

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Kiddom	Texas Math: Grade 5 Powered by Kiddom
Subject	Grade Level
Mathematics	Grade 5

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	100%
Quality Review Overall Score:	220 / 227

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	10	0
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	5	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	2	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	16	0

Count of Publisher Submitted Changes **113**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

All Feedback Items from IMRA Reviewers Remaining After Update

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

Flags for Suitability Noncompliance After Updates

- None

Flags for Suitability Compliance After Updates

- None

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000040

Component: Texas Math: Grade 5 Powered by Kiddom (9798894308920)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): Unit 1-2 PDF PDF Pg. 257-263

Location: Unit 2, Lesson 12: “Decompose Area”

Standards 5.NF.B.4, 5.NF.B.4.b

Link: [file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20\(2\).pdf](file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20(2).pdf)

Page Number(s): SECTION A: Unit Cubes and Volumes Unit 1-2 PDF pg. 11

Location: Section A: Unit Cubes and Volumes

STANDARDS:

Building On 3.OA.C.7 Addressing 5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, 5.MD.C.5.a, 5.OA.A.2 Building Towards

Link: Section A: Unit Cubes and Volumes

STANDARDS:

Building On 3.OA.C.7 Addressing 5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, 5.MD.C.5.a, 5.OA.A.2 Building Towards

Page Number(s): Unit 6, Lesson 14 Unit 5-6 PDF Pg. 374

Location: Representing Fractions on a Line Plot

Standards

Addressing 5.MD.B.2, 5.NF.A.1

Building Towards 5.MD.B.2

Link: <https://drive.google.com/file/d/1bMPQjKnN07qvHIhPhWaoveh6J-DSdD9p/view>

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000041

Component: Texas Math: Grade 5 Powered by Kiddom (9798894308920)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): Unit 1-2 PDF PDF Pg. 257-263

Location: Unit 2, Lesson 12: “Decompose Area”

Standards 5.NF.B.4, 5.NF.B.4.b

Link: [file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20\(2\).pdf](file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20(2).pdf)

Page Number(s): SECTION A: Unit Cubes and Volumes Unit 1-2 PDF pg. 11

Location: Section A: Unit Cubes and Volumes

STANDARDS:

Building On 3.OA.C.7 Addressing 5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, 5.MD.C.5.a, 5.OA.A.2 Building Towards 5.MD.C.3, 5.MD.C.5, 5.MD.C.5.a

Link: Section A: Unit Cubes and Volumes

STANDARDS:

Building On 3.OA.C.7 Addressing 5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, 5.MD.C.5.a, 5.OA.A.2 Building Towards 5.MD.C.3, 5.MD.C.5, 5.MD.C.5.a

Page Number(s): Unit 6, Lesson 14 Unit 5-6 PDF Pg. 374

Location: Representing Fractions on a Line Plot Standards

Addressing 5.MD.B.2, 5.NF.A.1

Building Towards 5.MD.B.2

Link: <https://drive.google.com/file/d/1bMPQjKnN07qvHlhPhWaoveh6J-DSdD9p/view>

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000042

Component: Kiddom Grade 5 (9798894308890)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number(s): Grade 5 p.293

Location: MLR1 Stronger and Clearer Each Time

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcf9f5-f13a-11ee-ab85-02ee8932281d>

Page Number(s): Grade 5 p.277

Location: This activity uses MLR2 Collect and Display. Advances: Conversing, Reading, Writing.

Link: This activity uses MLR2 Collect and Display. Advances: Conversing, Reading, Writing.

Page Number(s): Grade 5 Lesson 16 World's Record Noodle Soup

Location: When students recognize mathematical features in the real world, they model with mathematics (MP4).

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f32022-f13a-11ee-bd13-02ee8932281d>

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000043

Component: TEKS and ELPS (9798894308920)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number(s): p.293

Location: MLR1 Stronger and Clearer Each Time

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcf9f5-f13a-11ee-ab85-02ee8932281d>

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Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f32022-f13a-11ee-bd13-02ee8932281d>

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000044

Component: Texas Math: Grade 5 Powered by Kiddom (9798894308920)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number(s): Unit 1-2 PDF PDF Pg. 257-263

Location: Unit 2, Lesson 12: “Decompose Area”

Standards 5.NF.B.4, 5.NF.B.4.b

Link: [file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20\(2\).pdf](file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20(2).pdf)

Page Number(s): SECTION A: Unit Cubes and Volumes Unit 1-2 PDF pg. 1

Location: Section A: Unit Cubes and Volumes

STANDARDS:

Building On 3.OA.C.7 Addressing 5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, 5.MD.C.5.a, 5.OA.A.2 Building Towards

Link: Section A: Unit Cubes and Volumes

STANDARDS:

Building On 3.OA.C.7 Addressing 5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, 5.MD.C.5.a, 5.OA.A.2 Building Towards

Page Number(s): Unit 6, Lesson 14 Unit 5-6 PDF Pg. 374

Location: Representing Fractions on a Line Plot

Standards

Addressing 5.MD.B.2, 5.NF.A.1

Building Towards 5.MD.B.2

Link: <https://drive.google.com/file/d/1bMPQjKnN07qvHhPhWaoveh6J-DSdD9p/view>

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000284

Component: Texas Math Grade 5 TX Powered by Kiddom Digital (9798894308937)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number(s): 205

Location: Unit 1, Lesson 1, Activity 1

MLR2 Collect and Display. Collect and record the language students use to compare objects.

Link: [n/a](#)

Page Number(s): 206

Location: Unit 7 Lesson 9, Activity 1 Section Level Planning Guide > Talking Math Slideshow > Slide 91

Link: Unit 7 Lesson 9, Activity 1 Section Level Planning Guide > Talking Math Slideshow > Slide 91

Page Number(s): 234

Location: Page 234 Unit 8, Lesson 10, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

Link: n/a

Publisher Response: Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000286

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308920)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number(s): page 116

Location: pg. 116 Unit 7, Lesson 9

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR2 Collect and Display

Circulate to listen for and collect the language students use to describe the relationships between Jada's and Priya's rules. Listen for: double, half of, twice as much, times 2, divided by 2.

Link: <https://app.kiddom.co/curriculum/905372/node/3107e330-f13a-11ee-9e67-02ee8932281d>

Page Number(s): Talking Math, Slide 97

Location: Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt De La Pena

Access for English Lang

Link: Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt De La Pena

Access for English Lang

Page Number(s): page 217, Unit 8

Location: Page 217, Unit 8, Lesson 6, Warm-up, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR7 Compare and Connect. Synthesis: Invite partners to prepare a visual display that shows the strategy they used to pa

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f308c0-f13a-11ee-bc3d-02ee8932281d>

Publisher Response: Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000292

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): pg 197 of Publisher New Content Document

Location: Page 289, Unit 8, Lesson 18, Activity 1, Access for English Language Learners Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. Display sentence frames to support small-group discussion.

Examples: “ ____ and ____ are the same/alike because” “ ____ and ____ are different because” “I agree/disagree because”

Link: Not provided

Page Number(s): pg 198 of Publisher New Content Document

Location: New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Program: Texas Math: Grade 5 Powered by Kiddom

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

<https://app.kiddom.co/curriculum/905372/node/b250e3>

Link: New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Program: Texas Math: Grade 5 Powered by Kiddom

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

<https://app.kiddom.co/curriculum/905372/node/b250e3>

Page Number(s): pg 203-204 of Publisher New Content Document

Location: Page 217, Unit 8, Lesson 6, Warm-up, Access for English Language Learners Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR7 Compare and Connect. Synthesis: Invite partners to prepare a visual display that shows the

<https://docs.google.com/>

Link: not provided by publisher

Publisher Response: Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000295

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number(s): pg 2255 on Comprehensive Editorial Changes Report

Location: Page 180, Unit 2, Lesson 3, Activity 2, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf

MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: “divide,” “numerator,” “denominator,” “part of,” “fraction,” “whole.” Invite students to borrow language from the display as needed, and update it throughout the lesson.

Link: not provided by the publisher

Page Number(s): pg 2257 on Comprehensive Editorial Changes Report

Location: New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 31

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should pla

Link: New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 31

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should pla

Page Number(s): pg 2259 on Comprehensive Editorial Changes Report

Location: Page 289, Unit 8, Lesson 18, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. Display sentence frames to support smallgroup discussion. Examples: “_____ and _____ are t

Link: not provided by the publisher

Publisher Response: Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000304

Component: Kiddom Math 5 (9798894308869)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number(s): Online Version- psg 246

Location: MLRs mentioned continually. Common Core Standards listed on majority of lessons.

Link: <https://drive.google.com/file/d/1P1FLq07oWT9CnQEQQFWknZUW7wu0TLpl/view>

Page Number(s): 246

Location: multiple pages

Link: multiple pages

Page Number(s): Unit 1 Lesson 14

Location: top of page

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Publisher Response: Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000120

Component: Texas Math: Grade 5 Powered by Kiddom (9798894308890)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator: 7.1

Specific or Thematic: Thematic

Page Number(s): Talking Math Slide 97

Location: Slide 97 Notes direct teacher to YouTube video. Citation #9612021

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_0

Page Number(s): Talking Math Slide 97

Location: Slide 97 Notes direct teacher to read a picture book on YouTube.

Link: Slide 97 Notes direct teacher to read a picture book on YouTube.

