

<p>Grade Level: 5th Grade- Written by Molly Cobb  <a href="mailto:molly.murador@fwisd.org">molly.murador@fwisd.org</a></p>	<p><input type="checkbox"/> 1<sup>st</sup> <input type="checkbox"/> 2<sup>nd</sup> <input checked="" type="checkbox"/> 3<sup>rd</sup> <input type="checkbox"/> 4<sup>th</sup> <input type="checkbox"/> 5<sup>th</sup> <input type="checkbox"/> 6<sup>th</sup> Six Weeks</p>
<p>Standards Assigned to Unit/Six Week Period</p>	<p style="text-align: center;"><b>DOLS will be in SchoolCity. You can find the name listed below</b></p> <p style="text-align: center;"><b>No Six Weeks Assessment</b>  <b>Fall Benchmark Week of 12/9 - 12/13</b></p> <p><b><u>Scope 8: Multiply Fractions</u> (Tested 6W3)</b>  5.3(I) Represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models. (S)</p> <p><b><u>Scope 9: Divide Fractions</u></b>  5.3(J) Represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as <math>1/3 \div 7</math> and <math>7 \div 1/3</math> using objects and pictorial models, including area models (S)  <b>5.3(L) divide whole numbers by unit fractions and unit fractions by whole numbers (R)</b></p> <p><b><u>Scope 10: Simplify Numerical Expressions</u></b>  5.4(E) describe the meaning of parentheses and brackets in a numeric expression (S)  <b>5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping (R)</b></p> <p><b><u>Scope 11: Estimate and Problem-Solve</u></b>  5.3(A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division (S)  <b>5.4(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (R)</b></p> <p><b><u>Scope 12: Represent and Interpret Data</u></b>  5.9(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots (S)  5.9(B) represent discrete paired data on a scatterplot (S)  <b>5.9(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (R)</b></p>

WEEK 1	MON	11/4/24	TUES	11/5/24	WED	11/6/24	THURS	11/7/24	FRI	11/8/24
	Multiply Fractions Day 3				Multiply Fractions Day 4		FLEX INSTRUCTIONAL DAY		EVERYBODY GROWS	
Student Expectation (SE)	5.3(I) Represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models. (S)		<b>ELECTION DAY LAN Teachers Off</b>		5.3(I) Represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models. (S)		This day is set aside as a FLEX Instructional Day.  Use today to catch up on instruction. Or, if you see a need, begin the next Scope and use this Flex Day at another time this six weeks.		<b>Assess, Re-Teach, Intervention</b>  <b>Use the time to reteach or enrich the students.</b>  <b>Be sure to include your activities in your lesson plans</b>  <b>STEMscopes STAAR Based Assessment</b>	
Objective	Students will solve problems involving a whole number and a fraction using an area model.				Students will solve problems involving a whole number and a fraction.					
Fact Fluency	<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>				<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>			
Demonstration of Learning (DOL)	School City Two Questions  DOL_5th_5.3I_11/4				School City Four Questions  DOL_5th_5.3I_11/6		Teacher created based on content taught.			
Small Group Guided Math & Center Rotations	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math				-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math			
Recommended STEMscopes Activities	<p>*can be use for whole group/ centers/menu activities</p> <p>**You do NOT have time to use all of them. They can be used as spirals later as time presents itself.</p> <p style="text-align: center;"><b>Scope 8: Multiply Fractions</b>  <a href="#">Accessing Prior Knowledge</a>  <a href="#">Picture Vocabulary</a>  <a href="#">Anchor Chart</a>  <a href="#">Explore 1: Equal Groups</a>  <a href="#">Explore 2: Fractions of a Group</a>  <a href="#">Explore 3: Area Models</a>  <a href="#">Virtual Manipulatives: Fraction Circles</a>  <a href="#">Virtual Manipulatives: Fraction Tiles</a>  <a href="#">Virtual Manipulatives: Two Color Counters</a>  <a href="#">Fluency Builder- Fraction Flash</a>  <a href="#">Fluency Builder- Mega Match</a>  <a href="#">Career Connections: Paula Deen</a>  <a href="#">Math Story - Firefighters' Pancake Supper</a> (940L)  <a href="#">Interactive Practice -Robot Recharge</a> (technology application)  <a href="#">Spiraled Review: The Fun Run</a></p> <p style="text-align: center;">Perfect for Reteach:  <a href="#">Small-Group Intervention</a></p>									

