

5th Grade Math Scope and Sequence Overview 2009-2010

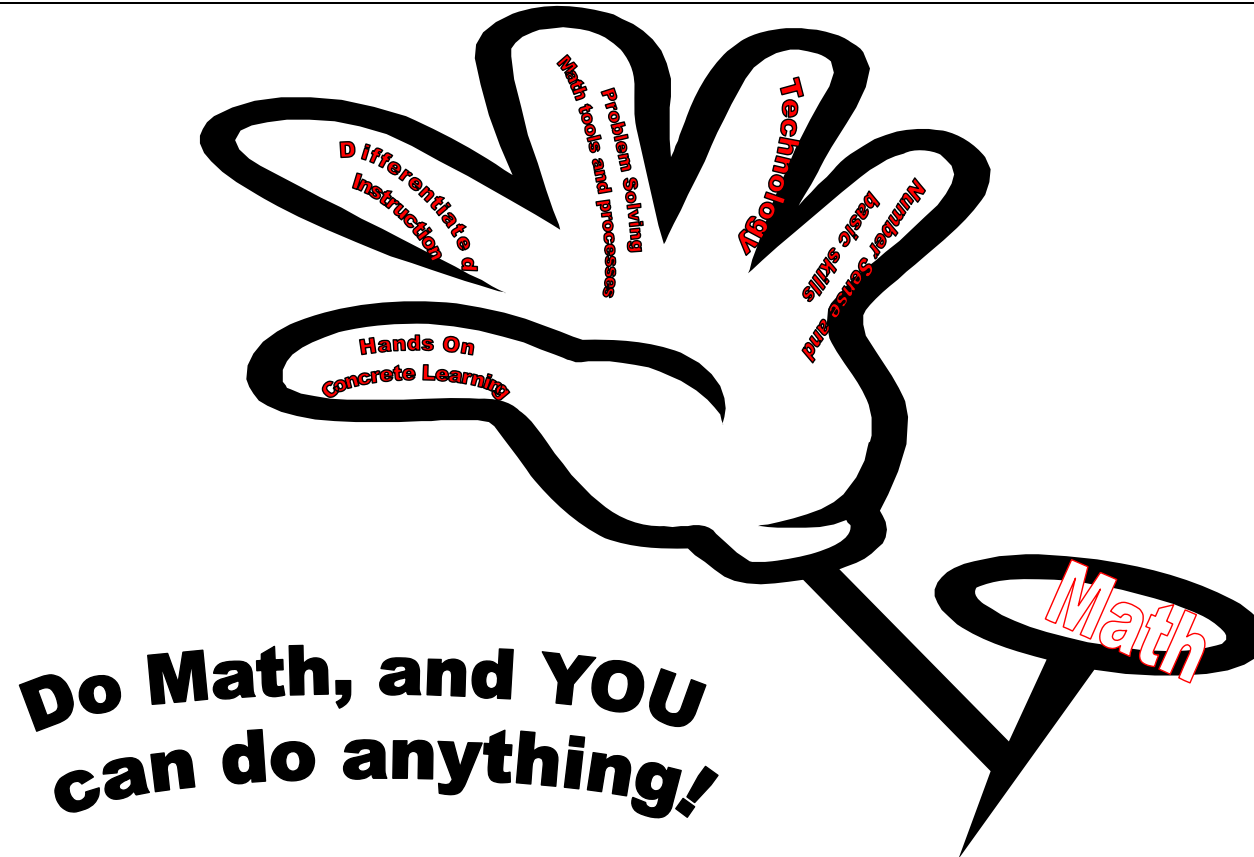
	1st 6wks Aug 24- Oct 2	2nd 6wks Oct 5 - Nov 6	3rd 6weeks Nov 9- Dec 18 Campus Math Bowl	4th 6 weeks Jan 5-Feb19	5th 6 weeks Feb 22 - April 16	6th 6 weeks April 19 - June 4
Week One	Measuring Week Time/Temperature and Conversions (5.11 A, B) Rituals and Routines: -Review Routines -Problem Solving -Math Notebook/Journal -Facts and Data Aug. 24- 28 ▲	Measuring Week Linear Measurement - Perimeter/Area Using Models and Conversions (5.10A, B,) Oct 5-9 ▲	Measuring Week Linear Measurement - Perimeter/Area formulas (5.10 C) Nov. 9-13	Measuring Week Weight/Mass and Conversions (5.10 A) Jan 5-8 ▲	Measuring Week Capacity/Volume and models and Conversions (5.10 A,B, C,) Feb 22-26 ▲	Review Measurement (5.10 A,B, C) (5.11 A, B) April 19-23
Week Two	Place Value/Decimals- Estimation (5.1A, B) (5.4) (5.2D) Aug. 31- Sept 4 Make a Table ▲	Prime and composite (5.5 B) (5.3D) Oct 12-16 Draw a Picture ▲	Multiplication/Division (5.3 B, C) (5.4A) Nov.16-20 Measurement Madness I Guess and Check	Fractions (5.2 B) (5.3 D, E) Jan 11-15 Make a list	Mock TEST March 1-5	Math Projects (5.14AD) (5.15AB)(5.16B) April 26-30 Math TAKS Retest April 27th Science TAKS April 28th
Week Three	Place Value/Decimals- Estimation (5.1A, B) (5.4) Sept. 7-11 ▲	Algebraic Thinking and Graphs (5.5A) (5.13 A, B, C) Oct. 19-23 ▲	Review and Benchmark Nov 30 - Dec 4	Fractions (5.2 B) (5.3 D, E) Jan 18-22	Review for TAKS Time (5.11 B) March 8-12	Problem Solving (5.14 ABC) May 3-7 Working Backwards
Week Four	Place Value/Decimals- Estimation (5.1A, B) (5.4) Sept. 14-18 Look for a Pattern ▲	Algebra, Patterns, Expressions, Equations and Examples and Nonexamples (5.6) (5.16A) Oct.26-30 Logical Reasoning	Fractions (5.2ABCD) (5.3 D, E) Dec 7 - 11 ▲	Probability (5.12 ABC) Jan 25-29 Math Bowl Make it Simpler	Review for TAKS March 22-26 Make a Table	Problem Solver (5.14 ABC) May 10-14 Make it simpler
Week Five	Addition/Subtraction- Estimation (5.1B) (5.3A) (5.4A) Sept. 21-25	Multiplication/Division (5.3 B, C) (5.4A) Nov. 2- 6	Fractions (5.2 B) (5.3 D, E) Dec 14 - 18 Working Backwards ▲	Probability (5.12 ABC) Feb 1-5	Review for TAKS March 29-April 2	Preparing for Measuring Madness Open-ended Test (5.14 ABC)(5.16B) May 17-21
Week Six	Review and Benchmark Sept. 28-Oct 2	Review and Benchmark Oct 5 - Oct 11	Review and Benchmark Oct 12 - Oct 18	Geometry (5.7, 5.8 A, B) Feb. 8-12	April 5-9 Math TAKS April 6	Measurement Madness II Multiplication and Division (5.4A) May 24-28
Week seven	Review and Benchmark Oct 19 - Oct 25	Review and Benchmark Oct 26 - Nov 1	Review and Benchmark Nov 2 - Nov 8	Geometry (5.7, 5.8 A, B)(5.9) Feb. 15-19 Act it out	Graphing (5.13 ABC) April 12-16	Presentation of Projects (5.14AD) (5.15AB) May 31-June4
▲	Spiral throughout the year- Problem Solving, Data and Graphing, Measurement, Mult/Div					
	Instructional Levels: I - Introduced D- Developed M- Mastered T- Tested and R - Retought					



Math Principles for Clint ISD 2009-2010



The math curriculum at CLINT ISD operates under these **five principles**.



Math lessons need to reflect these five components.



Underlying Processes and Mathematical Tools




The following TEKS are to be taught from day one in the classroom and need to be to increase the mathematical thinking of the students.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
(A) Identify mathematics in everyday situation			(A) Identify mathematics in everyday situation (MT)		
(B) solve problems with guidance , that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness			(B) solve problems with guidance , that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (MT)		
(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in	(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem	(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem			
(D) use tools such as real objects, manipulatives, and technology to solve problems			(D) use tools such as real objects, manipulatives, and technology to solve problems (RM)		
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language . The student is expected to:	(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language . The student is expected to:	(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language . The student is expected to:	(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language . The student is expected to:	(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language . The student is expected to:	(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language . The student is expected to:
(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology	(A) explain and record observations using objects, words, pictures, numbers, and technology		(A) explain and record observations using objects, words, pictures, numbers, and technology (RM)		
(B) relate everyday language to mathematical language and symbols			(B) relate informal language to mathematical language and symbols (MT)		
(K.15) Underlying processes and mathematical tools. The student is expected to:	(1.13) Underlying processes and mathematical tools. The student is expected to:	(2.14) Underlying processes and mathematical tools. The student is expected to:	(3.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(4.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(5.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:
			(A) make generalizations from patterns or sets of examples and nonexamples (MT)		
The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers and technology.			(B) justify why an answer is reasonable and explain the solution process (RM)		
Assumptions					
<ul style="list-style-type: none"> ▶ Mathematic processes and tools will be used everyday in the classroom by teachers and students. ▶ Open-ended assessments will be given to students three times a year and student growth charts will be kept to be review throughout the year. ▶ Review boards are expected to be used weekly by teachers and students. ▶ Mathematic lessons are planned and implemented under the district five principles. (See Principle section) ▶ 15-30-45 Model with 90 minute block 					

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First Six Weeks - **Week One**- August 24-28- Time and Temperature


 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.11) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:</p> <p>(A) solve problems involving changes in temperature; and</p> <p>(B) solve problems involving elapsed time.</p> <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; margin-top: 10px;"> Problem Solving Strategy: Make a table </div>	5.11A MT 5.11B MT	<p>5.11A <u>solve problems involving changes in temperature</u></p> <p>5.11B <u>Solve problems involving elapsed time</u></p>	temperature degrees Fahrenheit Celsius elapsed time measure See attached vocabulary chart	<p>5.11A Grade 4 (4.12A) use a thermometer to measure temperature and changes in temperature</p> <p>5.11B Grade 4 (4.12B) use tools, such as a clock with gears or a stopwatch, to solve problems involving elapsed time</p>	It took Mallory 3/4 hour to wash her car and 1 3/4hours to wax it. How many minutes did it take her to wash and wax her ear?	<p>HSP Lessons: 17.6 - 17.7</p> <p>Think Math Temperature Chapter 15 lesson 4 pages 293,294 TE 1232,1236</p> <p>Time Chapter 15 Lesson 5 Pages 295,296 TE 1240-1243</p> <p>EDM SRB pp. 187</p>

Every teacher in Clint ISD needs to set up a method to review math concepts throughout the year.
 Example: Review Board, Calendar math with skills incorporated in it, Mountain Math,

This needs to be set up NO later than the first week of school.


