3rd Nine Weeks Parent Syllabus - Math Grade 5
2018-2019

Unit	"I can" Statements	Vocabulary
5	NF.1 I can find a common denominator and create equivalent fractions for given fractions or mixed numbers. I can place a fraction or mixed number on a number line and then increase or decrease it in value from this position to perform an operation. I can use bar models or visual models to represent the adding or subtracting of fractions or mixed numbers with unlike denominators. NF.2 I can create equivalent fractions for given fractions or mixed numbers. I can find a common denominator for fractions or mixed numbers. I can solve word problems involving addition and subtraction of fractions with like or unlike denominators. I can use bar models, equations, or a number line to represent adding or subtracting of fractions with unlike denominators. I can relate fractions to benchmark fractions (0, 1/2, 1) to determine of a solution is reasonable.	NF.1 Numerator, Denominator, Like Denominators, Unlike Denominators, Division Bar, Mixed Number, Equivalent Fraction, Fraction, Bar Model, Visual Model NF.2 Benchmark Fraction, Estimate, Reasonable
6	NF.4 I can multiply a fraction or whole number by a fraction an interpret the product. I can use fraction models and number lines to show the steps to multiply a fraction. I can use benchmarks to estimate the product. I can contextualize and decontextualize problems by creating word problems or equations to represent multiplication situations. I can find the area of a rectangle with fractional side lengths using unit squares of the appropriate unit fraction side length. I can explain the relationship between the fractional side lengths of a square unit and of a rectangle. I can show that counting square units that tile the rectangle and multiplying the side lengths of the rectangle produce the same answer	NF.4 Interpret, Partition, Visual Fraction Model, Fractional Side

	NF.5 I can compare the size of a product of 2 fractions to the size of 1 of the factors without performing the indicated multiplication. I can predict an outcome for multiplication of fractions. I can predict the relative size of the product based on the two factors in the problem. I can use patterns to justify the size of the product when multiplying a whole number by a fraction. I can use patterns to justify the size of the product when multiplying a fraction by a fraction.	NF.5 Scaling, Resizing, Fraction Equivalence, Effect
	NF.6 I can solve problems involving fractions and mixed numbers by creating a visual model or equation to solve. I can use patterns to solve problems. I can use prior knowledge of multiplying by fractions (proper or improper) to solve problems.	NF.6 No new vocabulary.
	NF.3 I can contextualize and decontextualize word problems with division. I can produce visual models to justify a division such as 7/8. I can write an equation to represent the division shown in a visual model. I can estimate the size of the quotient before dividing.	NF.3 Numerator, Denominator, Mixed Number, Interpret
	NF.7 I can divide unit fractions by whole numbers. I can divide whole numbers by unit fractions.	NF.7 Unit Fraction
	MD.2 I can make a line plot to show measurements in fractions of a unit. I can solve problems from information presented inline plots.	MD.2 Data, Line Plot, Outlier, Redistributed

These are the learning targets your child will be expected to understand and perform. Also included is the vocabulary that will be used in the classroom, both orally and written.