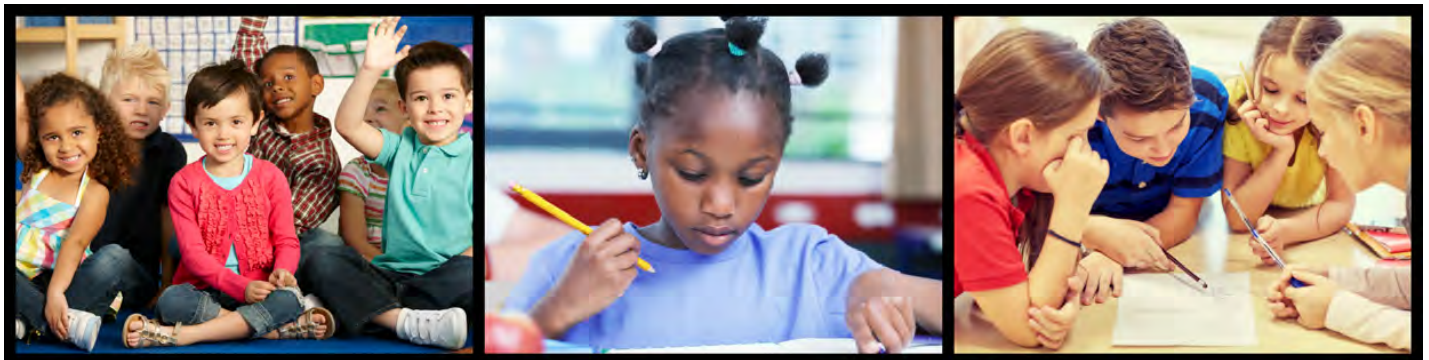# 5TH Grade

GEOMETRY AND MEASUREMENT

Created By:

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Geometry And Measurement

Name	1	2	3	4	5	6	7

Name _____   Geometry And Measurement

LT	Statement	1	2	3	4	Evidence
1 5.4G	I can use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube (V = l x w x h, V = s x s x s, and V = bh).					
2 5.5A	I can classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.					
3 5.4H	I can represent problems related to perimeter and/or area and related to volume.					
4 5.4H	I can solve problems related to perimeter and/or area and related to volume.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Name _____ Geometry And Measurement

LT	Statement	1	2	3	4	Evidence
5 5.6A	I can recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible.					
6 5.6B	I can 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.					
7 5.7A	I can solve problems by calculating conversions within a measurement system, customary or metric.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 5.4G	Use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube (V = l x w x h, V = s x s x s, and V = Bh).	Concrete objects and pictorial models to develop formulas for volume Rectangular prism ❑ $V = l \times w \times h$, ❑ $V = Bh$, Cube ❑ $V = s \times s \times s$, ❑ $V = Bh$,	Small Group Instruction: Students should fill rectangles and squares to find the total volume. Connect to the area model of one level at a time to add the height understanding.	❑ Model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes.
2 5.5A	Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.	Attributes of two-dimensional figures ❑ Congruent ❑ Parallel line notation ❑ Perpendicular line notation Types of two-dimensional figures ❑ Circle ❑ Polygon Triangle ❑ Scalene ❑ Isosceles ❑ Equilateral Quadrilaterals ❑ Trapezoid ❑ Parallelogram ❑ Rectangle ❑ Rhombus ❑ Square ❑ 5-12 sided figures ❑ Graphic Organizers ❑ Generalizations	❑ Understand how to organize the classification of shapes in a multi-column table ❑ Understand the hierarchical structure of a graphic organizer ❑ Understand the definitions and characteristics of quadrilaterals, rhombuses, polygons, circles, triangles, parallelograms, squares, and rectangles ❑ Understand the hierarchy relationships between quadrilaterals, rhombuses, polygons, circles, triangles, parallelograms, squares, and rectangles ❑ Understand the definitions of right angles, acute angles, and obtuse angles ❑ Understand how to identify angles within two-dimensional figures (square, rectangle, triangle, parallelogram, pentagon, hexagon, rhombus, trapezoid)	❑ Create graphic organizers based on attributes of their choosing.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
3 5.4H	Represent problems related to perimeter and/or area and related to volume.	**Perimeter** ☐ Perimeter is a one-dimensional linear measure. ☐ Whole number, decimal, or fractional side lengths ☐ Determine perimeter when given side lengths with and without models ☐ Determine perimeter by measuring to determine side lengths ☐ Determine missing side length when given perimeter and remaining side lengths ☐ Perimeter of composite figures **Area** ☐ Perimeter is a two-dimensional square unit measure. ☐ Whole number, decimal, or fractional side lengths ☐ Determine area when given side lengths with and without models ☐ Determine area by measuring to determine side lengths ☐ Area of composite figures ☐ Recognition of both perimeter and area embedded in mathematical and real-world problem situations	☐ Understand and apply the formula for the perimeter, area and volume ☐ Understand how to determine an unknown dimension of a figure using other dimensions within a composite figure	☐ Write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers. ☐ Determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.
4 5.4H	Solve problems related to perimeter and/or area and related to volume.	**Volume** ☐ One way to measure volume is a three-dimensional cubic measure. ☐ Whole number, decimal, or fractional side lengths ☐ Formulas for volume for Grade 5 STAAR Mathematics Reference Materials ☐ Determine volume when given side lengths with and without models ☐ Determine volume by measuring to determine side lengths ☐ Determine missing side length when given volume and remaining side lengths ☐ Volume of composite figures	☐ Understand and apply the formula of perimeter, area and volume of a square. ☐ Solve a problem involving perimeter, area and volume ☐ Understand how to use a ruler to measure a line segment	

