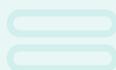


Grade 5

MINNESOTA STANDARDS FAMILY GUIDE

What Your Child Should Know
Activities & Examples of ELA & Math
Tips for Talking with Teachers



About This Guide



Families want to know what their child is learning in school. They are their child's first—and most important—teacher.

The Minnesota Department of Education decides what every child will learn in school in all subjects. This guide helps you understand those standards in English Language Arts (ELA) & Math. This will help you partner with your child's teachers to support learning during 5th grade.

BEFORE YOU START

Before reviewing this guide, we encourage you to check your student's current grade level at www.bealearninghero.org/readiness-check-mn.





This Guide Includes



**What your child should know & be able to do—
PAGE 4 FOR ELA & PAGE 18 FOR MATH**

The most important content (knowledge & skills) for students to learn by the end of 5th grade



**Examples of ELA & Math—
PAGE 8 FOR ELA & PAGE 20 FOR MATH**

Example work your child should be able to write by the end of 5th grade



**Everyday activities to support learning—
PAGE 16 FOR ELA & PAGE 22 FOR MATH**

Ways you can support your child in learning important content & skills in English Language Arts (ELA) & Math



**Tips for talking with teachers—
PAGE 17 FOR ELA & PAGE 23 FOR MATH**

How you & your child's teacher can work together to help your child grow



**Education words glossary—
PAGE 24**

Definitions of common education words relevant to 5th grade

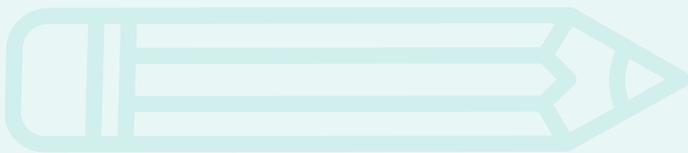


English Language Arts

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

In 5th grade, students spend most of their time reading & understanding texts with different levels of text complexity. Texts should be half fiction & half nonfiction. Texts should talk about diverse people & ideas, including Dakota & Anishinaabe people. 5th grade students should write often. They will write short assignments & longer assignments that may take many days. They practice research, reflection, & revision. They write about many topics for different audiences.

To see all 5th grade state standards for ELA see here: education.mn.gov/mde/dse/stds/ela



5th graders should understand how to do the following well by the end of the year:

APPLYING LITERACY SKILLS

- ✔ Read 5th grade level texts (**Lexile:** 740–1010, F&P: N–Z, DRA: 30–60) smoothly & with expression at a **fluency** rate of around 100–150 words per minute
- ✔ Write complete paragraphs, with mostly correct spelling, grammar, capitalization, & punctuation including: semicolons, colons, commas, apostrophes, quotation marks, & end of sentence punctuation
- ✔ Use technology to produce & publish writing & to work with others
- ✔ Research a topic using several sources & type a minimum of two pages in one hour



LEARNING ABOUT THE WORLD THROUGH TEXT

- ✔ Ask & answer questions about stories & texts. Use information from the text to support descriptions, connect ideas, & understand meaning in the text:
 - Explain the theme or main idea
 - Describe the characters, setting, conflict, resolution, & major events
 - Explain how different parts of the text impact the structure & meaning

- ✔ Figure out the meaning of unknown words, **synonyms**, **antonyms**, & **idioms** by using context clues or dictionaries



WORDS WITH MULTIPLE MEANINGS:

Bat

Fair

Refuse

IDIOMS:

She's always cool as a cucumber
(She stays calm under pressure)

That assignment was a piece of cake
(The assignment was easy)

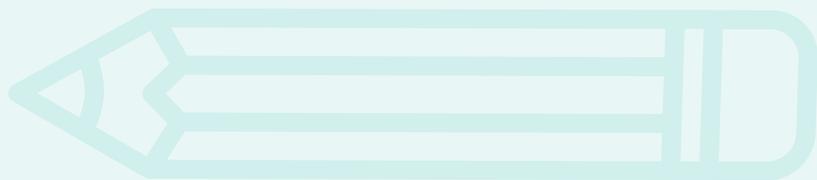
My internet failed out of the blue
(The internet failed unexpectedly)

