# Fifth Grade #5th Grade

1. What strategies can you use to estimate measurements?
2. What happens to a measurement when you change its unit of measure to a related unit?
3. How is data collected and displayed on a line plot?
4. What strategies help when solving problems with line plots?
5. How do we measure volume?
6. How are area and volume alike and different?
7. How can you find the volume of cubes and rectangular prisms?
8. What is the relationship between the volumes of geometric solids?
9. Why are some tools better to use than others when measuring volume?
10. Why is volume represented with cubic units and area represented with square units?
11. Why is it important to follow an order of operations?
12. How can I effectively critique the reasoning of others?
13. How can I write an expression that demonstrates a situation or context?
14. How can an expression be written given a set value?
15. What is the difference between an equation and an expression?
16. In what kinds of real world situations might we use equations and expressions?
17. How can we evaluate expressions?
18. How can an expression be written?
19. How does multiplying a whole number by a power of ten affect the product?
20. How can estimating help us when solving multiplication problems?
21. What strategies can we use to efficiently solve multiplication problems?
22. How can I use what I know about multiplying multiples of ten to multiply two whole numbers?
23. How can I apply my understanding of area of a rectangle and square to determine the best buy for a football field?
24. How can we compare the cost of materials?
25. How can estimating help us when solving division problems?
26. What strategies can we use to efficiently solve division problems?
27. How can I use the situation in a story problem to determine the best operation to use?
28. How can I effectively explain my mathematical thinking and reasoning to others?
29. How can identifying patterns help determine multiple solutions?
30. How can you determine the most cost efficient arrangement?
31. What is the relationship between decimals and fractions?
32. How can we read, write, and represent decimal values?
33. How are decimal numbers placed on a number line?
34. How can rounding decimal numbers be helpful?
35. How can you decide if your answer is reasonable?
36. How do we compare decimals?
37. How are decimals used in batting averages?
38. How can estimation help me get closer to 1?
39. How can I keep from going over 1?
40. Why is place value important when adding whole numbers and decimal numbers?
41. How does the placement of a digit affect the value of a decimal number?
42. Why is place value important when subtracting whole numbers and decimal numbers?
43. What strategies can I use to add and subtract decimals?
44. How do you round decimals?
45. How does context help me round decimals?
46. How can we use exponents to represent powers of 10?
47. How does multiplying or dividing by a power of ten affect the product?
48. How can we use models to help us multiply and divide decimals?
49. How do the rules of multiplying whole numbers relate to multiplying decimals?
50. How are multiplication and division related?
51. How are factors and multiples related to multiplication and division?
52. What are some patterns that occur when multiplying and dividing by decimals?
53. How can we efficiently solve multiplication and division problems with decimals?
54. What strategies are effective for finding a missing factor or divisor?
55. How can we check for errors in multiplication or division of decimals?
56. How are equivalent fractions helpful when solving problems?
57. How can a fraction be greater than 1?
58. How can a fraction model help us make sense of a problem?
59. How can comparing factor size to 1 help us predict what will happen to the product?
60. How can decomposing fractions or mixed numbers help us model fraction multiplication?
61. How can decomposing fractions or mixed numbers help us multiply fractions?
62. How can fractions be used to describe fair shares?
63. How can fractions with different denominators be added together?
64. How can looking at patterns help us find equivalent fractions?
65. How can making equivalent fractions and using models help us solve problems?
66. How can modeling an area help us with multiplying fractions?
67. How can we describe how much someone gets in a fair-share situation if the fair share is less than 1?
68. How can we describe how much someone gets in a fair-share situation if the fair share is between two whole numbers?
69. How can we model an area with fractional pieces?
70. How can we model dividing a unit fraction by a whole number with manipulatives and diagrams?
71. How can we tell if a fraction is greater than, less than, or equal to one whole?
72. How does the size of the whole determine the size of the fraction?
73. What connections can we make between the models and equations with fractions?
74. What do equivalent fractions have to do with adding and subtracting fractions?
75. What does dividing a unit fraction by a whole number look like?
76. What does dividing a whole number by a unit fraction look like?
77. What does it mean to decompose fractions or mixed numbers?
78. What models can we use to help us add and subtract fractions with different denominators?
79. What strategies can we use for adding and subtracting fractions with different denominators?
80. When should we use models to solve problems with fractions?
81. How can I use a number line to compare relative sizes of fractions?
82. How can I use a line plot to compare fractions?
83. How can plane figures be categorized and classified?
84. What is a quadrilateral?
85. What are the properties of quadrilaterals?
86. How can you classify different types of quadrilaterals?
87. How are quadrilaterals alike and different?
88. How can angle and side measures help us to create and classify triangles?
89. Where is geometry found in your everyday world?
90. What careers involve the use of geometry?
91. Why are some quadrilaterals classified as parallelograms?
92. Why are kites not classified as parallelograms?
93. Why is a square always a rectangle?
94. What are ways to classify triangles?
95. How does the coordinate system work?
96. How do coordinate grids help you organize information?
97. What relationships can be determined by analyzing two sets of given rules?
98. How might a coordinate grid help me understand a relationship between two numbers?
99. How can we represent numerical patterns on a coordinate grid?
100. How can a line graph help us determine relationships between two numerical patterns?
101. How can the coordinate system help you better understand other map systems?