G5 Templates

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Lesson 32

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Lesson 34

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coordinate plane



Lesson 2: Construct a coordinate system on a plane.

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coordinate grid

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Name points using coordinate pairs, and use the coordinate pairs to plot points.



Lesson 3:



unlabeled coordinate plane



Lesson 3: Name points using coordinate pairs, and use the coordinate pairs to plot points.

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coordinate grid



Lesson 4: Name points using coordinate pairs, and use the coordinate pairs to plot points.

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Point	x	у	(<i>x</i> , <i>y</i>)
Н			
Ι			
J			
K			
L			





Point	x	у	(<i>x, y</i>)
D	$2\frac{1}{2}$	0	$(2\frac{1}{2}, 0)$
E	$2\frac{1}{2}$	2	$(2\frac{1}{2}, 2)$
F	$2\frac{1}{2}$	4	$(2\frac{1}{2}, 4)$

coordinate plane practice



Lesson 5:

Investigate patterns in vertical and horizontal lines, and interpret points on the plane as distances from the axes.



1,000,000	100,000	10,000	1,000	100	10	1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	•	Tenths	Hundredths	Thousandths
							•			
							•			
							•			
							•			
							•			
							•			
							•			
							•			
							•			

millions through thousandths place value chart



Investigate patterns in vertical and horizontal lines, and interpret points on the plane as distances from the axes. Lesson 6:

D

E

F



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3

A

B

С

coordinate plane

98





b.



coordinate grid



Lesson 7:

Plot points, use them to draw lines in the plane, and describe patterns within the coordinate pairs.



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Name _____

Date _____

b.

1.

a.

Point	x	у	(<i>x, y</i>)
Α	0	0	(0, 0)
В	1	1	(1, 1)
С	2	2	(2, 2)
D	3	3	(3, 3)

Point	x	у	(<i>x, y</i>)
G	0	3	(0, 3)
Н	$\frac{1}{2}$	$3\frac{1}{2}$	$(\frac{1}{2}, 3\frac{1}{2})$
Ι	1	4	(1, 4)
J	$1\frac{1}{2}$	$4\frac{1}{2}$	$(1\frac{1}{2}, 4\frac{1}{2})$



coordinate plane



Lesson 7: Plot points, use them to draw lines in the plane, and describe patterns within the coordinate pairs.

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b.

а.	
Point	(<i>x, y</i>)
L	(0, 3)
М	(2, 3)
Ν	(4, 3)

Point	(<i>x, y</i>)
0	(0, 0)
Р	(1, 2)
Q	(2, 4)

С.	
Point	(<i>x, y</i>)
R	$(1, \frac{1}{2})$
S	(2, 1 <u>1</u>)
Т	(3, 2 ¹ / ₂)



Point	(<i>x, y</i>)
U	(1, 3)
V	(2, 6)
W	(3, 9)



coordinate plane

116

Lesson 7:

Plot points, use them to draw lines in the plane, and describe patterns within the coordinate pairs.



Number Correct: _____

A

Multiply Decimals by 10, 100, and 1,000

1.	62.3 × 10 =	
2.	62.3 × 100 =	
3.	62.3 × 1,000 =	
4.	73.6 × 10 =	
5.	73.6 × 100 =	
6.	73.6 × 1,000 =	
7.	0.6 × 10 =	
8.	0.06 × 10 =	
9.	0.006 × 10 =	
10.	0.3 × 10 =	
11.	0.3 × 100 =	
12.	0.3 × 1,000 =	
13.	0.02 × 10 =	
14.	0.02 × 100 =	
15.	0.02 × 1,000 =	
16.	0.008 × 10 =	
17.	0.008 × 100 =	
18.	0.008 × 1,000 =	
19.	0.32 × 10 =	
20.	0.67 × 10 =	
21.	0.91 × 100 =	
22.	0.74 × 100 =	

23.	4.1 × 1,000 =	
24.	7.6 × 1,000 =	
25.	0.01 × 1,000 =	
26.	0.07 × 1,000 =	
27.	0.072 × 100 =	
28.	0.802 × 10 =	
29.	0.019 × 1,000 =	
30.	7.412 × 1,000 =	
31.	6.8 × 100 =	
32.	4.901 × 10 =	
33.	16.07 × 100 =	
34.	9.19 × 10 =	
35.	18.2 × 100 =	
36.	14.7 × 1,000 =	
37.	2.021 × 100 =	
38.	172.1 × 10 =	
39.	3.2 × 20 =	
40.	4.1 × 20 =	
41.	3.2 × 30 =	
42.	1.3 × 30 =	
43.	3.12 × 40 =	
44.	14.12 × 40 =	



Lesson 8: Generate a number pattern from a given rule, and plot the points.

123

5•6

Lesson 8 Sprint

Number Correct: _____

Improvement: _____

Multiply Decimals by 10, 100, and 1,000

1.	46.1 × 10 =	
2.	46.1 × 100 =	
3.	46.1 × 1,000 =	
4.	89.2 × 10 =	
5.	89.2 × 100 =	
6.	89.2 × 1,000 =	
7.	0.3 × 10 =	
8.	0.03 × 10 =	
9.	0.003 × 10 =	
10.	0.9 × 10 =	
11.	0.9 × 100 =	
12.	0.9 × 1,000 =	
13.	0.04 × 10 =	
14.	0.04 × 100 =	
15.	0.04 × 1,000 =	
16.	0.007 × 10 =	
17.	0.007 × 100 =	
18.	0.007 × 1,000 =	
19.	0.45 × 10 =	
20.	0.78 × 10 =	
21.	0.28 × 100 =	
22.	0.19 × 100 =	

23.	5.2 × 1,000 =	
24.	8.7 × 1,000 =	
25.	0.01 × 1,000 =	
26.	0.08 × 1,000 =	
27.	0.083 × 10 =	
28.	0.903 × 10 =	
29.	0.017 × 1,000 =	
30.	8.523 × 1,000 =	
31.	7.9 × 100 =	
32.	5.802 × 10 =	
33.	27.08 × 100 =	
34.	8.18 × 10 =	
35.	29.3 × 100 =	
36.	25.8 × 1,000 =	
37.	3.032 × 100 =	
38.	283.1 × 10 =	
39.	2.1 × 20 =	
40.	3.3 × 20 =	
41.	3.1 × 30 =	
42.	1.2 × 30 =	
43.	2.11 × 40 =	
44.	13.11 × 40 =	



Generate a number pattern from a given rule, and plot the points.



