# Correlation of Yukon Program of Studies with Mathology Grade 5

| Curriculum Expectations | Grade 5 Mathology.ca | Mathology Practice Workbook 5 | Pearson Canada Grades 4-6 Mathematics Learning Progression |
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| **number concepts to 1 000 000:**<br>• counting:<br>- multiples<br>- flexible counting strategies<br>- whole number benchmarks<br>• Numbers to 1 000 000 can be arranged and recognized:<br>- comparing and ordering numbers<br>- estimating large quantities<br>• place value:<br>- 100 000s, 10 000s, 1000s, 100s, 10s, and 1s<br>- understanding the relationship between digit places and their value, to 1 000 000<br>• First Peoples use unique counting systems (e.g., Tsimshian use of three counting systems, for animals, people and things; | **Number Unit 1: Number Relationships and Place Value**<br>1: Representing Larger Numbers<br>2: Comparing Larger Numbers<br>3: Estimating to Solve Problems<br>4: Consolidation of Number Relationships and Place Value<br><br>**Number Unit 4: Fluency with Multiplication and Division**<br>19: Relating Multiplication and Division Facts | Unit 2 Questions 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 15 (pp. 8-11, 13) | **Big Idea: The set of real numbers is infinite.**<br>**Extending whole number understanding to the set of real numbers**<br>- Extends whole number understanding to 1 000 000.<br>**Big Idea: Numbers are related in many ways.**<br>**Comparing and ordering quantities (multitude or magnitude)**<br>- Compares, orders, and locates whole numbers based on place-value understanding and records using <, =, > symbols.<br>**Estimating quantities and numbers**<br>- Rounds whole numbers using place-value understanding (e.g., 4736 can be rounded to 5000, 4700, 4740).<br>**Decomposing and composing numbers to investigate equivalencies**<br>- Composes and decomposes whole numbers using standard and non-standard partitioning (e.g., 1000 is 10 hundreds or 100 tens).<br>**Big Idea: Quantities and numbers can be grouped by or partitioned into** |

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| Tlingit counting for the naming of numbers e.g., 10 = two hands, 20 = one person) | | | **equal-sized units.**<br>**Unitizing quantities into base-ten units**<br>- Writes and reads whole numbers in multiple forms (e.g., 1358; one thousand three hundred fifty-eight; 1000 + 300 + 50 + 8).<br>- Understands that the value of a digit is ten times the value of the same digit one place to the right. |
| **decimals to thousandths** | **Number Unit 3: Fractions and Decimals**<br>13: Representing Decimals<br>18: Consolidation of Fractions and Decimals<br><br>**Number Unit 8: Financial Literacy**<br>34: Problem Solving with Money | Unit 7 Questions 5, 6, 7 (p. 44) | **Big Idea: The set of real numbers is infinite.**<br>**Extending whole number understanding to the set of real numbers.**<br>- Extends decimal number understanding to thousandths.<br>**Big Idea: Numbers are related in many ways.**<br>**Decomposing and composing numbers to investigate equivalencies**<br>- Composes and decomposes decimal numbers using standard and non-standard partitioning (e.g., 1.6 is 16 tenths or 0.16 tens).<br>- Models and explains the relationship between a fraction and its equivalent decimal form (e.g., $\frac{2}{5} = \frac{4}{10} = 0.4$).<br>**Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.**<br>**Unitizing quantities into base-ten units**<br>- Uses fractions with denominators of 10 to develop decimal fraction understanding and notation (e.g., five-tenths is $\frac{5}{10}$ or 0.5).<br>- Understands that the value of a digit is ten times the value of the same digit one place to the right. |

