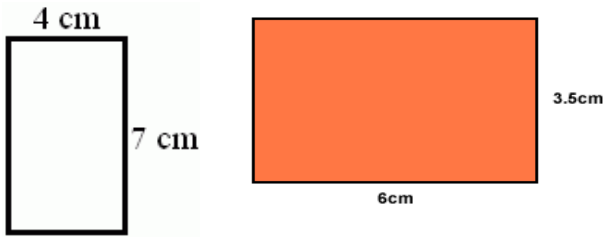
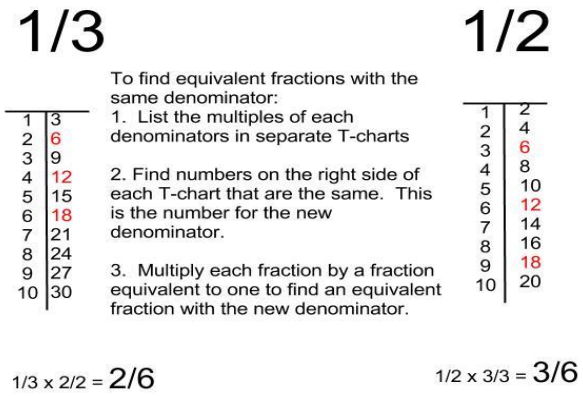
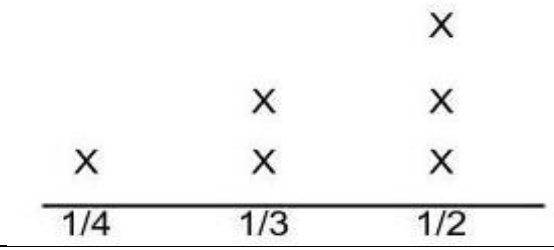
Cherry Creek Fifth Grade Math I Can Statements Term 1			
Cluster	**Concept**	**"I Can" Statement**	**Sample Problem**
The Four Operations	**Meaning of addition and subtraction**	**I can represent the meaning of the four operations using number sentences.**	**Find the difference of 5,123 – 199.** **Find the sum of 392 + 88+ 127.**
	Meaning of multiplication and division		**Draw a picture that shows this multiplication problem: 4 x 7=28** **What operation would I use to figure out how many twelve-packs of soda I could make with 95 individual cans of soda? How do you know?**
	Order of operations	**I can use forms of parentheses and the order of operations when I solve equations**	**Solve: (5+4) - 3 x 2**
Place Value	**The place value system is based on powers of ten**	**I can show different values for the same digit, depending on the size of the piece I use.**	**I have $23.10, how many dollar bills would I need to make the value represented by the three? How many dimes would I need to represent the value of the three? How many pennies would I need to represent the value of the three?** **I would need 3 dollars (1 pieces), 30 dimes (1/10 pieces), or 300 pennies (1/100 pieces)**
		I can show how exponents in powers of ten represent place value	**Using powers of ten, show value of the one in 5,142.** $1x10^3$
		I can use what I know about powers of ten to figure out how many digits a multiplication or division problem will have.	**How many zeroes will be in the answer to 5 x 10,000?** **Solve using mental math: 3.4 x 100?**
Multiplication	**Fluency with multiplication facts through 12's**	**I know my basic multiplication facts**	**12 x 3 =** **5 x 4 =**
	Multiplying Larger numbers	**I can show multiplication of larger numbers using pictures and manipulatives**	**An elephant weighs 11 times more than me. I weigh 105 pounds. How much does the elephant weigh?**
		I can multiply larger numbers using the traditional algorithm.	11 345 x13 1035 +3450 4485

