

BACK TO SCHOOL

Project Based Learning

5th Grade



SELF-EVALUATION

Circle one box per row on the rubric that expresses how you rate yourself on this Project Based Learning Activity.

+	✓	-
I felt very confident about the math in this project. ✓	I felt pretty good about my ability to complete the math in this project.	I felt a lot of the math in this project was too hard for me to do alone.
I understood all of the math and did not need help to complete the problems.	I understood most of the math but needed a little help to solve some of the problems. ✓	I understood some of the math but needed help to complete most of the problems.

SEATING CHART

Before your students arrive, you need to make a seating chart. The diagram below shows the tables that are in your classroom.



Table 1



Table 2



Table 3

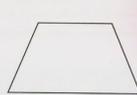


Table 4

Square Rhombus Rectangle Trapezoid

- What is the shape of each table? Write the shape name in the space under each table.
- You want to partition Table 1 into sixths so that six students can sit there. Draw lines to partition Table 1 into sixths.
116
- What fraction of the whole table is each part of Table 1?
- You know that two students named Anesa and Tyler will sit at Table 1. What fraction of Table 1 is still available for the other students to sit at?



CHALLENGE #1: BACKPACK WEIGHTS

CHALLENGE #2: LUNCH TIME

Some of your students purchase hot lunches in the cafeteria. Below, you can see the price of each item. Use the information to answer the questions.



Milk
\$0.75



Ham sandwich
\$1.0



Slice of pizza
\$1.35



Apple
\$0.28



Chocolate chip cookie
\$0.42

PENCIL LENGTHS

It's the first day of school, and your students have arrived at the classroom! For your first math class, you want your students to practice using a ruler. You have each student take out their pencils and measure them. Cut out the ruler and use to measure each student's pencil from the end of the eraser to the tip of the point. Record the pencil length to the nearest quarter inch in the table.



Jameel



Evie



Fabiola



Jake

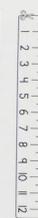
Student Name	Jameel	Evie	Fabiola	Jake
	7 ¹ / ₄ in	5 ³ / ₄ in	8 in	4 ¹ / ₂ in

Put all the pencils end to end, how long would the pencils measure in total?

15.5 in

Write the length of each pencil, using decimals instead of fractions.

5.75	8	4.5
Evie	Fabiola	Jake



© 2018 Taina

Print & Digital



SELF-EVALUATION

Circle one box per row on the rubric that expresses how you rate yourself on this Project Based Learning Activity.

+	✓	-
I felt very confident about the math in this project. ✓	I felt pretty good about my ability to complete the math in this project.	I felt a lot of the math in this project was too hard for me to do alone.
I understood all of the math and did not need help to complete the problems.	I understood most of the math but needed a little help to solve some of the problems. ✓	I understood some of the math but needed help to complete most of the problems.

SEATING CHART

Before your students arrive, you need to make a seating chart. The diagram below shows the tables that are in your classroom.



Table 1



Table 2



Table 3



Table 4

Square **Rhombus** **Rectangle** **Trapezoid**

- What is the shape of each table? Write the shape name in the space under each table.
- You want to partition Table 1 into sixths so that six students can sit there. Draw lines to partition Table 1 into sixths.
1/6
- What fraction of the whole table is each part of Table 1?
1/6
- You know that two students named Aneesa and Tyler will sit at Table 1. What fraction of Table 1 is still available for other students to sit at?
4/6



© 2018 Taina

CHALLENGE #1: BACKPACK WEIGHTS

CHALLENGE #2: LUNCH TIME

Some of your students purchase hot lunches in the cafeteria. Below, you can see the price of each item. Use the information to answer the questions.



Milk
\$0.75



Ham sandwich
\$1.00



Slice of pizza
\$1.35



Apple
\$0.28



Chocolate chip cookie
\$0.42

PENCIL LENGTHS

It's the first day of school, and your students have arrived at the classroom! For your first math class, you want your students to practice using a ruler. You have each student take out their pencils and measure them. Cut out the ruler and use to measure each student's pencil from the end of the eraser to the tip of the point. Record the pencil length to the nearest quarter inch in the table.



