

# Life Skills Math

Objectives and Competencies All students will:	Standards/Eligible Content:	Instructional Strategies	Possible Materials & Resources	Possible Assessment Tools
<u>Demonstrate Numeracy Skills</u> <ul style="list-style-type: none"> <li>★ Identify numerals 0-500</li> <li>★ Write numerals in number form 0-500</li> <li>★ Match numerals to word form</li> <li>★ Matches numbers to quantities 0-500</li> <li>★ Demonstrates an understanding of one-to-one correspondence</li> <li>★ Count using whole numbers to 500 by 1's, 2's, 5's 10's, 25's, 50's, &amp; 100's</li> <li>★ Apply number patterns (even and odd)</li> <li>★ Uses models to represent fractions</li> <li>★ Uses estimation skills</li> </ul>	<ul style="list-style-type: none"> <li>★ M05BO2.1.1a Identify and extend numeric patterns</li> <li>★ M03BO3.1.5b Identify the 3 next terms in a mathematical pattern (increasing by 2, 5 or 10)</li> <li>★ M04DM2.1.1a Organize data into a pictograph, line plot, or bar graph</li> <li>★ M05BO2.1.1a Identify and extend numeric patterns</li> </ul>	<ul style="list-style-type: none"> <li>★ Repeated Practice</li> <li>★ Direct Instruction</li> <li>★ 1:1 Instruction</li> <li>★ Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>★ The Internet</li> <li>★ <a href="http://www.thinkthroughmath.com">www.thinkthroughmath.com</a></li> <li>★ Calculator</li> <li>★ Number Line</li> <li>★ Hundreds Chart</li> <li>★ Manipulatives</li> </ul>	<u>Formative:</u> <ul style="list-style-type: none"> <li>★ Teacher made checklists</li> <li>★ Anecdotal records</li> <li>★ Student Interview</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>★ PASA</li> <li>★ Math Level Indicator</li> <li>★ Brigrance Math</li> </ul>
<u>Demonstrate Computational Skills</u> <ul style="list-style-type: none"> <li>★ Knowledge of basic facts in all four operations</li> <li>★ Apply addition and subtraction in everyday situations</li> <li>★ Apply number theory concepts to rename a number quantity</li> <li>★ Identify symbols</li> <li>★ Selects appropriate operations for real world word problems</li> </ul>	<ul style="list-style-type: none"> <li>★ M07BE2.3.1a Identify a reasonable solution in the context of a problem using the four basic operations and numbers under 20</li> <li>★ M04AT2.1.1a Add or subtract whole numbers with sums and differences &lt;1000</li> <li>★ M03BO3.1.5a Identify a mathematical pattern in a real-world problem</li> <li>★ M05BO2.1.1a Identify and extend numeric patterns</li> </ul>	<ul style="list-style-type: none"> <li>★ Repeated Practice</li> <li>★ Direct Instruction</li> <li>★ 1:1 Instruction</li> <li>★ Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>★ The Internet</li> <li>★ <a href="http://www.thinkthroughmath.com">www.thinkthroughmath.com</a></li> <li>★ Calculator</li> <li>★ Number Line</li> <li>★ Hundreds Chart</li> <li>★ Manipulatives</li> </ul>	<u>Formative:</u> <ul style="list-style-type: none"> <li>★ Teacher made checklists</li> <li>★ Anecdotal records</li> <li>★ Student Interview</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>★ PASA</li> <li>★ Math Level Indicator</li> <li>★ Brigrance Math</li> </ul>
<u>Demonstrate Money Skills</u> <ul style="list-style-type: none"> <li>★ Sort and Identify all coins and bills by</li> </ul>	<ul style="list-style-type: none"> <li>★ M03DM1.3.1a Count money using coins or</li> </ul>	<ul style="list-style-type: none"> <li>★ Repeated Practice</li> </ul>	<ul style="list-style-type: none"> <li>★ The Internet</li> <li>★ <a href="http://www.thinkthroughmath.com">www.thinkthroughmath.com</a></li> </ul>	<u>Formative:</u> <ul style="list-style-type: none"> <li>★ Teacher made</li> </ul>