Cherry Creek 5th Grade Math I Can Statements Term 2			
Cluster	**Concept**	**"I Can" Statement**	**Sample Problem**
Measuring Area and Volume	The area of a square or rectangle can be found by multiplying the length by width.	I can find the area of squares and rectangles.	 Fine the area of these shapes
	Volume of a cube or rectangular prism can be measured by filling it completely with cubic units.	I can find the volume of a rectangular or square prism by filling it with cubes.	How many 1 cm cubes would I need to completely fill a box that is 10 cm wide, 3 cm deep and 5 cm tall?
	The volume of a rectangular prism can be found by multiplying the length, width and height together. V = lwh	I can figure out and use a formula to find the volume of rectangular and square prisms	Use the formula for area to find the area of a box that is 3 in by 5 in by 10 in.
Division	Knowing the relationship between multiplication and division can help me solve multiplication and division problems	I can show how multiplication and division are opposites	How can knowing 10 x 5 = 50 help you figure out 58 divided by 5?
	Division uses the same processes, regardless of the numbers used.	I can divide larger numbers just like I divide smaller ones and explain my process.	Mr. Duncan gave our class 451 Otter Pops. There are 34 students in our class. If we share the Otter Pops fairly, how many Otter Pops will each student get?
	Fractions and division are different representations of the same process.	I can show fractions are just another way to show division.	What fraction can I use to show 1 sandwich shared with 3 people? Prove it. Describe how to find a whole number equivalent for 45/9.

Cherry Creek 5th Grade Math I Can Statements Term 2			
Cluster	**Concept**	**"I Can" Statement**	**Sample Problem**
Fractions	**You must find equivalent fractions with the same denominators in order to add or subtract the fractions together.**	**I can add and subtract fractions with unlike denominators and show my work.**	**Addition: If Ashley has 1/12 of a candy bar and Nicole gives her 1/6 more, how much of a whole candy bar will Ashley have now? Subtraction: Chris has 1/2 of a whole cookie. If he gives Mckella 1/3 of a whole cookie, how much of a whole cookie will Chris have left?**
		I can find equivalent fractions	**I need to put 1/2 cup of sugar in a recipe. I only have: 1/3, 1/4, 1/5, 1/6, 1/8, 1/10, and 1/12 cup measuring cups. How many ways can I use these cups to measure up to 1/2 cup?**
		I can use equivalent fractions to make two different fractions have the same denominator.	**Find equivalent fractions for 1/2 and 1/3 that both have the same denominator** 

Cherry Creek 5th Grade Math "I Can" Statements Term 3			
Cluster	**Concept**	**"I Can" Statement**	**Sample Problem**
Fractions	You must find equivalent fractions with the same denominators in order to add or subtract the fractions together.	I can add and subtract fractions with unlike denominators and show my work.	Addition: If Ashley has 1/12 of a candy bar and Nicole gives her 1/6 more, how much of a whole candy bar will Ashley have now? Subtraction: Chris has 1/2 of a whole cookie. If he gives Mckella 1/3 of a whole cookie, how much of a whole cookie will Chris have left? For the above question, you would solve it this way. Addition: Step 1) 1/12 + 1/6 =, Step) Find the equivalent fraction using the T-chart method from Term 2, Step 3) 1/12 + 2/12 = 3/12, Step 4) Simplify to 1/4; Subtraction: Step 1) 1/2 - 1/3 = , Step 2) Find the equivalent fraction using the T-chart, 3) 3/6 - 2/6 = 1/6, Step 4) Simplify (but you don't need to in this one)
	All mathematical situations can be represented with equations.	I can write math sentences to represent real-world addition and subtraction problems.	For the above questions, the equations would be: 1/12 + 1/6 = 1/4 1/2 - 1/3 = 1/6
	Multiplication of fractions can be represented visually, modeled concretely, and calculated by counting groups of fractions.	I can multiply whole numbers by fractions using pictures, arrays, and counting groups of fractions.	Solve 1/3 x 11. Make, draw and write how you know.
		I can multiply fractions by fractions using pictures, arrays and counting fractional parts of fractions.	Solve 1/2 x 1/4. Make, draw and write how you know.
		I can find the area of a rectangle, even if the sides have fractional measurements.	My yard is 40 feet wide and 10 1/2 feet long. How many square feet of sod to I need to cover my yard completely?
	The numbers I multiply have a direct and predictable relationship to the answer I get.	I can show how changing one number I multiply will change the answer of a multiplication problem.	9 x 3 = 27. Will the answer to 9 x 15/3 be greater, less than, or equal to 9 x 3? Explain how you know. Will the answer to 9 x 1/3 be greater, less than or equal to 9 x 3? Explain how you know.
		I can use what I know about multiplying numbers by fractions to know if the answer to a multiplication problem will be greater than or less than the whole number I'm multiplying.	9 x 3 = 27. Will the answer to 9 x 15/3 be greater, less than, or equal to 9? Explain how you know. Will the answer to 9 x 1/3 be greater, less than or equal to 9? Explain how you know.
	Dividing fractions can be represented with pictures.	I can use pictures to show the division of fractions.	Draw a picture to figure out 1/2 shared with 5 people.

