

Fairport Harbor

Math Pacing Guides K-5

HMH Into Math

Fairport Math Vision Statement:

In the Fairport Harbor Exempted Village School District, we will build on and advance math knowledge that students have learned in past units and previous grades. We will create an engaging learning environment for students to develop an understanding of key math concepts so they can see how they are connected and apply their skills to solve problems and tasks.

Kindergarten

Unit: 1 Count Sequence and Numbers to 5			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 1: Represent Numbers to 5 with objects <u>Lesson 1.1-</u> Represent 1 and 2 <u>Lesson 1.2-</u> Represent 3 and 4 <u>Lesson 1.3-</u> Represent 5 <u>Lesson 1.4-</u> Represent 0 <u>Lesson 4-</u> Represent 0 <u>Lesson 1.5-</u> Ways to make 5	Module 1: • K.CC.4- a. When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.4-b. Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. • K.CC.5- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): -Can you count objects up to 5? -How do you know there are five? -How can you show me? -Can you count and write numbers up to 5?	Activities: -Two color counters -Connecting cubes -MathBoard Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: And- plus in Add To and Put Together situation problems Five- one greater than four; one less than

	● K.OA.3-Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations. Module 2: ● K.CC.3- Write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ● K.CC.6- Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group. ● K.CC.7-Compare (without using inequality symbols) two numbers between 0 and 10 when presented as written numerals. ● K.CC.4-a. When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.		six Four-one greater than three; one less than five One- a single object Three-one greater than two; one less than four Two-one greater than one; one less than three Zero-no objects;a cardinal number indicating an empty set Count- to determine the number of Larger- Describes a group that has more objects than another group
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	● K.CC.4-b. Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in		
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Unit: 1 Count Sequence and Numbers to 5

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 2: Represent Numbers to 5 with a written numeral <u>Lesson 1-</u> Count and Write 0 and 1 <u>Lesson 2.2-</u> Count and Write 2 and 3 <u>Lesson 2-</u> Count and Write 2 and 3 <u>Lesson 2.3-</u> Count and Write 4 and 5 <u>Lesson 3-</u> Count and Write 4 and 5	● K.CC.3- Write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ● K.CC.6- Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group. ● K.CC.7- Compare (without using inequality symbols) two numbers between 0 and 10 when presented as written numerals. ● K.CC.4-a. When counting objects, establish a one-to-one	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): -Can you count and write numbers up to 5?	Activities: -Two color counters -Connecting cubes -MathBoard Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: Review- Three and Two Count- to determine the number of

<u>Lesson 2.4-</u> Count and Write Numbers to 5 <u>Lesson 4-</u> Count and Write Numbers to 5 <u>Lesson 2.5-</u> Count and Order to 5 <u>Lesson 5- Apply</u> <u>& Practice:</u> Count and Order to 5	relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ● K.CC.4-b. Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in		Larger- Describes a group that has more objects than another group
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Unit: 1 Count Sequence and Numbers to 5			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 3: Matching and Counting Numbers to 5 <u>Module 3.1-</u> Identify a Greater Number of Objects Within 5 <u>Module 3.2-</u>	● K.CC.6-Orally identify (without using inequality symbols) whether the number of obje ● ● cts in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math	Activities: -Two color counters -Connecting cubes -MathBoard Assessment(s):

Identify a Lesser Number of Objects Within 5 <u>Module 3.3-</u> Match Equal Groups of Objects Within 5 <u>Module 3.4-</u> Compare Groups Within 5 by Counting <u>Lesson 3.5-</u> Compare Groups Within 5 by Matching <u>Lesson 3.6-</u> Compare Numbers Within 5	● K.CC.7- Compare (without using inequality symbols) two numbers between 0 and 10 when presented as written numerals.	-Waggle Essential Question(s): -Can you identify a greater number of objects within 5?	-Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: Greater than Less than Equal to, match New- compare
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Unit: 1 Count Sequence and Numbers to 5			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 4: Classify, Count, and Sort Objects	● K.MD.3- Classify objects into given categories; count the numbers of objects in each	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make	Activities: -Two color counters -Connecting cubes -Plane Shapes

<u>Lesson 4.1-</u> Classify and Count by Color <u>Lesson 4.2</u> Classify and Count by Shape <u>Lesson 4.3</u> Classify and Count by Size <u>Lesson 4.4</u> Classify, Count, and Sort by Count	category and sort the categories by count. The number of objects in each category should be less than or equal to ten. Counting and sorting coins should be limited to pennies.	connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): -Can you identify a greater number of objects within 5?	Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: category, classify shape big,size,small sort
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 5: Add To and Take From Within 5 <u>Lesson 5.1-</u> Act Out Addition Problems Within 5 <u>Lesson 5.2-</u> Act Out Subtraction Problems Within 5 <u>Lesson 5.3-</u>Solve Add To Problems Within 5 <u>Lesson 5.4-</u> Solve Take From Problems Within 5 <u>Lesson 5.5-</u> Write Addition Equations Within 5 <u>Lesson 5.6-</u> Write Subtraction Equations Within 5 <u>Lesson 5.7-</u>Solve	● K.OA.1- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations. ● K.OA.2-Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or drawings to represent the problem. ● K.OA.5- Fluently add and subtract within 5.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): -Can you add to and take from within 5?	Activities: -Two color counters -Connecting cubes Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: join,total Add to,equation,is equal to,plus subtract,Take From

Result Unknown Word Problems Within 5			
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Unit: 1 Count Sequence and Numbers to 5			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 6: Put Together and Take Apart Within 5 <u>Lesson 6.2-</u> Represent Subtraction Problems Within 5 Using Objects and Drawings <u>Lesson 6.3-</u> Solve Put Together Problems Within 5 <u>Lesson 6.4-</u> Solve Take Apart Problems Within	● K.OA.1- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations. ● K.OA.2- Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or drawings to represent the problem ● K.OA.5- Fluently add and subtract within 5.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): Can you put together and take apart within 5?	Activities: -Two color counters -Connecting cubes -Crayons, -Math board -Dominoes -Dot cards -Dot plates Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary:

5			Put together Take apart
<u>Lesson 6.5-</u> Represent Addition Using Mental Images <u>Lesson 6.6-</u> Represent Subtraction Using Mental Images <u>Lesson 6.7-</u> Solve Word Problems Within 5			

