">b. Comparing and Ordering Whole Numbers and</p>	<p>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.</p> <p>III. Division of Whole Numbers and Decimals</p> <p>A. 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.</p> <p>B. 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.</p> <p>IV. Place Value: Whole Numbers and Decimals</p> <p>A. Read, write, and compare decimals to thousandths.</p> <p style="padding-left: 20px;">a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and</p>		
---	--	--	--

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>Decimals. (M05.A-T.1.1.4)</p> <p>c. Rounding Whole Numbers and Decimals. (M05.A-T.1.1.5)</p> <p>V. Whole Numbers and Decimals using Addition and Subtraction. (M05.A-T.2.1.3)</p> <p>A. Addition of Whole Numbers and Decimals. a. Properties of Operations. (M05.B-O.1.1.1)</p> <p>B. Subtraction of Whole Numbers and Decimals.</p> <p>VI. Multiplication of Decimals</p> <p>A. Multiplying Decimals (M05.A-T.2.1.3)</p> <p>B. Power of Ten Patterns. (M05.A-T.1.1.2)</p>	<p>< symbols to record the results of comparisons.</p> <p>c. Use place value understanding to round decimals to any place.</p> <p>V. Whole Numbers and Decimals using Addition and Subtraction.</p> <p>A. 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.</p> <p>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.</p> <p>VI. Multiplication of Decimals</p> <p>A. 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.</p> <p>B. 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</p>		
---	--	--	--

Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014

	divided by a power of 10. Use whole-number exponents to denote powers of 10. (Expanded notation-scientific notation)		
--	--	--	--

Materials/Resources/Technology
Place Value Flip Book: http://www.education.com/activity/article/Flip_Book_fourth Teachers Pay Teachers Website: (Many free activities and projects): www.teacherspayteachers.com Super Teacher Worksheets: (Many review activities and games): www.superteacherworksheets.com CompassLearning Activities

Quarter 2

Targeted Standard(s): Common Core

Domain

- 5.NBT Number and Operations in Base Ten
- 5.OA Operations and Algebraic Thinking
- 5.NF Number and Operations-Fractions

PA Core Standards

- CC.2.1.5.B.1** Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
- CC.2.1.5.B.2** Extend an understanding of operations with whole numbers to perform operations including decimals.
- CC.2.2.5.A.1** Interpret and evaluate numerical expressions using order of operations.
- CC.2.1.5.C.1** Use the understanding of equivalency to add and subtract fractions.
- CC.2.1.5.C.2** Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

PA Core Assessment Anchors

- M05.A-T.1** Understand the place-value system.
- M05.A-T.2** Perform operations with multi-digit whole numbers and with decimals to hundredths.
- M05.A-F.1** Use equivalent fractions as a strategy to add and subtract fractions.
- M05.A-F.2** Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- M05.B-O.1** Write and interpret numerical expressions.
- M05.B-O.2** Analyze patterns and relationships.

PA Core Assessment Anchor Descriptors

- M05.A-T.1.1** Demonstrate understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers.
- M05.A-T.2.1** Use whole numbers and decimals to compute accurately (straight computation or word problems).
- M05.A-F.1.1** Solve addition and subtraction problems involving fractions (straight computation or word problems).
- M05.A-F.2.1** Solve multiplication and division problems involving fractions and whole numbers (straight computation or word problems).
- M05.B-O.1.1** Analyze and complete calculations by applying the order of operations.
- M05.B-O.2.1** Create, extend, and analyze patterns.

PA Core Eligible Content

- M05.A-T.1.1.2** 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.

Example 1: $4 \times 102 = 400$ *Example 2:* $0.05 \div 103 = 0.00005$

- M05.A-T.2.1.2** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014

M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).

M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions containing these symbols.

M05.B-O.1.1.2 Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them.

Example 1: Express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$.

Example 2: Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.

M05.B-O.2.1.1 Generate two numerical patterns using two given rules.

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.

