Mathematics CFA Template

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| Pre-Instruction |
| 1. List the Standard. Underline the nouns (what students will know) and highlight the verbs (what student will do): |
| 5.NF.7c-Solve word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, by using visual fraction models and equations to represent the problem. |
| 2. Mathematical Practices |
| #1-Make sense and preserve in solving them  #2- Reason abstractly and quantitatively  #3-Construct viable arguments and critique the reasoning of others  #4-Model with mathematics  #5-Use appropriate tools strategically  #6-Attend to precision  #7-Look for and make use of structure  #8- Look for and express regularity in repeated reasoning |
| 3. I Can Statements – Put learning targets in student friendly terms. |
| 1. I can solve word problems by dividing fractions. 2. I can use models to represent/show how I solved a fraction word problem. 3. I can write and solve an equation involving division of fractions.   *Depth of Knowledge of the standard (Highlight the Level of the Learning Target):*  *Level 1 Recall; Level 2 – Skill/Concept; Level 3 – Strategic Thinking; Level 4 – Extended Thinking* |
| 4. List the skills students need to know in order to begin this standard: |
| 1. What a unit fraction is. 2. Concept of division. 3. Vocabulary-Non-zero whole number, fraction models, equations. 4. Read and understand/make sense of word problems. |
| 5. What type of assessment am I going to write? [selected response (m/c, t/f, y/n, matching, fill in \_\_\_) **or** constructed response (**short:** word, phrase, sentence, single problem; **extended**: multi-step operations in math, problem solving)] List the assessment questions. |
| Exit tickets-Matching vocabulary  Constructive response-short: few questions  Fraction word problems using division using non-zero whole numbers and unit fractions  Model and provide an equation for each problem.     1. Grandma is making snicker doodle cookies. Each batch takes ½ stick of butter. She has 4 sticks of butter. How many batches of cookies can she make? 2. Susie is making costumes for the play. She needs ¼ yard of lace for each costume. If she has 2 yards of lace, how many costumes can she make? 3. I have ½ a pizza. My three friends and I are going to share it. How much pizza will each person get? 4. Sam and 4 friends will share ¼ of a dollar equally. How much will each friend receive? |
| 6. Scoring Guide |
| **Exceeds Expectations:** Student answered 4 out of 4 with various/creative models.  **Proficient:**  Student answered 4 out of 4 with models.  **Approaching Proficiency:** Student answered 3 out of 4 with some models.  **Not Proficient:** Student answered less than 3. Little concept of models. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Power Standard: 5.NF.7C

Directions: Using your fraction models solve the following questions. Model and write an equation for each problem.

1. Grandma is making snicker doodle cookies. Each batch takes ½ stick of butter. She has 4 sticks of butter. How many batches of cookies can she make?
2. Susie is making costumes for the play. She needs ¼ yard of lace for each costume. If she has 2 yards of lace, how many costumes can she make?
3. I have ½ a pizza. My three friends and I are going to share it. How much pizza will each person get?
4. Sam and 4 friends will share ¼ of a dollar equally. How much will each friend receive?

Power Standard: 5.NF.7c-Solve word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, by using visual fraction models and equations to represent the problem.

Tracking Sheet

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: 5

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| Student | 1st Attempt | | | | 2nd Attempt | | | | 3rd Attempt | | | |
| Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations | Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations | Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations |
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