

# WNCP B.C. GRADE 5 AT A GLANCE CORRELATED WITH MATH MAKES SENSE (WESTERN)

NOTE: Text in **UPPERCASE** indicates outcomes that are not met in MATH MAKES SENSE. Text in *italics* is from the suggested achievement indicators.

## STRAND: NUMBER

General Outcome: Develop number sense.

Use Unit and Cumulative Reviews Selectively

Grade 5 Prescribed Learning Outcomes	MMS 5 Meets	Exceeds	Additional Notes
<b>A1</b> Represent and describe whole numbers to 1 000 000.	<b>Unit 2</b> Lesson 1 uses expanded form instead of expanded notation	<b>Unit 2</b> Lesson 2 prime and composite	Limited coverage of this outcome. Provide additional activities.
<b>A2</b> Use estimation strategies including: (a) front-end rounding (b) compensation (c) compatible numbers in problem-solving contexts	<b>Unit 2</b> Launch, Lessons 3, 5, 10		Front-end rounding is applied to <i>sums and quotients</i> . Provide additional opportunities to apply to <i>differences and products</i> . Unit 2 Lessons 4, 6 review adding and subtracting 3 and 4-digit numbers (grade 4 outcome). When rounding is used as a strategy, replace the phrase "rounds to" with "is closest to". Have students find the number closest to the nearest 10, 100 or 1000.
<b>A3</b> Apply mental mathematics strategies and number properties, such as: (a) skip counting from a known fact (b) USING DOUBLING OR HALVING (c) USING PATTERNS IN THE 9S FACTS (d) USING REPEATED DOUBLING OR HALVING to determine ( <i>recall</i> ) answers for basic multiplication facts to 81 and related division facts.	<b>Unit 2</b> Lesson 7, Game p. 50 limit assessment to facts to 81		Limited coverage of this outcome. Provide additional activities.
<b>A4</b> Apply mental mathematics strategies for multiplication, such as: (a) annexing then adding zero (b) halving and doubling (c) using the distributive property.	<b>Unit 2</b> Lessons 8, 9, 13, Unit Problem <b>Unit 10</b> Lesson 1 do not assess factors		Provide opportunities for students to <i>represent both factors in expanded notation to illustrate the distributive property</i> .
<b>A5</b> Demonstrate an understanding of 2-digit by 2-digit multiplication ( <i>concretely, pictorially and symbolically</i> ) to solve problems.	<b>Unit 2</b> Lessons 9, 11, 13 <b>Unit 10</b> Lesson 1		
<b>A6</b> Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems.	<b>Unit 2</b> Lesson 12 to 14, Game p. 71, Unit Problem <b>Unit 8</b> Lesson 6 remainders are expressed as fractions, but not decimals		Provide opportunities for students to <i>express remainders as decimals (e.g., measurement and money)</i>
<b>A7</b> Demonstrate an understanding of fractions using concrete and pictorial representations to: (a) create sets of equivalent fractions (b) compare fractions with like and unlike denominators.	<b>Unit 8</b> Lessons 1, 3, 5, 10, Games p. 271 & 283, Unit Problem (part 1 and 2)	<b>Unit 8</b> Lesson 2, Unit Problem (part 3) mixed numbers	Mixed number outcomes are not introduced until grade 6.

# WNCP B.C. GRADE 5 AT A GLANCE CORRELATED WITH MATH MAKES SENSE (WESTERN)

NOTE: Text in **UPPERCASE** indicates outcomes that are not met in **MATH MAKES SENSE**. Text in *italics* is from the suggested achievement indicators.

## STRAND: NUMBER (continued)

General Outcome: Develop number sense.

