TEKSING TOWARD STAAR

MATHEMATICS ®

GRADE 5

TEKS/STAAR-BASED LESSONS

TEACHER GUIDE
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TEKSING TOWARD STAAR

MATHEMATICS ®

OVERVIEW
Grade 5 Revised TEKS-Based Lessons

Implementation of Lessons

Implementing these lessons requires a different way of teaching. The traditional teacher roles of authority figure and information disseminator must change to learning facilitator and instructional decision maker.

Knowledge about students and how they learn mathematics can contribute to establishing a conducive learning environment for students. The lessons are designed to meet the requirements of the Revised Texas Essential Knowledge and Skills for grade level mathematics. The design of each lesson is consistent and includes a format for delivery of instruction, assessment, and homework. Where appropriate, the use of manipulatives and technology is included in the lesson. Cooperative learning as a learning setting is utilized in each lesson.

The Role of Assessment

Making changes in the content and methods of mathematics instruction also requires making changes in why and how students' work is assessed. Evaluation should be an integral part of instruction and not be limited to grading and testing. There are at least four reasons for collecting evaluation information:

- to make decisions about the content and methods of mathematics instruction
- to make decisions about classroom climate
- to help in communicating what is important
- to assign grades

Assessment includes much more than marking right and wrong answers. It "must be more than testing; it must be a continuous, dynamic, and often informal process" (NCTM 1989, p. 203). The *Curriculum and Evaluation Standards* recommends that teachers use a variety of types of evaluation: (1) *observing and questioning students* (2) *using assessment data reported by students*; (3) *assessing students' written mathematics work*; and (4) *using multiple-choice or short-answer items.* Use of these methods of collecting assessment data will contribute to a thorough evaluation of students' work.

Implementing the assessment process in the *TEKSING TOWARD STAAR* Lessons may require significant changes in how teachers view and use assessment in the classroom. Teachers will assess frequently to monitor individual performance and guide instruction.

Intent of the *TEKSING TOWARD STAAR* Lessons is to provide teachers with structure for instruction and assessment for the REVISED TEKS that incorporates characteristics of a good mathematics learning environment and the role of assessment.

Data Gathering and Analysis

Recording and analysis of data is a critical component of the *TEKSING TOWARD STAAR* Lessons. Recording in a Class Profile book by the teacher should occur on an almost daily basis. Expectation is that all STAAR-format assessments are recorded, as well as data from Spiraled Practice and other data as teachers choose. Analysis of the data should guide and direct instructional decisions.

Recording in a Student Profile book by each individual student should occur on a regular basis. Expectation is that all STAAR-format assessments are recorded, as well as data from Spiraled Practice. Analysis of this individual student data should be utilized to make decisions regarding reteach/tutorials for each student. Students should be given additional work on TEKS that indicate weakness. Students should not be expected to complete additional work on TEKS that indicate strength.

Lesson Components

Lesson Focus

Each lesson begins with the Lesson Focus. The TEKS expectations, focus for the lesson, and STAAR expectations for the Reporting Category are stated for the teacher.

Process Standards Incorporated Into Lesson

Following the **Lesson Focus**, the teacher is provided with a list of the **Process Standards** student expectations that are incorporated into the lesson.

Materials Needed for Lesson

Following the **Process Standards Incorporated Into Lesson**, the teacher is provided with a list of **Materials Needed for Lesson** to prepare prior to beginning a lesson.

Vocabulary for Lesson

Following the **Materials Needed for Lesson**, the teacher is provided with **Vocabulary for Lesson** words and phrases students should know by the end of each part of lesson.

Math Background

Following the **Vocabulary for Lesson**, a regular print version of the **Math Background** for each part of a lesson is provided for the teacher, followed by a large print projection version for use with students. Student are given a blank **Math Notes** page prior to the beginning of each lesson. (Master for the Math Notes is found in General Information)

Students are expected to take notes during projection of Math Background - notes will be used during lesson activities (this may be the first note taking experience for students in math - the goal is for students to record important information). Students record as much information as they choose. The information should be recorded in the student's own "words," "symbols," and pictures or diagrams.

As each page is projected, the teacher should ask various students to share what they think is important information - the teacher does **NOT** read the math background to the class - and students do **NOT** read the math background to the class. Students should read the information themselves, talk about what the information says, then write their notes. Teachers should make sure the important information is brought out by students. Teachers should talk students through examples. Students should make sure they take good notes and write examples for anything that they do not already know.

SUGGESTION 1: Print out the projection version of the **Math Background** for each part of the lesson. Hole punch the pages and put them into a **Math Background** folder or small 3-ring binder. Leave this information in a certain location where students can come to take additional notes if they discover their notes are not sufficient for completing a **Student Activity**.

SUGGESTION 2: Consider printing the teacher version of the **Math Background** for students who have an IEP that requires highlighting of important information for note taking. This suggestion should NEVER be followed for all students, but could be used for students that the teacher feels would greatly benefit and do not have and IEP.

This version could also be printed to send home with students who have missed school and are completing make-up work at home.

Problem-Solving

A **Problem-Solving Model** is located in Lesson 1 for use throughout the entire school year. This model addresses the Process Standards TEKS in Grade 5. This model should be discussed during this lesson and a copy should be given to each student to keep in a math notebook.

Each **Problem-Solving** activity is provided in a large print version for projection and will follow the **Math Background** projection version in each part of a lesson. A general set of **Problem-Solving Questions** should be addressed by students as they solve the problems and during class discussion of the solution process. Teachers should make a copy of the **Problem-Solving Questions** for each student and distribute prior to beginning **Problem-Solving 1** in this lesson. Teachers should discuss the questions and let students know they will be answering these questions for problem-solving activities during the entire school year. Each student should keep a copy of the questions in a math notebook.

Prior to some Problem-Solving activities a **Teacher Notes: Problem-Solving** page is included with instructions for the teacher - most often this is instructions for pages teachers need to print for students prior to beginning the Problem-Solving.

Students work in partner pairs to complete all **Problem-Solving** activities throughout the entire school year. Students record answers on notebook paper or plain white paper. The teacher projects the problem, then sets a time limit prior to students' beginning their work. Partner pairs are given specific "share" questions from 1-10 on the **Problem-Solving Questions** page. The process that should be followed by students for all **Problem-Solving** activities is to answer questions 1-3, then complete the solution to the problem, and finally answer questions 4-10.

The teacher calls time and the partner pairs guide class discussion on their "share" assignments. Students who did not complete the solution to the problem prior to the time limit must complete recording in a different color.

