

# Fifth Grade Mathematics Newsletter

Marking Period 3, Part 2



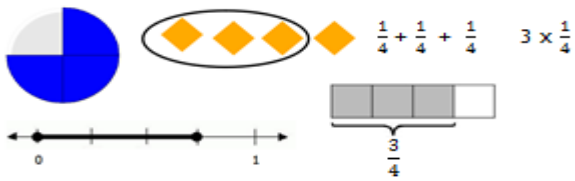
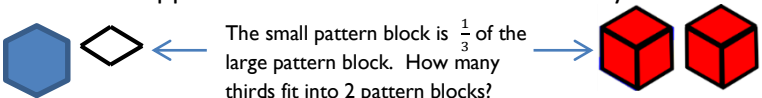
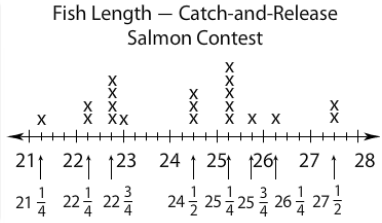
MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>
<b>Number and Operations - Fractions</b>	<ul style="list-style-type: none"> <li>• use models to divide a whole number by a unit fraction and to divide a unit fraction by a whole number.</li> <li>• explain the relationship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

<b>Thinking and Academic Success Skills (TASS)</b>		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
<b>Elaboration</b>	adding details that expand, enrich, or embellish.	<ul style="list-style-type: none"> <li>• combine or add to thoughts, ideas, processes, or products when solving division problems with whole numbers and fractions.</li> <li>• explain with details how dividing fractions can be modeled using a number line or area model.</li> </ul>
<b>Intellectual Risk Taking</b>	accepting uncertainty or challenging the norm to reach a goal.	<ul style="list-style-type: none"> <li>• adapt and make adjustments to meet challenges when seeking solutions.</li> <li>• demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting strategies when solving division problems involving fractions.</li> <li>• challenge self and others by creating real world examples when dividing fractions to see math as sensible and useful.</li> <li>• ask questions to clarify understanding about division involving fractions and whole numbers.</li> </ul>

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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>
<b>Number and Operations - Fractions</b>	<ul style="list-style-type: none"> <li>use a fraction to represent division.  <u>Example:</u> Think about the fraction <math>\frac{3}{4}</math> as <math>3 \div 4</math></li> </ul>  <ul style="list-style-type: none"> <li>use models to divide a whole number by a unit fraction and to divide a unit fraction by a whole number  <u>Example:</u> Dr. Smith schedules 2 hours for dentist appointments on Friday.                      Each appointment last <math>\frac{1}{3}</math> of an hour. How many appointments can he schedule on Friday?</li> </ul>  <p><math>2 \div \frac{1}{3} = 6</math> because 2 hours are being divided into equal groups, each <math>\frac{1}{3}</math> of an hour.</p>	<ul style="list-style-type: none"> <li>interpret and solve word problems involving division of whole numbers and fractions  <u>Examples:</u> <ul style="list-style-type: none"> <li>A family has <math>\frac{1}{2}</math> 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?</li> <li>A student has to read 8 chapters of a book. He reads <math>\frac{1}{2}</math> of a chapter each night. How many nights will it take him to read the 8 chapters?</li> <li>Match each word problem with the appropriate equation and solve.  <math>8 \div \frac{1}{2} = \underline{\quad}</math>      <math>\frac{1}{2} \div 8 = \underline{\quad}</math></li> </ul> <u>Questions for discussion:</u> <ul style="list-style-type: none"> <li>What strategies did you use to match the appropriate equation with the word problem?</li> <li>What strategies did you use to solve your equation?</li> </ul> </li> <li>show intellectual risk-taking by creating word problems that involve division of whole numbers and fraction.</li> </ul>
<b>Measurement and Data</b>	<ul style="list-style-type: none"> <li>use a line plot (a graph that shows frequency of data on a number line) to interpret measurement data.</li> </ul> <div style="border: 1px solid green; padding: 5px; display: inline-block;"> <p>Fish Lengths, in inches</p> <p><math>24\frac{1}{2}, 25\frac{3}{4}, 26\frac{1}{4}, 25\frac{1}{4}, 23, 22\frac{3}{4},</math>  <math>22\frac{3}{4}, 21\frac{1}{4}, 25\frac{1}{4}, 25\frac{1}{4}, 24\frac{1}{2}, 22\frac{3}{4},</math>  <math>22\frac{1}{4}, 27\frac{1}{2}, 25\frac{1}{4}, 24\frac{1}{2}, 22\frac{1}{4},</math>  <math>22\frac{3}{4}, 25\frac{1}{4}, 27\frac{1}{2}</math></p> </div> <p><u>Example:</u></p> 	<ul style="list-style-type: none"> <li>represent data on a line plot.  <u>Example:</u> Survey friends and family members to find out their shoe size. Use the data to create a line plot.  <u>Questions for discussion:</u> <ul style="list-style-type: none"> <li>How does your knowledge of rulers, fractions and number lines help you create a line plot?</li> <li>What is the difference between the smallest and largest shoe size?</li> </ul> </li> </ul>

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