

# Fifth Grade Mathematics Newsletter




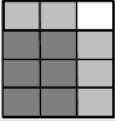
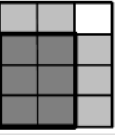
Marking Period 3, Part 1

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>represent and solve real-world multiplication problems with fractions in different ways.</li> <li>interpret multiplication of a fraction by a fraction as resizing.</li> <li>apply informal knowledge of the distributive property to decompose <b>mixed number</b> factors and multiply.</li> <li>solve problems involving area of rectangles with fractional side lengths.</li> <li>apply and explain efficient strategies to multiply fractions.</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>add detail to explain the steps used to multiply fractions.</li> <li>expand on interpretation of an area model.</li> <li>explain with details how area models help represent and solve problems involving multiplying a fraction by a fraction.</li> <li>extend knowledge of the relationship between the size of a product and the size of its factors when multiplying fractions.</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 to multiplication problems involving fractions.</li> <li>demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting new strategies to solving word problems.</li> <li>challenge self and others by creating real world examples when multiplying fractions to see math as sensible and useful.</li> <li>consider different ways to represent a given situation when a problem is hard to understand.</li> </ul>

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Marking Period 3, Part 1

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Number and Operations - Fractions	<ul style="list-style-type: none"> <li><b>partition</b> a whole into fractional parts to represent multiplying fractions using an area model.</li> </ul> <p><u>Example:</u> <math>\frac{2}{3} \times \frac{3}{4}</math></p> <p>The whole is <b>partitioned</b> into three equal parts. Two of the three parts are shaded to represent <math>\frac{2}{3}</math>.</p>  <p>Then the whole is <b>partitioned</b> into four equal parts. Three of the four parts are shaded to represent <math>\frac{3}{4}</math>.</p>  <p>The product is the overlapped region.</p> $\frac{2}{3} \times \frac{3}{4} = \frac{6}{12}$ <p>The answer is <math>\frac{6}{12}</math> →</p> 	<ul style="list-style-type: none"> <li>use real-world examples to multiply fractions using an area model.</li> </ul> <p><u>Example:</u> A cookie recipe calls for <math>\frac{2}{3}</math> cup of flour. You are making <math>\frac{3}{4}</math> of a batch. How much flour do you need? (Try similar problems using other measurements or recipes.) <b>note:</b> <i>this is an example of resizing</i></p> <p><u>Example:</u> You did your homework for <math>1\frac{1}{4}</math> of an hour. You spent <math>\frac{1}{2}</math> of the time reading. What fraction of an hour did you read?</p> <ul style="list-style-type: none"> <li>show intellectual risk-taking by creating real-world problems</li> </ul> <p><u>Website to support learning about multiplying fractions:</u></p> <p><a href="http://www.learner.org/courses/learningmath/number/session9/part_a/try.html">http://www.learner.org/courses/learningmath/number/session9/part_a/try.html</a></p>

Glossary	<b>mixed number:</b> a number written as a whole number with a fraction <u>Example:</u> $3\frac{2}{5}$
	<b>partition:</b> divide a whole into equal parts