

Fifth Grade Compacted Mathematics Newsletter

Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Number and Operations - Fractions	<ul style="list-style-type: none"> • use models to divide a whole number by a unit fraction and to divide a unit fraction by a whole number. • explain the relationship between multiplication and division with unit fractions to interpret models. • create real-world problems involving division with unit fractions (a fraction with a numerator of 1). • interpret a fraction as the division of the numerator by the denominator. <p>solve word problems involving division of whole numbers leading to answers in the form of fractions.</p>
Number and Operations in Base 10	<ul style="list-style-type: none"> • multiply and divide a decimal by a whole number. • multiply and divide a decimal by a decimal using various strategies.
Measurement and Data	<ul style="list-style-type: none"> • represent and interpret measurement data (halves, fourths, eighths of a unit) using line plots.

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Flexibility	being open and responsive to new and diverse ideas and strategies and moving freely among them.	<ul style="list-style-type: none"> • identify how division problems with whole numbers and fractions can be represented in multiple ways. • explain with details how dividing fractions can be modeled using a number line or area model.
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> • share ideas and listen to others in order to help clarify the group's understanding of multiplication and division of decimals. • share ideas about different ways to represent division of fractions. • work together to solve real world problems relating to measurement.

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Learning Experiences by Measurement Topic (MT)		
MT	<u>In school, your child will . . .</u>	<u>At home, your child can . . .</u>
Number and Operations - Fractions	<ul style="list-style-type: none"> use models to divide a whole number by a unit fraction and to divide a unit fraction by a whole number <p><u>Example:</u> Dr. Smith schedules 2 hours for dentist appointments on Friday.</p> <p>Each appointment last $\frac{1}{3}$ of an hour. How many appointments can he schedule on Friday?</p> <div style="display: flex; align-items: center; justify-content: center;"> ← <p style="font-size: small; margin: 0;">The small pattern block is $\frac{1}{3}$ of the large pattern block. How many thirds fit into 2 pattern blocks?</p> → </div> <p>$2 \div \frac{1}{3} = 6$ because 2 hours are being divided into equal groups, each $\frac{1}{3}$ of an hour.</p>	<ul style="list-style-type: none"> interpret and solve word problems involving division of whole numbers and fractions <p><u>Examples:</u></p> <ul style="list-style-type: none"> 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? 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? Match each word problem with the appropriate equation and solve. $8 \div \frac{1}{2} = \underline{\hspace{1cm}}$ $\frac{1}{2} \div 8 = \underline{\hspace{1cm}}$
Number and Operations in Base 10	<ul style="list-style-type: none"> use an area model to determine the product of two decimals (both factors less than 1.00). 	<ul style="list-style-type: none"> use place value strategies to divide a decimal by a decimal or whole number. <p><u>Example:</u> Cut string or yarn that is 2.4 meters into 3 equal parts.</p> <p>Two and four tenths is equivalent to twenty-four tenths. Twenty-four tenths divided into 3 equal groups results in 8 tenths in each group.</p>
Measurement and Data	<ul style="list-style-type: none"> use a line plot (a graph that shows frequency of data on a number line) to interpret measurement data. <p><u>Example:</u></p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid green; padding: 5px; margin-right: 20px;"> <p style="text-align: center; font-size: small;">Fish Lengths, in inches</p> <p>24 $\frac{1}{2}$, 25 $\frac{3}{4}$, 26 $\frac{1}{4}$, 25 $\frac{1}{4}$, 23, 22 $\frac{3}{4}$, 22 $\frac{3}{4}$, 21 $\frac{1}{4}$, 25 $\frac{1}{4}$, 25 $\frac{1}{4}$, 24 $\frac{1}{2}$, 22 $\frac{3}{4}$, 22 $\frac{1}{4}$, 27 $\frac{1}{2}$, 25 $\frac{1}{4}$, 24 $\frac{1}{2}$, 22 $\frac{1}{4}$, 22 $\frac{3}{4}$, 25 $\frac{1}{4}$, 27 $\frac{1}{2}$</p> </div> <div> <p style="text-align: center; font-size: small;">Fish Length — Catch-and-Release Salmon Contest</p> </div> </div>	<ul style="list-style-type: none"> represent data on a line plot. <p><u>Example:</u> Survey friends and family members to find out their shoe size. Use the data to create a line plot.</p> <p><u>Questions for discussion:</u></p> <ul style="list-style-type: none"> How does your knowledge of rulers, fractions and number lines help you create a line plot? What is the difference between the smallest and largest shoe size?

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