Page Number(s): Talking Math Slide 91

Location: Slide 91 Notes direct teacher to visit an external site to learn about pyramids.

Link:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_0

Publisher Response: Accept

As part of the errata process we will be replacing this link with content that fits the same standard correlation.

IMRA Reviewer Suitability ID SF000126

Component: K-5 Talking Math Slides (6890181)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator: 7.1

Specific or Thematic: Thematic

Page Number(s):

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Location: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

Link: <https://www.britannica.com/topic/list-of-state-capitals-in-the-United-States-2119210>

Page Number(s): 91

Location: The Talking Math Slide 91 directs teacher to visit an external site to read about pyramids and an external conversion site

After the image:

Find out more about an obelisk and discover what a pyramidion is by reading about ancient Egyptian monuments here.

Link: The Talking Math Slide 91 directs teacher to visit an external site to read about pyramids and an external conversion site

After the image:

Find out more about an obelisk and discover what a pyramidion is by reading about ancient Egyptian monuments here.

Page Number(s): 31

Location: linked does not go to an external site and is not being flagged for suitability.)

What kind of angles do you see in the picture? How does an umbrella connect to what you know about circles and angles?

Learn more about umbrellas here. What mathematical que

Link: <http://tasks.illustrativemathematics.org/content-standards/3/OA/C/7/tasks/2064>

Publisher Response: Accept

As part of the errata process we will be replacing this link with content that fits the same standard correlation.

IMRA Reviewer Suitability ID SF000132

Component: Texas Math: Grade 5 Powered by Kiddom (9798894308920)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator: 7.1

Specific or Thematic: Thematic

Page Number(s): Online Version- Round 3 content added

Location: The K-5 Talking Math Slides

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Link: <https://www.coolmathgames.com/0-make-24>

Page Number(s): Online Version- Round 3 content added

Location: All of the citation issues are outlined below and contain excerpts of the citations sourced from the K-5 Talking Math Slides that were included in the round 3 release. The K-5 Talking Math Slides

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECM>

Link: All of the citation issues are outlined below and contain excerpts of the citations sourced from the K-5 Talking Math Slides that were included in the round 3 release. The K-5 Talking Math Slides

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECM>

Page Number(s): Online Version- Round 3 content added

Location: All of the citation issues are outlined below and contain excerpts of the citations sourced from the K-5 Talking Math Slides that were included in the round 3 release. The K-5 Talking Math Slides

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECM>

Link: <https://www.pexels.com/photo/assorted-color-opened-umbrella-hangs-on-display-2887579/>

Publisher Response: Accept

As part of the errata process we will be replacing this link with content that fits the same standard correlation.

IMRA Reviewer Suitability ID SF000134

Component: Texas Math: Grade 5 Powered by Kiddom (9798894308920)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator: 7.1

Specific or Thematic: Thematic

Page Number(s): Talking Math Slide 31

Location: The Talking Math Slide 31 teacher notes link to an external Britannica Website and external Pexel site belonging to Enrique Hoyos.

Link to the Picture (The picture links to an external site, Pexel, that gives access to user Enrique Hoyos' photo that has been posted on their Pexel account. Once on the site, access to search for other images is given.)

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g981b13f5d6_336_237

Page Number(s): Talking Math Slide 97

Location: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

What city do you think this is? See a list of the state capitals using this link. What is the

Link: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

What city do you think this is? See a list of the state capitals using this link. What is the

Page Number(s): Talking Math Slide 97

Location: Read: Last Stop on Market Street by Matt de la Pena

Where did you see or hear math in the story? (This links to a read-aloud picture book on youtube. By using the link, the user gains access to all content on youtube as well as ads. The other concern raised

Link:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g981b13f5d6_336_237

Publisher Response: Accept

We will provide access to this resource on the Kiddom platform instead of linking to the external resources.

IMRA Reviewer Suitability ID SF000136

Component: Texas Math: Grade 5 Powered by Kiddom: ELPS (9798894308920)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator: 7.1

Specific or Thematic: Thematic

Page Number(s): Slide 97, Talking Math Slide Deck

Location: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

What city do you think this is? See a list of the state capitals using this link. What is the capital of your state? What new state capital did you learn by looking at the list? (links to online encyclopedia where students have access to research a vast amount of other topics. The Britannica website also has embedded games, ads, and subscription capabilities)

What mathematical questions can you write about the picture? Ask someone to answer your questions.

Imagine you were in this picture. What would you be doing? What would be happening around you? Write a story about this city street.

Read: Last Stop on Market Street by Matt de la Pena

Where did you see or hear math in the story? (This links to a read-aloud picture book on youtube. By using the link, the user gains access to all content on youtube as well as ads. The other concern raised surrounds copyright infringement and if the publisher has rights to utilize this story in their curriculum.)

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Page Number(s): Slide 91, Talking Math Slide Deck

Location: The Talking Math Slide 91 directs teacher to visit an external site to read about pyramids and an external conversion site

After the image:

Find out more about an obelisk and discover what a pyramidion is by reading about ancient Egyptian monuments here.

Link: The Talking Math Slide 91 directs teacher to visit an external site to read about pyramids and an external conversion site

After the image:

Find out more about an obelisk and discover what a pyramidion is by reading about ancient Egyptian monuments here.

Page Number(s): Slide 31, Talking Math Slide Deck

Location: The Talking Math Slide 31 teacher notes link to an external Britannica Website and external Pexel site belonging to Enrique Hoyos

After the image:

Multiplication Matching Game (The Multiplication Matching Game that is linked does not go to an external si

Link:

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Publisher Response: Accept

As part of the errata process we will be replacing this link with content that fits the same standard correlation.

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 9167871

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Page Number(s): online

Location: Unit 5, Lesson 4, Activity 2, Questions 1-3

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3d480-f13a-11ee-8257-02ee8932281d>

Description of Error: Should use wording "expanded notation," not "expanded form."

Publisher Response: Accept

We will replace "expanded form" with "expanded notion" for this citation content as part of the errata process.

IMRA Reviewer Error ID 9167796

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Page Number(s): online

Location: Unit 5, Lesson 4, Activity 2, Activity Synthesis

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3d480-f13a-11ee-8257-02ee8932281d>

Description of Error: Student is being asked to give expanded form, but in the example student response, expanded notation is being shown. Question should ask for "expanded notation," requiring students to differentiate between the two.

Publisher Response: Accept

We will replace "expanded form" with "expanded notion" for this citation content as part of the errata process.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 9160426

Component: Texas Math: Grade 5 Powered by Kiddom Print (9798894308944)

Reviewer Feedback: "Be prepared to explain your reasoning" in the Student Task Statement is a vague way to guarantee multiple representations are discussed in class for breakout. Consider stating in instructions for teacher to choose students to discuss examples of multiple representations based on reasoning.

"Who solved this problem using a different strategy?"

Have students solve on a dry erase board and turn the board to show their thinking. Then discuss different examples as a class or in groups.

Page Number(s): 69

Location: N/A

URL to Content: <https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/view>

Publisher Response: Accept

As part of the errata process we will include additional information for the teacher to choose students to discuss examples of multiple representations based on reasoning and include suggested question and share out strategy.

IMRA Reviewer Feedback ID 9209506

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Citation requires use of graphic organizers. Consider placing one in text box for students to use as they compare the shapes.

Page Number(s): online

Location: N/A

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:31079e12-f13a-11ee-9bbb-02ee8932281d>

Publisher Response: Accept

As part of the errata process we will provide instructions for the teacher on graphic organizers that can be used with this set of items.

IMRA Reviewer Feedback ID 9178601

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Consider using the word round instead of or in addition to "closest to"

Page Number(s): online

Location: N/A

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3ff71-f13a-11ee-83cb-02ee8932281d>

Publisher Response: Accept

As part of the errata process we will include "round" in this section.

IMRA Reviewer Feedback ID 9200711

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: In order to completely align with breakout include more information with "sort by area" directions for identifying prime numbers.

Consider having them sort by area and then creating a T-Chart with prime and composite using the sorted cards by area.

Page Number(s): online

Location: N/A

URL to Content: <https://docs.google.com/document/d/17R78hh4yitu34RkLkcE2CiXGxpyfck-C/edit>

Publisher Response: Accept

As part of the errata process we will provide more information for the teachers with directions to help with "sort by area" directions for identifying prime numbers.

IMRA Reviewer Feedback ID 9601646

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Titles need to be capitalized.

Instructional routines - Instructional Routines

Student facing task statement - Student Facing Task Statement

Student response - Student Response

Page Number(s): online

Location: Throughout Document

URL to Content: https://drive.google.com/file/d/1K-1b3v_m4ywpa64A4GXc0n0vH9q4qo1k/view?usp=drive_link

Publisher Response: Accept

We will be making this change as part of the errata process.

IMRA Reviewer Feedback ID 9243341

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Give clear instruction on how to "amplify" vocabulary words.

Page Number(s): Online

Location: N/A

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc27dc-f13a-11ee-a015-02ee8932281d>

Publisher Response: Accept

We will provide additional instructions to highlight vocabulary words in this activity.

IMRA Reviewer Feedback ID 9197111

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Include pictorial models with the equations to align with breakout.

