

5th Grade Math Curriculum Bundle # 11

Title		Suggested Dates
Algebraic Thinking		April 19 – May 7 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
Solving for unknown values and patterns within problem situations.	<p>How can relationships in equations help determine an outcome?</p> <p>How do the manipulations of variables change outcomes?</p> <p>When is Algebra used in the real world?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
<p>5.6 The student describes relationships mathematically.</p> <p>5.6A Select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • extract necessary information needed to solve the problem (ignoring extraneous information) and recognizes the operation(s) needed to solve (relationships may be written in words) • select and use diagrams to represent meaningful problem situations • generate, select from and use equations (single and multiple step) to represent meaningful problem situations • equations may include numerical representation such as creating a number sentence based on a word problem • equations may include variable representation such as letter for unknown value • use labels of the problem situation when reading the equation to see if it make sense and matches the problem using reasonableness • connect diagrams and equations to the problem 	<p>Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.</p> <p><u>Math Investigations</u></p> <p><u>Growth Patterns</u> Unit 8</p> <p>Investigations 2 Sessions 1 – 8 pages 66 – 114</p>	<p>Note: This bundle includes Intervention for the students who are retaking the Math TAKS test.</p>

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	<p style="text-align: center;">situation</p> <ul style="list-style-type: none"> • justify equation or selection of equation 		
<p>5.14 The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>5.14C Solve problems that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Problem-Solving Strategies—Working backwards to solve a problem, working a simpler problem, making a table (input/ output), draw a picture, look for pattern, act it out, and guess and check 		