


5th Grade Math Curriculum Bundle # 5

Title		Suggested Dates
Geometry and Spatial Reasoning		November 16 – December 4 (12 days)

Big Idea/Enduring Understanding	Guiding Questions
Represent and communicate about objects using their attributes and generalize how their attributes repeat in predictable ways.	<p>How are 2 dimensional and 3 dimensional objects described, using their attributes?</p> <p>How can you use a 2 dimensional shape to represent a 3 dimensional solid?</p> <p>What are the most critical attributes used to classify an object?</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) 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>5.7 The student generates geometric definitions using critical attributes.</p> <p>5.7A Identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • define two- and three-dimensional geometric figures using essential attributes • identify, classify, and describe attributes of two- and three-dimensional figures when given a variety of models, everyday objects and nets • compare and contrast both two- and three-dimensional figures according to attributes (include nets) using formal geometric vocabulary • differentiate between regular and irregular polygons • identify attributes according to labels (sides, edges, angles, vertices, faces) • identify line, line segment, vertex, angle, ray • identify critical attributes of geometric figures such as perpendicular lines, parallel lines, 	<p><u>Math Investigations</u></p> <p><u>Measuring Polygons</u> Unit 5</p> <p>Investigation 1 Session 1 – 4 pages 24 – 49</p> <p><u>Measuring Polygons</u> Unit 5</p> <p>Investigation 3 Session 1 pages 108 – 113</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 12 Lessons 1 – 8 Note: Do not use the protractor in lesson 2. Just identify the types of angles without measuring them.</p> <p><u>Fifth Sense</u> Objective 3, Lesson 5.7</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R</u> What are Your Attributes, # 113</p>

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	<p style="color: red;">congruent lines as part of a whole shape or within many figures</p>		<p><u>TEXTEAMS</u> Polyhedron Discoveries, page 46 Scavenger Shape Hunt, page 50 Gumdrop Geometry, page 60</p>
<p>5.8 The student models transformations.</p> <p>5.8A Sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • model, sketch, and identify different types of transformations on a Quadrant I coordinate grid (translations, rotations, reflections) • explain the change caused by transformation of an original figure and use appropriate mathematical language (ex: In the translation, the figure moved 3 units right and 2 units up) 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 14 Lessons 1 – 3</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R</u> (Addendum book) Transform My Shape, # 20</p>
<p>5.8 The student models transformations.</p> <p>5.8B Identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identify examples and non-examples of translations, rotations, reflections when given two congruent figures on a Quadrant I coordinate grid (some figures can be produced by more than one transformation) • identify examples and non-examples of single and double transformations 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 14 Lessons 3 – 4</p> <p><u>Fifth Sense</u> Objective 3 Lesson 5.8 B</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R</u> (Addendum book) Slide It, Flip It, Turn It, # 19 Make it Congruent, # 21</p> <p><u>TEXTEAMS,</u> Geoboard Activities, page 11 Reflect It, page 22 Wax Paper Transformation, page 24</p>

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<p>5.9 The student recognizes the connection between ordered pairs of numbers and locations of points on a plane.</p> <p>5.9A Locate and name points on a coordinate grid using ordered pairs of whole numbers.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • demonstrate an understanding of Quadrant I coordinate grid <ul style="list-style-type: none"> ○ origin (0,0) ○ location of x axis ○ location of y axis ○ determines increments of grid (scale) ○ ordered pairs (x,y) • describe location of points (ordered pairs) from a given origin <ul style="list-style-type: none"> ○ (Ex: 3 units to the right on the x axis and 4 units up on the y axis) • specify locations on the coordinate grid using ordered pairs • determine an ordered pair that represents a point on the grid that is labeled with words • determine a point on a grid that meets specification • plots points from ordered pairs, and tables • relate that all points with the same x-coordinate lie in a vertical line and all points with the same y-coordinate lie in a horizontal line 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 13 Lessons 1 – 3</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R</u> What's the Location # 119 Guess and Plot the Ordered Pairs #121</p>
<p>5.13 The student describes and predicts the results of a probability experiment.</p> <p>5.13A Use tables of related number pairs to make line graphs</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • read points from table as (x, y) and relate the points on the graph labeled with a capital letter • name all specific points given on a line graph and organize the related number pairs in a table with appropriate labels 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 13 Lessons 2 – 3</p> <p><u>Fifth Sense</u> Objective 5 Lesson 5.13 A</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R</u> Related Numbers Pair Them Up # 173 Go Ahead, Make My Graph # 174</p>

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			<p><u>Kamico</u> What's My Line pages 178 – 194</p> <p><u>Region IV Prep</u> Graphing Lessons pages 225 – 238</p>
<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>5.14D Use tools such as real objects, manipulatives, and technology to solve problems.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • working backwards to solve problems • use objects to act out the actions in the problem 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 14 Lesson 5</p> <p><u>Envision</u> Topic 12 Lesson 9</p>