

Grade 5 Module 6

Tips for Families

Key Concepts Overview

Focus TEKS: **5.3D, 5.3E, 5.3F, 5.3G, 5.3I, 5.3K, 5.3L, 5.4C, 5.4D, 5.4H, 5.8A, 5.8B, 5.8C, 5.9A, 5.9B, 5.9C**

The focus of Module 6 is to develop a coordinate system for the first quadrant of the coordinate plane and use it to solve problems. This learning extended to collect, organize, display, and interpret data. Your student will:

- ☐ Construct a coordinate system in the first **quadrant** of the **coordinate plane**, name points using **coordinate pairs**, and use the coordinate pairs to plot points.
- ☐ Use points to draw lines in the coordinate plane and describe patterns within the coordinate pairs.
- ☐ Generate number patterns from a given addition rule and a multiplication rule and compare the lines generated by each.
- ☐ Collect and represent data using dot plots, stem-and-leaf plots, **scatterplots**, bar graphs, and **double bar graphs**.
- ☐ Solve multi-step problems to apply concepts and skills mastered throughout Grade 5.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages of the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

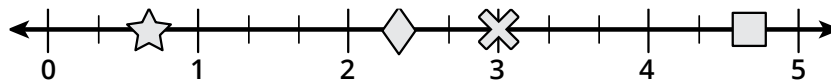
- Ask your student how she determines where to plot a point by asking her the following questions.
 - What does the first number in the coordinate pair represent? (It is the *x*-coordinate. This number represents the distance from 0 on the *x*-axis.)
 - What does the second number in the coordinate pair represent? (It is the *y*-coordinate. This number represents the distance from 0 on the *y*-axis.)
- Play the “Don’t Sink My Ship” game with your student. The directions, rules, and template are in the Lesson 4 Problem Set.
- Have your student measure several similar objects and record the measurements. Then have him display the data by using a dot plot and/or a stem-and-leaf plot. Have him create a question that can be answered by using the data. For example, if he measures the height of several pieces of furniture, a possible question could be, “What is the difference in height between the tallest piece and the shortest piece of furniture that was measured?”
- Have your student collect paired data, display it on a scatterplot, and look for a pattern. For example, she might collect data on the number of hours of screen time and the corresponding number of hours of sleep each day.



- Remind your student to use the Read–Draw–Write (RDW) process to solve problems. Have him select a few word problems from his homework, and ask him to show you the steps of the RDW process as he solves each problem. First, he should carefully read through the problem. Then, he should draw a model to make sense of the problem, or he may prefer to act out what is happening in the story to help him understand the word problem. Finally, he should write an equation and a statement to put the answer back into the context of the problem.

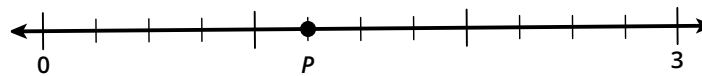
Terms

Axis: a fixed reference line for the measurement of coordinates

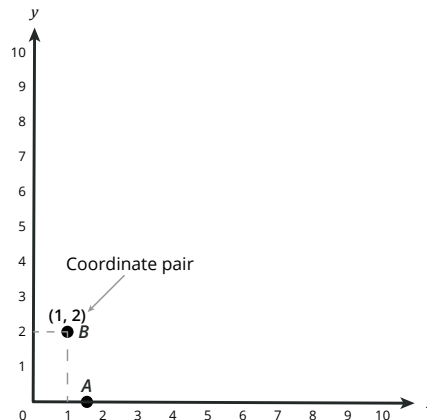


Coordinate (*Coordenada*): a number that identifies the location of a point

Point P has a coordinate of $1\frac{1}{4}$

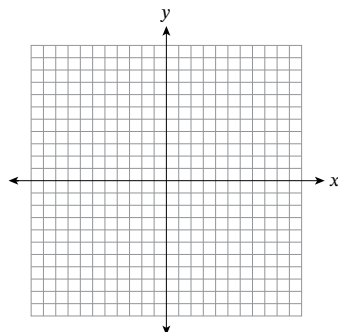


Coordinate pair (*Par de coordenadas*): two numbers that are used to identify a point on a plane and written as (x, y) where x represents a distance from 0 on the x -axis and y represents a distance from 0 on the y -axis



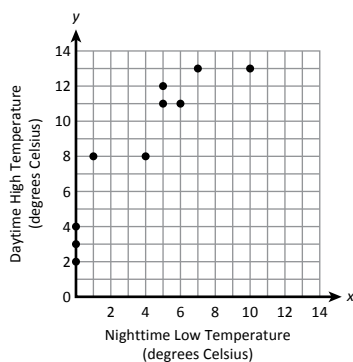
x-axis: the horizontal number line in a coordinate plane

y-axis: the vertical number line in a coordinate plane



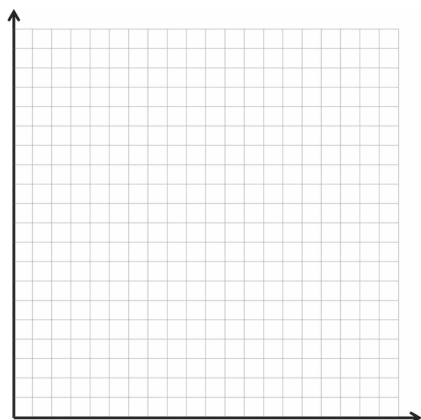
Quadrant (*Cuadrante*): one of the four regions in the coordinate plane formed by the intersection of the x-axis and the y-axis

Scatterplot: a graph consisting of points that demonstrate the relationship between the data of two variables

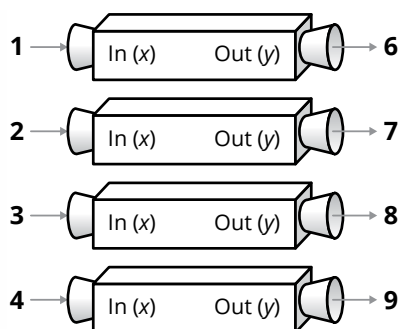


Models

Coordinate Plane



Number Machine



Strip Diagram

