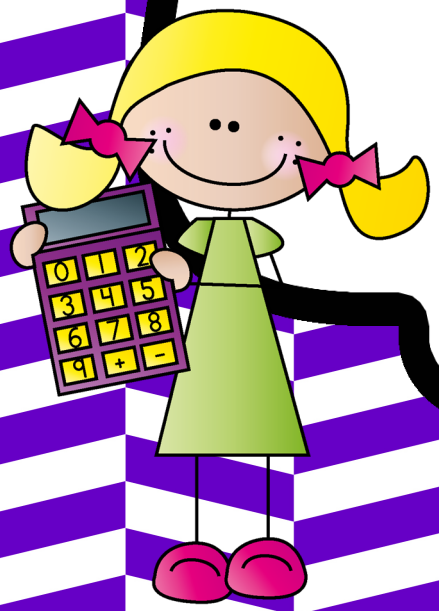
5.OA.3

MATH STANDARD 3

Math Tasks
Exit Tickets
I Cans



Fifth Grade Common Core

Thank you for choosing my '5.OA.3 Set'!! If you like what you see, please think about following me at:

HTTP://WWW.TEACHERSPAYTEACHERS.COM/STORE/CREATE-ABILITIES

Thanks,

Cassie

In this download:

You will receive nineteen pages of teacher directions, math tasks, exit tickets, answer keys and "I can..." statements. These align perfectly with the new common core and have been tried and tested in my classroom.

Enjoy!

Acknowledgements:

Color Me Kids by Amy Pott

Microsoft Office Clipart

Graphics from Teacher´s Clipart http://teachersclipart.blogspot.com

Msfultz.blogspot.com

Clever Chameleon

A Sketchy Guy: www.teacherspayteachers.com/store/A-Sketchy-Guy

Teacher Directions

Math Tasks:

I give my students a math task once a week. The common core really focuses on student thinking and going deeper. Not all of the information is given in each task and that is on purpose. For example: If the students need to figure out how many legs they counted at the zoo, they first need to make an estimate of how many of each animal they saw. The teacher does not tell them how many animals, but guides them in their thinking. For example if a student says (thinking they are hilarious of course) "I saw a million hippos at the zoo!", the teacher can say: "Would you really see that many? OK well as long as you do the math right, the number is up to you."

The students can work in partners or groups to complete the task. Try not to give them too much help or information. Remember: the new core is trying to get them to become independent and deep thinkers. Below are some guiding questions you can ask. When finished, have students share their thinking and their work.

Is there another way you can do that?

How do you know?

What have you discovered?

What other choices do you have?

How are these similar?

How are these different?

Where can you find that answer? What do you find difficult or challenging?

Describe..... Explain..... Tell.....

Restate-"Can you tell me what he said?"

Teacher Directions

Exit Tickets

At the end of a lesson, I pass out an exit ticket. Using exit tickets is a quick and effective way to assess learning. I usually grade them either as my students walk out the door for recess or after school. If I grade them before recess and a student's work is incorrect, I send the student back to his/her desk to complete the exit ticket accurately before going to recess. If I grade them after school, I make a list of students who need to be in my re-teaching group.

I Cans...

These are the objectives for OA.3 that are to be displayed and talked about throughout the unit. They are colorful and in kid friendly terms.

Gym Membership

You decide you want to live a healthier lifestyle so you sign up for a local gym. The annual processing fee for the gym is $10 a month. It is then $2 a day each time you go. Create a table to show how much money you will spend on the gym after one month.

Extension: How much money will you spend going to the gym after six months?

5.OA.3

Texting

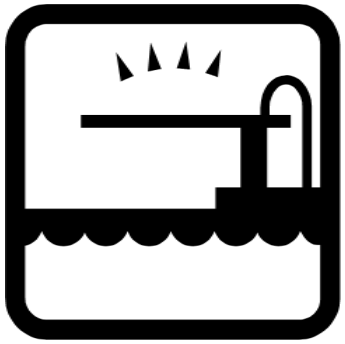
Malia loves to text Lindsay. Malia texts Lindsay many times an hour after school until bedtime. Each time Malia texts Lindsay it uses 3 kilobytes (KB) of data. Create a table to show how much data is used during five days of texting.

Extension: How much data does Malia use in 1 month texting Lindsay?