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| | | | - Understands that the value of a digit is one-tenth the value of the same digit one place to the left.<br>- Writes and reads decimal numbers in multiple forms (i.e., numerals, number names, expanded form). |
| **equivalent fractions**<br>**whole number, fraction, and decimal benchmarks:**<br>• Two equivalent fractions are two ways to represent the same amount (having the same whole).<br>• comparing and ordering fractions and decimals<br>• addition and subtraction of decimals to thousandths<br>• estimating decimal sums and differences<br>• estimating fractions with benchmarks (e.g., zero, half, whole)<br>• equal partitioning | **Number Unit 3: Fractions and Decimals**<br>10: Equivalent Fractions<br>12: Comparing and Ordering Fractions<br>13: Representing Decimals<br>15: Comparing and Ordering Decimals<br>16: Relating Fractions and Decimals18: Consolidation of Fractions and Decimals<br><br>**Number Unit 5: Operations with Fractions and Decimals**<br>26: Estimating Sums and Differences with Decimals<br>27: Adding with Decimal Numbers<br>28: Subtracting with Decimal Numbers<br>32: Consolidation of Operations with Fractions and Decimals<br><br>**Data Unit 2: Probability**<br>5: Describing Likelihood of Events | Unit 9 Questions 1, 2, 3, 4, 5, 12 (pp. 52-54, 57)<br><br>Unit 12 Questions 1, 3, 4 (pp. 72-73) | **Big Idea: Numbers are related in many ways.**<br>**Comparing and ordering quantities (multitude or magnitude)**<br>- Compares, orders, and locates fractions with the same numerator or denominator using reasoning (e.g., $\frac{3}{5} > \frac{3}{6}$ because fifths are larger parts).<br>- Compares, orders, and locates fractions using flexible strategies (e.g., comparing models; creating common denominators or numerators).<br>**Estimating quantities and numbers**<br>- Estimates the location of decimals and fractions on a number line.<br>- Estimates the size and magnitude of fractions by comparing to benchmarks.<br>**Decomposing and composing numbers to investigate equivalencies**<br>- Generates and identifies equivalent fractions using flexible strategies (e.g., represents the same part of a whole; same part of a set; same location on a number line).<br>**Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.**<br>- Partitions fractional parts into smaller fractional units (e.g., partitions halves into thirds to create sixths).<br>**Big Idea: Quantities and numbers can be operated on to determine how many and how much.** |

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| | | | **Developing fluency of operations**<br>- Estimates sums and differences of decimal numbers (e.g., calculating costs of transactions involving dollars and cents).<br>- Solves decimal number computation using efficient strategies. |
| **addition and subtraction of whole numbers to 1 000 000:**<br>• using flexing computational strategies involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping<br>• estimating sums and differences to 10 000<br>• using addition and subtraction in real-life contexts and problem-based situations | **Number Unit 2: Fluency with Addition and Subtraction**<br>5: Estimating Sums and Differences<br>6: Exploring Addition Strategies<br>7: Exploring Subtraction Strategies<br>8: Using Knowledge of Basic Facts<br>9: Consolidation of Fluency with Addition and Subtraction | Unit 2 Question 13 (p. 12)<br><br>Unit 3 Questions 1, 2, 3, 4, 5, 6, 7, 8 (pp. 14-19) | **Big Idea: Numbers are related in many ways.**<br>**Estimating quantities and numbers**<br>- Rounds whole numbers using place-value understanding (e.g., 4736 can be rounded to 5000, 4700, 4740).<br>**Big Idea: Quantities and numbers can be operated on to determine how many and how much.**<br>**Developing conceptual meaning of operations**<br>- Extends whole number computation models to larger numbers.<br>**Developing fluency of operations**<br>- Estimates the result of whole number operations using contextually relevant strategies (e.g., How many buses are needed to take the Grade 8 classes to the museum?).<br>- Solves whole number computation using efficient strategies (e.g., mental computation, algorithms, calculating cost of transactions and change owing, saving money to make a purchase). |

