



Grade 5 Math

Correlation Guide



correlation guide overview

This correlation guide is designed to identify lead4ward mathmark activities that align with Bluebonnet Learning Modules and Topics. Brief descriptions, including activity type and instructional delivery method are also provided.

Note: mathmark activities were designed for TEKS Clusters (big concepts) that typically require additional time and focus in the curriculum; therefore, some Bluebonnet Modules or topics may not have mathmark activities listed.

Activity Type

One or more ways the activity could be used in instruction

Delivery

instructional delivery method applicable to activity

Bluebonnet Topic

mathmark Cluster and Subcluster

may include general topic for aligned activities

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Repeated Addition of Fractions as Multiplication							
Bluebonnet Topic B: Multiplication of a Whole Number by a Fraction							
TEKS Cluster: Fractions							
TEKS Subcluster: Multiplication of Fractions							
Mr. Haroo’s Zoo 5.3(I)	Multiply Whole Numbers and Fractions Students model the problem using a strip diagram and multiply whole numbers and fractions using repeated addition and multiplication.	✓	✓		✓		
The Castle Axon 5.3(I)	Multiply Whole Numbers and Fractions Students model the problem by partitioning sets and multiply whole numbers and fractions.	✓	✓		✓		
Rude Awakening 5.3(I)	Multiply Whole Numbers and Fractions Students model the problem on a number line and multiply using repeated addition and multiplication.	✓	✓		✓		
At the Station 5.3(I)	Multiply Whole Numbers and Fractions This activity includes three stations: Station 1: In this card sort, students match solutions, models, and word problems. Station 2: Students draw a number card and a domino to make a multiplication equation and multiply. Station 3: Students find four products in a row.		✓	✓			✓
Bluebonnet Topic C: Fraction Expressions and Word Problems							
TEKS Cluster: Fractions							
TEKS Subcluster: Multiplication of Fractions							
Turtle Temple, Part 3 5.3(I)	Multiply Whole Numbers and Fractions This activity is Part 3 of the four-part Turtle Temple story.			✓		✓	

mathmark activity title/SEs

includes title of mathmark activity and aligned SEs.
Readiness standards in green

mathmark activity info

includes activity topic in blue with a brief description of the activity and content

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Multiplicative Patterns on the Place Value Chart							
Grade 4 mathmark Solar System and Place Value 4.2(A), 4.2(B)	Place Value and Representation of Whole Numbers Students build numbers on a work mat and write them in expanded notation. They relate places in the place value system by multiplying by 10 or 1/10 or by dividing by 10.	✓	✓		✓		
Bluebonnet Topic B: Decimals and Place Value Patterns							
TEKS Cluster: Decimals TEKS Subcluster: Representation of Decimals							
Reptile Decimals 5.2(A)	Representing Decimals to the Thousandths Using Numbers, Expanded Notation, and Words This activity extends students’ understanding of decimals to the thousandths place. Students write numbers in standard form, expanded notation, and in words.	✓	✓		✓		
Decimal Representation Match Up 5.2(A)	Matching Standard Form, Expanded Notation, and Numbers Written in Words In this card sort, students match standard form, expanded notation, and number written in words. They tell how decimals are alike and different and informally compare decimals.		✓	✓		✓	
TEKS Cluster: Decimals TEKS Subcluster: Comparison of Decimals							
Comparing Decimals 5.2(B)	Compare Decimals Using Concrete Models and Symbols Students model and draw the models for decimals, write them in expanded form, approximate their position on the number line and compare them. Scaffolding includes using the same color- coding from addition and subtraction activities to denote place value.	✓	✓		✓		
Greatest to Least or Least to Greatest? 5.2(B)	Place Numbers in Order from Greatest to Least and Least to Greatest Students write numbers in order from greatest to least and least to greatest and approximate their positions on the number line. They tell the position of a numbers, which comparisons are true or false, write the missing number, and compare using < and >. Scaffolding includes the numbers from the problems written on cards so students can physically place the numbers in the correct order.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic B: Decimals and Place Value Patterns (cont'd.)							
TEKS Cluster: Decimals TEKS Subcluster: Comparison of Decimals (cont'd)							
First, Last, and In the Middle 5.2(B)	Compare Decimals from Tables, Lists, and Pictures Students use data from a table to determine fastest and slowest times, tell which position an athlete is in, write athletes, scores, and countries in order. They place data on a number line, write numbers in expanded form, compare using > and <.			✓		✓	
The Race Is On! 5.2(B)	Compare Decimals In this station activity, students answer questions and use answers to tell which position racers are in and write the racers in order from least to greatest.			✓			✓
Bluebonnet Topic C: Place Value and Rounding Decimals							
TEKS Cluster: Decimals TEKS Subcluster: Estimation of Decimals							
Rounding Decimals 5.2(C)	Round Numbers to the Tenths and Hundredths Students use a work mat to round numbers. Scaffolding includes drawing lines on the work mat to show the last place in rounding the number and which digit determines how the number is rounded.	✓	✓		✓		
Rounding Decimals – Solve the Problem, Solve the Puzzle 5.2(C)	Round Numbers to the Tenths and Hundredths Students round numbers and find the answer to a silly joke.		✓	✓		✓	