- ✔ Use linking words or phrases to connect ideas. For example, use "consequently," "specifically," "in contrast," "especially," etc.
- ✔ Write about a text. Include an introduction with a simple **thesis statement**, examples from the text, & a conclusion
- ✔ Write to inform or explain. Organize related information into groups with headings, images, & vocabulary that relates to the main idea

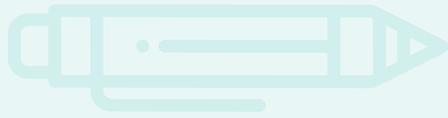
- ✔ Write to create poetry, stories, & plays, using tools like **figurative language** to change the style, tone, & plot. You can see an example of this in writing from a 5th grader in the following page¹

FRUSTRATION

I dip my fountain pen into the ink container. I place the pen on the paper. What will be the first words of the Declaration of Independence? They must be convincing and also get the message to King George that we want to be free. After waiting for what seems like an hour, I print the words “The Colonists of the new land want to...” No! That won’t do. The words must be more convincing. I crumble the paper and throw it across the room. I dip the pen again and place the pen on a new, clean sheet of paper. Now I print the words “We hold these truths to be self-evident, that all men are created equal...” “No! That will go later in the paper,” I scream, now ripping up the paper. I’m so angry that when I dip my pen, ink splatters on my white cuff. After an hour, I decide on the first words: “When in the course of human events it becomes necessary for one people to dissolve the political bonds...” “Yes! Those will be the first words of the Declaration of Independence,” I say, leaping for joy.



¹Writing sample obtained with permission from Student Partners. “Student Writing Samples.” Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>



5TH GRADE ENGLISH LANGUAGE ARTS EXAMPLES

Below is an example of a 5th grade level text. Children should be able to read this text smoothly & with expression. Afterward they should be able to describe or tell you what happened in the text & answer the questions below.²

“THE TALE OF JOHNNY TOWN-MOUSE” BY BEATRIX POTTER²

1. Johnny Town-mouse was born in a cupboard. Timmy Willie was born in a garden. Timmy Willie was a little country mouse who went to town by mistake, in a hamper. The gardener sent vegetables to town once a week by carrier; he packed them in a big hamper.



2. The gardener left the hamper by the garden gate, so that the carrier could pick it up when he passed. Timmy Willie crept in through a hole in the wicker-work, and after eating some peas-- Timmy Willie fell fast asleep.
3. He awoke in a fright, while the hamper was being lifted into the carrier's cart. Then there was a jolting, and a clattering of horse's feet; other packages were thrown in; for miles and miles--jolt-jolt--jolt! and Timmy Willie trembled amongst the jumbled up vegetables. At last the cart stopped at a house, where the hamper was taken out, carried in, and set down.
4. Timmy Willie, who had lived all his life in a garden, was almost frightened to death. Presently the cook opened the hamper and began to unpack the vegetables. Out sprang the terrified Timmy Willie.
5. Up jumped the cook on a chair, exclaiming "A mouse! A mouse! Call the cat! Fetch me the poker, Sarah!" Timmy Willie did not wait for Sarah with the poker; he rushed along the skirting board till he came to a little hole, and in he popped.

²Potter, Beatrix. "The Tale of Johnny Town-Mouse." Public domain. Achieve the Core, <https://achievethecore.org/category/415/ela-literacy-assessments>

6. He dropped half a foot, and crashed into the middle of a mouse dinner party, breaking three glasses. “Who in the world is this?” inquired Johnny Town-mouse. But after the first exclamation of surprise he instantly recovered his manners.



