SCHOOL DISTRICT OF FORT•ATKINSON

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<tr><th>GRADE 5 Mathematics</th><th colspan="3">Quarter 4 – Units 8, 9, 10, 11 & 12 Reported</th></tr>
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<tr><td>Perseveres in solving problems</td><td colspan="3">Based on teacher observations during math</td></tr>
<tr><td>Attends to detail using precise math words / symbols and works carefully and accurately</td><td colspan="3">Based on teacher observations during math</td></tr>
<tr><td>Explains his/her mathematical thinking orally and in written form to justify why the answer makes sense</td><td colspan="3">Based on teacher observations during math</td></tr>
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<tr><td>Number and Operations – Fractions</td><td colspan="3"></td></tr>
<tr><td>Adds fractions and mixed numbers with unlike denominators</td><td>8c
NF.1</td><td>I can add mixed numbers with <u>un</u>like denominators, including those in number stories.</td><td>$3\frac{3}{4}+2\frac{2}{5}=$
$3\frac{15}{20}+2\frac{8}{20}=5\frac{23}{20}=\boxed{6\frac{3}{20}}$</td></tr>
<tr><td>Subtracts fractions and mixed numbers with unlike denominators</td><td>8e
NF.1</td><td>I can subtract mixed numbers with <u>un</u>like denominators, including those in number stories.</td><td>Tara’s ribbon measures $8\frac{1}{4}$ in. long. She cuts off a piece that measures $3\frac{3}{8}$ in. How much does she have left?
  $8\frac{1}{4}-3\frac{3}{8}=8\frac{2}{8}-3\frac{3}{8}=$
.....$7\frac{10}{8}-3\frac{3}{8}=\boxed{4\frac{7}{8}}$</td></tr>
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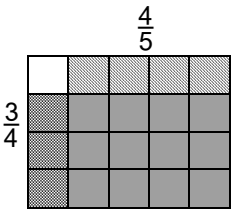
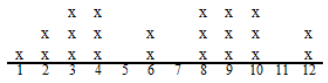
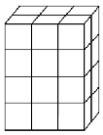
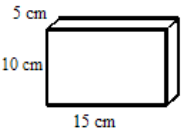
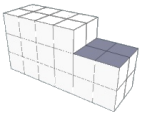
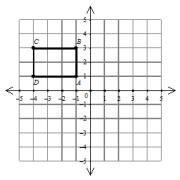
Multiplies a fraction or mixed numbers by a whole number	**8i** **NF.5b**	I can explain how multiplying a fraction by a number greater than 1 impacts the product and how multiplying a fraction by a number less than 1 impacts the product.	$4\frac{1}{2} * 2$ is like doubling $4\frac{1}{2}$ cups of flour, which is 9 cups. $4\frac{1}{2} * \frac{1}{2}$ is like halving $4\frac{1}{2}$ cups of flour, which is $2\frac{1}{4}$.
	9&11c **NF.4b**	I can find the area of a rectangle with fractional dimensions.	This piece of paper measures $8\frac{1}{2}$ x 11 in. How many square in. is this? 11″ 8″ 88″ $5\frac{1}{2}$″ $\frac{1}{2}$″ 88 + 5 in^2
	10&12c **NF.4a**	I can use unit fractions, percents, and ratios to find the part of a whole set or to find the whole.	$\frac{4}{5}$ of 30 students ate hot lunch. How many students is this? Answer: 24 students There are 3 drill bits in $\frac{1}{5}$ of a set. How many drill bits are in the whole set? Answer: 15 drill bits There are 27 beads in Kyla's bracelet. Two out of every three beads are blue. How many beads is this? Answer: 18 beads

Multiplies fractions and mixed numbers	**8f** **NF.4** **NF.6**	I can multiply a fraction by a fraction, including those in number stories, and write a number story that matches a situation.	$\frac{3}{4}$ X $\frac{4}{5}$ = $\frac{12}{20}$ *or* $\frac{3}{5}$ 
	8g **NF.4a** **NF.6**	I can multiply a fraction by a whole number, including those in number stories.	Kathy has 21 eggs. She uses $\frac{2}{3}$ of them to make pancakes. How many eggs did she use? $1\frac{\mathbf{2}}{\mathbf{3}} * \frac{\mathbf{2}}{\mathbf{1}} = \frac{1}{1} = 1\ 4$
	8h **NF.4** **NF.6**	I can multiply fractions and mixed numbers, including those in number stories.	$4\frac{2}{3} * 3\frac{3}{4} = 17\frac{1}{2}$
	8i **NF.5b**	I can explain how multiplying a fraction by a number greater than 1 impacts the product and how multiplying a fraction by a number less than 1 impacts the product.	$4\frac{1}{2}$ * 2 is like doubling $4\frac{1}{2}$ cups of flour, which is 9 cups. $4\frac{1}{2}$ * $\frac{1}{2}$ is like halving $4\frac{1}{2}$ cups of flour, which is $2\frac{1}{4}$.
Divides a fraction by a whole and a whole number by a fraction	**8j** **NF.7b**	I can divide a whole number by a fraction, including those in number stories.	2 ÷ $\frac{1}{2}$ = ? 2 divided by $\frac{1}{2}$ is like asking how many halves are there in 2. If you cut 2 ft. of rope into $\frac{1}{2}$ ft. pieces, you get 4 pieces.
	8k **NF.7a**	I can divide a fraction by a whole number, including those in number stories.	$\frac{1}{2}$ ÷ 2 = ? $\frac{1}{2}$ divided by 2 is like being given a half-hour to do 2 chores. Each chore would need to take 15 min. which is $\frac{1}{4}$ hour.

Measurement and Data			
Represents and interprets data, including data with fractional measurements	**10&12a MD.2**	I can make and interpret line plots, including those representing fractional measurements (halves, fourths, eighths).	 This line plot could represent the month each of my classmates was born, but not their ages.
Finds volume of a rectangular prism	**9&11d MD.3 MD.4 MD.5a,b**	I can identify the length, width, and height of a rectangular prism, calculate the area of its base (B), and find its volume (V).	 l = 3, w = 2 B = l ∗ w B = 3 ∗ 2 B = 6 cm^2 V = B ∗ h V= 6 ∗ 4 V = 24 cm^3  l = 15, w = 5 B = l ∗ w B = 15 ∗ 5 B = 75 cm^2 V = B ∗ h V= 75 ∗ 10 V = 750 cm^3
	9&11e MD.5c	I can find the volume of a solid which is made up of two or more adjacent rectangular prisms.	 V = (B ∗ h) + (B ∗ h) V = (8 ∗ 3) + (4 ∗ 2) V = 24 + 8 V = 32 cm^3 B = 8 h = 3 B = 4 h = 2

Geometry			
Identifies and plots points on a one or four-quadrant coordinate grid	**9&11a G.1**	I can identify and plot ordered pairs on a one or four quadrant coordinate grid.	 A (-1, 1) B (-1, 3) C (-4, 3) D (-4, 1)
	10&12b G.2 OA.3	I can solve rate number stories by creating and analyzing tables and graphs.	*Mandy earns $3 per hour watering gardens and $6 mowing lawns. Make a table and graph to show how much she would earn for each job.* ***Hour*** / ***Watering*** / ***Mowing*** ***1*** / ***$3*** / ***$6*** *2* / *$6* / *$12* *3* / *$9* / *$18* *4* / *$12* / *$24* *5* / *$15* / *$30*