

Name \_\_\_\_\_

Date \_\_\_\_\_

## Grade 5, Unit 3: Geometry Explorations and the American Tour

### Study Guide

Dear Parents,

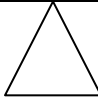
Listed below are the skills that the students will be responsible for in Unit 3. Remember, Part B skills are not expected to be mastered. There will be other opportunities for reinforcement and is not a part of your child's unit assessment grade. Students are expected to demonstrate understanding of the Part A skills and these are the basis of the unit assessment grade. As always, basic fact review is important.

\*The following will help you to prepare for your unit assessment.

\*As you work through this study guide, please write any questions down that you have and we will go over them the week of the test.

### Part A Skills

Outcome	Example	Practice Opportunities
Measure a single angle or angles in a regular polygon.	Measure an angle using a protractor.	<b>Journal:</b> p. 66, 69, 73, 74(1), 79(2,5), 81(1), 85-86, 88-89, 91(2,5), 97(5) <b>SRB:</b> p. 138 <b>Games:</b> Angle Tangle SRB p. 296
Identify, compare, classify, and describe angles in relationship to another angle.	Describe angles as acute, obtuse, adjacent, or right.	<b>Journal:</b> p. 68, 73 <b>SRB:</b> p. 139 <b>Games:</b> Angle Tangle SRB p. 296
Identify and describe angles (reflex angles).	Explain what a reflex angle is. Draw and label a reflex angle.	<b>SRB:</b> p. 139, 204, 206 <b>Games:</b> Angle Tangle SRB p. 296
Read, write, and represent decimals using symbols, words, and models.	Read and solve a number riddle such as, Write the number that has 6 in the tens place, 4 in the hundred-thousands place, A digit in the millions place that is half of the digit in the tens place, 5 in the thousands place, and 2 in all the other places.  _____, _____, _____, _____, _____	<b>Journal:</b> p. 61(2), 67(2), 90 <b>SRB:</b> p. 4, 28-30
Compare or classify triangles by the lengths of their sides.	Use your geometry template to draw types of triangles. Explain how two types of triangles are the same or different.	<b>Journal:</b> p. 75-76, 79(4), 84(3), 97(4) <b>SRB:</b> p. 143-144 <b>Games:</b> Polygon Capture SRB p. 328
Compare and classify quadrilaterals by the lengths and relationships of their sides and types of angles.	Look at a polygon and choose statements that describe it such as, Choose the statements that describe this polygon.	<b>Journal:</b> p. 91(4) <b>SRB:</b> p. 143, 145-146 <b>Games:</b> Polygon Capture SRB p. 328

	<ul style="list-style-type: none"> <li>○ The polygon is a quadrangle.</li> <li>○ At least on angle is acute.</li> <li>○ At least 2 sides are parallel.</li> <li>○ At least 2 angles are congruent.</li> </ul> 	
Identify and describe geometric figures as similar.	Look at two figures. Determine if the pair is similar or not similar.	<b>Journal:</b> p. 61(1), 67(1), 84(2), 97(2) <b>SRB:</b> p. 156
Identify polygons within a composite figure.	Find and color another shape that is found within another figure.	<b>Journal:</b> p. 92-96
Identify and describe the results of translations, reflections, and rotations of geometric figures.	Look at a preimage (original shape) and and its image. Determine what transformation occurred in the set of figures.	<b>SRB:</b> p. 157-158
Identify and classify pyramids and prisms by the number of edges, faces, and vertices.	Read a riddle about a solid figure. Use pictures of figures to identify the name of a solid figure.	<b>SRB:</b> p. 147-148, 151
Compare a plane figure to faces of a solid geometric figure.	Read a riddle about a solid figure. Use the pictures and the plane figures (flat shapes) that make up the faces of the solid figure to identify the name of solid figures.	<b>SRB:</b> p. 147-148, 150-151
Identify and classify pyramids and prisms by the base.	Determine the name of a solid figure by looking at the shape of its base.	<b>SRB:</b> p. 147-148, 150-151 <b>Games:</b> Angle Tangle SRB p. 296
Apply a variety of concepts, processes, and skills to solve problems.	Solve a problem with several steps. You may solve the problem in any way you choose. Show your work and explain/justify your answer.	<b>SRB:</b> p. 226-227, 242-245
Identify, describe, and draw angles, parallel line segments, and perpendicular line segments.	Use a protractor or straight edge to draw several figures such as angles, parallel line segments, or perpendicular line segments. Example: Draw a pair of perpendicular line segments that are 4 inches in length.	<b>Journal:</b> p. 73 <b>SRB:</b> p. 140-141
Demonstrate proficiency with multiplication basic facts.	Timed test of 16 <b>multiplication</b> facts. Must be completed in 1 minute or 1 minute and 30 seconds.	<b>Games:</b> <ul style="list-style-type: none"> <li>• Baseball Multiplication, SRB p. 297-298</li> <li>• Beat the Calculator, SRB p. 299</li> <li>• Multiplication Top-It, SRB p. 333-334</li> </ul>

The following skills are **Part B** skills. They will be on the assessment but will **NOT** count toward your child's grade.

- Determine the measurements of angles formed by intersecting lines, line segments, and rays.
- Determine the third angle measure of a triangle given two angle measures.
- Determine a missing angle measurement using the sum of the interior angles of polygons.
- Identify and describe angles formed by intersecting lines, line segments, and rays.
- Identify, describe, and draw angles, parallel line segments, and perpendicular line segments.
- Identify mathematical concepts in relationship to other disciplines.
- Express solutions using pictorial, tabular, graphical, or algebraic methods.
- Explain solutions in written form.