7. With the utmost politeness he introduced Timmy Willie to nine other mice, all with long tails and white neckties. Timmy Willie’s own tail was insignificant. Johnny Town-mouse and his friends noticed it; but they were too well bred to make personal remarks; only one of them asked Timmy Willie if he had ever been in a trap?
8. The dinner was eight courses; not much of anything, but truly elegant. All the dishes were unknown to Timmy Willie, who would have been a little afraid of tasting them; only he was very hungry, and very anxious to behave with company manners.
9. “Why don’t those youngsters come back with the dessert?” It should be explained that two young mice, who were waiting on the others, went skirmishing upstairs to the kitchen between courses. Several times they had come tumbling in, squeaking and laughing; Timmy Willie learned with horror that they were being chased by the cat. His appetite failed, he felt faint.



10. “Try some jelly?” said Johnny Town-mouse. “No? Would you rather go to bed? I will show you a most comfortable sofa pillow.”

²Potter, Beatrix. “The Tale of Johnny Town-Mouse.” Public domain. Achieve the Core, <https://achievethecore.org/category/415/ela-literacy-assessments>

11. The sofa pillow had a hole in it. Johnny Town-mouse quite honestly recommended it as the best bed, kept exclusively for visitors. But the sofa smelt of cat. Timmy Willie preferred to spend a miserable night under the fender.
12. It was just the same the next day. Timmy Willie longed to be at home in his peaceful nest in a sunny bank. The food disagreed with him, and the noise prevented him from sleeping. In a few days he grew so thin that Johnny Town-mouse noticed it and questioned him. He listened to Timmy Willie's story and inquired about the garden. "It sounds rather a dull place. What do you do when it rains?"
13. "When it rains, I sit in my little sandy burrow and shell corn and seeds from my autumn store. And when the sun comes out again, you should see my garden and the flowers--roses and pinks and pansies--no noise except the birds and bees and the lambs in the meadows."



14. "There goes that cat again!" exclaimed Johnny Town-mouse. When they had taken refuge in the coal-cellar he resumed the conversation. "I confess I am a little disappointed; we have endeavored to entertain you, Timothy William."
15. "Oh yes, yes, you have been most kind; but I do feel so ill," said Timmy Willie.
16. "It may be that your teeth and digestion are unaccustomed to our food; perhaps it might be wiser for you to return in the hamper."
17. "Oh? Oh!" cried Timmy Willie.
18. "Why of course! We could have sent you back last week," said Johnny rather huffily. "Did you not know that the hamper goes back empty on Saturdays?"
19. So Timmy Willie said good-bye to his new friends and hid in the hamper with a crumb of cake and a withered cabbage leaf; and after much jolting, he was set down safely in his own garden.

20. Sometimes on Saturdays he went to look at the hamper lying by the gate, but he knew better than to get in again. And nobody got out, though Johnny Town-mouse had half promised a visit.
21. The winter passed; the sun came out again; Timmy Willie sat by his burrow warming his little fur coat and sniffing the smell of violets and spring grass. He had nearly forgotten his visit to town. When up the sandy path all spick and span with a brown leather bag came Johnny Town-mouse!
22. Timmy Willie received him with open arms. "You have come at the best of all the year. We will have herb pudding and sit in the sun."
23. "H'm'm! It is a little damp," said Johnny Town-mouse, who was carrying his tail under his arm, out of the mud. "What is that fearful noise?" he started violently.
24. "That?" said Timmy Willie, "that is only a cow; they are quite harmless, unless they happen to lie down upon you. How are all our friends?"
25. Johnny explained why he was paying his visit so early in the season; the family had gone to the sea-side for Easter. The cook was doing spring cleaning, with particular instructions to clear out the mice. There were four kittens, and the cat had killed the canary.
26. "They say we did it; but I know better," said Johnny Town-mouse. "Whatever is that fearful racket?"
27. "That is only the lawn-mower; I will fetch some of the grass clippings presently to make your bed. I am sure you will never want to live in town again," said Timmy Willie.
28. But he did. He went back in the very next hamper of vegetables; he said it was too quiet!

