

GT Mathematics Fifth Grade –3^d Six Weeks Calendar
Irving Independent School District

Essential Questions:

- Where can I find patterns in my environment?
- How do comparisons help me understand my surroundings?
- How do I use reasoning to connect what I'm learning in school to the outside world?
- What processes and tools can I use to solve problems?
- How do I communicate what I know to others?

TEKS Knowledge & Skills	Student Expectations The student is expected to...	TAAS Objective	TAKS Objective	Grade 3	Grade 4	Grade 5	Observable Behaviors The student will...	Resources and Activities
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Number, Operation, & Quantitative Reasoning	<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>	1	1	↘ T	↘ T	<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>
	Concrete	Concrete & pictorial						

↘ = Objectives taught
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<p align="center">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 which fraction is larger/smaller? 	<p>B)compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.</p>	<p align="center">1</p>	<p align="center">1</p>			<p align="center">concrete & pictorial</p> <ul style="list-style-type: none"> compare two fractional quantities to determine if they are equivalent. compare two fractions in a problem to find which one is greater. use common denominators to determine if fractions are equivalent. choose an appropriate strategy, such as, draw a picture, to solve the problem. solve problems with fractions representing whole numbers, numbers greater than one, or numbers less than one. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.2B</p> <p>Clarifying Lesson: "Alphabet Frequency" or "Springy Legs"</p> <p><u>Textbook</u> Everyday Mathematics Lesson 5.3 Lesson 5.4 Lesson 8.1</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, Operation, & Quantitative Reasoning	<p>5.2 The student uses fractions in problem-solving situations.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> How are fractions and decimals alike? 	<p>C)use models to relate decimals to fractions that name tenths, hundredths, and thousandths.</p>				> T T	Tents & hundredths	<ul style="list-style-type: none"> match models of a decimals to fractions that name tenths, hundredths, and thousandths. match models of fractions to decimals. match the decimal number that is shaded to a pictorial model of a fraction. match the decimal number s that is not shaded to a pictorial model of a fractions. solve problems with decimals representing numbers greater than one and less than one. 	<p><u>Mathematics Toolkit</u></p> <p><u>Textbook</u></p> <p>Everyday Mathematics 5th gr Lesson 5.5 Lesson 5.6 Lesson 5.7 Lesson 5.8 Lesson 8.9 Lesson 8.10</p> <p>Everyday Mathematics 6th gr Lesson 4.8</p> <p><u>TexTeam Activities</u> Assessment Connection 5.2C</p> <p>Clarifying Lesson: "Alphabet Frequency" or "Springy Legs"</p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Number, Operation, & Quantitative Reasoning</p>	<p>5.3 The student adds, subtracts, multiplies, and divides to solve meaningful problems.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How do you add/subtract fractions? ▪ How can you change fractions to have common denominators? 	<p>e) model and record addition and subtraction of fractions with the like denominators in problem-solving situations.</p>		<p align="center">1</p>			<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ create with models fractions that have like denominators. ▪ draw fractions that have like denominators. ▪ solve fraction problems with pictures. ▪ use addition or subtraction to solve problems containing fractions with like denominators. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.3 E</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 6.9 Lesson 6.10* Lesson 8.2**</p> <p>Everyday Mathematics 6th gr Lesson 4.3* Lesson 4.4**</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