Unit: 2 Count Sequence and Numbers to 10			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 7: Represent Numbers 6 to 10 with Objects <u>Lesson 7.1-</u> Represent 6 and 7 <u>Lesson 7.2-</u> Represent 8 and	• K.CC.4- a. When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • K.CC.5- Count to answer “how many?” questions about as many as 20 things arranged in a	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle	Activities: -Two color counters -Connecting cubes -Crayons, -Math board -Ten Frames Assessment(s): -Module Assessment- Forms A and B

9 <u>Lesson 7.3-</u> Represent 10	line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Essential Question(s): Can you count sequence numbers to ten?	-Are you ready? -Exit Ticket Vocabulary: - Seven, six - Eight,nine -ten
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Unit: 2 Count Sequence and Numbers to 10			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 8: Represent Numbers 6 to 10 with a Written Numeral <u>Lesson 8.1-</u> Count and Write 6 and 7 <u>Lesson 8.2-</u> Count and Write 8 and 9	• K.CC.3-Write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). • K.CC.4- a. When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s):	Activities: -Two color counters -Connecting cubes -Crayons, -Math board -Pattern blocks Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket

<u>Lesson 8.3-</u> Count and Write 10 <u>Lesson 8.4-</u> Count and Order to 10	• K.CC.4-b. Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.	Can you represent numbers 6-10 with a written numeral?	Vocabulary: - Seven, six - Eight,nine -ten
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Unit: 2 Count Sequence and Numbers to 10			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 9: Use the Count Sequence to Count to 100 Lesson 9.1- Count to 100 by Ones Lesson 9.2- Count to 100 by Tens Lesson 9.3- Count Forward from a Given Number	• K.CC.1-Count to 100 by ones and by tens. • K.CC.2-Count forward within 100 beginning from any given number other than 1.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): - Can you count to 100 by ones?	Activities: -Two color counters -Connecting cubes -Crayons, -Math board Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: -column,row -review: eight,nine,seven,six,ten

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Unit: 2 Count Sequence and Numbers to 10			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 10: Compare Numbers to 10 <u>Lesson 10.1-</u> Identify a Greater Number of Objects Within 10 <u>Lesson 10.2-</u> Identify a Lesser Number of Objects Within 10 <u>Lesson 10.3-</u> Match Equal	• K.CC.4-c. Understand that each successive number name refers to a quantity that is one larger. • K.CC.6-Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group. • K.CC.7-Compare (without using inequality symbols) two numbers between 0 and 10 when presented as written numerals.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s) -Can you use matching to compare two groups and use this comparison to tell which group has the greater number of objects. -	Activities: -Two color counters -Connecting cubes -Crayons, -Math board Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: -review:compare, greater than -less than -equal to

Groups of Objects Within 10 <u>Lesson 10.4-</u> Compare Groups Within 10 by Counting <u>Lesson 10.5-</u> Compare Groups Within 10 by Matching <u>Lesson 10.6-</u> Compare Numbers Within 10			
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Unit: 2 Count Sequence and Numbers to 10			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 11: Add To and Take From Within 10 <u>Lesson 11.1-</u> Act Out Addition Problems Within 10 <u>Lesson 11.2-</u> Act Out Subtraction	• K.OA.1-Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations. • K.OA.2- Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle	Activities: -Two color counters -Connecting cubes -Crayons, -Math board Assessment(s): -Module Assessment- Forms A and B -Are you ready?

Problems Within 10 <u>Lesson 11.3-</u> Solve Add To Problems Within 10 <u>Lesson 11.4-</u> Solve Take From Problems Within 10 <u>Lesson 11.5-</u> Write Addition Equations Within 10 <u>Lesson 11.6-</u> Write Subtraction Equations Within 10 <u>Lesson 11.7-</u> Solve Result Unknown Word Problems Within 10	drawings to represent the problem	Essential Question(s) -Can you add to and take away within 10?	-Exit Ticket Vocabulary: Review: is equal to, plus Review: minus, subtract Review: Add to Review: Take from
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Unit: 2 Count Sequence and Numbers to 10			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies

Module 12 - Put Together and Take Apart Within 10 <u>Lesson 12.1-</u> Represent Addition Problems Within 10 Using Objects and Drawings <u>Lesson 12.2-</u> Represent Subtraction Problems Within 10 Using Objects and Drawings <u>Lesson 12.3-</u> Solve Put Together Problems Within 10 <u>Lesson 12.4-</u> Solve Take Apart Problems Within 10 <u>Lesson 12.5-</u> Solve Word Problems Within 10	● K.OA.1-Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations. ● K.OA.2- Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or drawings to represent the problem ●	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s) -Can you put together and take apart within 10?	Activities: -Two color counters -Connecting cubes -Crayons, -Math board Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: Review: is equal to, plus Review: minus, subtract Review: Put together Review:Take apart
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Unit: 2 Count Sequence and Numbers to 10

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 13- Ways to Make Numbers to 10 <u>Lesson 13.1-</u> Ways to Make 6 and 7 <u>Lesson 13.2-</u> Ways to Make 8 <u>Lesson 13.3-</u> Ways to Make 9 <u>Lesson 13.4-</u> Ways to Make 10 <u>Lesson 13.5-</u> Make 10 from a Given Number	• K.OA.3- Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations. • K.CC.4-b. Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. • K.OA.4-For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or, when appropriate, an equation.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): Can you find ways to make numbers to 10?	Activities: -Two color counters -Connecting cubes -crayons Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: Review: equation New Vocabulary: addend

Unit: 3 Geometry			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 14: Analyze and Compare Three-Dimensional Shapes <u>Lesson 14.1-</u> Identify and Describe Spheres <u>Lesson 14.2-</u> Identify and Describe Cubes <u>Lesson 14.3-</u> Identify and Describe Cylinders <u>Lesson 14.4-</u> Identify and Describe Cones <u>Lesson 14.5-</u> Build Shapes	● K.G.2-Correctly name shapes regardless of their orientations or overall size. ● K.G.3-Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). ● K.G.4-Describe and compare two- or three-dimensional shapes, in different sizes and orientations, using informal language to describe their commonalities, differences, parts, and other attributes. ● K.G.5-Model shapes in the world by building shapes from components, e.g., sticks and clay balls, and drawing shapes.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): Can you analyze and compare three-dimensional shapes?	Activities: -Solid Shapes Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: Curved surface, solid, sphere,three-dimensional shapes Cube,flat surface Cylinder Cone Above, below beside, next to Behind, in front of

