imagine IM®

Grade 5

Teacher Resource Pack (TRP) Sampler

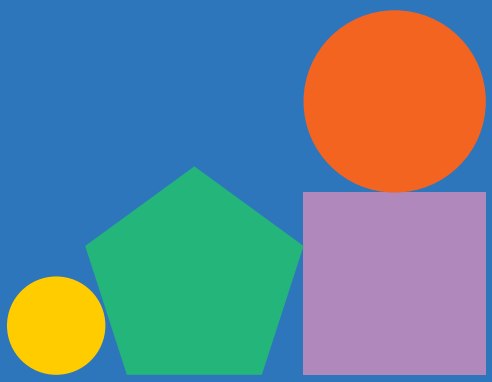
This Imagine IM Teacher Resource Pack Sampler includes selections of the following materials:

- Lesson Blackline Masters
- Assessments
- Center Materials

These materials are available as print reproducibles in the complete Teacher Resource Pack and online from the digital platform.

Family Support Materials	2
Lesson Blackline Masters	6
Unit Monitoring Sheets	16
Unit Assessments	19
Center Materials	32

*The sampler features materials from Grade 5 Unit 2.
The resources are representative of what you will see in all of the units.



imagine learning

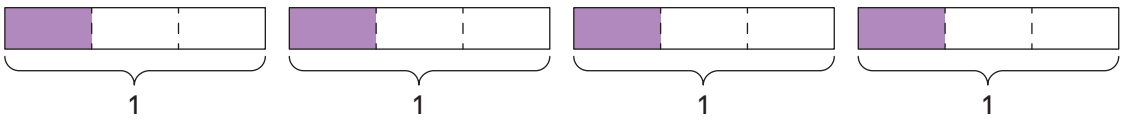
Unit 2

Family Support Materials

In this unit, students solve problems involving division of whole numbers, with answers that are fractions (which could be in the form of mixed numbers). They develop an understanding of fractions as the division of the numerator by the denominator, that is $a \div b = \frac{a}{b}$. They then solve problems that involve the multiplication of a whole number by a fraction or a mixed number.

Section A: Fractions as Quotients

In this section, students learn that fractions are quotients and can be interpreted as division of the numerator by the denominator. Students draw and analyze tape diagrams that represent sharing situations. Through the context of first sharing 1, and then sharing more than 1, then sharing a number of things with increasingly more people, students notice patterns and begin to understand that in general $\frac{a}{b} = a \div b$. For example, students use the diagram below to show 4 objects being shared equally by 3 people, or $4 \div 3$, which also can be written as a fraction, $\frac{4}{3}$.



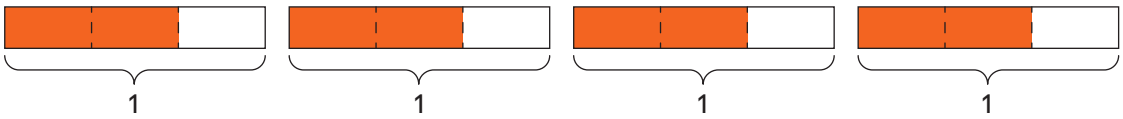
Section B: Fractions of Whole Numbers

In this section, students make connections between multiplication and division and use visual representations that can show both operations. For example, the diagram above also can represent 4 groups of $\frac{1}{3}$, or $4 \times \frac{1}{3}$. Students discover ways of finding the product of a fraction and a whole number that make sense to them and connect the product to the context and the diagrams. They multiply a whole number by a fraction, $q \times \frac{a}{b}$.

These understandings then help students make sense of other multiplication and division expressions that can be represented by the same diagram and that have the same value:

$4 \times \frac{2}{3}$ $\qquad$ $4 \times (2 \div 3)$

$\frac{2}{3} \times 4$ $\qquad$ $2 \times (4 \div 3)$

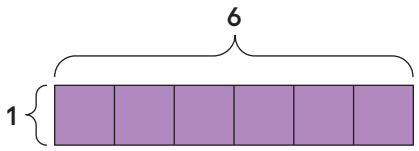


Family Support Materials

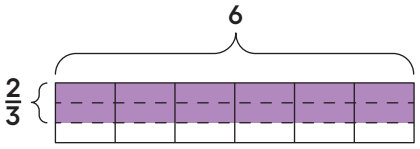
Section C: Area and Fractional Side Lengths

In this section, students use what they know about the area of a rectangle with whole-number side lengths to find the area of a rectangle that has a pair of whole-number side lengths and a pair of fractional side lengths.

The expression 6×1 represents the area of a rectangle that is 6 units by 1 unit.

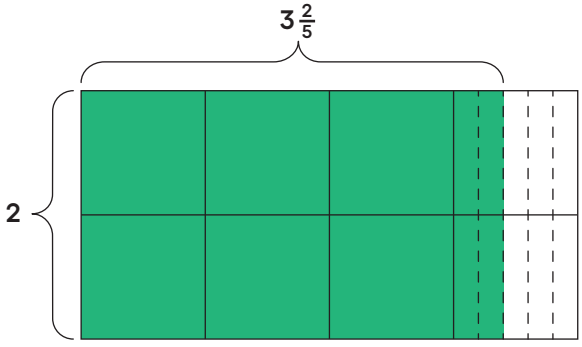


In the same way, $6 \times \frac{2}{3}$ represents the area of a rectangle that is 6 units by $\frac{2}{3}$ unit.



In addition, students see that the expressions $6 \times \frac{2}{3}$, $6 \times 2 \times \frac{1}{3}$, and $12 \times \frac{1}{3}$ all represent the area of the same rectangle.

Students analyze diagrams in which one side length is a mixed number, for example, a rectangle that is 2 by $3\frac{2}{5}$. Students decompose the shaded region to show the whole units and the fractional units.



To find the area represented by this diagram, students may see two rectangles: a rectangle that is 2 units by 3 units and a rectangle that is 2 units by $\frac{2}{5}$ unit. While they may recognize that the area can be represented as $2 \times 3\frac{2}{5}$, students who see the decomposed rectangle may write $(2 \times 3) + (2 \times \frac{2}{5})$ to find the area.

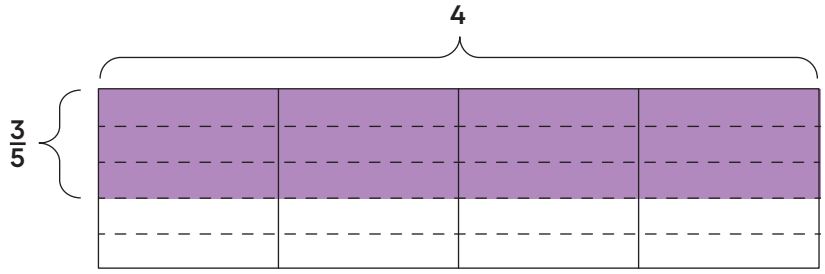
Unit 2

Family Support Materials

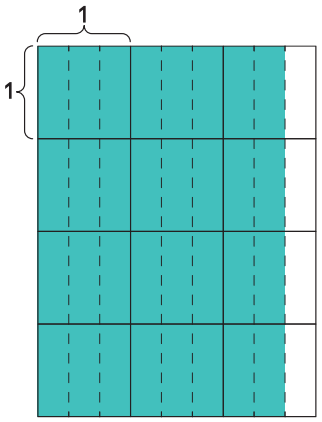
Try it at home!

Near the end of the unit, ask your fifth grader the following questions:

1. Write as many expressions as you can that represent this diagram:



2. What is the area of the following rectangle?



Questions that may be helpful as they work:

- How are the two problems alike? How are they different?
- How does your expression represent the diagram?
- How did you break up the rectangle to help you solve for the entire area?
- What are the side lengths of the rectangle?