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| **multiplication and division to 3 digits, including division with remainders:**<br>• understanding the relationship between multiplication and division, multiplication and addition, and division and subtraction<br>• using flexible computation strategies (e.g., decomposing, distributive principle, commutative principle, repeated addition, repeated subtraction)<br>• using multiplication and division in real-life contexts and problem-based situations<br>• whole-class number talks | **Number Unit 4: Fluency with Multiplication and Division**<br>19: Relating Multiplication and Division Facts<br>20: Using Estimation for Multiplication and Division<br>21: Strategies for Multiplying Larger Numbers<br>22: Multiplying Whole Numbers<br>23: Dividing Larger Numbers<br>25: Consolidation of Fluency with Multiplication and Division | Unit 2 Questions 5, 12, 14 (pp. 9, 12)<br><br>Unit 13 Questions 3, 4, 5, 6, 7, 8, 9, 13 (pp. 81-83, 85) | **Big Idea: Quantities and numbers can be operated on to determine how many and how much.**<br>**Investigating number and arithmetic properties**<br>- Recognizes and generates equivalent numerical expressions using commutative and associative properties.<br>- Understands operational relationships (e.g., inverse relationship between multiplication/division, addition/subtraction).<br>- Understands the identity of operations (e.g., 5 + 0 = 5; 7 × 1 = 7).<br>**Developing conceptual meaning of operations**<br>- Understands the effect of multiplying and dividing whole numbers by powers of 10.<br>- Extends whole number computation models to larger numbers.<br>**Developing fluency of operations**<br>- Fluently recalls multiplication and division facts to 100.<br>- Solves whole number computation using efficient strategies (e.g., mental computation, algorithms, calculating cost of transactions and change owing, saving money to make a purchase). |
| **addition and subtraction of decimals to thousandths:**<br>• estimating decimal sums and differences<br>• using visual models such as base 10 blocks, place-value mats, grid paper, and number lines | **Number Unit 5: Operations with Fractions and Decimals**<br>26: Estimating Sums and Differences with Decimals<br>27: Adding with Decimal Numbers<br>28: Subtracting with Decimal Numbers<br>32: Consolidation of Fractions and Decimals | Unit 9 Questions 1, 2, 3, 4, 5, 12 (pp. 52-54, 57)<br><br>Unit 12 Questions 1, 3, 4 (pp. 72-73) | **Big Idea: Quantities and numbers can be operated on to determine how many and how much.**<br>**Developing conceptual meaning of operations**<br>- Demonstrates an understanding of decimal number computation through modelling and flexible strategies.<br>**Developing fluency of operations** |

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| • using addition and subtraction in real-life contexts and problem-based situations<br>• whole-class number talks | | | - Estimates sums and differences of decimal numbers (e.g., calculating costs of transactions involving dollars and cents).<br>- Solves decimal number computation using efficient strategies. |
| **addition and subtraction facts to 20:**<br>• Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts<br>• applying strategies and knowledge of addition and subtraction facts in real-life contexts and problem-based situations, as well as when making math-to-math connections (e.g., for 800 + 700, you can annex the zeros and use the knowledge of 8 + 7 to find the total) | **Number Unit 2: Fluency with Addition and Subtraction**<br>8: Using Knowledge of Basic Facts | Unit 3 Questions 1, 4<br>(pp. 14, 16) | **Big Idea: Quantities and numbers can be operated on to determine how many and how much.**<br>**Investigating number and arithmetic properties**<br>- Recognizes and generates equivalent numerical expressions using commutative and associative properties.<br>- Understands operational relationships (e.g., inverse relationship between multiplication/division, addition/subtraction). |
| **multiplication and division facts to 100 (emerging computational fluency):**<br>• Provide opportunities for concrete and pictorial representations of multiplication.<br>• Use games to provide opportunities for authentic practice of multiplication computations.<br>• looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation | **Number Unit 4: Fluency with Multiplication and Division**<br>19: Relating Multiplication and Division Facts<br>25: Consolidation of Fluency with Multiplication and Division<br><br>**Patterning Unit 1: Patterning**<br>2: Investigating Number Patterns | Unit 13 Questions 1, 2, 5, 9<br>(pp. 80-81, 83) | **Big Idea: Quantities and numbers can be operated on to determine how many and how much.**<br>**Investigating number and arithmetic properties**<br>- Recognizes and generates equivalent numerical expressions using commutative and associative properties.<br>- Understands operational relationships (e.g., inverse relationship between multiplication/division, addition/subtraction).<br>- Understands the identity of operations (e.g., 5 + 0 = 5; 7 × 1 = 7). |