Unit: 3 Geometry			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies

Module 15: Describe Positions of Objects <u>Lesson 15.1-</u> Use Above and Below to Describe Position <u>Lesson 15.2-</u> Use Next To and Beside to Describe Position <u>Lesson 15.3-</u> Use In Front Of and Behind to Describe Position	● K.G.1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. ●	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): Can you describe positions of objects?	Activities: -Solid Shapes Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: Above, below beside, next to Behind, in front of
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Unit: 3 Geometry			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 16: Analyze and Compare	● K.G.2-Correctly name shapes regardless of their orientations or overall size.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make	Activities: -Solid Shapes -two-dimensional shapes

Two-Dimensional Shapes <u>Lesson 16.1-</u> Identify and Describe Circles <u>Lesson 16.2-</u> Identify and Describe Squares <u>Lesson 16.3-</u> Identify and Describe Triangles <u>Lesson 16.4-</u> Identify and Describe Rectangles <u>Lesson 16.5-</u> Identify and Describe Hexagons <u>Lesson 16.6-</u> Compose Simple Shapes <u>Lesson 16.7-</u> Compare Two-Dimensional and Three-Dimensional Shapes	● K.G.4-Describe and compare two- or three-dimensional shapes, in different sizes and orientations, using informal language to describe their commonalities, differences, parts, and other attributes. ● K.G.5-Model shapes in the world by building shapes from components, e.g., sticks and clay balls, and drawing shapes. ● K.G.6-Combine simple shapes to form larger shapes. ● K.G.3-Combine simple shapes to form larger shapes.	connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): Can you analyze and compare two-dimensional shapes?	Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: Circle Flat Hexagon Rectangle Square Two-dimensional shapes Triangle Review: cone,cube,cylinder,sphere
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Unit: 4 Number and Operations in Base Ten			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 17: Place Value Foundations: Represent Numbers to 20 <u>Lesson 17.1-</u> Compose Ten Ones and Some More Ones to 14 <u>Lesson 17.2-</u> Compose Ten Ones and Some More Ones to 15 <u>Lesson 17.3-</u> Compose Ten Ones and Some More Ones to 19 <u>Lesson 17.4-</u> Represent Numbers to 20	● K.NBT.1-Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. ● K.CC.4- b. Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. ● K.CC.5-Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration;	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s) Can you represent numbers to 20?	Activities: -connection cubes, counters, mathboard Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: eleven,fourteen,more,ones,thirteen,twelve Fifteen Eighteen, nineteen, seventeen,sixteen twenty

	given a number from 1–20, count out that many objects.		
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Unit: 4 Number and Operations in Base Ten			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 18- Place Value Foundations: Represent Numbers to 20 with a Written Numeral <u>Lesson 18.1-</u> Count and Write 11 to 14 <u>Lesson 18.2-</u> Count and Write 15 <u>Lesson 18.3-</u> Count and Write 16 to 19	● K.NBT.1- Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. ● K.CC.3- Write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ● K.CC.5- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration;	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): Can you count and write 11-14?	Activities: -connecting cubes -two-color counters - ten frames - mathboard Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket

<u>Lesson 18.4-</u> Count and Write 20	given a number from 1–20, count out that many objects.		
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Unit: 5 Measurement			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 19- Length and Height <u>Lesson 19.1-</u> Describe Attributes of Length and Height <u>Lesson 19.2-</u> Compare and Describe Lengths <u>Lesson 19.3-</u> Compare and Describe Heights	● K.MD.1-Identify and describe measurable attributes (length, weight, and height) of a single object using vocabulary terms such as long/short, heavy/light, or tall/short. ● K.M.2-Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute, and describe the difference.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s) Can you find ways to make numbers to 10? -Can you identify and describe measurable attributes? -Can you directly compare two objects?	Activities: crayons Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: Height, length Longer, shorter Taller Review: shorter

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Unit: 5 Measurement			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 20-Weight <u>Lesson 20.1-</u> Describe Attributes of Weight <u>Lesson 20.2-</u> Compare and Describe Weights <u>Lesson 20.3-</u> Describe More Than One Attribute of an Object	● K.MD.1-Identify and describe measurable attributes (length, weight, and height) of a single object using vocabulary terms such as long/short, heavy/light, or tall/short. ● K.M.2-Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute, and describe the difference.	Instructional Component(s): -I can statement -Warm Up Options- Math Routine or make connections -Check Understanding -Spark your learning -Learn Together Tasks- Build Understanding or Step it out -Teaching for success (Whole Group) -Sharpen Skills- Mental Math -Waggle Essential Question(s): -Can you identify and describe measurable attributes by weight?	Activities: -crayons Assessment(s): -Module Assessment- Forms A and B -Are you ready? -Exit Ticket Vocabulary: Weight Heavier,lighter New Vocabulary: heavier,lighter

First Grade

Unit 1: Ways to Add and Subtract			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
1: Addition Strategies Lessons: 1.1 Represent Addition 1.2 Count On 1.3 Add 10 More 1.4 Make a 10 to Add 1.5 Add Doubles 1.6 Use Known Sums to Add 1.7 Choose a Strategy to Add	1.OA.1, 1.OA.5, 1.OA.6, 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (lessons- 1.1, 1.7) 1.OA.5 Relate counting to addition and subtraction, e.g., by counting on 2 to add 2. (lesson-1.2) 1.OA.6 Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include counting on; making ten, e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$; decomposing a number leading to a ten, e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$; using the relationship between addition and subtraction, e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$; and creating equivalent but easier or known sums, e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$. (lessons- 1.3, 1.4, 1.5, 1.6, 1.7)	Instructional Component(s): *I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Wrap Up Essential Question(s): 1.1 Can students represent addition using equations, pictures, and objects? 1.2 Can I count on to add? 1.3 Can I find the sum of 10 and sum more? 1.4 Can I use the make a ten strategy to help	Activities: 1.1 connecting cubes, two- color counters, crayons 1.2 1.3 Tens Frames 1.4 Tens Frames Assessment(s): Module 1 Test Unit 1 Test After Module 4 Vocabulary: 1.1 Equation, is equal to (=), plus (+),