5.OA.3

Viral Video

Maria filmed a video of her friend Cassia doing back flips off the diving board at the pool. She posted it online and kept checking back to see how many hits it had each day. She noticed as she checked back each day that the same number of people watched the video every day. How many people watched the video after one week? One month? Six months?



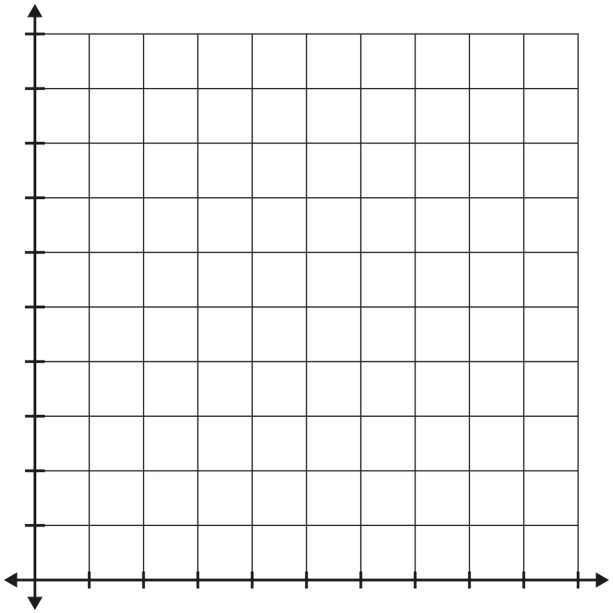
Extension: Maria checked another video she posted online 12 months ago and found that 29,930 people had watched it. If the same number of people had watched it every day, how many hits did her video get each day?

5.OA.3

Football Scores

Shaheen loves to watch football and he tracks his favorite team very closely. After watching his team's latest game, he noticed a pattern in their scores after all four quarters. Complete the table to show what the team's scores were and then graph the pattern.

Quarter:	Score:
1	
2	
3	
4	

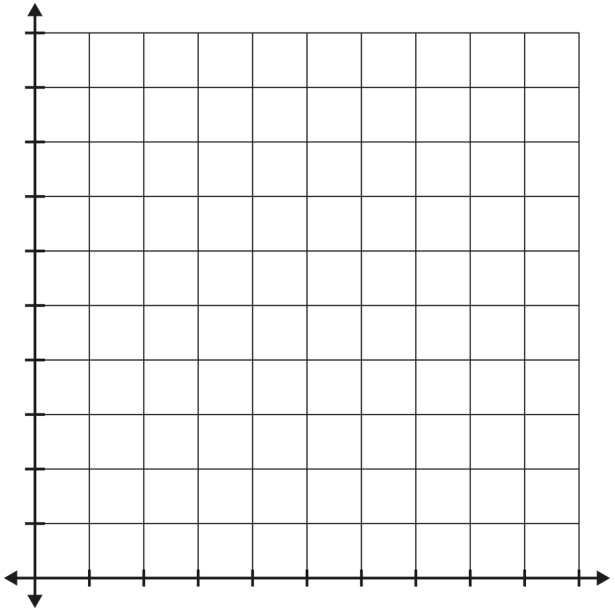


Extension: Write a paragraph explaining how you found the ordered pairs and how you graphed each pair.

5.OA.3

Training Schedule

Joel is training to run the 100 meter race at the Junior Olympics this year. The winner from last year ran the race in 16.09 seconds. Currently, you can run 100 m in 25.93 seconds. Create a table or a chart to show how much time you need to shave off your original time each week when you train to beat last year's winner.



Extension: Plot the information from your table on the graph.

5.OA.3

Name:_____

EXIT TICKET 5.OA.3

Solve.

1. What is the next number in the pattern below?

   4.25, 8.50, 17.00

   A. 30.40 B. 25.50
   C. 34.25 D. 34.00

2. What is the next number in the pattern below:

   9.3, 27.9, 83.7

   A. 251.1 B. 211.5
   C. 111.60 D. 215.5

3. What is the next number in the pattern below:

   2,500, 500, 100

   A. 5 B. 50
   C. 20 D. 25

4. What is the next number in the pattern below:

   4,000, 400, 40

   A. 4 B. 0

Name:_____

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Name:_____

EXIT TICKET 5.OA.3

Solve.

1.