A						
	 	 	 *****		*****	

coordinate grid insert



Lesson 8: Generate a number pattern from a given rule, and plot the points.



Line a:			Line &:			Line <i>c</i> :		
X	У	(<i>x, y</i>)	X	у	(<i>x</i> , <i>y</i>)	X	у	(<i>x</i> , <i>y</i>)

coordinate plane



Generate a number pattern from a given rule, and plot the points.



Line ℓ

Rule: y is 2 more than x

x	у	(<i>x, y</i>)
1		
5		
10		
15		

Line m

Rule: y is 5 more than x

x	у	(<i>x</i> , <i>y</i>)
0		
5		
10		
15		



coordinate plane



Lesson 9: Generate two number patterns from given rules, plot the points, and analyze the patterns.

Line p

Rule: y is x times 2

X	у	(<i>x, y</i>)



Line q

x	у	(<i>x, y</i>)



coordinate plane



Lesson 9:

Generate two number patterns from given rules, plot the points, and analyze the patterns.



	Line <i>p</i>		Line <i>b</i>				Line <i>c</i>					Line <i>d</i>			
Rule:	y is 0 i	more than x	Rule: _			Rı	ıle: _				Ru	le: _			
X	у	(<i>x</i> , <i>y</i>)	X	y	(<i>x</i> , <i>y</i>)		X	У	(X	, y)		x	у		(<i>x</i> , <i>y</i>)
0			7				2					5			
5			10				4					7			
10			13				8					12			
15			18				11					15			
	1		1	·[]		11		1 1		1 1			1	••••••	
	20														
	20														
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	15														
	13														
	2.040														
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coordinate plane

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Lesson 10: Compare the lines and patterns generated by addition rules and multiplicative rules.

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Line g Rule: ___

Line h Rule: _



coordinate plane



Lesson 10:

: Compare the lines and patterns generated by addition rules and multiplicative rules.



Round to the Nearest One

Α

Number Correct: _____

1.	3.1 ≈	
2.	3.2 ≈	
3.	3.3 ≈	
4.	3.4 ≈	
5.	3.5 ≈	
6.	3.6 ≈	
7.	3.9 ≈	
8.	13.9 ≈	
9.	13.1 ≈	
10.	13.5 ≈	
11.	7.5 ≈	
12.	8.5 ≈	
13.	9.5 ≈	
14.	19.5 ≈	
15.	29.5 ≈	
16.	89.5 ≈	
17.	2.4 ≈	
18.	2.41 ≈	
19.	2.42 ≈	
20.	2.45 ≈	
21.	2.49 ≈	
22.	2.51 ≈	

23.	12.51 ≈	
24.	16.61 ≈	
25.	17.41 ≈	
26.	11.51 ≈	
27.	11.49 ≈	
28.	13.49 ≈	
29.	13.51 ≈	
30.	15.51 ≈	
31.	15.49 ≈	
32.	6.3 ≈	
33.	7.6 ≈	
34.	49.5 ≈	
35.	3.45 ≈	
36.	17.46 ≈	
37.	11.76 ≈	
38.	5.2 ≈	
39.	12.8 ≈	
40.	59.5 ≈	
41.	5.45 ≈	
42.	19.47 ≈	
43.	19.87 ≈	
44.	69.51 ≈	



169

Round to the Nearest One

Number Correct: _____

Improvement: _____

1.	4.1 ≈	
2.	4.2 ≈	
3.	4.3 ≈	
4.	4.4 ≈	
5.	4.5 ≈	
6.	4.6 ≈	
7.	4.9 ≈	
8.	14.9 ≈	
9.	14.1 ≈	
10.	14.5 ≈	
11.	7.5 ≈	
12.	8.5 ≈	
13.	9.5 ≈	
14.	19.5 ≈	
15.	29.5 ≈	
16.	79.5 ≈	
17.	3.4 ≈	
18.	3.41 ≈	
19.	3.42 ≈	
20.	3.45 ≈	
21.	3.49 ≈	
22.	3.51 ≈	

23.	13.51 ≈	
24.	17.61 ≈	
25.	18.41 ≈	
26.	12.51 ≈	
27.	12.49 ≈	
28.	14.49 ≈	
29.	14.51 ≈	
30.	16.51 ≈	
31.	16.49 ≈	
32.	7.3 ≈	
33.	8.6 ≈	
34.	39.5 ≈	
35.	4.45 ≈	
36.	18.46 ≈	
37.	12.76 ≈	
38.	6.2 ≈	
39.	13.8 ≈	
40.	49.5 ≈	
41.	6.45 ≈	
42.	19.48 ≈	
43.	19.78 ≈	
44.	59.51 ≈	



170



Line ℓ

Line m

Rule: Triple x, and then add 3

Line n

Rule: Triple x

X	У	(<i>x</i> , <i>y</i>)
0		
1		
2		
4		



Rule:	Triple x, and then
	subtract 2

X	У	(<i>x</i> , <i>y</i>)
1		
2		
3		
4		



coordinate plane



Lesson 11: A

1: Analyze number patterns created from mixed operations.



A

Subtract Decimals

Number Correct: _____

1.	5 – 1 =	
2.	5.9 – 1 =	
3.	5.93 – 1 =	
4.	5.932 – 1 =	
5.	5.932 – 2 =	
6.	5.932 – 4 =	
7.	0.5 - 0.1 =	
8.	0.53 – 0.1 =	
9.	0.539 – 0.1 =	
10.	8.539 – 0.1 =	
11.	8.539 – 0.2 =	
12.	8.539 – 0.4 =	
13.	0.05 - 0.01 =	
14.	0.057 - 0.01 =	
15.	1.057 - 0.01 =	
16.	1.857 – 0.01 =	
17.	1.857 – 0.02 =	
18.	1.857 – 0.04 =	
19.	0.005 - 0.001 =	
20.	7.005 - 0.001 =	
21.	7.905 - 0.001 =	
22.	7.985 - 0.001 =	

