

Mini-Map for M.EE.5.NF.2

Subject: Mathematics

Number and Operations—Fractions (NF)

Grade: 5

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.5.NF.2 Identify models of thirds ($\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$) and tenths ($\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$, $\frac{4}{10}$, $\frac{5}{10}$, $\frac{6}{10}$, $\frac{7}{10}$, $\frac{8}{10}$, $\frac{9}{10}$, $\frac{10}{10}$).	M.5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

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.	Recognize an area model representing the fractions one third or one tenth when presented with three different area models.	Recognize the area model that is divided into thirds or tenths when presented with three different area models.	Recognize the area model that represents a specified proper fraction.

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. As educators present a set, label it, and then count the items (e.g., two balls, 1, 2) and encourage 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?

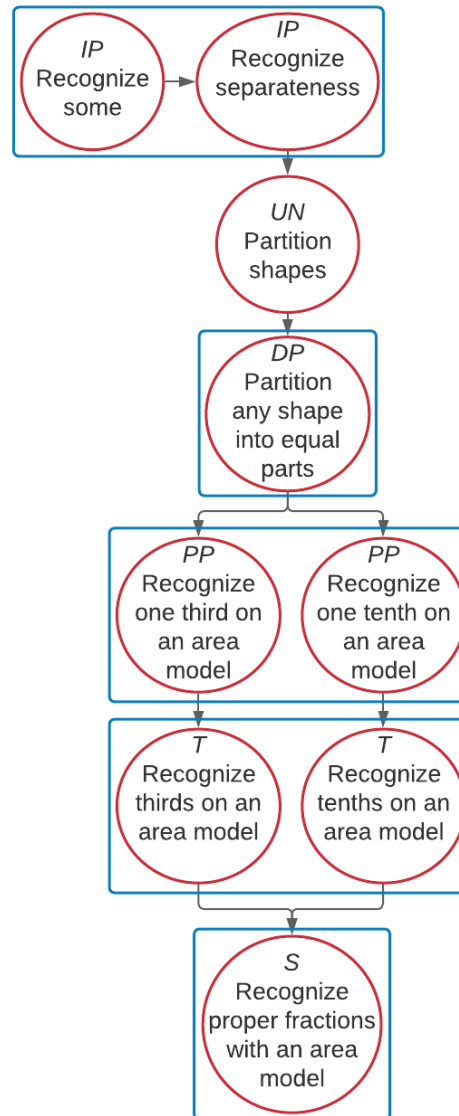
As students begin to understand labeling and counting small sets (1-4), they begin to use the number sequence and become more adept at tracking individual objects. At this level, instruction should focus on one-to-one correspondence and authentic social encounters like distributing objects (e.g., passing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

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.2 Identify models of thirds ($1/3$, $2/3$, $3/3$) and tenths ($1/10$, $2/10$, $3/10$, $4/10$, $5/10$, $6/10$, $7/10$, $8/10$, $9/10$, $10/10$).



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