# Fifth Grade Mathematics Newsletter

Marking Period 3, Part 2

| MT | Learning Goals by Measurement Topic (MT)<br>Students will be able to . . . |
|---|---|
| **Number and Operations - Fractions** | • use models to divide a whole number by a unit fraction and to divide a unit fraction by a whole number.<br>• explain the relationship between multiplication and division with unit fractions to interpret models.<br>• create real-world problems involving division with unit fractions (a fraction with a numerator of 1).<br>• interpret a fraction as the division of the numerator by the denominator.<br>solve word problems involving division of whole numbers leading to answers in the form of fractions. |
| **Measurement and Data** | • represent and interpret measurement data (halves, fourths, eighths of a unit) using line plots. |

| Thinking and Academic Success Skills (TASS) | | |
|---|---|---|
| | It is . . . | In mathematics, students will . . . |
| **Elaboration** | adding details that expand, enrich, or embellish. | • combine or add to thoughts, ideas, processes, or products when solving division problems with whole numbers and fractions.<br>• explain with details how dividing fractions can be modeled using a number line or area model. |
| **Intellectual Risk Taking** | accepting uncertainty or challenging the norm to reach a goal. | • adapt and make adjustments to meet challenges when seeking solutions.<br>• demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting strategies when solving division problems involving fractions.<br>• challenge self and others by creating real world examples when dividing fractions to see math as sensible and useful.<br>• ask questions to clarify understanding about division involving fractions and whole numbers. |

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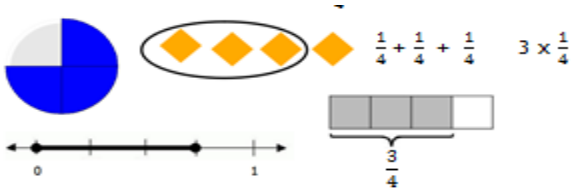
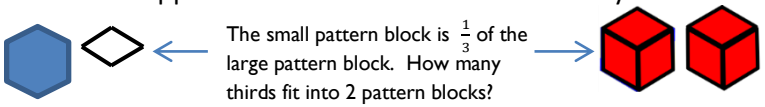
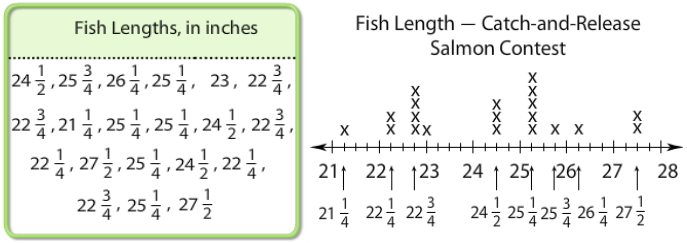
## Learning Experiences by Measurement Topic (MT)

| MT | In school, your child will . . . | At home, your child can . . . |
|---|---|---|
| **Number and Operations - Fractions** | • use a fraction to represent division.<br>Example: Think about the fraction $\frac{3}{4}$ as $3 \div 4$<br>  <br><br>• use models to divide a whole number by a unit fraction and to divide a unit fraction by a whole number<br>Example: Dr. Smith schedules 2 hours for dentist appointments on Friday.<br>Each appointment last $\frac{1}{3}$ of an hour. How many appointments can he schedule on Friday?<br>  <br><br>$2 \div \frac{1}{3} = 6$ because 2 hours are being divided into equal groups, each $\frac{1}{3}$ of an hour. | • interpret and solve word problems involving division of whole numbers and fractions<br>Examples:<br>○ A family has $\frac{1}{2}$ of a cake leftover. There are 8 people in the family who will share the leftover cake equally. How much of the cake does each person get?<br>○ A student has to read 8 chapters of a book. He reads $\frac{1}{2}$ of a chapter each night. How many nights will it take him to read the 8 chapters?<br>○ Match each word problem with the appropriate equation and solve.<br>$8 \div \frac{1}{2} =$ ____ $\frac{1}{2} \div 8 =$ ____<br>Questions for discussion:<br>○ What strategies did you use to match the appropriate equation with the word problem?<br>○ What strategies did you use to solve your equation?<br>• show intellectual risk-taking by creating word problems that involve division of whole numbers and fraction. |
| **Measurement and Data** | • use a line plot (a graph that shows frequency of data on a number line) to interpret measurement data.<br>Example:<br>  <br><br><br> | • represent data on a line plot.<br>Example: Survey friends and family members to find out their shoe size. Use the data to create a line plot.<br>Questions for discussion:<br>○ How does your knowledge of rulers, fractions and number lines help you create a line plot?<br>○ What is the difference between the smallest and largest shoe size? |

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