Page Number(s): online

Location: N/A

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30ddd583-f13a-11ee-b23d-02ee8932281d>

Publisher Response: Accept

As part of the errata process we will include pictorial models with the equations in this section.

IMRA Reviewer Feedback ID 9174981

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: In order to guarantee students create representations to communicate their ideas, it would be more beneficial to change the question to say explain and show your reasoning instead of explain or show your reasoning. They have to be able to communicate and create.

Page Number(s): online

Location: N/A

URL to Content: <https://docs.google.com/document/d/1PKLUsiCWhLTxCSQhFMFwhfzolq89cQ/edit>

Publisher Response: Accept

As part of the errata process we will change "or" in these instances to "and" to meet this feedback.

IMRA Reviewer Feedback ID 9601606

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Titles need to be capitalized in document.

Learning goals teacher - Learning Goals Teacher

Lesson purpose - Lesson Purpose

Learning targets - Learning Targets

Required materials - Required Materials

Page Number(s): online

Location: Throughout Document

URL to Content: https://drive.google.com/file/d/1VxBLTgb0burRExnhrlPIAoYmGNogbedA/view?usp=drive_link

Publisher Response: Accept

We will be making this change as part of the errata process.

IMRA Reviewer Feedback ID 9614616

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Titles should be capitalized. Capitalize "Student facing task statement".

Page Number(s): online

Location: Student Facing Task Statement

URL to Content: https://drive.google.com/file/d/1RxAuNOWcsYetYlnPe4ZpEYINssbl3GuU/view?usp=drive_link

Publisher Response: Accept

We will be making this change as part of the errata process.

IMRA Reviewer Feedback ID 9196386

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Remove "if needed" when stating use paper strips or fraction tiles if needed. They must use objects to align with breakout.

Page Number(s): online

Location: N/A

URL to Content: https://docs.google.com/document/d/1l2po8LcssizA-Vu1Zm_J8mPfWss0JaNr/edit

Publisher Response: Accept

As part of the errata process we will remove "if needed" in this section.

IMRA Reviewer Feedback ID 9149626

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Consider adding wording to "justify and evaluate your answer."

Page Number(s): online p.125

Location: N/A

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d>

Publisher Response: Accept

As part of the errata process we will include instructions that students should justify and evaluate their answer.

IMRA Reviewer Feedback ID 9151396

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Directions should more clearly state to use rectangles or another object to solve the problem.

Page Number(s): online p.293

Location: N/A

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcf9f5-f13a-11ee-ab85-02ee8932281d>

Publisher Response: Accept

As part of the errata process we will include a sentence highlighting that students should use rectangles (mosiacs) to help them solve the problem.

IMRA Reviewer Feedback ID 9602156

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: Consider using a variable in brackets in 2 Part D:

$$6 \times \$[] = (6 \times 3) \times 0.01$$

Page Number(s): online

Location: N/A

URL to Content: <https://drive.google.com/file/d/1Ml9nVwZAhELPKYdkYhVJARyJCZ2lkZKl/view?usp=sharing>

Publisher Response: Reject

The bracket indicates a place where students will fill in with a number based on their understanding.

IMRA Reviewer Feedback ID 9177256

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: The title for Activity 1 is Expanded Form but the activity is over expanded notation. Consider changing the title to match the correct activity and breakout.

Page Number(s): online

Location: N/A

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3b89a-f13a-11ee-81a3-02ee8932281d>

Publisher Response: Reject

Due to the significant impact of changing activity titles within our product we will not make this change at this time. We will consider this for future updates to the program.

IMRA Reviewer Feedback ID 9166526

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Reviewer Feedback: "Be prepared to share your thinking" is vague in directions.

Students could write/type their thinking down to hold students accountable and have them be prepared to share when it is their turn.

Page Number(s): online

Location: N/A

URL to Content: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcb433-f13a-11ee-a89a-02ee8932281d>

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback with future updates to the program.

Publisher Submitted Changes

Change ID 9713641

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 3, Lesson 13, Lesson Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30ddd583-f13a-11ee-b23d-02ee8932281d>

Original Text: Lesson Synthesis

"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations to represent dividing a whole number by a unit fraction."

Display:

$$2/12=4$$

$$2/13=6$$

$$2/14=8$$

$$2/16=12$$

Updated URL: [N/A](#)

Updated Text:

Images have been added here.

Change ID 9713651

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 7, Activity 1, Question 4

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3ff71-f13a-11ee-83cb-02ee8932281d>

Original Text: Use the number lines to find which hundredth of a gram the doubloon weights are each closest to.

Updated URL: [N/A](#)

Updated Text:

Use the number lines to find which hundredth of a gram the doubloon weights are rounded to.

Change ID 9713661

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 1, Lesson 6, Warm-up Activity directions for teachers.

Original URL: <https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/view?usp=sharing>

Original Text: Activity:

Share and record answers and strategies.

Repeat with each statement.

Updated URL: [N/A](#)

Updated Text:

Activity.

Share and record answers and strategies. Choose students to discuss examples of multiple representations based on reasoning. Ask questions such as:

1. Who solved this problem using a different strategy?

Repeat with each statement.

Change ID 9713671

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 1, Lesson 12, Activity 1, Questions 1-2

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d>

Original Text: 1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression.

2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage.

Updated URL: [N/A](#)

Updated Text:

1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression. Justify and evaluate your answer.

2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage. Justify and evaluate your answer.

Change ID 9713631

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 7, Lesson 4, Cool-down question 1.

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:31079e12-f13a-11ee-9bbb-02ee8932281d>

Original Text: 1. Choose two of the quadrilaterals. What are they called?

Updated URL: [N/A](#)

Updated Text:

1a. Choose two of the quadrilaterals. What are they called?

1b. Use the Venn Diagram to compare and contrast the attributes of the two shapes. [A Venn diagram will be provided for students to complete]

Change ID 9713946

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 1, Lesson 12, Activity 1, Questions 1-2

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d>

Original Text: 1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression.

2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage.

Updated URL: [N/A](#)

Updated Text:

1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression. Justify and evaluate your answer.

2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage. Justify and evaluate your answer.

Change ID 9713496

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 24, Activity 1, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f515c8-f13a-11ee-8d45-02ee8932281d>

Original Text: Ask previously identified students to share their thinking for the last two problems.

Display expression: $0.5/2$

"How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25.)

Display expression: $0.75/5$

"How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

Updated URL: [N/A](#)

Updated Text:

? Ask previously identified students to share their thinking for problems 3 and 4.

? Display expression: $0.5 / 2$

? "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25)

? Display expression $0.75 / 5$

? "How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

? Ask previously identified students to share their thinking for problem 5.

? Display expression $50.25 / 25$

? "What strategies can you use to find the value of this expression?"

Change ID 9713516

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Grade 5.3J, Activity 1, Activity Synthesis

Original URL: <https://docs.google.com/document/d/1rbw-9483nogjQ9inMQ4y38tNHLczrpU0/edit>

Original Text: Display the expression $1/3 / 6$ and a diagram from the lesson:

"How does this model represent the expression?" (The whole diagram is divided into six equal pieces, and each sixth is divided into three equal pieces.)

"What do you notice about the size of the pieces when we are dividing into fractional parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It takes more pieces to make a whole amount.)

Updated URL: [N/A](#)

Updated Text:

Display the expression and ask $1/3 / 6$

"How did you use your rectangles to represent the expression?" (I cut each of the 6 rectangles into 3 equal pieces which represents division)

"What do you notice about the size of the pieces when we are dividing into fractional

parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It takes more pieces to make a whole amount.)

Change ID 9713476

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Decimal Division, Activity 1, Student Task Statement and Student Responses

Original URL: <https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq89cQ/edit>

Original Text: Does the expression 4.53 represent this model? Explain or show your reasoning.

Does the expression 4.53 represent this model? Explain or show your reasoning.

Find the value of 4.53? Explain or show your reasoning.

Sample responses:

Yes. I can see there are 4 whole candy bars and half a candy bar. All of the bars are 3 equal groups.

Sample responses:

Yes. I can see how some candy bars have been broken into 3 groups. There are whole and parts of the whole shown.

3. There is 1.5 in each group. I know because I can see that each group has one whole candy bar and half of another.

Updated URL: [N/A](#)

Updated Text:

Work with your group to complete the following questions.

- Using your blocks, create a model of the expression $13.75 / 11$. How do you know the model represents the expression? Explain or show your reasoning.
- How many blocks are in each group? What is the value of each group?
- What is $13.75 / 11$?

Student Responses

1. Sample response:

There are 11 groups and each group has 1 whole in it, as well as an extra 0.25, which gives 13 wholes and 0.75 extras.

2. Sample response:

There are 5 blocks in each group, and each group is worth 1.25 since 4 blocks is a whole and 1 block is 0.25 of a whole.

3. $13.75 / 11 = 1.25$

Change ID 9713791

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Grade 5.3J, Activity 1, Activity Synthesis

Original URL: <https://docs.google.com/document/d/1rbw-9483nogjQ9inMQ4y38tNHLczrpU0/edit>

Original Text: Display the expression $1/3 \div 6$ and a diagram from the lesson:

"How does this model represent the expression?" (The whole diagram is divided into six equal pieces, and each sixth is divided into three equal pieces.)

"What do you notice about the size of the pieces when we are dividing into fractional parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It takes more pieces to make a whole amount.)