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic D: Adding and Subtracting Decimals							
TEKS Cluster: Decimals TEKS Subcluster: Addition/Subtraction of Decimals							
Animal Facts 1 5.3(A), 5.3(K)	Add Decimals Students estimate sums and add decimals using work mats. Scaffolding includes using the same color-coding of the digits as Comparing Decimals to line up the numbers. Animal Facts 1 and Animal Facts 2 are companion activities.	✓	✓		✓		
Strange Money 1 5.3(A), 5.3(K)	Add Decimals Students estimate sums and add decimals using work mats. Scaffolding includes using the same color-coding of the digits as Comparing Decimals to line up the numbers. Strange Money 1 and Strange Money 2 are companion activities.	✓	✓		✓		
Animal Facts 2 5.3(A), 5.3(K)	Subtract Decimals Students estimate differences and subtract decimals using work mats. Scaffolding includes using the same color-coding of the digits as Comparing Decimals to line up the numbers. Animal Facts 1 and Animal Facts 2 are companion activities.	✓	✓		✓		
Strange Money 2 5.3(A), 5.3(K)	Subtract Whole Numbers and Decimals Students estimate differences and subtract decimals using work mats. Scaffolding includes using the same color-coding of the digits as Comparing Decimals to line up the numbers. Strange Money 1 and Strange Money 2 are companion activities.	✓	✓		✓		
A Sale at Game Trade! 5.3(K)	Solve Problems with Decimals Students sort one-step problems from multi-step problems and solve.		✓	✓		✓	

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic E: Multiplying Decimals							
TEKS Cluster: Decimals TEKS Subcluster: Multiplication of Decimals							
Extending Multiplication to Decimals 5.2(A), 5.3(A), 5.3(E)	Estimating Products and Placing the Decimal Point In this two-part activity, students place the decimal point based on estimate of the quotient and use patterns in multiplication to develop a formal placement of the decimal point.	✓	✓		✓		
Longlegs & Lizards 5.3(A), 5.3(D), 5.3(E)	Multiply Decimals and Whole Numbers Using Concrete and Pictorial Models and the Standard Algorithm Students estimate, build and draw models and multiply using the standard algorithm.	✓	✓		✓		
How Many? 5.3(A), 5.3(D), 5.3(E)	Multiply Decimals and Whole Numbers Using Pictorial Models and the Standard Algorithm This activity contains two types of problems. In the first type of problem, students estimate, then draw a model, and multiply using the standard algorithm. In the second type, students choose which model is correct and tell why the incorrect models are incorrect.		✓	✓		✓	
Eduardo the Centipede 5.3(A), 5.3(D), 5.3(E)	Multiply Decimals Using Pictorial Models This activity is an introduction to multiplying a decimal by a decimal. Students estimate the product, shade a pictorial model, write the equation, and solve. All decimals are less than 1.	✓	✓		✓		
Sammy Slowgoing 5.3(A), 5.3(E)	Multiply Decimals Students estimate product and multiply decimals.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic F: Dividing Decimals							
TEKS Cluster: Decimals TEKS Subcluster: Division of Decimals							
Planting a Summer Garden 5.3(A), 5.3(F), 5.3(G)	Divide Decimals by Whole Numbers Students estimate, draw or partition models to represent the problem, and divide.	✓	✓		✓		
Sharing the Wealth 5.3(A), 5.3(F), 5.3(G)	Divide Decimals by Whole Numbers Students estimate and find the cost of one item. They use the information to analyze and represent data in various ways such as filling in a table, telling which equations can be used to find an answer, drawing or shading a model.		✓	✓		✓	
Maximizing Your Dollars 1 5.3(A), 5.3(F), 5.3(G)	Divide Whole Numbers by Decimals – Whole Number Quotients Students estimate, shade a model, tell whether to multiply by the dividend and divisor by 10 or 100, and divide to solve problems.	✓	✓		✓		
Maximizing Your Dollars 2 5.3(A), 5.3(F), 5.3(G)	Divide Whole Numbers by Decimals – Decimal Quotients Students estimate, shade a model, tell whether to multiply by the dividend and divisor by 10 or 100, and divide to solve problems.	✓	✓		✓		
Feeding the Zoo 5.3(A), 5.3(F), 5.3(G)	Divide Decimals by Whole Numbers Students estimate and divide to solve problems.		✓	✓		✓	