A Problem-Solving activity is **not** designed to be recorded as a grade, but may be recorded as a holistic score. A scale of 1-5 is appropriate as follows:

- 1 = little if any attempt
- 2 = no understanding evident
- 3 = minimal understanding evident
- 4 = mostly understood or slight mathematical errors
- 5 = complete understanding evident and no mathematical errors

Student Activity

At least one **Student Activity** follows the **Problem-Solving** activity in each part of a lesson. Students work in pairs to complete a Student Activity, however, each student completes their own activity page(s). Math Notes are utilized to enable students to successfully complete the activity. If students did not take notes on material they need to complete the activity, the teacher should invite them to view the Instructional Activity and to take more detailed notes.

Various partner pairs should be assigned portions of the **Student Activity** for whole-class discussion. Before students begin the activity, the teacher should inform the class of the time allotted for completion of the activity. Time should be called even if all partner pairs have not completed the activity. Whole class discussion should begin with the partner pairs that had assignments leading the discussion. Partner pairs who did not complete the activity may complete the activity during discussion time by recording in a different color pencil or pen.

A Student Activity is **not** designed to be recorded as a grade, but may be recorded as a holistic score. The same scale listed for a Problem-Solving activity is appropriate.

Hands-On Activity

Most lessons include at least one Hands-On Activity. These activities require preparation of materials for student use during the activity. A **Teacher Notes: Hands-On Activity** page is included prior to the student pages. Students work in pairs or groups of 4 for a Hands-On Activity, however, each student completes their own recording of data during the activity and questions about the activity.

A Hands-On Activity is **not** designed to be recorded as a grade, but may be recorded as a holistic score. The same scale listed for a Problem-Solving activity is appropriate.

Skills and Concepts Homework

Following the **Student Activity** and/or **Hands-On Activity** in each part of a lesson, is a **Skills and Concepts Homework**. Each homework includes 5 open-ended questions. The teacher should choose two or three questions to be scored by the teacher. The teacher should make written feedback comments for each student and should return the homework assignments within two days. Partial credit should be given if a student's work only exhibits partial understanding, or if the student makes a mathematical error. Only ½ credit should be given for a correct answer if student work is not shown on the homework. The score on each **Skills and Concepts Homework** may be recorded for each student. Periodically these scores may be combined and recorded as a grade.

Mini-Assessment

A **Mini-Assessment** in STAAR format is located at the end of each lesson. The **Mini-Assessment** is completed by each individual student and scored by the teacher. Only assistance allowed during the actual STAAR should be given during this time. Allow about 20 minutes for completion of a Mini-Assessment. The amount of time may vary for some assessments. Score the Mini-Assessment with a score of 1-10. Partial credit may be given for each question if the student shows evidence of understanding but did not choose the correct answer due to minor mathematical error. Only ½ credit should be given for a correct answer if student work is **not** shown on the assessment. Periodically these scored may be combined and recorded as a grade. Record data in **Profile** books.

Six Weeks Review and Six Weeks Assessment

The **Six Weeks Review** is open-ended and will address all TEKS in lessons. The review includes a S**ix Weeks Class Review** and a **Six Weeks Homework Review**.

The **Six Weeks Assessment** is designed to assess all TEKS in lessons from the six weeks. The assessment includes 20 questions. Each question should be given 5 points for a correct answer. Partial credit may be given if a student's work exhibits partial understanding, or if the student makes a minor mathematical mistake. Only ½ credit should be given for a correct answer if student work is not shown on the assessment.

Record data in **Class Profile** book and students record in **Student Profile** book.

Overview of Parent Guide

The **Parent Guide** was written with the goals of giving parents an overview of the mathematics lessons the students will be completing during the school year and assisting parents in helping students to understand the mathematics they are learning. The guide was designed for use by parents and other caring individuals who are interested in helping students progress in comprehension of the Texas Essential Knowledge and Skills.

The Parent Guide includes an Overview of *TEKSING TOWARD STAAR* Lessons philosophy, Parental Roles and Common Questions, Student Activity Sample, Open Ended Sample, Homework Sample, Mini-Assessment Sample, Problem-Solving Plan, Six Weeks Scope and Sequences, and Background Information for all lessons.

Permission will be granted to place the Parent Guide on your district Intranet with password access. A formal written request must be sent to *TEKSING TOWARD STAAR* and a formal response will be sent to the district. (Permission will not be given to place the Parent Guide on a location that can be accessed from the open Internet.)

For additional information please contact Brenda DeBorde.

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GRADE 5 MATERIALS LIST - SIX WEEKS 1

LESSON	MATERIALS NEEDED
1	**1. Teacher Notes: Problem-Solving 1** Per pair of students: 1 set of 9 number cards **2. Hands-On Activity 1** Per pair of students: 3 different color pencils, meter stick, scissors, 50 cm x 50 cm white paper square (cut from butcher paper or large sheets of white art paper)
2	**1. Hands-On Activity 1** Per class: Decimal Cards (copy on cardstock so that you will have one class set. Place the decimal cards in one zipper baggie and the blank cards in another zipper baggie.), 15-20 foot length of wide painter's tape for this activity for each class, black permanent marker Per pair of students: 1 dry erase marker
3	**1. Teacher Notes: Problem-Solving 1** Per 4 students: (Copy this page on light color paper. Then cut apart on the dashed lines. This page makes enough 100 charts for 2 partner pairs.) **2. Hands-On Activity 1** Per group of 4: 50 color tiles, 4 sheets 1-inch grid paper (copy extra grid paper), crayons, scissors, glue sticks, colored construction paper **3. Hands-On Activity 2** Per pair of students: 1 Goldbach's Number Conjecture Record
4	**1. Hands-On Activity 1** Per student: 1 Multiplication Makes Sense Problems page (copy of colored paper), 1 Creator's Products and Check page (copy on a second color paper), 1 Partner's Products and Check page (copy on a third color paper)
5	**1. Student Activity 1** Per pair of students: 1 set of base-ten blocks in a zipper baggie (2 flats, 20 rods, and 20 small cubes), 1 set of color tiles in a zipper baggie (25 red, 25 blue, 25 green, and 25 yellow), 5 different color pencils **2. Hands-On Activity 1** Per pair of students: Two 8.5 by 5.5 inch cards (cut sheets of colored cardstock in half), sets of base-ten blocks in zipper baggies, sets of color tiles in zipper baggies, sets of color pencils in zipper baggies
6	**1. Hands-On Activity 1** Per group of 4: 1 set of pattern blocks (6 of each shape in a zipper baggie), 8 sheets of Pattern Block Triangle Paper Per teacher: 1 set of transparent overhead pattern blocks for projection **2. Hands-On Activity 2** Per pair of students: Color tiles (60 each of 2 different colors in a zipper baggie), Color Tile Grid Paper, colored markers (per teacher) set of transparent overhead color tiles for projection

