

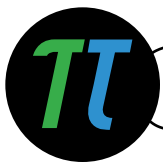


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# TABLE OF STANDARDS (PG. 1 OF 2)

The activities in **Master Fractions, Grade 5** address the following standards.

Where are we going? Focus Standards		Activity
(5.3)	<b>Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:</b>	
5.3A	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division; <b>Supporting Standard</b>	<a href="#">1</a>
5.3H	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations; <b>Supporting Standard</b>	<a href="#">1</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">12</a> , <a href="#">13</a> , <a href="#">14</a> , <a href="#">15</a> , <a href="#">28</a> , <a href="#">29</a> , <a href="#">30</a>
5.3I	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models; <b>Supporting Standard</b>	<a href="#">16</a> , <a href="#">17</a> , <a href="#">18</a> , <a href="#">19</a> , <a href="#">20</a> , <a href="#">21</a> , <a href="#">25</a> , <a href="#">26</a> , <a href="#">27</a> , <a href="#">28</a> , <a href="#">29</a> , <a href="#">30</a>
5.3J	represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $\frac{1}{3} \div 7$ and $7 \div \frac{1}{3}$ using objects and pictorial models, including area models; <b>Supporting Standard</b>	<a href="#">22</a> , <a href="#">23</a> , <a href="#">24</a> , <a href="#">25</a> , <a href="#">26</a> , <a href="#">27</a> , <a href="#">29</a> , <a href="#">30</a>
5.3L	divide whole numbers by unit fractions and unit fractions by whole numbers. <b>Readiness Standard</b>	<a href="#">22</a> , <a href="#">23</a>

How will we get there? Working Standards		Activity
(4.3)	<b>Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:</b>	
4.3C	determine if two given fractions are equivalent using a variety of methods; <b>Supporting Standard</b>	<a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a>
4.3E	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations; <b>Readiness Standard</b>	<a href="#">4</a> , <a href="#">5</a>



# TABLE OF STANDARDS (PG. 2 OF 2)

What kind of mathematical thinking will we use? Process Standards		Activity
(5.1)	<b>Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</b>	
5.1A	apply mathematics to problems arising in everyday life, society, and the workplace;	<a href="#">1</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">12</a> , <a href="#">13</a> , <a href="#">14</a> , <a href="#">16</a> , <a href="#">17</a> , <a href="#">18</a> , <a href="#">19</a> , <a href="#">20</a> , <a href="#">21</a> , <a href="#">22</a> , <a href="#">23</a> , <a href="#">24</a> , <a href="#">28</a> , <a href="#">30</a>
5.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;	<a href="#">1</a> , <a href="#">8</a> , <a href="#">11</a> , <a href="#">12</a> , <a href="#">13</a> , <a href="#">21</a> , <a href="#">24</a> , <a href="#">30</a>
5.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">12</a> , <a href="#">13</a> , <a href="#">14</a> , <a href="#">16</a> , <a href="#">17</a> , <a href="#">18</a> , <a href="#">19</a> , <a href="#">20</a> , <a href="#">21</a> , <a href="#">22</a> , <a href="#">23</a> , <a href="#">24</a> , <a href="#">26</a> , <a href="#">28</a> , <a href="#">29</a>
5.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">13</a> , <a href="#">16</a> , <a href="#">17</a> , <a href="#">18</a> , <a href="#">19</a> , <a href="#">20</a> , <a href="#">22</a> , <a href="#">23</a> , <a href="#">24</a> , <a href="#">28</a> , <a href="#">30</a>
5.1E	create and use representations to organize, record, and communicate mathematical ideas;	<a href="#">4</a> , <a href="#">5</a> , <a href="#">7</a> , <a href="#">9</a> , <a href="#">10</a> , <a href="#">17</a> , <a href="#">18</a> , <a href="#">19</a> , <a href="#">20</a> , <a href="#">22</a> , <a href="#">23</a> , <a href="#">25</a>
5.1F	analyze mathematical relationships to connect and communicate mathematical ideas.	<a href="#">16</a> , <a href="#">17</a> , <a href="#">19</a> , <a href="#">20</a> , <a href="#">22</a> , <a href="#">23</a>
5.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	<a href="#">1</a> , <a href="#">3</a> , <a href="#">6</a> , <a href="#">8</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">16</a> , <a href="#">22</a> , <a href="#">23</a>