Fifth Grade Mathematics Newsletter

Marking Period 3, Part 2

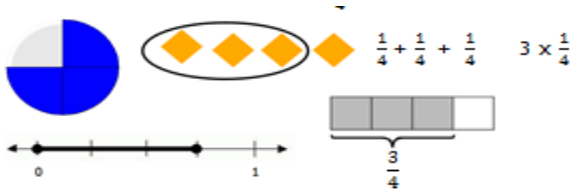
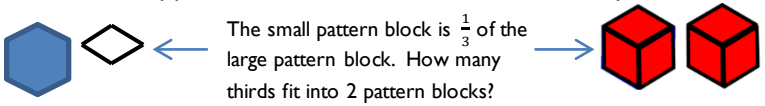
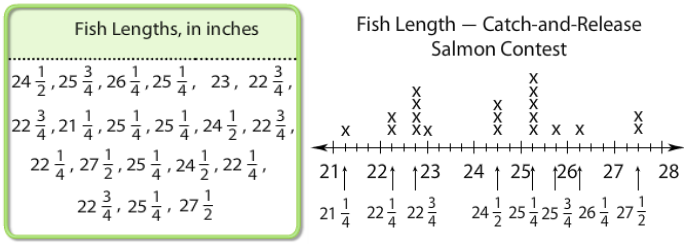
MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Number and Operations - Fractions	• use models to divide a whole number by a unit fraction and to divide a unit fraction by a whole number. • explain the relationship between multiplication and division with unit fractions to interpret models. • create real-world problems involving division with unit fractions (a fraction with a numerator of 1). • interpret a fraction as the division of the numerator by the denominator. solve word problems involving division of whole numbers leading to answers in the form of fractions.
Measurement and Data	• represent and interpret measurement data (halves, fourths, eighths of a unit) using line plots.

Thinking and Academic Success Skills (TASS)		
	It is . . .	In mathematics, students will . . .
Elaboration	adding details that expand, enrich, or embellish.	• combine or add to thoughts, ideas, processes, or products when solving division problems with whole numbers and fractions. • explain with details how dividing fractions can be modeled using a number line or area model.
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	• adapt and make adjustments to meet challenges when seeking solutions. • demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting strategies when solving division problems involving fractions. • challenge self and others by creating real world examples when dividing fractions to see math as sensible and useful. • ask questions to clarify understanding about division involving fractions and whole numbers.

Fifth Grade Mathematics Newsletter

Marking Period 3, Part 2

Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Number and Operations - Fractions	• use a fraction to represent division. Example: Think about the fraction $\frac{3}{4}$ as $3 \div 4$  • use models to divide a whole number by a unit fraction and to divide a unit fraction by a whole number Example: Dr. Smith schedules 2 hours for dentist appointments on Friday. Each appointment last $\frac{1}{3}$ of an hour. How many appointments can he schedule on Friday?  $2 \div \frac{1}{3} = 6$ because 2 hours are being divided into equal groups, each $\frac{1}{3}$ of an hour.	• interpret and solve word problems involving division of whole numbers and fractions Examples: o A family has $\frac{1}{2}$ of a cake leftover. There are 8 people in the family who will share the leftover cake equally. How much of the cake does each person get? o A student has to read 8 chapters of a book. He reads $\frac{1}{2}$ of a chapter each night. How many nights will it take him to read the 8 chapters? o Match each word problem with the appropriate equation and solve. $8 \div \frac{1}{2} =$ ____ $\frac{1}{2} \div 8 =$ ____ Questions for discussion: o What strategies did you use to match the appropriate equation with the word problem? o What strategies did you use to solve your equation? • show intellectual risk-taking by creating word problems that involve division of whole numbers and fraction.
Measurement and Data	• use a line plot (a graph that shows frequency of data on a number line) to interpret measurement data. Example:  	• represent data on a line plot. Example: Survey friends and family members to find out their shoe size. Use the data to create a line plot. Questions for discussion: o How does your knowledge of rulers, fractions and number lines help you create a line plot? o What is the difference between the smallest and largest shoe size?

Fifth Grade Mathematics Newsletter

Marking Period 3, Part 2