

Mini-Map for M.EE.5.NF.1

Subject: Mathematics

Number and Operations—Fractions (NF)

Grade: 5

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.5.NF.1 Identify models of halves ($1/2$, $2/2$) and fourths ($1/4$, $2/4$, $3/4$, $4/4$).	M.5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Communicate understanding of "separateness" by recognizing objects that are not joined together. Communicate generic understanding of "some" as a certain amount or a number of people or things.	Divide familiar shapes, such as circles, squares, and/or rectangles, into two or more equal parts. Divide a set with up to 10 objects into two or more equal subsets.	Identify the area model that represents one half or one fourth of a familiar shape or object. Identify the set model that represents one half or one fourth of a set of objects.	Identify the area model that is divided into halves or fourths. Identify the set model that is divided into halves or fourths.	Identify the area model that represents a given specified proper fraction (e.g., $1/2$, $1/3$, $1/4$, $1/7$). Identify the set model that represents a given specified proper fraction (e.g., $1/2$, $1/3$, $1/4$, $1/7$).

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

In order to understand fractions, students start with learning to recognize two or more sets or groups of items. Work on this skill using a variety of sets with 1-4 items. Help students recognize when items are grouped together into a set or separated out. The educator presents a set, labels it, and then counts the items (e.g., two balls, 1, 2) and encourages students to use numbers to label and count the separate sets. As students are developing an understanding of the quantities 1-4, begin working on the quantifier "some" by using the students' communication system to demonstrate the use of the word "some".

How is the Distal Precursor related to the Target?

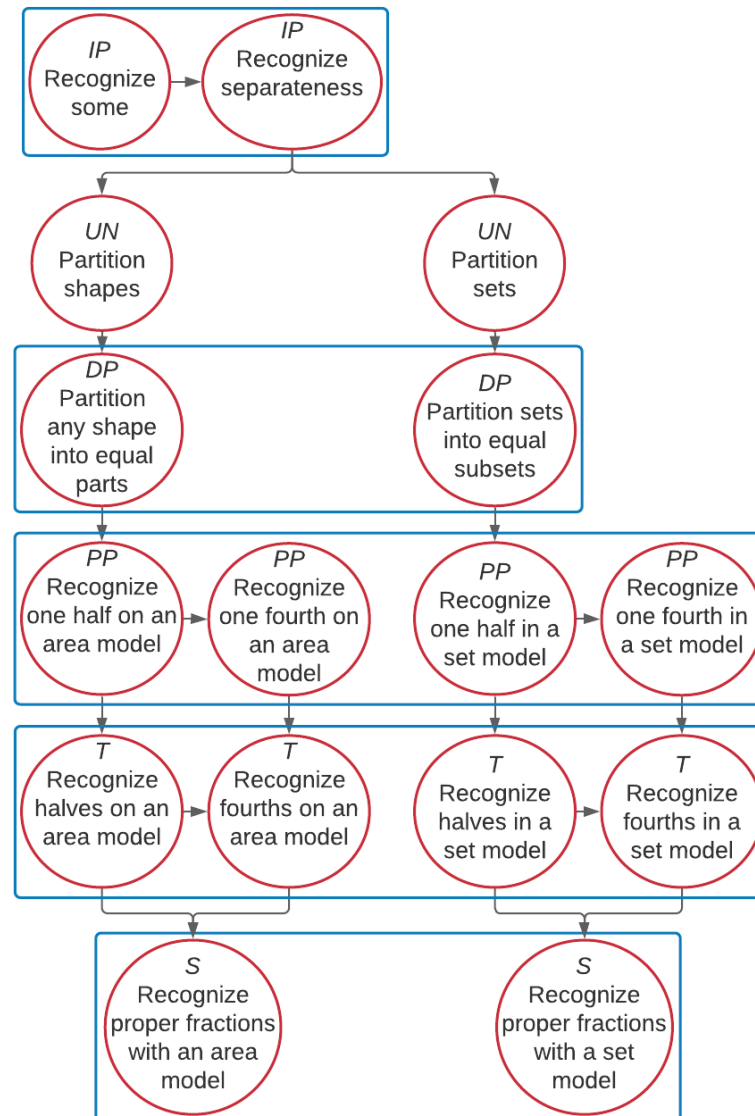
As students begin to understand labeling and counting small sets (1-4), they begin to use the number sequence and become more adept at tracking individual objects. At this level, instruction should focus on one-to-one correspondence and authentic social encounters like distributing objects (e.g., passing out classroom materials, one per person) to people and aligning objects or people to available spaces (e.g., one note for parents in each backpack). These skills are the beginning of partitioning sets into equal subsets.

Instructional Resources

Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

[Link to Text-Only Map](#)

M.EE.5.NF.1 Identify models of halves ($1/2$, $2/2$) and fourths ($1/4$, $2/4$, $3/4$, $4/4$).



Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested
Boxes indicate tested nodes	