23.	7.985 – 0.002 =	
24.	7.985 - 0.004 =	
25.	2.7 - 0.1 =	
26.	2.785 - 0.1 =	
27.	2.785 – 0.5 =	
28.	4.913 - 0.4 =	
29.	3.58 - 0.01 =	
30.	3.586 - 0.01 =	
31.	3.586 – 0.05 =	
32.	7.982 – 0.04 =	
33.	6.126 - 0.001 =	
34.	6.126 - 0.004 =	
35.	9.348 - 0.006 =	
36.	8.347 – 0.3 =	
37.	9.157 – 0.05 =	
38.	6.879 - 0.009 =	
39.	6.548 – 2 =	
40.	6.548 – 0.2 =	
41.	6.548 - 0.02 =	
42.	6.548 - 0.002 =	
43.	6.196 - 0.06 =	
44.	9.517 - 0.004 =	

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B

Subtract Decimals

1.	6 – 1 =	
2.	6.9 – 1 =	
3.	6.93 – 1 =	
4.	6.932 - 1 =	
5.	6.932 – 2 =	
6.	6.932 – 4 =	
7.	0.6 - 0.1 =	
8.	0.63 - 0.1 =	
9.	0.639 - 0.1 =	
10.	8.639 - 0.1 =	
11.	8.639 - 0.2 =	
12.	8.639 - 0.4 =	
13.	0.06 - 0.01 =	
14.	0.067 - 0.01 =	
15.	1.067 – 0.01 =	
16.	1.867 – 0.01 =	
17.	1.867 – 0.02 =	
18.	1.867 – 0.04 =	
19.	0.006 - 0.001 =	
20.	7.006 - 0.001 =	
21.	7.906 - 0.001 =	
22.	7.986 - 0.001 =	

23.	7.986 - 0.002 =	
24.	7.986 - 0.004 =	
25.	3.7 - 0.1 =	
26.	3.785 – 0.1 =	
27.	3.785 – 0.5 =	
28.	5.924 - 0.4 =	
29.	4.58 - 0.01 =	
30.	4.586 - 0.01 =	
31.	4.586 - 0.05 =	
32.	6.183 - 0.04 =	
33.	7.127 - 0.001 =	
34.	7.127 – 0.004 =	
35.	1.459 - 0.006 =	
36.	8.457 – 0.4 =	
37.	1.267 – 0.06 =	
38.	7.981 - 0.001 =	
39.	7.548 – 2 =	
40.	7.548 – 0.2 =	
41.	7.548 – 0.02 =	
42.	7.548 – 0.002 =	
43.	7.197 – 0.06 =	
44.	1.627 - 0.004 =	





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Improvement: _____



Create a rule to generate a number pattern, and plot the points. Lesson 12:



у	(<i>x, y</i>)	Point	x	У	(x, y)
3	$(1\frac{1}{2}, 3)$	Α			
		Ε			
		F			
		G			

Rule:



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X

 $1\frac{1}{2}$

Rule: ___

Point

Α

В

С

D

Lesson 12 Template 5• 6

Line m



coordinate plane

Number Correct: _____

Α

Subtracting Fractions from a Whole Number

1.	$4 - \frac{1}{2} =$
2.	$3 - \frac{1}{2} =$
3.	$2 - \frac{1}{2} =$
4.	$1 - \frac{1}{2} =$
5.	$1 - \frac{1}{3} =$
6.	$2 - \frac{1}{3} =$
7.	$4-\frac{1}{3}=$
8.	$4-\frac{2}{3}=$
9.	$2 - \frac{2}{3} =$
10.	$2 - \frac{1}{4} =$
11.	$2 - \frac{3}{4} =$
12.	$3 - \frac{3}{4} =$
13.	$3 - \frac{1}{4} =$
14.	$4 - \frac{3}{4} =$
15.	$2 - \frac{1}{10} =$
16.	$3 - \frac{9}{10} =$
17.	$2 - \frac{7}{10} =$
18.	$4 - \frac{3}{10} =$
19.	$3 - \frac{1}{5} =$
20.	$3 - \frac{2}{5} =$
21.	$3 - \frac{4}{5} =$
22.	$3 - \frac{3}{5} =$

23.	$3 - \frac{1}{8} =$	
24.	$3 - \frac{3}{8} =$	
25.	$3 - \frac{5}{8} =$	
26.	$3 - \frac{7}{8} =$	
27.	$2 - \frac{7}{8} =$	
28.	$4 - \frac{1}{7} =$	
29.	$3 - \frac{6}{7} =$	
30.	$2 - \frac{3}{7} =$	
31.	$4 - \frac{4}{7} =$	
32.	$3 - \frac{5}{7} =$	
33.	$4 - \frac{3}{4} =$	
34.	$2 - \frac{5}{8} =$	
35.	$3 - \frac{3}{10} =$	
36.	$4 - \frac{2}{5} =$	
37.	$4-\frac{3}{7}=$	
38.	$3 - \frac{7}{10} =$	
39.	$3 - \frac{5}{10} =$	
40.	$4-\frac{2}{8}=$	
41.	$2 - \frac{9}{12} =$	
42.	$4 - \frac{2}{12} =$	
43.	$3 - \frac{2}{6} =$	
44.	$2 - \frac{8}{12} =$	



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Number Correct: _____

Improvement: _____

B

Subtracting Fractions from a Whole Number

1.	$1 - \frac{1}{2} =$
2.	$2 - \frac{1}{2} =$
3.	$3 - \frac{1}{2} =$
4.	$4 - \frac{1}{2} =$
5.	$1 - \frac{1}{4} =$
6.	$2 - \frac{1}{4} =$
7.	$4 - \frac{1}{4} =$
8.	$4 - \frac{3}{4} =$
9.	$2 - \frac{3}{4} =$
10.	$2 - \frac{1}{3} =$
11.	$2-\frac{2}{3}=$
12.	$3 - \frac{2}{3} =$
13.	$3 - \frac{1}{3} =$
14.	$4-\frac{2}{3}=$
15.	$3 - \frac{1}{10} =$
16.	$2 - \frac{9}{10} =$
17.	$4 - \frac{7}{10} =$
18.	$3 - \frac{3}{10} =$
19.	$2 - \frac{1}{5} =$
20.	$2 - \frac{2}{5} =$
21.	$2 - \frac{4}{5} =$
22.	$3 - \frac{3}{5} =$