Jameel



Evie



Fabiola



Jake

Student Name	Jameel	Evie	Fabiola	Jake
	7 1/4 in	5 3/4 in	8 in	4 1/2 in

If all the pencils end to end, how long would the pencils measure in total?

35 in

Write the length of each pencil, using decimals instead of fractions.

5.75	8	4.5
Evie	Fabiola	Jake



© 2018 Taina

TABLE OF CONTENTS

1. Teacher Directions & Standards Addressed
2. Student Directions
3. Seating Chart (Geometry & Fractions)
4. Class Schedule (Time)
5. School Supplies (Word Problems)
6. Pencil Lengths (Measurement and Line Plots)
7. Textbooks (Word Problems)
8. Challenge #1: Backpack Weights (Measuring Mass, Decimals)
9. Challenge #2: Lunch Time (Geometric Shapes, Money, and Decimals)
10. Self-Reflection & Evaluation
11. Answer Key



THANK YOU FOR
PURCHASING THIS
COMMON CORE
KINGDOM DIGITAL
RESOURCE!

The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

FOR THE TEACHER

BACK TO SCHOOL is a project-based learning task that was created for students in fifth grade. Students assume the role of a classroom teacher and plan a return to school for their students. It reviews fourth grade standards while introducing fifth grade standards. The following standards are addressed:

- 5.NF.A.1 Add and subtract fractions with unlike denominators.
- 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
- 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
- 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths.
- 5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system.
- 5.MD.B.8 Make a line plot to display a data set of measurements in fractions of a unit.
- 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.

DIRECTIONS:

1. Decide whether to have students complete the activities as a class, independently, or in small groups.
2. Preview the activity with your students.
3. Allow students class time to complete the activity. This can span several days.
4. Allow students an opportunity to complete extra challenge activities (Optional).
5. Allow students to complete the self-reflection and evaluation rubric.
6. Allow students an opportunity to share their completed projects.



BACK TO SCHOOL

It's the most wonderful time of the year: time to go back to school! You are a fifth-grade teacher, and you are getting ready to welcome your students to a new school year! Fill out the nametag below with your teacher name so your students can get to know you. You will be organizing your classroom, planning your class schedule, and making sure everything is ready for your fifth-grade students!

Here are your tasks:

- Read through the entire packet before beginning.
- Create seating charts for your students.
- Plan your class's daily schedule.
- Organize your classroom supplies.
- Help your students complete a fun measurement activity on their first day of school.
- Analyze textbook lengths.
- Complete the challenge pages. (Optional)
- Complete the self-reflection and evaluation rubric.



HELLO MY NAME IS

SEATING CHART

Before your students arrive, you need to make a seating chart. The diagram below shows the tables that are in your classroom.

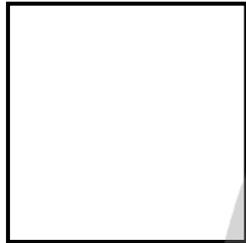


Table 1



Table 2



Table 3

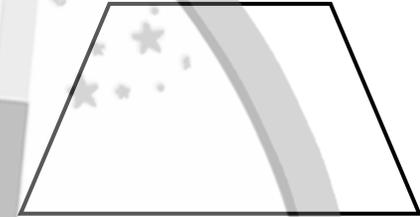
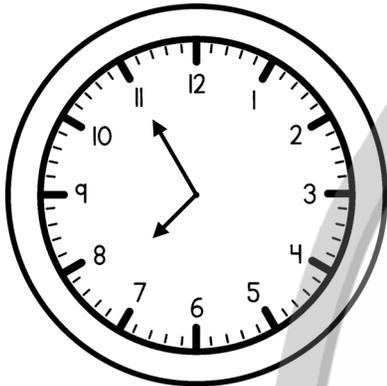


Table 4

1. What is the shape of each table? Write the shape name in the space under each table.
2. You want to partition Table 1 into sixths so that six students can sit there. Draw lines to partition Table 1 into sixths.
3. You know that $\frac{1}{3}$ of the seats at Table 1 will be occupied by girls. How many girls will be seated at Table 1?
4. The remainder of the seats at Table 1 will be occupied by boys. What fraction of the seats at Table 1 will be boys? Show as two equivalent fractions.

