GT Mathematics Fifth Grade – 4th 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**
Number, Operation, & Quantitative Reasoning								
5.2 The student uses fractions in problem-solving situations. **Focus Questions:** ▪ **How can you tell which fraction is larger/smaller?**	B)compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.			1	1		✓ T concrete & pictorial	✓ T ▪ 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.	Mathematics Toolkit Assessment Connection 5.2B Clarifying Lesson: "Alphabet Frequency" or "Springy Legs" Textbook Everyday Mathematics, 5th gr Lessons 5.3, 5.4, 8.1 TexTeam Activities Other Resources Target the Question Software Exemplars

✓ = Objectives taught
T = Objectives tested on TAKS

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
Number, Operation, & Quantitative Reasoning								
5.2 The student uses fractions in problem-solving situations. **Focus Questions:** ▪ **How are fractions and decimals alike?**	C)use models to relate decimals to fractions that name tenths, hundredths, and thousandths.				✓ T Tenths & hundredths	✓ T	▪ 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.	Mathematics Toolkit Assessment Connection 5.2C Clarifying Lesson Textbook Everyday Mathematics 5th gr Lessons 5.5, 5.6, 5.7, 5.8, 8.9, 8.10 Everyday Mathematics 6th gr Lesson 4.8 TexTeam Activities Assessment Connection 5.2C Clarifying Lesson: "Alphabet Frequency" or "Springy Legs" Other Resources Target the Question Software Exemplars

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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**
Number, Operation, and Quantitative Reasoning								
5.3 The student adds, subtracts, multiplies, and divides to solve meaningful problems. **Focus Questions:** ▪ **How do you know when to add and when to subtract?** ▪ **How can addition and subtraction help you solve problems?**	A)use addition and subtraction to solve problems involving whole numbers and decimals.	6 7	1	✓ T whole #s through 999	✓ T decimals, concrete & pictorial	✓ T	▪ select an appropriate strategy or combination of strategies to solve addition problems using whole numbers. ▪ select an appropriate strategy or combination of strategies to solve subtraction problems using whole numbers. ▪ select an appropriate strategy or combination of strategies to solve addition problems using decimals. ▪ select an appropriate strategy or combination of strategies to solve subtraction problems using decimals. ▪ write and solve addition problems. ▪ write and solve subtraction problems. ▪ estimate the sum/difference before calculating the answer. ▪ compare the estimate and the answer for reasonableness.	Mathematics Toolkit Assessment Connection 5.3A Clarifying Lesson Textbook Everyday Mathematics 5th gr Lessons 2.2, 2.3, 8.3 TexTeam Activities Other Resources Target the Question Software Exemplars

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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**
Number, Operation, & Quantitative Reasoning								
5.3 The student adds, subtracts, multiplies, and divides to solve meaningful problems. **Focus Questions:** ▪ **How do you add/subtract fractions?** ▪ **How can you change fractions to have common denominators?**	E)model and record addition and subtraction of fractions with the like denominators in problem-solving situations.		1			✔ T	▪ 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.	Mathematics Toolkit Assessment Connection 5.3 E Clarifying Lesson Textbook Everyday Mathematics 5th gr Lessons 6.9, 6.10*, 8.2**, 9.8 Everyday Mathematics 6th gr Lesson 4.3* Lesson 4.4** TexTeam Activities Other Resources Target the Question Software Exemplars

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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**
Geometry and Spatial Reasoning								
5.8 The student models transformations. **Focus Questions:** ▪ **How can transformations help you decide if two shapes are congruent?**	B)describe the transformation that generates one figure from the other when given two congruent figures.	3	3		✓ T congruent & symmetry	✓ T	▪ identify the transformation of a shape when given two congruent shapes. ▪ match the name of the transformation with its pictorial representation.	Mathematics Toolkit Assessment Connection 5.8B Clarifying Lesson Textbook Everyday Mathematics 5th gr Lessons 11.1, 11.2 TexTeam Activities Other Resources Target the Question Software Exemplars

