

# Vermont 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            | Vermont                                                                                                                                                        |
| Grade            | 5 (Elementary)                                                                                                                                                 |
| Subject          | Mathematics                                                                                                                                                    |
| Course category  | Core                                                                                                                                                           |
| Standards family | Mathematics                                                                                                                                                    |
| Framework        | Common Core State Standards for Mathematics — the standards Vermont uses for this subject under the Education Quality Standards (State Board Rule series 2000) |
| Issuing agency   | Vermont Agency 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.NF.A.1 Number and Operations - Fractions</b> — Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product. Rhode Island Department of Education, 2021 Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education. |
| 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.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                                 |
| 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.NF.A.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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.NF.A.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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.NF.A.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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.NF.A.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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.NF.A.1

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| 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

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- 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.
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## Source citation

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