5th Grade Math Scope and Sequence Overview 2009-2010

First Six Weeks - **Week Two, Three, Four** -Aug 31- September 18- Place Value/Decimals/Estimation

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:</p> <p>(A) use place value to read, write, compare, and order whole numbers through the 999,999,999,999; and</p> <p>(B) use place value to read, write, compare, and order decimals through the thousandths place</p> <p>(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.</p> <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; width: fit-content; margin-top: 10px;"> Problem Solving Strategy: Looking for a pattern </div>	<p>5.1A DMT</p> <p>5.1B DMT</p> <p>5.4 MT</p>	<p>5.1A Use <u>place value</u> to read, write, compare, and order, whole numbers through <u>999,999,999,999</u></p> <p>5.1B Use <u>place value</u> to read, write, compare, and order, <u>decimlas</u> through the <u>thousandths place</u></p> <p>5.4 Use <u>strategies</u> to estimate solutions to:</p> <ol style="list-style-type: none"> 1. addition problems 3. multiplication problems 2. subtraction problems 4. division problems <p>Strategies include: <u>rounding and comparing numbers</u></p>	<p>estimate whole numbers decimals rounding compatible # compare order represents</p> <p>See attached vocabulary chart</p>	<p>5.1A Grade 4 4.1 (A) use place value to read, write, compare, and order whole numbers through 999,999,999;</p> <p>Grade 6 6.1(A) compare and order non-negative rational numbers</p> <p>5.1B Grade 4 4.1 (B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.</p> <p>Grade 6 6.1(B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals</p> <p>5.4 Grade 4 4.5 (B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.</p> <p>Grade 6 6.2 (D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required</p>	<p>According to a report published in 1999. the population of Dallas was 1,063.292. What does the 6 in this number represent?</p> <p>Which of the following numbers is less than 6.001?</p> <p>Mr. Lyons bought a computer that was on sale for \$816. The regular price of the computer was \$1,395. Which is the best estimate of the amount of money Mr. Lyons saved by buying the computer on sale?</p>	<p>HSP Lessons: 1.1 to 1.9 pages 4-27</p> <p>Think Math read/write whole numbers Chapter 2 lesson 5 pages 27,28 TE 122,123</p> <p>Decimals Chapter 7 Lesson 1 Pages 125,126 TE 531,532 Chapter 7 Lesson 2 pages 127,128 TE 536-541 Chapter 7, Lesson 3 pages 129,130 TE 548-550</p> <p>estimation/rounding and compatible numbers Chapter 7 Lesson 7 pages 137,138 TE 580-582</p> <p>EDM STUDENT REFERENCE BOOK (SRB) pp. 2-4, 9, 26-29, 32-33, 83-90 EVERYDAY MATH (EDM) Unit 2 Lesson 10</p>


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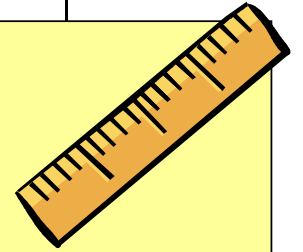
First Six Weeks - Week Five- September 21-25 - Addition/Subtraction/Estimation

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:</p> <p>(A) use addition and subtraction to solve problems involving whole numbers and decimals;</p> <p>(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.</p>	<p>5.3A MT</p> <p>5.4 MT</p>	<p>5.3A Use <u>addition</u> to solve problems involving:</p> <ol style="list-style-type: none"> 1. whole number 2. decimals <p>Use <u>subtraction</u> to solve problems involving:</p> <ol style="list-style-type: none"> 1. whole number 2. decimals <p>5.4 Use <u>strategies</u> to estimate solutions to:</p> <ol style="list-style-type: none"> 1. addition problems 3. multiplication problems 2. subtraction problems 4. division problems <p>Strategies include: rounding and comparing numbers</p>	<p>See attached vocabulary chart</p>	<p>5.3A Grade 4: 4.3 (A-B) Use addition and subtraction to solve problems involving whole numbers and add and subtract decimals to the hundredth place using concrete objects and pictorial models</p> <p>Grade 6: 6.2 (A-B) Model addition and subtraction situations involving fractions with objects, pictures, words and numbers and use addition and subtraction to solve problems involving fractions and decimals.</p> <p>5.4 Grade 4 4.5 (B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.</p> <p>Grade 6 6.2 (D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required</p>	<p>The table belows hows some territories acquired by the United States and their areas in square miles. According to the table, how much larger was the area of the largest territory than the area of the smallest territory?</p> <p>Carrie has 300 coins in her collection. She has 125 more coins than Michael and 50 fewer coins than Sara. How many coins does Michael have?</p>	<p>HSP estimation Lessons 2.1 and 2.2 pages 36-41</p> <p>Think Math addition/subtraction/estimation Chapter 7 Lesson 8 pages 139,140 TE 590-595 Chapter 7 Lesson 9 pages 141,142 TE 597-604 Chapter 7 lesson 10 pages 143,144 TE 607-611 Chapter 1 Lesson 8 pages 15,16 TE 71,75</p> <p>EDM SRB pp. 13-17, 34-36 EDM Unit 2, Lessons 1, 2, 3, 4</p>

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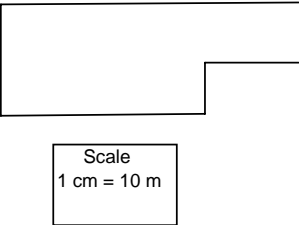
First Six Weeks - **Week Six**- September 28-Oct. 2 Review and Benchmark

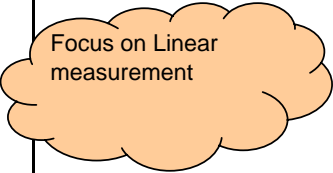
Standards 	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. solve problems involving changes in temperature in Fahrenheit. 2. solve problems involving changes in temperature in Celsius. 3. solve problems involving elapsed time. 4. use place value to read, <u>whole numbers</u> through the 999,999,999,999; 5. use place value to write <u>whole numbers</u> through the 999,999,999,999; 6. use place value to compare <u>whole numbers</u> through the 999,999,999,999; 7. use place value to order <u>whole numbers</u> through the 999,999,999,999; 8. use place value to read <u>decimals</u> through the thousandths place 9. use place value to write <u>decimals</u> through the thousandths place 10. use place value to compare <u>decimals</u> through the thousandths place 11. use place value to order <u>decimals</u> through the thousandths place 12. use <u>addition</u> to solve problems involving <u>whole numbers</u>; 13. use <u>subtraction</u> to solve problems involving <u>whole numbers</u>; 14. use <u>addition</u> to solve problems involving <u>decimals</u>; 15. use <u>subtraction</u> to solve problems involving <u>decimals</u>; 16. use strategies, including <u>rounding</u> to estimate solutions to addition and subtraction problems. 17. use strategies, including <u>compatible numbers</u> to estimate solutions to addition and subtraction problems. <p>Remember that these skills need to be reviewed and supported throughout the year with the Review Boards.</p>						



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Second Six Weeks - **Week One**- October 5-9-Linear Measurement

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:</p> <p>(A) perform simple conversions within the same measurement system (SI (metric) or customary);</p> <p>(B) connect models for perimeter, area, and volume with their respective formulas; and</p> <p>(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.</p>	<p>5.10A DTM</p> <p>5.10B DTM</p> <p>5.10C IDMT</p>	<p>5.10A Perform simple conversions within the same measurement system (SI (metric) or customary)</p> <p>5.10B Connect model with their respective formulas for:</p> <p>1. perimeter</p> <p>2. area</p> <p>3. volume</p> <p>5.10C Select and use appropriate units and formulas to measure:</p> <p>1. length</p> <p>2. perimeter</p> <p>3. area</p> <p>4. volume</p>	<p>conversion metric system customary sys. Formula</p> <p>See attached vocabulary chart</p>	<p>5.10A Grade 4 4.11 B perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;</p> <p>Grade 6 6.8 D convert measures within the same measurement system (customary and metric) based on relationships between units</p> <p>5.10B No prior reference</p> <p>5.10C Grade 4 4.10 (A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units, SI (metric and customary</p>	<p>How many ounces does a pound of hamburger patty weigh?</p> <p>F* 40oz H 120oz G 8 oz J 16 oz</p> <p>The drawing below represents a parking lot at the mall. Use the ruler on the Mathematics Chart to measure the dimensions of the parking lot to the nearest tenth of a centimeter. Which is closest to the perimeter of the actual parking lot in meters? (drawing reduced in size)</p> <p>F 440m G*300m H 225m J 220m</p> 	<p>HSP Conversions Lessons 16.3 - 16.4 pages 382-389 and Lessons 17.3 - 17.5 pages 406-413</p> <p>Perimeter/area Lessons 18.1 - 18.3 pages 430-435 Lessons 19.1-19.6 pages 446-469</p> <p>formulas Lessons 16.1-16.2 pages 378-381 Lessons 17.1 - 17.2 pages 402 - 405</p> <p>Thinking Math Chapter 10 Lesson 1 pages 193,194 TE 820-824 Chapter 10 Lesson 2 pages 195,196 TE 827-832 Chapter 10 Lesson 10 pages 201, 202 TE 852-858 Chapter 10 Lesson 6 pages 203, 204 TE 861-866 Chapter 10 Lesson 7 pages 205, 206 TE 869-873 Assessment G19, G20 TE 876, 877 (Chapter 10)</p> <p>EDM SRB pp. 166-178 EDM Unit 6, Lesson 2 EDM Unit 9 Lessons 4, 5, 6, 7,</p>