Bluebonnet Learning – Grade 5 Module 2:

Multi-Digit Whole Number and Decimal Operations

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Prime and Composite Numbers							
TEKS Cluster: Fractions TEKS Subcluster: Addition/Subtraction of Fractions							
Prime or Composite 5.4(A)	Understand Prime and Composite Numbers As a class, students draw the arrays for numbers to 48 and compare the shapes of the rectangles to see the prime and composite numbers. Then they list the prime and composite numbers and the factors of numbers.	✓			✓		
Bluebonnet Topic B: Mental Strategies for Multi-Digit Whole Number Multiplication							
Bluebonnet Topic C: The Standard Algorithm for Multi-Digit Whole Number Multiplication							
TEKS Cluster: Whole Number Operations TEKS Subcluster: Multiplication/Division of Whole Numbers							
Rigby’s Farm 5.3(A), 5.3(B)	Area Models, Partial Products, and the Standard Algorithm Students learn to multiply 3-digit by 2-digit numbers connecting area models, partial products, and the standard algorithm.	✓	✓		✓		
Moon Tower 5.3(A), 5.3(B)	Partial Products and the Standard Algorithm Students multiply 3-digit by 2-digit numbers using partial products and the standard algorithm.		✓	✓		✓	
Meeple’s Storehouse 5.3(B)	Partial Products and the Standard Algorithm Students fill in the blanks in partial products and the standard algorithm.		✓	✓		✓	
Zappo’s Magic 5.3(B)	Area Models, Partial Products, and the Standard Algorithm In this scaffolded activity, students are told which representations to use to solve problems based on their skill levels.		✓	✓		✓	
Elena Danger and the Combining Machine 5.3(C)	Division Practice Students practice dividing 4-digit numbers by 2-digit numbers.		✓	✓		✓	
Elena Danger and the Splitting Machine 5.3(C)	Division Practice Students practice dividing 4-digit numbers by 2-digit numbers.		✓	✓		✓	

