

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

Unit Name: Measurement and Data																											
<p>Common Core State Standards:</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>																											
<p>Essential Vocabulary:</p> <table><tbody><tr><td>• metric measurement</td><td>• miles</td><td>• grams</td></tr><tr><td>• customary measurement</td><td>• conversion/ convert</td><td>• mass</td></tr><tr><td>• millimeters</td><td>• capacity</td><td>• ounces</td></tr><tr><td>• centimeters</td><td>• liter</td><td>• pounds</td></tr><tr><td>• meters</td><td>• cup</td><td>• tons</td></tr><tr><td>• kilometers</td><td>• pint</td><td>• line plot</td></tr><tr><td>• inches</td><td>• quart</td><td>• scale (as in the ratio of the measurements in a drawing to the actual measurements)</td></tr><tr><td>• feet</td><td>• gallon</td><td></td></tr><tr><td>• yards</td><td>• kilograms</td><td></td></tr></tbody></table>	• metric measurement	• miles	• grams	• customary measurement	• conversion/ convert	• mass	• millimeters	• capacity	• ounces	• centimeters	• liter	• pounds	• meters	• cup	• tons	• kilometers	• pint	• line plot	• inches	• quart	• scale (as in the ratio of the measurements in a drawing to the actual measurements)	• feet	• gallon		• yards	• kilograms	
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<p>Unit Overview:</p> <p>In this unit students will convert measurements within the same system of measurement in multi-step, real-world problems. Students worked with both metric and customary units of length in second grade. In third grade, students worked with metric units of mass and liquid volume. In fourth grade, students worked with both systems and began conversions within systems. Students will explore how the base-ten system supports conversions within the metric system. Teachers will reinforce place value for whole numbers and decimals, and discuss connections between fractions and decimals. Students work with fractions by measuring objects to one-eighth of a unit. This includes length, mass, and liquid volume. Students create line plots of data and then add and subtract fractions based on data in the line plot.</p>																											
<p>Strategies/Skills:</p> <p>Students will use multiple tools to explore measurement in both customary and metric systems. Students will convert measurements within the same system.</p> <ul style="list-style-type: none">• Ruler• Measuring tape• Meter sticks• Jugs (capacity- cup, pint, quart, gallon, liter)• Scales (mass- grams, kilograms)																											
<p>Video Support:</p> <p>No videos are referenced for this unit.</p>																											

Wake County Public Schools, Unit Overview for Parents

This document should not replace on-going communication between teachers & parents.

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Additional Resources:

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- [NCDPI Additional Resources](#)

Questions to Ask When Helping Your Child with Math Homework

Keep in mind that homework in elementary schools is designed as practice. If your child is having problems, please let the classroom teacher know. When helping your child with his/her math homework, you don't have to know all the answers! Instead, we encourage you to ask probing questions so your child can work through the challenges independently.

- What is the problem you're working on?
- What do the directions say?
- What do you already know that can help you solve the problem?
- What have you done so far and where are you stuck?
- Where can we find help in your notes?
- Are there manipulatives, pictures, or models that would help?
- Can you explain what you did in class today?
- Did your teacher work examples that you could use?
- Can you go onto another problem & come back to this one later?
- Can you mark this problem so you can ask the teacher for an explanation tomorrow?