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Second Six Weeks - **Week Two**- October 12-16- prime and composite

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:</p> <p>(B) identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.</p> <p>(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:</p> <p>(D) identify common factors of a set of whole numbers;</p> <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; margin-top: 10px;"> Problem Solving Strategy: Draw a Picture </div>	<p>5.5A MT</p> <p>5.3D IDMT</p>	<p>5.5B</p> <p>Identify:</p> <p>1. prime numbers 2 composite numbers</p> <p><u>using pictorial models and patterns in factor pairs</u></p> <p>5.3D</p> <p><u>identify common factors of a set of whole numbers</u></p>	<p>prime numbers composite # factor pair patterns common factors</p> <p>See attached vocabulary chart</p>	<p>5.5B Grade 4 4.6 B Use patterns to multiply by 10 and 100</p> <p>5.3D Grade 4 (4.4A) model factors and products using arrays and area models</p> <p>Grade 6 (6.1 E) identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers; and</p>	<p>5.5B The list below contains the 8 factors of which number</p> <p>2,18,9,54,6,27,3,1</p> <p>5.3D Which group shows all the numbers that are common factors of 36 and 48?</p> <p>A 1,2,3,4,6 C 1,2,3,4,6,9, 12, 18</p> <p>B*1,2,3,4,6,12 D 1,2,3,4,6,8,12,16,24</p>	<p>HSP Lessons 8.3 pages 196-197 Lessons 8.5 pages 202-203</p> <p>Thinking Math Chapter 3 Lesson 1 page 45, 46 TE 193-198 Chapter 3 Lesson 2 pages 47,48 TE 209 - 215 Chapter 3 Lesson 3 TE 209-215 Chapter 3 Lesson 4 TE 217-222 Chapter 3 Lesson 5 pages 53,54 TE 225-230 Chapter 3 Lesson 6 pages 55,56 TE 233-239 Chapter 3 Lesson 7 pages 57,58 TE 241-247 Chapter 3 Assessment Pages 61,62 TE 256-257</p> <p>EDM SRB pp. 12, 200-217 EDM Unit 1 Lesson 6</p>

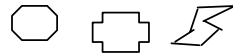
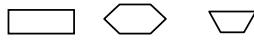
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Second Six Weeks - **Week Three**- October 19-23- Algebraic Thinking and Graphs

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials																										
<p>(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:</p> <p>(A) describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams;</p> <p>(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:</p> <p>(A) use tables of related number pairs to make line graphs;</p> <p>(B) describe characteristics of data presented in tables and graphs including median, mode, and range; and</p> <p>(C) graph a given set of data using an appropriate graphical representation such as a picture or line graph.</p>	<p>5.5A MT</p> <p>5.13A MT</p> <p>5.13B IDMT</p> <p>5.13C MT</p>	<p>5.5A Describe the <u>relationship</u> between sets of data in <u>graphic organizers</u></p> <p>Such as: lists, tables, charts, and diagrams</p> <p>5.13A Use tables of related number <u>pairs</u> to make <u>line graph</u></p> <p>5.13B Describe <u>characteristics of data presented in tables and graphs</u></p> <p>Characteristics include: 1. median 2. mode 3. range</p> <p>5.13C Graph a <u>given set of data</u> using an <u>appropriate</u> <u>graphical representation</u></p> <p>Such as: 1. picture 2. line graph</p>	<p>generalization pattern relationship list chart tables diagrams line graph median mode range picture</p> <p>See attached vocabulary chart</p>	<p>5.5A Grade 4 (A) use patterns and relationships to develop strategies to remember basic multiplication and division facts such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$</p> <p>5.13A Grade 4 4.13B interpret bar graphs</p> <p>5.13B No reference before this grade level</p> <p>5.13C Grade 3 (3C) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data</p>	<p>The fractions $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, and $\frac{5}{10}$ are each equivalent to $\frac{1}{2}$. What is the relationship between the numerator and denominator in each fraction that is equivalent to $\frac{1}{2}$?</p> <p>A The numerator is twice the denominator. B*The denominator is twice the numerator. C The numerator is 2 more than the denominator. D The denominator is 2 more than the numerator.</p> <p>The table below shows the distance a turtle traveled over a period of 8 minutes. Which graph best represents the data in the table?</p> <table border="1" data-bbox="1346 609 1564 755"> <thead> <tr> <th colspan="2">Turtle Travel</th> </tr> <tr> <th>Number of Minutes</th> <th>Number of Feet</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>8</td> <td>3</td> </tr> </tbody> </table> <p>Some fifth-grade students recorded the temperature outside on 6 days in October. The data are shown in the table below. Which is the most appropriate graph of the data listed in the table?</p> <table border="1" data-bbox="1346 901 1533 1120"> <thead> <tr> <th colspan="2">October Temperatures</th> </tr> <tr> <th>Date</th> <th>Temperature in (F°)</th> </tr> </thead> <tbody> <tr> <td>Oct 1</td> <td>45</td> </tr> <tr> <td>Oct 2</td> <td>52</td> </tr> <tr> <td>Oct 3</td> <td>48</td> </tr> <tr> <td>Oct 4</td> <td>60</td> </tr> <tr> <td>Oct 5</td> <td>61</td> </tr> <tr> <td>Oct 6</td> <td>43</td> </tr> </tbody> </table>	Turtle Travel		Number of Minutes	Number of Feet	0	0	4	1	8	3	October Temperatures		Date	Temperature in (F°)	Oct 1	45	Oct 2	52	Oct 3	48	Oct 4	60	Oct 5	61	Oct 6	43	<p>HSP Lessons 15.1, 15.6 - 15.7 pages 350, pages 360-367</p> <p>Thinking Maps Chapter 6 Lesson 8 pages 113, 114 TE 479-483 Chapter 6 Lesson 9 pages 115, 116 TE 485 - 491 Chapter 6 Lesson 10 pages 117, 118 TE 493-499 Chapter 6 Lesson 11 pages 119, 120 TE 501-506</p> <p>EDM SRB pp. 200-217 EDM Unit 6 Lesson 1, 3, 5, 6</p>
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5th Grade Math Scope and Sequence Overview 2009-2010

Second Six Weeks - **Week Four**- October 26-30-Algebra,Patterns, Expressions and Equations

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically. The student is expected to select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.</p> <p>(5.16) Underlying processes and mathematical tools. The student uses logical reasoning.</p> <p>(A) make generalizations from patterns or sets of examples and nonexamples</p> <div style="background-color: #90EE90; padding: 5px; border: 1px solid black; margin-top: 10px;"> Problem Solving Strategy: Logical Reasoning </div>	<p>5.6 IDMT</p> <p>5.16A MT</p>	<p>5.6 Select from and use</p> <p>1. diagrams 2. equations to represent <u>meaningful problem situations</u> Such as: $y = 5 + 3$</p> <p>5.16A Make generalizations from patterns or sets of examples and non-examples</p>	<p>equation</p> <p>See attached vocabulary chart</p> <p>examples nonexamples</p>	<p>5.6 No previous mention of this skill</p> <p>5.16A Reads exactly the same in 3rd and 4th grade.</p>	<p>A track team ran 4 miles in 36 minutes. Which shows how to find the number of minutes it would take the track team to run 20 miles?</p> <p>A 36.; $4 = 9$, so $9 \times 20 = 180$ minutes</p> <p>B $4 \times 9 = 36$, so $9 \times 36 = 324$ minutes</p> <p>C 36.; $4 = 9$, so $4 \times 36 = 144$ minutes</p> <p>D $4 \times 5 = 20$, so $5 \times 20 = 100$ minutes</p> <p>5.16A</p> <p>Carl drew these shapes</p> <p></p> <p>Carmella drew these shapes.</p> <p></p> <p>What is a good description of the shapes Carl drew?</p>	<p>HSP Lesson 7.1 - 7.4 pages 158-168</p> <p>Thinking Math Chapter 1 Lesson 2 pages 3,4 TE 17-24</p> <p>Chapter 1 Lesson 3 pages 5,6 TE 27-34</p> <p>Chapter 1 Lesson 4 Pages 7,8 TE 37-43</p> <p>Chapter 1 Lesson 5 pages 9,10 TE 45-53</p> <p>Chapter 1 Lesson 6 pages 11,12 TE 55-61</p> <p>Chapter 1 Lesson 7 pages 13,14 TE 63-69</p> <p>Chapter 4 Lesson 2 pages 65,66 TE 275-281</p> <p>Chapter 13 Lesson 3 pages 257,258 TE 1077-1083</p> <p>EDM SRB pp. 200-217 EDM Unit 10 Lessons 1, 2, 3, 4, 6</p>

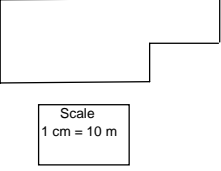
5th Grade Math Scope and Sequence Overview 2009-2010