		add? 1.5 Can I identify, represent, and solve doubles facts? 1.6 Can I use doubles facts to help add other facts?	sum 1.2 Count on 1.4 Make a ten 1.5 Doubles
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2: Subtraction Strategies Lessons: 1. Represent Subtraction 2.2 Count Back 2.3 Count on to Subtract 2.4 Add to Subtract 2.5 Use 10 to Subtract 2.6 Choose a Strategy to Subtract	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Lessons- 2.1, 2.6) 1.OA.4 Understand subtraction as an unknown-addend problem. (Lessons- 2.4) 1.OA.5 Relate counting to addition and subtraction, e.g., by counting on 2 to add 2. (Lessons- 2.2, 2.3) 1.OA.6 Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include counting on; making ten, e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$; decomposing a number leading to a ten, e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$; using the relationship between addition and subtraction, e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$; and creating equivalent but easier or known sums, e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$. (Lessons- 2.4, 2.5, 2.6) 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (Lesson- 2.4)	Instructional Component(s): *I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Wrap Up Essential Question(s): 2.1 Can I represent subtraction using equations, pictures, and objects? 2.2 Can I count back to solve a subtraction problem? 2.3 Can I count on solving a subtraction problem? 2.4 Can I use addition to solve a subtraction problem? 2.5 Can I make a ten to solve a subtraction problem? 2.6 Can I choose a strategy to solve a subtraction problem?	Activities: 2.1 Pencils, connecting cubes, two-color counters, crayons 2.5 Tens Frames Assessment(s): Module 2 Test Unit 1 Performance Task after Module 4 Vocabulary: 2.1 Review vocabulary - equation, subtract. New vocabulary - difference, minus (-) 2.2 Count back 2.3 Review vocabulary - count back 2.5 Review vocabulary - make a ten (1.4)
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3: Properties of Operations Lessons: 3.1 Represent Addition in Any Order 3.2 Add in Any Order 3.3 Represent Addition of 3 Numbers 3.4 Add 3 Numbers 3.5 Add 3 Numbers to Solve Problems 3.6 Determine Equal and Not Equal 3.7 Develop Fluency in Addition	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Drawings need not show details, but should show the mathematics in the problem. (Lessons- 3.3, 3.4, 3.5) 1.OA.3 Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties. (Lessons- 3.1, 3.2, 3.3, 3.4, 3.5) 1.OA.6 Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include counting on; making ten, e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$; decomposing a number leading to a ten, e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$; using the relationship between addition and subtraction, e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$; and creating equivalent but easier or known sums, e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$. (Lesson- 3.7) 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (Lesson- 3.6)	Instructional Component(s): *I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Wrap Up Essential Question(s): 3.1 Can I use objects and draw to show that the sum stays the same when the order of the addends changes. 3.2 Can I show that when I change the order of addends the sum stays the same? 3.3 Can I use objects and draw to show how to add three numbers? 3.4 Can I use strategies to decide how to add three numbers? 3.5 Can I find the sum of three numbers to solve word problems? 3.6 Can I draw and write to show whether an equation is true or false? 3.7 Can I quickly solve addition facts within 10?	Activities: 3.1 connecting cubes, two-color counters, crayons, pencils 3.2 square tiles Assessment(s): Module 3 Test Unit 1 Performance Task after Module 4 Vocabulary: 3.1 Addends
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4: Apply the Addition and Subtraction Relationship Lessons: 4.1 Think Addition to Subtract 4.2 Represent Related Facts 4.3 Identify Related Facts 4.4 Use Addition to Check Subtraction 4.5 Use Subtraction to Find an Unknown Addend 4.6 Solve for the Unknown Addend 4.7 Develop Fluency in Subtraction	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Lesson- 4.6) 1.OA.4 Understand subtraction as an unknown-addend problem. (Lesson- 4.1) 1.OA.6 Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include counting on; making ten, e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$; decomposing a number leading to a ten, e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$; using the relationship between addition and subtraction, e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$; and creating equivalent but easier or known sums, e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$. (Lessons- 4.1, 4.2, 4.3, 4.4, 4.7) 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (Lessons- 4.1, 4.5, 4.6)	Instructional Component(s): *I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Wrap Up Essential Question(s): 4.1 Can I use addition to help solve a subtraction problem? 4.2 Can I represent related facts in different ways? Can I use related facts to find unknown numbers? 4.3 Can I tell when addition and subtraction facts are related to each other? 4.4 Can I use a related addition fact to check the answer to a subtraction problem? 4.5 Can I use a related subtraction fact to find an unknown addend? 4.6 Can I solve problems that have an unknown addend? 4.7 Can I quickly solve subtraction facts within 10?	Activities: 4.1 two-color counters, connecting cubes, crayons, pencils Assessment(s): Module 4 Test Unit 1 Performance Task after Module 4 Vocabulary: 4.2 Related facts 4.5 Review vocabulary - Addends (3.1)

Unit 2: Addition and Subtraction Situations and Data

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From Problems		unknown?	
6: Understand Put Together And Take Apart Problems Lessons 6.1 Represent Total Unknown Problems with Objects and Drawings 6.2 Represent Both Addends Unknown Problem with Objects and Drawings 6.3 Represent Addend Unknown Problems With Objects and Drawings 6.4 Represent Total Unknown Problems with a Visual Model 6.5 Represent Addend Unknown and	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Lessons- 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 6.1 Can I solve word problems when the total is unknown and represent the problem with objects, drawings, and questions? 6.2 Can I solve word problems when both addends are unknown and represent the problem with objects, drawings, and equations? 6.3 Can I solve word problems when one addend is unknown and represent the problem with objects, drawings, and equations? 6.4 Can I make a visual model to solve word problems when the total is unknown? 6.5 Can I make a visual model to solve word problems when one or both addends are unknown? 6.6 Can I solve word problems when the total is unknown or when one or both addends are	Activities: 6.1 number cube, two-color counters, connecting cubes, Ten Frames Assessment(s): Module 6 Test Unit 2 Performance Task after Module 8 Vocabulary: 6.1 Review vocabulary - equation (2.1)

