

Grade: 5 (Washington CC)		Subject Area: Math	Strand: Number & Operations - Fractions	Planning Team:
Big Idea(s): What do I need to Understand? A: Use equivalent fractions as a strategy to add and subtract fractions		Unit Guiding Question(s): What are equivalent fractions ? How can I use equivalent fractions as a strategy to add and subtract fractions?		
Key Vocabulary: equivalent, fraction, equivalent fraction, strategy, add subtract, solve, solution, word problem, reasonable, problem, persevere, justify, thinking, show my thinking, models, tools, precise, structures, patterns				
Goals	Curricular Language What do I need to know and do?	Student Friendly Language	Possible Resources and Activities	
Learning Standard 5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	I know what equivalent means I know how to make an equivalent fractions I know how equivalent fractions can help me add and subtract fractions I can make an equivalent fraction I can use equivalent fractions to add and subtract a fraction		
Learning Standard 5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>	I can solve word problems where I need to add and subtract fractions I can use strategies to help me solve word problems I know if my solution to a problem is reasonable		
Mathematical Processes	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	I know what I need to do to solve a problem I can persevere when solving a problem gets hard I know if my solution to a problem is reasonable I can justify my thinking and problem solving I can ask questions about other peoples thinking I can show my thinking using models I can use tools and strategies to help me understand and solve a problem I can be precise in my thinking and problem solving I can use structures to help me show my thinking and problem solving I can find patterns in my thinking and problem solving over time		

Name:	Date:	Class:
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Unit Guiding questions:
What are equivalent fractions?
How can I use equivalent fractions as a strategy to add and subtract fractions?

I still need support	I can do this!	I need some challenge
	<ul style="list-style-type: none"> • I know what equivalent means • I know how to make an equivalent fractions • I know how equivalent fractions can help me add and subtract fractions • I can make an equivalent fraction • I can use equivalent fractions to add and subtract a fraction 	
	<ul style="list-style-type: none"> • I can solve word problems where I need to add and subtract fractions • I can use strategies to help me solve word problems • I know if my solution to a problem is reasonable 	
	<ul style="list-style-type: none"> • I know what I need to do to solve a problem • I can persevere when solving a problem gets hard • I know if my solution to a problem is reasonable • I can justify my thinking and problem solving • I can ask questions about other peoples thinking • I can show my thinking using models • I can use tools and strategies to help me understand and solve a problem • I can be precise in my thinking and problem solving • I can use structures to help me show my thinking and problem solving • I can find patterns in my thinking and problem solving over time 	

Student Name:	Math 5 (CC – Washington)	Date:	Topic: Number & Operations - Fractions
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What are **equivalent fractions**?
 How can I use **equivalent fractions** as a **strategy** to **add** and **subtract** fractions?

Goals	My evidence of learning	How I am showing my learning			I Need Support	I Need Challenge
	The BEST examples of activities that show my learning	concrete	pictorial	abstract		
<ul style="list-style-type: none"> I know what equivalent means I know how to make an equivalent fractions I know how equivalent fractions can help me add and subtract fractions I can make an equivalent fraction I can use equivalent fractions to add and subtract a fraction 						
<ul style="list-style-type: none"> I can solve word problems where I need to add and subtract fractions I can use strategies to help me solve word problems I know if my solution to a problem is reasonable 						
<ul style="list-style-type: none"> I know what I need to do to solve a problem I can persevere when solving a problem gets hard I know if my solution to a problem is reasonable I can justify my thinking and problem solving I can ask questions about other peoples thinking I can show my thinking using models I can use tools and strategies to help me understand and solve a problem I can be precise in my thinking and problem solving I can use structures to help me show my thinking and problem solving I can find patterns in my thinking and problem solving over time 						