M05.A-F.2.1.1 Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).

M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.) Example:

$$2/3 + 5/4 = 8/12 + 15/12 = 23/12$$

M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.

M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.

M05.A-F.2.1.3 Demonstrate an understanding of multiplication as scaling (resizing).

Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

Example 2: 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.

Enduring Understandings:

- Multiplication may be used to find the total number of objects when objects are arranged in equal groups.
- One of the factors in multiplication indicates the number of objects in a group and the other factor indicates the number of groups.
- Products may be calculated using invented strategies.
- Unfamiliar multiplication problems may be solved by using known multiplication facts and properties of multiplication and division. For example, $8 \times 7 = (8 \times 2) + (8 \times 5)$ and $18 \times 7 = (10 \times 7) + (8 \times 7)$.
- Multiplication may be represented by rectangular arrays/area models.
- There are two common situations where division may be used: fair sharing (given the total amount and the number of equal groups, determine how many/much in each group) and measurement (given the total amount and the amount in a group, determine how many groups of the same size can be created).
- Some division situations will produce a remainder, but the remainder will always be less than the divisor. If the remainder is greater than the divisor, that means at least one more can be given to each group (fair sharing) or at least one more group of the given size (the dividend) may be created.
- The dividend, divisor, quotient, and remainder are related in the following manner: $\text{dividend} = \text{divisor} \times \text{quotient} + \text{remainder}$.
- The quotient remains unchanged when both the dividend and the divisor are multiplied or divided by the same number.
- The properties of multiplication and division help us solve computation problems easily and provide reasoning for choices we make in problem solving.
- A fraction is another representation for division.
- Fractions are relations – the size or amount of the whole matters.
- Fractions may represent division with a quotient less than one.

Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014

- Equivalent fractions represent the same value.
- With unit fractions, the greater the denominator, the smaller the piece is.
- Pieces don't have to be congruent to be equivalent.
- Students will understand that the placement of the decimal is determined by multiplying or dividing a number by 10 or a multiple of 10.
- Students will understand that multiplication and division are inverse operations of each other.
- Students will understand that rules for multiplication and division of whole numbers also apply to decimals.

Essential Questions:

1. How does multiplying a whole number by a power of ten affect the product?
2. How can estimating help us when solving multiplication problems?
3. What strategies can we use to efficiently solve multiplication problems?
4. How can I use what I know about multiplying multiples of ten to multiply two whole numbers?
5. How can estimating help us when solving division problems?
6. What strategies can we use to efficiently solve division problems?
7. How can I effectively explain my mathematical thinking and reasoning to others?
8. How can I effectively critique the reasoning of others?
9. How can we use exponents to represent powers of 10?
10. How does multiplying or dividing by a power of ten affect the product?
11. How can we use models to help us multiply and divide decimals?
12. How do the rules of multiplying whole numbers relate to multiplying decimals?
13. How are multiplication and division related?
14. How are factors and multiples related to multiplication and division?
15. What are some patterns that occur when multiplying and dividing by decimals?
16. How can we efficiently solve multiplication and division problems with decimals?
17. What strategies are effective for finding a missing factor or divisor?
18. How can we check for errors in multiplication or division of decimals?
19. How are equivalent fractions helpful when solving problems?
20. How can a fraction be greater than 1?
21. How can a model help us make sense of a problem?
22. How can comparing factor size to 1 help us predict what will happen to the product? \
23. How can decomposing fractions or mixed numbers help us model fraction multiplication?
24. How can decomposing fractions or mixed numbers help us multiply fractions?
25. How can fractions be used to describe fair shares?
26. How can fractions with different denominators be added together?
27. How can looking at patterns help us find equivalent fractions?
28. How can making equivalent fractions and using models help us solve problems?
29. How can modeling an area help us with multiplying fractions?