Solution:

- $4 \times \frac{3}{5}$; $4 \times 3 \times \frac{1}{5}$; $12 \times \frac{1}{5}$
- $2\frac{2}{3} \times 3 = \frac{24}{3} = 8$

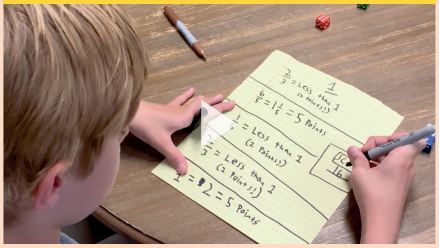
Family Support Materials

Try it at home! (continued)

Sample responses:

- Both problems have one dimension that is a whole number. In the first problem, the width is a fraction. In the second problem, the length is a mixed number.
- The diagram shows a shaded rectangle that is 4 units by $\frac{3}{5}$ unit. There are 4 wholes that each have 3 pieces shaded, and each shaded piece is $\frac{1}{5}$ of a whole. There are 12 pieces shaded, and each shaded piece is $\frac{1}{5}$ of a whole.
- I broke up the larger rectangle into two smaller rectangles: a rectangle that is 3 units by 2 units and a rectangle that is 3 units by $\frac{2}{3}$ unit.
- The side lengths of the rectangle are $2\frac{2}{3}$ units by 3 units.

Unit 2 Family Support video



Go Online

Go online to find videos for this unit.

ilclass.com/r/10382642

Please log in to the site before using the QR code or URL.

Unit 2

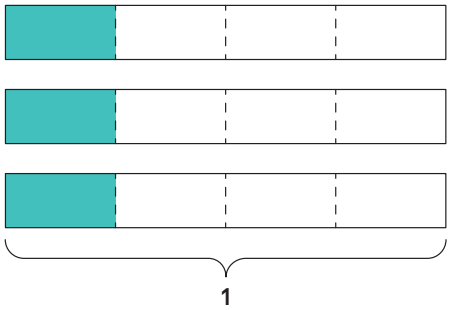
Lesson Blackline Masters

lesson and activity	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	center material	page number
2.2	Card Sort Sandwich Match Cards	2	no	yes	no	no	no	no	57
7.2	Card Sort Match the Situation Cards	2	no	yes	no	no	no	no	59
9.2	Grid Paper 5	2	yes	no	no	no	no	no	61
13.1	Card Sort Diagrams and Expressions Cards	2	no	yes	no	no	no	no	62
14.1	Info Gap: Area	2	no	yes	no	no	no	no	65

All resources are available on your district's *ILClassroom.com* site to support printing and copying.

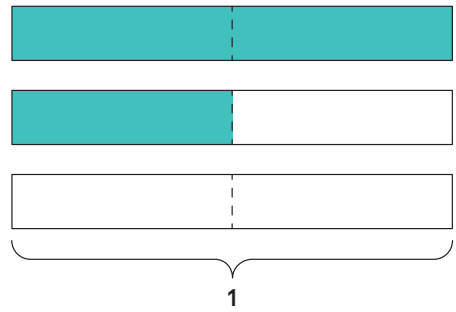
Card Sort: Sandwich Match

A



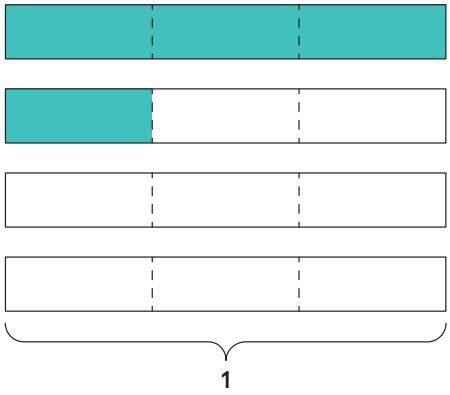
Card Sort: Sandwich Match

B



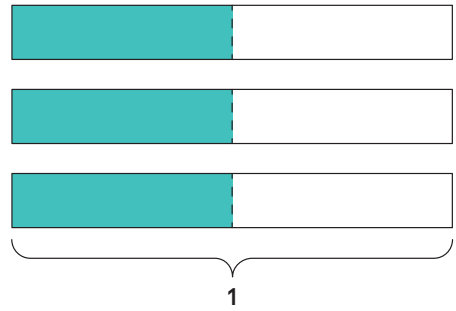
Card Sort: Sandwich Match

C



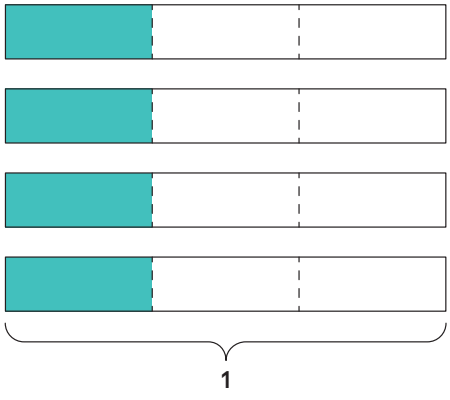
Card Sort: Sandwich Match

D



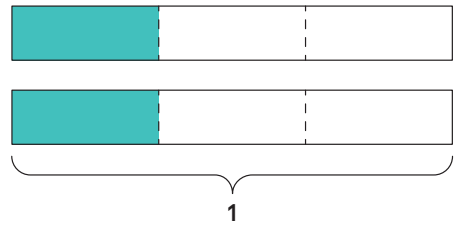
Card Sort: Sandwich Match

E



Card Sort: Sandwich Match

F



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Card Sort: Sandwich Match

G

4 sandwiches are equally shared by 3 people

Card Sort: Sandwich Match

H

3 sandwiches are equally shared by 4 people

Card Sort: Sandwich Match

I

2 sandwiches are equally shared by 3 people

Card Sort: Sandwich Match

J

3 sandwiches are equally shared by 2 people

Card Sort: Sandwich Match

K

$4 \div 3$

Card Sort: Sandwich Match

L

$3 \div 4$

Card Sort: Sandwich Match

M

$2 \div 3$

Card Sort: Sandwich Match

N

$3 \div 2$

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Card Sort: Match the Situation

A

$4 \div 3$

Card Sort: Match the Situation

B

$3 \times \frac{1}{4}$

Card Sort: Match the Situation

C

$4 \times \frac{1}{3}$

Card Sort: Match the Situation

D

$\frac{3}{4}$

Card Sort: Match the Situation

E

$\frac{4}{3}$

Card Sort: Match the Situation

F

$\frac{1}{3} \times 4$

Card Sort: Match the Situation

G

$\frac{1}{4} \times 3$

Card Sort: Match the Situation

H

$3 \div 4$

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Card Sort: Match the Situation