GRADE 5 MATERIALS LIST - SIX WEEKS 1

LESSON	MATERIALS NEEDED
6 (cont'd)	**3. Student Activity 4** Per group of 4: 1 meterstick, 1 yardstick, 1 metric/standard measuring tape, 1 standard ruler, 1 metric ruler **4. Hands-On Activity 3** Per group of 4: 1 rectangular box, 1 metric/standard ruler
7	**1. Hands-On Activity 1** Per class: 1 set of Student Number Cards (copy on cardstock and cut apart), 1 set of Cafeteria Survey Question Assignment Cards, (copy on cardstock and cut apart) Per group of 4: 1 sheet of butcher paper, colored markers, metric and standard rulers
8	**1. Hands-On Activity 1** Per pair of students: 1 "Taxes in Exchange for Goods and Services" data record **2. Teacher Resource:** http://economicstexas.org/ - download *free Personal Financial Literacy for Grade 4-6 Classrooms* from the Texas Council on Economic Education **Lesson 1: The Case of the Disappearing Paycheck**
9	

GRADE 5 MATERIALS LIST - SIX WEEKS 2

LESSON	MATERIALS NEEDED
1	**1. Hands-On Activity 1** Per group of 4: 1 set of Relationship Cards (copy each page on cardstock – copy the situation cards in one color and the expression cards in a different color, then cut apart), 1 number cube
2	**1. Problem-Solving 1 and Student Activity 1** Per pair of students: 1 set of base-ten blocks (2 flats, 20 rods, 20 unit cubes) **2. Hands-On Activity 1** Per pair of students: 1 Dynamic Division Spinner copied on cardstock (per student) 1 Dynamic Division Problems sheet, 1 Creator's Solutions sheet, 1 Partner's Solutions and Answer Check sheet
3	**1. Problem Solving 1** Per pair of students: 1 set of base-ten blocks (2 rods, 20 unit cubes), 2 sheets of centimeter grid paper **2. Hands-On Activity 1** Per group of 4: 1 set of Decimal Division Patterns Cards (copy one side of each page on cardstock and copy *TEKSING TOWARD STAAR* logo on the opposite side, then cut apart), 1 Decimal Division Match Sheet (copy on colored cardstock and laminate), 1 number cube **3. Student Activity 1** Per pair of students: 1 set of base-ten blocks (5 flats, 25 rods, 25 unit cubes), centimeter grid paper **4. Hands-On Activity 2** Per group of 4: 1 set of Decimal Division Patterns Cards (copy one side of each page on cardstock and copy *TEKSING TOWARD STAAR* logo on the opposite side, then cut apart), 1 Decimal Division Match Sheet (copy on colored cardstock and laminate), 1 number cube
4	**1. Mathematics Background Part I - Addition with Fractions** **NOTE:** Distribute materials to pairs of students before projecting the Mathematics Background. Students use the materials to model as the teacher projects concrete models during the Mathematics Background for Part I. Per pair of students: 30 blue color tiles and 12 red color tiles in a zipper baggie, 1 set of fraction bars in a zipper baggie **2. Hands-On Activity 1** Per pair of students: 1 set of fraction strips and unit fractions in a zipper gallon baggie **3. Hands-On Activity 2** Per pair of students: 1 Fraction Area Models on cardstock, laminate, then cut one whole Fraction Area Model from the cardstock and one Fraction Area Model cut into parts A-J, then place the whole and the parts in a zipper baggie **4. Mathematics Background Part II - Subtraction with Fractions** **NOTE:** Distribute materials to pairs of students before projecting the Mathematics Background. Students use the materials to model as the teacher projects concrete models during the Mathematics Background for Part II.

GRADE 5 MATERIALS LIST - SIX WEEKS 2

LESSON	MATERIALS NEEDED
4 (continued)	Per pair of students: 30 blue color tiles and 12 red color tiles in a zipper baggie, 1 set of fraction bars in a zipper baggie **5. Hands-On Activity 3** Per pair of students: 1 set of fraction strips and unit fractions in a zipper gallon baggie **6. Hands-On Activity 4** Per pair of students: 1 Fraction Area Models on cardstock, laminate, then cut one whole Fraction Area Model from the cardstock and one Fraction Area Model cut into parts A-J, then place the whole and the parts in a zipper baggie
5	**1. Hands-On Activity 1** Per group of 4: 1 copy of the patterns for Box 1, Box 2, Box 3, and Box 4 on cardstock, 2 pair of scissors, transparent tape, 1-centimeter cubes, 1-inch cubes **2. Hands-On Activity 2** Per group of 4: 1 copy of the patterns for Box 1, Box 2, Box 3, and Box 4 on cardstock, 2 pair of scissors, transparent tape, 1 standard ruler, 1 metric ruler
6	**1. Hands-On Activity 1** Per pair of students: 2 number cubes labeled 1-6
7	**1. Teacher Resource:** http://economicstexas.org/ - download *free Personal Financial Literacy for Grade 4-6 Classrooms* from the Texas Council on Economic Education **Lesson 1: The Case of the Disappearing Paycheck**

GRADE 5 MATERIALS LIST - SIX WEEKS 3

LESSON	MATERIALS NEEDED
1	**1. Hands-On Activity 1** Per group of 4: 1 set of Expression Cards (copy the master in the Lesson Activity Masters folder on cardstock, laminate, cut apart along all lines and place in a zipper baggie - each page makes 2 sets of Expression Cards). Cut the cards apart and place in a zipper baggie. Per student: 2 note cards **2. Hands-On Activity 2** Per group of 4: 1 set of Expression Cards (copy the master in the Lesson Activity Masters folder on cardstock, laminate, cut apart along all lines and place in a zipper baggie - each page makes 1 set of Expression Cards). Cut the cards apart and place in a zipper baggie. Per student: 2 note cards
2	**1. Problem-Solving 1** Per pair of students: 1 pan balance and linking cubes **2. Student Activity 1** Per pair of students: 1 pan balance and linking cubes
3	**1. Math Background Part I - Multiplication of a Whole Number and a Fraction** Per pair of students: a zipper baggie with 25 counters, 100 blue color tiles, 100 red color tiles, a strip of 6 columns of centimeter grid paper (copy from Activity Masters folder), and two pair of scissors **2. Problem-Solving 1** Per pair of students: 2 copies of the Fraction Bars on white cardstock - copy on a color printer (copy the master from the Activity Masters folder), 1 copy of the Fraction Circles on white cardstock - copy on a color printer (copy the master from the Activity Masters folder), 2 pair of scissors, 2 baggies (1 for the set of fraction bars and 1 for the set of fraction circles) **3. Student Activity 1** Per pair of students: set of Fraction Bars and set of Fraction Circles from Problem-Solving 1
4	**1. Hands-On Activity 1** Per pair of students: 1 set of two-dimensional figures cut-out pages, 2 pair of scissors, zipper gallon baggie, 2 pencils **2. Hands-On Activity 2** Per group of 4: 1 set of triangle cards (copy on cardstock, cut apart and place in a zipper baggie), 4 protractors, 4 metric rulers **3. Teacher Notes: Problem-Solving 3** Per pair of students: 1 copy of Teacher Notes: Problem-Solving 3 page on white paper (cut along the dotted line below before giving to students), meter ruler, scissors, glue stick