COMPREHENSION QUESTIONS

1. Summarize the text.
2. In paragraph 12 of "The Tale of Johnny Town-mouse," what is Johnny Town-mouse doing when he inquires about the garden? Which parts of the paragraph 12 help the reader determine what it means to inquire?
3. How does the scene of Timmy Willie eating with Johnny Town-mouse & his friends in (paragraphs 7 & 8) fit with the scene of Timmy Willie making Johnny Town-mouse a bed of grass clippings (paragraph 27) to create the overall structure of the text?
4. How does the illustration after paragraph 6 contribute to the meaning of the text?
5. What role does fear play in the text? Use evidence from the text to support your answer.
6. What is the theme of the text? Use evidence from the text to support your answer.



Below is an example of writing at a 5th grade level.³

BOOK RESPONSE ON ROLL OF THUNDER, HEAR MY CRY

Roll of Thunder, Hear My Cry by Mildred Taylor takes place in Mississippi in the 1930's, a time when segregation was present. Some of the characters in this story are: the Logans (Cassie, Stacey, Little Man, Christopher John, Mama, and Papa), T.J. Avery, and Mr. Morrison. In the book, one of the characters, Mr. Morrison says, "In those years I suppose it was just as hard being free as it was being a slave."

Introduces the text clearly by providing background information about the time period. Includes the quote where they learned that information

In this book response, I am going to use examples from the book to help explain why I agree with that quote.

States an opinion

One of the examples to support the quote is Soldiers Bridge. Soldiers Bridge is a bridge on which white men have power over black men. The bridge has only one lane for only one car. If two people with the same skin color meet at the bridge, the person who reached the bridge first gets to go first. If a white and a black meet at the bridge, the white automatically gets to go first, always. This is true even if the black wagon/car is halfway across the bridge. The blacks would have to back off the bridge, and allow the whites to cross! This makes them feel like slaves' obligated to obey their masters' commands.

Another example is Mama losing her job. Mama lost her job as a school teacher because Mr. Granger, who is the school district manager (and who also wants the Logans' land) claimed that Mama was teaching inappropriate information at the school, and should not be teaching anymore. Mr. Granger is white, and he feels strongly

Provides reasons for the opinion based on details from the text. These reasons are in a logical order

³Writing sample obtained with permission from Student Partners. "Student Writing Samples." Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>

that whites are better than blacks. Mama was teaching about slavery and how black women/men were treated unfairly. He wanted a reason to fire her because without her paycheck, the Logans would not have enough money to pay the taxes for their land, and he might be able to get it.

Another example is the Jefferson School Bus (the white school's bus) that drives past Cassie, Stacey, Christopher John, and Little Man every morning as they walk to school. The driver and the children make fun of the Logans and laugh at them. If it has rained the night before, the driver would speed up and splash mud at the Logans. The Logan children felt mad, and humiliated, but they could do nothing to stop the white bus driver from doing this. They were like slaves, because they had no control over what was happening to them.

Provides reasons for the opinion based on details from the text. These reasons are in a logical order

Yet another example to support Mr. Morrison's idea, is the Wallace store. The Wallace store is the local store where people shop (and which also sells alcoholic beverages). Most of the white men gather at the Wallace Store to drink, smoke, and play cards. If black skinned people were to enter the Wallace Store, the drinkers and smokers would insult them by calling them names, like "nigger" and they would make fun of them. The blacks would also always be served last. This is like Soldiers Bridge, because even if a black person was already being waited on, if a white person arrived, Mr. Wallace would stop waiting on the black person, and help the white person. This is definitely not fair.

