

END OF THE YEAR

Math Choice board

Name: _____

due date: _____

Choose activities from the project menu below that equal \$10 or more.
Shade in each box to show which activities you completed.

	Standards	Appetizers \$1	Entrées \$5	Desserts \$3	Project Proposal
FRACTIONS	<ul style="list-style-type: none"> Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 	<p>Anchor Chart <i>5.NF.B.7</i></p> <p>Design your own bookmark that helps others remember the steps to dividing fractions by whole numbers. Don't forget to include models!</p>	<p>Making a Pizza <i>5.NF.A.2</i></p> <p>Create your own life-size pizza with at least six toppings. Your pizza must be divided into at least nine slices. Create a key, calculate the fraction of each topping, and then write 10 adding and subtracting word problems.</p>	<p>Sort <i>5.NF.A.1</i></p> <p>Write eight real world multiplication of fractions and mixed numbers word problems. Write each question on a 3 x 5 index card. Solve each question and sort the cards into two categories: whole number products and fractional products.</p>	<p>Not interested in doing any of the projects here? Create your own project using the project proposal form and present it to your teacher. Once your project is approved, your teacher will determine how many points your project is worth.</p>
GEOMETRY	<ul style="list-style-type: none"> Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties. 	<p>How-To Paragraph <i>5.G.A.2</i></p> <p>Write a how-to paragraph describing the steps to drawing and plotting a point on a coordinate graph. Use terms such as origin, x-axis, y-axis, perpendicular, quadrant, ordered pair, point, and coordinate plane in your paragraph.</p>	<p>Hierarchy Sort <i>5.G.B.4</i></p> <p>Write 21 statements on 3 x 5 index cards about the hierarchy of triangles and quadrilaterals where an equal number of the statements are always true, sometimes true, and never true. For example, you might say, "Right triangles are isosceles triangles." This would be an example of a sometimes true statement. Create three signs labeled sometimes, always, and never and practice sorting the cards into the different categories.</p>	<p>Quadrilateral or Not <i>5.G.B.3</i></p> <p>Create 10 question cards for the game "Quadrilateral or Not." Each card must include properties that would reveal if it was a quadrilateral or another shape. For example you could write, "I only have one right angle and two acute angles." This clue reveals that the shape is a right triangle and not a quadrilateral. Write the actual shape on the back of each card.</p>	
MEASUREMENT	<ul style="list-style-type: none"> Concert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 	<p>Warm Up <i>5.MD.A.1</i></p> <p>Create a five problem math warm-up about conversions. One of the questions has to be a real-world word problem. Both metric and customary conversions should be included, Don't forget to include an answer key!</p>	<p>Volume Town <i>5.MD.C.5</i></p> <p>Construct your own town with a minimum of 10 buildings on poster or tag board. To do this, you will use graph paper to create rectangular prisms that all have different volumes (these are your buildings). Create a key with the name of the buildings and their volumes. Don't forget to give your city a name and color it!</p>	<p>Cookbook Line Plot <i>5.MD.B.2</i></p> <p>Look through a cookbook and write down the amount of flour needed in twenty recipes. Create a line plot using the data you collected and write/solve five word problems.</p>	

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NUMBERS & OPERATIONS	<ul style="list-style-type: none"> Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths. 	<p>Dominos <i>5.NBT.A.2</i></p> <p>Create a six piece domino game where students match multiplying decimals and whole numbers by powers of ten with their answers.</p>	<p>Field Trip Budget <i>5.NBT.A.5</i></p> <p>Imagine that your teacher has asked for your help in planning your class' next week-long field trip out of state. After deciding where you would like to go, create a budget that includes the total cost for plane fare, tickets to at least ten attractions, hotel accommodations, and food.</p>	<p>Jeopardy <i>5.NBT.A.7</i></p> <p>Create a jeopardy game where teams have to add, subtract, multiply, and divide decimals to the hundredths. As the question value increases so should the difficulty of the problems. Don't forget to include a challenging final jeopardy question!</p>	<p>Not interested in doing any of the projects here? Create your own project using the project proposal form and present it to your teacher. Once your project is approved, your teacher will determine how many points your project is worth.</p>
	OPERATIONS & ALGEBRAIC THINKING	<ul style="list-style-type: none"> Write and interpret numerical expressions. Analyze patterns and relationships. 	<p>Who is Right? <i>5.OA.A.1</i></p> <p>Two students in your class can't agree on the answer to a homework problem.</p> $48 \div 2^2 - [(3 - 1) \times 3]$ <p>Student A thinks the answer is 24 and Student B believes the answer is 6. Who got the correct answer, and what error(s) did the other student make?</p>	<p>Calendar <i>5.OA.A.2</i></p> <p>Create a calendar where students practice writing and evaluating numerical expressions. For each day, write a numerical expression in one color and interpret the expression in another. For example, you can write five more than 4 in blue and $5 + 4$ in red.</p>	