Second Six Weeks - Week Five- Nov. 2-6- Multiplication/Division

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials								
<p>(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:</p> <p>(B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);</p> <p>(C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;</p> <p>(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.</p>	<p>5.3B MT</p> <p>5.3C MT</p> <p>5.4 MT</p>	<p>5.3B Use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).</p> <p>5.3C Use division to solve problems involving whole numbers (no more than three digits times two digits without technology).</p> <p>5.4 Use strategies to estimate solutions to:</p> <ol style="list-style-type: none"> 1. addition problems 2. subtraction problems 3. multiplication problems 4. division problems <p>Strategies include: rounding and comparing numbers</p>	<p>compatible #</p> <p>See attached vocabulary chart</p>	<p>5.3B Grade 4 4.4 (D) use multiplication to solve problems (no more than two digits times two digits without technology);</p> <p>Grade 6 6.2 (C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates</p> <p>5.3C Grade 4 4.4 (E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).</p> <p>Grade 6 6.2 (C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates</p> <p>5.4 Grade 4 4.5 (B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.</p> <p>Grade 6 6.2 (D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required</p>	<p>5.3B There are 26 people in Rachael's class. If each person has 12 insects in his or her insect collection. What is the total number of insects the class has collected?</p> <p>5.3C Laurie won 384 tennis matches during 8 years. She won the same number of matches each year. How many matches did Laurie win each year?</p> <p>5.4 The table below shows the prices of various items at a carnival. Which is the best estimate of the amount of money needed to pay for one admission ticket, one box of popcorn, and one lemonade?</p> <p align="center">Lake City Schools</p> <table border="1" data-bbox="1354 925 1745 1079"> <thead> <tr> <th>Schools</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>Lake Elementary</td> <td align="center">411</td> </tr> <tr> <td>Lake Middle</td> <td align="center">698</td> </tr> <tr> <td>Lake High school</td> <td align="center">801</td> </tr> </tbody> </table>	Schools	Number of students	Lake Elementary	411	Lake Middle	698	Lake High school	801	<p>HSP multiplication Lesson 4.1; 4.3-4.5 pages 88 pages 92-99 division Lesson 5.2-5.5 Lesson 6.1 and 6.3 - 6.6 Pages 116-129 page 134 page 138-151</p> <p>Thinking Math Chapter 2 Lesson 6 pages 29,30 TE 129-133 Chapter 2 Lesson 7 pages 31,32 TE 135-141 Chapter 2 Lesson 12 Pages 41,42 TE 175-179 Chapter 5 Lesson 1 pages 85,86 TE 359-365 Chapter 5 Lesson 2 pages 87,88 TE 307-375</p> <p>EDM SRB pp. 10-12, 18-24, 37-46 EDM Unit 2, Lessons 7, 8, 9 EDM Unit 4, Lessons 1, 2, 4, 5, 6</p>
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5th Grade Math Scope and Sequence Overview 2009-2010

Third Six Weeks - **Week One**- Nov 9-13- Measurement Week

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:</p> <p>(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.</p>	<p>5.10C IDMT</p>	<p>5.10C Select and use appropriate units and formulas to measure:</p> <ol style="list-style-type: none"> 1. length 2. perimeter 3. area 4. volume <p align="center">Focus on Linear measurement and formulas</p>	<p>conversion metric system customary sys. Formula</p> <p>See attached vocabulary chart</p>	<p>5.10C Grade 4 4.10 (A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units, SI (metric and customary</p>	<p>How many ounces does a pound of hamburger patty weigh?</p> <p>F* 40oz H 120oz G 8 oz J 16 oz</p> <p>The drawing below represents a parking lot at the mall. Use the ruler on the Mathematics Chart to measure the dimensions of the parking lot to the nearest tenth of a centimeter. Which is closest to the pcrimeter of the actual parking lot in meters? (drawing reduced in size)</p> <p>F 440m G*300m H 225m J 220m</p> 	<p>HSP Conversions Lessons 16.3 - 16.4 pages 382-389 and Lessons 17.3 - 17.5 pages 406-413 Perimeter/area Lessons 18.1 - 18.3 pages 430-435 Lessons 19.1-19.6 pages 446-469 formulas Lessons 16.1-16.2 pages 378-381 Lessons 17.1 - 17.2 pages 402 - 405</p> <p>Thinking Math Chapter 10 Lesson 1 pages 193,194 TE 820-824 Chapter 10 Lesson 2 pages 195,196 TE 827-832 Chapter 10 Lesson 10 pages 201, 202 TE 852-858 Chapter 10 Lesson 6 pages 203, 204 TE 861-866 Chapter 10 Lesson 7 pages 205, 206 TE 869-873 Assessment G19, G20 TE 876, 877 (Chapter 10)</p> <p>EDM SRB pp. 166-178 EDM Unit 6, Lesson 2 EDM Unit 9 Lessons 4, 5, 6, 7,</p>

5th Grade Math Scope and Sequence Overview 2009-2010

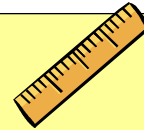
Third Six Weeks - **Week Two**- November 16-20- Multiplication and Division

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials								
<p>(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:</p> <p>(B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);</p> <p>(C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;</p> <p>(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.</p>	<p>5.3B MT</p> <p>5.3C MT</p> <p>5.4 MT</p>	<p>5.3B Use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).</p> <p>5.3C Use division to solve problems involving whole numbers (no more than three digits times two digits without technology).</p> <p>5.4 Use strategies to estimate solutions to:</p> <ol style="list-style-type: none"> addition problems subtraction problems multiplication problems division problems <p>Strategies include: rounding and comparing numbers</p> <p>Problem Solving Strategy: Guess and Check</p> 	<p>compatible #</p> <p>See attached vocabulary chart</p>	<p>5.3B Grade 4 4.4 (D) use multiplication to solve problems (no more than two digits times two digits without technology);</p> <p>Grade 6 6.2 (C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates</p> <p>5.3C Grade 4 4.4 (E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).</p> <p>Grade 6 6.2 (C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates</p> <p>5.4 Grade 4 4.5 (B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.</p> <p>Grade 6 6.2 (D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required</p>	<p>5.3B There are 26 people in Rachael's class. If each person has 12 insects in his or her insect collection. What is the total number of insects the class has collected?</p> <p>5.3C Laurie won 384 tennis matches during 8 years. She won the same number of matches each year. How many matches did Laurie win each year?</p> <p>5.4 The table below shows the prices of various items at a carnival. Which is the best estimate of the amount of money needed to pay for one admission ticket, one box of popcorn, and one lemonade?</p> <p align="center">Lake City</p> <table border="1" data-bbox="1268 1019 1507 1138"> <thead> <tr> <th>Schools</th> <th>Number of</th> </tr> </thead> <tbody> <tr> <td>Lake</td> <td align="center">411</td> </tr> <tr> <td>Lake Middle</td> <td align="center">698</td> </tr> <tr> <td>Lake High</td> <td align="center">801</td> </tr> </tbody> </table>	Schools	Number of	Lake	411	Lake Middle	698	Lake High	801	<p>HSP multiplication Lesson 4.1; 4.3-4.5 pages 88 pages 92-99 division Lesson 5.2-5.5 Lesson 6.1 and 6.3 - 6.6 Pages 116-129 page 134 page 138-151</p> <p>Thinking Math Chapter 2 Lesson 6 pages 29,30 TE 129-133 Chapter 2 Lesson 7 pages 31,32 TE 135-141 Chapter 2 Lesson 12 Pages 41,42 TE 175-179 Chapter 5 Lesson 1 pages 85,86 TE 359-365 Chapter 5 Lesson 2 pages 87,88 TE 307-375</p> <p>EDM SRB pp. 10-12, 18-24, 37-46 EDM Unit 2, Lessons 7, 8, 9 EDM Unit 4, Lessons 1, 2, 4, 5, 6</p>
Schools	Number of													
Lake	411													
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5th Grade Math Scope and Sequence Overview 2009-2010

Third Six Weeks - ~~Week Three~~ - Review and Benchmark

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<div style="background-color: #ffffcc; padding: 10px;"> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. applies measurement concepts involving length (including perimeter), area to solve problems. 2. perform simple conversions within the same measurement system (SI (metric) or customary); 3. connect models for perimeter with their respective formulas. 4. connect models for area with their respective formulas 5. select and use appropriate units and formulas to measure length. 6. select and use appropriate units and formulas to measure perimeter. 7. select and use appropriate units and formulas to measure area. 8. identify prime and composite numbers using concrete objects in factor pairs. 9. identify prime and composite numbers using pictorial models in factor pairs. 10. identify prime and composite numbers using patterns in factor pairs. 11. identify common factors of a set of whole numbers. 12. describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams; 13. use tables of related number pairs to make line graphs; 14. describe characteristics of data presented in tables and graphs including median, mode, and range; 15. graph a given set of data using an appropriate graphical representation such as a picture or line graph. 16. select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations. 17. use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology); 18. use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context; 19. to use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems. <p style="color: red; font-weight: bold;">Remember that these skills need to be reviewed and supported throughout the year with the Review Boards.</p> </div>						