CLASS SCHEDULE

Next, you need to plan your class schedule. The clocks below show the times your class does certain things.



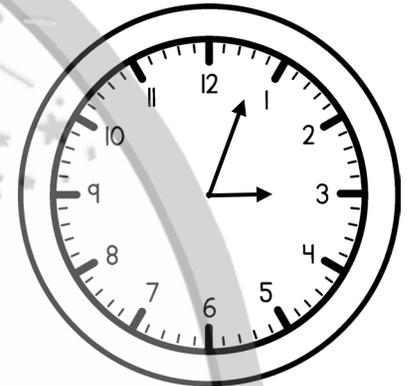
School starts



Math



Recess



School ends

1. You arrive at school 35 minutes before school starts to prepare for the day. Use the number line to show at what time you arrive.



2. How much time elapses between recess and when school ends? Show on the number line.

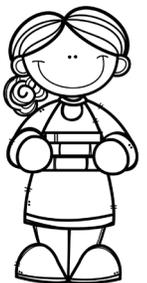


SCHOOL SUPPLIES

You have lots of supplies for your students to use to help them learn this year. The table below shows how many of each school supplies item you have. Use the data to answer the questions.

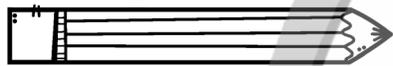
Supply	 Paperclips	 Scissors	 Glue Sticks	 Crayons	 Pencils
Number	825	24	35	384	

1. There are 6 times as many pencils as there are glue sticks. Fill in the number of pencils on the table.
2. The crayons come in packs of 24. How many packs of crayons do you have?
3. There are an equal number of red, green, and yellow paperclips. How many paperclips are there of each color?



PENCIL LENGTHS

It's the first day of school, and your students have arrived at the classroom! For your first math class, you want your students to practice using a ruler. You have each student take out their pencils and measure them. Cut out the ruler and use to measure each student's pencil from the end of the eraser to the tip of the point. Record the pencil length to the nearest quarter inch in the table.



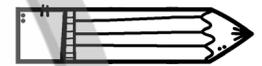
Jameel



Evie

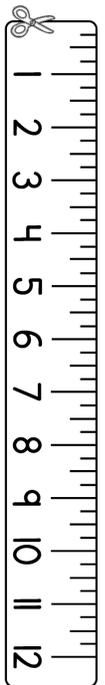


Fabiola



Jake

Student Name	Jameel	Evie	Fabiola	Jake
Pencil Length (in inches)				



- If you laid all the pencils end to end, how long would the pencils measure in total?
- Rewrite the length of each pencil, using decimals instead of fractions.

Jameel

Evie

Fabiola

Jake

PENCIL LENGTHS

3. Look at the information on the table you created on the previous page. Use that data to create a line plot of pencil lengths below. Fill in the missing measurements on the line plot. Then, draw an X to plot the length of each pencil. Finally, give your line plot a title in the bottom box.

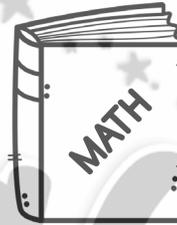


TEXTBOOKS

Each student will receive a textbook for math, reading, science, and social studies. The textbooks and the number of pages in each are shown below.



209 pages



383 pages



294 pages

1. The science textbook has 14 chapters with an equal number of pages in each chapter. The remaining pages are a glossary in the back of the book. How long is each chapter? How long is the glossary?
2. In the reading textbook, there are 18 chapters with 15 pages each. There are also 16 more chapters with 16 pages each. How many pages are in the reading textbook in total? Fill in the box below the book.
3. How many more pages are in the math book than the social studies book?