IN	OUT
15	75
20	100
25	125

What's my rule? _____

2.

IN	OUT
36.8	18.4
59.2	29.6
19.4	9.7

What's my rule? _____

3. Finish the table.

IN	OUT
597	3,582
	5,364
384	

Rule: _____

Name:_____

EXIT TICKET 5.OA.3

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IN	OUT
15	75
20	100
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What's my rule? _____

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EXIT TICKET 5.OA.3 KEY

Solve.

1.

IN	OUT
15	75
20	100
25	125

What's my rule? Multiply by 5.

2.

IN	OUT
36.8	18.4
59.2	29.6
19.4	9.7

What's my rule? Divide by 2.

3. Finish the table.

IN	OUT
597	3,582
894	5,364
384	2,304

Rule:
Multiply by 6.

Name:_____

EXIT TICKET 5.OA.3 KEY

Solve.

1.

IN	OUT
15	75
20	100
25	125

What's my rule? Multiply by 5.

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IN	OUT
36.8	18.4
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Rule:
Multiply by 6.

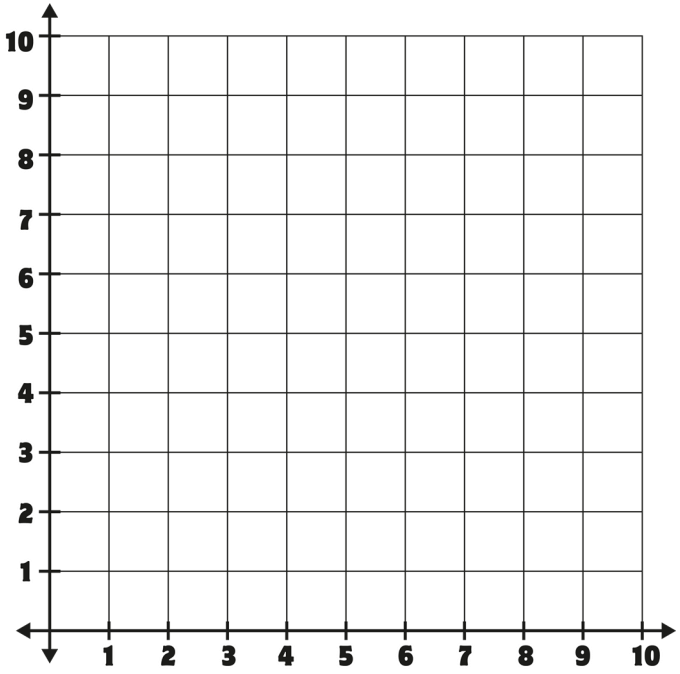
Name:_____

EXIT TICKET 5.OA.3

Solve.

1. Fill in the table of ordered pairs following the stated patterns. Then graph each pair below.

ORDERED PAIRS	
(x) Add three starting at 0:	(y) Add two starting at 0:



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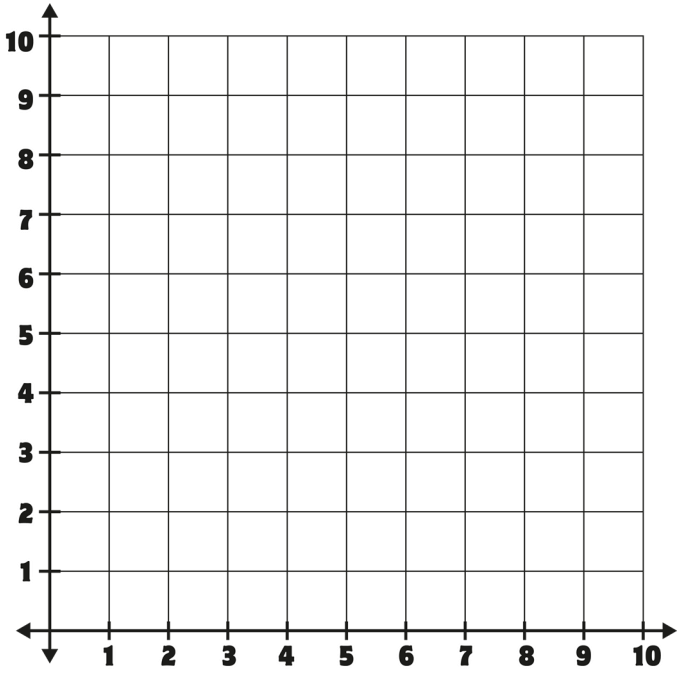