23.	$2 - \frac{1}{8} =$	
24.	$2 - \frac{3}{8} =$	
25.	$2 - \frac{5}{8} =$	
26.	$2 - \frac{7}{8} =$	
27.	$4 - \frac{7}{8} =$	
28.	$3 - \frac{1}{7} =$	
29.	$2 - \frac{6}{7} =$	
30.	$4 - \frac{3}{7} =$	
31.	$3 - \frac{4}{7} =$	
32.	$2 - \frac{5}{7} =$	
33.	$3 - \frac{3}{4} =$	
34.	$4 - \frac{5}{8} =$	
35.	$2 - \frac{3}{10} =$	
36.	$3 - \frac{2}{5} =$	
37.	$3 - \frac{3}{7} =$	
38.	$2 - \frac{7}{10} =$	
39.	$2 - \frac{5}{10} =$	
40.	$3 - \frac{6}{8} =$	
41.	$4 - \frac{3}{12} =$	
42.	$3 - \frac{10}{12} =$	
43.	$2 - \frac{4}{6} =$	
44.	$4 - \frac{4}{12} =$	





Coins in Maria's Piggy Bank								
Coin	Tally	Number of Coins						
Penny	++++ ++++ ++++ ++++ ++++ ++++							
Nickel	++++ ++++ ++++ ++++ ++++ ++++							
	++++ ++++ ++++ ++++							
Dime	++++ ++++ ++++ ++++ ++++ ++++							
	++++ ++++ ++++ +1							
Quarter	++++ ++++ ++++ ++++ ////							
1								



Coins in Maria's Piggy Bank



Favorite Subjects								
Subject	Number of Student Votes							
Math	18							
ELA	13							
History	17							
Science	?							









Lesson 16: Collect and represent discrete paired data on a scatterplot.

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Τ

		Day	Night
Wed 16		High: 11° C	Low: 6° C
Thu 17		High: 11° C	Low: 5° C
Fri 18		High: 13° C	Low: 7° C
Sat 19		High: 12° C	Low: 5° C
Sun 20		High: 8° C	Low: 1° C
Mon 21	***	High: 2° C	Low: 0° C
Tue 22	***	High: 3° C	Low: 0° C
Wed 23		High: 4° C	Low: 0° C
Thu 24		High: 8° C	Low: 4° C
Fri 25		High: 13° C	Low: 10° C





















Γ

Index Finger (cm)	Ring Finger (cm)





Finger Lengths for Students in Our Class









Height (in)	65.7	57.1	61.4	59.8	59.8	59.1	61.8	61	57.1	61.8	57.5	57.9	56.1	55.9	55.1
Arm Span (in)	69.3	64.2	63.8	63	61.8	61.8	60.6	58.7	57.9	57.5	57.1	55.5	55.1	53.1	52.4
							70 🖵								Г
							Ê	У					•		_
	Stem	Leaf		_											_
	55	01					65			•	•				_
	50 57	4 4									• •				_
	58	48					60					•			_
	59 60	155								•	•	•			
	61	14					55			•					_
5	62 513 m	L Z	5 3												
5	515 11		5.5						•					×	_
							50 L 50		55		60		65		70
:	Stem	Leaf							S	tem	Leaf				
	56	9		-						56	8				
57 44								57	124						
58 0457							58	448	-						
60 155															
61 28				5512 moans EE 2											
5	5 3 m	eans 5!	5.3							15 110	313 33				



Number Correct: _____

A

Change Mixed Numbers into Improper Fractions

1.	$1\frac{1}{5} =$	
2.	$2\frac{1}{5} =$	
3.	$3\frac{1}{5} =$	
4.	$4\frac{1}{5} =$	
5.	$1\frac{1}{4} =$	
6.	$1\frac{3}{4} =$	
7.	$1\frac{2}{5} =$	
8.	$1\frac{3}{5} =$	
9.	$1\frac{4}{5} =$	
10.	$2\frac{4}{5} =$	
11.	$3\frac{4}{5} =$	
12.	$2\frac{1}{4} =$	
13.	$2\frac{3}{4} =$	
14.	$3\frac{1}{4} =$	
15.	$3\frac{3}{4} =$	
16.	$4\frac{1}{3} =$	
17.	$4\frac{2}{3} =$	
18.	$2\frac{3}{5} =$	
19.	$3\frac{3}{5} =$	
20.	$4\frac{3}{5} =$	
21.	$2\frac{1}{6} =$	
22.	$3\frac{1}{8} =$	

23.	$2\frac{7}{10} =$	
24.	$4\frac{9}{10} =$	
25.	$1\frac{1}{8} =$	
26.	$1\frac{5}{6} =$	
27.	$4\frac{5}{6} =$	
28.	$4\frac{5}{8} =$	
29.	$1\frac{5}{8} =$	
30.	$2\frac{3}{8} =$	
31.	$3\frac{3}{10} =$	
32.	$4\frac{7}{10} =$	
33.	$4\frac{4}{5} =$	
34.	$4\frac{1}{8} =$	
35.	$4\frac{3}{8} =$	
36.	$4\frac{7}{8} =$	
37.	$1\frac{5}{12} =$	
38.	$1\frac{7}{12} =$	
39.	$2\frac{1}{12} =$	
40.	$3\frac{1}{12} =$	
41.	$2\frac{7}{12} =$	
42.	$3\frac{5}{12} =$	
43.	$3\frac{11}{12} =$	
44.	$4\frac{7}{12} =$	



Lesson 21: Make sense of complex, multi-step problems, and persevere in solving them. Share and critique peer solutions.

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Number Correct: _____

Improvement: _____

B

Change Mixed Numbers into Improper Fractions

1.	$1\frac{1}{2} =$	
2.	$2\frac{1}{2} =$	
3.	$3\frac{1}{2} =$	24
4.	$4\frac{1}{2} =$	
5.	$1\frac{1}{3} =$	
6.	$1\frac{2}{3} =$	
7.	$1\frac{3}{10} =$	
8.	$1\frac{7}{10} =$	
9.	$1\frac{9}{10} =$	6
10.	$2\frac{9}{10} =$	
11.	$3\frac{9}{10} =$	0
12.	$2\frac{1}{3} =$	
13.	$2\frac{2}{3} =$	
14.	$3\frac{1}{3} =$	
15.	$3\frac{2}{3} =$	
16.	$4\frac{1}{4} =$	
17.	$4\frac{3}{4} =$	
18.	$2\frac{2}{5} =$	
19.	$3\frac{2}{5} =$	
20.	$4\frac{2}{5} =$	
21.	$3\frac{1}{6} =$	
22.	$2\frac{1}{8} =$	