CHALLENGE #1: BACKPACK WEIGHTS

As a getting-to-know-you activity on the first day of school, you decide to play a game where students guess the masses of each others' backpacks. Below you can see some students' names and the contents of their backpacks. Guess the mass of each student's backpack in kilograms to the nearest tenth.

Remember, one kilogram is approximately the weight of one pineapple  !

Student Name	 Marcus	 Alice	 Jo	 DJ	 Marcia
Backpack Contents	3 Books 2 Notebooks Headphones Sweatshirt	1 Book Lunchbox Pencil case 1 Binder	2 Books 4 Folders Water bottle Pencil case	4 Books 3 Notebooks 2 Folders Pencil case	3 Books 2 Binders Planner Pair of sneakers
Mass Estimate (in kilograms)					

1. Whose backpack do you estimate to be the heaviest?
2. Whose backpack do you estimate to be the lightest?



SELF-REFLECTION

Write a reflection of your experience with this project. How did you feel about the math problems and activities? Explain what you found easy to do and any difficulties you had while working on this project. Did you enjoy this activity? Why or why not?

RATE THIS PROJECT

Circle the statement you most agree with.

I am ready for something harder.

This was just right.

I found this very challenging.

SELF-EVALUATION

Circle one box per row on the rubric that expresses how you rate yourself on this Project Based Learning Activity.

+	✓	-
I felt very confident about the math in this project.	I felt pretty good about my ability to complete the math in this project.	I felt a lot of the math in this project was too hard for me to do alone.
I understood all of the math and did not need help to complete the problems.	I understood most of the math but needed a little help to solve some of the problems.	I understood some of the math but needed help to complete most of the problems.
I easily used many strategies to solve the math problems efficiently.	I needed some help to use the best strategies for solving the math problems.	I had trouble understanding the best way to solve many of the math problems.
I feel I am ready for a harder math project.	I feel I would like to spend more time practicing similar math problems.	I feel I need assistance to work on similar math problems

Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom)
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2020, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Placing this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at <https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/magicore>



<https://www.facebook.com/MagiCoreLearning>



<https://www.instagram.com/magicorelearning>

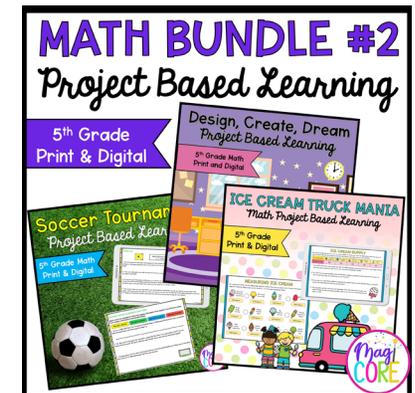
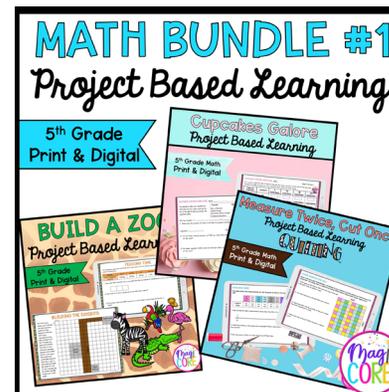


https://www.pinterest.com/magicorelearning/_shop/



Julie@magicorelearning.com

Looking for more?



Membership Opportunity!



If you love these resources and want access to more, check out my membership opportunity with the Core Kingdom Club.



[Join my Core Kingdom Club waitlist!](https://www.magicorelearning.com/membership)

Core Kingdom Club opens its membership doors twice a year to offer teachers all of the resources you love, with a membership discount. You can also find support through my custom learning plan.

Find out more [magicorelearning.com/membership](https://www.magicorelearning.com/membership).

Credits