J

Card Sort: Match the Situation

K

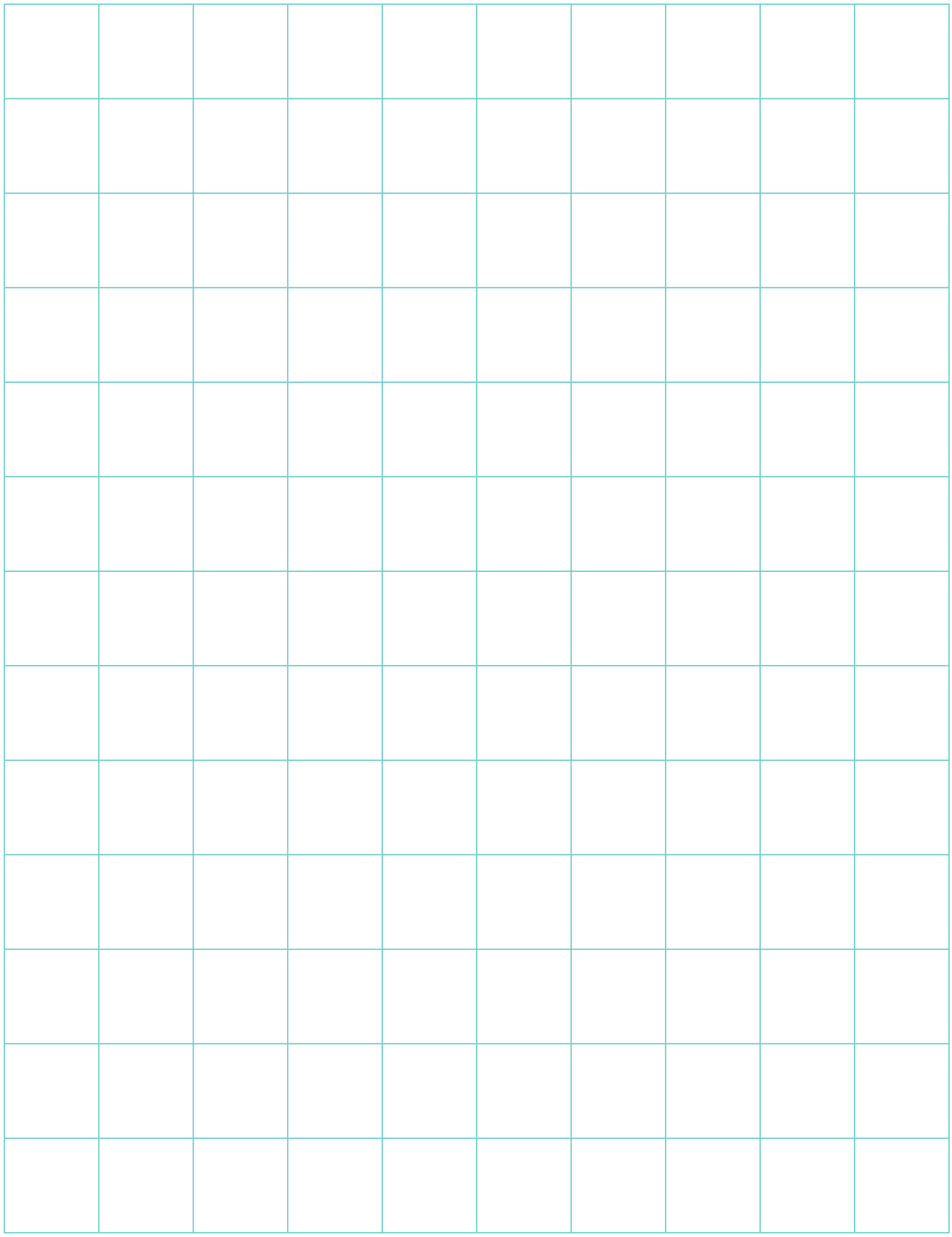
Card Sort: Match the Situation

L

Card Sort: Match the Situation

M

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Card Sort: Diagrams and Expressions
E

$5 \times 3\frac{2}{5}$

Card Sort: Diagrams and Expressions
F

$5 \times \left(3 + \frac{2}{5}\right)$

Card Sort: Diagrams and Expressions
G

$5 \times 2\frac{2}{5}$

Card Sort: Diagrams and Expressions
K

$(5 \times 3) + \left(5 \times \frac{2}{5}\right)$

Card Sort: Diagrams and Expressions
L

$(5 \times 3) - \left(5 \times \frac{2}{5}\right)$

Card Sort: Diagrams and Expressions
M

$5 \times \frac{12}{5}$

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Card Sort: Diagrams and Expressions
H

$$5 \times \left(2 + \frac{2}{5}\right)$$

Card Sort: Diagrams and Expressions
I

$$5 \times \frac{17}{5}$$

Card Sort: Diagrams and Expressions
J

$$(3 \times 5) + \left(3 \times \frac{2}{5}\right)$$

Card Sort: Diagrams and Expressions
N

$$(5 \times 2) + \left(5 \times \frac{2}{5}\right)$$

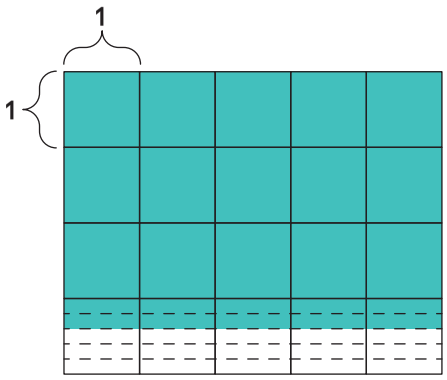
Card Sort: Diagrams and Expressions
O

$$3 \times 5\frac{2}{5}$$

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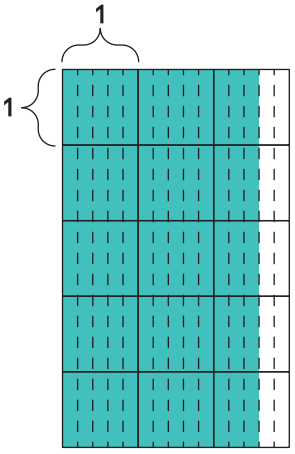
Card Sort: Diagrams and Expressions

A



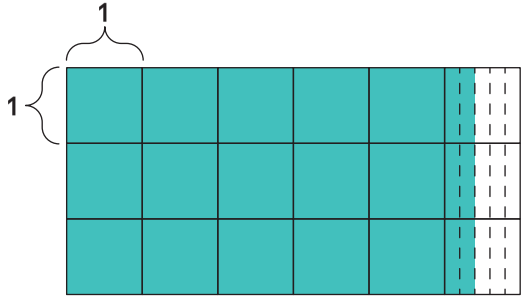
Card Sort: Diagrams and Expressions

B



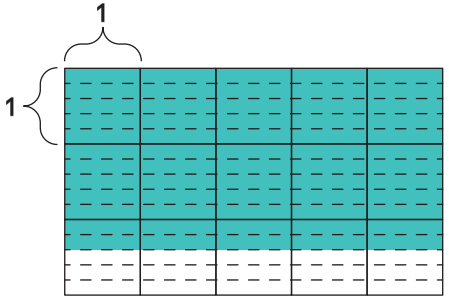
Card Sort: Diagrams and Expressions

C



Card Sort: Diagrams and Expressions

D



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Info Gap: Area

Problem Card 1

A paper towel is rectangular. The length of the paper towel is 11 inches.

What is the area of the paper towel?

Info Gap: Area

Data Card 1

- The perimeter of the paper towel is 33 inches.
- The paper towel is half as wide as it is long.

Info Gap: Area

Problem Card 2

A corn field is rectangular. The width of the corn field is $1\frac{2}{3}$ miles.

What is the area of the corn field?

Info Gap: Area

Data Card 2

- The corn field is 3 times as long as it is wide.
- The corn field is $3\frac{1}{3}$ miles longer than it is wide.

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Unit Monitoring Sheet		1 of 3
Unit 2, Section A: Fractions as Quotients	Represent and explain the relationship between division and fractions.	Solve problems involving division of whole numbers leading to answers that are fractions.

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Unit Monitoring Sheet			2 of 3
Unit 2, Section B: Fractions of Whole Numbers	Connect division to multiplication of a whole number by a non-unit fraction.	Connect division to multiplication of a whole number by a unit fraction.	Explore the relationship between multiplication and division.

