

5th Grade EDM Support for Focus Strand: Measurement

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:

M-3: (9.10 & 11.6)

M-5: Every day, at a random time, have students write exact time in space provided at the top of each journal page.

M-1 & M-8: (4.3 & 6.2)

M-6 & M-7: Concepts from earlier grades. Periodically check for understanding

5 Minute Math:

Pages: Measurement:

Easy 48-55, Moderate 131-138, Difficult 212-219

Assessment Assistant:

Everyday math Grade 5 Goals:

Measurement and Reference Frames

Goal 1: Length, Width, and Angles

Goal 2: Area, Perimeter, Volume, and Capacity

Goal 3: Money

Goal 4: Temperature

Goal 5: Time

Goal 6: Coordinate Systems

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

M – 3

- Use the Name-Collection Boxes on page 147 of the Differentiation Handbook to create practice problems. Have students include measurement names for numbers, for example, for 12, one name is the *number of inches in a foot* or *one third of a yard*, or *quarts in 3 gallons*. (Unit 3)
- Have students explore equivalencies between units of capacity and weight. See Readiness activity in lesson 11.6. (Unit 11)
- Use “What’s My Rule?” master on page 146 of the Differentiation Handbook to create problems for equivalent measures. For example, the *in* number is the number of hours, and the *out* number is the number of minutes. (Unit 11)

M – 8

- Have students **measure** line segments. See the Readiness activity in Lesson 3.5. (Unit 3)
- Have students **measure and draw** line segments. See the Readiness activity in Lesson 6.2. (Unit 6)