23.	$2\frac{3}{10} =$	
24.	$3\frac{1}{10} =$	
25.	$1\frac{1}{6} =$	
26.	$1\frac{3}{8} =$	
27.	$3\frac{5}{6} =$	
28.	$3\frac{5}{8} =$	
29.	$2\frac{5}{8} =$	
30.	$1\frac{7}{8} =$	
31.	$4\frac{3}{10} =$	
32.	$3\frac{7}{10} =$	
33.	$2\frac{5}{6} =$	
34.	$2\frac{7}{8} =$	
35.	$3\frac{7}{8} =$	
36.	$4\frac{1}{6} =$	
37.	$1\frac{1}{12} =$	
38.	$1\frac{11}{12} =$	
39.	$4\frac{1}{12} =$	
40.	$2\frac{5}{12} =$	
41.	$2\frac{11}{12} =$	
42.	$3\frac{7}{12} =$	
43.	$4\frac{5}{12} =$	
44.	$4\frac{11}{12} =$	



n 21: Make sense of complex, multi-step problems, and persevere in solving them. Share and critique peer solutions.





EUREKA MATH Teks Edition

Lesson 24: Draw symmetric figures on the coordinate plane.

Number Correct: _____

1.	2/4 =	
2.	² / ₆ =	
3.	² / ₈ =	
4.	⁵ / ₁₀ =	
5.	⁵ / ₁₅ =	
6.	⁵ / ₂₀ =	
7.	4/8 =	
8.	⁴ / ₁₂ =	
9.	⁴ / ₁₆ =	
10.	³ / ₆ =	
11.	³ / ₉ =	
12.	³ / ₁₂ =	
13.	4/6 =	
14.	⁶ / ₁₂ =	
15.	⁶ / ₁₈ =	
16.	⁶ / ₃₀ =	
17.	⁶ / ₉ =	
18.	⁷ / ₁₄ =	
19.	⁷ / ₂₁ =	
20.	7/42 =	
21.	⁸ / ₁₂ =	
22.	⁹ / ₁₈ =	

23.	⁹ / ₂₇ =
24.	⁹ / ₆₃ =
25.	⁸ / ₁₂ =
26.	⁸ / ₁₆ =
27.	⁸ / ₂₄ =
28.	⁸ / ₆₄ =
29.	$\frac{12}{18} =$
30.	$\frac{12}{16} =$
31.	⁹ / ₁₂ =
32.	⁶ / ₈ =
33.	$\frac{10}{12} =$
34.	$^{15}/_{18} =$
35.	⁸ / ₁₀ =
36.	¹⁶ / ₂₀ =
37.	$\frac{12}{15} =$
38.	¹⁸ / ₂₇ =
39.	²⁷ / ₃₆ =
40.	³² / ₄₀ =
41.	⁴⁵ / ₅₄ =
42.	²⁴ / ₃₆ =
43.	⁶⁰ / ₇₂ =
44.	⁴⁸ / ₆₀ =





B

Make Larger Units

1.	⁵ / ₁₀ =
2.	⁵ / ₁₅ =
3.	⁵ / ₂₀ =
4.	² / ₄ =
5.	² / ₆ =
6.	² / ₈ =
7.	³ / ₆ =
8.	³ / ₉ =
9.	³ / ₁₂ =
10.	4/8 =
11.	⁴ / ₁₂ =
12.	⁴ / ₁₆ =
13.	4/6 =
14.	⁷ / ₁₄ =
15.	⁷ / ₂₁ =
16.	⁷ / ₃₅ =
17.	⁶ / ₉ =
18.	⁶ / ₁₂ =
19.	⁶ / ₁₈ =
20.	⁶ / ₃₆ =
21.	⁸ / ₁₂ =
22.	⁸ / ₁₆ =

23.	8/24 =
24.	⁸ / ₅₆ =
25.	⁸ / ₁₂ =
26.	⁹ / ₁₈ =
27.	⁹ / ₂₇ =
28.	⁹ / ₇₂ =
29.	$\frac{12}{18} =$
30.	⁶ / ₈ =
31.	⁹ / ₁₂ =
32.	$\frac{12}{16} =$
33.	⁸ / ₁₀ =
34.	¹⁶ / ₂₀ =
35.	$\frac{12}{15} =$
36.	¹⁰ / ₁₂ =
37.	¹⁵ / ₁₈ =
38.	$^{16}/_{24} =$
39.	²⁴ / ₃₂ =
40.	³⁶ / ₄₅ =
41.	40/48 =
42.	$^{24}/_{36} =$
43.	⁴⁸ / ₆₀ =
44.	⁶⁰ / ₇₂ =



369

Lesson 25 Sprint 5 • 6

Number Correct: _____

Improvement: _____



line graph practice sheet



Lesson 25: Plot data on line graphs and analyze trends.

six sevenths of nine	two thirds the sum of twenty-three and fifty-seven	forty-three less than three fifths of the product of ten and twenty	five sixths the difference of three hundred twenty-nine and two hundred eighty-one
three times as much as the sum of three fourths and two thirds	the difference between thirty thirties and twenty-eight thirties	twenty-seven more than half the sum of four and one eighth and six and two thirds	the sum of eighty- eight and fifty-six divided by twelve
the product of nine and eight divided by four	one sixth the product of twelve and four	six copies of the sum of six twelfths and three fourths	double three fourths of eighteen

expression cards



Lesson 26: Solidify writing and interpreting numerical expressions.



- 4 × 8.35 + 4 × 6.21 4 × 15.87
- $\frac{6}{7} \times (3,065 + 4,562)$ (3,065 + 4,562) + $\frac{6}{7}$ (8.96 × 3) + (5.07 × 8) (8.96 + 3) × (5.07 + 8)
- $(297 \times \frac{16}{15}) + \frac{8}{3}$ (297 × $\frac{13}{15}$) + $\frac{8}{3}$

comparing expressions game board



Lesson 26: So

26: Solidify writing and interpreting numerical expressions.



Name _____

Date _____

How did teaching other students how to solve a word problem strengthen your skills as a problem solver? What did you learn about your problem-solving skills? What are your strengths and weaknesses as a problem solver?


Date _____

What math skills have you improved through our Fluency Practice this year? How do you know you've improved? What math skills do you need to continue to practice this summer? Why?