Links opinion & reasons using words & phrases

My last example is the textbooks that the students are given in the black school. At first the black students were all excited about the new books, but when Little Man accepts his book, their point of view changes completely. The "new" textbooks

³Writing sample obtained with permission from Student Partners. "Student Writing Samples." Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>

are discards from a white school, where they were used until they were in very bad condition. Little Man (who is very meticulous) refused to use his book because it was old and dirty. Little Man's teacher became mad and used the whip on him.

As you can see from the situations I have explained, life for the Logans during this time was completely unfair. They were treated unfairly, because their skin is black. The black skinned people in this story were treated with almost no respect from the white skinned people in this story. Although slavery had ended, these people were still treated like slaves because the whites would order them around, and they would have to obey, or risk their lives.

Provides a conclusion that relates to the opinion of the author



³Writing sample obtained with permission from Student Partners. "Student Writing Samples." Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>



EVERYDAY ACTIVITIES TO SUPPORT LEARNING

Read together each day. Talk about what they are reading, discussing, & writing about in school

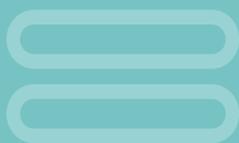
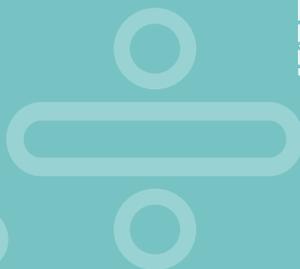
- Read together each day. Talk about what they are reading, discussing, & writing about in school
- Include children in daily household activities that require reading such as cooking, shopping, & sorting mail
- Have children write notes & letters to family
- Make a homework schedule & stick to it. Make sure your child has finished their homework every day
- Go to the Hennepin County library together often - it's free! Anyone can get a free library card, regardless of immigration status. Use the technology available at the library to practice typing about & researching a favorite topic from a book
- Have a "book talk". Ask your child to tell you the important ideas in their own words. Ask your child to show you where to find each idea in the text
- Pick something to learn about together. Read books, look online, & do things together to learn more about the chosen topic. You can help your child build knowledge & love for learning
- Ask your child to practice their writing in the real world. They can keep a journal, write stories, send letters or emails, or even write grocery lists





TIPS FOR TALKING TO TEACHERS

1. What is my 5th grader good at & how do you use these skills in class?
2. How do you choose what the class reads? Will my child see faces & places they know in the books? Will they learn about new people & places?
3. Can you show me the results of my child's most recent reading assessment?
4. What are the 5th graders learning when they read? What should my child be able to understand, write, & talk about as a result of what they have read? Topics in history? Topics in science?
5. Is my child reading Grade 5 text smoothly? If not, do they have trouble with decoding? Vocabulary? What has been done to help them?
6. Can my child speak & listen in class? Can my child show you they understand what they are reading & learning about? If not, what is hard for them?
7. How frequently does my child read 5th grade-level texts on their own? If they are not reading 5th grade-level texts on their own, why not? How are you helping any reading needs & still giving them 5th grade-level text? How can I help?
8. What kinds of book(s) does my child choose to read on their own? Are they only allowed to read books you have chosen or books at a specific reading level?
9. How often is my child writing about what they've read or learned? How much can my child write in a single class period? How do they get feedback & revise their writing?
10. Do you have any examples of my child's writing? Has my child rewritten anything?
11. Which parts of writing is my child good at & what can they still work on? How can I help my child do better?



Mathematics

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

In 5th grade, students learn more about **place value** & work on doing the four operations (+ - x ÷) with big numbers & decimals. They add & subtract fractions with unlike **denominators**, & find **volume**. Students should work together in class, talk about how they solve problems, & learn from each other. 5th graders should make mathematical arguments & try different ways to solve problems. They should solve both number & word problems, including real world problems. Lastly, they should estimate solutions before solving & know if their estimate is reasonable.

To see all 5th grade state standards for Math see here: education.mn.gov/MDE/dse/stds/Math

5th grade students will spend most of their time learning the following topics. They should understand them well by the end of the year.