Both Addends Unknown Problems with a Visual Model 6.6 Solve Put Together and Take Apart Problems 6.7 Solve Addition and Subtraction Problems		unknown? 6.7 Can I choose ways to solve word problems to find unknown sums, differences, or addends?	
7: Understand Compare Problems Lessons: 7.1 Represent Difference Unknown Problems with Objects and Drawings 7.2 Represent Bigger Unknown Problems with Objects and Drawings 7.3 Represent	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Lessons- 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 7.1 Can I solve addition and subtraction problems to find how many more and how many fewer? 7.2 Can I solve a word problem to find the bigger unknown amount? 7.3 Can I solve a word problem to find the smaller unknown amount?	Activities: 7.1 Two-color counters, connecting cubes Assessment(s): Module 7 Test Unit 2 Performance Task after Module 8 Vocabulary:

Smaller Unknown Problems with Objects and Drawings 7.4 Represent Difference Unknown Problems with a Visual Model 7.5 Represent Bigger Unknown and Smaller Unknown Problems with a Visual Model 7.6 Use Strategies to Solve Compare Problems 7.7 Solve Addition and Subtraction Situations		7.4 Can I use visual models and write equations to solve word problems that compare to find an unknown difference? 7.5 Can I use visual models and write equations to show bigger and smaller unknowns? 7.6 Can I use different strategies to solve word problems? 7.7 Can I write equations to model word problems?	7.1 Review vocabulary - fewer, more
8: Data 8.1 Interpret Picture Graphs 8.2 Represent	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (Lessons- 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7)	Instructional Component(s): I Can Statement Spark Your Learning	Activities: 8.1 Connecting cubes, crayons, pencil

Data with Picture Graphs 8.3 Interpret Tally Charts 8.4 Represent Data with Tally Charts 8.5 Interpret Bar Graphs 8.6 Represent Data with Bar Graphs 8.7 Use Data to Solve Problems	Learn Together Tasks Check Understanding Essential Question(s): 8.1 Can I read a picture graph and use the graph to answer questions, such as how many more? 8.2 Can I make a picture graph to organize information and use the graph to answer questions? 8.3 Can I read a tally chart and use the chart to answer questions? 8.4 Can I make a tally chart to organize information and use it to answer questions? 8.5 Can I read a bar graph and use the graph to answer questions? 8.6 Can I make a bar graph to organize information and use it to answer questions? 8.7 Can I use information given in a word problem to make a tally chart or bar graph to solve the problem?	Assessment(s): Module 8 Test Unit 2 Performance Task after Module 8 Vocabulary: 8.1 Picture graph 8.3 Tally marks (tallies), tally chart 8.5 Bar graph
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Unit 3: Numbers to 120

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10: Count and Represent Lessons: 10.1 Count to 120 10.2 Represent Numbers as Tens and Ones with Objects 10.3 Represent Numbers as Tens and Ones with Drawings 10.4 Decompose Numbers in Different Ways 10.5 Represent, Read, and Write Numbers from 100 to 110 10.6 Represent, Read, and Write Numbers from 110-120	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (Lessons- 10.1, 10.5, 10.6) 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones—called a “ten;” the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; and the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (Lessons- 10.2, 10.3, 10.4)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 10.1 Can I count forward from any number up to 120? 10.2 Can I use objects to show a two-digit number as tens and ones? 10.3 Can I draw to show a two-digit number as tens and ones? 10.4 Can I show a two-digit number as tens and ones in different ways? 10.5 Can I read and write numbers from 100 to 110 and show the numbers with objects and drawing? 10.6 Can I read and write numbers from 110 to 120 and show the numbers with objects and drawings?	Activities: Number ones, connecting cubes, pencils Counting Chart, Base Ten Blocks, Place-Value chart, small bags with 50-99 small objects, 120 small objects such as base ten blocks or connecting cubes Assessment(s): Module 10 Test Unit 3 Performance Task after Module 11 Vocabulary: 10.2 Review vocabulary - ones, tens (9.2)

11: Compare Numbers Lessons: 11.1 Understand Greater Than 11.2 Understand Less Than 11.3 Use Symbol to Compare 11.4 Compare Numbers	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (Lesson- 11.3) 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (Lessons- 11.1, 11.2, 11.3, 11.4)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 11.1 Can I use tens and ones to compare two-digit numbers and find which is greater? 11.2 Can I use tens and ones to compare two-digit numbers and find which is less? 11.3 Can I use the symbols $<$, $>$, and $=$ to compare two-digit numbers? 11.4 Can I compare two-digit numbers to solve problems?	Activities: Base-ten blocks, Place Value Chart, Hundred Chart, Number Line Assessment(s): Module 11 Test Unit 3 Performance Task after Module 11 Vocabulary: 11.1 is greater than 11.2 is less than 11.3 $<$, $>$

Unit 4: Addition and Subtraction in Base Ten

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
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12: Understand Addition and Subtraction with Tens and Ones Lessons: 12.1: Represent Adding Tens 12.2 Represent Subtracting Tens 12.3 Add or Subtract Tens 12.4 Use a Hundred Chart to Add 12.5 Represent Addition with Tens and Ones 12.6 Represent Make Ten to Add 12.7 Represent Make Ten to Add with a Visual Model 12.8 Use Mental Math to Find 10	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that when adding two-digit numbers, tens are added to tens; ones are added to ones; and sometimes it is necessary to compose a ten. (Lessons- 12.1, 12.3, 12.4, 12.5, 12.6, 12.7) 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (Lesson-12.8) 1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (Lessons- 12.2, 12.3)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 12.1 Can I add multiples of ten with multiples of ten? 12.2 Can I subtract multiples of ten from multiples of ten? 12.3 Can I add and subtract multiples of ten? 12.4 Can I use a hundred chart to add two-digit numbers with one-digit numbers or multiples of ten? 12.5 Can I show how to add a one-digit number or a multiple of ten to a two-digit number by combining tens and ones? 12.6 Can I use the make a ten strategy to add a two-digit number and a one-digit number? 12.7 Can I use a visual model to show how to use the make a ten strategy to add a two-digit number and a one-digit number? 12.8 Can I show 10 less or 10 more than a number without having to count?	Activities: Base-ten blocks, number cubes, connecting cubes, base ten blocks Assessment(s): Module 12 Test Unit 4 Performance Task after Module 13 Vocabulary: 12.1 Review vocabulary - equations, tens, ones
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Less and 10 More			
13: Two-Digit Addition and Subtraction Lessons: 13.1 Use a Hundred Chart to Show Two-Digit Addition and Subtraction 13.2 Understand and Explain Place Value Addition 13.3 Understand and Explain Place Value Subtraction 13.4 Solve Two-Digit Addition and Subtraction Problems 13.5 Practice Facts to 20 13.6 Practice	1.OA.6 Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include counting on; making ten, e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$; decomposing a number leading to a ten, e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$; using the relationship between addition and subtraction, e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$; and creating equivalent but easier or known sums, e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$. (Lesson- 13.5) 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that when adding two-digit numbers, tens are added to tens; ones are added to ones; and sometimes it is necessary to compose a ten. (Lessons- 13.1, 13.2, 13.4, 13.6) 1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (Lessons- 13.1, 13.3, 13.4, 13.6)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 13.1 Can I use a hundreds chart to add or subtract two-digit numbers? 13.2 Can I use place value to add two-digit numbers? 13.3 Can I use place value to subtract tens? 13.4 Can I choose strategies to solve two-digit addition and subtraction problems?	Activities: Hundred Chart, base ten blocks, Place Value Charts, index charts Assessment(s): Module 13 Test Unit 4 Performance Task after Module 13 Vocabulary: 13.1 Review vocabulary - count on 13.4 Review vocabulary - make a ten

