

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
A1	Represent and describe whole numbers to 1 000 000.	Unit 2 Lesson 1 uses expanded form instead of expanded notation	Unit 2 Lesson 2 prime and composite	Limited coverage of this outcome. Provide additional activities.
A2	Use estimation strategies including: (a) front-end rounding (b) compensation (c) compatible numbers in problem-solving contexts	Unit 2 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.
A3	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.	Unit 2 Lesson 7, Game p. 50 limit assessment to facts to 81		Limited coverage of this outcome. Provide additional activities.
A4	Apply mental mathematics strategies for multiplication, such as: (a) annexing then adding zero (b) halving and doubling (c) using the distributive property.	Unit 2 Lessons 8, 9, 13, Unit Problem Unit 10 Lesson 1 do not assess factors		Provide opportunities for students to <i>represent both factors in expanded notation to illustrate the distributive property</i> .
A5	Demonstrate an understanding of 2-digit by 2-digit multiplication (<i>concretely, pictorially and symbolically</i>) to solve problems.	Unit 2 Lessons 9, 11, 13 Unit 10 Lesson 1		
A6	Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems.	Unit 2 Lesson 12 to 14; Game p. 71, Unit Problem Unit 8 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>
A7	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.	Unit 8 Lessons 1, 3, 5, 10, Games p. 271 & 283, Unit Problem (part 1 and 2)	Unit 8 Lesson 2, Unit Problem (part 3) mixed numbers	Mixed number outcomes are not introduced until grade 6.

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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
A8 DESCRIBE AND REPRESENT DECIMALS (TENTHS, HUNDRETHS AND THOUSANDTHS) CONCRETELY, PICTORIALLY AND SYMBOLICALLY.		Unit 4 all lessons relate decimals	See MMS 6 Unit 4 Lessons 2, 3
A9 Relate decimals to fractions (TO THOUSANDTHS).	Unit 8: Lesson 4 express fractions as decimals (10ths and 100ths only)	(10ths and 100ths only) to mixed numbers	Do not assess mixed numbers in Lesson 4.
A10 compare and order decimals (TO THOUSANDTHS) by using: (a) benchmarks (b) PLACE VALUE (c) EQUIVALENT DECIMALS.	Unit 8 Lesson 5, Game p. 283 (10ths and 100ths only)	Unit 8 Launch, Lessons 7 to 9, 11, 12 multiply and divide decimals	
A11 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
D1 DIFFERENTIATE BETWEEN FIRST-HAND & SECOND-HAND DATA.		Unit 5 Lessons 4 to 6 frequency tables, line graphs, sample and population	
D2 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). See MMS Grade 6 Unit 5 Lesson 5 and Technology page 189 for further double bar graph lessons

STRAND: STATISTICS & PROBABILITY (CHANCE AND UNCERTAINTY)			
General Outcome: Use experimental or theoretical probabilities to represent & solve problems involving uncertainty.			
D3 Describe the likelihood of a single outcome occurring using words such as: (a) impossible (b) possible (c) certain.	Unit 11 Lesson 1	Unit 11 Lessons 3 to 5, Unit Problem	This is the first year for probability outcomes. See MMS3, MMS 4 Unit 11 for additional probability lessons
D4 Compare the likelihood of two possible outcomes occurring using words such as: (a) less likely (b) equally likely (c) more likely.	Unit 11 Launch, Lessons 1, 2	probability as a fraction	

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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 write a mathematical expression to represent a given pattern, such as $r + 1$, $r - 1$, $r + 5$. 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) SELECTING & JUSTIFYING REFERENTS FOR CM³ OR M³ (b) estimating volume USING REFERENTS FOR CM³ OR M³ (c) measuring and recording volume (cm ³ or M ³) (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.

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

STRAND: SHAPE AND SPACE (TRANSFORMATIONS)

General Outcome: Describe and analyze position and motion.

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