

**GT Mathematics Fifth Grade – 6<sup>th</sup> 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?

<b>TEKS</b> Knowledge & Skills	<b>Student Expectations</b> The student is expected to...	TAAS Objective	TAKS Objective	Grade 3	Grade 4	Grade 5	<b>Observable Behaviors</b> The student will...	<b>Resources and Activities</b>
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Geometry and Spatial Reasoning

<p>5.8 The student models transformations.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How can transformations help you decide if two shapes are congruent?</b></li> </ul>	<p>b) describe the transformation that generates one figure from the other when given two congruent figures.</p>	3	3	✓ T	✓ T	<ul style="list-style-type: none"> <li>▪ identify the transformation of a shape when given two congruent shapes.</li> <li>▪ match the name of the transformation with its pictorial representation.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 5.8B</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5<sup>th</sup> gr Lesson 11.1 Lesson 11.2</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"><b>Measurement</b></p>	<p>5.10 The student selects and uses appropriate units and procedures to measure volume.</p> <p><b><u>Focus Questions:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>How do you measure the volume of a solid?</b></li> </ul>	<p>a) measure volume using [concrete] models of cubic units.</p>		<p align="center">4</p>		<p align="center">✓ T</p>	<ul style="list-style-type: none"> <li>▪ use cubic units, such as centimeter cubes or inch cubes, to fill objects to determine volume.</li> <li>▪ use a number and a unit to record the measurement.</li> <li>▪ 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.</li> <li>▪ use a number and a unit to record the measurement.</li> <li>▪ select the appropriate units of measure based on the size of the item.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 5.10A</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5<sup>th</sup> gr Lesson 9.9 Lesson 9.10 Lesson 11.3 Lesson 11.4</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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Measurement	<p>5.11 The student applies measurement concepts.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How do you use measurement in your everyday life?</li> <li>▪ How can measurement help you solve problems?</li> </ul>	<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"> <li>▪ measure using customary units to solve problems.</li> <li>▪ measure using metric units to solve problems.</li> <li>▪ measure to find the perimeter of a shape.</li> <li>▪ measure to find the area of a shape.</li> <li>▪ choose the appropriate units for measuring the weight of objects.</li> <li>▪ choose the appropriate units for measuring the capacity of objects</li> <li>▪ solve problems involving elapsed time.</li> <li>▪ solve problems involving calculating changes in temperature.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 5.11A</p> <p>Clarifying Lesson "Springy Legs"</p> <p><u>Textbook</u> Everyday Mathematics 5<sup>th</sup> gr Lesson 4.3 Lesson 9.4 Lesson 9.5 Lesson 9.6 Lesson 9.7 Lesson 10.8 Lesson 10.9 Lesson 11.5 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><b>HN</b>Number. Operation. and Quantitative Reasoning</p>	<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> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <p><u>Textbook</u> Everyday Mathematics 6<sup>th</sup> Grade Lessons 4.6 and 4.7 Lessons 6.1 and 6.2</p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p><b>Number, Operation, and Quantitative Reasoning</b></p>	<p>7.2 The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p>	<p>E. Simplify numerical expressions involving order of operations and exponents</p>					<p align="center">▪</p>	<p><u>Mathematics Toolkit</u> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>• <u>Textbook</u> Everyday Mathematics 5<sup>th</sup> Grade Lessons 7.4 and 7.5</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p><b>Number, Operation and Quantitative Reasoning</b></p>	<p>8.1 The student understands the different forms of numbers are appropriate for different situations.</p>	<p>A. Compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals.</p>					<p align="center">▪</p>	<p><u>Mathematics Toolkit</u> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <p><u>Textbook</u> Everyday Mathematics 5<sup>th</sup> Grade Lesson 7.6</p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p><b>Number, Operation, and Quantitative Reasoning</b></p>	<p>8.1 The student understands that different forms of numbers are appropriate for different situations.</p>	<p>D. Express numbers in scientific notation, including negative exponents, in appropriate problem situations using a calculator</p>					<p align="center">▪</p>	<p><u>Mathematics Toolkit</u> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Textbook</u> Everyday Mathematics 5<sup>th</sup> Grade Lessons 7.1, 7.2, 7.3</p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p><b>Number, Operation, and Quantitative Reasoning</b></p>	<p>8.2 The student selects and uses appropriate operations to solve problems and justify solutions.</p>	<p>B. Add, subtract, multiply and divide rational numbers in problem situations</p>					<p align="center">▪</p>	<p><u>Mathematics Toolkit</u> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <p><u>Textbook</u> Everyday Mathematics 5<sup>th</sup> Grade Lessons 7.7, 7.8, 7.9, 7.10</p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center"><b>Underlying Processes and Mathematical Tools</b></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><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Can you explain your plan for solving the problem?</b></li> <li>▪ <b>Could you solve your problem in another way?</b></li> <li>▪ <b>Did your solution to the problem make sense?</b></li> </ul>	<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"> <li>▪ determine which operation to use in a word problem.</li> <li>▪ use everyday situations such as grocery store ads, newspapers, party planning, etc., to write and solve math problems.</li> <li>▪ collect samples of math situations to show math in everyday life, such as can labels, geometric patterns, etc.</li> <li>▪ identify and restate the question in own words to demonstrate understanding of the problem.</li> <li>▪ implement a plan and communicate why it is an appropriate choice.</li> <li>▪ solve problems in more than one way to evaluate for reasonableness.</li> <li>▪ select an expression or number sentence that represents the problem situation or will solve the problem.</li> <li>▪ solve problems requiring multiple steps.</li> <li>▪ solve problems that may have extraneous information.</li> <li>▪ identify information that is needed to solve a problem.</li> <li>▪ solve problems that may involve a range of numbers.</li> <li>▪ use the inverse operation to check for accuracy of arithmetic.</li> <li>▪ use available manipulatives, calculators, measurement tools, etc., to solve problems.</li> <li>▪ describe the next step or a missing step that would be more appropriate.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 5.15A and B</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 5<sup>th</sup> gr <b>5.14A</b> Lesson 1.1, 5.9, 8.11 <b>5.14B</b> Lesson 10.5 <b>5.14C</b> Lesson 6.5, 12.9 <b>5.14D</b> Lesson 1.8, 3.4, 3.5, 6.8, 7.9, 8.4* 6<sup>th</sup> grade – 4.5</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u></p> <p>Best of Exemplars II</p> <ul style="list-style-type: none"> <li>• Box Dilemma</li> <li>• Display Dilemma</li> <li>• Window Designs</li> </ul>
		<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.  <b>Focus Questions:</b> <ul style="list-style-type: none"> <li>▪ <b>How could you teach someone to solve the problem?</b></li> <li>▪ <b>How could you teach others about your solution to this problem?</b></li> </ul>	A)explain and record observations using objects, words, pictures, numbers, and technology.	not tested	not tested	✓	✓	✓	<ul style="list-style-type: none"> <li>▪ explain verbally and in writing your understanding of the problem situation.</li> <li>▪ illustrate word problems and explain strategies to solve the problem.</li> <li>▪ identify words to describe mathematical concepts and actions.</li> <li>▪ 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.).</li> <li>▪ write and understand mathematical symbols such as \$, \$.00, +, -.</li> </ul>	<u>Mathematics Toolkit</u> Assessment Connection 5.16 A and B  Clarifying Lesson  <u>Textbook</u> Everyday Mathematics 5 <sup>th</sup> 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.	6		✓ T	✓ T	✓ T		

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

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