

Backwards Design Plan: Grade 5 Math
Planning Team: Lynn Valley

Big Idea: Numbers describe quantities that can be represented by equivalent fractions	Our Unit Questions Where in our lives can we find fractions ? How can we use numbers to show that fractions are equivalent ?
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Vocabulary to know and use:			
Unit Goals: Curricular Language		Student Friendly Language	
Content	Equivalent fractions	Content	I know what equivalent fractions are I know how to show equivalent fractions
	Whole number, fraction, and decimal benchmarks		I know what a benchmark is and how it can help me understand I know that I can use numbers, fractions, and decimals as benchmarks
Curricular Competencies	Reasoning & Analysing: Model mathematics in contextualized experiences	Curricular Competencies	I can use different strategies to help me understand the math story (act it out, draw, build, talk to a friend, play, questioning)
	Understanding & Solving: Develop, demonstrate, and apply mathematical understanding through play, inquiry and problem solving		I can use strategies to solve a problem in a math story
	Communicating and Representing: Represent ideas in concrete, pictorial, and symbolic forms		I can show my thinking in math in different ways (build it, draw it, I can write it)
	Connecting & Reflecting: reflect on mathematical thinking		I can reflect on my thinking and problem solving in math
Core	We can be communicators by	Core	COM 1a) responding meaningfully to classmates and adults COM 2d) responding to questions about my life COM 3b) listening and responding respectfully to classmates and adults COM 3c) knowing how to respond depending on the audience COM 3d) sharing what I know using strategies I have I learned