Updated URL: [N/A](#)

Updated Text:

Display the expression and ask : $1/3 \div 6$

"How did you use your rectangles to represent the expression?" (I cut each of the 6 rectangles into 3 equal pieces which represents division)

"What do you notice about the size of the pieces when we are dividing into fractional parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It takes more pieces to make a whole amount.)

Change ID 9713801

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Grade 5.3Jii, Lesson Synthesis

Original URL: https://docs.google.com/document/d/1l2po8LcssizA-Vu1Zm_J8mPfWss0JaNr/edit

Original Text: "Today, we solved problems about cutting strips of paper into small pieces. We wrote equations representing dividing a whole number by a unit fraction."

Display:

$$2/1/2=4$$

$$2/1/3=6$$

$$2/1/4=8$$

$$2/1/6=12$$

"These are some of the equations we discussed today. Why is the quotient getting larger in each equation?" (Because the size of the piece is getting smaller, so there will be more pieces.)

Display: $3/1/6=18$

"Here is another equation we discussed. In this equation, the size of the piece is the same as the equation above it. Why is the quotient larger than when 2 is divided by 16?" (3 is being divided into smaller pieces, instead of 2, so you get more pieces.)

"We are going to learn more about the relationships between the numbers in division equations with unit fractions in the next lesson."

Updated URL: [N/A](#)

Updated Text:

Add to synthesis:

Teachers will select paper examples from their students to display that match the equations being discussed from the lesson.

Change ID 9713751

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Decimal Division, Activity 1, Student Task Statement and Student Responses

Original URL: <https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq89cQ/edit>

Original Text: Does the expression 4.53 represent this model? Explain or show your reasoning.

Does the expression 4.53 represent this model? Explain or show your reasoning.

Find the value of 4.53? Explain or show your reasoning.

Sample responses:

Yes. I can see there are 4 whole candy bars and half a candy bar. All of the bars are 3 equal groups.

Sample responses:

Yes. I can see how some candy bars have been broken into 3 groups. There are whole and parts of the whole shown.

3. There is 1.5 in each group. I know because I can see that each group has one whole candy bar and half of another.

Updated URL: [N/A](#)

Updated Text:

Work with your group to complete the following questions.

1. Using your blocks, create a model of the expression $13.75 / 11$. How do you know the model represents the expression? Explain or show your reasoning.
2. How many blocks are in each group? What is the value of each group?
3. What is $13.75 / 11$?

Student Responses

1. Sample response:

There are 11 groups and each group has 1 whole in it, as well as an extra 0.25, which gives 13 wholes and 0.75 extras.

2. Sample response:

There are 5 blocks in each group, and each group is worth 1.25 since 4 blocks is a whole and 1 block is 0.25 of a whole.

3. $13.75 / 11 = 1.25$

Change ID 9713606

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 2, Lesson 3, Activity 2

Original URL: <https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/view?usp=sharing>

Original Text: "p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson."

Updated URL: [N/A](#)

Updated Text:

Updates to Citation

As part of the errata process we will be revising this citation to read: "p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading "

[We will be created a printable document representing common sentence frames, for teachers to post in the classroom. A draft of the poster set is included below.]

Change ID 9713616

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 4, Activity 2 Student-facing task statements and Notes for Evaluating Responses.

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3d480-f13a-11ee-8257-02ee8932281d>

Original Text: 1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded form.

2. Here are the weights of some gold nuggets in word form. Write the weights in expanded form.

3b. How does the expanded form of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

The expanded form highlights the value of each digit. The expanded form of 0.527 is $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$. The products in the expanded form give the value of each digit.

Updated URL: [N/A](#)

Updated Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded notation.

2. Here are the weights of some gold nuggets in word form. Write the weights in expanded notation.

3b. How does the expanded notation of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

Expanded notation highlights the value of each digit. The expanded form of 0.527 is $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$.

The products in expanded notation give the value of each digit.

Change ID 9713526

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Grade 5.3Jii, Lesson Synthesis

Original URL: https://docs.google.com/document/d/1l2po8LcssizA-Vu1Zm_J8mPfWss0JaNr/edit

Original Text: "Today, we solved problems about cutting strips of paper into small pieces. We wrote equations representing dividing a whole number by a unit fraction."

Display:

$$2/1/2=4$$

$$2/1/3=6$$

$$2/1/4=8$$

$$2/1/6=12$$

"These are some of the equations we discussed today. Why is the quotient getting larger in each equation?" (Because the size of the piece is getting smaller, so there will be more pieces.)

Display: $3/1/6=18$

"Here is another equation we discussed. In this equation, the size of the piece is the same as the equation above it. Why is the quotient larger than when 2 is divided by 16?" (3 is being divided into smaller pieces, instead of 2, so you get more pieces.)

"We are going to learn more about the relationships between the numbers in division equations with unit fractions in the next lesson."

Updated URL: [N/A](#)

Updated Text:

Add to synthesis:

Teachers will select paper examples from their students to display that match the equations being discussed from the lesson.

Change ID 9713891

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 4, Activity 2 Student-facing task statements and Notes for Evaluating Responses.

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3d480-f13a-11ee-8257-02ee8932281d>

Original Text: 1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded form.

2. Here are the weights of some gold nuggets in word form. Write the weights in expanded form.

3b. How does the expanded form of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

The expanded form highlights the value of each digit. The expanded form of 0.527 is $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$. The products in the expanded form give the value of each digit.

Updated URL: [N/A](#)

Updated Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded notation.

2. Here are the weights of some gold nuggets in word form. Write the weights in expanded notation.

3b. How does the expanded notation of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

Expanded notation highlights the value of each digit. The expanded form of 0.527 is $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$. The products in expanded notation give the value of each digit.

Change ID 9713901

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 1, Lesson 5, Activity 2, Growing Prism - Support for English Language Learners

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc27dc-f13a-11ee-a015-02ee8932281d>

Original Text: MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers.

Advances: Conversing, Reading

Updated URL: [N/A](#)

Updated Text:

MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers by having students identify these pieces in the image of the base of the rectangular prism. These vocabulary words, with an associated picture describing the word, should also be posted in the room or be viewable by students at all times. Advances: Conversing, Reading

Change ID 9713911

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 7, Lesson 9, Activity 1

Original URL: <https://docs.google.com/document/d/17R78hh4yitu34RkLkcE2CiXGxpyfck-C/edit>

Original Text: 1. Sort the cards by area. Record your sorting results. Be prepared to explain your choices.

2. For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning.

Updated URL: [N/A](#)

Updated Text:

1. Find the area of each shape.
2. Sort the cards by area.
3. Explain how you sorted the shapes and the measurements of the shapes in the category.
- 4 For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning."

Change ID 9713921

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 3, Lesson 12, Activity 1, Question 1

Original URL: https://docs.google.com/document/d/1l2po8LcssizA-Vu1Zm_J8mPfWss0JaNr/edit

Original Text: Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips or fraction tiles if needed.

Updated URL: [N/A](#)

Updated Text:

Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips to help you solve the following problems.

Change ID 9713931

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 23, cool-down, questions 1-2

Original URL: <https://docs.google.com/spreadsheets/d/1QhOsOzqnWiGua0AUvdT4D-QS8zQY-BIUNOJpPoouGr0/edit?gid=1569892810#gid=1569892810>

Original Text: 2. Find the value of $7.5 \div 5$

Updated URL: [N/A](#)

Updated Text:

2. Find the value of $7.5 \div 5$. Explain and show your reasoning.

Change ID 9713881

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 2, Lesson 3, Activity 2

Original URL: <https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/view?usp=sharing>

Original Text: "p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson."

Updated URL: [N/A](#)

Updated Text:

Updates to Citation

As part of the errata process we will be revising this citation to read: "p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading "

[We will be created a printable document representing common sentence frames, for teachers to post in the classroom. A draft of the poster set is included below.]

Change ID 9713686

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Add to page

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc00ea-f13a-11ee-9d77-02ee8932281d>

Original Text: N/A

Updated URL: [N/A](#)

Updated Text:

<https://drive.google.com/file/d/1j4Uwhef0VNer1Sl1hRvGbxDTpP0JMOpK/view?...>

Change ID 9713636

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 7, Lesson 9, Activity 1

Original URL: <https://docs.google.com/document/d/17R78hh4yitu34RkLkcE2CiXGxpyfck-C/edit>

Original Text: 1. Sort the cards by area. Record your sorting results. Be prepared to explain your choices.

2. For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning.

Updated URL: [N/A](#)

Updated Text:

1. Find the area of each shape.

2. Sort the cards by area.

3. Explain how you sorted the shapes and the measurements of the shapes in the category.

4 For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning."

Change ID 9713646

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 3, Lesson 12, Activity 1, Question 1

Original URL: https://docs.google.com/document/d/1l2po8LcssizA-Vu1Zm_J8mPfWss0JaNr/edit

Original Text: Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips or fraction tiles if needed.

Updated URL: [N/A](#)

Updated Text:

Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips to help you solve the following problems.