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
5 5.6A	Recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible.	❑ Three-dimensional figure – a figure that has measurements including length, width (depth), and height ❑ Cube (special form of a rectangular prism) ❑ Relationships between units used to measure one-, two- and three-dimensional figures ❑ One-dimensional figures are measured using linear units. ❑ Two-dimensional figures are measured using square units. ❑ Three-dimensional figures are measured using cubic units. ❑ Volume – the measurement attribute of the amount of space occupied by matter ❑ One way to measure volume is a three-dimensional cubic measure. ❑ Volume is measured by counting the number of unit cubes that fill the space with no gaps or overlaps.	❑ Understand how to interpret a model to determine the dimensions of a three-dimensional figure ❑ Understand that the volume of a rectangular prism can be found by multiplying the number of unit cubes ❑ that it takes to cover the base times the number of rows it takes to fill the cube with no gaps or overlaps ❑ Understand that the volume of a cube can be found by multiplying the length × width × height ❑ Solve a problem involving volume	❑ Increase the complexity by giving only the volume and students find the side.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
6 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.	❑ Relationship between volume of a rectangular prism, its base area, and height (the number of layers) ❑ ($V = bh$) ❑ ($B = V \div h$) ❑ ($H = V \div B$) ❑ Problem situations related to the number of layers times the number of unit cubes in the area of the base	❑ Understand that the volume of a rectangular prism can be found by multiplying the area of the base times the number of layers it takes to fill the prism ❑ Understand that the area of the base can be described as the number of cubes needed to build the first layer of the rectangular prism ❑ Understand that the height of a rectangular prism can be described as the number of layers it takes to fill the prism ❑ Solve a problem involving volume	❑ Determine the volume of a rectangular prism with positive rational number side lengths.
7 5.7A	Solve problems by calculating conversions within a measurement system, customary or metric.	Relationship between converting units ❑ Converting within the same measurement system, customary or metric ❑ Multiplication converts larger units to smaller units. ❑ Division converts smaller units to larger units. Appropriate units based on the information considered in the mathematical and real-world problem situations ❑ Length ❑ Volume (liquid volume) and capacity ❑ Weight and mass One-step or multistep conversions within one measurement system	❑ Recognize conversion presented in a real-world problem situation ❑ Understand how to convert a measurement from a larger unit to a smaller unit or a smaller unit to a larger unit within one measurement system ❑ Solve a problem involving conversion within a measurement system ❑ Understand how to convert two values to the same unit of measure prior to solving a problem	❑ Convert units within a measurement system, including the use of proportions and unit rates.

Day 1 5.4G	Day 2 5.6A	Day 3 5.6B	Day 4 5.4H	Day 5 5.4H
Huddle LT 1 Build concept of Volume	Mini Lesson LT 5 Volume of a cube	Mini Lesson LT 6 Volume of rectangular prism	Huddle LT 3, 4 Area/ perimeter related to volume	Independent Practice LT 1, 3, 4, 5, 6
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Review Unit 7	Concept of Volume	Volume: Cube	Volume rectangular prism	Volume
Day 6 5.5A	Day 7 5.5A	Day 8 5.5A	Day 9 5.5A	Day 10 5.5A
Anticipation Guide LT 2 Vocabulary	Mini Lesson LT 2 Triangles Classify by sides and angles	Mini Lesson LT 2 Quadrilaterals Attributes	Game LT 2 Quadrilaterals & Triangles Graphic Organizers	Open Sort/ Musical Shares LT 2 All other polygons
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Volume	Geometry vocab	Triangles	Quadrilaterals	Classify Triangles and Quads
Day 11 5.5A	Day 12 5.7A	Day 13 5.7A	Day 14 5.7A	Day 15 5.7A
Anticipation Guide/Game LT 2 Generalizations: quadrilaterals	Independent Practice LT 2	Huddle LT 7 Convert measurement	Mini Lesson LT 7 Convert Measurement	Independent Practice LT 7
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Classify	Classify	Convert Measurement	Convert Measurement	Convert Measurement

Geometry and Measurement

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