

## Unit Plan by Prioritized Standards

<b>Content Area</b>	Math
<b>Grade/Course</b>	5th grade
<b>Unit of Study</b>	Module 3
<b>Duration of Unit</b>	24 days

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

**MGSE5.NF.1** **Add and subtract** fractions and mixed numbers with unlike denominators by **finding** a common denominator and equivalent fractions to **produce** like denominators.

**MGSE5.NF.2** **Solve word problems** involving addition and subtraction of fractions, 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. For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> <li>● Add and subtract</li> </ul>	<ul style="list-style-type: none"> <li>● Fractions &amp; mixed numbers with UNLIKE denominators; use the process of finding a common denominator &amp; equivalent fractions</li> </ul>	2/3
<ul style="list-style-type: none"> <li>● Solve word problems</li> </ul>	<ul style="list-style-type: none"> <li>● Involving addition &amp; subtraction of fractions with LIKE and UNLIKE denominators</li> </ul>	2/3
<ul style="list-style-type: none"> <li>● Estimate using benchmark fractions &amp; number sense</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the reasonableness of answers</li> </ul>	2/3

<p><b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)</p>	<p><b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</p>
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<ul style="list-style-type: none"> <li>• A fraction is another representation for division.</li> <li>• Fractions are relations – the size or amount of the whole matters.</li> <li>• Fractions may represent division with a quotient less than one.</li> <li>• Equivalent fractions represent the same value.</li> <li>• With unit fractions, the greater the</li> </ul>	<ul style="list-style-type: none"> <li>• How can a fraction be greater than 1?</li> <li>• How can a fraction model help us make sense of a problem?</li> <li>• How can fractions be used to describe fair shares?</li> <li>• How can fractions with different denominators be added together?</li> <li>• How can looking at patterns help us find equivalent fractions?</li> </ul>
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<p><b>denominator, the smaller the equal share.</b></p> <ul style="list-style-type: none"> <li>• Shares don't have to be congruent to be equivalent.</li> <li>• Fractions and decimals are different representations for the same amounts and can be used interchangeably.</li> </ul>	<ul style="list-style-type: none"> <li>• How can making equivalent fractions and using models help us solve problems?</li> <li>• How can we describe how much someone gets in a fair-share situation if the fair share is less than 1?</li> <li>• How can we tell if a fraction is greater than, less than, or equal to one whole?</li> <li>• How does the size of the whole determine the size of the fraction?</li> <li>• What strategies can we use for adding and subtracting fractions with different denominators?</li> </ul>
<b>Essential Unit Vocabulary</b>	
<ul style="list-style-type: none"> <li>• simplify • common denominator • unlike denominator • numerator • improper fraction • mixed number • unit fraction • equivalent • reasonableness • estimate • benchmark fraction • addition/add • subtraction/subtract • difference</li> </ul>	
<b>Next step, create assessments and engaging learning experiences</b>	