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic D: Decimal Multi-Digit Multiplication							
TEKS Cluster: Decimals TEKS Subcluster: Multiplication of Decimals							
Extending Multiplication to Decimals 5.2(A), 5.3(A), 5.3(E)	Estimating Products and Placing the Decimal Point In this two-part activity, students place the decimal point based on estimate of the quotient and use patterns in multiplication to develop a formal placement of the decimal point.	✓	✓		✓		
Longlegs & Lizards 5.3(A), 5.3(D), 5.3(E)	Multiply Decimals and Whole Numbers Using Concrete and Pictorial Models and the Standard Algorithm Students estimate, build and draw models and multiply using the standard algorithm.	✓	✓		✓		
How Many? 5.3(A), 5.3(D), 5.3(E)	Multiply Decimals and Whole Numbers Using Pictorial Models and the Standard Algorithm This activity contains two types of problems. In the first type of problem, students estimate, then draw a model, and multiply using the standard algorithm. In the second type, students choose which model is correct and tell why the incorrect models are incorrect.		✓	✓		✓	
Eduardo the Centipede 5.3(A), 5.3(D), 5.3(E)	Multiply Decimals Using Pictorial Models This activity is an introduction to multiplying a decimal by a decimal. Students estimate the product, shade a pictorial model, write the equation, and solve. All decimals are less than 1.	✓	✓		✓		
Sammy Slowgoing 5.3(A), 5.3(E)	Multiply Decimals Students estimate product and multiply decimals.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic E: Measurement Word Problems with Whole Number and Decimal Multiplication							
TEKS Cluster: Geometry and Measurement TEKS Subcluster: Conversions							
Conversions 5.7(A)	Use Tables to Perform Conversions Students find units in the <i>Grade 5 STAAR Mathematics Reference Materials</i> and use them to label input and output columns. They determine the numerical relationship between the units, solve problems, and write conversions in words. The numbers in this activity are whole numbers.	✓	✓		✓		
Conversion Match Up 5.7(A)	Conversions Students match quantities that represent the same measurement and use tables to prove they are correct. The activity includes length, weight, and mass conversions with whole numbers. Scaffolding includes placing length conversions in one station and weight and mass conversions in a different station.		✓	✓			✓
Bluebonnet Topic F: Mental Strategies for Multi-Digit Whole Number Division							
Bluebonnet Topic G: Partial Quotients and Multi-Digit Whole Number Division							

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic H: Partial Quotients and Multi-Digit Decimal Division							
TEKS Cluster: Decimals TEKS Subcluster: Division of Decimals							
Planting a Summer Garden 5.3(A), 5.3(F), 5.3(G)	Divide Decimals by Whole Numbers Students estimate, draw or partition models to represent the problem, and divide.	✓	✓		✓		
Sharing the Wealth 5.3(A), 5.3(F), 5.3(G)	Divide Decimals by Whole Numbers Students estimate and find the cost of one item. They use the information to analyze and represent data in various ways such as filling in a table, telling which equations can be used to find an answer, drawing or shading a model.		✓	✓		✓	
Maximizing Your Dollars 1 5.3(A), 5.3(F), 5.3(G)	Divide Whole Numbers by Decimals – Whole Number Quotients Students estimate, shade a model, tell whether to multiply by the dividend and divisor by 10 or 100, and divide to solve problems.	✓	✓		✓		
Maximizing Your Dollars 2 5.3(A), 5.3(F), 5.3(G)	Divide Whole Numbers by Decimals – Decimal Quotients Students estimate, shade a model, tell whether to multiply by the dividend and divisor by 10 or 100, and divide to solve problems.	✓	✓		✓		
Feeding the Zoo 5.3(A), 5.3(F), 5.3(G)	Divide Decimals by Whole Numbers Students estimate and divide to solve problems.		✓	✓		✓	
Bluebonnet I: Measurement Word Problems with Multi-Digit Division							

Bluebonnet Learning – Grade 5 Module 3:

Addition and Subtraction of Fractions

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Making Like Units Pictorially							
TEKS Cluster: Fractions TEKS Subcluster: Addition/Subtraction of Fractions							
Get to the Station 5.3(K)	Stations: Simplifying Fractions – Common Denominators – Fractions Greater Than 1 This activity includes 4 stations: Station 1: Students use equivalent fractions to simplify. Station 2: Students change fractions to common denominators using equivalent fractions. Station 3: Students change improper fractions to mixed numbers and mixed numbers to improper fractions.		✓	✓		✓	✓
Pizza and Cookies 1 5.3(A), 5.3(H), 5.3(K)	Add Fractions Using Area Models Students estimate sums. Then they draw models and add using equations. Pizza and Cookies 1 and 2 are companion activities.	✓	✓		✓		
Jumping for Joy 5.3(A), 5.3(H), 5.3(K)	Add Fractions Using Linear Models Students estimate sums. Then they draw models and add using equations. Jumping for Joy and A Bunch of Jumps are companion activities.	✓	✓		✓		
Pizza and Cookies 2 5.3(A), 5.3(H), 5.3(K)	Subtract Fractions Using Area Models Students estimate differences. Then they draw models and subtract using equations. Pizza and Cookies 1 and 2 are companion activities.	✓	✓		✓		
A Bunch of Jumps 5.3(A), 5.3(H), 5.3(K)	Subtract Fractions Using Linear Models Students estimate differences. Then they draw models and subtract using equations. Jumping for Joy and A Bunch of Jumps are companion activities.	✓	✓		✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic B: Making Like Units Numerically							
TEKS Cluster: Fractions TEKS Subcluster: Addition/Subtraction of Fractions							
Get to the Station 5.3(K)	Stations: Simplifying Fractions – Common Denominators – Fractions Greater Than 1 This activity includes 4 stations: Station 1: Students use equivalent fractions to simplify. Station 2: Students change fractions to common denominators using equivalent fractions. Station 3: Students change improper fractions to mixed numbers and mixed numbers to improper fractions.		✓	✓		✓	✓
Turtle Temple, Part 1 5.3(K)	Add Fractions This activity is Part 1 of the four-part Turtle Temple story.			✓		✓	
Turtle Temple, Part 2 5.3(K)	Subtract Fractions This activity is Part 2 of the four-part Turtle Temple story.			✓		✓	
Smallville 5.3(K)	Add and Subtract Fractions Students add and subtract to solve problems. Scaffolding includes filling in the blanks in the standard algorithm.			✓		✓	
A Cast of Characters 5.3(H), 5.3(K)	Add and Subtract Fractions In this find-the-mistake activity, mistakes include answering the wrong question, incorrect models, subtracting only the whole number, and not finding the correct equivalent fraction or mixed number.			✓		✓	
Bluebonnet Topic C: Further Applications							
TEKS Cluster: Fractions TEKS Subcluster: Addition/Subtraction of Fractions							
Estimation for fraction addition and subtraction is embedded in the following activities listed with Bluebonnet Topic A Making Like Units Pictorially - Pizza and Cookies 1 - Jumping for Joy - Pizza and Cookies 2 - A Bunch of Jumps							

Multiplication and Division of Fractions

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Repeated Addition of Fractions as Multiplication							
Bluebonnet Topic B: Multiplication of a Whole Number by a Fraction							
TEKS Cluster: Fractions TEKS Subcluster: Multiplication of Fractions							
Mr. Haroo’s Zoo 5.3(I)	Multiply Whole Numbers and Fractions Students model the problem using a strip diagram and multiply whole numbers and fractions using repeated addition and multiplication.	✓	✓		✓		
The Castle Axon 5.3(I)	Multiply Whole Numbers and Fractions Students model the problem by partitioning sets and multiply whole numbers and fractions.	✓	✓		✓		
Rude Awakening 5.3(I)	Multiply Whole Numbers and Fractions Students model the problem on a number line and multiply using repeated addition and multiplication.	✓	✓		✓		
At the Station 5.3(I)	Multiply Whole Numbers and Fractions This activity includes three stations: Station 1: In this card sort, students match solutions, models, and word problems. Station 2: Students draw a number card and a domino to make a multiplication equation and multiply. Station 3: Students find four products in a row.		✓	✓			✓
Bluebonnet Topic C: Fraction Expressions and Word Problems							
TEKS Cluster: Fractions TEKS Subcluster: Multiplication of Fractions							
Turtle Temple, Part 3 5.3(I)	Multiply Whole Numbers and Fractions This activity is Part 3 of the four-part Turtle Temple story.			✓	✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic D: Division of Fractions							
TEKS Cluster: Fractions TEKS Subcluster: Division of Fractions							
How Many? 5.3(J), 5.3(L)	Divide Whole Numbers by Unit Fractions Students build and partition models, write division and multiplication equations, and solve.	✓	✓		✓		
Figure It Out 5.3(J), 5.3(L)	Divide Unit Fractions by Whole Numbers Students build and partition models, write division and multiplication equations, and solve. This activity begins with an example that mirrors the one from How Many? to show the difference between unit fractions divided by whole numbers and whole numbers divided by unit fractions.	✓	✓		✓		
Problems, Equations, Solutions, Number Lines 5.3(J), 5.3(L)	Divide Unit Fractions and Whole Numbers Students are given two related division problem situations. They match the division problem with the related multiplication problem, then draw it on a number line.		✓	✓		✓	
Mrs. Fig 5.3(I), 5.3(J), 5.3(L)	Multiply and Divide Fractions In this card sort, students match word problems, equations, models, and answers.		✓	✓		✓	
It's a Set Up 5.3(I), 5.3(L)	Patterns in Multiplication and Division of Fractions This activity includes sets of related multiplication and division problems to develop mental math, number sense, and operational fluency.			✓		✓	
World's Tallest Building 5.3(A), 5.3(I), 5.3(K), 5.3(L)	All Fractions Operations: Practice Students estimate and solve fractions problems, then use solutions to find the answer to a corny joke.		✓	✓		✓	
Make Things Right 5.3(I), 5.3(K), 5.3(L)	All Fractions Operations: Find the Mistake Mistakes include arithmetic errors, subtracting incorrectly, using the wrong operation, changing improper fractions to mixed numbers incorrectly and incorrectly changing fractions into new denominators.		✓	✓		✓	
Turtle Temple Conclusion 5.3(I), 5.3(K), 5.3(L)	All Fraction Operations: The End of the Story This activity is Part 4 of the four-part Turtle Temple story.			✓		✓	