WEEK 2	MON	11/11/24	TUES	11/12/24	WED	11/13/24	THURS	11/14/24	FRI	11/15/24
	<b>Divide Fractions Day 1</b>		<b>Divide Fractions Day 2</b>		<b>Divide Fractions Day 3</b>		<b>Divide Fractions Day 4</b>		<b>EVERYBODY GROWS</b>	
<b>Student Expectation (SE)</b>	5.3(J) Represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models (S)		5.3(J) Represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models (S)  5.3(L) divide whole numbers by unit fractions and unit fractions by whole numbers (R)		5.3(J) Represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models (S)  5.3(L) divide whole numbers by unit fractions and unit fractions by whole numbers (R)		5.3(L) divide whole numbers by unit fractions and unit fractions by whole numbers (R)		<b>Assess, Re-Teach, Intervention</b>  <b>Use the time to reteach or enrich the students.</b>  <b>Be sure to include your activities in your lesson plans</b>  <b>STEMscopes STAAR Based Assessment</b>	
<b>Objective</b>	We will develop pictorial models to represent division of a whole by a unit fraction and division of a unit fraction by a whole.		We will divide a <b>whole number by a unit fraction</b> by using the KCF (keep, change, flip) strategy.		We will divide a <b>unit fraction by a whole number</b> using the KCF (keep, change, flip) strategy.		We will divide unit fractions by whole numbers and whole numbers by unit fractions.			
<b>Daily Numeracy</b>	<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>			
<b>Demonstration of Learning (DOL)</b>	School City Three Questions DOL_5th_5.3J_11/11		School City Three Questions DOL_5th_5.3JL_11/12		School City Three Questions DOL_5th_5.3JL_11/13		School City Four Questions DOL_5th_5.3L_11/14			
<b>Small Group Guided Math &amp; Center Rotations</b>	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math			
<b>STEMscopes Resources</b>	<b>Scope 9: Divide Fractions</b> <a href="#">Accessing Prior Knowledge</a> <a href="#">Picture Vocabulary</a> <a href="#">Anchor Chart</a> <a href="#">Explore 1: Dividing a Whole Number by a Unit Fraction</a> <a href="#">Explore 2: Dividing a Unit Fraction by a Whole Number</a> <a href="#">Explore 3: Developing Models to Solve Problems</a> <a href="#">Virtual Manipulatives: Fraction Tiles</a>									

	<p><a href="#">Fluency Builder- Four in a Row</a> <a href="#">Fluency Builder- Mega Match</a> <a href="#">Career Connections: Jaime Escalante</a> <a href="#">Math Story -Save the Yard!</a> (600L) <a href="#">Interactive Practice -Fraction Tiles</a> (technology application) <a href="#">Spiraled Review: A Trip to the Circus</a></p> <p>Perfect for Reteach: <a href="#">Small-Group Intervention</a></p>	
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WEEK 3	MON	11/18/24	TUES	11/19/24	WED	11/20/24	THURS	11/21/24	FRI	11/22/24
	<b>Simplify Numerical Expressions Day 1</b>		<b>Simplify Numerical Expressions Day 2</b>		<b>Simplify Numerical Expressions Day 3</b>		<b>Simplify Numerical Expressions Day 4</b>		<b>EVERYBODY GROWS</b>	
<b>Student Expectation (SE)</b>	5.4(E) describe the meaning of parentheses and brackets in a numeric expression (S)  5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping (R)		5.4(E) describe the meaning of parentheses and brackets in a numeric expression (S)  5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping (R)		5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping (R)		5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping (R)		<b>Assess, Re-Teach, Intervention</b>  <b>Use the time to reteach or enrich the students.</b>  <b>Be sure to include your activities in your lesson plans</b>  <b><u>STEMscopes STAAR Based Assessment</u></b>	
<b>Objective</b>	Students will discover the value of a standard order of operations and how failing to follow the order of operations can change the value of an expression.		Students will write expressions and solve story problems using the order of operations. ( <a href="#">Skills Basic</a> )		Students will also simplify numerical expressions that do not involve exponents, including up to two levels of grouping symbols.		Students will also simplify numerical expressions that do not involve exponents, including up to two levels of grouping symbols.			
<b>Daily Numeracy</b>	<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>			
<b>Demonstration of Learning (DOL)</b>	School City Three Questions  DOL_5th_5.4EF_11/18		School City Four Questions  DOL_5th_5.4EF_11/19		School City Four Questions  DOL_5th_5.4F_11/20		School City Three Questions  DOL_5th_5.4F_11/21			
<b>Small Group Guided Math &amp; Center Rotations</b>	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math			
<b>STEMscopes Resources</b>	<b>Scope 10: Simplify Numerical Expressions</b> <a href="#">Accessing Prior Knowledge</a> <a href="#">Picture Vocabulary</a> <a href="#">Anchor Chart</a> <a href="#">Explore 1: Order Matters</a> <a href="#">Explore 2: Grouping Symbols</a> <a href="#">Skills Basic: Order of Operations</a> <a href="#">Fluency Builder- Complete the Set</a> <a href="#">Fluency Builder- Simplify and Advance</a> <a href="#">Career Connections: Elon Musk</a>									

