

GT Mathematics Fifth Grade - Second Six Weeks Calendar
Irving Independent School District

<p align="center">TEKS Knowledge & Skills</p>	<p align="center">Student Expectations The student is expected to...</p>	<p align="center">TAAS Objective</p>	<p align="center">TAKS Objective</p>	<p align="center">Grade 3</p>	<p align="center">Grade 4</p>	<p align="center">Grade 5</p>	<p align="center">Observable Behaviors The student will...</p>	<p align="center">Resources and Activities</p>
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<p>Number, Operation, & Quantitative Reasoning</p>	<p>5.2 The student uses fractions in problem-solving situations.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How can you tell if two different fractions are the same size? 	<p>a) generate equivalent fractions.</p>	<p align="center">1</p>	<p align="center">1</p>	<p align="center">concrete</p>	<p align="center">concrete & pictorial</p>	<p align="center">✓ T T</p>	<ul style="list-style-type: none"> ▪ use models to create examples of equivalent fractions. ▪ draw pictures of objects or fractions that represent equivalent fractions. ▪ select fractions that are not equivalent to given fractions. ▪ write fractions in simplest form. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.2A</p> <p>Clarifying Lesson: "Alphabet Frequency"</p> <p><u>Textbook</u> Everyday Mathematics Lesson 5.1</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Number Concepts p 47 "Completing the Square" • Number Concepts p 64 "Fraction Expedition" • Number Concepts p 67 "Build a Whole" • Relationships and Functions p 11 "Fractions with Playing Cards" <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Number, Operation, & Quantitative Reasoning	<p>5.3 The student adds, subtracts, multiplies, and divides to solve meaningful problems.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ When do you use division to solve a problem? ▪ How does division help you solve problems? ▪ How are multiplication and division alike/different? 	<p>C)use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology).</p>	<p>9</p>	<p>1</p>	<p>▶ T</p>	<p>▶ T</p>	<p>▶ T</p>	<ul style="list-style-type: none"> ▪ divide pairs of whole numbers with and without remainders. ▪ divide numbers with single and double-digit divisors. ▪ select an appropriate strategy or combination of strategies to solve division problems. ▪ write and solve division problems. ▪ estimate the quotient before calculating the answer. ▪ compare the estimate and the answer for reasonableness. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.3C</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 1.5 Lesson 4.1 Lesson 4.2 Lesson 4.5*</p> <p>Everyday Mathematics 6th gt Lesson 2.11*</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Number, Operations, & Quantitative Reasoning	5.4 The student estimates to determine	A)round whole numbers and decimals through tenths to approximate reasonable	13	1	✓ T	✓ T	✓ T	<ul style="list-style-type: none"> ▪ round whole numbers to a given place. ▪ round decimals to a given place. ▪ solve problems by rounding 	Mathematics Toolkit Assessment Connection 5.4A Clarifying Lesson "Alphabet"

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<p>reasonable results.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How does rounding help you estimate the answer to a problem? ▪ How can you decide if your answer is reasonable? 	<p>results in problem situations</p>					<p align="center">whole #s thousands to hundreds</p>	<p>numbers before performing any computations.</p> <ul style="list-style-type: none"> ▪ identify “friendly” numbers to use as compatible numbers. ▪ solve problems by rounding numbers to compatible numbers when appropriate before performing computation. ▪ find the estimated answer that fits within a range of numbers. ▪ use the rounded number to validate the reasonable result of an exact answer. 	<p>Frequency” or “Springy Legs”</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 3.2</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Patterns, Relationships, & Algebraic Thinking</p>	<p>5.6 The student describes relationships mathematically.</p> <p>Focus Questions:</p> <p>1. How do diagrams and number sentences help you solve everyday problems?</p>	<p>A)select from and use diagrams and numbers sentences to represent real-life situations.</p>	<p align="center">12</p>	<p align="center">2</p>			<p align="center"> < T ▪ match problem situations with number sentences. ▪ write number sentences with one or more variables to match problem situation. ▪ match problem situations with diagrams. ▪ connect a real-life situation with an appropriate number sentence and diagram. </p>	<p><u>Mathematics Toolkit</u> Assessment Connection 5.6A</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 2.4 Lesson 4.6 Lesson 10.1 Lesson 10.2 Lesson 10.3</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>