GRADE 5 MATERIALS LIST - SIX WEEKS 3

LESSON	MATERIALS NEEDED
4 (cont'd)	**4. Hands-On Activity 3** Per group of 4: 1 set of Geometry Go Fishing Cards (copy one side of each page on cardstock, copy *TEKSING TOWARD STAAR* logo on the back of each page, laminate, and cut apart), 1 Geometry Go-Fishing Properties Chart, (copy the Quadrilaterals chart on one side of cardstock and the Triangles chart on the other side of the cardstock, then laminate), 1 number cube
5	**1. Teacher Notes: Problem-Solving 1** Per pair of students: Make copies of the Teacher Notes: Problem-Solving 1 page on white paper. Cut along the dashed lines. Each page makes enough grids for 2 partner pairs. **2. Hands-On Activity 1** Per group of 4: 2 "Where's the Point" coordinate grid, 4 different colored markers
6	**1. Hands-On Activity 1** Per class: 1 set of Student Number Cards (copy on cardstock and cut apart), 1 set of Cafeteria Survey Question Assignment Cards, (copy on cardstock and cut apart) Per group of 4: 1 sheet of butcher paper, colored markers, metric and standard rulers
7	**1. Hands-On Activity 1:** per group of 4) 60 counters, 4 game cards (copy page from Activity masters on white paper, then cut along dashed lines - this page makes 2 game cards for 2 students), 4 Balance That Budget record sheets, 1 number cube (labeled 1, 2, 3, 4, 5, and x - cover the six with a white dot with an x written on it), 1 number cube (labeled with a red dot, blue dot, green dot, yellow dot, orange dot, and a white dot with an x) **2. Teacher Resource:** http://economicstexas.org/ - download *free Personal Financial Literacy for Grade 4-6 Classrooms* from the Texas Council on Economic Education **Lesson 4: "Money In Money Out"**

GRADE 5 MATERIALS LIST - SIX WEEKS 4

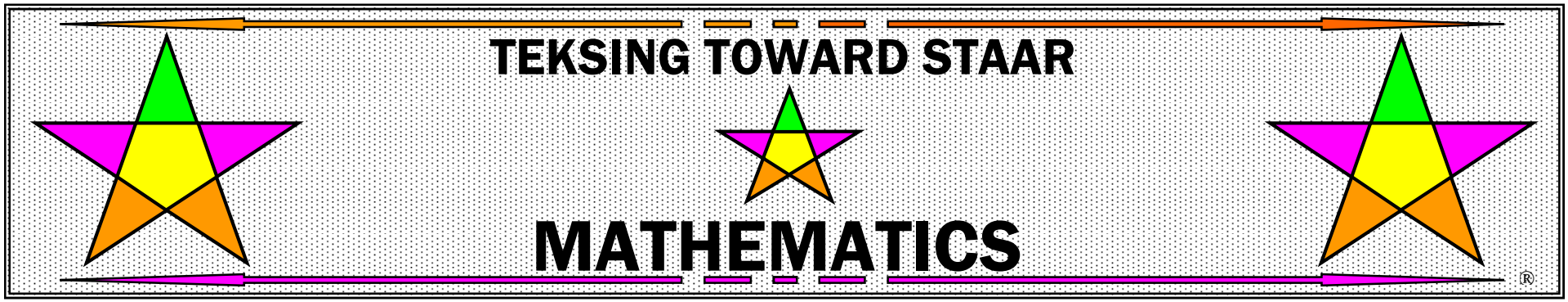
LESSON	MATERIALS NEEDED
1	**1. Math Background Part I: Division With Whole Numbers and Fractions** Per pair of students: 1 set of Fraction Strips in a zipper baggie **NOTE:** Distribute materials to pairs of students before you begin projecting the Mathematics Background. Students will use the materials to model as the teacher projects models during the Mathematics Background for Part I. **2. Student Activity I** Per pair of students: 1 set of Fraction Strips in a zipper baggie
2	**1. Teacher Notes: Problem-Solving 1** Per pair of students: Make copies from the Lesson Activity Masters - cut along the dashed lines - each page will make a set for three pairs of students.
3	**1. Hands-On Activity 1** Per group of 4: 1 busboy tray or large rectangular container to hold the materials for this activity, 1 meter stick, 1 customary measuring tape, 1 gallon container, 1 quart container, 1 pint container, 1 measuring cup with cups and ounces marked, large bag of rice, dried beans, or other materials to fill containers, 1 liter container with milliliters marked, 1 kilogram mass/weight (find a common item that is 1 kilogram or fill a coffee can with fishing weights or paper clips to make a kilogram mass), 1,000 gram masses (find a paperclip that is close to one gram and use 1,000 of them as the gram masses), 1 pound mass (find a common item or fill a container with fishing weights or paper clips to make a 1-pound mass/weight), 16 1-ounce masses (fill an empty prescription bottle with dried beans to make a 1-ounce mass), pan balance
4	**No extra materials are needed for this lesson.**
5	**No additional materials are needed for this lesson.**
6	**No additional materials are needed for this lesson.** **Teacher Resource:** http://economicstexas.org/ - download *free Personal Financial Literacy for Grade 4-6 Classrooms* from the Texas Council on Economic Education **Lesson 4: "Money In Money Out"**