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

30. How can we describe how much someone gets in a fair-share situation if the fair share is less than 1?
31. How can we describe how much someone gets in a fair-share situation if the fair share is between two whole numbers?
32. How can we model an area with fractional pieces?
33. How can we model dividing a unit fraction by a whole number with manipulatives and diagrams?
34. How can we tell if a fraction is greater than, less than, or equal to one whole?
35. How does the size of the whole determine the size of the fraction?
36. What connections can we make between the models and equations with fractions?
37. What do equivalent fractions have to do with adding and subtracting fractions?
38. What does dividing a unit fraction by a whole number look like?
39. What does dividing a whole number by a unit fraction look like?
40. What does it mean to decompose fractions or mixed numbers?
41. What models can we use to help us add and subtract fractions with different denominators?
42. What strategies can we use for adding and subtracting fractions with different denominators?
43. When should we use models to solve problems with fractions?
44. How can I use a number line to compare relative sizes of fractions?
45. How can I use a line plot to compare fractions?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies/Materials	Assessment How learning will be assessed
I. Division of Whole Numbers and Decimals. A. Dividing Decimals (M05.A-T.2.1.3) B. Exponents (M05.A-T.1.1.2)	I. Division of Whole Numbers and Decimals. A. 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. B. 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	<ul style="list-style-type: none"> • Order of Operations (Task Cards) • Reducing Fractions (Task Cards) • Comparing Fractions (Task Cards) • Equivalent Fractions (Review) • Adding & Subtracting (Common Denominators) • Greatest Common Factor Footloose • Notebook Fractions • Multiplying Fractions 	Fluency Rocket Math Formative Assessments <ul style="list-style-type: none"> • Vocabulary • Daily Homework • Problem Solving Activity • Peer Teaching Summative Assessments

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>Fractions with Unlike Denominators (M05.A-F.1.1.1)</p> <p>C. Adding and Subtracting Improper Fractions. (M05.A-F.1.1.1)</p> <p>D. Multiplying Fractions (M05.A-F.2.1.2)</p> <p style="padding-left: 20px;">a. Real World Problems</p>	<p>mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</p> <p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent 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, $a/b + c/d = (ad + bc)/bd$.)</p> <p>C. 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 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 $3/7 < 1/2$.</p> <p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent 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, $a/b + c/d = (ad + bc)/bd$.)</p> <p>D. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret the product $(a/b) \times q$ as a part of a partition of q into b equal parts; equivalently, as</p>	<p>Cooking with Fractions: manipulating fractions through addition, subtraction, multiplying, and dividing.</p>	
---	--	---	--

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>G. Multiplication as Scaling (M05.A-F.2.1.3)</p>	<p>division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p> <p>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 $20 \times (1/5) = 4$. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</p> <p>G. Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. 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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>		
--	---	--	--

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

Teachers Pay Teachers Website: (Many free activities and projects): www.teacherspayteachers.com
Super Teacher Worksheets: (Many review activities and games): www.superteacherworksheets.com
CompassLearning Activities

Quarter 3

Targeted Standard(s):

Domain

- 5.G Geometry
- 5.MD Measurement and Data
- 5.OA Operations and Algebraic Thinking

PA Core Standards

- CC.2.3.5.A.1** Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.
- CC.2.3.5.A.2** Classify two-dimensional figures into categories based on an understanding of their properties.
- CC.2.4.5.A.1** Solve problems using conversions within a given measurement system.
- CC.2.4.5.A.2** Represent and interpret data using appropriate scale.
- CC.2.4.5.A.4** Solve problems involving computation of fractions using information provided in a line plot.
- CC.2.4.5.A.5** Apply concepts of volume to solve problems and relate volume to multiplication and to addition.
- CC.2.2.5.A.4** Analyze patterns and relationships using two rules.

