

Math Message Lesson 1.1

Look through your journal for things that may be different from your fourth grade journal. Read “Welcome to Fifth Grade Everyday Mathematics” on page 1. Underline any words or terms that you do not know or that you think are interesting.

Math Message Lesson 1.2

Arrange 12 counters into as many different rectangular arrays as you can. Then choose and draw one of the arrays.

Math Message Lesson 1.3

Solve Problem 1 at the top of journal page 10.

Math Message Lesson 1.4

Which of the following numbers are factors of 36? 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10? Record your answers on a half-sheet of paper.

Write the multiplication facts you know for 36.

Math Message Lesson 1.5

Solve Problems 1 and 2 at the top of journal page 13.

Math Message Lesson 1.6

Draw all possible rectangular arrays for these numbers: 2, 4, 5, 10, 11, and 16.

Math Message Lesson 1.7

Use counters to try and make a rectangular array with an equal number of rows and columns for each number: 14, 16, and 18.

Which numbers make this kind of array?

Math Message Lesson 1.8

Find the numbers that make these statements true.

$$\square * \square = 4$$

$$\square^2 = 81$$

Math Message Lesson 1.9

$8 + 8$ and $4 * 4$ are two names for the number 16. On a quarter-sheet of paper, write at least five other names for 16.

Math Message Lesson 1.10

Complete the Self Assessment (*Assessment Handbook*, page 154).

Math Message Lesson 2.1

If you were measuring the length of a school bus, would you use inches, feet, or yards? Why?

Use the unit of measure you chose to estimate the length of a school bus.

Math Message Lesson 2.2

Use the information on *Student Reference Book*, pages 28–30 to solve the Check Your Understanding Problems on the bottom of page 30.

Math Message Lesson 2.3

Solve each problem.

$$81 - 47 = ?$$

$$8.1 - 4.7 = ?$$

Describe how the two problems are alike and different.

Math Message Lesson 2.4

Niko has \$8.00. Does he have enough money to buy 3 fancy pencils for \$1.98 each and an eraser for \$1.73? What is the total cost of 3 pencils and 1 eraser?

Math Message Lesson 2.5

Cut out the Grab-It Gauge on Activity Sheet 2.

Math Message Lesson 2.6

Complete journal page 43.

Math Message Lesson 2.7

Use the numbers 10, 6, 9, 8, and 5 to make expressions that are equivalent names for 1, 10, and 100. Use addition, subtraction, multiplication, division, or exponents, and try to use all 5 numbers.

Record your expressions on the class name-collection box for that number.

Math Message Lesson 2.8

Estimate the solution to this problem. Write a number sentence showing how you found your estimate.

$$3.7 * 6.2$$

Math Message Lesson 2.9

Study the problems in Column A on journal page 54. Then use lattice multiplication to solve the problems in Column B.

Math Message Lesson 2.10

Explain the strategy you would use to find the number of minutes in one year.

Math Message Lesson 2.11

Complete the Self Assessment
(*Assessment Handbook*, page 158).

Math Message Lesson 3.1

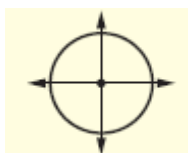
Use information from the *Student Reference Book*, page 369, to answer the following questions: What is the U.S. Census, and why is it important?

Math Message Lesson 3.2

What is the largest number in the table on page 371 of the *Student Reference Book*?

Math Message Lesson 3.3

How might you use this figure to prove that the measure of each angle of a square is 90° ? Be prepared to explain your answer.



Math Message Lesson 3.4

Use only the information given on journal page 68 to complete Problems 1 and 2.

Math Message Lesson 3.5

Draw the largest and the smallest circle you can draw with your compass. What is the radius of the largest circle?

Math Message Lesson 3.6

Allow partners five minutes to share their answers and resolve any differences.

Math Message Lesson 3.7

Solve the problem on journal page 80.

Math Message Lesson 3.8

Follow the directions on *Math Masters*, page 89.

Math Message Lesson 3.9

Use a straightedge to draw a big triangle on a sheet of paper. Measure its angles and find the sum. Record the sum on the class line plot.

Math Message Lesson 3.10

Answer the three questions on the top of journal page 92.

Math Message Lesson 3.11

Complete the Self Assessment (*Assessment Handbook*, page 164).

Math Message Lesson 4.1

For each problem below, write two related division facts.

$$6 * 7 = 42$$

$$9 * 6 = x$$

Math Message Lesson 4.2

Amy is 127 days older than Bob. How many weeks is that?

Math Message Lesson 4.3

Complete Problem 1 on journal page 103.

Math Message Lesson 4.4

Write a 3-digit number that is divisible by 6.

Math Message Lesson 4.5

A rope measuring 87.6 m long is cut into 12 equal pieces. Estimate the length of each piece. Be prepared to explain your estimation strategy.

Math Message Lesson 4.6

There are 100 minutes of computer time for 8 students to share equally. How many minutes should each student get?

Math Message Lesson 4.7

Take a Math Message slip of paper. Roll 2 six-sided dice. Multiply the 2 numbers that come up. Let the letter P represent this product. Then find the product of $20 * P$. Record your work on the Math Message slip.

Math Message Lesson 4.8

Complete the Self Assessment (*Assessment Handbook*, page 170).

Math Message Lesson 5.1

Work with a partner. Describe 2 situations in which you would use fractions.

Math Message Lesson 5.2

Take the following pattern blocks: 2 yellow hexagons, 2 red trapezoids, 3 blue rhombuses, and 6 green triangles. If a hexagon is worth 1, what are 5 trapezoids worth?

Math Message Lesson 5.3

Complete Problems 1–5 on journal page 129.

Math Message Lesson 5.4

Jamal has two quarters. Sam has five dimes. Hunter has ten nickels. Elliot has 50 pennies. Write a fraction to show what part of a dollar each person has. Who has the most money?

Math Message Lesson 5.5

Solve Problems 1 and 2 on journal page 137.

Math Message Lesson 5.6

How would you use the Probability Meter on journal page 205 to show someone what $\frac{1}{8}$ dollar is worth?

Math Message Lesson 5.7

Write the following fractions as decimals:

$$\frac{7}{100}$$

$$\frac{7}{16}$$

Math Message Lesson 5.8

Using your calculator, find a way to rename $\frac{4}{7}$ as a percent without using the percent key.

Math Message Lesson 5.9

Complete journal page 150.

Math Message Lesson 5.10

Look at the circle graph in Problem 1 on journal page 153. For each piece of the graph, estimate what fraction and what percent of the whole circle it represents. Label the graph pieces next to the circle (not below) with your fraction and percent estimates.

Math Message Lesson 5.11

Turn to Problem 2 on journal page 151. Copy the number of votes for each snack into the second column of the table on journal page 158. Leave the rest of the table blank.

Math Message Lesson 5.12

Write one question that can be answered by using the information on pages 360–362 in the *Student Reference Book*.

Math Message Lesson 5.13

Complete the Self Assessment (*Assessment Handbook*, page 175).

Math Message Lesson 6.1

Predict how many states the average student has visited. Write your prediction on a stick-on note. Be prepared to explain the information you used to make your prediction.

Math Message Lesson 6.2

Find two interesting facts on page 182 of the *Student Reference Book*.

Math Message Lesson 6.3

Write a sentence using the word span. If you don't know this word, find its meaning in a dictionary to help you.

Math Message Lesson 6.4

Take a Math Message half-sheet of paper. Use the stem-and-leaf plot to find the landmarks.

Math Message Lesson 6.5

The bowl contains pieces of candy of several colors. On a half-sheet of paper, explain how you would find the percent of each color in the bowl.

Math Message Lesson 6.6

Complete journal page 182. Be prepared to discuss your answers.

Math Message Lesson 6.7

Study the map titled Average Yearly Precipitation in the United States on page 380 of the *Student Reference Book*. About how much precipitation (moisture such as rain and snow) does Chicago, Illinois receive per year? About how much precipitation does Dallas, Texas receive per year?

Math Message Lesson 6.8

$$\frac{3}{4} + \frac{3}{4} = ?$$

$$1\frac{5}{8} - \frac{6}{8} = ?$$

Math Message Lesson 6.9

Complete Part 1 on journal page 194.

Math Message Lesson 6.10

Do Problems 1 and 2 on journal page 200. Then complete the statement in Problem 3.

Math Message Lesson 6.11

Complete the Self Assessment
(*Assessment Handbook*, page 180).