GRADE 5 MATERIALS LIST - SIX WEEKS 5

LESSON	MATERIALS NEEDED
1	**1. Hands-On Activity 1** Per student: calculator
2	**1. Hands-On Activity 1** Per group of 4: 4 calculators, 1 U.S. map, 1 sheet of chart paper, markers, three 5-gallon aquariums, sea salt, warm water, 8 objects labeled with numbers 1-8
3	**1. Hands-On Activity 1** Per group of 4: 4 calculators with fraction capabilities, rulers, map pencils **2. Teacher Notes: Problem-Solving 2** Per pair of students: 1 sheet of grid paper
4	**1. Hands-On Activity 1** Per teacher: overhead pattern blocks Per pair of students: set of pattern blocks (3 of each pattern block), pattern block paper, sheets of plan white paper, set of map pencils Per group of 4: 1 sheet of butcher paper or chart paper, set of markers
5	**1. Hands-On Activity 1** Per pair of students: 1 menu or grocery store ad, two 3 x 5 blank file cards
6	**1. Hands-On Activity 1** Per group of 4: 1 Hundreds Chart (copy on cardstock), gallon baggie with 8 different colors of centimeter cubes with the following number of cubes for each color: color 1 – 50 cubes, color 2, - 33 cubes, color 3 – 25 cubes, color 4 – 20 cubes, color 5 – 16 cubes, color 6 – 14 cubes, color 7 – 12 cubes, color 8 – 11 cubes
7	**No materials needed**

Name _____ Date_____

Grade 5 Math Notes



GRADE 5 SCORING RUBRIC

SCORE	UNDERSTANDING CRITERIA Summarize Identify supporting details	PLANNING CRITERIA Choose a strategy	SOLVING CRITERIA Solve the problem	LOOKING BACK CRITERIA Check for reasonableness
1	No attempt	No attempt	No attempt	No attempt
2	Complete misunderstanding of the problem	Totally inappropriate plan	Wrong answer based on inappropriate plan	Wrong approach to reasonableness and accuracy of answer
3	Part of the problem misunderstood or misinterpreted	Partially correct plan based on part of the problem being interpreted correctly	Copying error, computational error, or partial answer for problem with multiple steps	Copying error, computational error, or partial check of reasonableness for problem with multiple steps
4	Complete understanding of the problem	Correct plan implemented and led to a correct solution	Correct answer and correct label for the answer	Correct approach to check for reasonableness and accuracy of answer
5	Extends the problem	Additional strategy implemented and confirms a correct solution	Correct answer and correct label for the answer	Correct approach to check for reasonableness and accuracy of answer

TEKSING TOWARD STAAR

MATHEMATICS ®

Grade 5

Class Profile for Spiraled Practice

Teacher _____

Class _____

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 1: NUMERICAL REPRESENTATIONS AND RELATIONSHIPS														
Standard	**TEKS**	**Student Expectation**	**Class Performance**											
Supporting	5.2(A)	represent the value of the digit in decimals through the thousandths using expanded notation and numerals	5	25	45	65	85							
Readiness	5.2(B)	compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	1	10	17	21	30	37	41	50	55	61		
			70	77	81	90	97	101	110	115				
Supporting	5.2(C)	round decimals to tenths or hundredths	7	27	47	67	87	105						
Supporting	5.4(A)	Identify prime and composite numbers	13	33	73	93	107							
Supporting	5.4(E)	describe the meaning of parentheses and brackets in a numeric expression	15	35	53	75	95	113						
Readiness	5.4(F)	simplify numerical expressions that do not involve exponents, including up to two levels of grouping	3	11	19	23	31	39	43	51	57	63		
			71	79	83	91	99	103	111	117				
Not Tested	5.4(G)	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$)												

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS													
Standard	**TEKS**	**Student Expectation**	**Class Performance**										
Supporting	5.3(A)	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	3	23	40	43	63	83	103				
Supporting	5.3(B)	multiply with fluency a three-digit number by a two-digit number using the standard algorithm	4	23	43	63	77	84	103				
Supporting	5.3(C)	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm	7	18	26	46	66	80	87	106			
Supporting	5.3(D)	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	8	27	47	60	67	88	107				
Readiness	5.3(E)	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers	1	8	16	21	28	35	41	48	55	61	
			68	75	81	88	95	101	108	115			
Supporting	5.3(F)	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models	10	29	49	57	69	90	109				
Readiness	5.3(G)	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm	2	9	16	22	28	35	42	48	55	62	
			68	75	82	89	96	102	108	115			
Supporting	5.3(H)	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations	11	30	50	70	91	98	110				
Supporting	5.3(I)	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models	14	33	37	53	73	94	100	113			
Supporting	5.3(J)	represent division of a unit fraction by a whole number and division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models	15	34	54	74	95	114	117				
Readiness	5.3(K)	add and subtract positive rational numbers fluently	3	9	17	22	29	36	42	49	56	62	
			69	76	83	89	96	102	109	116			
Readiness	5.3(L)	divide whole numbers by unit fractions and unit fractions by whole numbers	5	12	19	24	31	38	44	51	58	64	
			71	78	85	92	98	104	111	118			
Readiness	5.4(B)	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity	6	12	20	25	32	38	45	52	58	65	
			72	78	86	92	99	105	112	118			

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS													
Standard	**TEKS**	**Student Expectation**	**Class Performance**										
Readiness	5.4(C)	generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph	6	13	20	26	32	39	46	52	59	66
			72	79	86	93	100	106	112	119		
Supporting	5.4(D)	recognize the difference between additive and multiplicative numerical patterns given in a table or graph	18	36	56	76	97	116	120			

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 3: GEOMETRY AND MEASUREMENT												
Standard	**TEKS**	**Student Expectation**	**Class Performance**									
Readiness	5.4(H)	represent and solve problems related to perimeter and/or area and related to volume	1	9	14	21	29	34	41	49	54	61
			69	74	81	89	94	101	109	114		
Readiness	5.5(A)	Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	2	10	16	22	30	36	42	50	56	62
			70	76	82	90	96	102	110	116		
Supporting	5.6(A)	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible	7	27	47	60	67	87	107			
Supporting	5.6(B)	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base	12	32	52	72	92	112				
Supporting	5.7(A)	solve problems by calculating conversions within a measurement system, customary or metric	14	34	54	74	94	114	120			
Supporting	5.8(A)	describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin	19	40	59	80	99	119				
Supporting	5.8(B)	describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	5	25	45	65	85	105				
Readiness	5.8(C)	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.	4	11	17	24	31	37	44	51	57	64
			71	77	84	91	97	104	111	117		

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 4: DATA ANALYSIS AND FINANCIAL LITERACY														
Standard	**TEKS**	**Student Expectation**	**Class Performance**											
Supporting	5.9(A)	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots	4	24	38	64	78	118						
Supporting	5.9(B)	represent discrete paired data on a scatterplot	6	39	44	79	82	119						
Readiness	5.9(C)	Solve one- and two-step problems using data from a frequency table, cot plot, bar graph, stem-and-leaf plot, or scatterplot	2	8	13	20	33	40	53	60	73	80		
			88	100	104	113	120							
Supporting	5.10(A)	define income tax, payroll tax, sales tax, and property	15	46	84	106								
Supporting	5.10(B)	explain the difference between gross income and net	18	48	86	108								
Not Tested	5.10(C)	identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments												
Not Tested	5.10(D)	develop a system for keeping and using financial records												
Supporting	5.10(E)	describe actions that might be taken to balance a budget expenses exceed income	26	58	66	93								
Supporting	5.10(F)	balance a simple budget	28	59	68	98								

