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Dear Family,

Our class is starting a new mathematics unit about fractions called *What's That Portion?* During this unit, students investigate the meaning of fractions and percents. They use knowledge of fraction and percent equivalents, number sense, and a variety of representations and models to compare and order fractions and to add fractions.


Throughout the unit, students work toward these goals:

BENCHMARKS/GOALS	EXAMPLES
Use fraction-percent equivalents to solve problems about the percentage of a quantity.	<p>A spelling pretest had 20 words. Tyler spelled 75% of the words correctly. How many words did he spell correctly?</p> <p><i>I know that 75% is the same as $\frac{3}{4}$.</i></p> <p><i>$\frac{1}{4}$ of 20 words is 5 words, so $\frac{3}{4}$ of 20 words is 15 words.</i></p> <p><i>Tyler spelled 15 words correctly.</i></p>
Order fractions with like and unlike denominators.	<p>What is the order of these fractions from least to greatest?</p> $\frac{7}{8}, \frac{7}{12}, \frac{4}{10}$ <p><i>$\frac{7}{12}$ is a little more than $\frac{1}{2}$ (or $\frac{6}{12}$), $\frac{4}{10}$ is a little less than $\frac{1}{2}$ (or $\frac{5}{10}$), and $\frac{7}{8}$ is close to 1 (or $\frac{8}{8}$).</i></p> $\frac{4}{10} < \frac{7}{12} < \frac{7}{8}$

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BENCHMARKS/GOALS	EXAMPLES
Add fractions through reasoning about fraction equivalents and relationships.	$\frac{1}{2} + \frac{3}{8} =$ $\frac{1}{2} = \frac{4}{8} \qquad \frac{3}{8}$  <p>$\frac{1}{2} + \frac{3}{8} = \frac{7}{8}$ and $\frac{3}{8}$ is less than $\frac{1}{2}$, so I know that the answer will be less than 1.</p> <p>I thought of $\frac{1}{2}$ as $\frac{4}{8}$.</p> $\frac{4}{8} + \frac{3}{8} = \frac{7}{8}$

This is the first of two units in the fifth grade that focus on rational numbers (fractions, decimals, and percents). In the second unit, *Decimals on Grids and Number Lines*, students will extend their work with fractions and percents to decimal numbers.

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children solve math problems in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions.

Please look for more information and activities about *What's That Portion?* that will be sent home in the coming weeks.