[Math Story - Twenty-Three Skiddoo \(750L\)](#)  
[Interactive Practice - Contagion](#) (technology application)  
[Spiraled Review: The Backyard Shed](#)

Perfect for Reteach:  
[Small-Group Intervention](#)

THANKSGIVING BREAK 11/25 - 11/29

WEEK 4	MON	12/2/24	TUES	12/3/24	WED	12/4/24	THURS	12/5/24	FRI	12/6/24
	<b>Estimation and Problem Solving Day 1</b>		<b>Estimation and Problem Solving Day 2</b>		<b>Estimation and Problem Solving Day 3</b>		<b>Estimation and Problem Solving Day 4</b>		<b>EVERYBODY GROWS</b>	
<b>Student Expectation (SE)</b>	5.3(A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division (S)  5.4(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (R)		5.3(A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division (S)  5.4(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (R)		5.3(A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division (S)  5.4(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (R)		5.3(A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division (S)  5.4(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (R)		<b>Assess, Re-Teach, Intervention</b>  <b>Use the time to reteach or enrich the students.</b>  <b>Be sure to include your activities in your lesson plans</b>	
<b>Objective</b>	Students will be able to use rounding, compatible numbers, front-end estimation, or other strategies in order to estimate each solution.  <i>**The idea is that we want students to see if their answer is reasonable when problem solving</i>		Students will represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity by using our knowledge of key action words.		Students will represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity by using our knowledge of key action words		Students will solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity by using our knowledge of simplifying numerical expressions.			
<b>Daily Numeracy</b>	<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>			
<b>Demonstration of Learning (DOL)</b>	STEMscopes Explore 1; <a href="#">Show What You Know</a>		School City Three Questions  DOL_5th_5.3A_5.4B_12/3		School City Two Questions  DOL_5th_5.4B_12/4		<b>STEMscopes STAAR Based Assessment</b>			

<p><b>Small Group Guided Math &amp; Center Rotations</b></p>	<p>-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math</p>	<p>-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math</p>	<p>-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math</p>	<p>-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math</p>	
<p><b>Recommended STEMscopes Activities</b></p> <p>*can be use for whole group/centers/menu activities</p>	<p align="center"><b>Scope 11: Add and Subtract Rational Numbers</b></p> <p align="center"> <a href="#">Accessing Prior Knowledge</a>  <a href="#">Picture Vocabulary</a>  <a href="#">Anchor Chart</a>  <a href="#">Explore 1: Estimating Solutions</a>  <a href="#">Explore 2: Represent and Solve Using Equations</a>  <a href="#">Fluency Builder- Four in a Row</a>  <a href="#">Fluency Builder- Risky Wagers</a>  <a href="#">Career Connections: Air Traffic Controller</a>  <a href="#">Math Story - Observing the Stars (670L)</a>  <a href="#">Interactive Practice -Mystery Machine</a> (technology application)  <a href="#">Spiraled Review: Just the Right Spice</a> </p> <p align="center">Perfect for Reteach: <a href="#">Small-Group Intervention</a></p>				