LEARNING 5TH GRADE MATHEMATICS

- ☑ Multiply & divide numbers with multiple digits easily

$$(6,951 \div 63 = 110 \frac{1}{3})$$

- ☑ Add & subtract decimals & fractions with **denominators** that are not the same

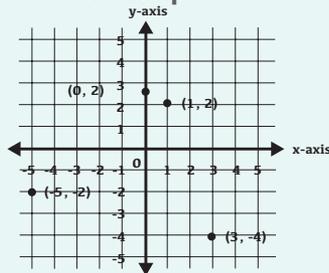
$$(2 \frac{1}{4} - 1 \frac{1}{3})$$

- ☑ Recognize, put in order, & write decimals, fractions, **mixed numbers**, & **improper fractions**

- ☑ Write simple **equations** & **expressions** to represent a situation & find the answer when the variable is known

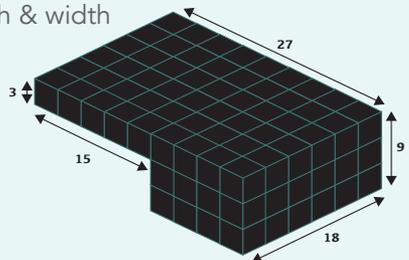
Determine whether the inequality
 $1.5 + x < 10$ is true for $x = 2.8$

- ☑ Graph points in the **coordinate plane**



- ☑ Understand the concept of perimeter, area, & **volume**. Develop & use formulas to find each
- ☑ Read & write tenths & hundredths as both decimals & fractions (rewriting 0.62 as $\frac{62}{100}$).
- ☑ Understand that the **volume** of a three-dimensional figure can be found by counting the total number of same-sized cubes that fill the shape shapes by multiplying length & width

The diagram below represents swimming pool with dimensions in feet. How many cubic feet of water are needed to fill the pool all the way to the top?



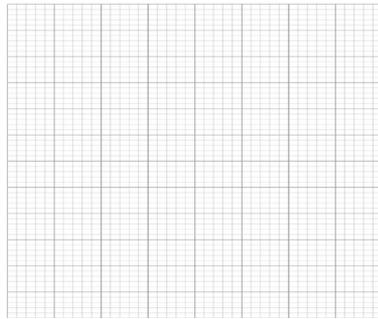


5TH GRADE MATH EXAMPLES

Below are examples of math problems at a fifth grade level.³

1. A store owner ordered 24 packages of candy. Each package contains 72 candies. He plans to make bags of candy with 18 candies in each bag to sell. How many bags of candy can he make?
2. Callan has $\frac{1}{3}$ of his birthday cake left. He wants to share it equally between himself & 3 other boys. How much of the original birthday cake will each of the 4 boys get?
3. The data table below shows the length of a meerkat measured at different times during its first 20 months of life

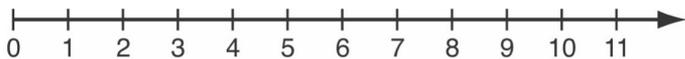
Month	Length (inches)
0	3
2	3
4	6
6	7
8	8
10	9
12	10
14	12
16	12
18	12
20	12



- a. Graph the set of points to represent the data in the table
 - b. What are the coordinates of the point that represents the month when the meerkat was first measured at its adult length (greatest length)?
4. Jasmine is walking to her friend's house, which is $2\frac{3}{4}$ miles away. She is $\frac{1}{4}$ of the way there. How much farther, in miles, does Jasmine have to walk?
 5. What is the product of 9 & 740?