mathmark Activity Title	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Student Expectations							
Bluebonnet Topic E: Applying Fraction and Decimal Multiplication to Personal Financial Literacy							
Bluebonnet Topic F: Interpretation of Numerical Expressions							
TEKS Cluster: Whole Number Operations TEKS Subcluster: Numerical Expressions							
Anchor It 5.4(E), 5.4(F)	Order of Operations Introduction Students understand the order of operations through the lens of solving two-step problems and make a foldable with the rules.	✓	✓		✓		
Sort and Match 5.4(E), 5.4(F)	Order of Operations Card Sort Students sort cards containing the rows of simplifying numerical expressions.			✓		✓	✓
What’s Missing? 5.4(E), 5.4(F)	Order of Operations Fill-in-the-Blank Students fill in the blanks in simplifying expressions.		✓	✓		✓	✓
Make It Correct 5.4(F)	Order of Operations Find the Mistake Students find the mistake and identify the order of operations rule in simplified numerical expressions.		✓	✓		✓	✓
Follow the Rules 5.4(F)	Order of Operations Find the Mistake Students find the mistake and identify the order of operations rule in simplified numerical expressions.		✓	✓		✓	
Classroom Challenge 5.4(F)	Order of Operations Students use order of operations in a fun classroom and whole grade competition to create the “best” expression to represent a number.		✓	✓		✓	✓

Bluebonnet Learning – Grade 5 Module 5:
Addition and Multiplication with Volume and Area

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Concepts of Volume							
TEKS Cluster: Geometry and Measurement TEKS Subcluster: Perimeter/Area/Volume							
Volume in Layers 5.6(A), 5.6(B)	Understanding Volume Students build prisms one layer at a time and count cubes to find volume.	✓	✓		✓		
The Volume Formula 5.4(G), 5.6(A), 5.6(B)	Understanding and Using the Volume Formula Students translate the process of finding volume using layers to using a formula and then using the formula to solve problems. This activity includes the opportunity for technical reading to understand how to use the volume formula. This activity mirrors the Grade 4 activities The Perimeter Formula and The Area Formula.	✓	✓		✓		
Bluebonnet Topic B: Volume and the Operations of Multiplication and Addition							
TEKS Cluster: Geometry and Measurement TEKS Subcluster: Perimeter/Area/Volume							
Secrets 5.4(H)	Volume This activity contains a scaffolded process for finding volume. Students write dimensions on figures, write the formulas, fill them in, and solve the problems.			✓		✓	
Treasure Prism 5.4(H)	Volume Students use a scaffolded process to find volume. This activity includes two challenge problems where students are given the volume and have to find possible dimensions for the prism. The challenge problems may be placed in stations rather than assigned as part of class work.			✓		✓	✓
Bluebonnet Topic C: Area of Rectangular Figures with Fractional Side Lengths							