PA Core Assessment Anchors

- M05.B-O.2** Analyze patterns and relationships
- M05.C-G.1** Graph points on the coordinate plane to solve real-world and mathematical problems.
- M05.C-G.2** Classify two-dimensional figures into categories based on their properties.
- M05.D-M.2** Represent and interpret data.
- M05.D-M.3** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

PA Core Assessment Anchor Descriptors

- M05.B-O.2.1** Create, extend, and analyze patterns.
- M05.C-G.1.1** Identify parts of a coordinate grid and describe or interpret points given an ordered pair.
- M05.C-G.2.1** Use basic properties to classify two-dimensional figures.
- M05.D-M.2.1** Organize, display, and answer questions based on data.
- M05.D-M.3.1** Use, describe, and develop procedures to solve problems involving volume.

PA Core Eligible Content

- M05.C-G.2.1.1** Classify two-dimensional figures in a hierarchy based on properties.

Example 1: All polygons have at least 3 sides, and pentagons are polygons, so all pentagons have at least 3 sides.

Example 2: A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.

M05.D-M.3.1.1 Apply the formulas $V = l \times w \times h$ and $V = B \times h$ 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. **Formulas will be provided.**

M05.D-M.3.1.2 Find volumes of solid figures composed of two non-overlapping right rectangular prisms.

M05.C-G.1.1.1 Identify parts of the coordinate plane (x -axis, y -axis, and the origin) and the ordered pair (x -coordinate and y -coordinate). Limit the coordinate plane to quadrant I.

M05.C-G.1.1.2 Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane, and interpret coordinate values of points in the context of the situation.

M05.B-O.2.1.1 Generate two numerical patterns using two given rules.

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.

M05.B-O.2.1.2 Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.

Example: Given two patterns in which the first pattern follows the rule “add 8” and the second pattern follows the rule “add 2,” observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.

M05.D-M.2.1.1 Solve problems involving computation of fractions by using information presented in line plots.

M05.D-M.2.1.2 Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.

Enduring Understandings:

- On the coordinate plane, a point represents the two facets of information associated with an ordered pair.
- Graphical representations can be used to make predictions and interpretations about real world situations.
- Given two rules, students can generate two numerical patterns. Students create line graphs from the pattern. This explains a linear function and why straight lines are generated from the pattern.
- Two-Dimensional figures are classified by their properties.
- Two-Dimensional figures can fit into more than one category.
- Identify and describe properties of two-dimensional figures more precisely
- Three-dimensional (3-D) figures are described by their faces (surfaces), edges, and vertices (singular is “vertex”).
- Volume can be expressed in both customary and metric units.
- Volume is represented in cubic units – cubic inches, cubic centimeters, cubic feet, etc.
- Volume refers to the space taken up by an object itself.

Essential Questions:

1. How does the coordinate system work?
2. How do coordinate grids help you organize information?
3. What relationships can be determined by analyzing two sets of given rules?
4. How might a coordinate grid help me understand a relationship between two numbers?
5. How can we represent numerical patterns on a coordinate grid?
6. How can a line graph help us determine relationships between two numerical patterns?

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

7. How can the coordinate system help you better understand other map systems?
8. How can plane figures be categorized and classified?
9. What is a quadrilateral?
10. What are the properties of quadrilaterals?
11. How can you classify different types of quadrilaterals?
12. How are quadrilaterals alike and different?
13. How can angle and side measures help us to create and classify triangles?
14. Where is geometry found in your everyday world?
15. What careers involve the use of geometry?
16. Why are some quadrilaterals classified as parallelograms?
17. Why are kites not classified as parallelograms?
18. Why is a square always a rectangle?
19. What are ways to classify triangles?
20. How do we measure volume?
21. How are area and volume alike and different?
22. How can you find the volume of cubes and rectangular prisms?
23. How do you convert volume between units of measure?
24. What is the relationship between the volumes of geometric solids?
25. Why are some tools better to use than others when measuring volume?
26. Why is volume represented with cubic units and area represented with square units?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies/Materials	Assessment How learning will be assessed
I. Patterns (M05.B-O.2.1.1)	I. Patterns Generate two numerical patterns using two given rules. Identify apparent relationships between 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	<ul style="list-style-type: none"> • Measurement Sort: Metric & Customary • The Amazing Classroom Design Project • Height Project • Choose the correct metric unit • Measuring around the room (partner activity) 	Fluency Rocket Math Formative Assessments <ul style="list-style-type: none"> • Vocabulary • Daily Homework • Problem Solving Activity • Peer Teaching