Two-Digit Addition and Subtraction			
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Unit 5: Geometry			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies

14: Three-Dimensional Shapes Lessons: 14.1 Describe and Draw Three-Dimensional Shapes 14.2 Compose Three-Dimensional Shapes 14.3 Make New Three-Dimensional Shapes	1.G.1 Distinguish between defining attributes, e.g., triangles are closed and three-sided, versus non-defining attributes, e.g., color, orientation, overall size; build and draw shapes that possess defining attributes. (Lesson- 14.1) 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Students do not need to learn formal names such as “right rectangular prism.” (Lessons- 14.2, 14.3)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 14.1 Can I describe, build, and draw three-dimensional shapes? 14.2 Can I combine three-dimensional shapes to make a new shape? 14.3 Can I make new three-dimensional shapes by putting together combined shapes?	Activities: Three-dimensional shapes, pencils, Cone Pattern, Cube Pattern, Cylinder Pattern, Rectangular Prism Pattern (Teacher Resource Masters) Assessment(s): Module 14 Test Unit 5 Performance Task after Module 16 Vocabulary: 14.1 Review vocabulary - Curved surface, flat surface 14.1 cone, cube, cylinder, rectangular prism, sphere
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15: Two-Dimensional Shapes Lessons: 15.1 Sort Two-Dimensional Shapes by Attribute 15.2 Describe and Draw Two-Dimensional Shapes 15.3 Compose Two-Dimensional Shapes 15.4 Identify Composed Shapes 15.5 Make New Two-Dimensional Shapes	1.G.1 Distinguish between defining attributes, e.g., triangles are closed and three-sided, versus non-defining attributes, e.g., color, orientation, overall size; build and draw shapes that possess defining attributes. (Lessons- 15.1, 15.2) 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Students do not need to learn formal names such as “right rectangular prism.” (Lessons- 15.3, 15.4, 15.5)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 15.1 Can I use defining features to sort and identify two-dimensional shapes? 15.2 Can I use defining features to build and draw two-dimensional shapes? 15.3 Can I put two-dimensional shapes together to make a named shape? 15.4 Can I put two-dimensional shapes together to make new shapes? 15.5 Can I put combined shapes together to make a new shape?	Activities: Pattern blocks, plane shapes, Two-Dimensional Shape cards (Teacher Resource Masters), three-dimensional shapes, geometric shapes, Two-Dimensional Shapes (Teacher Resource Masters) 1-Inch Grid Paper (Teacher Resource Masters), scissors Assessment(s): Module 15 Test Unit 5 Performance Task after Module 16 ****Vocabulary: 15.1 Review vocabulary - circle, rectangle, square, triangle 15.1 side, vertex (vertices) 15.2 Review vocabulary - sides, vertices 15.2 hexagon, trapezoid
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16: Fraction Foundations Lessons: 16.1 Take Apart Two-Dimensional Shapes 16.2 Identify Equal or Unequal Shares 16.3 Partition Shapes into Halves 16.4 Partition Shapes into Fourths	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of or four of the shares in real-world contexts. Understand for these examples that decomposing into more equal shares creates smaller shares. (Lessons- 16.1, 16.2, 16.3, 16.4)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 16.1 Can I identify and represent how shapes that are the same size and shape can make circles and rectangles? 16.2 Can I identify and represent equal shares and unequal shares in circles and rectangles? 16.3 Can I identify and represent halves of circles and rectangles? 16.4 Can I identify and represent fourths of circles and rectangles?	Activities: Crayons, pencils, plane shapes, pattern blocks, Equal and Unequal Shares Cards (Teacher Resource Masters), pencils, crayons, scissors, Two-Dimensional Shapes (Teacher Resource Masters), Squares, Circles, and Rectangles (Teacher Resource Masters) Assessment(s): Module 16 Test Unit 5 Performance Task after Module 16 Vocabulary: 16.1 Review vocabulary - circle, square 16.2 equal shares, unequal shares 16.3 halves, half of 16.4 fourths, fourth of, quarters, quarter of
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Unit 6: Measurement

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
17:Measure Length Lessons: 17.1 Order Length 17.2 Use Indirect Measurement to Compare Length 17.3 Use Nonstandard Units to Measure Length 17.4 Make a Nonstandard Measuring Tool	1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (Lessons- 17.1, 17.2) 1.MD.2 Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (Lessons- 17.3, 17.4)	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 17.1 Can I order three objects by length? 17.2 Can I compare the lengths of two objects indirectly using the length of a third object? 17.3 Can I measure the length of objects using units that are the same size? 17.4 Can I make a measuring tool with units that are the same size and measure objects	Activities: Objects of different lengths, pieces of string, square tiles, paper clips, ones blocks, grid paper (Teacher Resource Masters) Assessment(s): Module 17 Test Unit 6 Performance Task after Module 18 Vocabulary: 17.1 Review vocabulary- length 17.1 longest, shortest 17.2 longer, shorter

		using the tool?	
18: Measure Time Lessons: 18.1 Understand Time to the Hour 18.2 Understand Time to the Half Hour 18.3 Tell Time to the Hour and Half Hour 18.4 Practice Time to the Hour and Half Hour	1.MD.3 Work with time and money. a. Tell and write time in hours and half hours using analog and digital clocks.	Instructional Component(s): I Can Statement Spark Your Learning Learn Together Tasks Check Understanding Essential Question(s): 18.1 Can I tell time to the hour using the hour hand? 18.2 Can I tell time to the half hour using the hour hand? 18.3 Can I tell time to the hour and half hour using the hour and minute hand? 18.4 Can I tell time to the hour and half hour?	Activities: Analog Clock Mode Time Cards (Teacher Resource Masters), crayons, scissors, pencils Assessment(s): Module 18 Test Unit 6 Performance Task after Module 18 Vocabulary: 18.1 hour hand, hour 18.2 half past, half hour 18.3 minute hand, minutes