Change ID 9713656

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 23, cool-down, questions 1-2

Original URL: <https://docs.google.com/spreadsheets/d/1QhOsOzqnWiGua0AUvdT4D-QS8zQY-BIUNOJpPoouGr0/edit?gid=1569892810#gid=1569892810>

Original Text: 2. Find the value of $7.5 \div 5$

Updated URL: [N/A](#)

Updated Text:

2. Find the value of $7.5 \div 5$. Explain and show your reasoning.

Change ID 9713666

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 2, Lesson 17, Activity 2, Activity Narrative

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcf9f5-f13a-11ee-ab85-02ee8932281d>

Original Text: Activity Narrative:

8-10 minutes: Group work time

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Updated URL: [N/A](#)

Updated Text:

Activity Narrative:

8-10 minutes: Group work time

Ensure that students use rectangles or another object to solve the problem.

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Change ID 9713676

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 1, Lesson 12, Activity 1, Launch

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d>

Original Text: Groups of 2 or 4

"Here is a short paragraph from a newspaper article from 2018."

Display "Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada."

"What are some questions you have after reading this?" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

"The trash fits in 60 shipping containers and will be returned in a large cargo ship over water."

"What does a shipping container look like?"

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

Updated URL: [N/A](#)

Updated Text:

"Groups of 2 or 4

""Here is a short paragraph from a newspaper article from 2018.""

Display ""Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada.""

""What are some questions you have after reading this?"" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

""The trash fits in 60 shipping containers and will be returned in a large cargo ship over water.""

""What does a shipping container look like?""

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

As students work through the problems, ensure that they justify and evaluate their answer.

Change ID 9713626

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 1, Lesson 5, Activity 2, Growing Prism - Support for English Language Learners

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc27dc-f13a-11ee-a015-02ee8932281d>

Original Text: MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers.

Advances: Conversing, Reading

Updated URL: [N/A](#)

Updated Text:

MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers by having students identify these pieces in the image of the base of the rectangular prism. These vocabulary words, with an associated picture describing the word, should also be posted in the room or be viewable by students at all times. Advances: Conversing, Reading

Change ID 9713951

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 1, Lesson 12, Activity 1, Launch

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d>

Original Text: Groups of 2 or 4

"Here is a short paragraph from a newspaper article from 2018."

Display "Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada."

"What are some questions you have after reading this?" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

"The trash fits in 60 shipping containers and will be returned in a large cargo ship over water."

"What does a shipping container look like?"

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

Updated URL: [N/A](#)

Updated Text:

"Groups of 2 or 4

""Here is a short paragraph from a newspaper article from 2018.""

Display ""Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada.""

""What are some questions you have after reading this?"" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

""The trash fits in 60 shipping containers and will be returned in a large cargo ship over water.""

""What does a shipping container look like?""

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

As students work through the problems, ensure that they justify and evaluate their answer.

Change ID 9713961

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Add to page

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc00ea-f13a-11ee-9d77-02ee8932281d>

Original Text: N/A

Updated URL: [N/A](#)

Updated Text:

<https://drive.google.com/file/d/1j4Uwhef0VNer1S11hRvGbxDTpP0JMOpK/view?...>

Change ID 9713971

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 24, Activity 1, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f515c8-f13a-11ee-8d45-02ee8932281d>

Original Text: Ask previously identified students to share their thinking for the last two problems. Display expression: $0.5/2$ "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25.) Display expression: $0.75/5$ "How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

Updated URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f515c8-f13a-11ee-8d45-02ee8932281d>

Updated Text:

? Ask previously identified students to share their thinking for problems 3 and 4.? Display expression: $0.5/2$? "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25)? Display expression $0.75/5$? "How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)? Ask previously identified students to share their thinking for problem 5.? Display expression $50.25/25$? "What strategies can you use to find the value of this expression?"

Change ID 9713941

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 2, Lesson 17, Activity 2, Activity Narrative

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcf9f5-f13a-11ee-ab85-02ee8932281d>

Original Text: Activity Narrative:

8-10 minutes: Group work time

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Updated URL: [N/A](#)

Updated Text:

Activity Narrative:

8-10 minutes: Group work time

Ensure that students use rectangles or another object to solve the problem.
Monitor for students who:
Determine the cost for each color rectangle needed and then determine the total cost.
Find the approximate total area of the materials needed for the mosaic and then determine the cost.
Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Change ID 9713481

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Decimal Division, Activity 1, Activity Synthesis

Original URL: <https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq89cQ/edit>

Original Text: Synthesis

Share a student's explanation of what the model represents.

"How are the representations the same? How are they different?" (They both show models using whole and partial whole amounts.. They each have equal amounts in each grouping. One used a whole of 6 squares, and one used a whole made of 4 squares.)

"Do these models represent situations about sharing? Can we represent equal sharing situations of whole numbers? Of fractions? Of decimals?"

How does the key on the models help your understanding of dividing whole numbers and decimals?

Updated URL: [N/A](#)

Updated Text:

Synthesis

o Have a group share their model.

o "How can we prove that our answer is correct?" (Multiply by 11 to see if we get 13.75.)

o "Is 11 times 1.25 equal to 13.75?" (Yes)

o "How would the model and answer change if 8 blocks equaled 1 whole instead of 4?" (Each group would have 10 blocks instead of 5, but the answer would still be 1.25)

Change ID 9713796

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Grade 5.3J, Activity 1, Questions 1-2

Original URL: <https://docs.google.com/document/d/1rbw-9483nogjQ9inMQ4y38tNHLczrpU0/edit>

Original Text: Mai cut paper strips for a project. She wants to make three equal-sized smaller rectangles from one of the larger rectangles.

Using fraction strips, create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking. Work with a partner to write an expression that represents your model.

2. Which expression could represent the model shown? Explain your thinking.

- a. $1/4 / 3$
- b. $4 / 1/3$
- c. $3 / 1/4$
- d. $1/3 / 4$

Student Responses

How students create and partition their models will vary. Example:

1. $1/3 / 6$. There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

Updated URL: [N/A](#)

Updated Text:

Mai cut paper strips for a project. She wants to make three equal-sized smaller rectangles from one of the 6 larger rectangles.

- a. Cut your piece of paper along the lines to form 6 rectangles.
 - b. Use your rectangles to create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking.
 - c. Work with your partner to write an expression that represents your model
2. Which expression could represent the model shown? Explain your thinking.

- A. $1 / 4 / 3$
- B. $4 / 1/3$
- C. $3 / 1/4$
- D. $1/3 / 4$

Student Responses

1a. How students create and partition their models will vary. Example:

1b. . There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break $1/3 / 6$ objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make .

Change ID 9713756

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Decimal Division, Activity 1, Activity Synthesis

Original URL: <https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq89cQ/edit>

Original Text: Synthesis

Share a student's explanation of what the model represents.

"How are the representations the same? How are they different?" (They both show models using whole and partial whole amounts.. They each have equal amounts in each grouping. One used a whole of 6 squares, and one used a whole made of 4 squares.)

"Do these models represent situations about sharing? Can we represent equal sharing situations of whole numbers? Of fractions? Of decimals?"

How does the key on the models help your understanding of dividing whole numbers and decimals?

Updated URL: [N/A](#)

Updated Text:

Synthesis

- o Have a group share their model.
- o "How can we prove that our answer is correct?" (Multiply by 11 to see if we get 13.75.)
- o "Is 11 times 1.25 equal to 13.75?" (Yes)
- o "How would the model and answer change if 8 blocks equaled 1 whole instead of 4?" (Each group would have 10 blocks instead of 5, but the answer would still be 1.25)

Change ID 9713621

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 4, Activity 2, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3d480-f13a-11ee-8257-02ee8932281d>

Original Text: Invite students to share the expanded form of the decimal 0.527.

Display the expression: $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$

"What is the value of the 5 in 0.527?" (5 tenths)

"How does the expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does the expanded form show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)

"How is going from word form to expanded form different than going from decimal form to expanded form?" (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Updated URL: [N/A](#)

Updated Text:

Invite students to share the expanded notation of the decimal 0.527.
 Display the expression: $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$
 "What is the value of the 5 in 0.527?" (5 tenths)
 "How does expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)
 "What is the value of the 7 in 0.527?" (7 thousandths)
 "How does expanded notation show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)
 "How is going from word form to expanded notation different than going from decimal form to expanded notation?"
 (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Change ID 9713521

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Grade 5.3J, Activity 1, Questions 1-2

Original URL: <https://docs.google.com/document/d/1rbw-9483nogjQ9inMQ4y38tNHLczrpU0/edit>

Original Text: Mai cut paper strips for a project. She wants to make three equal-sized smaller rectangles from one of the larger rectangles.

Using fraction strips, create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking. Work with a partner to write an expression that represents your model.

2. Which expression could represent the model shown? Explain your thinking.

- a. $1/4 / 3$
- b. $4 / 1/3$
- c. $3 / 1/4$
- d. $1/3 / 4$

Student Responses

How students create and partition their models will vary. Example:

- 1. $1/3 / 6$. There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break objects into equal pieces, I am dividing.
- 2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.
- 2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

Updated URL: [N/A](#)

Updated Text:

Mai cut paper strips for a project. She wants to make three equal-sized smaller rectangles from one of the 6 larger rectangles.

- a. Cut your piece of paper along the lines to form 6 rectangles.
 - b. Use your rectangles to create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking.
 - c. Work with your partner to write an expression that represents your model
2. Which expression could represent the model shown? Explain your thinking.