TEKSING TOWARD STAAR

MATHEMATICS ®

Grade 5

Student Profile for Spiraled Practice

Student _____

Teacher _____

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 1: NUMERICAL REPRESENTATIONS AND RELATIONSHIPS														
Standard	**TEKS**	**Student Expectation**	**Student Performance**											
Supporting	5.2(A)	represent the value of the digit in decimals through the thousandths using expanded notation and numerals	5	25	45	65	85							
Readiness	5.2(B)	compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	1	10	17	21	30	37	41	50	55	61		
			70	77	81	90	97	101	110	115				
Supporting	5.2(C)	round decimals to tenths or hundredths	7	27	47	67	87	105						
Supporting	5.4(A)	Identify prime and composite numbers	13	33	73	93	107							
Supporting	5.4(E)	describe the meaning of parentheses and brackets in a numeric expression	15	35	53	75	95	113						
Readiness	5.4(F)	simplify numerical expressions that do not involve exponents, including up to two levels of grouping	3	11	19	23	31	39	43	51	57	63		
			71	79	83	91	99	103	111	117				
Not Tested	5.4(G)	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$)												

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS													
Standard	**TEKS**	**Student Expectation**	**Student Performance**										
Supporting	5.3(A)	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	3	23	40	43	63	83	103				
Supporting	5.3(B)	multiply with fluency a three-digit number by a two-digit number using the standard algorithm	4	23	43	63	77	84	103				
Supporting	5.3(C)	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm	7	18	26	46	66	80	87	106			
Supporting	5.3(D)	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	8	27	47	60	67	88	107				
Readiness	5.3(E)	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers	1	8	16	21	28	35	41	48	55	61	
			68	75	81	88	95	101	108	115			
Supporting	5.3(F)	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models	10	29	49	57	69	90	109				
Readiness	5.3(G)	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm	2	9	16	22	28	35	42	48	55	62	
			68	75	82	89	96	102	108	115			
Supporting	5.3(H)	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations	11	30	50	70	91	98	110				
Supporting	5.3(I)	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models	14	33	37	53	73	94	100	113			
Supporting	5.3(J)	represent division of a unit fraction by a whole number and division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models	15	34	54	74	95	114	117				
Readiness	5.3(K)	add and subtract positive rational numbers fluently	3	9	17	22	29	36	42	49	56	62	
			69	76	83	89	96	102	109	116			
Readiness	5.3(L)	divide whole numbers by unit fractions and unit fractions by whole numbers	5	12	19	24	31	38	44	51	58	64	
			71	78	85	92	98	104	111	118			
Readiness	5.4(B)	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity	6	12	20	25	32	38	45	52	58	65	
			72	78	86	92	99	105	112	118			

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

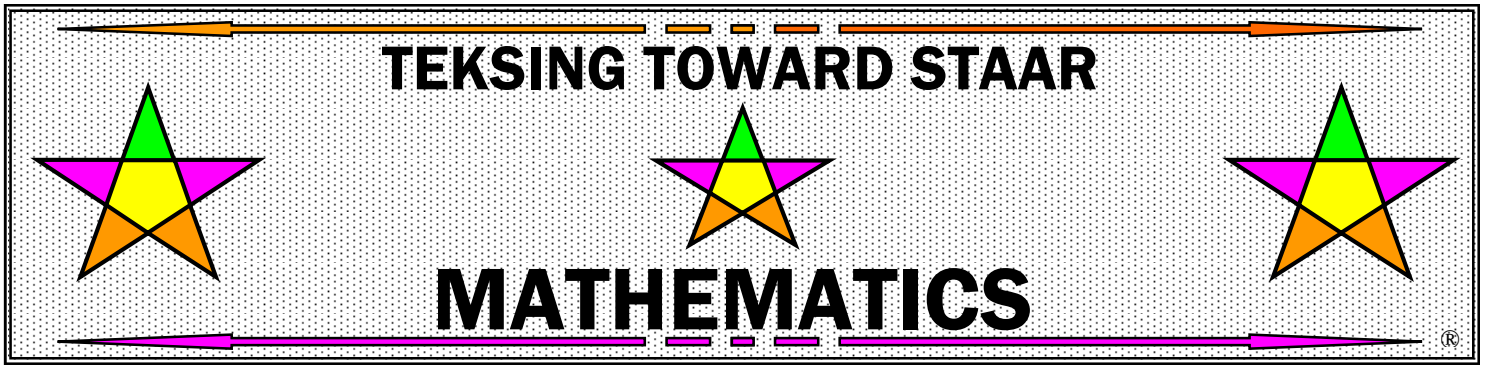
STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS													
Standard	**TEKS**	**Student Expectation**	**Student Performance**										
Readiness	5.4(C)	generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph	6	13	20	26	32	39	46	52	59	66
			72	79	86	93	100	106	112	119		
Supporting	5.4(D)	recognize the difference between additive and multiplicative numerical patterns given in a table or graph	18	36	56	76	97	116	120			

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 3: GEOMETRY AND MEASUREMENT													
Standard	**TEKS**	**Student Expectation**	**Student Performance**										
Readiness	5.4(H)	represent and solve problems related to perimeter and/or area and related to volume	1	9	14	21	29	34	41	49	54	61
			69	74	81	89	94	101	109	114		
Readiness	5.5(A)	Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	2	10	16	22	30	36	42	50	56	62
			70	76	82	90	96	102	110	116		
Supporting	5.6(A)	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible	7	27	47	60	67	87	107			
Supporting	5.6(B)	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base	12	32	52	72	92	112				
Supporting	5.7(A)	solve problems by calculating conversions within a measurement system, customary or metric	14	34	54	74	94	114	120			
Supporting	5.8(A)	describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin	19	40	59	80	99	119				
Supporting	5.8(B)	describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	5	25	45	65	85	105				
Readiness	5.8(C)	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.	4	11	17	24	31	37	44	51	57	64
			71	77	84	91	97	104	111	117		