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| • Connect multiplication to skip-counting.<br>• Connect multiplication to division and repeated addition.<br>• using mental math strategies such as doubling and halving, annexing, and distributive property<br>• developing computational fluency with facts to 100 | | | **Developing fluency of operations**<br>- Fluently recalls multiplication and division facts to 100.<br>- Solves whole number computation using efficient strategies (e.g., mental computation, algorithms, calculating cost of transactions and change owing, saving money to make a purchase). |
| **rules for increasing and decreasing patterns with words, numbers, symbols, and variables** | **Patterning Unit 1: Patterning**<br>1: Investigating Geometric Patterns<br>2: Investigating Number Patterns<br>3: Using Pattern Rules to Solve Problems | Unit 1 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (pp. 2-7) | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.**<br>**Representing patterns, relations, and functions**<br>- Describes, generates, extends, translates, and corrects number and shape patterns that follow a predetermined rule.<br>- Uses multiple approaches to model situations involving repetition (i.e., repeating patterns) and change (i.e., increasing/decreasing patterns) (e.g., using objects, tables, graphs, symbols, loops and nested loops in coding).<br>- Represents a numeric or shape pattern using a table of values by pairing the term value with a term number.<br>- Generates a visual model to represent a simple number pattern.<br>- Represents a mathematical context or problem with expressions and equations using variables to represent unknowns.<br>**Generalizing and analyzing patterns, relations, and functions**<br>- Explains the rule for numeric patterns including the starting point and change |

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| | | | (e.g., given: 16, 22, 28, 34, …. Start at 16 and add 6 each time).<br>- Describes numeric and shape patterns using words and numbers.<br>- Predicts the value of a given element in a numeric or shape pattern using pattern rules. |
| **one-step equations with variables:**<br>• solving one-step equations with a variable<br>• expressing a given problem as an equation, using symbols (e.g., 4 + X = 15) | **Patterning Unit 2: Variables and Equations**<br>5: Using Variables<br>6: Solving Addition and Subtraction Equations<br>7: Solving Multiplication and Division Equations<br>8: Using Equations to Solve Problems<br>10: Consolidation of Variables and Equations | Unit 16 Questions 1, 2, 3a, 3c, 5, 7, 8, 9, 13 (pp. 99-102, 104) | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**<br>**Understanding equality and inequality, building on generalized properties of numbers and operations**<br>- Expresses a one-step mathematical problem as an equation using a symbol or letter to represent an unknown number (e.g., Sena had some tokens and used four. She has seven left: □ – 4 = 7).<br>- Determines an unknown number in simple one-step equations using different strategies (e.g., $n \times 3 = 12$; 13 – □ = 8).<br>- Uses arithmetic properties to investigate and transform one-step addition and multiplication equations (e.g., 5 + 4 = 9 and 5 + $a$ = 9 have the same structure and can be rearranged in similar ways to maintain equality: 4 + 5 = 9 and $a$ + 5 = 9).<br>- Uses arithmetic properties to investigate and transform one-step subtraction and division equations (e.g., 12 – 5 = 7 and 12 – $b$ = 7 have the same structure and can be rearranged in similar ways to maintain equality: 12 – 7 = 5 and 12 – 7 = $b$).<br>**Using variables, algebraic expressions, and equations to represent** |

