GRADE 5Fractions

*Student Learning Objective: Students model with fractions, identify fractional equations and expressions to represent a situation, and utilize mathematical operations to solve fractional expressions.*

| ABOVE STANDARD  |
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| *Students are working to solidify the following skills:* | *Educator-recommended next steps and Digital Library resources* |
| * Multiply and divide with fractions and mixed numbers greater than 1.
* Interpret and create a variety of visual models to solve word problems.
 | Instructional next steps include helping students to:* Apply knowledge of multiplying and dividing fractions to real-world scenarios (e.g., money). Digital Library example: [Illustrative Mathematics Multiplying Fractions Model](https://www.smarterbalancedlibrary.org/content/illustrative-mathematics-multiplying-fractions-module)
* Extend their application of adding, subtracting, multiplying, and dividing fractions to percentages. Digital Library example: [Stuffed with Pizza](https://www.smarterbalancedlibrary.org/content/stuffed-pizza)
* Utilize visual models as tools for solving problems involving multiplying fractions. Digital Library example: [Multiply Fractions Conceptually](https://www.smarterbalancedlibrary.org/content/multiplying-fractions-conceptually)
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| AT/NEAR STANDARD  |
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| *Students are working to solidify the following skills:* | *Educator-recommended next steps and Digital Library resources* |
| * Use expressions or equations with equivalent fractions to add or subtract fractions or mixed numbers with unlike denominators.
* Understand numerators, denominators, and the part to whole relationships present in all fractions
 | Instructional next steps include helping students to:* Elicit, confront, and resolve a common misconception about adding fractions. Digital Library example: [Using Models to Critique Reasoning When Adding Fractions](https://www.smarterbalancedlibrary.org/content/using-models-critique-reasoning-when-adding-fractions)
* Develop a conceptual understanding of adding and subtracting fractions. Digital Library example: [Adding and Subtracting Fractions](https://www.smarterbalancedlibrary.org/content/adding-and-subtracting-fractions)
* Determine which operations to use when solving problems with fractions. Digital Library example: [Inductive Set for Adding, Subtracting, Multiplying and Dividing Fractions](https://www.smarterbalancedlibrary.org/content/inductive-set-adding-subtracting-multiplying-and-dividing-fractions)
* Practice fraction operations including adding, subtracting, multiplying and dividing in a variety of ways.
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| BELOW STANDARD |
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| *Students are working to solidify the following skills:* | *Educator-recommended next steps and Digital Library resources* |
| * Identify a model that represents a multiplication expression of a whole number by a fraction.
* Identify a division expression that is equivalent to a given fraction.
* Make reasonable estimates using familiar fractions totaling less than 1.

  | Instructional next steps include, helping students to:* Apply whole-to-part relationships in order to compare fractions. Digital Library example: [The Great Fraction Hunt](https://www.smarterbalancedlibrary.org/content/great-fraction-hunt)
* Develop a conceptual understanding of fractions. Digital Library example: [Daily Discourse Through Fractions](https://www.smarterbalancedlibrary.org/content/daily-discourse-through-fractions)
* Develop whole-to-part relationships and extend to solving problems with a variety of operations. Digital Library example: [Multiplying and Dividing Fractions – A Unit for Fifth Grade](https://www.smarterbalancedlibrary.org/content/multiplying-and-dividing-fractions-unit-fifth-grade)
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