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<p align="center">Geometry and Spatial Reasoning</p>	<p>5.7 The student generates geometric definitions using critical attributes.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What formal language do you use to describe shapes and solids? ▪ What attributes do you use to identify and define shapes and solids? ▪ What attributes do you use to compare shapes and solids? 	<p>A)identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes or solids.</p>	<p align="center">3</p>	<p align="center">3</p>	<p align="center">congruent & symmetry</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ match the name of a shape or solid with the pictorial form. ▪ identify lines that are parallel ▪ identify lines that are perpendicular. ▪ identify shapes or parts of shapes that are congruent/not congruent. ▪ identify acute, right, and obtuse angles. ▪ measure acute, right, and obtuse angles. ▪ identify edges, vertices, and faces of shapes or solids. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.7A</p> <p>Clarifying Lesson "Testing for Tessellations"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 3.6</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>

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<p align="center">Geometry and Spatial Reasoning</p>	<p>5.7 The student generates geometric definitions using critical attributes.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What formal language do you use to describe shapes and solids? ▪ What attributes do you use to identify and define shapes and solids? ▪ What attributes do you use to compare shapes and solids? 	<p>B)use critical attributes to define geometric shapes and solids.</p>	<p align="center">3</p>	<p align="center">3</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ name polygons such as squares, rectangles, hexagons, triangles, octagons, etc. ▪ name polyhedra such as cubes pyramids, prisms. ▪ name other shapes and solids such as circles, spheres, cones, cylinders. ▪ identify shapes or solids using their attributes (line, line segments, angles, faces, edges, vertices). ▪ group shapes or solids by like attributes. ▪ identify a shape or solid that does not have a critical attribute (non-example). 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.7B</p> <p>Clarifying Lesson "Testing for Tessellations"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 3.3 Lesson 3.9</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Geometry and Spatial Reasoning	5.8 The student models transformations. Focus Question: ▪ What are transformations?	A) sketch the results of translations, rotations, and reflections.	3	concrete	>	> T	<ul style="list-style-type: none"> draw pictorial representations of a shape and its reflection, its rotation, and its translation. draw pictorial representations of a design and its reflection, its rotation, and its translation. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.8A</p> <p>Clarifying Lesson "Testing for Tessellations"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 3.8</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Measurement	<p>5.11 The student applies measurement concepts.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you use measurement in your everyday life? ▪ How can measurement help you solve problems? 	<p>A)measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area.</p>	<p>4 11</p>	<p>4</p>	<p>no weight, no capacity</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> ▪ measure using customary units to solve problems. ▪ measure using metric units to solve problems. ▪ measure to find the perimeter of a shape. ▪ measure to find the area of a shape. ▪ choose the appropriate units for measuring the weight of objects. ▪ choose the appropriate units for measuring the capacity of objects ▪ solve problems involving elapsed time. ▪ solve problems involving calculating changes in temperature. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.11A</p> <p>Clarifying Lesson “Springy Legs”</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 4.3 Lesson 9.4 Lesson 9.5 Lesson 9.6 Lesson 9.7 Lesson 10.8 Lesson 10.9 Lesson 11.6 Lesson 11.7</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Underlying Processes and Mathematical Tools</p>	<p>5.14 The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ Can you explain your plan for solving the problem? ▪ Could you solve your problem in another way? ▪ Did your solution to the problem make sense? 	<p>A)identify the mathematics in everyday situations.</p>		<p align="center">6</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ determine which operation to use in a word problem. ▪ use everyday situations such as grocery store ads, newspapers, party planning, etc., to write and solve math problems. ▪ collect samples of math situations to show math in everyday life, such as can labels, geometric patterns, etc. ▪ identify and restate the question in own words to demonstrate understanding of the problem. ▪ implement a plan and communicate why it is an appropriate choice. ▪ solve problems in more than one way to evaluate for reasonableness. ▪ select an expression or number sentence that represents the problem situation or will solve the problem. ▪ solve problems requiring multiple steps. ▪ solve problems that may have extraneous information. ▪ identify information that is needed to solve a problem. ▪ solve problems that may involve a range of numbers. ▪ use the inverse operation to check for accuracy of arithmetic. ▪ use available manipulatives, calculators, measurement tools, etc., to solve problems. ▪ describe the next step or a missing step that would be more appropriate. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.15A and B</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5th gr 5.14A Lesson 1.1, 5.9, 8.11 5.14B Lesson 10.5 5.14C Lesson 6.5, 12.9 5.14D Lesson 1.8, 3.4, 3.5, 6.8, 7.9, 8.4* 6th grade – 4.5</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars Molly Mathematicians' Locker Combination Predicament</p> <p>A Fence for Gretchie and Ashby</p>
		<p>B)use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p>		<p align="center">6</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>		
		<p>C)select or develop an appropriate problem-solving 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 align="center">6</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>		
		<p>D)use tools such as real objects, manipulatives; and technology to solve problems.</p>	<p align="center">not tested</p>	<p align="center">not tested</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>		