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| | | | **mathematical relations**<br>- Understands an unknown quantity (i.e., variable) may be represented by a symbol or letter (e.g., 13 – □ = 8; 4*n* = 12).<br>- Flexibly uses symbols and letters to represent unknown quantities in equations (e.g., knows that 4 + □ = 7; 4 + *x* = 7; and 4 + *y* = 7 all represent the same equation with □, *x*, and *y* representing the same value).<br>- Interprets and writes algebraic expressions (e.g., 2*n* means two times a number; subtracting a number from 7 can be written as 7 – *n*). |
| **area measurement of squares and rectangles**<br>**relationship between area and perimeter:**<br>• measuring area of squares and rectangles, using tiles, geoboards, grid paper<br>• investigating perimeter and area and how they are related to but not dependent on each other<br>• use traditional dwellings | **Measurement Unit 1: Length, Perimeter, and Area**<br>3: Measuring the Area of Rectangles<br>4: Relating the Perimeter and Area of Rectangles<br>6: Consolidation of Length, Perimeter, and Area | Unit 14 Questions 5, 6, 7, 8, 9, 12 (pp. 87-90, 92) | **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.**<br>**Understanding attributes that can be measured, compared, and ordered**<br>- Understands area as an attribute of 2-D shapes that can be measured and compared.<br>**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.**<br>**Selecting and using units to estimate, measure, construct, and make comparisons**<br>- Develops understanding of square units (e.g., square unit, square cm, square m) to measure area of 2-D shapes.<br>- Chooses the most appropriate unit to measure a given attribute of an object (e.g., classroom area measured in square metres). |

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| | | | **Understands relationships among measured units**<br>- Investigates the relationship between perimeter and area in rectangles. |
| **duration, using measurement of time:**<br>• understanding elapsed time and duration<br>• apply concepts of time in real-life contexts and problem-based situations<br>• daily and seasonal cycles, moon cycles, tides, journeys, events | **Measurement Unit 3: Time**<br>13: Exploring Elapsed Time<br>14: Solving Problems Involving Time<br>15: Consolidation of Time | Unit 8 Questions 1, 2, 3, 4, 5, 6, 7 (pp. 48-51) | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons. Selecting and using units to estimate, measure, construct, and make comparisons**<br>- Reads and records time (i.e., digital and analogue) and calendar dates.<br>**Understanding relationships among measured units**<br>- Understands relationship among different measures of time (e.g., seconds, minutes, hours, days, decades). |
| **classification of prisms and pyramids:**<br>• investigating 3D objects and 2D shapes, based on multiple attributes<br>• describing and sorting quadrilaterals<br>• describing and constructing rectangular and triangular prisms<br>• identifying prisms in the environment | **Geometry Unit 1A: 2-D Shapes and 3-D Solids**<br>1: Properties of 2-D Shapes and 3-D Objects<br>2: Investigating Quadrilaterals<br>3: Constructing Prisms<br>4: Consolidation of 2-D Shapes and 3-D Solids | Unit 4 Questions 1, 2, 3, 4, 5, 9, 10 (pp. 22-24, 26-27) | **Big Ideas: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes. Investigating geometric attributes and properties of 2-D shapes and 3-D solids**<br>- Sorts, describes, constructs, and classifies polygons based on side attributes (e.g., parallel, perpendicular, regular/irregular).<br>- Sorts, describes, constructs, and classifies 3-D objects based on edges, faces, vertices, and angles (e.g., prisms, pyramids).<br>- Sorts, describes, classifies 2-D shapes based on their geometric properties (e.g., side lengths, angles, diagonals). |

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| | | | - Classifies 2-D shapes within a hierarchy based on their properties (e.g., rectangles are a subset of parallelograms). |
| **single transformations:**<br>• single transformations (slide/translation, flip/reflection, turn/rotation)<br>• using concrete materials with a focus on the motion of transformations<br>• weaving, cedar basket, designs | **Geometry Unit 2A Transformations**<br>5: Investigating Translations<br>6: Investigating Reflections<br>7: Investigating Rotations<br>8: Identifying Transformations<br>9: Consolidation of Transformations | Unit 5 Questions 4, 5, 6, 7, 8, 9, 10 (pp. 30-33) | **Big Ideas: 2-D shapes and 3-D solids can be transformed in many ways and analyzed for change.**<br>**Exploring 2-D shapes and 3-D solids by applying and visualizing transformations**<br>- Identifies, describes, and performs single transformations (i.e., translation, reflection, rotation) on 2-D shapes. |
| **one-to-one correspondence and many-to-one correspondence, using double-bar graphs:**<br>• many-to-one correspondence: one symbol represents a group or a value (e.g., on a bar graph, one square may represent five cookies) | **Data Management Unit 1A: Data Management**<br>1: Exploring First-Hand and Second-Hand Data<br>2: Constructing Double-Bar Graphs<br>3: Interpreting Double-Bar Graphs<br>4: Consolidation of Data Management | Unit 10 Questions 3, 4, 8 (pp. 61, 62, 65) | **Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.**<br>**Collecting data and organizing it into categories**<br>- Differentiates between primary (i.e., first-hand) and secondary (i.e., second-hand) data sources.<br>**Creating graphical displays of collected data**<br>- Represents data graphically using many-to-one correspondence with appropriate scales and intervals (e.g., each symbol on pictograph represents 10 people).<br>- Visually represents two or more data sets (e.g., double bar chart, stacked bar graph, multi-line graph, multi-column table).<br>**Reading and interpreting data displays and analyzing variability**<br>- Reads and interprets data displays using many-to-one correspondence. |