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>II. Graphing (M05.C-G.1.1.1) (M05.C-G.1.1.2) (M05.D-M.2.1.2) A. Ordered Pairs</p> <p>B. Line Plots</p>	<p>corresponding terms in the other sequence. Explain informally why this is so.</p> <p>II. Graphing A. 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). Represent real 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. a. Generate two numerical patterns using two given rules. Identify apparent relationships between 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 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 that the terms in one sequence are twice the corresponding terms in other sequence. Explain informally why this is so.</p> <p>B. Make a line plot to display a data set of</p>		<p>Summative Assessments</p> <ul style="list-style-type: none"> • Chapter Tests • Section Quizzes • Quarter Projects • Classroom Diagnostic Tool
--	--	--	---

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>(M05.B-O.2.1.1) (M05.B-O.2.1.2) (M05.D-M.2.1.1)</p> <p>III. Geometry</p> <p>A. Vocabulary (M05.C-G.2.1.1)</p> <p>B. Characteristics of Two and Three Dimensional Geometric Shapes</p> <p>IV. Measurement (M05.D-M.1.1.1)</p> <p>A. Choose Appropriate Measurement using the Customary and Metric Systems.</p> <p>B. Choosing Appropriate Measurement Formulas.</p>	<p>measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to 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 amount in all the beakers were redistributed equally.</p> <p>III. Geometry</p> <p>A. 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.</p> <p>B. 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.</p> <p>Classify two-dimensional figures in a hierarchy based on properties.</p> <p>IV. Measurement</p> <p>A. Convert among different-sized standard measurement units a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>B. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>A cube with side length 1 unit, called a “unit</p>		
---	--	--	--

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

	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.		
Materials/Resources/Technology			
Teachers Pay Teachers Website: (Many free activities and projects): www.teacherspayteachers.com Super Teacher Worksheets: (Many review activities and games): www.superteacherworksheets.com CompassLearning Activities			

Quarter 4

Targeted Standard(s):

Domain

6.NS The Number System

PA Core Standards

CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers.

CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples.

CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

PA Core Assessment Anchors

M06.A-N.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

M06.A-N.2 Compute with multi-digit numbers and find common factors and multiples.

M06.A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers.

PA Core Assessment Anchor Descriptors

M06.A-N.1.1 Solve real-world and mathematical problems involving division of fractions.

M06.A-N.2.1 Compute with multi-digit numbers using the four arithmetic operations with or without a calculator.

M06.A-N.2.2 Apply number theory concepts (specifically, factors and multiples).

M06.A-N.3.1 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values and locations on the number line and coordinate plane.

M06.A-N.3.2 Understand ordering and absolute value of rational numbers.

PA Core Eligible Content

M06.A-N.2.1.1 Solve problems involving operations (+, −, ×, ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems

M06.A-N.2.2.1 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.

M06.A-N.2.2.2 Apply the distributive property to express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. *Example: Express $36 + 8$ as $4(9 + 2)$.*

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

M06.A-N.1.1.1 Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fractions.

Example 1: Given a story context for $(2/3) \div (3/4)$, explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = (a/b) \times (d/c) = ad/bc$.)

Example 2: How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? Example 3: How many $2\ 1/4$ -foot pieces can be cut from a $15\ 1/2$ -foot board?

M06.A-N.3.1.1 Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge).

M06.A-N.3.1.2 Determine the opposite of a number and recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$, and that 0 is its own opposite).

M06.A-N.3.1.3 Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.

