UNDERSTANDING THE TARGET FOR EACH STUDENT TO ACHIEVE

Ensuring each student is as a thinker, problem solver, and communicator

STEP 1: UNWRAP A STANDARD: *WHAT DO STUDENTS HAVE TO KNOW AND BE ABLE TO DO?*

COPY/PASTE THE STANDARD AND ANY PERFORMANCE LEVEL DESCRIPTOR FOR PROFICIENCY

- **Underline the nouns.**
- ***Circle or italicize the verbs.***

5.NF.B.7

Apply and **extend** previous understandings of division to **divide** unit fractions by whole numbers and whole numbers by unit fractions.

a. **Interpret** division of a unit fraction by a non-zero whole number, and **compute** such quotients. **Use** the relationship between multiplication and division to **justify** conclusions.

b. **Interpret** division of a whole number by a unit fraction, and **compute** such quotients. *For example, **create** a story context for 4 ÷ (1/5), and **use** a visual fraction model to **show** the quotient.* **Use** the relationship between multiplication and division to **justify** conclusions (e.g., 4 ÷ (1/5) = 20 because 20 x (1/5) = 4).

c. **Solve** problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, **using** a variety of representations.

ESSENTIAL KNOWLEDGE/CONCEPTS

What Do Students Need to Know/Understand?

List the underlined nouns

Division
Unit fraction
Whole Number
Non-zero
Quotient
Relationship
Multiplication
Conclusion
Story context
Visual fraction model
Real-world context
Representation

ESSENTIAL SKILLS

What Do Students Need to Be Able to Do?

List the circled (or *italicized*) verbs

Apply
Extend
Divide
Interpret
Compute
Use
Create
Solve
Justify

DEPTH OF KNOWLEDGE

Highlight the DOK level of the standard (*see resource*)

- **DOK 1 – Recall/Reproduction:** Recall a fact, information, or procedure. Process information on a low level.
- **DOK 2 – Skill/Concept:** Use information or conceptual knowledge, two or more steps.
- **DOK 3 – Strategic Thinking:** Requires reasoning, developing a plan or a sequence of steps, some complexity.
- **DOK 4 – Extended Thinking:** Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will NOT include level 4 activities.

ESSENTIAL VOCABULARY

What Do Students Need to Comprehend?

List all key vocabulary

Unit fraction	**Whole number**
Non-zero	**Division (divide)**
Quotient	**Multiplication**
Product	**Visual Fraction**
Representation	**Real-world**
Justify	**Solve**
Create	**Apply**
Extend	

LEARNING OBJECTIVES ALIGNED TO THE STANDARD

What 'I can' statement(s) will clarify the objective for students?

I can explain how to divide a unit fraction by a whole number.
I can justify the process of dividing a unit fraction by a whole number.
I can solve and create real-world problems involving whole numbers and unit fractions.

EVIDENCE OF STUDENT MASTERY?

How will we know when they know it?

SPECIFIC INSTRUCTIONAL FRAMEWORK?

What will we do to help them know/understand/can do it?
What will we do for students who still don't know it?
What will we do for students who already know it?