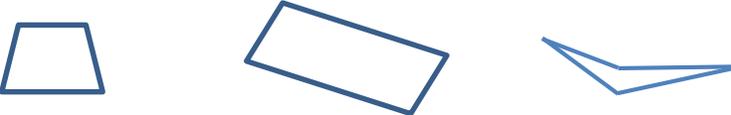


# Fifth Grade Mathematics Newsletter

Marking Period 4, Part 2

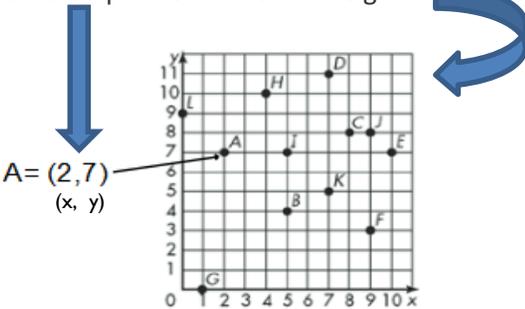
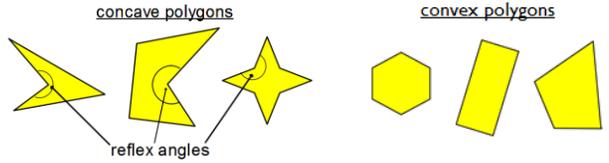
MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>	
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• graph and label ordered pairs on a coordinate grid.</li> <li>• use ordered pairs to solve problems.</li> <li>• classify two-dimensional shapes as polygons (a closed plane figure composed of only straight sides) or non-polygons.</li> <li>• classify, identify, and draw polygons based on their properties.</li> <li>• classify, describe, explain, and draw quadrilaterals (four-sided polygons) based on their properties.</li> </ul> <div style="text-align: center;">  </div>	
<b>Operations and Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>• create and analyze two numerical patterns using two given rules.</li> <li>• create two numerical patterns and graph the corresponding ordered pairs.</li> </ul> <p style="text-align: center;">Rule: Start at 3, add 5: 3, 8, 13, 18, 23, ...</p> <p style="text-align: center;">Rule: Start at 4, add 5: 4, 9, 14, 19, 24, ...</p>	

<b>Thinking and Academic Success Skills (TASS)</b>		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
<b>Evaluation</b>	weighing evidence, examining claims, and questioning facts to make judgments based on criteria.	<ul style="list-style-type: none"> <li>• justify the location of ordered pairs on a grid.</li> <li>• determine whether the given rule in a numerical pattern is logical.</li> <li>• question the properties of polygons and non-polygons.</li> </ul>
<b>Effort/Motivation/Persistence</b>	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	<ul style="list-style-type: none"> <li>• seek effective strategies to graph ordered pairs.</li> <li>• identify and demonstrate a plan to create patterns to graph.</li> <li>• self-check the sides and angles of polygons when classifying.</li> <li>• be challenged to compose polygons to create different polygons and develop an understanding of how geometric properties can change.</li> </ul>

# Fifth Grade Mathematics Newsletter

Marking Period 4, Part 2

## Learning Experiences by Measurement Topic (MT)

MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>graph and label ordered pairs on a coordinate grid.                     <div style="text-align: center;">  </div> </li> <li>classify, describe, explain, and draw polygons including quadrilaterals based on their properties.                     <p><u>Example:</u></p>                     A square: </li> <li> <ul style="list-style-type: none"> <li>is equiangular (all angles are equal)</li> <li>is equilateral (all sides are equal)</li> <li>has 2 sets of parallel lines</li> <li>has more than one line of symmetry</li> <li>no reflex angle (an angle between 180° and 360°)</li> <li>is a convex polygon (no reflex angle)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>design a unique game using a coordinate grid similar to Battleship, Tic Tac Toe, or Connect Four.                     <p><u>Websites to support graphing ordered pairs:</u>  <a href="http://www.mathnook.com/math/skill/coordinategridgames.php">http://www.mathnook.com/math/skill/coordinategridgames.php</a>  <a href="http://www.mathwire.com/templates/coordgrid10.pdf">http://www.mathwire.com/templates/coordgrid10.pdf</a> (printable grid paper)</p> </li> <li>develop a scavenger hunt to search around the home, neighborhood, or natural surroundings for examples of concave and convex polygons.                     <div style="text-align: center;">  </div> </li> <li>craft a picture, such as a landscape, using only polygons and evaluate whether or not the landscape could be decomposed into fewer polygons. For example, could a quadrilateral have been used instead of two triangles?</li> </ul>
<b>Operations and Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>create and analyze two numerical patterns given two rules.                     <p>Rule A: Start with 32. Add 3</p> <p>Rule B: Start with 55. Add 3</p> </li> </ul>	<ul style="list-style-type: none"> <li>create a rule to represent a numerical pattern.                     <p><u>Example:</u> At the beginning of the week you were on chapter 12. You read 2 chapters each night. What chapter will you be on in 5 days?</p> <p><u>Websites to support learning (function tables):</u>  <a href="http://www.mathplayground.com/functionmachine.html">http://www.mathplayground.com/functionmachine.html</a></p> </li> </ul>

# **Fifth Grade Mathematics Newsletter**

Marking Period 4, Part 2