

Supporting **STAAR** Readiness in **Grade 5**

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READINESS STANDARDS	(5.2) Number and operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to:		
	5.2B	compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$.	7 , 17 , 77
	(5.3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:		
	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.	7 , 12 , 36 , 77
	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.	7 , 12 , 36 , 77
	5.3K	add and subtract positive rational numbers fluently.	7 , 12 , 20 , 26 , 36 , 40 , 45 , 71 , 77
	5.3L	divide whole numbers by unit fractions and unit fractions by whole numbers.	20 , 26
	(5.4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:		
	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.	36 , 40 , 67
	5.4C	generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph.	45
	5.4F	simplify numerical expressions that do not involve exponents, including up to two levels of grouping.	40 , 62 , 71
	5.4H	represent and solve problems related to perimeter and/or area and related to volume.	26 , 36 , 71
	(5.5) Geometry and measurement. The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to:		
	5.5A	classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.	84
	(5.8) Geometry and measurement. The student applies mathematical process standards to identify locations on a coordinate plane. The student is expected to:		
	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.	45
(5.9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:			
5.9C	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.	67	

		Standard	Page	
SUPPORTING STANDARDS	(5.3) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:			
	5.3A	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division.	7 , 12 , 67	
	5.3B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm.	7 , 26 , 71	
	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.	7 , 12 , 26	
	5.3D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models.	7 , 12	
	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.	20 , 26 , 71	
	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.	20 , 26 , 71	
	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 $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models.	45	
	(5.4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:			
	5.4E	describe the meaning of parentheses and brackets in a numeric expression.	40	
	(5.6) Geometry and measurement. The student applies mathematical process standards to understand, recognize, and quantify volume. The student is expected to:			
	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.	36	
	(5.7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement. The student is expected to:			
	5.7A	solve problems by calculating conversions within a measurement system, customary or metric.	77	
(5.9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:				
5.9B	represent discrete paired data on a scatterplot.	67 , 77		