WEEK 5	MON	12/9/24	TUES	12/10/24	WED	12/11/24	THURS	12/12/24	FRI	12/13/24	
	<b>FLEX INSTRUCTIONAL DAY</b>						<b>Represent and Interpret Data Day 1</b>		<b>EVERYBODY GROWS</b>		
<b>Student Expectation (SE)</b>	This day is set aside as a FLEX Instrucional Day.  Use today to catch up on instruction Or, if you see a need, begin the next Scope and use this Flex Day at another time this six weeks.		<b>FALL BENCHMARKS</b>  Reading  Specific Date will be set by campus		<b>FALL BENCHMARKS</b>  Math  Specific Date will be set by campus		5.9(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots (S)	<b>Assess, Re-Teach, Intervention</b>  Use the time to reteach or enrich the students.  Be sure to include your activities in your lesson plans			
<b>Objective</b>							5.9(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem - and - leaf plot, or scatterplot (R)				
<b>Daily Numeracy</b>	<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>						Students will collect and analyze data and create frequency tables and bar graphs.			<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>	
<b>Demonstration of Learning (DOL)</b>	Teacher created based on content taught.						School City Four Questions			DOL_5th_5.9AC_12/12	
<b>Small Group Guided Math &amp; Center Rotations</b>	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math						-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math				
<b>STEMscopes Resources</b>	<b>Scope 12: Represent and Interpret Data</b> <a href="#">Accessing Prior Knowledge</a> <a href="#">Picture Vocabulary</a> <a href="#">Anchor Chart</a> <a href="#">Explore 1: Frequency Tables and Bar Graphs</a> <a href="#">Explore 2: Dots Plots</a> <a href="#">Explore 3: Stem-and-Leaf Plots</a>										

[Explore 4: Scatterplots](#)

[Skill Basics: What is a Statistical Question?](#)

[Virtual Manipulative: XY Coordinate Board](#)

[Fluency Builder- Risky Wagers](#)

[Fluency Builder- Roll of the Dice](#)

[Career Connections: Pharmacist](#)

[Math Story: The Multicultural Pickle \(980L\)](#)

[Interactive Practice - Fun Park Tycoon](#) (technology application)

[Spiraled Review: The Tea Party](#)

Perfect for Reteach:

[Small-Group Intervention](#)

WEEK 6	MON	12/16/24	TUES	12/17/24	WED	12/18/24	THURS	12/19/24	FRI	12/20/24 End of 6 WKS
	<b>Represent and Interpret Data Day 2</b>		<b>Represent and Interpret Data Day 3</b>		<b>Represent and Interpret Data Day 4</b>		<b>Represent and Interpret Data Day 5</b>		<b>LAN Teacher Day OFF</b>	
<b>Student Expectation (SE)</b>	5.9(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots (S)  5.9(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (R)		5.9(A) represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots (S)  5.9(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (R)		5.9(B) represent discrete paired data on a scatterplot (S)  5.9(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (R)		5.9(C) solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (R)			
<b>Objective</b>	Students will collect and analyze data from a variety of sources and display the data in a <b>dot plot</b> .		Students will represent and analyze data sets of measurements in whole numbers, fractions, and decimals on <b>stem-and-leaf plots</b> .		Students will collect paired data and record it on a <b>scatterplot</b> . Students will solve one- and two-step problems to analyze the data to determine correlations between the variables.		Students will solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.			
<b>Daily Numeracy</b>	<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>		<a href="#">STEMscopes Daily Numeracy</a>  <a href="#">Fact Fluency Folder</a>  <a href="#">Student Fact Fluency Data Tracker</a>			
<b>Demonstration of Learning (DOL)</b>	School City Four Questions  DOL_5th_5.9AC_12/16		School City Three Questions  DOL_5th_5.9AC_12/17		School City Two Questions  DOL_5th_5.9BC_12/18		<a href="#">STEMscopes STAAR Based Assessment</a>			
<b>Small Group Guided Math &amp; Center Rotations</b>	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Imagine Math			

<p><b>STEMscopes Resources</b></p>	<p><b>Scope 12: Represent and Interpret Data</b> <a href="#">Accessing Prior Knowledge</a> <a href="#">Picture Vocabulary</a> <a href="#">Anchor Chart</a> <a href="#">Explore 1: Frequency Tables and Bar Graphs</a> <a href="#">Explore 2: Dots Plots</a> <a href="#">Explore 3: Stem-and-Leaf Plots</a> <a href="#">Explore 4: Scatterplots</a> <a href="#">Skill Basics: What is a Statistical Question?</a> <a href="#">Virtual Manipulative: XY Coordinate Board</a> <a href="#">Fluency Builder- Risky Wagers</a> <a href="#">Fluency Builder- Roll of the Dice</a> <a href="#">Career Connections: Pharmacist</a> <a href="#">Math Story: The Multicultural Pickle (980L)</a> <a href="#">Interactive Practice - Fun Park Tycoon</a> (technology application) <a href="#">Spiraled Review: The Tea Party</a></p> <p>Perfect for Reteach: <a href="#">Small-Group Intervention</a></p>	
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