5th Grade Math Scope and Sequence Overview 2009-2010

Third Six Weeks - Week Four and Five - Dec 7-18- Fractions

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials																						
<p>(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations. The student is expected to:</p> <p>(A) generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3;</p> <p>(B) generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number;</p> <p>(C) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and</p> <p>(D) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.</p> <p>(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:</p> <p>(D) identify common factors of a set of whole numbers; and</p> <p>(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.</p> <div style="background-color: #90EE90; padding: 5px; margin-top: 10px;"> Problem Solving Strategy: Working Backwards </div>	<p>5.2A MT</p> <p>5.2B MT</p> <p>5.2C MT</p> <p>5.2D MT</p> <p>5.3D IDMT</p> <p>5.3E IDMT</p>	<p>5.2A <u>Generate a fraction equivalent to a given fraction</u> Fractions such as: (1/2 and 3/6) (4/12 and 1/3)</p> <p>5.2B <u>Generate a mixed number equivalent to a given improper fraction</u> <u>Generate an improper fraction equivalent to a given mixed number</u></p> <p>5.2C <u>Compare two fractional quantities in problem-solving situations using a variety of methods</u> Methods include: common denominators</p> <p>5.2D <u>Use models to relate decimals to fractions that name:</u> 1. tenths 2. hundredths 3. thousandths</p> <p>5.3D <u>Identify common factors of a set of whole numbers</u></p> <p>5.3E <u>Model situations using addition and/or subtraction involving fractions with like denominators using</u> 1. pictures 2. words 3. numbers</p>	<p>mixed number improper fraction tenths hundredths thousandths equivalent fraction</p> <p>See attached vocabulary chart</p>	<p>5.2A Grade 4: 4.2 A use concrete objects and pictorial models to generate equivalent fractions Grade 6: 6.1 B generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;</p> <p>5.2B Grade 4: 4.2B model fraction quantities greater than one using concrete objects and pictorial models Grade 6: 6.1B</p> <p>5.2C Grade 4: 4.2 C compare and order fractions using concrete objects and pictorial models; Grade 6: 6.1 E identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers</p> <p>5.2D Grade 4: 4.2 D relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models. Grade 6: 6.1B generate equivalent forms of rational numbers including whole numbers, fractions, and decimals</p> <p>5.3D Grade 4 4.4A Model factors and products using arrays and areas models Grade 6: 6.1 E identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers;</p> <p>5.3E <i>Not mention previously</i> Grade 6: 6.2 B use addition and subtraction to solve p</p>	<p>38 A school basketball team won 8 of the 20 games it played. What fraction of its games did the team win?</p> <p>F. 2/6 H. 4/6 G. 2/4 J. 3/2</p> <p>The table below shows the colors of the houses on Seth's street and the fraction of the total number of houses painted each color. Which color was used for the smallest fraction of the houses on Seth's street?</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Color</th> <th>Fraction</th> </tr> </thead> <tbody> <tr> <td>white</td> <td>1/3</td> </tr> <tr> <td>tan</td> <td>1/4</td> </tr> <tr> <td>gray</td> <td>1/18</td> </tr> <tr> <td>yellow</td> <td>3/4</td> </tr> </tbody> </table> <p>Alma shaded 3 of her design. Which decimal number represents the shaded part of her design? A* 0.6 C 0.006 B 0,06 D 0,0006</p> <p>Isabella and Sidney race cars. The diagram below shows the distance each car traveled during the race. How much farther did Isabella's car travel than Sidney's car traveled?</p> <div style="margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Isabella</td> <td style="width: 30%; text-align: center;">53/100 meter</td> <td style="width: 40%;"></td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; text-align: center;">🚗</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; text-align: center;">_____</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;"></td> </tr> <tr> <td>Sidney</td> <td style="text-align: center;">19/100 meter</td> <td></td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; text-align: center;">🚗</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; text-align: center;">_____</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;"></td> </tr> </table> </div>	Color	Fraction	white	1/3	tan	1/4	gray	1/18	yellow	3/4	Isabella	53/100 meter		🚗	_____		Sidney	19/100 meter		🚗	_____		<p>HSP Lessons 9.3 - 9.4 Lessons 8.1 - 8.2, 8.4 Lessons 10.1 - 10.4 Lessons 11.1 - 11.4</p> <p>Thinking Math Chapter 4 Lesson 1-10 Pages 63-82 TE 258-349 Chapter 11 Lesson 1-11 pages 209-230 TE 886-963 Chapter 4 Lesson 1-10 pages 63-82 TE 258-349 Chapter 11 Lesson 1-11 pages 209-230 TE 886-963</p> <p>EDM SRB pp. 56-94 EDM Unit 5, Lesson 1, 2, 3, 4, 5, 6, 7 EDM Unit 6, Lesson 8, 9, 10</p>
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Fourth Six Weeks - Week One- Jan. 5-8- Measurement Weight/Mass

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
 <p>(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:</p> <p>(A) perform simple conversions within the same measurement system (SI (metric) or customary);</p>	<p>5.10A DTM</p>	<p>5.10A Perform simple conversions within the same measurement system (SI (metric) or customary)</p>	<p>conversion metric system customary sys.</p> <p>See attached vocabulary chart</p>	<p>5.10A Grade 4 4.11 B perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;</p> <p>Grade 6 6.8 D convert measures within the same measurement system (customary and metric) based on relationships between units</p> <p>customary</p>	<p>How many ounces does a pound of hamburger patty weigh?</p> <p>F* 40oz H 120oz G 8 oz J 16 oz</p>	<p>HSP Conversions Lessons 16.3 - 16.4 pages 382-389 and Lessons 17.3 - 17.5 pages 406-413 Perimeter/area Lessons 18.1 - 18.3 pages 430-435 Lessons 19.1-19.6 pages 446-469 formulas Lessons 16.1-16.2 pages 378-381 Lessons 17.1 - 17.2 pages 402 - 405</p> <p>Thinking Math Chapter 10 Lesson 1 pages 193,194 TE 820-824 Chapter 10 Lesson 2 pages 195,196 TE 827-832 Chapter 10 Lesson 10 pages 201, 202 TE 852-858 Chapter 10 Lesson 6 pages 203, 204 TE 861-866 Chapter 10 Lesson 7 pages 205, 206 TE 869-873 Assessment G19, G20 TE 876, 877 (Chapter 10)</p> <p>EDM SRB pp. 166-178 EDM Unit 6, Lesson 2 EDM Unit 9 Lessons 4, 5, 6, 7, SRB pp 186</p>

Focus on weight and mass


5th Grade Math Scope and Sequence Overview 2009-2010

Fourth Six Weeks - **Week Two and Three** - Jan 11-22 - Fractions

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials										
<p>(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations. The student is expected to:</p> <p>(A) generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3;</p> <p>(B) generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number;</p> <p>(C) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and</p> <p>(D) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.</p> <p>(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:</p> <p>(D) identify common factors of a set of whole numbers; and</p> <p>(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.</p> <div style="background-color: #90EE90; padding: 5px; margin-top: 10px;"> Problem Solving Strategy: Make a list </div>	<p>5.2A MT</p> <p>5.2B MT</p> <p>5.2C MT</p> <p>5.2D MT</p> <p>5.3D IDMT</p> <p>5.3E IDMT</p>	<p>5.2A <u>Generate a fraction equivalent to a given fraction</u></p> <p>Fractions such as: (1/2 and 3/6) (4/12 and 1/3)</p> <p>5.2B <u>Generate a mixed number equivalent to a given improper fraction</u></p> <p><u>Generate an improper fraction equivalent to a given mixed number</u></p> <p>5.2C <u>Compare two fractional quantities in problem-solving situations using a variety of methods</u> Methods</p> <p>include: common denominators</p> <p>5.2D <u>Use models to relate decimals to fractions that name:</u></p> <p>1. tenths 2. hundredths 3. thousandths</p> <p>5.3D <u>identify common factors of a set of whole numbers</u></p> <p>5.3E <u>Model situations using addition and/or subtraction involving fractions with like denominators using</u></p> <p>1. pictures 2. words 3. numbers</p>	<p>mixed number improper fraction tenths hundredths thousandths equivalent fraction</p> <p>See attached vocabulary chart</p>	<p>5.2A Grade 4: 4.2 A use concrete objects and pictorial models to generate equivalent fractions</p> <p>Grade 6: 6.1 B generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;</p> <p>5.2B Grade 4: 4.2B model fraction quantities greater than one using concrete objects and pictorial models</p> <p>Grade 6: 6.1B</p> <p>5.2C Grade 4: 4.2 C compare and order fractions using concrete objects and pictorial models;</p> <p>Grade 6: 6.1 E identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers</p> <p>5.2D Grade 4: 4.2 D relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.</p> <p>Grade 6: 6.1B generate equivalent forms of rational numbers including whole numbers, fractions, and decimals</p> <p>5.3D Grade 4 4.4A Model factors and products using arrays and areas models</p> <p>Grade 6: 6.1 E identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers;</p> <p>5.3E Not mention previously</p> <p>Grade 6: 6.2 B use addition and subtraction to solve</p>	<p>38 A school basketball team won 8 of the 20 games it played. What fraction of its games did the team win?</p> <p>F. 2/6 H. 4/6 G. 2/4 J. 3/2</p> <p>The table below shows the colors of the houses on Seth's street and the fraction of the total number of houses painted each color. Which color was used for the smallest fraction of the houses on Seth's street?</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Color</th> <th>Fraction</th> </tr> </thead> <tbody> <tr> <td>white</td> <td>1/3</td> </tr> <tr> <td>tan</td> <td>1/4</td> </tr> <tr> <td>gray</td> <td>1/18</td> </tr> <tr> <td>yellow</td> <td>3/4</td> </tr> </tbody> </table> <p>Alma shaded 3 of her design, Which decimal number represents the shaded part of her design? A* 0.6 C 0.006 B 0,06 D 0,0006</p>  <p>Isabella and Sidney raced their toy cars. The diagram below shows the distance each car traveled during the race. How much farther did Isabella's car travel than Sidney's car traveled?</p> <p>Isabell 53/100  _____</p> <p>Sidney 19/100  _____</p>	Color	Fraction	white	1/3	tan	1/4	gray	1/18	yellow	3/4	<p>HSP Lessons 9.3 - 9.4 Lessons 8.1 - 8.2, 8.4 Lessons 10.1 - 10.4 Lessons 11.1 - 11.4</p> <p>Thinking Math Chapter 4 Lesson 1-10 Pages 63-82 TE 258-349 Chapter 11 Lesson 1-11 pages 209-230 TE 886-963 Chapter 4 Lesson 1-10 pages 63-82 TE 258-349 Chapter 11 Lesson 1-11 pages 209-230 TE 886-963</p> <p>EDM SRB pp. 56-94 EDM Unit 5, Lesson 1, 2, 3, 4, 5, 6, 7 EDM Unit 6, Lesson 8, 9, 10</p>
Color	Fraction															
white	1/3															
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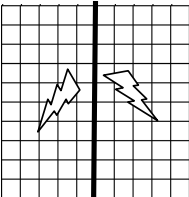
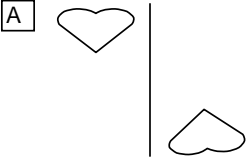
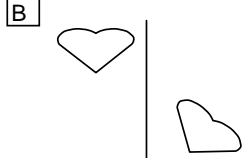
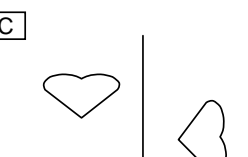
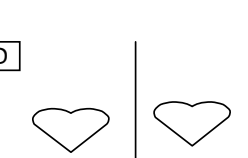
5th Grade Math Scope and Sequence Overview 2009-2010