Use Unit and Cumulative Reviews Selectively

Grade 5 Prescribed Learning Outcomes	MMS 5 Meets	Exceeds	Additional Notes
<b>A8</b> DESCRIBE AND REPRESENT DECIMALS (TENTHS, HUNDREDTHS AND THOUSANDTHS) CONCRETELY, PICTORIALY AND SYMBOLICALLY.		<b>Unit 4</b> all lessons relate decimals (10ths and 100ths only) to mixed numbers  <b>Unit 8</b> Launch, Lessons 7 to 9, 11, 12 multiply and divide decimals	See MMS 6 Unit 4 Lessons 2, 3
<b>A9</b> Relate decimals to fractions (TO THOUSANDTHS).	<b>Unit 8:</b> Lesson 4 express fractions as decimals (10ths and 100ths only)		Do not assess mixed numbers in Lesson 4.
<b>A10</b> compare and order decimals (TO THOUSANDTHS) by using: (a) benchmarks (b) PLACE VALUE (c) EQUIVALENT DECIMALS.	<b>Unit 8</b> Lesson 5, Game p. 283 (10ths and 100ths only)		
<b>A11</b> DEMONSTRATE AN UNDERSTANDING OF ADDITION AND SUBTRACTION OF DECIMAL FRACTIONS (LIMITED TO THOUSANDTHS).			Unit 5 Lesson 7, and Unit 6 Lesson 5 and 6 focus on problem solving with money and review grade 4 outcomes (amounts may be greater than one for sums of money).

## STRAND: STATISTICS & PROBABILITY (DATA ANALYSIS)

General Outcome: Collect, display and analyze data to solve problems.

Grade 5 Prescribed Learning Outcomes	MMS 5 Meets	Exceeds	Additional Notes
<b>D1</b> DIFFERENTIATE BETWEEN FIRST-HAND & SECOND-HAND DATA.		<b>Unit 5</b> Lessons 4 to 6 frequency tables, line graphs, sample and population	
<b>D2</b> CONSTRUCT AND INTERPRET DOUBLE BAR GRAPHS TO DRAW CONCLUSIONS.			Unit 5 Launch, Lessons 1 to 3 and Unit Problem review pictographs and bar graphs (grade 4 outcome).

## STRAND: STATISTICS & PROBABILITY (CHANCE AND UNCERTAINTY)

General Outcome: Use experimental or theoretical probabilities to represent & solve problems involving uncertainty.

<b>D3</b> Describe the likelihood of a single outcome occurring using words such as: (a) impossible (b) possible (c) certain.	<b>Unit 11</b> Lesson 1	<b>Unit 11</b> Lessons 3 to 5, Unit Problem probability as a fraction	This is the first year for probability outcomes. See MMS3, MMS 4 Unit 11 for additional probability lessons
<b>D4</b> Compare the likelihood of two possible outcomes occurring using words such as: (a) less likely (b) equally likely (c) more likely.	<b>Unit 11</b> Launch, Lessons 1, 2		

# WNCP B.C. GRADE 5 AT A GLANCE CORRELATED WITH MATH MAKES SENSE (WESTERN)

NOTE: Text in **UPPERCASE** indicates outcomes that are not met in MATH MAKES SENSE. Text in *italics* is from the suggested achievement indicators.

## STRAND: PATTERNS AND RELATIONS (PATTERNS)

General Outcome: Use patterns to describe the world and solve problems. Use Unit and Cumulative Reviews Selectively

Grade 5 Prescribed Learning Outcomes	MMS 5 Meets	Exceeds	Additional Notes
B1 Determine the pattern rule to make predictions about subsequent elements ( <i>with and without concrete materials</i> ).	Unit 1 Launch, Lessons 1 to 5, Unit Problem Unit 9 Lesson 10 Unit 10 Launch, Lessons 1, 3, 4, Unit Problem Cross Strand p. 2-3, p. 392-393	Unit 10 Lesson 2 line graphs	Provide opportunities for students to <i>write a mathematical expression to represent a given pattern, such as <math>r + 1</math>, <math>r - 1</math>, <math>r + 5</math></i> . Do not assess line graphs in Unit 10 Lesson 2

## STRAND: PATTERNS & RELATIONS (VARIABLES & EQUATIONS)

General Outcome: Represent algebraic expressions in multiple ways.

B2 SOLVE PROBLEMS INVOLVING SINGLE-VARIABLE, ONE-STEP EQUATIONS WITH WHOLE NUMBER COEFFICIENTS AND WHOLE NUMBER SOLUTIONS.			
--	--	--	--

## STRAND: SHAPE AND SPACE (MEASUREMENT)

General Outcome: Use direct or indirect measurement to solve problems.

