

# South Dakota 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            | South Dakota                                              |
| Grade            | 5 (Elementary)                                            |
| Subject          | Mathematics                                               |
| Course category  | Core                                                      |
| Standards family | Mathematics                                               |
| Framework        | South Dakota Mathematics Standards (adopted 4 May 2026)   |
| Issuing agency   | South Dakota 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          | <b>Operations With Decimals -&gt; 5.OA.6 Operations and Algebraic Thinking</b> — Multiply decimals to the hundredths place using various strategies.<br><b>5.OA.2 Operations and Algebraic Thinking</b> — Generate two number patterns by following two different rules and make a graph using ordered pairs that match the numbers from each pattern. |
| 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| 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.6, 5.OA.2

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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.6, 5.OA.2

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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.6, 5.OA.2

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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.6, 5.OA.2

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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.6, 5.OA.2

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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. 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

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- This is a **digital download**. Nothing is shipped.
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## Source citation

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