

Representation and Comparison of Whole Numbers

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 2.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 2.1(B)				

Content		Notes	Check Up		
Representation of Whole Numbers	<input type="checkbox"/> I can represent the value of whole numbers. 2.2(B)				
	<input type="checkbox"/> I can represent the value of a number using objects and pictures. 2.2(A)				
Comparison of Whole Numbers	<input type="checkbox"/> I can compare numbers up to 1,200 using $<$, $>$, or $=$. 2.2(D)				
	<input type="checkbox"/> I can make a number that is greater than or less than another number. 2.2(C)				
	<input type="checkbox"/> I can locate a number on a number line. 2.2(E)				
	<input type="checkbox"/> I can name the number for a point on a number line. 2.2(F)				
	<input type="checkbox"/> I can make a number that is 10 or 100 more than or less than a given number. 2.7(B)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 2.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 2.1(F)				

Fractions

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 2.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 2.1(B)				

Content		Notes	Check Up		
Fractions	<input type="checkbox"/> I can explain that the more times you divide an object, the smaller the fractional parts will become. 2.3(B)				
	<input type="checkbox"/> I can take an object and make halves, fourths, and eighths. 2.3(A)				
	<input type="checkbox"/> I can count fractional parts and identify how many parts equal one whole. 2.3(C)				
	<input type="checkbox"/> I can count fractional parts greater than one whole. 2.3(C)				
	<input type="checkbox"/> I can explain why an object does not represent a half, a fourth, or an eighth. 2.3(D)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 2.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 2.1(F)				

Whole Number Operations

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 2.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 2.1(B)				

Content		Notes	Check Up		
Addition/ Subtraction of Whole Numbers	<input type="checkbox"/> I can solve addition and subtraction word problems. 2.4(C)				
	<input type="checkbox"/> I can make a word problem for a given number sentence. 2.4(D)				
	<input type="checkbox"/> I can add and subtract numbers up to 20 quickly. 2.4(A)				
	<input type="checkbox"/> I can add and subtract two-digit numbers. 2.4(B)				
	<input type="checkbox"/> I can determine the missing value from an addition or subtraction number sentence. 2.7(C)				
Money	<input type="checkbox"/> I can determine the value of a collection of coins. 2.5(A)				
	<input type="checkbox"/> I can use ¢, \$, and the decimal point to represent the value of money. 2.5(B)				
Contextual Multiplication/ Division of Whole Numbers	<input type="checkbox"/> I can use objects and pictures to represent equal groups. 2.6(A)				
	<input type="checkbox"/> I can use objects and pictures to represent the sharing of equal groups. 2.6(B)				
	<input type="checkbox"/> I can explain whether a number is even or odd. 2.7(A)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 2.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 2.1(F)				

Geometry

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 2.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 2.1(B)				

Content		Notes	Check Up		
Two-Dimensional	<input type="checkbox"/> I can sort polygons based on number of sides and number of vertices. 2.8(C)				
	<input type="checkbox"/> I can create a shape when given the number of sides and vertices. 2.8(A)				
	<input type="checkbox"/> I can create a shape when given the number of sides and vertices. 2.8(D)				
	<input type="checkbox"/> I can cut apart a shape into smaller shapes. 2.8(E)				
Three-Dimensional	<input type="checkbox"/> I can sort solids such as spheres, cones, cylinders, and prisms based on their attributes. 2.8(B)				
	<input type="checkbox"/> I can create a solid when given the number of edges, vertices, and faces. 2.8(D)				

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Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 2.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 2.1(F)				

Measurement

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 2.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 2.1(B)				

Content		Notes	Check Up		
Length	<input type="checkbox"/> I can estimate the length of objects. 2.9(E)				
	<input type="checkbox"/> I can use objects that represent units of measure to find the length of an object. 2.9(A)				
	<input type="checkbox"/> I can explain that the shorter the measurement unit is, the more I will use to measure; the longer the measurement unit is, the fewer I will use to measure 2.9(B)				
	<input type="checkbox"/> I can locate a number on a number line. 2.9(C)				
	<input type="checkbox"/> I can use a ruler, yard stick, meter stick, or measuring tape to measure length. 2.9(D)				
Area	<input type="checkbox"/> I can use square units to find the area of a rectangle. 2.9(F)				
Time	<input type="checkbox"/> I can tell time on a clock. 2.9(G)				

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Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 2.1(F)				

Data Analysis

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 2.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 2.1(B)				

Content		Notes	Check Up		
Representation of Data	<input type="checkbox"/> I can explain how to determine the number of data points on a graph. 2.10(A)				
	<input type="checkbox"/> I can represent data in a pictograph or bar graph. 2.10(B)				
Interpretation of Data	<input type="checkbox"/> I can use a pictograph or bar graph to write and solve an addition or subtraction word problem. 2.10(C)				
	<input type="checkbox"/> I can look at the information on a graph and make a prediction or draw a conclusion. 2.10(D)				

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Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 2.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 2.1(F)				

Personal Financial Literacy

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 2.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 2.1(B)				

Content		Notes	Check Up		
Earning, Spending, and Saving	<input type="checkbox"/> I can explain that if I put money in my piggy bank each week, it will add up to a larger amount of money. 2.11(A)				
	<input type="checkbox"/> I can explain the difference between spending money and saving money. 2.11(B)				
	<input type="checkbox"/> I can explain the difference between depositing money and withdrawing money. 2.11(C)				
Borrowing	<input type="checkbox"/> I can give examples of borrowing and explain the difference between what you should and should not do when borrowing. 2.11(D)				
	<input type="checkbox"/> I can give examples of lending and explain the good things and bad things about lending to someone. 2.11(E)				
Economics	<input type="checkbox"/> I can tell the difference between a producer and a consumer. 2.11(F)				
	<input type="checkbox"/> I can calculate the cost to produce a simple item. 2.11(F)				

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Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 2.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 2.1(F)				