- A. $1/4 / 3$
- B. $4 / 1/3$
- C. $3 / 1/4$
- D. $1/3 / 4$

Student Responses

- 1a. How students create and partition their models will vary. Example:
- 1b. . There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break $1/3 / 6$ objects into equal pieces, I am dividing.
2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make .

Change ID 9713896

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 4, Activity 2, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3d480-f13a-11ee-8257-02ee8932281d>

Original Text: Invite students to share the expanded form of the decimal 0.527.

Display the expression: $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$

"What is the value of the 5 in 0.527?" (5 tenths)

"How does the expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does the expanded form show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)

"How is going from word form to expanded form different than going from decimal form to expanded form?" (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Updated URL: [N/A](#)

Updated Text:

Invite students to share the expanded notation of the decimal 0.527.

Display the expression: $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$

"What is the value of the 5 in 0.527?" (5 tenths)

"How does expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does expanded notation show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)

"How is going from word form to expanded notation different than going from decimal form to expanded notation?"

(The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Change ID 9713906

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 7, Lesson 4, Cool-down question 1.

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:31079e12-f13a-11ee-9bbb-02ee8932281d>

Original Text: 1. Choose two of the quadrilaterals. What are they called?

Updated URL: [N/A](#)

Updated Text:

1a. Choose two of the quadrilaterals. What are they called?

1b. Use the Venn Diagram to compare and contrast the attributes of the two shapes. [A Venn diagram will be provided for students to complete]

Change ID 9713916

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 3, Lesson 13, Lesson Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30ddd583-f13a-11ee-b23d-02ee8932281d>

Original Text: Lesson Synthesis

"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations to represent dividing a whole number by a unit fraction."

Display:

$$2/12=4$$

$$2/13=6$$

$$2/14=8$$

$$2/16=12$$

Updated URL: [N/A](#)

Updated Text:

Images have been added here.

Change ID 9713926

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 5, Lesson 7, Activity 1, Question 4

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3ff71-f13a-11ee-83cb-02ee8932281d>

Original Text: Use the number lines to find which hundredth of a gram the doubloon weights are each closest to.

Updated URL: [N/A](#)

Updated Text:

Use the number lines to find which hundredth of a gram the doubloon weights are rounded to.

Change ID 9713936

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 1, Lesson 6, Warm-up Activity directions for teachers.

Original URL: <https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/view?usp=sharing>

Original Text: Activity:

Share and record answers and strategies.

Repeat with each statement.

Updated URL: [N/A](#)

Updated Text:

Activity.

Share and record answers and strategies. Choose students to discuss examples of multiple representations based on reasoning. Ask questions such as:

1. Who solved this problem using a different strategy?

Repeat with each statement.

Change ID 9713771

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: Editorial Change

Current Page Number(s): <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f515c8-f13a-11ee-8d45-02ee8932281d>

Location: Unit 5, Lesson 24, Activity 1, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f515c8-f13a-11ee-8d45-02ee8932281d>

Original Text: Ask previously identified students to share their thinking for the last two problems.

Display expression: $0.5/2$

"How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25.)

Display expression: $0.75/5$

"How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

Updated URL: [N/A](#)

Updated Text:

? Ask previously identified students to share their thinking for problems 3 and 4.

? Display expression: $0.5/2$

? "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25)

? Display expression $0.75/5$

? "How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

? Ask previously identified students to share their thinking for problem 5.

? Display expression $50.25/25$

? "What strategies can you use to find the value of this expression?"

Change ID 9713691

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Insert document at bottom of the page

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc076d-f13a-11ee-9de5-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://drive.google.com/file/d/1Ye9kAzC0nBK12tcrgrwRlqEj8Sn-UNclN/view?...>

Change ID 9713701

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 11, Activity 1, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2f98c-f13a-11ee-bb86-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add this last section:

Display: 1250 / 25 and 250 / 25

? Ask previously selected students to share.

? "What was the second expression that you wrote?" (1000 / 25)

? "How do you know the expression matches 250 / 25?" ($250 + 1000 = 1250$)

Change ID 9713711

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 14, Lesson Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f31461-f13a-11ee-bcbe-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add following last paragraph:

"We also practiced using the standard algorithm to divide multi-digit numbers without partial quotients."

Display 1000 / 50.

"Work with your partner to divide the values using the standard algorithm."

"How can we check our answers? (multiply 50 by our answer to make sure we get 1000)"

Change ID 9713721

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 21, Activity 1, Activity Synthesis

Original URL:

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following bullet points:

"If I have \$8.50 and my friend has 2.2 times as much money as I do, how can I write this as a multiplication expression?" (

\$8.50 x 2.2)

? "Is this equivalent to $\$85 \times 22 \times 0.1$? How do you know?"

(No because $\$8.5 = \85×0.1 and $2.2 = 22 \times 0.1$, so we have to multiply 0.1×0.1 to get 0.01 instead).

? "How much money does my friend have?" (\$18.70)

Change ID 9713681

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Add to bottom of the page

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc034f-f13a-11ee-9d9f-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Updated text to add to the end of the existing document: <https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdykAbyF0qTa/view?...>

Change ID 9713956

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Add to bottom of the page

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc034f-f13a-11ee-9d9f-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Updated text to add to the end of the existing document: <https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdykAbyF0qTa/view?...>

Change ID 9713966

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 14, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Original Text: NA

Updated URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Updated Text:

Add question 2: 2) Use the standard algorithm to divide 1 of the following problems. Check your answer with your partner and make sure you both agree. Keep the errors you discovered in question 1 in mind to make sure you don't make the same mistakes. 1220/201600/322460/15

Change ID 9713976

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 7, Lesson 10, Activity 2, Question 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-f13a-11ee-9f36-02ee8932281d>

Original Text: NA

Updated URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-f13a-11ee-9f36-02ee8932281d>

Updated Text:

Add the following question: "How can we represent the relationship between the numbers in the patterns with multiplication equations?"

Change ID 9713426

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 11, Activity 1, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2f98c-f13a-11ee-bb86-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add this last section:

Display: 1250 / 25 and 250 / 25

? Ask previously selected students to share.

? "What was the second expression that you wrote?" (1000 / 25)

? "How do you know the expression matches 250 / 25?" (250 + 1000 = 1250)

Change ID 9713486

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 22, Activity 1, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4f8ff-f13a-11ee-8c60-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Activity Synthesis

- Gather students and ask pairs to share their division strategies and results.
- Highlight different methods used to find quotients and remainders.
- Discuss real-life situations where understanding remainders is essential.

Change ID 9713436

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 14, Lesson Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f31461-f13a-11ee-bcbe-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add following last paragraph:

"We also practiced using the standard algorithm to divide multi-digit numbers without partial quotients."

Display 1000 / 50.

"Work with your partner to divide the values using the standard algorithm."

"How can we check our answers? (multiply 50 by our answer to make sure we get 1000)"

Change ID 9713446

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 21, Activity 1, Activity Synthesis

Original URL:

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following bullet points:

"If I have \$8.50 and my friend has 2.2 times as much money as I do, how can I write this as a multiplication expression?" (

\$8.50 x 2.2)

? "Is this equivalent to $\$85 \times 22 \times 0.1$? How do you know?"

(No because $\$8.5 = \85×0.1 and $2.2 = 22 \times 0.1$, so we have to multiply 0.1×0.1 to get 0.01 instead).

? "How much money does my friend have?" (\$18.70)

Change ID 9713506

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 23, Activity 1, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

https://drive.google.com/file/d/1K-1b3v_m4ywpa64A4GXc0n0vH9q4qo1k/view?...

Change ID 9713456

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 19, Activity 2, Questions 1-3

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add question 5:

5) Diego and 5 of his friends are going to see a movie. Each movie ticket costs \$10.25. The expression 6×10.25 represents this situation.

- a) How much money do Diego and his friends spend on movie tickets all together?
- b) The friends decide to buy 3 buckets of popcorn to share. Each bucket costs \$5.60. The expression 3×5.60 represents the total cost of the popcorn. How much money does the popcorn cost in total?

Change ID 9713466

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 18, Activity 1, Questions 1-2

Original URL: <https://drive.google.com/file/d/1bMPQjKnN07qvHlhPhWaoveh6J-DSdD9p/view?usp=sharing>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following questions:

1e. $9 \times \$0.04 = \3.60

2d. $6 \times \$[] = (6 \times 3) \times 0.01$

Change ID 9713416

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Insert document at bottom of the page

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc076d-f13a-11ee-9de5-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://drive.google.com/file/d/1Ye9kAzC0nBK12tcrgwRlqEj8Sn-UNclN/view?...>

Change ID 9713741

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 18, Activity 1, Questions 1-2

Original URL: <https://drive.google.com/file/d/1bMPQjKnN07qvHlhPhWaoveh6J-DSdD9p/view?usp=sharing>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following questions:

1e. $9 \times \$0.04 = \3.60

2d. $6 \times \$[] = (6 \times 3) \times 0.01$

Change ID 9713811

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 6, lesson 15, Activity 2, Activity Synthesis

Original URL:

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following question to the synthesis:

"What is the total weight of Mai's apricots? How much more or less than a pound are her apricots? "

Change ID 9713761

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 22, Activity 1, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4f8ff-f13a-11ee-8c60-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Activity Synthesis

- Gather students and ask pairs to share their division strategies and results.
- Highlight different methods used to find quotients and remainders.
- Discuss real-life situations where understanding remainders is essential.