Second Grade

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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
3.Data Lessons 3.1 collect and record data 3.2 interpret picture graphs 3.3 draw picture graphs to represent data 3.4 interpret bar graphs 3.5 draw bar graphs to represent data	2.MD.10 organize, represents, and interpret data with up to 4 categories	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you interpret and draw graphs to represent data?	Activities: Counters Connecting cubes Assessment(s): Module 3 assessment A and B Vocabulary: Review- tally chart, tally mark, picture graph, bar graph New- survey, data, key

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Unit: 2 Place Value

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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
5. Read, write, and show numbers to 1,000 Lessons 5.1 use expanded form 5.2 use number names 5.3 different ways to write numbers 5.4 different ways to show numbers 5.5 read, write, and show numbers	2.NBT. 3 read and write numbers to 1,000 using base ten numerals, number names, expanded form, and equivalent representations	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you read, write, and show numbers to 1,000?	Activities: Base ten blocks Math boards Connecting cubes Assessment(s): Module 5 assessment A and B Vocabulary: review - tens, hundreds, ones

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
6. Use Place Value Lessons 6.1 Count within 1,000 6.2 add and subtract 10 or 100 6.3 identify and extend number patterns 6.4 compare 3 digit numbers 6.5 use symbols to compare numbers	2.NBT.2 count forward and backward within 1,000 by 1's, 10's, and 100's starting at any number 2.NBT.8 mentally add 10 or 100 to a given number 100 to 900 and mentally subtract 10 or 100 from a given number 100 to 900 2.NBT.4 compare 2 three digit numbers based on meanings of the hundreds, tens, ones digits using $<$, $>$, $=$	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you use place value to add or subtract 10 or 100 from numbers 100 to 900? Can you use place value to compare 3 two digit numbers?	Activities: Place value chart Base ten blocks Assessment(s): Module 6 assessment A and B Vocabulary: review - equal to, greater than, less than New- pattern

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Unit: <u>3</u> Money and Time _____			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
7. Coins Lessons 7.1 relate place value to coins 7.2 identify and find the value of coins 7.3 compute the value of coin combinations 7.4 show amounts in different ways	2.MD.8 solve problems with money	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you identify and compute problems with coins?	Activities: Base ten blocks Play coins Assessment(s): Module 7 assessments A and B Vocabulary:

			Review- ones, tens new - cent sign, dime, penny, nickel, quarter, greatest value, least value
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
8. Dollar amounts Lessons 8.1 relate the value of coins to one dollar 8.2 compute the value of dollar combinations 8.3 solve problems involving money	2.MD.8 solve problems with money	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you solve problems with dollars and coins?	Activities: Play dollars Play coins Assessment(s): Module 8 assessments A and B Vocabulary:

			Review- cent, dime, penny, nickel, quarter New- dollar, dollar sign, decimal point
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
9. Time Lessons 9.1 telling and write to 5 minutes 9.2 different ways to tell and write time 9.3 practice telling and writing time 9.4 tell and write time with a.m and p.m.	2.MD.7 Tell and write time from analog and digital clocks to the nearest 5 minutes using a.m and p.m.	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you tell and write time to the nearest 5 minutes?	Activities: Analog clocks Assessment(s): Module 9 assessments A and B Vocabulary:

			Review- hour hand, minute hand New- hour, minute, half past, quarter past, a.m., p.m., midnight, noon
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Unit: __4 Two- digit Addition and Subtraction _____			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
10. Addition and subtraction counting strategies Lessons 10.1 use a hundred chart 10.2 use a number line 10.3 practice counting strategies	2.NBT.5 fluently add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. 2.NBT.6 add up to 4 two digit numbers	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready	Activities: Base ten blocks Open number line Hundreds chart Assessment(s): Module 10 assessment A and B

		Essential Question(s): Can you use various strategies to add and subtract within 100?	Vocabulary: Review-ones, tens
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
11.addition and subtraction grouping strategies Lessons 11.1 decompose ones to add 11.2 decompose ones to subtract 11.3 decompose numbers to add 11.4 decompose addends as tens and ones	2.NBT.5 fluently add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready	Activities: Base ten blocks 2 color counters Assessment(s): Module 11 assessment A and B

11.5 decompose numbers to subtract		Essential Question(s): Can you decompose numbers to add and subtract?	Vocabulary: Review-add, addend, subtract
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
12. Represent and record addition and subtraction Lessons 12.1 represent regrouping for addition 12.2represent regrouping for subtraction 12.3 represent and record two digit addition	2.NBT.5 fluently add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. 2.NBT.9 explain why addition and subtraction strategies work using place value and the properties of operations	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready	Activities: Base ten blocks Place value chart Assessment(s): Module 12 assessment A and B

12.4 represent and record two digit subtraction 12.5 add two digit numbers 12.6 subtract two digit numbers		Essential Question(s): Can you represent and record addition and subtract?	Vocabulary: Review-addend New- regroup
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
13. Develop addition and subtraction fluency Lessons 13.1 rewrite addition problems 13.2 rewrite subtraction problems 13.3 use	2.NBT.5 fluently add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. 2.NBT.6 add up to 4 two digit numbers 2.NBT.7 add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready	Activities: Paper Pencil Math board Assessment(s): Module 13 assessment A and B

addition and a number line to subtract 13.4 add 3 two digit numbers using strategies and properties 13.5 add 4 two digit numbers using strategies and properties	2.NBT.9 explain why addition and subtraction strategies work using place value and the properties of operations	Essential Question(s): Can you fluently add and subtract?	Vocabulary: Review-ones, tens
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
14. Algebra Lessons 14.1 use drawings to represent addition and subtraction situations 14.2 use equations to	2.OA.1 use addition and subtraction within 100 to solve one and two step word problems	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready	Activities: Connecting cubes 2 color counters Crayons Pencil Math board Assessment(s):