<p>name</p> <ul style="list-style-type: none"> <li>★ Sort and Identify all coins and bills by value</li> <li>★ Identify and estimate the cost of items for purchase</li> <li>★ Count, compare, and make change using a collection of coins and bills up to \$500</li> <li>★ Develops and follows a budget</li> </ul>	<p>one-dollar bills</p> <ul style="list-style-type: none"> <li>★ CC.2.1.HSF4a Determine the necessary units and solve a real-world problem</li> </ul>	<ul style="list-style-type: none"> <li>★ Direct Instruction</li> <li>★ 1:1 Instruction</li> <li>★ Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>★ Coins &amp; Bills</li> <li>★ Touch Money</li> <li>★ Menu Math</li> <li>★ Market Math</li> <li>★ School Store</li> </ul>	<p>checklists</p> <ul style="list-style-type: none"> <li>★ Anecdotal records</li> <li>★ Student Interview</li> <li>★ School Store</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>★ PASA</li> <li>★ Math Level Indicator</li> <li>★ Brigance Math</li> </ul>
<p><u>Demonstrate Time Skills</u></p> <ul style="list-style-type: none"> <li>★ Recognize parts of the day, AM &amp; PM</li> <li>★ Tell time using an digital clock to the minute</li> <li>★ Discriminate between the hands on an analog clock</li> <li>★ Tell time using an analog clock to the minute</li> <li>★ Identify time vocabulary i.e. half hour, quarter after, quarter till.</li> <li>★ Determine and compare elapsed times</li> <li>★ Identify the duration of an activity</li> <li>★ Identify days, months, and events on a calendar</li> <li>★ Apply calendar skills to daily events such as birthdays, holidays, vacations, and appointments</li> </ul>	<ul style="list-style-type: none"> <li>★ M03DM1.1.1a Tell time to the hour or half hour on a clock</li> <li>★ M08BE2.1.1a Compare two proportional relationships shown in graph form</li> <li>★ CC.2.4.HSB7a Identify the probability of events based on real-world examples of conditional probability</li> </ul>	<ul style="list-style-type: none"> <li>★ Repeated Practice</li> <li>★ Direct Instruction</li> <li>★ 1:1 Instruction</li> <li>★ Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>★ The Internet</li> <li>★ <a href="http://www.thinkthroughmath.com">www.thinkthroughmath.com</a></li> <li>★ Clocks</li> <li>★ Calendar</li> <li>★ Student Planner</li> <li>★ Bus Schedule</li> <li>★ Work Schedule</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>★ Teacher made checklists</li> <li>★ Anecdotal records</li> <li>★ Student Interview</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>★ PASA</li> <li>★ Math Level Indicator</li> <li>★ Brigance Math</li> </ul>
<p><u>Demonstrate Measurement Skills</u> Temperature, Linear, Weight, and Volume</p> <ul style="list-style-type: none"> <li>★ Compares measurable characteristics of different objects on the same dimensions</li> <li>★ Select and use the appropriate units and tools to measure</li> <li>★ Identify basic 2-D and 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>★ M03DM1.2.1a Identify and use the appropriate measurement tool based on the situation</li> <li>★ M03DM1.2.3a Use a ruler and measure to the nearest inch (exact measurement)</li> </ul>	<ul style="list-style-type: none"> <li>★ Repeated Practice</li> <li>★ Direct Instruction</li> <li>★ 1:1 Instruction</li> <li>★ Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>★ The Internet</li> <li>★ <a href="http://www.thinkthroughmath.com">www.thinkthroughmath.com</a></li> <li>★ Ruler</li> <li>★ Thermometer</li> <li>★ Clocks</li> <li>★ Measuring Tools</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>★ Teacher made checklists</li> <li>★ Anecdotal records</li> <li>★ Student Interview</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>★ PASA</li> <li>★ Math Level Indicator</li> <li>★ Brigance Math</li> </ul>
<p><u>Demonstrate Data Analysis Skills</u></p> <ul style="list-style-type: none"> <li>★ Represent, compare, and interpret data using pictures and picture graphs</li> </ul>	<ul style="list-style-type: none"> <li>★ M03DM2.1.1a Add information to a pictograph, line plot,</li> </ul>	<ul style="list-style-type: none"> <li>★ Repeated Practice</li> <li>★ Direct</li> </ul>	<ul style="list-style-type: none"> <li>★ The Internet</li> <li>★ <a href="http://www.thinkthroughmath.com">www.thinkthroughmath.com</a></li> <li>★ Graphs</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>★ Teacher made checklists</li> </ul>

<ul style="list-style-type: none"> <li>★ Represent, compare, and interpret data using tables, tally charts, and bar graphs</li> <li>★ Represent, compare, and interpret data using coordinates on a line graph</li> </ul>	<ul style="list-style-type: none"> <li>or bar graph</li> <li>★ M04DM2.1.1a</li> <li>Organize data into a pictograph, line plot, or bar graph</li> </ul>	<p>Instruction</p> <ul style="list-style-type: none"> <li>★ 1:1 Instruction</li> <li>★ Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>★ Newspaper</li> <li>★ Bus Schedule</li> <li>★ Maps</li> </ul>	<ul style="list-style-type: none"> <li>★ Anecdotal records</li> <li>★ Student Interview</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>★ PASA</li> <li>★ Math Level Indicator</li> <li>★ Brigance Math</li> </ul>
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