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Underlying Processes and Mathematical Tools

5.15 The student communicates about Grade 5 mathematic using informal language. Focus Questions: <ul style="list-style-type: none"> ▪ How could you teach someone to solve the problem? ▪ How could you teach others about your solution to this problem? 	A)explain and record observations using objects, words, pictures, numbers, and technology.	not tested	not tested	✓	✓	✓	<ul style="list-style-type: none"> ▪ explain verbally and in writing your understanding of the problem situation. ▪ illustrate word problems and explain strategies to solve the problem. ▪ identify words to describe mathematical concepts and actions. ▪ understand and demonstrate varied ways to express the same thing (such as, half past one and 1:30; quarter after 2 and 2:15, etc.). ▪ write and understand mathematical symbols such as \$, \$.00, +, -. 	Mathematics Toolkit Assessment Connection 5.16 A and B Clarifying Lesson <u>Textbook</u> Everyday Mathematics 5 th gr 5.15A Lesson 5.9 5.15B Lesson 6.7 <u>TexTeam Activities</u> <u>Other Resources</u> Target the Question <u>Software</u> Exemplars
	B)relate informal language to mathematical language and symbols.	not tested	not tested	✓ T	✓ T	✓ T		

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Underlying Processes and Mathematical Tools

<p>5.16 The student uses logical reasoning to make sense of his or her world.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> How do you decide what information you need/do not need to solve the problem? How do you prove that an answer is/is not reasonable? 	<p>A)make generalizations from patterns or sets of examples and nonexamples.</p>		6	✓ T	✓ T	✓ T	<ul style="list-style-type: none"> identify similarities and differences in sets of examples. group numbers or objects according to the commonalties and justify the groups. draw conclusions from given data. explain reasonableness of an answer such as using addition to check subtraction, checking if your solution matches your estimate or using T-charts to recognize and continue patterns. 	<p><u>Mathematics Toolkit</u> Assessment Connection</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5th gr 5.16A Lesson 6.6 5.16B Lesson 5.12</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
	<p>B)justify why an answer is reasonable and explain the solution process.</p>	not tested	not tested	✓	✓	✓		

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<p>7.1 The student uses numbers, operations, and quantitative reasoning.</p>	<p>a) Convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator.</p>						<p align="center">▪</p>	<p><u>Mathematics Toolkit</u></p> <p>Assessment Connection</p> <p><u>Textbook</u> Everyday Mathematics 5th grLesson 5.5</p> <p><u>TexTeam Activities</u></p> <p><u>Software</u></p>
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	<p>7.2 The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p>	<p>A) Represent multiplication and division situations involving fractions and decimals with concrete models, pictures, words, and numbers.</p>					<p align="center">▪</p>	<p><u>Mathematics Toolkit</u></p> <p>Assessment Connection</p> <p><u>Textbook</u> Everyday Mathematics 6th gr Lesson 2.2 Lesson 2.3</p> <p><u>TexTeam Activities</u></p> <p><u>Software</u></p>
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<p>7.2 The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p>	<p>B) Use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.</p>						<p align="center">.</p>	<p><u>Mathematics Toolkit</u></p> <p>Assessment Connection</p> <p><u>Textbook</u> Everyday Mathematics Lesson 2.11 Lesson 4.3 Lesson 4.4 Lesson 4.5 Lesson 4.6 Lesson 4.7 Lesson 6.1 Lesson 6.2</p> <p><u>TexTeam Activities</u></p> <p><u>Software</u></p>
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