Sacramento City Unified School District

Parent Guide for Grade 5 Math

Major Learning Targets for This Grade

Fractions

Students will use equivalent fractions to add and subtract fraction; extend multiplication and division of whole numbers to multiply and divide fractions.

"I can fluently add and subtract fractions."	"I can multiply fractions."	"I can divide whole numbers by unit fractions."	"I can divide unit fractions by whole numbers."

Example Task:

Four students sitting at a table were given $\frac{1}{3}$ of a pan of cornbread to share equally. What fraction of the whole pan of cornbread will each student get if they share the remaining cornbread equally?

Sample Solution:

Solution: The diagram shows the $\frac{1}{3}$ of a pan of cornbread divided into four equal shares. When replicated to fill out the entire pan, it becomes clear that each piece is $\frac{1}{12}$ of an entire pan. (If the $\frac{1}{3}$-sized pieces are each divided into 4 equal pieces, this makes a total of 12 equal pieces of the original whole.)

Decimals

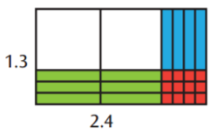
Students will add, subtract, multiply and divide decimals.

"I can solve word problems involving addition and subtraction of decimals."	"I can rename fractions to decimal numbers."	"I can multiply decimals using strategies."	"I can divide any number by a two-digit number, which may lead to a decimal answer."

Example Task:

Use an area model to multiply decimals. Show that 2.4 × 1.3 = 3.12

Possible Solution:



2.4
× 1.3
.12
.60
.40
+ 2.00
3.12

Volume

Students will understand the concept of volume and relate these to multiplication and division.

"I can pack prisms using cubes without gaps or overlaps to find the total number of cubes used."	"I can describe volume as layering areas on top of each other."	"I can find the volume of irregular prisms by breaking them up into smaller prisms and add the smaller volumes together."

Example Task:

You have 24 "unit" cubes, make as many rectangular prisms as possible and record the dimensions as you build.

Length	Width	Height
1	2	12
2	2	6
4	2	3
8	3	1

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Expected Behaviors in Math Class

Students will…

- ☐ Check into Google Classroom daily for announcements and to receive/turn in assignments.
- ☐ Attend live/recorded Zoom learning and support sessions, with the camera on when feasible.
- ☐ Consider available tools to help them solve problems (including hands-on tools and technology).
- ☐ Use technology and various applications to explore and deepen understanding.
- ☐ Explain their thinking and their process to solving a problem.
- ☐ Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- ☐ Decide if their answer is reasonable.
- ☐ Use examples and counterexamples to justify a conclusion.
- ☐ Apply mathematics to solve problems in everyday life.

How Can I Support My Student in This Course?

Access Google Classroom Daily

⇨Look at the Stream for daily announcements and a weekly schedule.
⇨View the Classwork for assignment information and support.
⇨Accept the Guardian Access request sent to your email address for regular updates on your student's progress.

Encourage Multiple Representations of the Problem

⇨Ask your student to solve the problem in different ways, and to make connections between the different representations.
⇨Ask your student to create visual representations help understand the concepts.

Ask Questions

⇨When your student is stuck, ask him/her questions like: "What is the question in the problem/task?" or "What do you understand/know from the task?" and "How do you know?" Listen while your student explains his/her mathematical reasoning and ask "Does your answer make sense?" based on the context of the problem or task.
⇨Guide your student to participate in small group discussions via Zoom to get questions answered or to send a private message to his/her teacher using Google Classroom.

Value Mistakes

⇨Students are learning when they are making mistakes; create an environment where your student feels comfortable making a mistake and learning from it.

Don't Simply Tell Them the Right Answer

⇨Once students are aware that their answer is right, they are more likely to stop thinking about the math. Instead of telling students the right answer, ask them a question or have them draw a picture.

Praise Effort

⇨When your student gets a right answer, acknowledge how hard they must have worked and practiced.
⇨When your student is stuck, acknowledge that sometimes math is challenging and that if they continue to practice and work hard, they will improve.

For more information, visit scusd.edu/math or contact Mikila-Fetzer@scusd.edu, Math Coordinator

SCUSD's Equity & Access Guiding Principle: *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*

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