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Unit Monitoring Sheet			3 of 3
Unit 2, Section C: Area and Fractional Side Lengths	Find the area of a rectangle when one side length is a whole number and the other side length is a fraction or mixed number.	Represent and solve problems involving the multiplication of a whole number by a fraction or mixed number.	Write, interpret, and evaluate numerical expressions that represent multiplication of a whole number by a fraction or mixed number.

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Name	Date

LESSON 1 COOL-DOWN

How Much?

1. Draw a diagram to show how much sandwich each person will get.

   3 sandwiches are equally shared by 4 people.

2. Explain or show how you know that each person gets the same amount of sandwich.

Name	Date

LESSON COOL-DOWN

2 How Much Sandwich?

1. 4 sandwiches are equally shared by 5 students. How much sandwich does each student get? Explain or show your reasoning.

2. Write a division expression to represent the situation.

Name	Date

LESSON 3 COOL-DOWN

Share Water

3 liters of water are shared equally by 5 people. How much water does each person get? Write a division equation to represent the situation. Draw a diagram if it is helpful. _____

Name	Date

LESSON 3 COOL-DOWN

Share Water

3 liters of water are shared equally by 5 people. How much water does each person get? Write a division equation to represent the situation. Draw a diagram if it is helpful. _____

Name	Date

LESSON COOL-DOWN

4 How Much Milk?

Complete the table below.

Equation	Situation
	5 children share 4 cups of milk so each child gets the same amount of milk. How many cups of milk will each child get?
Diagram	

Name	Date

Section A Checkpoint

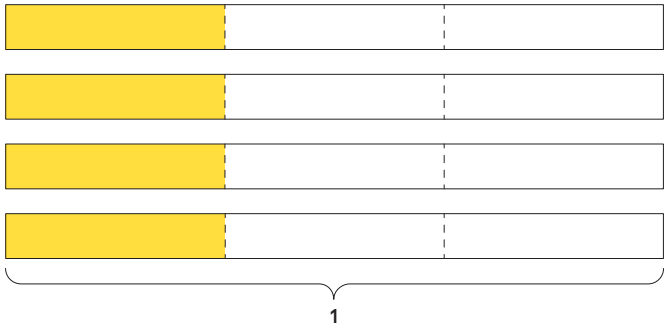
1. Five friends equally share 3 liters of water. How many liters of water does each person get? _____

Explain or show your reasoning.

2. Write a division equation that matches the diagram.

_____

Explain or show your reasoning.



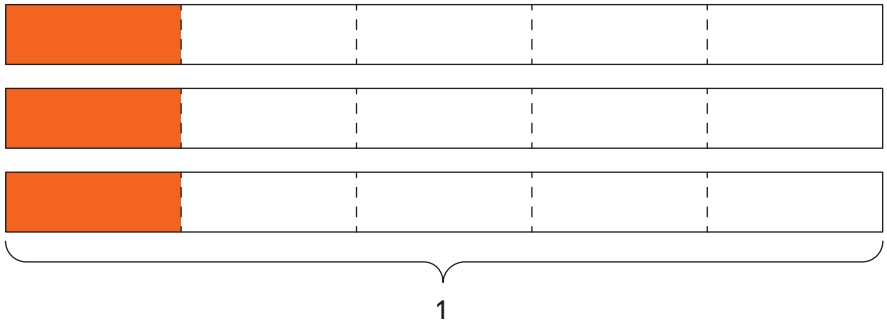
Section A Checkpoint (continued)

3. Explain why $10 \div 4 = \frac{10}{4}$.

Name	Date

Section B Checkpoint

1.



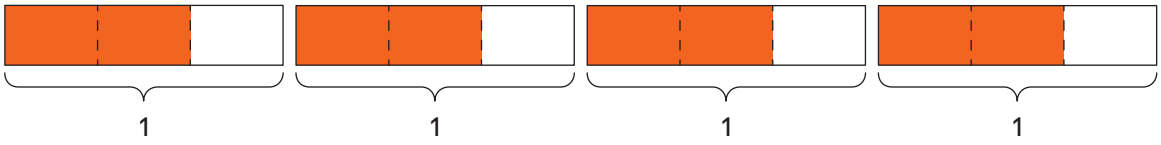
a. Explain how the diagram shows $3 \div 5$.

b. Explain how the diagram shows $3 \times \frac{1}{5}$.

c. What is the value of $3 \div 5$? Explain or show your reasoning.

Section B Checkpoint (continued)

2. Explain or show how each expression represents the shaded parts of the diagram.



a. $2 \times (4 \div 3)$

b. $4 \times \frac{2}{3}$

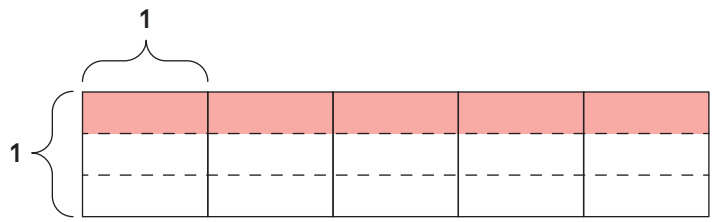
c. $4 \times 2 \times \frac{1}{3}$

Name	Date

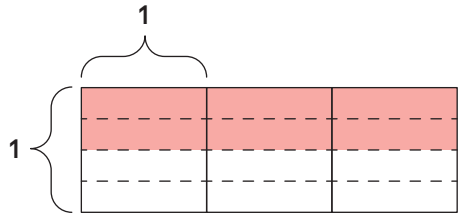
Section C Checkpoint

1. For each diagram, write an expression for the area of the shaded region. Then find the area.

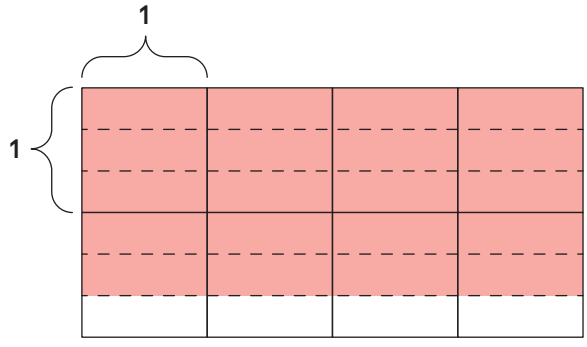
a.



b.



c.



Section C Checkpoint (continued)

2. Clare made a flag that is 2 meters long and $\frac{3}{5}$ meter wide. What is the area of the flag?

Explain or show your reasoning.

3. Find the value of each expression.

a. $\frac{1}{5} \times 10$ _____

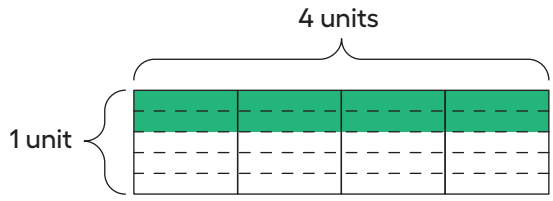
b. $5\frac{2}{3} \times 4$ _____

c. $\frac{13}{4} \times 5$ _____

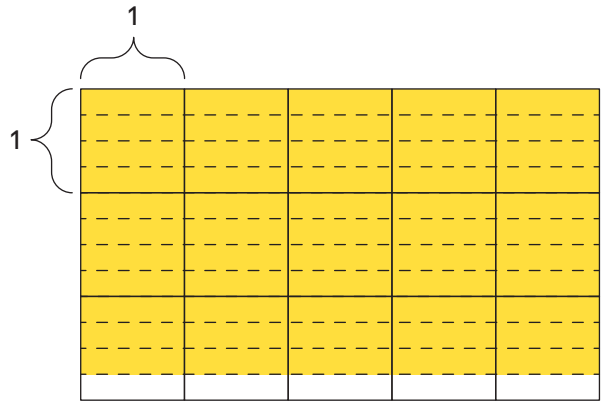
Name	Date

End-of-Unit Assessment

1. Find the area of the shaded region. Explain or show your reasoning.



2. Select **all** of the expressions that represent the area of the shaded region.



A. $(5 \times 3) - \left(5 \times \frac{1}{4}\right)$

B. 5×11

C. $\frac{11}{4} \times 5$

D. $55 \times \frac{1}{4}$

E. $2\frac{3}{4} \times 5$

F. $5 \times 2 + \frac{5}{4}$

3. Elena bikes $\frac{2}{3}$ of an 8 mile race before stopping for a break. How many miles did Elena bike before stopping?