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 4: DATA ANALYSIS AND FINANCIAL LITERACY													
Standard	**TEKS**	**Student Expectation**	**Student Performance**										
Supporting	5.9(A)	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots	4	24	38	64	78	118					
Supporting	5.9(B)	represent discrete paired data on a scatterplot	6	39	44	79	82	119					
Readiness	5.9(C)	Solve one- and two-step problems using data from a frequency table, cot plot, bar graph, stem-and-leaf plot, or scatterplot	2	8	13	20	33	40	53	60	73	80	
			88	100	104	113	120						
Supporting	5.10(A)	define income tax, payroll tax, sales tax, and property	15	46	84	106							
Supporting	5.10(B)	explain the difference between gross income and net	18	48	86	108							
Not Tested	5.10(C)	identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments											
Not Tested	5.10(D)	develop a system for keeping and using financial records											
Supporting	5.10(E)	describe actions that might be taken to balance a budget expenses exceed income	26	58	66	93							
Supporting	5.10(F)	balance a simple budget	28	59	68	98							



TEKS/STAAR-BASED

LESSONS

Grade 5

Scope and Sequence

TEKSING TOWARD STAAR SCOPE AND SEQUENCE
Grade 5 Mathematics

SIX WEEKS 1

Lesson	TEKS-BASED LESSON CONTENT	STAAR Category Standard	Spiraled Practice	Student (SA) and Hands-On (HO) Activity	Problem Solving	Skills and Concepts Homework
Lesson 1 ____ days	**5.2A/**represent the value of the digit in decimals through the thousandths using expanded notation and numerals	Category 1 Supporting	SP 1 SP 2	HO 1 SA 1 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 2 ____ days	**5.2B/**compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	Category 1 Readiness	SP 3 SP 4	SA 1 HO 1 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 3 ____ days	**5.4A/** identify prime and composite numbers	Category 1 Supporting	SP 5 SP 6	HO 1 SA 1 HO 2	PS 1	Homework 1
Lesson 4 ____ days	**5.3B/**multiply with fluency a three-digit number by a two-digit number using the standard algorithm **5.3A/**estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	Category 2 Supporting Category 2 Supporting	SP 7 SP 8 SP 9	SA 1 SA 2 HO 1	PS 1 PS 2	Homework 1 Homework 2
Lesson 5 ____ days	**5.3D/**represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models **5.3E/**solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers	Category 2 Supporting Category 2 Readiness	SP 10 SP 11 SP 12	SA 1 HO 1 SA 2	PS 1 PS 2	Homework 1 Homework 2 Homework 3
Lesson 6 ____ days	**5.4H/**represent and solve problems related to perimeter and/or area…	Category 3 Readiness	SP 13 SP 14	HO 1 SA 1 SA 2 HO 2 SA 3 SA 4 HO 3	PS 1 PS 2	Homework 1 Homework 2
Lesson 7 ____ days	**5.9A/**represent categorical data with bar graphs… **5.9C/**Solve one- and two-step problems using data from…a bar graph…	Category 4 Supporting Category 4 Readiness	SP 15 SP 16	SA 1 SA 2 HO 1	PS 1 PS 2	Homework 1 Homework 2
Lesson 8 ____ days	**5.10A/**define income tax, payroll tax, sales tax, and property tax	Category 4 Supporting	SP 17 SP 18	SA 1 SA 2 HO 1	PS 1 PS 2	Homework 1 Homework 2

SIX WEEKS 1

Lesson	TEKS-BASED LESSON CONTENT	STAAR Category Standard	Spiraled Practice	Student (SA) and Hands-On (HO) Activity	Problem Solving	Skills and Concepts Homework
Lesson 9 ____ days	**5.3K**/add and subtract positive rational numbers fluently **5.2C**/round decimals to tenths or hundredths **5.3A**/estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	Category 2 Readiness Category 1 Supporting Category 2 Supporting	SP 19 SP 20	SA 1 HO 1 SA 2 SA 3 HO 1	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Review	**Six Weeks 1 Open-Ended Review**					
Assessment	**Six Weeks 1 Assessment**					

NOTES:

SIX WEEKS 2

Lesson	TEKS-BASED LESSON CONTENT	STAAR Category Standard	Spiraled Practice	Student (SA) and Hands-On (HO) Activity	Problem Solving	Skills and Concepts Homework
Lesson 1 ____ days	**5.4E**/describe the meaning of parentheses and brackets in a numeric expression	Category 1 Supporting	SP 21 SP 22 SP 23	HO 1 SA 2	PS 1	Homework 1
Lesson 2 ____ days	**5.3C**/solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm **5.3A**/estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	Category 2 Supporting Category 2 Supporting	SP 24 SP 25 SP 26	SA 1 SA 2 HO 1	PS 1 PS 2	Homework 1 Homework 2
Lesson 3 ____ days	**5.3F**/represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models **5.3G**/solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm **5.3A**/estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	Category 2 Supporting Category 2 Readiness Category 2 Supporting	SP 27 SP 28 SP 29	HO 1 SA 1 HO 2 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 4 ____ days	**5.3H/**represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations **5.3K**/add and subtract positive rational numbers fluently **5.3A**/estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	Category 2 Supporting Category 2 Readiness Category 2 Supporting	SP 30 SP 31 SP 32	HO 1 HO 2 SA 1 HO 3 HO 4 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 5 ____ days	**5.4G/**use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special formula for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$) **5.6A/**recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (*n* cubic units) needed to fill it with no gaps or overlaps if possible **5.6B/** determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base **5.4H/**represent and solve problems related…to volume	NOT TESTED Category 3 Supporting Category 3 Supporting Category 3 Readiness	SP 33 SP 34 SP 35	HO 1 SA 1 HO 2 SA 2	PS 1 PS 2	Homework 1 Homework 2

SIX WEEKS 2

Lesson	TEKS-BASED LESSON CONTENT	STAAR Category Standard	Spiraled Practice	Student (SA) and Hands-On (HO) Activity	Problem Solving	Skills and Concepts Homework
Lesson 6 ____ days	**5.9A/**represent categorical data with…frequency tables and numerical data, including data sets of measurements in fractions or decimals… **5.9C/**solve one- and two-step problems using data from a frequency table…	Category 4 Supporting Category 4 Readiness	SP 36 SP 37	HO 1 SA 2	PS 1	Homework 1
Lesson 7 ____ days	**5.10B/**explain the difference between gross income and net income	Category 4 Supporting	SP 38 SP 39 SP 40	SA 1	PS 1	Homework 1
Review	**Six Weeks 2 Open-Ended Review**					
Assessment	**Six Weeks 2 Assessment**					

TEACHER NOTES:

TEKSING TOWARD STAAR SCOPE AND SEQUENCE
Grade 5 Mathematics

SIX WEEKS 3

Lesson	TEKS-BASED LESSON CONTENT	STAAR Category Standard	Spiraled Practice	Student (SA) and Hands-On (HO) Activity	Problem Solving	Skills and Concepts Homework
Lesson 1 ____ days	**5.4F/**simplify numerical expressions that do not involve exponents, including up to two levels of grouping	Category 1 Readiness	SP 41 SP 42 SP 43	HO 1 SA 1 HO 2 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 2 ____ days	**5.4B/**represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity	Category 2 Readiness	SP 31 SP 32 SP 33	SA 1 SA 2 SA 3	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Lesson 3 ____ days	**5.3I/**represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models	Category 2 Supporting	SP 47 SP 48 SP 49	SA 1 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 4 ____ days	**5.5A/**classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	Category 3 Readiness	SP 50 SP 51 SP 52	H0 1 SA 1 H0 2 SA 2 SA 3 HO 3	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Lesson 5 ____ days	**5.8A/**describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the *x*-coordinate, the first number in an ordered pair, indicates movement parallel to the *x*-axis starting at the origin; and the *y*-coordinate, the second number, indicates movement parallel to the *y*-axis starting at the origin **5.8B/**describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	Category 3 Supporting Category 3 Supporting	SP 53 SP 54 SP 55	SA 1 HO 1	PS 1	Homework 1
Lesson 6 ____ days	**5.9A/**represent categorical data…with dot plots… **5.9C/**solve one- and two-step problems using data from a…dot plot…	Category 4 Supporting Category 4 Readiness	SP 56 SP 57 SP 58	SA 1 H0 1 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 7 ____ days	**5.10E/**describe actions that might be taken to balance a budget when expenses exceed income	Category 4 Supporting	SP 59 SP 60	HO 1	PS 1	Homework 1
Review	**Six Weeks 3 Open-Ended Review**					
Assessment	**Six Weeks 3 Assessment**					

TEACHER NOTES:

TEKSING TOWARD STAAR SCOPE AND SEQUENCE
Grade 5 Mathematics

SIX WEEKS 4

Lesson	TEKS-BASED LESSON CONTENT	STAAR Category Standard	Spiraled Practice	Student (SA) and Hands-On (HO) Activity	Problem Solving	Skills and Concepts Homework
Lesson 1 ____ days	**5.3J/**represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models **5.3L/**divide whole numbers by unit fractions and unit fractions by whole numbers	Category 2 Supporting Category 2 Readiness	SP 61 SP 62 SP 63	SA 1 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 2 ____ days	**5.4C/**generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph **5.4D/**recognize the difference between additive and multiplicative numerical patterns given in a table or graph **5.8C/**graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table	Category 2 Readiness Category 2 Supporting Category 3 Readiness	SP 64 SP 65 SP 66 SP 67	SA 1 SA 2 SA 3 HO 1	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Lesson 3 ____ days	**5.7A/** solve problems by calculating conversions within a measurement system, customary or metric.	Category 3 Supporting	SP 68 SP 69 SP 70	HO 1 SA 1 SA 2 SA 3 SA 4	PS 1 PS 2 PS 3 PS 4	Homework 1 Homework 2 Homework 3 Homework 4
Lesson 4 ____ days	**5.9A/**represent categorical data…wIth…stem-and-leaf plots **5.9C/**solve one- and two-step problems using data from a…stem-and-leaf plot…	Category 4 Supporting Category 4 Readiness	SP 71 SP 72 SP 73	SA 1 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 5 ____ days	**5.9B/**represent discrete paired data on a scatterplot **5.9C/**solve one- and two-step problems using data from a…scatterplot	Category 4 Supporting Category 4 Readiness	SP 74 SP 75 SP 76	SA 1 SA 2	PS 1 PS 2	Homework 1 Homework 2
Lesson 6 ____ days	**5.10F/**balance a simple budget	Category 4 Supporting	SP 77 SP 78 SP 79 SP 80	SA 1 HO 1	PS 1	Homework 1
Review	**Six Weeks 4 Open-Ended Review**					
Assessment	**Six Weeks 4 Assessment**					

TEACHER NOTES:

SIX WEEKS 5

Lesson	TEKS-BASED LESSON CONTENT	STAAR Category Standard	Spiraled Practice	Student (SA) and Hands-On (HO) Activity	Problem Solving	Skills and Concepts Homework
Lesson 1 ____ days	**5.1A/**apply mathematics to problems arising in everyday life, society, and the workplace	Category 1-4 Review of TEKS	SP 81 SP 82	SA 1 SA 2 SA 3	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Lesson 2 ____ days	**5.1B/**use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	Category 1-4 Review of TEKS	SP 83 SP 84 SP 85	SA 1 SA 2 SA 3	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Lesson 3 ____ days	**5.1C/**select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	Category 1-4 Review of TEKS	SP 86 SP 87 SP 88	SA 1 SA 2 SA 3	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Lesson 4 ____ days	**5.1D/**communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	Category 1-4 Review of TEKS	SP 89 SP 90 SP 91	SA 1 SA 2 SA 3	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Lesson 5 ____ days	**5.1E/**create and use representations to organize, record, and communicate mathematical ideas	Category 1-4 Review of TEKS	SP 92 SP 93 SP 94	SA 1 SA 2 SA 3	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Lesson 6 ____ days	**5.1F/**analyze mathematical relationships to connect and communicate mathematical ideas	Category 1-4 Review of TEKS	SP 95 SP 96 SP 97	SA 1 SA 2 SA 3	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Lesson 7 ____ days	**5.1G/**display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	Category 1-4 Review of TEKS	SP 98 SP 99 SP 100	SA 1 SA 2 SA 3	PS 1 PS 2 PS 3	Homework 1 Homework 2 Homework 3
Review	**Six Weeks 5 Open-Ended Review**					
Assessment	**Six Weeks 5 Assessment**					

TEACHER NOTES:

SIX WEEKS 6

Lesson	TEKS-BASED LESSON CONTENT	STAAR Category Standard	Spiraled Practice	Student (SA) and Hands-On (HO) Activity	Problem Solving	Skills and Concepts Homework
	NOTE: Begin the Six Weeks with Spiraled Practice 101-120 as a tool to review all TEKS – students should answer the problems on these spirals individually and should follow all testing rules in effect during the administration of the actual STAAR – sharing of student work on these problems should continue the procedure used throughout the school year	Category 1-4 Review of TEKS	SP 101-SP 120			
Lesson 1 ____ days	**5.10C/**identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments	NOT TESTED		SA 1	PS 1	Homework 1
Lesson 2 ____ days	**5.10D/**develop a system for keeping and using financial records	NOT TESTED		SA 1	PS 1	Homework 1

TEACHER NOTES: