

5th Grade EDM Support for Focus Strand: Geometry

Purpose of the GLE Strand Reference Guide:

The purpose of the Everyday Math (EDM) /Grade Level Expectation (GLE) strand reference guide is to offer teachers easy access to remediation materials in the Everyday Math Program for not only the specific strand, but also for specific GLEs.

Below you will find:

- Power Lessons that emphatically teach to specific GLEs in either Part 1 or Part 2 of the lesson.
- Projects that target a GLE within the strand are listed by the GLE that is addressed
- Games listed by GLE addressed
- Open Response item listed by GLE addressed
- Minute or 5-Minute Math activities that target the strand
- Assessment Disk assessment/practice problems that could be used to assess the strand.
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

Power Lessons:

G-1: (3.7)

G-2: (11.1 & 11.2)

G-3: (3.8)

G-4: (3.6)

G-5:

G-6: (9.4, 9.5, 9.6, 11.7)

G-7: (10.8 & 10.9)

G-8: (9.1, 9.2, 9.3)

G-9: (3.5)

Projects:

Project 6: *Sports Areas* (G-6)

Project 7: *Polygon Areas and Pick's Formula* (G-6)

Games:

Triangle Sort (G-1; Unit 3)

Hidden Treasure (G-8; Unit 9)

Sides & Angles: Triangles (G-1; Unit 3)

Where Do I Fit In? (G-1; Unit 3)

3-D Shape Sort (G-2; Unit 11)

Polygon Capture (G-1; Unit 3)

Rugs and Fences (G-7; Unit 11)

What's My Attribute Rule (G-1; Unit 3)

Coordinate Search (G-8; Unit 12)

Open Response Items (Assessment Handbook):

Unit 3: *Adding Angles* (G-1)

Unit 9: *Countertop Tiles* (G-5 & G-7)

5 Minute Math:

Pages: Geometry: Easy 56-65, Moderate 139-149, Difficult 220-230

Assessment Assistant:

Everyday Mathematics Grade 5 Goals

Geometry

Goal 1: Lines and Angles

Goal 2: Plane and Solid Figures

Goal 3: Transformations and Symmetry

Reinforcement Suggestions from *Maintaining Concepts and Skills* in Differentiation Handbook

G – 1

- Have student review angle names. See the Readiness activity in Lesson 3.3. (Unit 3)
- Have students play *Angle Tangle*. (Unit 3)
- Have students play *Polygon Capture* and *What's My Attribute Rule?* (Unit 3)
- Have students sort attribute blocks according to properties. See readiness activity in Lesson 3.7. (Unit 3)

G – 2

- Have students play *3-D Shape Sort*. (Unit 11)
- Have students collect and label geometric solids. Use the Venn Diagram masters A and B on pages 149 and 150 of the Differentiation Handbook to compare and contrast properties of solids. (Unit 11)

G – 5

- Have students use pattern blocks to make tessellating patterns. (Unit 9)
- Have students identify tessellating patterns in the classroom., for example, the floor tiles or ceiling tiles. Consider having students also identify non-tessellating patterns, for example clothing prints. (Unit 9)

G – 6

- Have students compare the perimeters and areas of rectangles. See the Readiness activity in Lesson 9.2. (Unit 9)
- Have students explore the area formulas for parallelograms and triangles. See the Readiness activity in Lesson 9.6. (Unit 9)
- Have students play *Rugs and Fences*. (Unit 11)

G – 8

- Have students play *Hidden Treasure*. (Unit 9)
- Have students find locations on a map. See the Readiness activity in Lesson 9.1. (Unit 9)
- Have students build a coordinate grid. See the Readiness activity in Lesson 9.3. (Unit 9)