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| **opportunity for growth** | **performance meets standard of learning (Grade 5)** | **advanced** |
|  | Big Ideas and Content at a glance* Equivalent fractions represent the same number
* Computational Fluency with large multi-digit numbers.
* Number patterns can be expressed in tables
* 2-d closed shapes have perimeter and area that can be measured and compared
* Data in graphs can show a many-to-one correspondence
* Number concepts to 1 000 000
* Addition and subtraction facts to 20
* Add and subtract whole #s to 1 000 000
* Multiplication and division facts to 100
* Multiplication and division to three digits, including division with remainders
* Equivalent fractions
* decimals to thousandths
* whole #, fraction, & decimal benchmarks
* addition/subtraction: decimals to 1000ths
* financial literacy - monetary calculations and developing simple financial plans
* increasing/ decreasing patterns ( words, numbers, symbols, & variables )
* one-step equations with variables
* area of squares and rectangles
* relationships between area and perimeter
* duration - measurement of time
* classification of prisms and pyramids
* single transformations
* one-to-one & many-to-one correspondence ( double bar graphs )
* probability experiments, single events
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| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . |
|  | Reasoning and Analysis* Explore and make connections
* Estimation
* Mental math strategies
* Model math concepts &/or ‘mathematically model’
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|  | Understanding and Solving* Strategies (incorporate, develop)
* Use mathematical concepts
* Problem Solving (unfamiliar, inquiry - connect to place, story, culture, First Peoples)
* Visualizing
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|  | Communicating and Representing* Mathematical justifications (written &/or spoken)
* Concrete, Pictorial, Symbolic
* Contribute to mathematical discussions
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|  | Connecting and Reflecting* Reflect upon mathematical thinking (self, others)
* Pose new problems/extensions
* Connect to other math, other subjects, and world around us, First Peoples
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