A $2\frac{2}{3}$

B $5\frac{1}{3}$

C $7\frac{1}{3}$

D 12

4. A piece of string is 18 inches long. Jada cuts it into 4 equal parts. What is the length of each part in inches? Select **all** that apply.

A $\frac{4}{18}$

B $4 \div 18$

C $\frac{18}{4}$

D $18 \div 4$

E $4\frac{2}{4}$ or $4\frac{1}{2}$

5. A hiking trail is 7 miles long. Han hikes $\frac{1}{3}$ of the trail and then stops for water. Jada hikes $\frac{2}{3}$ of the trail and then stops for water.

a. How many miles did Han hike before stopping for water?
Explain or show your reasoning.

b. How many miles did Jada hike before stopping for water?
Explain or show your reasoning.

6. Find the value of each expression.

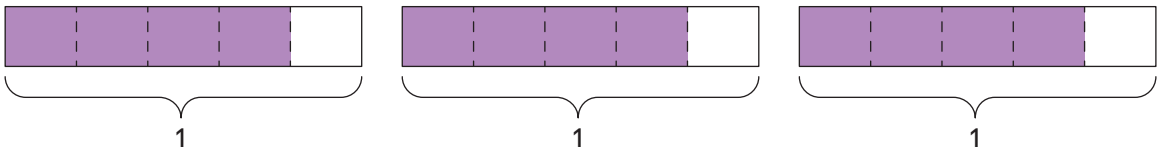
a. $\frac{1}{7} \times 28$ _____

b. $\frac{2}{5} \times 6$ _____

c. $5 \times 3\frac{2}{5}$ _____

7. Three students represented this problem with expressions that each match the situation and diagram.

Mai has $\frac{4}{5}$ of a 3 pound bag of colored sand for an art project. How many pounds of sand does she have?



Clare's Expression $3 \times \frac{4}{5}$

Han's Expression $4 \times (3 \div 5)$

Lin's Expression $3 \times 4 \times \frac{1}{5}$

a. Choose one student's response and explain how it matches the situation and the diagram.

b. Clare and Lin use multiplication but Han uses division. Explain or show how it's possible for both multiplication and division to represent the situation.

Unit 2

Center Materials

center	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	page number
Can You Build It? (3–5): 2	Can You Build It Stage 2 Directions	6	no	yes	no	no	yes	97
Can You Build It? (3–5): 2	Number Cards 0–10	2	no	yes	yes	no	yes	98
Target Measurements (2–5): 4	Target Measurements Stage 4 Recording Sheet	2	yes	no	no	no	no	102
Target Measurements (2–5): 4	Target Measurements Stages 4 and 5 Circle Template	2	no	yes	yes	no	yes	103
Target Measurements (2–5): 5	Target Measurement Stage 5 Recording Sheet	2	yes	no	no	no	no	105
Target Measurements (2–5): 5	Target Measurement Stage 5 Spinner	2	no	no	no	no	yes	106
Target Measurements (2–5): 5	Target Measurements Stages 4 and 5 Circle Template	2	no	yes	yes	no	yes	103
How Close? (1–5): 6	How Close? Stage 6 Recording Sheet	1	yes	no	no	no	no	107
How Close? (1–5): 6	Number Cards 0–10	2	no	yes	yes	no	yes	98
How Close? (1–5): 7	How Close? Stage 7 Recording Sheet	1	yes	no	no	no	no	108

Unit 2

Center Materials

center	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	page number
How Close? (1–5): 7	Number Cards 0–10	2	no	yes	yes	no	yes	98
Rectangle Rumble (3–5): 3	Rectangle Rumble Stage 3 Gameboard	2	yes	no	no	no	no	110
Rectangle Rumble (3–5): 3	Rectangle Rumble Stage 3 Spinners	2	no	no	no	no	yes	111
Rectangle Rumble (3–5): 4	Rectangle Rumble Stage 4 Spinner	2	no	no	no	no	yes	113
Rectangle Rumble (3–5): 4	Rectangle Rumble Stage 4 Gameboard	2	yes	no	no	no	no	114
Compare (1–5): 4	Compare Stages 3–9 Directions	2	yes	no	no	no	yes	115
Compare (1–5): 4	Compare Stages 4 and 5 One-digit Divisor Cards	2	no	yes	no	no	yes	116
Compare (1–5): 6	Fraction Cards with Denominators 2, 3, 4, and 6	2	no	no	yes	no	yes	118
Compare (1–5): 6	Fraction Cards with Denominators 5, 8, 10, 12, and 100	2	no	no	yes	no	yes	121
Compare (1–5): 6	Compare Stages 3–9 Directions	2	yes	no	no	no	yes	115

Unit 2

Center Materials

center	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	page number
Rolling for Fractions (3–5): 2	Rolling for Fractions Stage 2 Recording Sheet	1	yes	no	no	no	no	127
Rolling for Fractions (3–5): 3	Rolling for Fractions Stage 3 Recording Sheet	1	yes	no	no	no	no	129

All resources are available on your district's *ILClassroom.com* site to support printing and copying.

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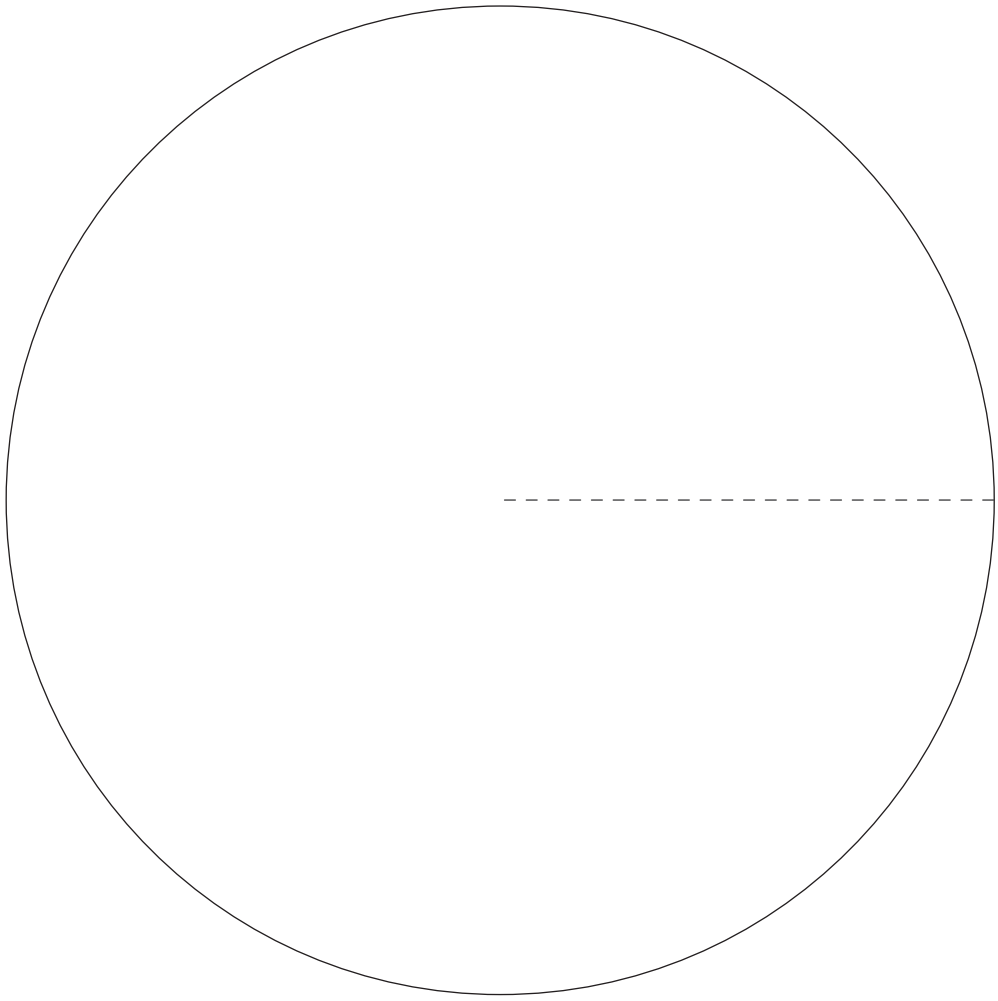
Directions:

- Put together the circle template according to the directions.
- Partner A:
  - Choose a target angle measurement.
  - Begin to create an angle by turning the top circle.
- Partner B:
  - Say "Stop!" when you think the measure of the angle is equal to the target measurement.
- Both partners measure the angle and find the difference between the actual measurement and the target measurement. The difference is Partner B's score for the round.
- Take turns. Play for 8 rounds. The partner with the lower total score wins.

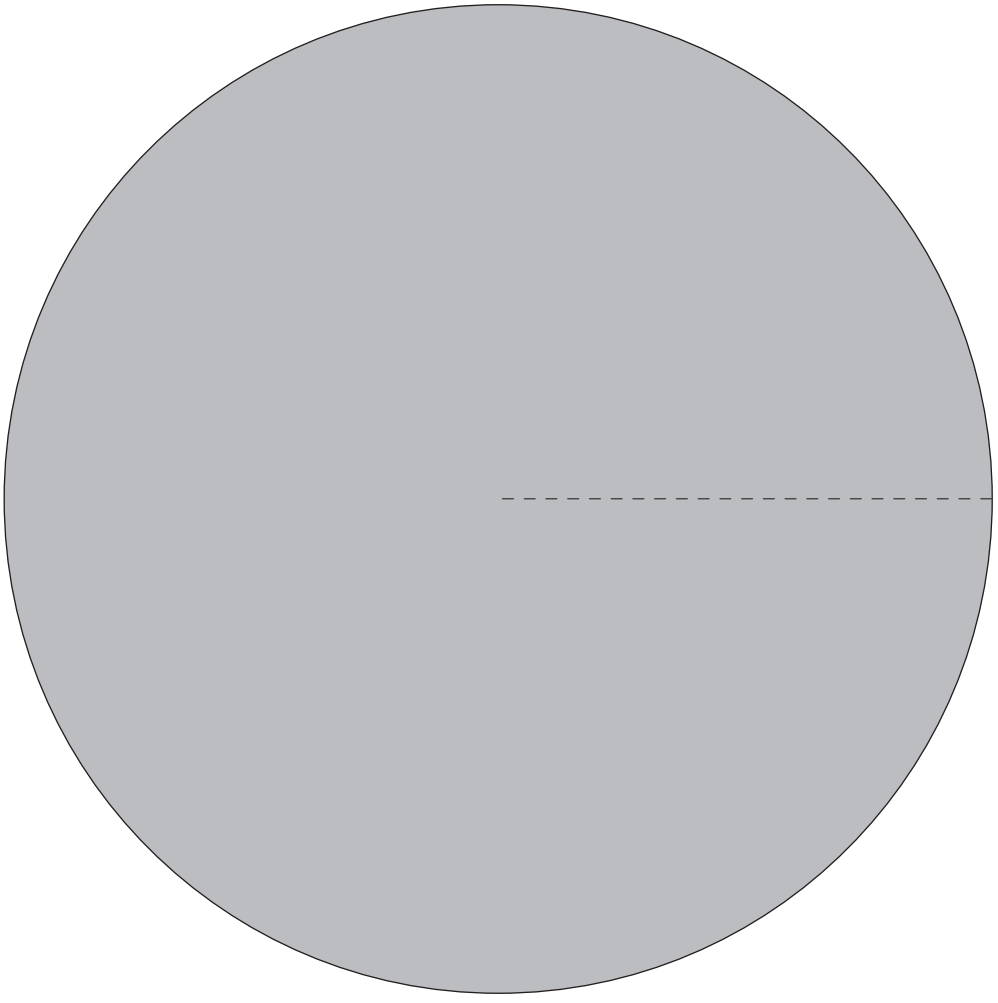
round	Partner A			Partner B		
	target degrees	actual degrees	points	target degrees	actual degrees	points
1						
2						
3						
4						
5						
6						
7						
8						

To make a handmade protractor:

- Cut out each circle and cut a slit along the dashed segment (creating two flaps).
- Place the circles on top of one another with the slits lined up.
- Rotate the top circle counterclockwise so that the flaps of the two circles interlock.



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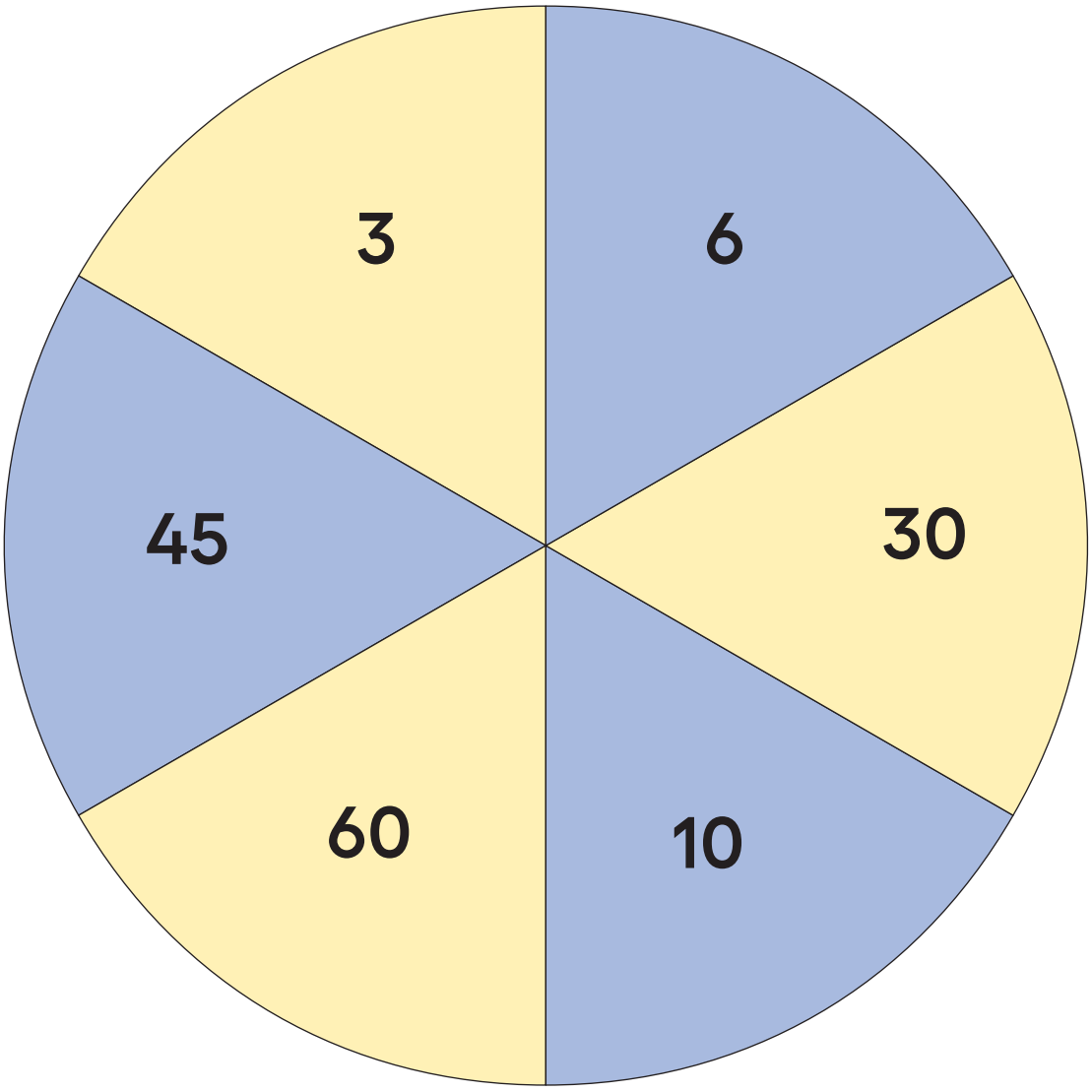
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Directions:

- Put together the circle template according to the directions.
- Partner A:
  - Spin the spinner to get a denominator for your fraction.
  - Create a fraction that is less than 1 and has the given denominator. The target angle measurement is that fraction of 180 degrees.
  - Begin to create an angle by turning the top circle.
- Partner B:
  - Say "Stop!" when you think the measure of the angle is that fraction of 180 degrees.
- Both partners measure the angle and calculate the difference between the target measurement and the actual measurement. The difference is Partner B's score for the round.
- Take turns. Play for 8 rounds. The partner with the lower total score wins.

round	Partner A				Partner B			
	target fraction	target fraction in degrees	actual measure	points	target fraction	target fraction in degrees	actual measure	points
1								
2								
3								
4								
5								
6								
7								
8								



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Directions:

- Remove the cards that show 10. Set them aside.
- Each partner:
  - Take 6 cards.
  - Choose 4 cards to make a multiplication expression. You can multiply a 1-digit number by a 3-digit number or a 2-digit number by a 2-digit number.
  - Write an equation to show the product of the numbers you made.
  - Your score for each round is the difference between your product and 3,000.
- Take new cards so that you have 6 cards to start the next round.
- Add your score for each round. The partner with the lower score wins.

round	multiplication equation	points
1		
2		
3		
4		
5		
6		
7		
8		

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Directions:

- Remove the cards that show 10. Set them aside.
- Each partner:
  - Take 6 cards.
  - Choose 3 cards to make a multiplication expression with a fraction and a whole number.
  - Write an equation to show the product of the numbers you made.
  - Your score for each round is the difference between your product and 5.
- Take new cards so that you have 6 cards to start the next round.
- Add your score for each round. The partner with the lower score wins.

round	multiplication expression	points
1	$\frac{\square}{\square} \times \square = ____$	
2	$\frac{\square}{\square} \times \square = ____$	
3	$\frac{\square}{\square} \times \square = ____$	
4	$\frac{\square}{\square} \times \square = ____$	

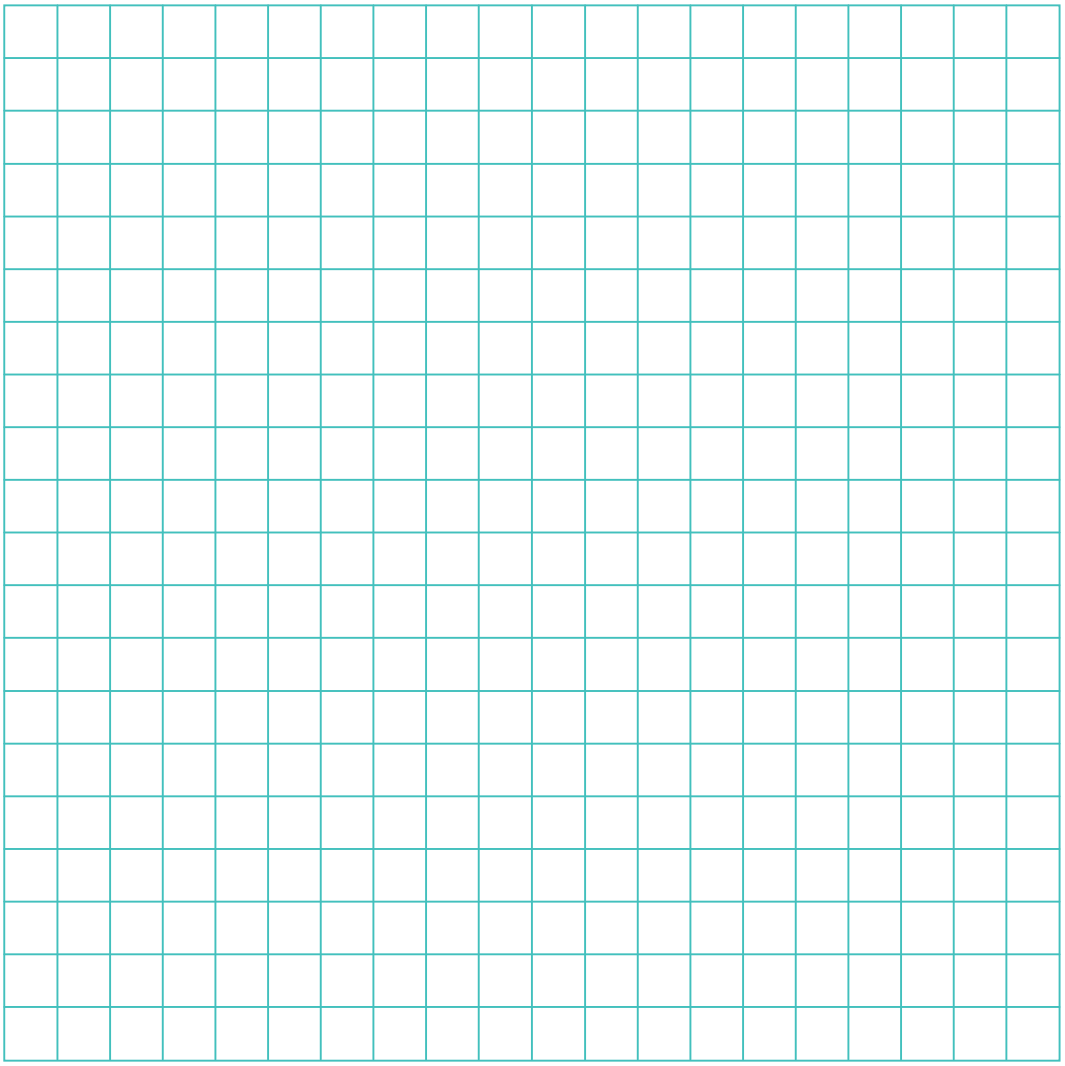
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round	multiplication expression	points
5	$\frac{\square}{\square} \times \square = _____$	
6	$\frac{\square}{\square} \times \square = _____$	
7	$\frac{\square}{\square} \times \square = _____$	
8	$\frac{\square}{\square} \times \square = _____$	

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Directions:

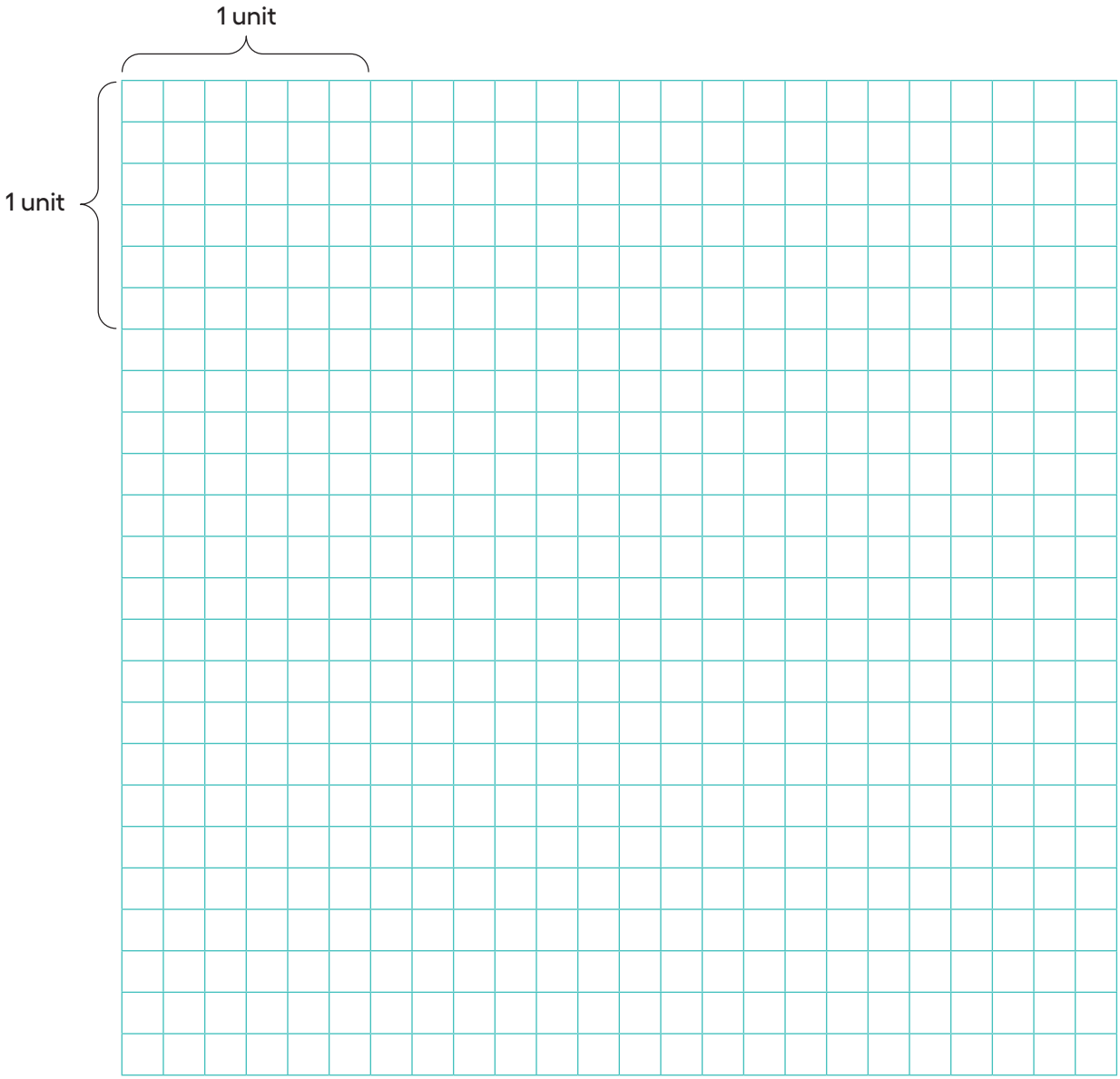
- Both partners choose different colors to write with.
- On your turn:
  - Spin each spinner.
  - Shade in a rectangular area to represent the product of the 2 numbers.
- If your product won't fit on the gameboard, roll and spin again.
- Take turns until the grid can't be filled with any more rectangles.
- Each partner finds their total area on the grid. The partner with the greater area wins.



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Directions:

- Both partners choose different colors to write with.
- On your turn:
  - Spin the spinner and roll the number cube.
  - Shade in a rectangular area to represent the product of the 2 numbers.
- If your product won't fit on the gameboard, roll and spin again.
- Take turns until the grid can't be filled with any more rectangles.
- Each partner finds their total area on the grid. The partner with the greater area wins.



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Directions:

- Each partner:
  - Roll 3 number cubes. Use the numbers to complete the equation.
  - Check your partner's work to make sure you agree.
  - Determine the number of points each partner gets:
    - 2 points for creating an equation less than 1
    - 5 points for creating an equation greater than 1
    - 10 points for creating an equation that is equal to 1
- Take turns. The partner with more points after 6 rounds wins the game.

round	equation	points
1	$\square \times \frac{\square}{\square} =$	
2	$\square \times \frac{\square}{\square} =$	
3	$\square \times \frac{\square}{\square} =$	
4	$\square \times \frac{\square}{\square} =$	
5	$\square \times \frac{\square}{\square} =$	
6	$\square \times \frac{\square}{\square} =$	

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Directions:

- Each partner:
  - Roll 2 number cubes. Use the numbers to complete the equation.
  - Check your partner's work to make sure you agree.
  - Determine the number of points each partner gets:
    - 2 points for creating an equation less than 1
    - 5 points for creating an equation greater than 1
    - 10 points for creating an equation that is equal to 1
- Take turns. The partner with more points after 6 rounds wins the game.

round	equation	points
1	$\square \times \frac{1}{\square} =$	
2	$\square \times \frac{1}{\square} =$	
3	$\square \times \frac{1}{\square} =$	
4	$\square \times \frac{1}{\square} =$	
5	$\square \times \frac{1}{\square} =$	
6	$\square \times \frac{1}{\square} =$	

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Directions:

- Roll 2 number cubes. Use the numbers to complete the equation.
- Check your partner's work to make sure you agree.
- Determine the number of points each partner gets:
  - 2 points for creating an equation less than 1
  - 5 points for creating an equation greater than 1
  - 10 points for creating an equation that is equal to 1

- Take turns. The partner with more points after 6 rounds wins the game.

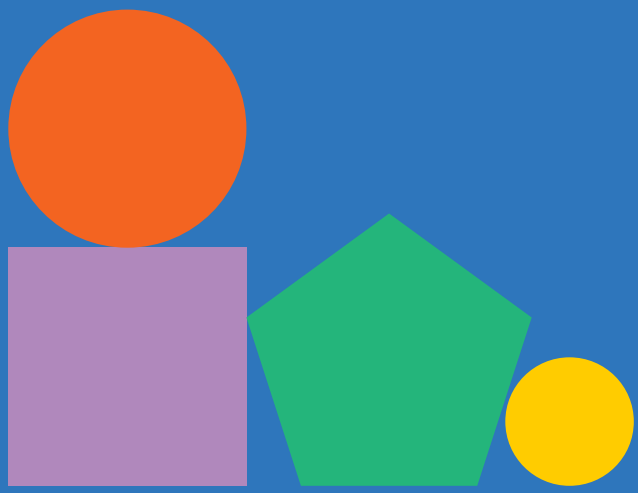
round	equation	points
1	$\square \div \square = \frac{\square}{\square}$	
2	$\square \div \square = \frac{\square}{\square}$	
3	$\square \div \square = \frac{\square}{\square}$	
4	$\square \div \square = \frac{\square}{\square}$	
5	$\square \div \square = \frac{\square}{\square}$	
6	$\square \div \square = \frac{\square}{\square}$	

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