Write Fractions as Mixed Numbers	Fraction of a Set		
Materials: (S) Personal white board	Materials: (S) Personal white board		
T: (Write $\frac{13}{2} = $	T: (Write $\frac{1}{2} \times 10$.) Draw a strip diagram to model the whole number. S: (Draw a strip diagram, and label it 10.) T: Draw a line to split the strip diagram in half. S: (Draw a line.) T: What is the value of each part of your strip diagram? S: 5. T: So, what is $\frac{1}{2}$ of 10? S: 5. More practice! $8 \times \frac{1}{2}, 8 \times \frac{1}{4}, 6 \times \frac{1}{3}, 30 \times \frac{1}{6}, 42 \times \frac{1}{7}, 42 \times \frac{1}{6}, 48 \times \frac{1}{8}, 54 \times \frac{1}{9},$ and $54 \times \frac{1}{6}$.		
Convert to Hundredths	Multiply a Fraction and a Whole Number		
Materials: (S) Personal white board	Materials: (S) Personal white board		
T: (Write $\frac{3}{4} = \frac{1}{100}$.) 4 times what factor equals 100? S: 25. T: Write the equivalent fraction. S: (Write $\frac{3}{4} = \frac{75}{100}$.)	T: (Write $\frac{8}{4}$.) Write the corresponding division sentence. S: (Write $8 \div 4 = 2$.) T: (Write $\frac{1}{4} \times 8$.) Write the complete multiplication sentence.		
More practice!	S: (Write $\frac{1}{4} \times 8 = 2$.)		
$\begin{vmatrix} \frac{3}{4} = \frac{1}{100}, \frac{1}{50} = \frac{1}{100}, \frac{3}{50} = \frac{1}{100}, \frac{1}{20} = \frac{1}{100}, \frac{3}{20} = \frac{1}{100}, \\ \frac{1}{25} = \frac{1}{100}, \text{ and } \frac{2}{25} = \frac{1}{100}. \end{vmatrix}$	More practice! $\frac{18}{6}, \frac{15}{3}, \frac{18}{3}, \frac{27}{9}, \frac{54}{6}, \frac{51}{3}$, and $\frac{63}{7}$.		



Multiply Mentally	One Unit More	
Materials: (S) Personal white board	Materials: (S) Personal white board	
 T: (Write 9 × 10.) On your personal white board, write the complete multiplication sentence. S: (Write 9 × 10 = 90.) T: (Write 9 × 9 = 90 = below 9 × 10 = 	 T: (Write 5 tenths.) On your personal white board, write the decimal that's one-tenth more than 5 tenths. S: (Write 0.6.) 	
 90.) Write the number sentence, filling in the blank. S: (Write 9 × 9 = 90 - 9.) 	More practice! 5 hundredths, 5 thousandths, 8 hundredths, and 2 thousandths. Specify the unit of increase.	
T: 9 × 9 is? S: 81.	S: (Write 0.053.)	
More practice!	More practice!	
9 × 99, 15 × 9, and 29 × 99.	1 tenth more than 35 hundredths, 1 thousandth more than 35 hundredths, and 1 hundredth more than 438 thousandths.	
Find the Product	Add and Subtract Decimals	
Materials: (S) Personal white board	Materials: (S) Personal white board	
 T: (Write 4 × 3.) Complete the multiplication sentence giving the second factor in unit form. S: (Write 4 × 3 ones = 12 ones.) 	 T: (Write 7 ones + 258 thousandths + 1 hundredth =) Write the addition sentence in decimal form. S: (Write 7 + 0.258 + 0.01 = 7.268.) 	
T: (Write 4×0.2 .) Complete the	More practice!	
 multiplication sentence giving the second factor in unit form. S: (Write 4 × 2 tenths = 8 tenths.) T: (Write 4 × 3.2.) Complete the 	7 ones + 258 thousandths + 3 hundredths, 6 ones + 453 thousandths + 4 hundredths, 2 ones + 37 thousandths + 5 tenths, and 6 ones + 25 hundrodths + 7 thousandths	
multiplication sentence giving the second factor in unit form.	T: (Write 4 ones + 8 hundredths – 2 ones =	
S: (Write 4 × 3 ones 2 tenths = 12 ones 8 tenths.)	ones hundredths.) Write the subtraction sentence in decimal form.	
T: Write the complete multiplication sentence.	S: (Write $4.08 - 2 = 2.08.$)	
S: (Write 4 × 3.2 = 12.8.)	More practice!	
More practice!	9 tenths + 7 thousandths $-$ 4 thousandths,	
4×3.21 , 9×2 , 9×0.1 , 9×0.03 , 9×2.13 , 4.01×4 , and 5×3.23 .	9 ones + 708 thousandths – 4 tenths, and 4 ones + 73 thousandths – 4 hundredths.	



Decompose Decimals	Find the Volume	
Materials: (S) Personal white board	Materials: (S) Personal white board	
 T: (Project 7.463.) Say the number. S: 7 and 463 thousandths. T: Represent this number in a two- part number bond with ones as one part and thousandths as the other part. 	 T: On your personal white board, write the formula for finding the volume of a rectangular prism. S: (Write V = I × w × h.) T: (Draw and label a rectangular prism with a length of 5 cm, width of 6 cm, and height of 2 cm.) Write a multiplication sentence to find the volume of this rectangular prism. S: (Beneath V = I × w × h, write V = 5 cm × 6 cm × 2 cm. Beneath it, write V = 60 cm³.) 	
S: (Draw.) T: Represent it again with tenths and thousandths. S: (Draw.) T: Represent it again with hundredths and thousandths. More practice! 8.972 and 6.849.	More practice! I = 7 ft, $w = 9$ ft, $h = 3$ ft; I = 6 in, $w = 6$ in, $h = 5$ in; and I = 4 cm, $w = 8$ cm, $h = 2$ cm.	
Make a Like Unit	Unit Conversions	
Materials: (S) Personal white board	Materials: (S) Personal white board	
T: I will say two unit fractions. You make the like unit, and write it on your personal white board. Show your board at the signal. T: $\frac{1}{3}$ and $\frac{1}{2}$. (Pause. Signal.) S: (Write and show sixths.) More practice! $\frac{1}{4}$ and $\frac{1}{3}$, $\frac{1}{2}$ and $\frac{1}{4}$, $\frac{1}{6}$ and $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{12}$, $\frac{1}{6}$ and $\frac{1}{8}$, and $\frac{1}{3}$ and $\frac{1}{9}$.	 T: (Write 12 in = ft.) On your personal white board, write 12 inches is the same as how many feet? S: (Write 1 foot.) More practice! 24 in, 36 in, 54 in, and 76 in. T: (Write 1 ft = in.) Write 1 foot is the same as how many inches? S: (Write 12 inches.) More practice! 2 ft, 2.5 ft, 3 ft, 3.5 ft, 4 ft, 4.5 ft, 9 ft, and 9.5 ft. 	