Grade 5 Prescribed Learning Outcomes	MMS 5 Meets	Exceeds	Additional Notes
C1 Design and construct different rectangles given either perimeter, or area, or both (whole numbers) and draw conclusions.	Unit 9: Lessons 7, 10, Unit Problem Unit 10 Unit Problem	Unit 9 Lessons 4, 6, 8, 9 perimeter in decimals, circumference	Modify Unit 9 Unit Problem by having students design rectangular regions only. Unit 9 Lesson 5 reviews previous grade outcomes (area and perimeter).
C2 Demonstrate an understanding of measuring length (mm) by: (a) selecting and justifying referents for the unit mm (b) modelling and describing the relationship between mm and cm units, and between mm and m units.	Unit 9 Launch, Lessons 1, 2 limited do not assess decimetres and km	Unit 6 Lessons 3, 4, 11, Unit Problem time and distance, line graphs, large masses	Unit 9 Lesson 3 reviews grade 2 outcomes (non-standard units) See MMS 4 Unit 9 Lessons 2 and 5.
C3 Demonstrate an understanding of volume by: (a) <b>SELECTING &amp; JUSTIFYING REFERENTS FOR CM<sup>3</sup> OR M<sup>3</sup></b> (b) estimating volume <b>USING REFERENTS FOR CM<sup>3</sup> OR M<sup>3</sup></b> (c) measuring and recording volume (cm <sup>3</sup> or M <sup>3</sup> ) (d) constructing rectangular prisms for a given volume.	Unit 6 Launch, Lessons 8, 9		Unit 6 Lessons 1 and 2 review grade 4 outcomes (24-hour clocks). Lesson 10 reviews grade 3 outcomes (mass). Milligrams exceed. This is the first year for volume outcomes. See MMS 4 Unit 3 Lesson 11.
C4 Demonstrate an understanding of capacity by: (a) describing the relationship between mL and L (b) selecting and justifying referents for mL or L units (c) estimating capacity by using referents for mL or L (d) measuring and recording capacity (mL or L).	Unit 6 Launch, Lessons 7, 9 limited		This is the first year for capacity outcomes. See MMS 4 Unit 6 Lesson 6.

# WNCP B.C. GRADE 5 AT A GLANCE CORRELATED WITH MATH MAKES SENSE (WESTERN)

NOTE: Text in **UPPERCASE** indicates outcomes that are not met in MATH MAKES SENSE. Text in *italics* is from the suggested achievement indicators.

## STRAND: SHAPE AND SPACE (3-D OBJECTS & 2-D SHAPES) Use Unit and Cumulative Reviews Selectively

General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Grade 5 Prescribed Learning Outcomes	MMS 5 Meets	Exceeds	Additional Notes
<b>C5</b> Describe and provide examples of edges and <b>FACES</b> of 3-D objects, and sides of 2-D shapes that are: (a) parallel (b) <b>INTERSECTING</b> (c) <b>PERPENDICULAR</b> (d) <b>VERTICAL</b> (e) <b>HORIZONTAL.</b>	<b>Unit 3</b> Lessons 4, 5 very limited parallel edges of 3-D objects and sides of 2-D shapes only	<b>Unit 3</b> Launch, Lessons 2, 3, 6, Unit Problem <b>Cross Strand</b> p. 108-109 angles, classifying & constructing triangles, planes of symmetry	Unit 3 Lesson 7 reviews grade 4 outcomes.  Unit 3 Lesson 1 reviews identifying and naming polygons (grade 3 and 4 outcomes).
<b>C6</b> <b>IDENTIFY AND SORT QUADRILATERALS, ACCORDING TO THEIR ATTRIBUTES, INCLUDING:</b> (a) <b>RECTANGLES</b> (b) <b>SQUARES</b> (c) <b>TRAPEZOIDS</b> (d) <b>PARALLELOGRAMS</b> (e) <b>RHOMBUSES.</b>			

## STRAND: SHAPE AND SPACE (TRANSFORMATIONS)

General Outcome: Describe and analyze position and motion.

<b>C7</b> Perform a single transformation (translation, rotation or reflection) of a 2-D shape, with and without technology and draw and describe the image.	<b>Unit 7</b> Lessons 1 to 3	<b>Unit 7</b> Lessons 5, 7, Unit Problem tessellations, coordinate grids, similar figures	This is the first year for transformations outcomes other than symmetry. See MMS 4 Unit 7.
<b>C8</b> Identify a single transformation including a translation, rotation and reflection of 2-D shapes.	<b>Unit 7</b> Launch, Lessons 1 to 3	<b>Unit 10</b> Lesson 5 tiling patterns <b>Cross Strand</b> p. 256-257 similar figures	Unit 7 Lessons 4 and 6 reviews line symmetry (grade 4 outcome).