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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**
Geometry and Spatial Reasoning								
5.9 The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. **Focus Questions:** ▪ **How do you locate points on a grid?**	A)locate and name points on a coordinate grid using ordered pairs of whole numbers.	3	3			✔ T	▪ identify the x and y axis of a coordinate grid. ▪ identify the numbers in an ordered pair (which represents the x axis and the y axis?). ▪ match a point in the first quadrant of a coordinate grid with its ordered pair.	Mathematics Toolkit Assessment Connection 5.9A Clarifying Lesson Textbook Everyday Mathematics 5th gr Lessons 8.6, 9.1, 9.2, 9.3* Everyday Mathematics 6th gr Lesson 5.5 TexTeam Activities Other Resources Target the Question Software Exemplars

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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**
Measurement								
5.10 The student selects and uses appropriate units and procedures to measure volume. **Focus Questions:** ▪ **How do you measure the volume of a solid?**	A)measure volume using [concrete] models of cubic units.		4			✔ T	▪ use cubic units, such as centimeter cubes or inch cubes, to fill objects to determine volume. ▪ use a number and a unit to record the measurement. ▪ select the appropriate units of measure based on the size of the item. use cubic units, such as centimeter cubes or inch cubes, to fill objects to determine volume. ▪ use a number and a unit to record the measurement. ▪ select the appropriate units of measure based on the size of the item.	Mathematics Toolkit Assessment Connection 5.10A Clarifying Lesson Textbook Everyday Mathematics 5th gr Lessons 9.9, 9.10, 11.3, 11.4 TexTeam Activities Other Resources Target the Question Software Exemplars

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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**
Measurement								
5.11 The student applies measurement concepts. **Focus Questions:** ▪ **How do you use measurement in your everyday life?** ▪ **How can measurement help you solve problems?**	A)measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area.	4 11	4	✔ T no weight, no capacity	✔ T	✔ T	▪ 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.	Mathematics Toolkit Assessment Connection 5.11A Clarifying Lesson "Springy Legs" Textbook Everyday Mathematics 5th gr Lessons 4.3, 9.4, 9.5, 9.6,. 9.7, 10.8, 10.9, 11.6, 11.7 TexTeam Activities Other Resources Target the Question Software Exemplars

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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
Underlying Processes and Mathematical Tools								
5.14 The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. **Focus Questions:** ▪ **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	▪ 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.	Mathematics Toolkit Assessment Connection 5.15A and B Clarifying Lesson Textbook 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 TexTeam Activities Other Resources Target the Question Software Exemplars "Height Dilemma" "Average American" "An Architect Needed" "cord Wood Dilemma"
	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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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**
Underlying Processes and Mathematical Tools								
5.15 The student communicates about Grade 5 mathematic using informal language. **Focus Questions:** ▪ **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	✓	✓	✓	▪ 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 Textbook Everyday Mathematics 5th gr 5.15A Lesson 5.9 5.15B Lesson 6.7 TexTeam Activities Other Resources Target the Question Software Exemplars
	B)relate informal language to mathematical language and symbols.		6	✓ T	✓ T	✓ T		

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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**
Underlying Processes and Mathematical Tools								
5.16 The student uses logical reasoning to make sense of his or her world. **Focus Questions:** ▪ **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?**	A)make generalizations from patterns or sets of examples and nonexamples.		6		✓ T	✓ T	✓ T	▪ 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.	Mathematics Toolkit Assessment Connection Clarifying Lesson Textbook Everyday Mathematics 5th gr 5.16A Lesson 6.6 5.16B Lesson 5.12 TexTeam Activities Other Resources Target the Question Software Exemplars
	B)justify why an answer is reasonable and explain the solution process.	not tested	not tested		✓	✓	✓	

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7.2 The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.	A) Represent multiplication and division situations involving fractions and decimals with concrete models, pictures, words, and numbers.						▪	Mathematics Toolkit Assessment Connection Textbook Everyday Mathematics 6th gr Lessons 2.2, 2.3, 8.5, 8.7, 8.8 TexTeam Activities Software

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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**
7.2 The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.	B) Use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.						▪	Mathematics Toolkit Assessment Connection Textbook Everyday Mathematics, 5th gr Lesson 2.1, 4.3, 4.4, 4.5, 4.6, 4.7, 6.1, 6.2, 8.12, Everyday Mathematics, 6th gr Lessons 4.6, 4.7 TexTeam Activities Software

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