³Math problems obtained with permission from Student Partners. "Mathematics Assessments." Achieve the Core, <https://achievethecore.org/category/1020/mathematics-assessments>

6. Write $11 \div 5$ as a fraction & show on the number line below:

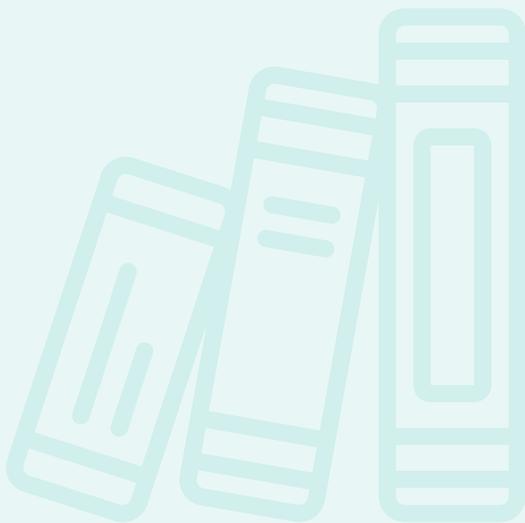


7. Write $>$, $=$, or $<$ to make each comparison true

a.) $2 \div 3$ $2 \div \frac{1}{2}$

b.) $0.2 \times \frac{1}{4}$ $\frac{2}{10} \times \frac{1}{3}$

c.) $\frac{1}{6} \div 4$ $\frac{1}{6} \times \frac{1}{5}$



Answer key on page 22.

"Math problems obtained with permission from Student Partners. "Mathematics Assessments."
Achieve the Core, <https://achievethecore.org/category/1020/mathematics-assessments>



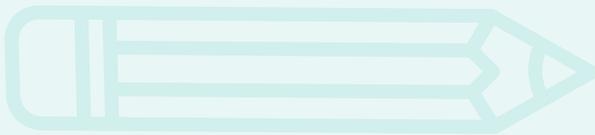
EVERYDAY ACTIVITIES TO SUPPORT LEARNING

★ **Practice multiplication & division with big numbers** ($4,378 \times 615$; $2,560 \div 24$). **Ask your child to guess the answer before calculating it. This will help the child strengthen their sense of numbers & recognize when they may have made errors in their calculation**

- Practice adding & subtracting fractions & mixed numbers with different denominators

$$(1 \frac{1}{3} + 2 \frac{3}{5})$$

- Find the volume of different rectangular objects around the home (cereal or shoe box)
- Play board & card games together that use math in the game or to find the score



ANSWER KEY

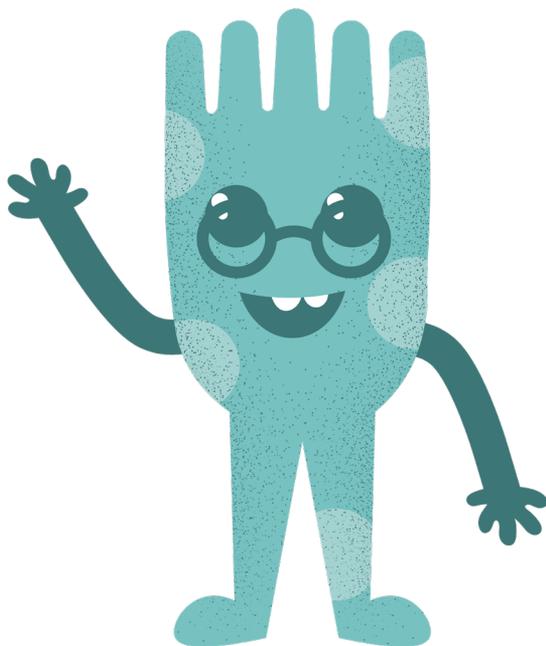
1: 96 bags of candy; 2: $1/12$; 3b: (14,12); 4: mile; 5: 6660; 6: $11/5$; 7a: <; 7b: <; 7c: >;

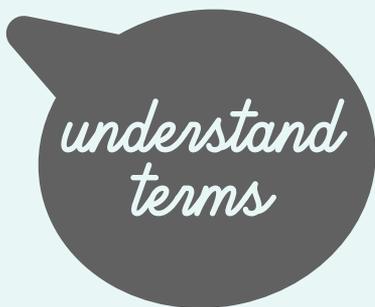


TIPS

TIPS FOR TALKING TO TEACHERS

1. What kinds of number problems are children learning to solve this year?
2. Can you show me my child's most recent math assessment?
3. What are the most important topics 5th graders are learning about in math? Is my child understanding the materials? Can you share specific examples?
4. How does my child approach hard math tasks? How can I help them face challenging problems?
5. Can my child show you that they understand what they learned? If not, what is hard for them? How can I help?
6. How can I make learning math fun?