M06.A-N.3.2.3 Solve real-world and mathematical problems by plotting points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

M06.A-N.3.2.1 Write, interpret, and explain statements of order for rational numbers in real-world contexts.

Example: Write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .

M06.A-N.3.2.2 Interpret the absolute value of a rational number as its distance from 0 on the number line and as a magnitude for a positive or negative quantity in a real-world situation.

Example: For an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars, and recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

Enduring Understandings:

- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Understand ratio concepts and use ratio reasoning to solve problems.

Essential Questions:

1. How does the understanding of situations that require multiplying or dividing and an understanding of the inverse relationship between multiplication and division help us to solve problems involving fractions, decimals, integers/rational numbers in a real world context?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies/Materials	Assessment How learning will be assessed
I. Whole Numbers and	I. Whole Numbers and Decimals	A. Fluency Activities	Fluency

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>Decimals</p> <p>A. Computation of Whole Numbers (M06.A-N.2.1.1)</p> <p>B. Computation of Decimals (M06.A-N.2.1.1)</p> <p>C. Greatest Common Factor and Least Common Multiple (M06.A-N.2.2.1) (M06.A-N.2.2.2)</p> <p>D. Properties of Operations (M06.A-N.2.2.2)</p>	<p>A. Fluently divide multi-digit numbers using standard algorithm</p> <p>B. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>C. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.</p> <p>D. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.</p>	<ul style="list-style-type: none"> • Math dash • Rocket Math • Math Minute <p>B. http://insidemathematics.org/problems-of-the-month/pom-rodtrains.pdf</p> <p>C. http://math.wiki.cvsd.k12.pa.us/file/view/Gr+6+Open+Ended+0809+-+Exponents%2C+Converting+Frac-Dec-%25.pdf http://insidemathematics.org/problems-of-the-month/pom-diggingdinosaurs.pdf</p> <p>http://www.kutasoftware.com/FreeWorksheets/PreAlgWorksheets/Multiplying%20Decimals.pdf</p> <p>http://www.kutasoftware.com/FreeWorksheets/PreAlgWorksheets/Adding+Subtracting%20Decimals.pdf</p> <p>D. http://www.mathsisfun.com/greatest-common-factor.html</p> <p>http://www.sheppardsoftware.com/mathgames/fractions/GreatestCommonFactor.htm</p> <p>http://www.kutasoftware.com/FreeWorksheets/PreAlgWorksheets/Least%20Common%20Multi</p>	<p>Rocket Math</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Vocabulary • Daily Homework • Problem Solving Activity • Peer Teaching <p>Summative Assessments</p> <ul style="list-style-type: none"> • Chapter Tests • Section Quizzes • Quarter Projects • Classroom Diagnostic Tool
--	---	--	--

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>II. Fractions A. Computation (M06.A-N.1.1.1)</p>	<p>II. Fractions A. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the B. Relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</p>	<p>ple.pdf https://mathseminar6.wikispaces.hcps.org http://www.tacoma.k12.wa.us/academics/curriculum/math/Documents/HS%20Algebra%20I%20Unit%203/Lesson4Dist%20Prop%20with%20Algebra%20Tiles.pdf A. http://www.visualfractions.com/worksheets/compare/compareworksheets.pdf B. http://insidemathematics.org/common-core-math-tasks/6th-grade/6-2003%20Rabbit%20Costumes.pdf A. http://www.kutasoftware.com/FreeWorksheets/Alg1Worksheets/Adding+Subtracting%20Rational%20Numbers.pdf</p>	
<p>III. Integers/ Rational Numbers A. Representing in Real World Contexts (M06.A-N.3.1.1)</p>	<p>III. Integers/ Rational Numbers A. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each</p>	<p>http://www.mybookezzz.com/ebook.php?u=aHR0cDovL3d3dy5uc2EuZ292L2FjYWRIbWlhL19maWxlc9jb2xsZWNOZWRfbGVhcm5pbmcbvWlkZGxlX3NjaG9vbC9wcmUtYWxnZWJyYS9pbmRlZ2Vyc19hcmVfaW50ZWdyYWwucGRmCjEgVGI0bGU6IE1vbmV5IE1hdHRlcnM6IEludGVnZXJzIGFyZSBJbnRlZ3JhbCEgQnJpZWYgT3ZlcnZpZXc6IEluIHROaXMgLi4u</p>	

