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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 |  |
| 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’ |  |
|  | Understanding and Solving   * Strategies (incorporate, develop) * Use mathematical concepts * Problem Solving (unfamiliar, inquiry - connect to place, story, culture, First Peoples) * Visualizing |  |
|  | Communicating and Representing   * Mathematical justifications (written &/or spoken) * Concrete, Pictorial, Symbolic * Contribute to mathematical discussions |  |
|  | 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 |  |