Education words glossary

Educators use words that have a specific meaning in schools. Understanding those terms will help you talk to the teacher.



ANTONYMS



Words that mean the opposite of each other. "Big" & "small" are antonyms.

COORDINATE PLANE



A flat area formed by two lines that cross at a 90 degree angle. One line is called the x-axis & is side to side. The other line is called the y-axis & is up & down. The x-axis & y-axis meet each other at a point called the origin.

EQUATION



A statement in which two things are equal. Equations often have unknown numbers (called variables) that are represented by a letter. For example: $3b + 5 = 14$.

EXPRESSION



Numbers, symbols, & operators (such as + and x) grouped together that show the value of something. For example, $y + 4$ is an expression, and $3 - x/2$ is also an expression.



FIGURATIVE LANGUAGE



Figurative language uses figures of speech to be more interesting, effective, & impactful. For example: “My dog’s coat is as black as coal.” “He fought with the strength of a lion.”

FLUENCY



When students can read with speed, accuracy, & proper expression that shows they understand what they read.

LEXILE



A popular number method used in schools to show two things:

- 1) A student’s individual reading level
- 2) The difficulty of the text

You can often find the Lexile number on the back of the book or by searching the title on www.lexile.com.

Grade-appropriate lexile levels:

- Grade 2-3 level 420–820
- Grade 4-5 level 740–1010
- Grade 6-8 level 925–1185

IDIOM



A group of words that means something different than its literal meaning. For example: “raining cats & dogs” means “to rain heavily” & “piece of cake,” means “something that is easy to do.”

IMPROPER FRACTION



A fraction in which the top is bigger than the bottom, such as $\frac{5}{4}$.

MIXED NUMBER



A number consisting of both a whole number & a fraction, such as $1\frac{3}{4}$

NUMERATOR & DENOMINATOR



The numerator is the top number in a fraction. It shows how many parts we have. The denominator is the bottom number in a fraction. It shows how many parts there are in the whole item.

PLACE VALUE



The numeric value of a digit in a number. The value of the digit is based on its position in the number. See the chart below for the number 4,367.082

Thousands	Comma	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths
4	,	3	6	7	.	0	8	2

SYNONYMS



Synonyms are words that mean the same thing. “Big” & “enormous” are synonyms.

TEXT COMPLEXITY



A measure of how difficult a text is. Text complexity is based on many factors. Text structure & word choice can make it more complex. A text is more complex if readers need more knowledge to understand the meaning, or if the text has a complicated meaning.

THESIS STATEMENT



One or two sentences that summarize the main idea of a piece of writing.

VARIABLE



A variable represents an unknown numerical value in an equation or an algebraic expression. Variables are represented with a symbol (usually a letter).

$$2x + 1 = 9$$

|
variable

VOLUME

The amount of 3-dimensional space that an object can take up. Finding the volume of an object can help us to determine the amount that we need to fill that object, like the amount of water needed to fill a bottle, an aquarium, or a water tank. The volume of an object is measured in cubic units such as cubic centimeters, cubic inch, cubic foot, cubic meter, etc.



REFERENCES

Minnesota Department of Education Academic Standards <https://education.mn.gov/mde/dse/stds/>

Seek Common Ground Family Guides <https://seekcommonground.org/family-guides>

Illustrative Mathematics sample tasks <https://tasks.illustrativemathematics.org/>



NOTES

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times for writing notes.



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