Fourth Six Weeks - **Week Four and Five** - Jan 25- Feb 5- Probability

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials																																	
<p>(5.12) Probability and statistics. The student describes and predicts the results of a probability experiment. The student is expected to:</p> <p>(A) use fractions to describe the results of an experiment;</p> <p>(B) use experimental results to make predictions; and</p> <p>(C) list all possible outcomes of a probability experiment such as <u>tossing a coin</u>.</p> <div data-bbox="75 971 373 1036" style="border: 1px solid black; background-color: #90EE90; padding: 5px; margin-top: 20px;"> Problem Solving Strategy: Make it Simpler </div> <div data-bbox="75 1133 394 1425" style="border: 1px solid black; background-color: #ADD8E6; padding: 10px; margin-top: 20px; text-align: center;"> <p>Math Bowl January 28 CTW</p>  </div>	<p>5.12A MT</p> <p>5.12B MT</p> <p>5.12C DMT</p>	<p>5.12A <u>Use fractions to describe the results of an experiment</u></p> <p>5.12B <u>Use experimental results to make predictions</u></p> <p>5.12C <u>List all possible outcomes of a probability experiment</u> Such as: tossing a coin</p>	<p>probability</p> <p>See attached vocabulary chart</p>	<p>5.12A No prior reference</p> <p>5.12B Grade 4 4.13A use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation</p> <p>5.12C Grade 4 4.13A use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation</p>	<p>Carmen recorded the colors of the first 24 cars that drove by her house Saturday morning. The table shows the data she collected. Which fraction represents the number of black cars that she counted?</p> <table border="1" data-bbox="1302 430 1638 535"> <thead> <tr> <th colspan="7">Car Colors</th> </tr> <tr> <th>Color</th> <th>White</th> <th>Black</th> <th>Red</th> <th>Blue</th> <th>Green</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td></td> <td>4</td> <td>6</td> <td>2</td> <td>5</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>A 1/3 C 1/5 B 1/4 D 1/6</p> <p>The fifth grade is holding an election for a student council representative. Only 30 students have voted so far. The results are shown in the table below. Based on these results, which is the most reasonable prediction of the number of votes Desiree will have received when 60 students have voted?</p> <table border="1" data-bbox="1302 909 1543 1112"> <thead> <tr> <th colspan="2">Student Council Election</th> </tr> <tr> <th>Nominated Students</th> <th>Number of Votes</th> </tr> </thead> <tbody> <tr> <td>Mike</td> <td>13</td> </tr> <tr> <td>Deseree</td> <td>8</td> </tr> <tr> <td>Joyce</td> <td>6</td> </tr> <tr> <td>Brandon</td> <td>3</td> </tr> </tbody> </table> <p>A. 8 B. 24 C. * 16 D. 12</p>	Car Colors							Color	White	Black	Red	Blue	Green	Other		4	6	2	5	4	3	Student Council Election		Nominated Students	Number of Votes	Mike	13	Deseree	8	Joyce	6	Brandon	3	<p>HSP Lessons 23.1 pages 546-547 Lesson 23.3 pages 550-551 Lesson 23.2 ;23.4; 23.5 pages 548-549, 552-553,554-557</p> <p>Thinking Math Chapter 14 Lesson 1-7 pages 271-284 TE 1128-1195</p> <p>EDM SRB pp. 119-124 EDM Unit 12, Lesson 2</p>
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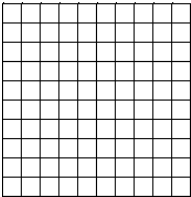

5th Grade Math Scope and Sequence Overview 2009-2010

Fourth Six Weeks - **Week Six** - Feb 8- 12 - Graphing

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to identify essential attributes <u>including</u> parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.</p> <p>(5.8) Geometry and spatial reasoning. The student models transformations. The student is expected to:</p> <p>(A) sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid; and</p> <p>(B) identify the <u>transformation</u> that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid.</p>	<p>5.7 MT</p> <p>5.8A MT</p> <p>5.8B MT</p>	<p>5.7 Identify <u>essential attributes</u> of 2-D and 3-D geometric figures</p> <p>Attributes include: parallel, perpendicular, and congruent parts</p> <p>5.8A Sketch the <u>results</u> of:</p> <ol style="list-style-type: none"> translations rotations reflections on a Quadrant I coordinate grid <p>5.8B identify the <u>transformation</u> that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid.</p>	<p>transformation</p> <p>See attached vocabulary chart</p>	<p>5.7 Grade 4 4.7A identify and describe right, acute and obtuse angles. 4.8 B identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and 4.8 C use essential attributes to define two- and three-dimensional geometric figures.</p> <p>5.8A Grade 4 4.9 Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.</p> <p>Grade 6 6.7 Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.</p> <p>5.8B Grade 4 4.9 Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.</p> <p>Grade 6 6.7 Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.</p>	<p>Which single transformation is represented in the model below?</p>  <p>Which pair of hearts shows only a translation?</p> <p>A </p> <p>B </p> <p>C </p> <p>D </p>	<p>HSP Lesson 12.2 pages 286-287 Lesson 12.4 pages 292-293 Lesson 13.1, 13.2, 13.3 312-319</p> <p>Thinking Math Chapter 6 Lesson 2-5 Pages 101-108</p> <p>EDM SRB pp. 126-164 EDM Unit 3, Lessons 6, 7, 8, 9, 10 EDM Unit 9, Lessons 1, 2, 3 EDM Unit 11, Lessons 1, 2</p>


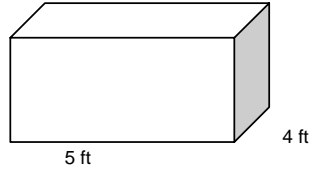
5th Grade Math Scope and Sequence Overview 2009-2010

Fourth Six Weeks - **Week six and seven** - Feb 8-19 - Geometry

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
 <p>Refer to last week standards: (5.7, 5.8 A, B)</p> <p>(5.9) Geometry and spatial reasoning. The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. The student is expected to locate and name points on a coordinate grid using ordered pairs of whole numbers.</p> <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; width: fit-content; margin-top: 20px;"> <p>Problem Solving Strategy: Act it out</p> </div>	<p>5.9 DMT</p>	<p>5.9 Locate and name points on a coordinate grid using ordered pairs of whole numbers</p>	<p>x-axis y-axis</p> <p>See attached vocabulary chart</p>	<p>5.9 Grade 4 4.10 Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line. The student is expected to locate and name points on a number line using whole numbers</p> <p>Grade 6 6.7 Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers</p>	<p>The coordinate grid below represents a gym, A trampoline is at point T in the gym, A balance beam that is not shown on the grid is 2 units south of the trampoline. What are the balance beam's coordinates?</p> <p>F. (8,7) G. (8,5) H. (8,3) J. (6,5)</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <p>7 6 5 4 3 2 1</p> </div>  <div style="margin-left: 10px;"> <p>N</p>  </div> </div> <p>1 2 3 4 5 6 7 8 9</p>	<p>HSP Lesson 14.1 pages 330-331 Lesson 15.5 pages 358-359</p> <p>Thinking Math Chapter 6 Lesson 1 pages 99-100 TE 417-426 Chapter 6 Lesson 7 Pages 111,112 TE 473-477</p> <p>EDM SRB pp. 179-183 EDM Unit 9, Lesson 8, 9, 10 EDM Unit 11, Lesson 3, 4, 5</p>


