

## 5th Grade EDM Support for Focus Strand: Numeration

### 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:

**N – 1:** 2.10

**N – 2:** 2.2, 2.3, 2.10

**N – 3:** 2.2, 2.3

**N - 4:** 12.4 & 12.5

**N – 5:** 5.1, 5.2, 5.3, 8.1, 8.10

**N – 6:** 4.1, 4.2

**N – 7:** 6.10, 8.2

**N – 8:** 2.2, 2.3

**N – 9:** 1.2

**N – 10:** 1.3, 1.4, 1.6, 1.9, 5.4, 6.9, 12.1

### Projects:

**Project 1** *The Sieve of Eratosthenes* (N-10)

**Project 2** *Deficient, Abundant, and Perfect Numbers.*  
(N-10)

**Games:** Several other numeration games are played but they align with higher grade-level GLE's.

*Factor Bingo* (N10 & E&C2; Unit 1)

*Factor Captor* (N10; Unit 1)

*Fraction Capture* (N5; Unit 6)

*Fraction Top-It* (N5; Unit 5)

*High Number Toss* (N2; Unit 2)

*High Number Toss (decimal version)*

( N2; Unit 2)

*Name That Number* (E&C2; Unit 1)

*Number Top-It* (N2; Units 2 & 5)

### **Open Response Items: (Assessment Handbook):**

Unit 1: *Divisibility* (N-10)

Unit 2: *Fund Raising* (N-5)

Unit 5: *Finding Fractions* (N-4 & N-5)

Unit 8: *Writing Egyptian Fractions* (N-7)

Unit 9: *Countertop Tiles* (N-6)

Unit 12: *Counting Cars* (N-5)

### **5 Minute Math:**

Pages: Easy 1-18, Moderate 79-94, Difficult 165-181

### **Assessment Assistant:**

#### Everyday Math Grade 5 Goals

Goal 1: Place Value and Notation

Goal 2: Meanings and Uses of Fractions

Goal 3: Number Theory

Goal 4: Equivalent Names for Whole Numbers

Goal 5: Equivalent Names for Fractions

Goal 6: Comparing and Ordering Numbers

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

### **N - 1, N - 2, N - 3**

- Have students play *Number Top-It* and *Name that Number*. (Unit 2)
- Have students play *High Number Toss* (Unit 7)
- Have students find patterns in the place-value chart. See readiness activity in Lesson 7.2. (Unit 7)
- Use the “What’s My Rule?” master on page 146 of the Differentiation Handbook to create practice problems in which the rules are written as relationships between numbers, for example, 100 more or 1000 less. (Unit 12)

### **N - 4**

- Have students find fractions of a whole with pattern blocks. See the Readiness activity in Lesson 5.2. (Unit 5)
- Have students play *Fraction Of*. (Unit 5)
- Use the “What’s My Rule?” master on page 146 of the Differentiation Handbook to create practice problems in which the rule is to find a given fraction of a number. (Unit 8)

### **N - 5**

- Have students explore equivalent fractions. See the Readiness activity in Lesson 5.4 (Unit 5).
- Have students play *Fraction Capture and Spoon Scramble*. (Unit 12)
- Have students write ratios in simplest forms. See the Readiness activity in lesson 12.4 (Unit 12).
- Use Name –Collection Boxes master on page 147 of the Differentiation Handbook to create practice problems in which the student must find equivalent fractions. (Unit 8)

### **N - 6**

- Have students explore the relationships between multiplication and division. See Readiness activity in Lesson 1.4. (Unit 1)

### **N - 10**

- Have students play *Factor Bingo* or *Factor Captor* (Unit 7).
- Use the Frames-and Arrows master on page 144 in the Differentiation Handbook to create practice problems in which the rules are simple multiples like +2 and +3 (Unit 10)