408

Lesson 28: Solidify fluency with Grade 5 skills.



Compare Decimal Fractions	Round to the Nearest One	
 Materials: (S) Personal white board T: (Write 13.7813.86.) On your personal white board, compare the numbers using the greater than, less than, or equal sign. S: (Write 13.78 < 13.86.) More practice! 0.7878 / 439.34.39, 5.08fifty-eight tenths, and thirty-five and 9 thousandths4 tens. 	 Materials: (S) Personal white board T: (Write 3 ones 2 tenths.) Write 3 ones and 2 tenths as a decimal. S: (Write 3.2.) T: (Write 3.2 ≈) Round 3 and 2 tenths to the nearest whole number. S: (Write 3.2 ≈ 3.) More practice! 3.7, 13.7, 5.4, 25.4, 1.5, 21.5, 6.48, 3.62, and 36.52. 	
Divide Unit Fractions by Whole NumbersMaterials:(S) Personal white boardT:(Write $\frac{1}{2} \div 2$.) What is the size of a piece when $\frac{1}{2}$ is divided into 2 equal pieces?S: $\frac{1}{4}$.T:(Write $\frac{1}{2} \div 2 = \frac{1}{4}$. Beneath it, write $\frac{1}{2} \div 4$.) What is the size of a piece when $\frac{1}{2}$ is divided into 4 equal pieces?S: $\frac{1}{8}$.T:(Write $\frac{1}{2} \div 4 = \frac{1}{8}$. Beneath it, write $\frac{1}{4} \div 2$.) What is the size of a piece when $\frac{1}{4}$ is divided into 2 equal pieces?S: $\frac{1}{8}$.T:(Write $\frac{1}{4} \div 2 = \frac{1}{8}$. Beneath it, write $\frac{1}{4} \div 2$.) What is the size of a piece when $\frac{1}{4}$ is divided into 2 equal pieces?S: $\frac{1}{8}$.T:(Write $\frac{1}{4} \div 2 = \frac{1}{8}$. Beneath it, write $\frac{1}{3} \div 2$.) Write the complete division sentence.	Divide Whole Numbers by Unit Fractions Materials: (S) Personal white board T: (Write $1 \div \frac{1}{2}$.) How many halves are in 1? S: 2. T: (Write $1 \div \frac{1}{2} = 2$. Beneath it, write $2 \div \frac{1}{2}$.) How many halves are in 2? S: 4. T: (Write $2 \div \frac{1}{2} = 4$. Beneath it, write $3 \div \frac{1}{2}$.) How many halves are in 3? S: 6. T: (Write $3 \div \frac{1}{2} = 6$. Beneath it, write $7 \div \frac{1}{2}$.) Write the complete division sentence. S: (Write $7 \div \frac{1}{2} = 14$.) More practice! $1 \div \frac{1}{3}, 2 \div \frac{1}{5}, 9 \div \frac{1}{4}, \text{ and } 3 \div \frac{1}{8}$.	
S: (Write $\frac{1}{3} \div 2 = \frac{1}{6}$.) Continue with the following possible sequence: $\frac{1}{3} \div 3$, $\frac{1}{3} \div 4$, $\frac{1}{4} \div 3$ and $\frac{1}{5} \div 3$.		



Lesson 28: Solidify fluency with Grade 5 skills.

Number Correct: _____

F	ł

Multiply Decimals

1.	3 × 2 =	
2.	3 × 0.2 =	
3.	3 × 0.02 =	
4.	3 × 3 =	
5.	3 × 0.3 =	
6.	3 × 0.03 =	
7.	2 × 4 =	
8.	2 × 0.4 =	
9.	2 × 0.04 =	
10.	5 × 3 =	
11.	5 × 0.3 =	
12.	5 × 0.03 =	
13.	7 × 2 =	
14.	7 × 0.2 =	
15.	7 × 0.02 =	
16.	4 × 3 =	
17.	4 × 0.3 =	
18.	0.4 × 3 =	
19.	0.4 × 0.3 =	
20.	4 × 0.03 =	
21.	3 × 0.04 =	
22.	6 × 2 =	

23.	0.6 × 2 =	
24.	0.6 × 0.2 =	
25.	6 × 0.02 =	
26.	2 × 0.06 =	
27.	5 × 7 =	
28.	0.5 × 7 =	
29.	0.5 × 0.7 =	
30.	5 × 0.07 =	
31.	7 × 0.05 =	
32.	2 × 8 =	
33.	9 × 0.2 =	
34.	3 × 7 =	
35.	8 × 0.03 =	
36.	4 × 6 =	
37.	0.6 × 7 =	
38.	0.7 × 0.7 =	
39.	0.8 × 0.6 =	
40.	0.9 × 0.6 =	
41.	6 × 0.8 =	
42.	0.7 × 0.9 =	
43.	0.8 × 0.8 =	
44.	0.9 × 0.8 =	



B

Multiply Decimals

1.	4 × 2 =	
2.	4 × 0.2 =	
3.	4 × 0.02 =	
4.	2 × 3 =	
5.	2 × 0.3 =	
6.	2 × 0.03 =	
7.	3 × 3 =	
8.	3 × 0.3 =	
9.	3 × 0.03 =	
10.	4 × 3 =	
11.	4 × 0.3 =	
12.	4 × 0.03 =	
13.	9 × 2 =	
14.	9 × 0.2 =	
15.	9 × 0.02 =	
16.	5 × 3 =	
17.	5 × 0.3 =	
18.	0.5 × 3 =	
19.	0.5 × 0.3 =	
20.	5 × 0.03 =	
21.	3 × 0.05 =	
22.	8 × 2 =	

23.	0.8 × 2 =	
24.	0.8 × 0.2 =	
25.	8 × 0.02 =	
26.	2 × 0.08 =	
27.	5 × 9 =	
28.	0.5 × 9 =	
29.	0.5 × 0.9 =	
30.	5 × 0.09 =	
31.	9 × 0.05 =	
32.	2 × 6 =	
33.	7 × 0.2 =	
34.	3 × 8 =	
35.	9 × 0.03 =	
36.	4 × 8 =	
37.	0.7 × 6 =	
38.	0.6 × 0.6 =	
39.	0.6 × 0.8 =	
40.	0.6 × 0.9 =	
41.	8 × 0.6 =	
42.	0.9 × 0.7 =	
43.	0.7 × 0.7 =	



44.