5th Grade Math Scope and Sequence Overview 2009-2010

Fifth Six Weeks - **Week One**- Feb 22-26- Measurement Capacity and Volume

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:</p> <p>(A) perform simple conversions within the same measurement system (SI (metric) or customary);</p> <p>(B) connect models for perimeter, area, and volume with their respective formulas; and</p> <p>(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.</p>	<p>5.10A DTM</p> <p>5.10B DTM</p> <p>5.10C IDMT</p>	<p>5.10A Perform <u>simple conversions within the same measurement system</u> (SI (metric) or customary)</p> <p>5.10B Connect <u>model with their respective formulas</u> for:</p> <ol style="list-style-type: none"> perimeter area volume <p>5.10C Select and use <u>appropriate units and formulas to measure</u>:</p> <ol style="list-style-type: none"> length perimeter area volume 	<p>conversion metric system customary sys. Formula</p> <p>See attached vocabulary chart</p>	<p>5.10A Grade 4 4.11 B perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;</p> <p>Grade 6 6.8 D convert measures within the same measurement system (customary and metric) based on relationships between units</p> <p>5.10B No prior reference</p> <p>5.10C Grade 4 4.10 (A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units, SI (metric and customary)</p>	<p>A rectangular rabbit cage is shown below. What is the perimeter of the bottom of the rabbit cage?</p> <div style="text-align: center;">  </div>	<p>HSP Conversions Lessons 16.3 - 16.4 pages 382-389 and Lessons 17.3 - 17.5 pages 406-413 Perimeter/area Lessons 18.1 - 18.3 pages 430-435 Lessons 19.1-19.6 pages 446-469 formulas Lessons 16.1-16.2 pages 378-381 Lessons 17.1 - 17.2 pages 402 - 405</p> <p>Thinking Math Chapter 10 Lesson 1 pages 193,194 TE 820-824 Chapter 10 Lesson 2 pages 195,196 TE 827-832 Chapter 10 Lesson 10 pages 201, 202 TE 852-858 Chapter 10 Lesson 6 pages 203, 204 TE 861-866 Chapter 10 Lesson 7 pages 205, 206 TE 869-873 Assessment G19, G20 TE 876, 877 (Chapter 10)</p> <p>EDM SRB pp. 166-178 EDM Unit 6, Lesson 2 EDM Unit 9 Lessons 4, 5, 6, 7,</p>


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Fifth Six Weeks - **Week Two**- March 1-5 - Review Mock Test

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. generate a fraction equivalent to a given fraction such as $1/2$ and $3/6$ or $4/12$ and $1/3$ 2. Generate a mixed number equivalent to a given improper fraction 3. Generate an improper fraction equivalent to a given mixed number 4. compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators. 5. use models to relate decimals to fractions that name tenths, hundredths, and thousandths 6. identify common factors of a set of whole numbers 7. model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers 8. applies measurement concepts involving weight/mass to solve problems 9. perform simple conversions within the same measurement system (SI (metric) or customary) 10. applies measurement concepts involving capacity/volume to solve problems 11. connect models for volume with their respective formulas 12. select and use appropriate units and formulas to measure volume 13. use fractions to describe the results of an experiment 14. use experimental results to make predictions 15. list all possible outcomes of a probability experiment such as tossing a coin 16. to locate and name points on a coordinate grid using ordered pairs of whole numbers. <p style="color: red; font-weight: bold; margin-top: 20px;">Remember that these skills need to be reviewed and supported through out the year with our Review Boards.</p>						


5th Grade Math Scope and Sequence Overview 2009-2010

Fifth Six Weeks - **Week Three** - March 8-12- Time - Review for TAKS

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.11) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:</p> <p>(B) solve problems involving elapsed time.</p>	<p>5.11B MT</p>	<p>5.11B Solve problems involving <u>elapsed time</u></p>	<p>elapsed time measure</p> <p>See attached vocabulary chart</p>	<p>5.11B Grade 4 (4.12B) use tools, such as a clock with gears or a stopwatch, to solve problems involving elapsed time</p>	<p>It took Mallory 3/4 hour to wash her car and 1 3/4hours to wax it. How many minutes did it take her to wash and wax her ear?</p>	<p>HSP Lessons: 17.6 - 17.7</p> <p>Think Math Time Chapter 15 Lesson 5 Pages 295,296 TE 1240-1243</p> <p>EDM SRB pp. 187</p>
<p>Suggestions for Review:</p> <ol style="list-style-type: none"> 1. Dessagragate Data by TEKS as you have done it for every benchmark with your math leader. (item Analysis and Student Analysis) 2. Target the items that are between 69% and 60% and less than 60%. 3. You might want to group your students according to ability by TEKS to target the deficient areas. 4. Do not forget to go back to the concrete for those concepts that students are not understanding and move them from the concrete to the representations. 5. Make sure to incorporate Marzano's research-based strategies to increase results: Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues, questions and advance organizers. 6. Try to figure out students misunderstandings and reasoning. It is important to know what the student is thinking to try to reteach the content properly. 						


5th Grade Math Scope and Sequence Overview 2009-2010

Fifth Six Weeks - **Week Four and Five** - March 22-April 2- Review for TAKS

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<div data-bbox="100 467 1587 1175" style="background-color: #ffffcc; border: 1px solid black; padding: 10px;"> <p>Suggestions for Review:</p> <ol style="list-style-type: none"> Disaggregate Data by TEKS as you have done it for every benchmark with your math leader. (item Analysis and Student Analysis) Target the items that are between 69% and 60% and less than 60%. You might want to group your students according to ability by TEKS to target the deficient areas. Do not forget to go back to the concrete for those concepts that students are not understanding and move them from the concrete to the representations. Make sure to incorporate Marzano's research-based strategies to increase results: Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues, questions and advance organizers. Try to figure out students misunderstandings and reasoning. It is important to know what the student is thinking to try to reteach the concept properly. </div>						<p>Review Materials:</p> <ol style="list-style-type: none"> Motivation Math Review Boards Jeopardy Games Study Guides from TEA On line practice test at TEA website
<div data-bbox="79 1230 394 1302" style="background-color: #92d050; border: 1px solid black; padding: 5px;"> Problem Solving Strategy: Make a Table </div>						

5th Grade Math Scope and Sequence Overview 2009-2010

Fifth Six Weeks - **Week Six** - April 5-9- **TAKS Test (April 6)**

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>Suggestions for Review: This is the last week you have to review. Keep it POSITIVE!!</p> <ol style="list-style-type: none"> 1. Dessagragate Data by TEKS as you have done it for every benchmark with your math leader. (item Analysis and Student Analysis) 2. Target the items that are between 69% and 60% and less than 60%. 3. You might want to group your students according to ability by TEKS to target the deficient areas. 4. Do not forget to go back to the concrete for those concepts that students are not understanding and move them from the concrete to the representations. 5. Make sure to incorporate Marzano's research-based strategies to increase results: Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, cooperative learning, setting objetives and providing feedbak, generating and testing hypotheses, cues, questions and advance organizers. 6. Try to figure out students misunderstandings and reasoning. It is important to know what the student is thinking to try to reteach the conctect properly. 						

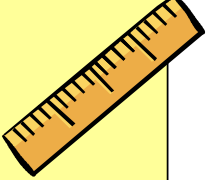
5th Grade Math Scope and Sequence Overview 2009-2010

Fifth Six Weeks - Week Seven - April 12-16- Graphing

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials																										
<p>(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:</p> <p>(A) use tables of related number pairs to make line graphs;</p> <p>(B) describe characteristics of data presented in tables and graphs including median, mode, and range; and</p> <p>(C) graph a given set of data using an appropriate graphical representation such as a picture or line graph.</p> <div data-bbox="73 954 478 1250" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 20px auto;"> <p align="center">Make connections between graphs and science</p> </div>	<p>5.13A MT</p> <p>5.13B IDMT</p> <p>5.13C MT</p>	<p>5.13A Use tables of related number pairs to make line graph</p> <p>5.13B Describe characteristics of data presented in tables and graphs</p> <p>Characteristics include:</p> <ol style="list-style-type: none"> median mode range <p>5.13C Graph a given set of data using an appropriate graphical representation</p> <p>Such as:</p> <ol style="list-style-type: none"> picture line graph 	<p>list chart tables diagrams line graph median mode range picture</p> <p>See attached vocabulary chart</p>	<p>5.13A Grade 4 4.13B interpret bar graphs</p> <p>5.13B No reference before this grade level</p> <p>5.13C Grade 3 (3C) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data</p>	<p>The fractions $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, and $\frac{5}{10}$ are each equivalent to $\frac{1}{2}$. What is the relationship between the numerator and denominator in each fraction that is equivalent to $\frac{1}{2}$?</p> <p>A The numerator is twice the denominator. B* The denominator is twice the numerator. C The numerator is 2 more than the denominator. D The denominator is 2 more than the numerator.</p> <p>The table below shows the distance a turtle traveled over a period of 8 minutes. Which graph best represents the data in the table?</p> <table border="1" data-bbox="1369 630 1577 773"> <thead> <tr> <th colspan="2">Turtle Travel</th> </tr> <tr> <th>Number of Minutes</th> <th>Number of Feet</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>8</td> <td>3</td> </tr> </tbody> </table> <p>Some fifth-grade students recorded the temperature outside on 6 days in October. The data are shown in the table below. Which is the most appropriate graph of the data listed in the table?</p> <table border="1" data-bbox="1369 946 1549 1162"> <thead> <tr> <th colspan="2">October Temperatures</th> </tr> <tr> <th>Date</th> <th>Temperature in (F°)</th> </tr> </thead> <tbody> <tr> <td>Oct 1</td> <td>45</td> </tr> <tr> <td>Oct 2</td> <td>52</td> </tr> <tr> <td>Oct 3</td> <td>48</td> </tr> <tr> <td>Oct 4</td> <td>60</td> </tr> <tr> <td>Oct 5</td> <td>61</td> </tr> <tr> <td>Oct 6</td> <td>43</td> </tr> </tbody> </table>	Turtle Travel		Number of Minutes	Number of Feet	0	0	4	1	8	3	October Temperatures		Date	Temperature in (F°)	Oct 1	45	Oct 2	52	Oct 3	48	Oct 4	60	Oct 5	61	Oct 6	43	<p>HSP Lessons 15.1, 15.6 - 15.7 pages 350, pages 360-367</p> <p>Thinking Maps Chapter 6 Lesson 8 pages 113,114 TE 479-483 Chapter 6 Lesson 9 pages 115,116 TE 485 - 491 Chapter 6 Lesson 10 pages 117, 118 TE 493-499 Chapter 6 Lesson 11 pages 119, 120 TE 501-506</p> <p>EDM SRB pp. 200-217 EDM Unit 6 Lesson 1, 3, 5, 6</p>
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5th Grade Math Scope and Sequence Overview 2009-2010

Sixth Six Weeks - **Week One**- April 19-23 - Review Measurement

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>Since the whole year the emphasis has been on measurement, during this week teachers will review the concepts of measurement to assure student's retention and mastery.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. solve problems involving changes in temperature using Fahrenheit. (Customary system) 2. solve problems involving changes in temperature using Celsius. (Metric system) 3. solve problems involving elapsed time. 4. applies measurement concepts involving length (including perimeter), area to solve problems. 5. applies measurement concepts involving capacity/volume to solve problems 6. applies measurement concepts involving weight/mass to solve problems 7. perform simple conversions within the same measurement system (SI (metric) or customary); 8. connect models for <u>perimeter</u> with their respective formulas. 9. connect models for <u>area</u> with their respective formulas. 10 connect models for <u>volume</u> with their respective formulas. 11. select and use appropriate units and formulas to measure <u>length</u>. 12. select and use appropriate units and formulas to measure <u>perimeter</u>. 13. select and use appropriate units and formulas to measure <u>area</u>. 14. select and use appropriate units and formulas to measure <u>volume</u>. 						


