

New Hampshire 5 Mathematics

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	New Hampshire
Grade	5 (Elementary)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	Common Core State Standards for Mathematics, adopted by New Hampshire as its College and Career Ready Standards
Issuing agency	New Hampshire Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Adding and Subtracting Decimals

Unit 3: Operations With Decimals · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why do I line up the decimal points?
Standards	Operations With Decimals -> 5.OA.1, 5.OA.2, 5.OA.3 — 3 standards; full text in the standards table
Learning target	"I can add and subtract decimals and explain why the method works."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will add and subtract decimals to hundredths using strategies based on place value and properties of operations.
- Students will relate the strategy to a written method.

Success criteria (student-friendly)

- "I add and subtract accurately."
- "I explain why place values must align."
- "I relate my strategy to the written method."

Academic vocabulary

hundredths, align, place value, strategy, written method

Materials and technology

- Squared paper
- Place value charts
- Notebooks
- Chart paper
- Number lines

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Decimal addition and subtraction with the method explained.

Family communication

Ask your child why decimal points line up when adding.

Day 41 — Adding Tenths and Hundredths

Week 9, Day 1 · Unit 3 · Standards: 5.OA.1, 5.OA.2, 5.OA.3

Focus	Same-place addition.
Learning target	"I can add and subtract decimals and explain why the method works."
Vocabulary in use	hundredths, align, place value
Local date	_____

Learning sequence

Connect: place value. Teach: you add tenths to tenths, as you add tens to tens - the rule is the same rule. Try: shared practice with a place value chart. Apply: pupils add. Reflect: CONTINUITY WITH WHOLE NUMBERS rather than a new rule to remember.

Check for understanding

Student adds decimals using place value.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Why Alignment Matters

Week 9, Day 2 · Unit 3 · Standards: 5.OA.1, 5.OA.2, 5.OA.3

Focus	The reason.
Learning target	"I can add and subtract decimals and explain why the method works."
Vocabulary in use	hundredths, align, place value
Local date	_____

Learning sequence

Connect: adding. Teach: showing what goes wrong when places are misaligned. Try: shared counterexample. Apply: pupils explain. Reflect: the error shown deliberately, which fixes it better than a rule.

Check for understanding

Student explains why place values must align.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Different Numbers of Decimal Places

Week 9, Day 3 · Unit 3 · Standards: 5.OA.1, 5.OA.2, 5.OA.3

Focus	Ragged decimals.
Learning target	"I can add and subtract decimals and explain why the method works."
Vocabulary in use	hundredths, align, place value
Local date	_____

Learning sequence

Connect: alignment. Teach: 3.4 and 3.40 are the same value, which makes ragged additions easy. Try: shared practice. Apply: pupils add ragged decimals. Reflect: equivalence rather than 'adding a zero' as a trick.

Check for understanding

Student adds decimals with different numbers of places.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Subtracting Decimals

Week 9, Day 4 · Unit 3 · Standards: 5.OA.1, 5.OA.2, 5.OA.3

Focus	Subtraction.
Learning target	"I can add and subtract decimals and explain why the method works."
Vocabulary in use	hundredths, align, place value
Local date	_____

Learning sequence

Connect: adding. Teach: the same alignment, with exchanging across the point. Try: shared practice. Apply: pupils subtract. Reflect: exchanging is the same process as with whole numbers.

Check for understanding

Student subtracts decimals accurately.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Relating Strategy to Written Method

Week 9, Day 5 · Unit 3 · Standards: 5.OA.1, 5.OA.2, 5.OA.3

Focus	The standard's requirement.
Learning target	"I can add and subtract decimals and explain why the method works."
Vocabulary in use	hundredths, align, place value
Local date	_____

Learning sequence

Connect: our work. Teach: the standard says RELATE THE STRATEGY TO A WRITTEN METHOD, AND EXPLAIN THE REASONING USED. Try: shared explaining. Apply: pupils relate. Reflect: the standard's own words, and the relating is assessed.

Check for understanding

Student relates their strategy to the written method.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Source citation

New Hampshire Department of Education. Common Core State Standards for Mathematics, adopted by New Hampshire as its College and Career Ready Standards. These are the Common Core State Standards, which New Hampshire adopts and republishes unchanged; the standard is national and the adoption is New Hampshire's. Common Core defines no course sequence at high school -- it publishes conceptual categories (Algebra, Functions, Geometry, Number and Quantity, Statistics and Probability) -- so a high school course cites the categories it draws on rather than a state-prescribed course standard. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>