Solidify the vocabulary of geometry.

0.8 × 0.9 =

Number Correct: _____

Improvement: _____

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Lesson 29:

Date _____

It is said that the true measure of knowing something is being able to teach it to someone else. Who can you teach these terms to this summer? How will you teach these terms to your summer student?



A quadrilateral with two pairs of equal sides that are also adjacent.	An angle that turns through $\frac{1}{360}$ of a circle.	A quadrilateral with exactly one pair of parallel sides.	A closed figure made up of line segments.
Measurement of space or capacity.	A quadrilateral with opposite sides that are parallel. An angle measuring 90 degrees.		The union of two different rays sharing a common vertex.
The number of square units that cover a two- dimensional shape.	Two lines in a plane that do not intersect.	The number of adjacent layers of the base that form a rectangular prism.	A three-dimensional figure with six square sides.
A quadrilateral with four 90-degree angles.	A polygon with 4 sides and 4 angles.	A parallelogram with all equal sides.	Cubes of the same size used for measuring.
Two intersecting lines that form 90-degree angles.	A three-dimensional figure with six rectangular sides.	A three-dimensional figure.	Any flat surface of a 3-D figure.
A line that cuts a line segment into two equal parts at 90 degrees.	Squares of the same size, used for measuring.	A rectangular prism with only 90-degree angles.	One face of a 3-D solid, often thought of as the surface upon which the solid rests.

geometry definitions



Base	Volume of a Solid	Cubic Units	Kite
Height	One-Degree Angle	Face	Trapezoid
Right Rectangular Prism	Perpendicular Bisector	Cube	Area
Perpendicular Lines	Rhombus	Parallel Lines	Angle
Polygon	Rectangular Prism	Parallelogram	Rectangle
Right Angle	Quadrilateral	Solid Figure	Square Units

geometry terms



Lesson 29: Solidify the vocabulary of geometry.

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Math Picture Game:

Number of players: 4–8

Materials: Blank paper, timer, pencils

- Players divide into two teams. The vocabulary term cards are placed facedown in a pile.
- A player from Team A chooses a card, silently reads the card, and draws a picture to represent the term on the card.
- As soon as the player silently reads the card, Team B starts the 30-second timer.
- Team A players use the drawing to figure out the term before the timer sounds.
- If the members of Team A correctly guess the term, they score a point for their team.
- However, the *first* wrong guess from Team A passes the play to Team B. Team B then draws a picture to steal the point from Team A.
- Play continues with teams taking turns drawing until all the cards have been used. The team with the most points wins.

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math picture game directions





Name _____ Date

Date _____

Playing math games can be a fun way to practice math skills. How will you use the games to retain these terms over the summer? Who will play with you? How can you change the games to play alone? How often will you play the games?



Attribute Buzz:

Number of players: 2

Description: Players place geometry terms cards facedown in a pile and, as they select cards, name the attributes of each figure within 1 minute.

- Player A flips the first card and says as many attributes as possible within 30 seconds.
- Player B says, "Buzz," when or if Player A states an incorrect attribute or time is up.
- Player B explains why the attribute is incorrect (if applicable) and can then start listing attributes about the figure for 30 seconds.
- Players score a point for each correct attribute.
- Play continues until students have exhausted the figure's attributes. A new card is selected, and play continues. The player with the most points at the end of the game wins.

Three Questions to Guess My Term!

Number of players: 2-4

Description: A player selects and secretly views a term card. Other players take turns asking yes or no questions about the term.

- Players can keep track of what they know about the term on paper.
- Only yes or no questions are allowed. ("What kind of angles do you have?" is not allowed.)
- A final guess must be made after 3 questions but may be made sooner. Once a player says, "This is my guess," no more questions may be asked by that player.
- If the term is guessed correctly after 1 or 2 questions, 2 points are earned. If all 3 questions are used, only 1 point is earned.
- If no player guesses correctly, the card holder receives the point.
- The game continues as the player to the card holder's left selects a new card and questioning begins again.
- The game ends when a player reaches a predetermined score.

game directions



Number of players: 2-6

Description: Players persevere to match term cards with their definition and description cards.

- Create two identical arrays side by side: one of term cards and one of definition and description cards.
- Players take turns flipping over pairs of cards to find a match. A match is a vocabulary term and its definition or description card. Cards keep their precise location in the array if not matched. Remaining cards are not reconfigured into a new array.
- After all cards are matched, the player with the most pairs is the winner.

Bingo:

Number of players: at least 4–whole class

Description: Players match definitions to terms to be the first to fill a row, column, or diagonal.

- Players write a geometry term in each box of the math bingo card. Each term should be used only once. The box that says *Math Bingo!* is a free space.
- Players place the filled-in math bingo template in their personal white boards.
- One person is the caller and reads the definition from a geometry definition card.
- Players cross off or cover the term that matches the definition.
- "Bingo!" is called when 5 vocabulary terms in a row are crossed off diagonally, vertically, or horizontally. The free space counts as 1 box toward the needed 5 vocabulary terms.
- The first player to have 5 in a row reads each crossed-off word, states the definition, and gives a description or an example of each word. If all words are reasonably explained as determined by the caller, the player is declared the winner.



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	Math BINGO	
	Math BINGO	

bingo card



Na	me		

Date _____

Today, when we saw a video on the Fibonacci sequence in the spiral and in nature, it may have felt a bit like "math magic." Have you ever felt math magic in your elementary school years? If so, when did you experience it? If not, did you experience it today? Explain.



Name ______

Date _____

Today, we watched how savings can grow over time, but we did not discuss how the money saved was earned. Have you ever thought about how math skills might help you to earn money? If so, what are some jobs that might require strong math skills? If not, think about it now. How might you make a living using math skills?





Name _____

Date _____

Today, you made a box for a special purpose. It shows one way that math is used all the time to create containers. When might there be other opportunities for you to use the math you have learned in elementary school?



Name	
INATILE	

Date _____

What are you most looking forward to learning about in Grade 6 or in math in your future?