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic D: Drawing, Analysis, and Classification of Two-Dimensional Shapes							
TEKS Cluster: Geometry and Measurement TEKS Subcluster: Two-Dimensional							
Classifying Triangles 5.5(A)	Triangle Classification Students learn the classifications for triangles and use the marks on the triangles that give information about the length of sides and angles to classify them.	✓	✓		✓		
Exploring Quadrilaterals 5.5(A)	Attributes of Quadrilaterals Students analyze quadrilaterals to see attributes, including congruent angles, congruent sides, and parallel sides.	✓	✓		✓		
Organizing Figures by Their Attributes 5.5(A)	Classification of Two-Dimensional Figures Students organize figures by their attributes using Venn diagrams.	✓	✓		✓		
Classification Stations 5.5(A)	Classification Practice This activity includes nine stations with different organizers to provide practice in classifying two-dimensional figures. Organizers include Venn diagrams, vertical diagrams, naming figures, concentric circle diagrams, tables, and checkboxes.			✓			✓

Bluebonnet Learning – Grade 5 Module 6:

Problem Solving with the Coordinate Plane and Data

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic A: Coordinate Systems							
TEKS Cluster: Graphing on Coordinate Plane TEKS Subcluster: Coordinate Plane							
The Coordinate Plane 5.8(A)	Identify the Features and Points of the Coordinate Plane Students learn what a coordinate plane is, its vocabulary, and that points can be named according to their location on a graph.	✓			✓		
Learn to Graph Points on a Coordinate Plane 5.8(B), 5.8(C)	Graph Ordered Pairs Students graph points and choose statements that match the description of how they graphed the points.	✓	✓		✓		
Where’s ____? 5.8(B), 5.8(C)	Solve Problems by Graphing Ordered Pairs Students solve problems by locating points on the coordinate plane.			✓		✓	
Coordinate Plane Hide and Seek 5.8(B), 5.8(C)	Solve Problems by Graphing Ordered Pairs Students solve problems by locating points on the coordinate plane.			✓		✓	
In, On, or Outside? 5.8(C)	Find Points In, On, or Outside of a Polygon Students locate points that are in, on, or outside of a polygon.	✓	✓		✓		
Making Polygons 5.5(A), 5.8(C)	Find Points In, On, or Outside of a Polygon Students complete polygons by graphing points.			✓		✓	
Bluebonnet Topic B: Patterns in the Coordinate Plane and Graphing Number Patterns from Rules							
TEKS Cluster: Graphing on Coordinate Plane TEKS Subcluster: Coordinate Plane							
Making Graphs 5.4(C), 5.8(C)	Given a Verbal Description, Make a Graph Students use real-world descriptions to make a table and write the points generated by the numerical relationship in the description. They label the x- and y-axis with information from the description and graph the points.	✓			✓		