Change ID 9713821

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Grade 5.10C1, Activity 1, Question

Original URL: https://docs.google.com/document/d/1cLjgVZkoaDKx2Tmx8TTPbT8jyEi_aUbGfYfDXXmulDs/edit

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Student-facing Task Statement: Read through the provided scenarios. In each scenario, identify the method of payment used. Then, list the advantages and disadvantages of using that method in that particular context. Use graphs to represent the advantages and disadvantages visually.

Change ID 9713831

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 4, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3cc52-f13a-11ee-8217-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 164 Unit 2, Lesson 1, Activity 1, Access for English Language Learners
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Change ID 9713781

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 23, Activity 1, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

https://drive.google.com/file/d/1K-1b3v_m4ywpa64A4GXc0n0vH9q4qo1k/view?...

Change ID 9713731

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 19, Activity 2, Questions 1-3

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add question 5:

5) Diego and 5 of his friends are going to see a movie. Each movie ticket costs \$10.25. The expression 6×10.25 represents this situation.

a) How much money do Diego and his friends spend on movie tickets all together?

b) The friends decide to buy 3 buckets of popcorn to share. Each bucket costs \$5.60. The expression 3×5.60 represents the total cost of the popcorn. How much money does the popcorn cost in total?

Change ID 9713586

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 2, Lesson 1, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc6668-f13a-11ee-a430-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt de la Pena

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss any math-related information they hear in the story. How many people are riding with CJ and his grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change ID 9713536

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 6, lesson 15, Activity 2, Activity Synthesis

Original URL:

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following question to the synthesis:

"What is the total weight of Mai's apricots? How much more or less than a pound are her apricots? "

Change ID 9713596

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 7 Lesson 9, Activity 1

Original URL: <https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFwknZUW7wu0TLpl/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 91

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should work with a partner to use the cubit converter tool to compare cubits and feet. Display the following sentence frames for all to see: "A ___ is bigger than a _____. There are ## feet in a cubit." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Change ID 9713546

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Grade 5.10C1, Activity 1, Question

Original URL: https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aUbGfYfDXXmulDs/edit

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Student-facing Task Statement: Read through the provided scenarios. In each scenario, identify the method of payment used. Then, list the advantages and disadvantages of using that method in that particular context. Use graphs to represent the advantages and disadvantages visually.

Change ID 9713556

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 4, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3cc52-f13a-11ee-8217-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 164 Unit 2, Lesson 1, Activity 1, Access for English Language Learners
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Change ID 9713566

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 1, Lesson 12, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 116, Unit 7, Lesson 9, Activity 1, Access for English Language Learners
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MLR2 Collect and Display

Circulate to listen for and collect the language students use to describe the relationships between Jada's and Priya's rules. Listen for: double, half of, twice as much, times 2, divided by 2.

Change ID 9713576

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 6, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3f221-f13a-11ee-8349-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 180, Unit 2, Lesson 3, Activity 2, Access for English Language Learners
Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf
MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson.

Change ID 9713841

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 1, Lesson 12, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 116, Unit 7, Lesson 9, Activity 1, Access for English Language Learners
Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf
MLR2 Collect and Display
Circulate to listen for and collect the language students use to describe the relationships between Jada's and Priya's rules. Listen for: double, half of, twice as much, times 2, divided by 2.

Change ID 9713851

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 6, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3f221-f13a-11ee-8349-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 180, Unit 2, Lesson 3, Activity 2, Access for English Language Learners
Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf
MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson.

Change ID 9713861

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 2, Lesson 1, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc6668-f13a-11ee-a430-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt de la Pena

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss any math-related information they hear in the story. How many people are riding with CJ and his grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change ID 9713871

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 7 Lesson 9, Activity 1

Original URL: <https://drive.google.com/file/d/1P1FLq07oWT9CnQEQQFWknZUW7wu0TLpl/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 91

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should work with a partner to use the cubit converter tool to compare cubits and feet. Display the following sentence frames for all to see: "A ___ is bigger than a _____. There are ## feet in a cubit." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Change ID 9713696

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 8 Lesson 3: Money Management: Exploring Payment Methods (Part 1)

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aUbGfYfDXXmuIDs/edit?usp=sharing

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://docs.google.com/document/d/1ZiBFrqXraFEOAap0-A0FyRdtLRYXNdbqs4A...>

Change ID 9713706

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 11, Activity 1, Questions 1-3 (Page 276 in original link)

Original URL: <https://drive.google.com/file/d/1lv-ZITxIW9ohLgzFy2zgt0kweNIEMpOI/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add this question 4:

4) Noah wants to divide $1250 / 25$. He writes the expression $250 / 25$.

a) Write a second expression that Noah can use with his expression to help him find $1250 / 25$.

b) What is $1250 / 25$?

Change ID 9713726

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 19, Activity 2, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following bullet points:

Display question 5.

? "What strategy did you use to solve this problem?"

? "If 4 more friends joined, how would that change the expression?" (We would multiply $\$10.25$ by 10 instead of 6).

? "Would you change your strategy if there were 10 friends

instead of 6? Explain your reasoning."

Change ID 9713431

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 11, Activity 1, Questions 1-3 (Page 276 in original link)

Original URL: <https://drive.google.com/file/d/1lv-ZlTxlW9ohLgzFy2zgt0kweNIEMpOI/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add this question 4:

4) Noah wants to divide $1250 / 25$. He writes the expression $250 / 25$.

a) Write a second expression that Noah can use with his expression to help him find $1250 / 25$.

b) What is $1250 / 25$?

Change ID 9713491

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 22, Activity 2, Questions 1-2

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4fd80-f13a-11ee-8c7a-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Student-facing Task Statement

Using graph paper and colored pencils, create an area model to solve the division problem: 256.4 divided by 4 .

Present your solution and steps in solving.

Change ID 9713441

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 14, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add question 2:

2) Use the standard algorithm to divide 1 of the following problems.

Check your answer with your partner and make sure you both agree.

Keep the errors you discovered in question 1 in mind to make sure you don't make the same mistakes.

1220/20

1600/32

2460/15

Change ID 9713501

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 24, Activity 1, Questions 1-4

Original URL:

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add additional question:

5. Find the value of $50.25/25$. Explain or show your reasoning.

Change ID 9713451

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 19, Activity 2, Activity Synthesis

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following bullet points:

Display question 5.

? "What strategy did you use to solve this problem?"

? "If 4 more friends joined, how would that change the expression?" (We would multiply \$10.25 by 10 instead of 6).

? "Would you change your strategy if there were 10 friends instead of 6? Explain your reasoning."

Change ID 9713511

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 23, Activity 1, Questions 1-3

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

https://drive.google.com/file/d/1K-1b3v_m4ywpa64A4GXc0n0vH9q4qo1k/view?...

Change ID 9713461

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 18, Activity 1, Activity Synthesis (page 165 in original link)

Original URL: <https://drive.google.com/file/d/1bMPQjKnN07qvHlPhWaoveh6J-DSdD9p/view?usp=sharing>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following bullet points:

? Display the equation $3 \times \$0.06 = (3 \times 6) \times 0.1$

? "Is the equation true or false?" (false)

? "What can we change in the equation to make it true?" (Change \$0.06 to \$0.6 or change 0.1 to 0.01)

Change ID 9713471

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Decimal Division, Activity 1, Launch

Original URL: <https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq89cQ/edit>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Groups of 3-4

o Give each group 60 small blocks

o Display the model on the board:

Ask students, "Does the expression $4.5 / 3$ represent this model? How do you know?" (Yes. I can see how some candy bars have been broken into 3 groups. There is 1 whole candy bar and 0.5 candy bars in each group, which makes 4.5 total)

? Display the expression $35.75 / 13$ on the board and have students use their blocks to create a model of the expression.

? "How many groups of blocks do you have?" (13)

? "How many blocks are in each group?" (11)

? "If 4 blocks equals 1 whole, then what is the value of each group?" (2.75)

? "What is $5.25 / 7$?" (2.75)

Change ID 9713421

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 8 Lesson 3: Money Management: Exploring Payment Methods (Part 1)

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aUbGfyfDXXmulDs/edit?usp=sharing

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

<https://docs.google.com/document/d/1ZiBFrqXraFEOAp0-A0FyRdtLRYXNdbqs4A...>

Change ID 9713736

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 18, Activity 1, Activity Synthesis (page 165 in original link)

Original URL: <https://drive.google.com/file/d/1bMPQjKnN07qvHlPhWaoveh6J-DSdD9p/view?usp=sharing>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following bullet points:

? Display the equation $3 \times \$0.06 = (3 \times 6) \times 0.1$

? "Is the equation true or false?" (false)

? "What can we change in the equation to make it true?" (Change \$0.06 to \$0.6 or change 0.1 to 0.01)

Change ID 9713746

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Decimal Division, Activity 1, Launch

Original URL: <https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq89cQ/edit>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Groups of 3-4

o Give each group 60 small blocks

o Display the model on the board:

Ask students, "Does the expression $4.5 / 3$ represent this model? How do you know?" (Yes. I can see how some candy bars have been broken into 3 groups. There is 1 whole candy bar and 0.5 candy bars in each group, which makes 4.5 total)

? Display the expression $35.75 / 13$ on the board and have students use their blocks to create a model of the expression.