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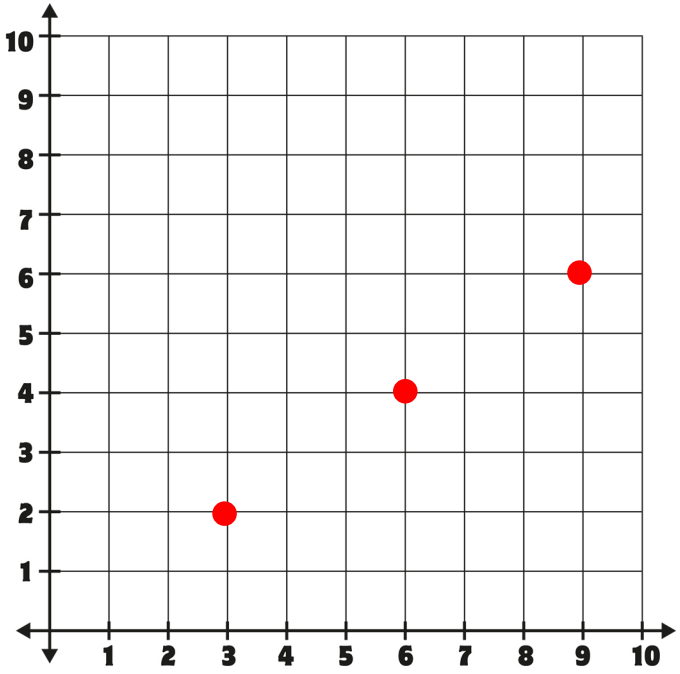
6	4
9	6



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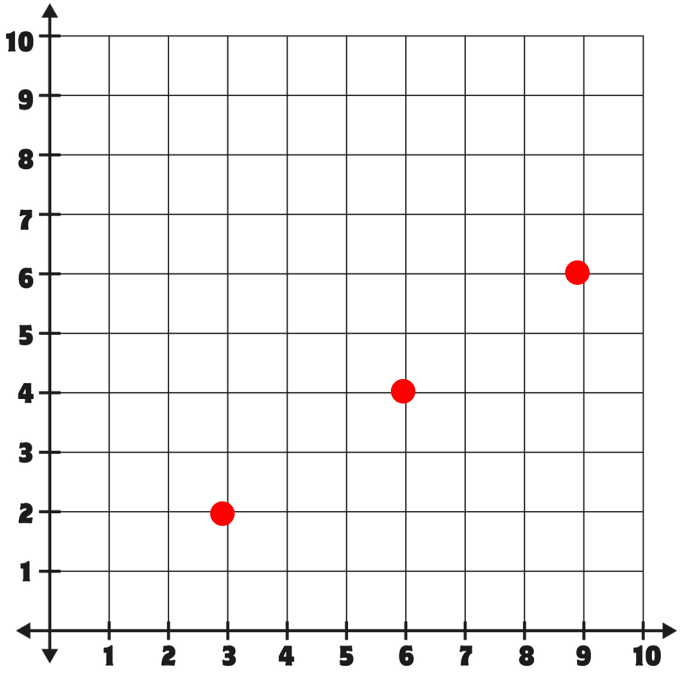

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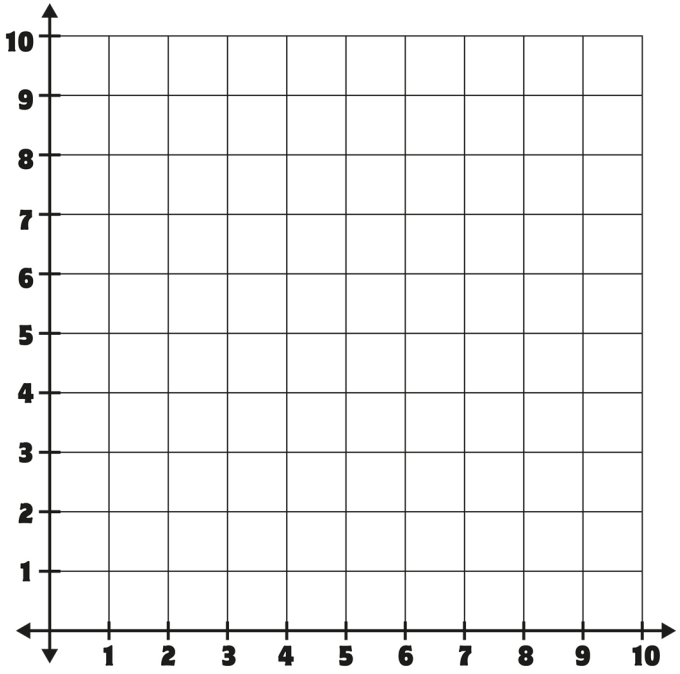