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic B: Patterns in the Coordinate Plane and Graphing Number Patterns from Rules (cont'd.)							
TEKS Cluster: Graphing on Coordinate Plane TEKS Subcluster: Coordinate Plane (cont'd)							
Find the Matches 5.8(C)	Match Tables and Graphs Students match tables and graphs and decide if the numerical relationship is additive or multiplicative.		✓	✓		✓	
Number Machine → Table → Graph 5.8(C)	Use a Number Machine to Make a Table and Graph Students use a number machine to make a table, write points, and graph them.			✓		✓	
TEKS Cluster: Graphing on Coordinate Plane TEKS Subcluster: Graphing Numerical Patterns							
Springback Jack & the Money Tree: Number Machines 5.4(C), 5.4(D), 5.8(C)	Use a Number Machine to Make a Table and Graph Students use number machine to generate points, make a table and graph, write equations with labels and variables, and solve problems. This activity includes a story that reveals the numerical relationship in the number machine along with whether the relationship is additive or multiplicative.	✓				✓	
Introduction to Equations with Two Variables 5.4(C), 5.4(D), 5.8(C)	Learn How to Read an Equation with Two Variables Students make a table, write labeled equations, and write equations using variables, and tell whether a numerical relationship is additive or multiplicative. This activity uses the number machines from Springback Jack & the Money Tree: Number Machines.	✓	✓			✓	
Making Tables with Equations 5.4(C), 5.8(C)	Equation to Table Students use an equation to make a table and match tables and equations.	✓	✓			✓	
Equations → Tables → Graphs 5.4(C), 5.8(C)	Use an Equation to Make a Table and Graph Students make a table and graph from an equation, and answer questions about the graph.	✓	✓			✓	
Prepping for an Adventure 5.4(C), 5.8(C)	Reading Algebra: Make a Table to Match a Verbal Situation Students determine which part of a story matches the input and output of a table. They write equations, make tables, and answer questions.			✓		✓	

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic C: Data Representation and Analysis							
Bluebonnet Topic D: Multi-Step Word Problems							
TEKS Cluster: Fractions TEKS Subcluster: Division of Fractions							
It’s a Set Up 5.3(I), 5.3(L)	Patterns in Multiplication and Division of Fractions This activity includes sets of related multiplication and division problems to develop mental math, number sense, and operational fluency.			✓		✓	
World’s Tallest Building 5.3(A), 5.3(I), 5.3(K), 5.3(L)	All Fractions Operations: Practice Students estimate and solve fractions problems, then use solutions to find the answer to a corny joke.		✓	✓		✓	
Make Things Right 5.3(I), 5.3(K), 5.3(L)	All Fractions Operations: Find the Mistake Mistakes include arithmetic errors, subtracting incorrectly, using the wrong operation, changing improper fractions to mixed numbers incorrectly and incorrectly changing fractions into new denominators.		✓	✓		✓	
Turtle Temple Conclusion 5.3(I), 5.3(K), 5.3(L)	All Fraction Operations: The End of the Story This activity is Part 4 of the four-part Turtle Temple story.			✓		✓	
TEKS Cluster: Geometry and Measurement TEKS Subcluster: Perimeter/Area/Volume							
Measurement Madness 5.4(H)	Perimeter, Area, and Volume Students draw a figure and choose area, perimeter, or volume, write the formula, fill it in, and solve the problem. This activity includes finding the missing measures problems. Scaffolding includes checking a perimeter, area, or volume box to remind students which they chose.			✓		✓	
Cave of Wilds 5.4(H)	Perimeter, Area, and Volume Students draw a figure and choose area, perimeter, or volume, write the formula, fill it in, and solve the problem. This activity includes finding the missing measures problems. Scaffolding includes checking a perimeter, area, or volume box to remind students which they chose.			✓		✓	

mathmark Activity Title Student Expectations	mathmark Activity Topic	Type			Delivery		
		new learning	intervention	practice	teacher-facilitated	small groups	stations
Bluebonnet Topic D: Multi-Step Word Problems (cont'd.)							
TEKS Cluster: Whole Number Operations TEKS Subcluster: All Operations of Whole Numbers							
At the Theater 5.4(B)	Write Equations to Represent Problems Students learn to use letters to represent unknown quantities in an equation and learn problems may be presented with multiple equations.	✓	✓		✓		
Fun at Mr. Haroo’s Zoo 5.4(B)	Complete and Solve an Equation Students complete equations that represent problems with words and numbers.		✓	✓		✓	
Guadalca 5.4(B)	Choose the Correct Equation and Solve It Students choose the correct equation that represents a problem and solve the equation.		✓	✓		✓	
Best Wrong Answer 5.4(B)	Write a Word Problem to Match an Equation Students write word problems to match equations. Then the teacher chooses three-word problems to discuss with the class, including the “best” problem that is wrong. Students rewrite the problem to make it correct.		✓	✓		✓	
Bluebonnet Topic E: The Year in Review: A Reflection							