? "How many groups of blocks do you have?" (13)

? "How many blocks are in each group?" (11)

? "If 4 blocks equals 1 whole, then what is the value of each group?" (2.75)

? "What is $5.25 / 7$?" (2.75)

Change ID 9713816

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Grade 5.10Ci, Activity 1, Activity Synthesis

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aUbGfYfDXXmuIDs/edit?usp=sharing

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Activity Synthesis:

? What are some advantages and disadvantages of using a check? A credit card? A debit card? An electronic payment?

? Can you think of a scenario where one method of payment might be more advantageous than the others?

? How did using graphs help you understand the advantages and disadvantages better?

Change ID 9713766

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 22, Activity 2, Questions 1-2

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4fd80-f13a-11ee-8c7a-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Student-facing Task Statement

Using graph paper and colored pencils, create an area model to solve the division problem: 256.4 divided by 4.

Present your solution and steps in solving.

Change ID 9713826

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 7, lesson10, Activity 2, Question 1 and 2

Original URL: <https://drive.google.com/file/d/1O2fVWxzw3u-ibI5uRRgx-c8RWijxnZtW/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the follow activity below the original lesson:

"How can we represent the relationship between the numbers in the patterns with multiplication equations?"

Change ID 9713776

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 24, Activity 1, Questions 1-4

Original URL:

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add additional question:

5. Find the value of $50.25/25$. Explain or show your reasoning.

Change ID 9713786

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 5, Lesson 23, Activity 1, Questions 1-3

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

https://drive.google.com/file/d/1K-1b3v_m4ywpa64A4GXc0n0vH9q4qo1k/view?...

Change ID 9713581

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 5, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2994d-f13a-11ee-b8c8-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 289, Unit 8, Lesson 18, Activity 1, Access for English Language Learners
Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. Display sentence frames to support small-group discussion. Examples: "____ and ____ are the same/alike because" "____ and ____ are different because" "I agree/disagree because"

Change ID 9713531

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 7, Lesson 10, Activity 2, Question 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-f13a-11ee-9f36-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following question:

"How can we represent the relationship between the numbers in the patterns with multiplication equations?"

Change ID 9713591

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 8 Lesson 11 Activity 1

Original URL: <https://drive.google.com/file/d/1P1FLq07oWT9CnQEQQFWknZUW7wu0TLpl/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt De La Pena

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss any math-related information they hear in the story. How many people are riding with CJ and his grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change ID 9713541

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Grade 5.10Ci, Activity 1, Activity Synthesis

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aUbGfyfDXXmulDs/edit?usp=sharing

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Activity Synthesis:

? What are some advantages and disadvantages of using a check? A credit card? A debit card? An electronic payment?

? Can you think of a scenario where one method of payment might be more advantageous than the others?

? How did using graphs help you understand the advantages and disadvantages better?

Change ID 9713601

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 8, Lesson 6, Activity 1

Original URL: <https://drive.google.com/file/d/1P1FLq07oWT9CnQEQQFWknZUW7wu0TLpl/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 31

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should play the Multiplication Matching Game with a partner:

Display the following sentence frames for all to see: "I noticed ____, so I matched . . ." Encourage students to challenge each other when they disagree. Advances: Listening, Speaking

Change ID 9713551

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 7, lesson10, Activity 2, Question 1 and 2

Original URL: <https://drive.google.com/file/d/1O2fVWxzw3u-ibI5uRRgx-c8RWijxnZtW/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the follow activity below the original lesson:

"How can we represent the relationship between the numbers in the patterns with multiplication equations?"

Change ID 9713611

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 1, Lesson 1, Activity 1

Original URL: <https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/view?usp=sharing>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Unit 1, Lesson 1, "What is Volume?"

Activity 1, "Build Objects with Cubes"

[insert new activity before "MLR2 Collect and Display"]

To provide students with a hands-on concept of "volume" by working with environmental print prior to doing the lesson, provide students with cereal boxes, juice containers, or other rectangular prisms. Ask them to find the number of servings per container and calculate the total servings for different quantities of containers. Have partners or groups (depending upon the number of containers you have) record their data:

1. Single serving volume = _____ (oz., millileters, cups, etc.)

2. Whole container volume = _____ (oz., millileters, cups, etc.)

The number of servings is a type of volume measure. We can calculate liquid volume in terms of ounces, millileters, etc., and we calculate spatial volume in terms of square units (centimeters, inches, etc.)

MLR2 Collect and Display. Collect and record the language students use to compare objects. Display words and phrases such as "bigger," "longer," "wider," "taller," "shorter," "how many," "more than," and "less than." During the Activity Synthesis, invite students to suggest ways to update the display.

Advances: Listening, Speaking

Change ID 9713561

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 3, Lesson 1, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dd216d-f13a-11ee-acd0-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 234 Unit 8, Lesson 10, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. For each observation that is shared, invite students to turn to a partner and restate what they heard, using precise mathematical language.

Change ID 9713571

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 13, Activity 2

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f308c0-f13a-11ee-bc3d-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 217, Unit 8, Lesson 6, Warm-up, Access for English Language Learners
Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR7 Compare and Connect. Synthesis: Invite partners to prepare a visual display that shows the strategy they used to pack the sugar cubes. Encourage students to include details that will help others interpret their thinking. Examples include using different colors, shading, arrows, labels, notes, diagrams or drawings. Give students time to investigate each others' work. During the whole-class discussion, ask students, "Did anyone solve the problem the same way, but would explain it differently?"

Change ID 9713846

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 13, Activity 2

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f308c0-f13a-11ee-bc3d-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 217, Unit 8, Lesson 6, Warm-up, Access for English Language Learners
Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR7 Compare and Connect. Synthesis: Invite partners to prepare a visual display that shows the strategy they used to pack the sugar cubes. Encourage students to include details that will help others interpret their thinking. Examples include using different colors, shading, arrows, labels, notes, diagrams or drawings. Give students time to investigate each others' work. During the whole-class discussion, ask students, "Did anyone solve the problem the same way, but would explain it differently?"

Change ID 9713856

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 4, Lesson 5, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2994d-f13a-11ee-b8c8-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 289, Unit 8, Lesson 18, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. Display sentence frames to support small-group discussion. Examples: "_____ and _____ are the same/alike because" "_____ and _____ are different because" "I agree/disagree because"

Change ID 9713866

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 8 Lesson 11 Activity 1

Original URL: <https://drive.google.com/file/d/1P1FLq07oWT9CnQEQQFWknZUW7wu0TLpl/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt De La Pena

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss any math-related information they hear in the story. How many people are riding with CJ and his grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change ID 9713876

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 8, Lesson 6, Activity 1

Original URL: <https://drive.google.com/file/d/1P1FLq07oWT9CnQEQQFWknZUW7wu0TLpl/view>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 31

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should play the Multiplication Matching Game with a partner: Display the following sentence frames for all to see: "I noticed ___, so I matched . . ." Encourage students to challenge each other when they disagree. Advances: Listening, Speaking

Change ID 9713886

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 1, Lesson 1, Activity 1

Original URL: <https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/view?usp=sharing>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Unit 1, Lesson 1, "What is Volume?"

Activity 1, "Build Objects with Cubes"

[insert new activity before "MLR2 Collect and Display"]

To provide students with a hands-on concept of "volume" by working with environmental print prior to doing the lesson, provide students with cereal boxes, juice containers, or other rectangular prisms. Ask them to find the number of servings per container and calculate the total servings for different quantities of containers. Have partners or groups (depending upon the number of containers you have) record their data:

1. Single serving volume = _____ (oz., milliliters, cups, etc.)

2. Whole container volume = _____ (oz., milliliters, cups, etc.)

The number of servings is a type of volume measure. We can calculate liquid volume in terms of ounces, milliliters, etc., and we calculate spatial volume in terms of square units (centimeters, inches, etc.)

MLR2 Collect and Display. Collect and record the language students use to compare objects. Display words and phrases such as "bigger," "longer," "wider," "taller," "shorter," "how many," "more than," and "less than." During the Activity Synthesis, invite students to suggest ways to update the display.

Advances: Listening, Speaking

Change ID 9713836

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location: Unit 3, Lesson 1, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dd216d-f13a-11ee-acd0-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Page 234 Unit 8, Lesson 10, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. For each observation that is shared, invite students to turn to a partner and restate what they heard, using precise mathematical language.

Change ID 9713716

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Location: Unit 4, Lesson 14, Activity 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add question 2:

2) Use the standard algorithm to divide 1 of the following problems.

Check your answer with your partner and make sure you both agree.

Keep the errors you discovered in question 1 in mind to make sure you don't make the same mistakes.

1220/20

1600/32

2460/15

Change ID 9713806

Component: Texas Math: Grade 5 Powered by Kiddom Digital (9798894308937)

Change Type: New Content

Current Page Number(s): <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-f13a-11ee-9f36-02ee8932281d>

Location: Unit 7, Lesson 10, Activity 2, Question 1

Original URL: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-f13a-11ee-9f36-02ee8932281d>

Original Text: New Content

Updated URL: [N/A](#)

Updated Text:

Add the following question:

"How can we represent the relationship between the numbers in the patterns with multiplication equations?"

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None