<p>5.4 The student estimates to determine reasonable results.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> When do you estimate? 	<p>b) estimate to solve problems where exact answers are not required.</p>	<p>10</p>	<p>1</p>	<p>> T</p>	<p>> T</p>	<p>> T</p>	<ul style="list-style-type: none"> round numbers before performing any computations using appropriate rounding rules. identify "friendly" numbers to use as compatible numbers. find the estimated answer that fits within a range of numbers. solve problems using estimates only. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.5B</p> <p>Clarifying Lesson "Alphabet Frequency" "Springy Legs"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 2.1 Lesson 2.7</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>Patterns, Relationships, & Algebraic Thinking</p>	<p>5.5 The student makes generalizations based on observed patterns and relationships.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How can you find all the possible combinations of a group of numbers or objects? 	<p>a) use [concrete objects or] pictures to make generalizations about determining all possible combinations.</p>	<p align="center">2</p>	<p align="center">2</p>			<p align="center"> < T </p> <ul style="list-style-type: none"> ▪ use models to build all the possible combinations of a given set of objects, items, data. ▪ draw pictures showing all the possible combinations of the objects, items, or data. ▪ Write the rule for finding all possible combinations of the objects, items, or data. ▪ count the number of possible combinations after finding all the combinations. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.5A</p> <p>Clarifying Lesson "Double Dipping"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 6.1</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>Patterns, Relationships, & Algebraic Thinking</p>	<p>5.5 The student makes generalizations based on observed patterns and relationships.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do patterns help you solve problems? 	<p>b) use lists, tables, charts, and diagrams to find patterns and make generalizations such as a procedure for determining equivalent fractions.</p>	<p align="center">2 11</p>	<p align="center">2</p>			<p align="center"> > T </p> <ul style="list-style-type: none"> ▪ generate a list, table, chart, or diagram to organize information. ▪ identify the pattern that is shown in the list, table, chart, or diagram. ▪ identify the pattern, such as an operation, that determines the missing or unknown information. ▪ write a number sentence that explains the pattern for finding the missing number or unknown information. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.5B</p> <p>Clarifying Lesson: "Belongs, Doesn't Belong" "Double Dipping" "Multiple Towers"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 5.10 Lesson 5.11</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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Probability & Statistics	<p>5.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ What kind of data do you need to make a line graph? 	<p>A)use tables of related number pairs to make line graphs.</p>	<p>5</p>	<p>5</p>			<p align="center"> ✓ T </p> <ul style="list-style-type: none"> ▪ create line graphs using tables of numbers. ▪ label line graphs appropriately. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.13A</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 6.2 Lesson 8.3 Lesson 10.4 Lesson 10.6 Lesson 10.7 Lesson 12.6</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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Probability & Statistics	<p>5.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> How do you select the correct type of graph to interpret data? 	<p>C)graph a given set of data using an appropriate graphical representation such as a picture or line.</p>	<p>5</p>	<p>5</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> select the appropriate graph, (such as pictographs, bar, number-line, or broken-line graphs, Venn diagrams, or scatterplots) to represent data. create an appropriate graph from a given set of data. label graphs accurately, including title, x and y axis titles, values of lines or bars, and key). 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.13C</p> <p>Clarifying Lesson "Alphabet Frequency" "Springy Legs"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 6.3 Lesson 6.4 Lesson 12.7</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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Underlying Processes and Mathematical Tools	<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? 	A)identify the mathematics in everyday situations.		6	✓ T	✓ T	✓ T	<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 Exemplars</u></p> <ul style="list-style-type: none"> • “Ski Pass Possibilities” • “What Does Mother Nature Have Planned for my Birthday?” • “Twelve Days of Math Class” • “The Environmentally Friendly Shopper” • “How Many Nickels” • “Quilting Quandry”
		B)use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		6	✓ T	✓ T	✓ T		
		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.		6	✓ T	✓ T	✓ T		
		D)use tools such as real objects, manipulatives; and technology to solve problems.	not tested	not tested	✓	✓	✓		

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Underlying Processes and Mathematical Tools

<p>5.15 The student communicates about Grade 5 mathematic using informal language.</p> <p>Focus Questions:</p> <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? 	<p>A)explain and record observations using objects, words, pictures, numbers, and technology.</p>	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, +, -. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.16 A and B</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5th gr 5.15A Lesson 5.9 5.15B Lesson 6.7</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
	<p>B)relate informal language to mathematical language and symbols.</p>			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>Mathematics Toolkit 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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