

1 $\frac{2}{14}$

Place point A the distance of 3 from the y axis and a distance of 5 from the x axis - A

2

28

Place point B 20 units east of point A

3 $\frac{2}{7}$

Place point C at (22, 3)

4

14

Place point D 2 units south and 15 units west of point B

5 $\frac{3}{7}$

Connect points A and B with a horizontal line

6 $9\frac{1}{3}$

Create line segment CD, so that it is parallel to line segment AB

7 $\frac{4}{7}$

Put point E 19 units on the y axis and 9 units on the x axis - E

8

7

Draw Point G 13 units south and 9 units east of point E. - G

9 $\frac{5}{7}$

Draw point F at (9,6)

10 $5\frac{3}{5}$

Draw line segments so that line segment GF is perpendicular to line segment EF

11 $\frac{6}{7}$

Extend line segment EF one unit to the south

12 $4\frac{2}{3}$

Draw a line segment from point E to (8,5)

13

1

Draw another line segment from point E to point G.

14

4

Draw a line parallel to line segment EG starting five units east and one unit south of point E-stop at (21,6)

15

$1 \frac{1}{7}$

Draw a line segment between (14,5) and (14, 6)
Draw a line segment from (14,18) to (14,11)

16

$3 \frac{1}{2}$

Continue line segment FG two units to the right

17

$1 \frac{2}{7}$

Connect points A and D with a line segment.

18

$3 \frac{1}{9}$

Connect points B and C with a line segment.

19

$1 \frac{3}{7}$

Draw point H 22 units north of the x axis and 20 units east of the y axis

20

$2 \frac{4}{5}$

Point I is two units to the right of point H

21

$1 \frac{4}{7}$

Connect H and I with a line segment and draw a congruent line segment 6 units south

22

$2 \frac{6}{11}$

Starting at (19,20) [point J] draw a vertical line segment going south two units

23

$1 \frac{5}{7}$

Draw a congruent parallel line 4 units to the right and name it line segment KL. Point K must be north of L.

24

$2 \frac{1}{3}$

Connects point H and J

25 $1 \frac{6}{7}$

Draw a line segment from Point L to (22,16).

26 $2 \frac{2}{13}$

Connect point I to the point that is one unit east and two units south

27

2

Draw a line segment from (20,16) to (19,18)

28

2

Congratulations, you drew a

_____ and a
_____.

29**30**

5th Grade February Calendar

Color is a growing pattern; 1 red, 1 pink, 2 red, 2 pink, 3 red...etcetera

Prime numbers are in blue and composite numbers are in green

On even days: 2 divided by $\frac{1}{14}$, $\frac{2}{14}$, $\frac{3}{14}$, $\frac{4}{14}$ ect

On odd days: 2 times $\frac{1}{14}$, $\frac{2}{14}$, $\frac{3}{14}$, $\frac{4}{14}$ ect

(You can tell them we are looking for an equation that starts with two and ends with the fraction in the box) This is a good time to stress that when we multiply a fraction we get a product that is smaller than the whole number and when we divide a whole number by a fraction our quotient is larger.

Geometry Questions to ask: What do you think the next point will be?

List other ways to identify this point? Use as many vocab words as possible.

What geometric figure is formed?

What attributes did you use to identify it?

What line segments in this figure are parallel?

What line segments in this figure are perpendicular?

Fraction Questions to ask: What do we notice about the odd number fractions? If I'm starting with two, what do I have to do to get to this product? When will we get to one? Will we get to two? When?

Will my even numbers ever have an answer less than one? When?