Correlation of Pearson Mathematics Makes Sense Grade 5
to
The Curriculum

Number

General Outcome

- Develop number sense

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 5***
1. Represent and describe whole numbers to 1 000 000.	Unit 2, Launch, p. 35; Unit 2, Lesson 1, pp. 36-38; Unit 2, Lesson 2, pp. 40-42; Unit 2, Lesson 3, pp. 43-47
2. Use estimation strategies including: • front-end rounding • compensation • compatible numbers in problem-solving contexts.	Unit 2, Lesson 4, pp. 48-52; Unit 2, Lesson 5, pp. 53-56; Unit 2, Lesson 6, pp. 57-59; Unit 2, Lesson 7, pp. 60-63; Unit 2, Lesson 8, pp. 64, 65; Unit 2, Unit Problem, pp. 68, 69; Unit 3, Lesson 4, pp. 84-87; Unit 3, Lesson 7, pp. 97-99
3. Apply mental mathematics strategies and number properties, such as: • skip counting from a known fact • using doubling or halving • using patterns in the 9s facts • using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts.	Unit 3, Lesson 1, pp. 72-75; Unit 3, Lesson 2, pp. 76-79
4. Apply mental mathematics strategies for multiplication, such as: • annexing then adding zero • halving and doubling • using the distributive property.	Unit 3, Lesson 3, pp. 80-83; Unit 3, Lesson 5, pp. 88-91
5. Demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems.	Unit 3, Lesson 6, pp. 92-95; Unit 3, Lesson 10, pp. 109-111; Unit 3, Lesson 11, pp. 112, 113

Specific Outcomes	*Pearson Mathematics Makes Sense 5*
6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems.	Unit 3, Lesson 8, pp. 100-103; Unit 3, Lesson 9, pp. 104-107; Unit 3, Lesson 10, pp. 109-111; Unit 5, Lesson 9, pp. 194-196
7. Demonstrate an understanding of fractions by using concrete and pictorial representations to: • create sets of equivalent fractions • compare fractions with like and unlike denominators.	Unit 5, Lesson 1, pp. 166-169; Unit 5, Lesson 2, pp. 170-173; Unit 5, Lesson 3, pp. 174, 175
8. Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially and symbolically.	Unit 5, Lesson 4, pp. 176-179; Unit 5, Lesson 6, pp. 183-186; Unit 5, Lesson 8, pp. 191-193
9. Relate decimals to fractions (to thousandths).	Unit 5, Lesson 4, pp. 176-179; Unit 5, Lesson 5, pp. 180-182; Unit 5, Lesson 6, pp. 183-186
10. Compare and order decimals (to thousandths) by using: • benchmarks • place value • equivalent decimals.	Unit 5, Lesson 5, pp. 180-182; Unit 5, Lesson 7, pp. 187-190
11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).	Unit 5, Lesson 10, pp. 197-199; Unit 5, Lesson 11, pp. 200-203; Unit 5, Lesson 12, pp. 205-209; Unit 5, Lesson 13, pp. 211-215

Patterns and Relations (Patterns)

General Outcome

- Use patterns to describe the world and solve problems.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 5***
1. Determine the pattern rule to make predictions about subsequent elements.	Unit 1, Launch, pp. 4, 5; Unit 1, Lesson 1, pp. 6-8; Unit 1, Lesson 2, pp. 9-12; Unit 1, Lesson 3, pp. 13-16; Unit 1, Lesson 4, pp. 18, 19

Patterns and Relations (Variables and Equations)

General Outcome

- Represent algebraic expressions in multiple ways

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 5***
2. Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions.	Unit 1, Lesson 5, pp. 20-22; Unit 1, Lesson 6, pp. 23-25; Unit 1, Lesson 7, pp. 26-28

Shape and Space (Measurement)

General Outcome

- Use direct or indirect measurement to solve problems.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 5***
1. Design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions.	Unit 4, Lesson 2, pp. 126, 127; Unit 4, Lesson 3, pp. 128-130; Unit 4, Lesson 4, pp. 132-134
2. Demonstrate an understanding of measuring length (mm) by: • selecting and justifying referents for the unit mm • modelling and describing the relationship between mm and cm units, and between mm and m units.	Unit 4, Lesson 1, pp. 122-125; Unit 5, Lesson 8, pp. 191-193
3. Demonstrate an understanding of volume by: • selecting and justifying referents for cm^3 or m^3 units • estimating volume by using referents for cm^3 or m^3 • measuring and recording volume (cm^3 or m^3) • constructing rectangular prisms for a given volume.	Unit 4, Lesson 5, pp. 135-137; Unit 4, Lesson 6, pp. 138-141; Unit 4, Lesson 7, pp. 142-144; Unit 4, Lesson 8, pp. 145-147; Unit 4, Lesson 11, pp. 155-157
4. Demonstrate an understanding of capacity by: • describing the relationship between mL and L • selecting and justifying referents for mL or L units • estimating capacity by using referents for mL or L • measuring and recording capacity (mL or L).	Unit 4, Lesson 9, pp. 148-150; Unit 4, Lesson 10, pp. 151-154; Unit 4, Lesson 11, pp. 155-157

Shape and Space (3-D Objects and 2-D Shapes)

General Outcome

- Describe the characteristics of 3-D objects and 2-shapes, and analyze the relationships among them.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 5***
5. Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: • parallel • intersecting • perpendicular • vertical • horizontal.	Unit 6, Lesson 1, pp. 222-225; Unit 6, Lesson 2, pp. 226-229; Unit 6, Lesson 6, pp. 242-244; Unit 6, Lesson 7, pp. 246-249
6. Identify and sort quadrilaterals, including: • rectangles • squares • trapezoids • parallelograms • rhombuses according to their attributes.	Unit 6, Lesson 3, pp. 230-233; Unit 6, Lesson 4, pp. 234-239; Unit 6, Lesson 5, pp. 240, 241

Shape and Space (Transformations)

General Outcome

- Describe and analyze position and motion of objects and shapes.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 5***
7. Perform a single transformation (translation, rotation, or reflection) of a 2-D shape (with and without technology) and draw and describe the image.	Unit 8, Lesson 1, pp. 296-299; Unit 8, Lesson 3, pp. 302-305; Unit 8, Lesson 4, pp. 306-310; Unit 8, Lesson 5, pp. 311-313
8. Identify a single transformation, including a translation, rotation and reflection of 2-D shapes.	Unit 8, Lesson 1, pp. 296-299; Unit 8, Lesson 3, pp. 302-305; Unit 8, Lesson 4, pp. 306-310; Unit 8, Lesson 5, pp. 311-313

Statistics and Probability (Data Analysis)

General Outcome

- Collect, display and analyze data to solve problems.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 5***
1. Differentiate between first-hand and second-hand data.	Unit 7, Lesson 1, pp. 258-260
2. Construct and interpret double bar graphs to draw conclusions.	Unit 7, Lesson 2, pp. 261-265; Unit 7, Lesson 3, pp. 266-269; Unit 7, Technology, pp. 270, 271

Statistics and Probability (Chance and Uncertainty)

General Outcome

- Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 5***
3. Describe the likelihood of a single outcome occurring using words, such as: • impossible • possible • certain	Unit 7, Lesson 4, pp. 272-275; Unit 7, Lesson 6, pp. 280-283
4. Compare the likelihood of two possible outcomes occurring using words, such as: • less likely • equally likely • more likely.	Unit 7, Lesson 5, pp. 276-279; Unit 7, Lesson 7, pp. 284-286