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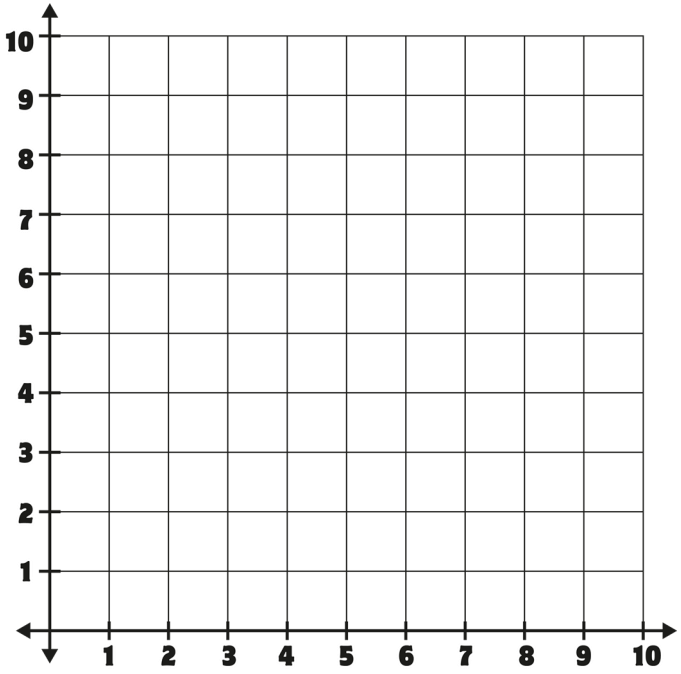

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1. Fill in the table of ordered pairs following the stated patterns. Then graph each pair below.

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(x) Add three starting at 0:	(y) Add two starting at 3:
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6	7
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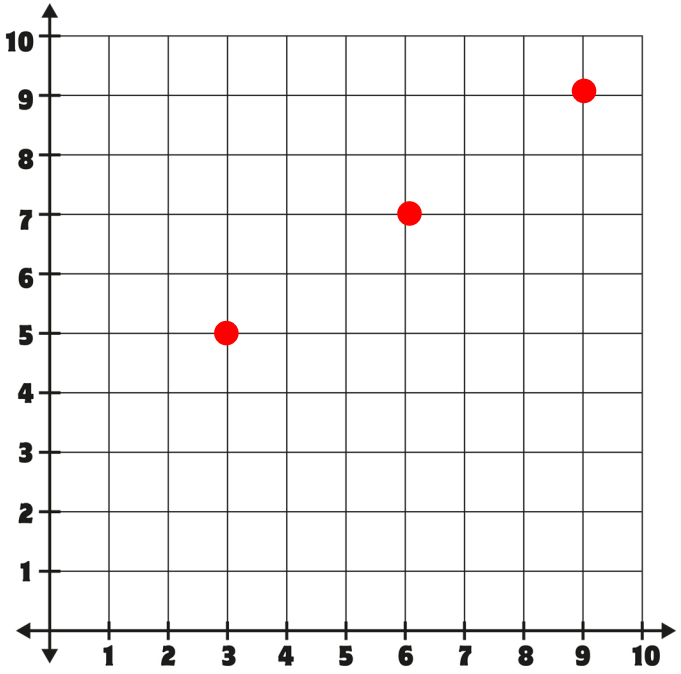

