

**GT Mathematics Fifth Grade – 5th 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?

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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"> ▪ How do you find the prime factors of a whole number? | <p>d) identify prime factors of a whole number and common factors of a set of whole numbers.</p> | 1 | 1 | | | <ul style="list-style-type: none"> ▪ make a list of prime numbers up to 100. ▪ find the prime factors of a number using methods such as factor trees or factor pairs. ▪ find the common factors of two or more numbers. | <p><u>Mathematics Toolkit</u> Assessment Connection 5.3D</p> <p>Clarifying Lesson "Multiple Towers"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 1.3 Lesson 1.4 Lesson 1.9 Lesson 12.1</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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| Patterns, Relationships, & Algebraic Thinking | <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>12</p> | <p>2</p> | | | <p align="center"> ✓ T </p> <ul style="list-style-type: none"> ▪ 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><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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| 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 align="center">4 11</p> | <p align="center">4</p> | <p align="center">no weight, no capacity</p> | <p align="center">✓ T</p> | <p align="center">✓ 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">Probability & Statistics</p> | <p>5.12 The student describes and predicts the results of a probability experiment.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How do you predict the results of an experiment? ▪ How do fractions help you describe what will happen in an experiment? | <p>a) use fractions to describe the results of an experiment.</p> | <p align="center">5</p> | <p align="center">5</p> | | | <p align="center">✓ T</p> <ul style="list-style-type: none"> ▪ give the results of a probability experiment as a fraction, such as 4/13 of the cards turned over are face cards. ▪ identify the next event based on the probability, such as the next card is most likely to be a number card because 36/52 of the cards are number cards. | <p><u>Mathematics Toolkit</u> Assessment Connection 5.12A</p> <p>Clarifying Lesson "Alphabet Frequency"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 12.2 Lesson 12.3 Lesson 12.4 Lesson 12.5</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>5.12 The student describes and predicts the results of a probability experiment.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> How do you predict the results of an experiment? | <p>B)use experimental results to make predictions.</p> | <p>5</p> | <p>5</p> | | | <p align="center"> ✓ T </p> <ul style="list-style-type: none"> record the findings of an experiment, such as listing the number of times a number comes up after rolling the die 20 times. make appropriate predictions based on the finding from the experiments. | <p><u>Mathematics Toolkit</u> Assessment Connection 5.12A</p> <p>Clarifying Lesson "Alphabet Frequency"</p> <p><u>Textbook</u> Everyday Mathematics 5th gr Lesson 2.6 Lesson 8.1 Lesson 12.8</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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| <p align="center">Probability & Statistics</p> | <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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| <p align="center">Probability & Statistics</p> | <p>5.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:</p> <p>Focus Questions:</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 align="center">5</p> | <p align="center">5</p> | <p align="center">pictorial & bar graphs</p> | <p align="center">bar graphs</p> | <p align="center"> ✓ 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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| <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><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> Best of Exemplars II</p> <ul style="list-style-type: none"> • John's Field • Billy's Goat • The Great Kayak Expedition | |
| | | <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>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> | <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>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> | | | |

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Underlying Processes and Mathematical Tools

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| <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> | 6 | | ✓ T | ✓ T | ✓ T | | |

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| <p align="center">Underlying Processes and Mathematical Tools</p> | <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 | <p align="center">✓ T</p> | <p align="center">✓ T</p> | <p align="center">✓ T</p> | <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 | <p align="center">✓</p> | <p align="center">✓</p> | <p align="center">✓</p> | | |