END OF THE YEAR Project Proposal

Name: _____

date: _____

What product will you create? _____ Standard Addressed: _____

Write a detailed description of your project: _____

How many points do you feel your project should be worth? *Circle one* Appetizer (\$1) Entrée (\$5) Dessert (\$3)

Why do you want to create this project?

Teacher Use Only

Approval Decision : Not Approved Approved

Modifications to Project: _____

Project Level : Appetizer (\$1) Entrée (\$5) Dessert (\$3)

END OF THE YEAR

PROJECT RUBRIC

Name: _____

Score: _____

CATEGORY	Exceeds 4	Meets 3	Approaches 2	Emergent 1
Required Elements	Student included more information than what was necessary. Additional details and/or components were added.	Student included all of the information that was required.	Almost all of the information that was required is included. One part or element is missing or incomplete.	Student included some information that was required but several important components are missing.
Accuracy	All math computations are accurate and absolutely no errors are present.	Most of the math computations are accurate but there are one or two small errors.	There are two to four small math computation errors or one major error present.	There are many math computation errors, and the student has not shown mastery.
Mastery	It is obvious that the student has an in-depth and extensive understanding of the math concept. The student can accurately answer all questions and explains his/her understanding in great detail.	The student has a strong understanding of the math concept and has shown mastery.	The student has a basic understanding of the math concept, and the work completed does not show mastery.	The student has not shown mastery of the math concept and cannot answer the majority of questions satisfactorily.
Originality	The project shows an exceptional degree of creativity and divergent thinking.	A lot of student creativity is present.	The project shows some creativity but parts were inspired by the designs or ideas of others.	The project lacks overall creativity.
Neatness & Attractiveness	The project is exceptionally attractive in terms of design, layout, neatness, and overall appearance.	The project is attractive in terms of design, layout, neatness, and overall appearance.	The project is somewhat attractive. More time could have been spent on the overall appearance and presentation of the project.	The overall appearance is not attractive. The project looks rushed and does not show the student's best effort.

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presentation rubric

Name: _____

Score: _____

CATEGORY	Exceeds 4	Meets 3	Approaches 2	Emergent 1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Answers Questions	The student can accurately answer all questions and explains his or her understanding in great detail.	The student is able to answer all questions posed accurately.	The student is unable to explain his or her thinking to all of the questions asked.	The student cannot answer the majority of questions satisfactorily.
Explains Thinking and Shows Mastery	Shows an advanced understanding of the math concept and provides an in depth explanation of his or her thinking.	Shows a good understanding of the math concept and clearly shared his or her thinking.	Additional practice is necessary for mastery. Student struggled at times with explaining his or her thinking.	Does not show mastery and is unable to explain his or her thinking.
Posture, Eye Contact, and Volume	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation, and the volume is loud enough to be heard by all audience members throughout the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation, and the volume is loud enough to be heard by all audience members.	Sometimes stands up straight and establishes eye contact. Occasionally, the volume is not loud enough to be heard by all audience members.	Slouches and/or does not look at people during the presentation. The volume is often too soft to be heard by all audience members.
Use of Visual Aid	Student explains and seamlessly integrates his/her visual aid into the presentation and uses it to make the presentation better.	Student explains and integrates his/her visual aid into the presentation and uses it to make the presentation better.	Student refers to his/her visual aid during presentation but it does not add to the presentation.	Student never refers to the visual aid OR the visual aid chosen detracts from the presentation.