## Unit-5 Learning Targets: I Can . . .

Name: $\qquad$

| I Can Statements | Teach This to Others | Do This by Myself | Do This With Help | Cannot Do This |
| :---: | :---: | :---: | :---: | :---: |
| Strong mathematicians can determine a fraction by finding a part of a whole. (5.1) |  |  |  |  |
| Strong mathematicians can write mixed numbers and improper fractions by understanding the whole or one. (5.2) |  |  |  |  |
| Strong mathematicians can compare fractions by: <br> - Thinking which is closest to $0,1 / 2$, or 1 |  |  |  |  |
| - Finding common denominators <br> - Noticing all the numerators are all the same |  |  |  |  |
| (5.3) |  |  |  |  |
| Strong mathematicians can write equivalent fractions by multiplying or dividing the numerator and the denominator. (5.4) |  |  |  |  |
| Strong mathematicians can rename fractions as decimals by finding equivalent fractions with 10 or 100 as the denominator. (5.5) |  |  |  |  |
| Strong mathematicians can rename fractions as decimals by dividing the fraction. (5.6) |  |  |  |  |
| Strong mathematicians can find decimal equivalents by using a calculator. (5.7) |  |  |  |  |
| Strong mathematicians can convert fractions to percentages by changing the fractions to a decimal then to a percent. (5.8) |  |  |  |  |
| Strong mathematicians can identify different graphs by knowing the properties of each. (5.9) |  |  |  |  |
| Strong mathematicians can find the percentage of the area on a circle graph by using a percent circle. (5.10) |  |  |  |  |

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