Cherry Creek 5th Grade Math "I Can" Statements Term 3			
Cluster	**Concept**	**"I Can" Statement**	**Sample Problem**
	Mathematical equations are used to represent real-world mathematical situations.	I can write math sentences to represent real-world multiplication and division of fractions problems.	Write a math sentence to show how to solve the following problems: I have 1/2 a pizza left in the fridge. If 5 people share the 1/2 pizza, how much of a whole pizza will each person get? I want to give each of my friends 1/3 of a candy bar. I have 6 friends. How many candy bars will I have to buy?
	Line plots are a useful way to represent fractional data.	I can make and use a line plot with fractional measurements.	I have a recipe that calls for 1/2 c. cocoa, 1/3 c. white sugar, 1/3 c. brown sugar, 1/4 c. peanuts, 1/2 c. peanut butter, and 1/2 c. oats. Make a line plot showing how many times I use each size measuring cup. 
What Are Decimals?	Reading, writing, comparing and rounding decimals.	I can read and write decimals to the thousandths place using several different forms.	Write 3.14 in word form. Write 4.05 in expanded form. Write five hundred, three and twenty-one hundredths in standard form.
		I can use visual models and the correct symbols to compare decimals to the thousandths.	Draw a picture and write a math sentence that compares 1.45 to 1.5.
		I can model rounding decimals to any place.	Draw a picture to show how to round 4.56 to the tenths place.
Decimal Operations	Using the four operations on decimal numbers.	I can add decimals to the hundredths place.	Make, draw and write the answer for 54.23 + 1.5
		I can subtract decimals to the hundredths place.	Make, draw and write the answer for 54.23 - 1.5
		I can multiply decimals to the hundredths place.	Make, draw and write the answer for 3.14 x .06
		I can divide decimals to the hundredth place.	Make, draw and write the answer for 5.16 divided by 3

Term 4			
Cluster	**Concept**	**"I Can" Statement**	**Sample Problem**
Coordinate Planes	Fluently using a coordinate plane system in the first quadrant.	I can make and label a coordinate plane.	Create a coordinate plane. Label the following: x-axis, y-axis, origin. Put a star at (5,3). Put a dot at (2,6). Put an X at (4,1). If I started at the dot, would I have to travel further to go to the star or the X? Explain how you know.
		I can label a set of coordinates on a coordinate plane.	
		I can show movement along a coordinate plane because I know how a number line works.	
		I can show real world situations using a coordinate plane.	Springville is designed like a coordinate plane. Main Street is the x-axis and Center Street is the y-axis. The Art Museum would be located at (4,2). Pier 49 Pizza would be at (3,0). My house is 3 blocks north of Pier 49 Pizza and 3 blocks east of the Art Museum. What would the coordinates for my house be?
Patterns	Determining rules for, graphing, and predicting patterns.	I can figure out the rule for a pattern and compare that pattern with a different pattern.	Emily graphed the following pattern on a coordinate plane: (0,2), (1,3), (2,4), (4,6). Ethan graphed this pattern on a coordinate plane: (0,3), (1,4), (2,5), (4,7). What is the rule for Emily's pattern? For Ethan's? How are their patterns different? What will the y coordinate be for each pattern when the x coordinate is 10? If Emily connected her points with a line and Ethan connected his dots with a line, would their lines ever cross? Explain how you know.
		I can graph a pattern on a coordinate plane	
		I can use the graph of a pattern to predict what comes next.	
Measurement	Converting measurements within the same system.	I can convert one unit of measurement to another.	5 ft. = _____ in. 465 cm. = _____ m.
Geometry	Understanding two-dimensional geometric shapes.	I can classify two-dimensional shapes.	Which of the following shapes are rectangles? Explain your answer. 
		I can create a two-dimensional shape, if I'm given a list of attributes of the shape.	Draw a quadrilateral with 1 set of parallel lines and one right angle.