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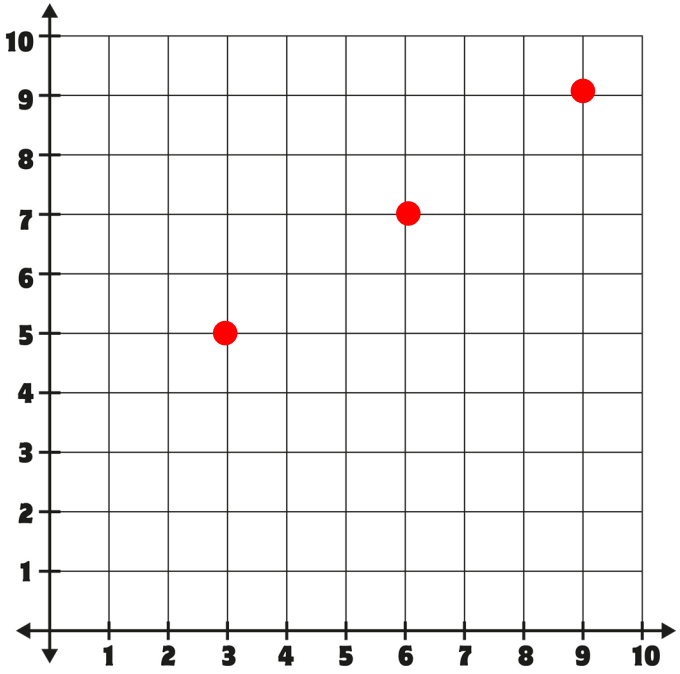

Name:_____

EXIT TICKET 5.OA.3

Solve.

Week:	Amount Saved ($):
1	6
2	11
3	16
4	21

1. Which statement correctly describes Meg's savings plan?

A. Meg saved $6 dollars the first week and $5 every other week.

B. Meg saved $6 every week.

C. Meg saved $5 every week after plus $6 extra the first week.

D. Meg saved $6 a week.

2. Jeremy and Danielle are both growing corn plants. Jeremy's plant grows 2 inches each week. Danielle's plant grows 1.5 inches each week. Which of the following ordered pairs compares Jeremy and Danielle's' plant on week 5?

Jeremy's Plant:	2	4			
Danielle's Plant:	1.5	3.0			

A. (10, 7.5) B. (8, 7.5) C. (2, 1.5)

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I can create two numerical patterns using two given rules. 5.OA.3

"I can look for the rules in patterns to create sequences."

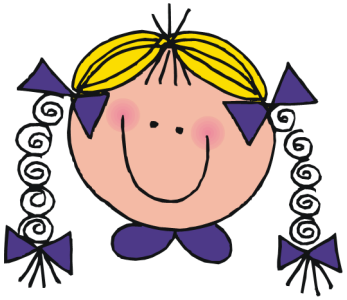
Add three starting at 1:	Add two starting at 3:
4	5
7	7
10	9

I can identify the relationship between two numerical patterns. 5.OA.3

Add three starting at 0:	Add six starting at 0:
3	6
6	12
9	18

"I can see that the terms in the second sequence are twice as big as the terms in the first sequence."

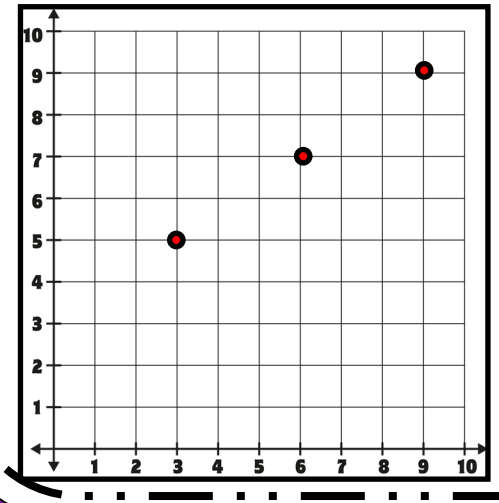
I can form ordered pairs from two different patterns. 5.OA.3



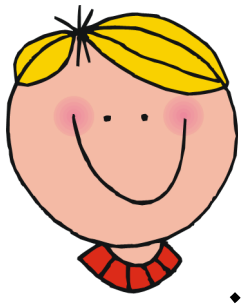
"I know that after following the patterns in the table my ordered pairs are: (4,5), (7,7) and (10,9)!"

Add three starting at 1:	Add two starting at 3:
4	5
7	7
10	9

I can graph ordered pairs on a coordinate plane. 5.OA.3



"I can look at ordered pairs and place them correctly on the coordinate plane."



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