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>B. Number Line (M06.A-N.3.1.3)</p> <p>(M06.A-N.3.2.2)</p> <p>a. Opposites (M06.A-N.3.1.2)</p> <p>b. Finding and Positioning (M06.A-N.3.1.3)</p> <p>(M06.A-N.3.2.2)</p> <p>C. Ordering Rational Numbers</p> <p>a. Ordering</p>	<p>situation.</p> <p>B. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>b. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>C. Understand ordering and absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about</p>	<p>http://www.mybookezzz.com/ebook.php?u=aHR0cDovL3d3dy5uc2EuZ292L2FjYWRIbWlhL19maWxlc9jb2xsZWN0ZWRfbGVhcm5pbmcbWlkZGxlX3NjaG9vbC9wcmUtYWxnZWJyYS9nZXRhbGluZV9pbnRlZ2Vycy5wZGYKSU5URUdFUIMgTOYgVEhFIENBUIJQkVBTg==</p> <p>B. http://www.glencoe.com/sec/math/algebra/algebra1/algebra1_04/study_guide/pdfs/alg1_pssg_G011.pdf http://www.hoodriver.k12.or.us/cms/lib06/ORO1000849/Centricity/Domain/97/6th-math/Resources/quarter3/CMP2_CC_G6SE_Inv3.pdf</p> <p>a. http://www.mathinterventions.org/files/uploads/Opposite_Numbers-1.pdf</p> <p>b. http://www.mathmammoth.com/preview/Integers-Evaluation-version.pdf</p> <p>C. http://www.uen.org/Lessonplan/preview.cgi?LPid=23402</p> <p>D. http://www.math-play.com/Absolute-Value-Equations/Absolute-Value-Equations.html</p>	
---	--	--	--

**Tunkhannock Area School District
Grade Five Mathematics
Curriculum Map 2014**

<p>Rational Numbers in Real World Contexts (M06.A-N.3.2.1)</p> <p>D. Absolute Value</p> <p>a. Interpreting Absolute Value (M06.A-N.3.2.2)</p> <p>b. Ordering Absolute Value</p>	<p>the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of 7 on a number line oriented from left to right. Understand ordering and absolute value of rational numbers.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$. Understand ordering and absolute value of rational numbers.</p> <p>D. Understand ordering and absolute value of rational numbers.</p> <p>a. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars. Understand ordering and absolute value of rational numbers.</p> <p>Distinguish comparisons of absolute value from statements about order. For example,</p>	<p>http://www.mybookezzz.com/ebook.php?u=aHR0cDovL3d3dy5zY2Fyc2RhbnVzY2hvb2xzLmsxMi5ueS51cy9jbXNjaG9vbC9nZW9tZXRYeS93aGF0c195b3VyX2Nvb3JkaW5hdGUucGRmClDoYXQmIzM5O3MgWW91ciBDb29yZGluYXRlPz8gLSBOYXRpb25hbCBTZWN1cmI0eSBBZ2VuY3k</p> <p>http://www.mybookezzz.com/ebook.php?u=aHR0cDovL3d3dy5zY2Fyc2RhbnVzY2hvb2xzLmsxMi5ueS51cy9jbXNjaG9vbC9nZW9tZXRYeS93aGF0c195b3VyX2Nvb3JkaW5hdGUucGRmClDoYXQmIzM5O3MgWW91ciBDb29yZGluYXRlPz8gLSBOYXRpb25hbCBTZWN1cmI0eSBBZ2VuY3k</p>	
---	---	---	--