5th Grade Math Scope and Sequence Overview 2009-2010

Sixth Six Weeks - **Week Two** -April 26-30- Projects

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to: (A) identify the mathematics in everyday situations; (D) use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>(5.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to: (A) explain and record observations using objects, words, pictures, numbers, and technology; and (B) relate informal language to mathematical language and symbols.</p>	<p>5.14A MT</p> <p>5.14D RM</p> <p>5.15A RM</p> <p>5.15B MT</p>	<p>5.14A <u>Identify the mathematics in everyday situations</u></p> <p>5.15B <u>Relate informal language to mathematical language and symbols</u></p>	<p>See attached vocabulary chart</p>	<p>These TEKS are exactly the same in 3rd and 5th grade</p>	<p>A parking lot has 6 rows, with 24 spaces in each row. If 83 spaces are occupied, which of the following shows a way to find the number of empty spaces in the parking lot?</p>	<p>EDM Volume 2 Teacher Edition Pages</p>
<p>Have students work in groups and choose one of seven projects listed on the back of EDM Volume 1 for teacher. Pages 410-437 from the TE.</p> <p>Project 1: The Sieve of Eratosthenes Project 2: Deficient, Abundant, and Perfect Numbers Project 3: An Ancient Multiplication Algorithm Project 4: Magic Computation Tricks Project 5: How would you spend 1,000,000? Project 6: Sports Arenas Project 7: Polygon areas and Pick's Formula Project 8: Pendulums</p> <p>Students will have several weeks to work on this project and presented before the end of the year. Math Leaders will collect samples from each classroom.</p>						

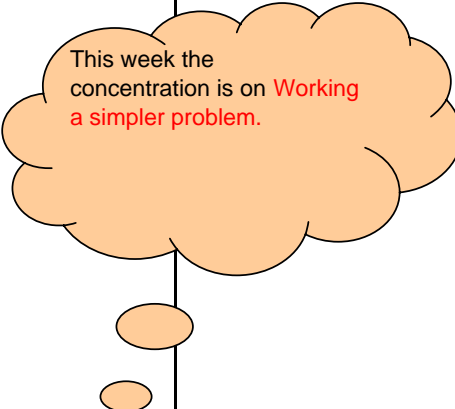
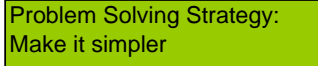
5th Grade Math Scope and Sequence Overview 2009-2010

Sixth Six Weeks - **Week Three**- May 3-7 - Problem Solving

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>5.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <p>(A) identify the mathematics in everyday situations</p> <p>(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</p> <p>(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</p>	<p>5.14A MT</p> <p>5.14B MT</p> <p>5.14C MT</p>	<p>5.14A <u>Identify the mathematics in everyday situations</u></p> <p>5.14B Solve problems that incorporate:</p> <ol style="list-style-type: none"> <u>1. understand the problem</u> <u>2. making a plan.</u> <u>2. carrying out the plan</u> <u>3. evaluating the solution for reasonableness</u> <p>5.14C <u>Select or develop an appropriate problem-solving plan or strategy</u> Plan/Strategies include:</p> <ol style="list-style-type: none"> <u>1. Draw a picture</u> <u>2. Looking for a pattern</u> <u>3. Systematic guessing and checking</u> <u>4. Acting it out</u> <u>5. Making a table</u> <u>6. Working a simpler problem</u> <u>7. Working backwards to solve a problem.</u> 	<p>systematic guess check strategies estimation rounding compatible numbers</p> <p>See attached vocabulary chart</p> <div data-bbox="850 738 1312 1161" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 20px auto;"> <p style="text-align: center;">This week the concentration is on Working Backwards.</p> </div>	<p>These TEKS are exactly the same in 3rd and 6th grade</p> <div data-bbox="1054 414 1369 487" style="background-color: #90EE90; padding: 5px; border: 1px solid black;"> <p>Problem Solving Strategy: Working backwards</p> </div>	<p>A basketball team scored 48 baskets in 1 game. Each basket was worth one or two points. If the team scored 84 points, how many one-point baskets and two-point baskets did it score?</p> <p>Darian leaves for school at 7:35 A.M. After traveling for 30 minutes, he arrives there just in time for his first class, which lasts 45 minutes. After that he has a 15-minute break before his second class, which lasts 50 minutes. About what time does Darian's second class end?</p>	<p>Problem Solver I and II books Count on it Books</p>


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Sixth Six Weeks - **Week Four** - May 10-14- Problem Solving

Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>5.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <p>(A) identify the mathematics in everyday situations</p> <p>(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</p> <p>(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</p>	<p>5.14A MT</p> <p>5.14B MT</p> <p>5.14C MT</p>	<p>5.14A <u>Identify the mathematics in everyday situations</u></p> <p>5.14B Solve problems that incorporate:</p> <ol style="list-style-type: none"> <u>1. understand the problem</u> <u>2. making a plan.</u> <u>2. carrying out the plan</u> <u>3. evaluating the solution for reasonableness</u> <p>5.14C <u>Select or develop an appropriate problem-solving plan or strategy</u></p> <p>Plan/Strategies include:</p> <ol style="list-style-type: none"> <u>1. Draw a picture</u> <u>2. Looking for a pattern</u> <u>3. Systematic guessing and checking</u> <u>4. Acting it out</u> <u>5. Making a table</u> <u>6. Working a simpler problem</u> <u>7. Working backwards to solve a problem.</u> 	<p>systematic guess check strategies estimation rounding comparable numbers</p> <p align="center"></p> <p>See attached vocabulary chart</p>	<p>These TEKS are exactly the same in 3rd and 6th grade</p> <p align="center"></p>	<p>Sue is taller than Bianca and shorter than Colette. If Colette is shorter than Dora, who is the shortest person?</p> <p>Mia painted 36 triangles on the mirror in her room, She painted 6 of the triangles red and 4 of them yellow, She then painted half the remaining triangles orange and the rest white How many triangles did Mia paint white?</p>	<p>Problem Solver I and II books Count on it Books</p>


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Sixth Six Weeks - **Week Five**- May 17-21 - Preparing for Measuring Madness and Open ended test

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>Students will build and practice activities that they will be hosting at the Measurement Madness event. The event will take place during the week of May 24-28 at each campus. Math leaders have given details of the event by now. Remember that the purpose of this event is to review measurement concepts.</p> <p>You will also be given an open ended test to your students based on TEKS 5.14ABC; 5.15AB; 5.16AB</p> <p>Students can also work with EDM Math Projects</p>						


5th Grade Math Scope and Sequence Overview 2009-2010

Sixth Six Weeks - **Week Six** - May 24-28 - Measurement Madness II

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
Measurement Madness II						
Review Open ended Assessment with students						

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Sixth Six Weeks - **Week Seven** - May 31-June 4 - Presentation of Projects

 Standards	Instr. Level	Kilgo Depth of Thinking	Vocabulary	Vertical Alignment	Sample Questions	Resources/ Materials
<p>(5.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to: (A) identify the mathematics in everyday situations; (D) use tools such as real objects, manipulatives, and technology to solve problems.</p> <p>(5.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language. The student is expected to: (A) explain and record observations using objects, words, pictures, numbers, and technology; and (B) relate informal language to mathematical language and symbols.</p>	<p>5.14A MT</p> <p>5.14D RM</p> <p>5.15A RM</p> <p>5.15B MT</p>	<p>5.14A <u>Identify the mathematics in everyday situations</u></p> <p>5.15B <u>Relate informal language to mathematical language and symbols</u></p>	<p>See attached vocabulary chart</p>	<p>These TEKS are exactly the same in 3rd and 5th grade</p>	<p>A parking lot has 6 rows, with 24 spaces in each row. If 83 spaces are occupied, which of the following shows a way to find the number of empty spaces in the parking lot?</p>	<p>EDM Volume 2 Teacher Edition Pages</p>
<p>Have students work in groups and choose one of seven projects listed on the back of EDM Volume 1 for teacher. Pages 410-437 from the TE.</p> <p>Project 1: The Sieve of Eratosthenes Project 2: Deficient, Abundant, and Perfect Numbers Project 3: An Ancient Multiplication Algorithm Project 4: Magic Computation Tricks Project 5: How would you spend 1,000,000? Project 6: Sports Arenas Project 7: Polygon areas and Pick's Formula Project 8: Pendulums</p> <p>Students will have several weeks to work on this project and presented before the end of the year. Math Leaders will collect samples from each classroom.</p>						