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| | | | **Drawing conclusions by making inferences and justifying decisions based on data collected.**<br>- Draws conclusions based on data presented.<br>- Interprets the results of data presented graphically from primary (e.g., class survey) and secondary (e.g., online news reports) sources. |
| **probability experiments, single events or outcomes:**<br>• predicting outcomes of independent events (e.g., when you spin using a spinner and it lands on a single colour)<br>• predicting single outcomes (e.g., when you spin using a spinner and it lands on a single colour)<br>• using spinners, rolling dice, pulling objects out of a bag<br>• representing single outcome probabilities using fractions | **Data Management Unit 2A: Probability**<br>5: Describing Likelihood of Events<br>6: Conducting Experiments<br>7: Designing Experiments<br>8: Consolidation of Probability | Unit 11 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9 (pp. 66-71) | **Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.**<br>**Collecting data and organizing it into categories**<br>- Records the results of multiple trials of simple events.<br>**Using the language and tools of chance to describe and predict events**<br>- Locates the likelihood of outcomes on a vocabulary-based probability continuum (e.g., impossible, unlikely, likely, certain).<br>- Distinguishes between equally likely events (e.g., heads or tails on a fair coin) and unequally likely events (e.g., spinner with differently sized sections).<br>- Identifies the sample space of independent events in an experiment (e.g., flipping a cup, drawing a coloured cube from a bag).<br>- Investigates and calculates the experimental probability (i.e., relative frequency) of simple events (e.g., 3 heads in 5 coin tosses is $\frac{3}{5}$). |

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| **financial literacy – monetary calculations, including making change with amounts to $1000 and developing simple financial plans:**<br>• making monetary calculations, including making change and decimal notation to $1000 in real-life contexts and problem-based situations<br>• applying a variety of strategies such as counting up, counting back, and decomposing, to calculate totals and make change<br>• making simple financial plans to meet a financial goal<br>• developing a budget that takes into account income and expenses | **Number Unit 8: Financial Literacy**<br>34: Problem Solving with Money<br>35: Credit, Debt, and Transfers<br>37: Designing a Basic Budget<br>38: Consolidation of Financial Literacy | Unit 11 Questions 1, 3, 4, 5, 6, 9, 10, 11, 12 (pp. 72-77) | **Big Idea: Quantities and numbers can be operated on to determine how many and how much.**<br>**Developing conceptual meaning of operations**<br>- Models and develops meaning for whole number computation to four digits.<br>- Demonstrates an understanding of decimal number computation through modelling and flexible strategies.<br>**Developing fluency of operations**<br>- Estimates the result of whole number operations using contextually relevant strategies (e.g., How many buses are needed to take the Grade 8 classes to the museum?).<br>- Solves whole number computation using efficient strategies (e.g., mental computation, algorithms, calculating cost of transactions and change owing, saving money to make a purchase).<br>- Estimates sums and differences of decimal numbers (e.g., calculating cost of transactions involving dollars and cents).<br>- Solves decimal number computation using efficient strategies. |

**Unit 6: Coding** Not required, but recommended