

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

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| 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: | |
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| Unit Goals: Curricular Language | Student Friendly Language |
| Content | Equivalent fractions |
| Content | Whole number, fraction, and decimal benchmarks |
| Curricular Competencies | Reasoning & Analysing: Model mathematics in contextualized experiences |
| Curricular Competencies | Understanding & Solving: Develop, demonstrate, and apply mathematical understanding through play, inquiry and problem solving |
| Curricular Competencies | Communicating and Representing: Represent ideas in concrete, pictorial, and symbolic forms |
| Curricular Competencies | Connecting & Reflecting: reflect on mathematical thinking |
| Core | We can be communicators by |
| Core | I know what equivalent fractions are I know how to show equivalent fractions 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 I can use different strategies to help me understand the math story (act it out, draw, build, talk to a friend, play, questioning) I can use strategies to solve a problem in a math story I can show my thinking in math in different ways (build it, draw it, I can write it) I can reflect on my thinking and problem solving in math 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 |