represent addition and subtraction situations 14.3 use drawings and equations to represent 2 digit addition 14.4 use drawings and equations to represent 2 digit subtraction		Essential Question(s): Can you solve one and two step word problems?	Module 14 assessment A and B HMH growth measure week of Lesson 14.2 Vocabulary: Review-addition equation, subtraction equation
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
15. Addition and subtraction word problems Lessons 15.1 solve addition word problems 15.2 solve	2.OA.1 use addition and subtraction within 100 to solve one and two step word problems	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready	Activities: Number cubes Base ten blocks Assessment(s):

subtraction word problems 15.3 solve multi step addition and subtraction word problems		Essential Question(s): Can you fluently add and subtract for word problems?	Module 15 assessment A and B Vocabulary: Review-equation New- operation
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Unit: __5 three digit addition and subtraction _____			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
16. three digit addition Lessons 16.1 use drawings to	2.NBT.7 add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets	Activities: Place value chart Base ten blocks Math board Crayons

represent 3 digit addition 16.2 decompose 3 digit addends 16.3 represent regrouping for addition 16.4 add 3 digit numbers	Are you ready Essential Question(s): Can you add three digit numbers?	Assessment(s): Module 16 assessment A and B Vocabulary: Review- hundreds, tens, ones, regroup
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
17. Three digit subtraction Lessons 17.1 represent three digit subtraction 17.2 represent	2.NBT.7 add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction 2.NBT.9 explain why addition and subtraction strategies work using	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready	Activities: Place value chart Base ten blocks Math board Crayons

regrouping for subtraction 17.3 subtract 3 digit numbers 17.4 represent regrouping with zeros 17.5 regrouping with zeros 17.6 add and subtract 3 digit numbers	place value and the properties of operations	Essential Question(s): Can you subtract three digit numbers?	Assessment(s): Module 17 assessment A and B Vocabulary: Review- hundreds, tens, ones
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Unit: __6 measurement: length_____			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
18. Length in inches, feet, and yards Lessons	2.MD.3 estimate length using units of inches, feet, centimeters, and meters 2.MD.1 measure the length of an	Instructional Component(s): I can statement Spark your learning	Activities: Inch ruler Square tiles Colored pencil

18.1 estimate lengths using inches 18.2 make and use a ruler 18.3 measure to the nearest inch 18.4 make line plots to show measurement data 18.5 estimate lengths using feet 18.6 measure in inches and feet 18.7 measure to the nearest yard 18.8 choose appropriate tools	object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes 2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. show the measurements by making a line plot. 2.MD.2 Measure the length of an object twice using length units of different lengths for the two measurements.	Learn together tasks Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you measure objects using inches, feet, and yards?	1 inch graph paper Assessment(s): Module assessment 18 A and B Vocabulary: New- estimate, inch, ruler, inch ruler, line plot, foot, yard, yardstick, measuring tape
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
19.length in centimeters and meters Lessons	2.MD.3 estimate length using units of inches, feet, centimeters, and meters 2.MD.1 measure the length of an object by selecting and using appropriate tools such as rulers,	Instructional Component(s): I can statement Spark your learning Learn together tasks Check understanding	Activities: Unit cubes Centimeter ruler Meter stick string

19.1 estimate lengths using centimeters 19.2 measure to the nearest centimeter 19.3 estimate lengths using meters 19.4 measure in centimeters and meters	yardsticks, meter sticks, and measuring tapes 2.MD.2 Measure the length of an object twice using length units of different lengths for the two measurements.	Waggle Exit tickets Are you ready Essential Question(s): Can you measure objects using centimeters and meters?	Assessment(s): Module assessment 19 A and B Vocabulary: New- centimeter, centimeter ruler, meter, meter stick
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
20.relate addition and subtraction to length Lessons	2.MD.6 Represent whole numbers as lengths from zero on a number line diagram with equally spaced points corresponding to the numbers 1,2, etc, and represent whole	Instructional Component(s): I can statement Spark your learning Learn together tasks	Activities: Inch ruler Yardstick Folder Centimeter ruler

20.1 relate inches to a number line 20.2 add and subtract lengths in inches 20.3 relate centimeters to a number line 20.4 add and subtract lengths in centimeters 20.5 measure and compare lengths in centimeters	number sums and differences within 100 on a number line diagram. 2.MD.5 use addition and subtraction within 100 to solve word problems involving lengths that are given in the same whole number units 2.MD.4 measure to determine how much longer one object is than another, expressing the length difference in terms of a standard whole length unit	Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you add and subtract lengths in centimeters and inches?	Yard stick Assessment(s): Module assessment 20 A and B Vocabulary: Review- inches, centimeters
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Unit: <u>7</u> Geometry and Fractions			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
21. 2 and 3	2.G.1 recognize and identify triangles, quadrilaterals, pentagons,	Instructional Component(s):	Activities:

dimensional shapes Lessons 21.1 identify and draw 3 dimensional shapes 21.2 identify 2 dimensional shapes 21.3 find and count angles in 2 dimensional shapes 21.4 sort 2 dimensional shapes by sides and angles	and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones, and cylinders.	I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you identify and draw 2 and 3 dimensional shapes?	Boxes Markers 3 dimensional shapes Dot paper 2 dimensional shapes Assessment(s): Module 21 assessment A and B Vocabulary: New- edge, face, vertex, vertices, hexagon, pentagon, quadrilateral, side, angle
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Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
	2.G.2 partition a rectangle into rows	Instructional Component(s):	Activities:

22. Understand fractions Lessons 22.1 partition rectangles 22.2 identify and describe equal shares 22.3 draw equal shares 22.4 show and describe an equal share 22.5 different ways to show equal shares	and columns of same size squares and count to find the total number of them 2.OA.4 use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and columns; write an equation to express the total as a sum of equal addends 2.G.3 partition circles and rectangles into 2, 3, or 4 equal shares, describe the shares using the words halves, thirds, or fourths or quarters	I can statement Spark your learning Learn together tasks Check understanding Waggle Exit tickets Are you ready Essential Question(s): Can you partition shapes into halves, thirds, and fourths?	Color tiles Math boards Assessment(s): Module 22 assessment A and B HMH growth measure in May Vocabulary: Review- rows, columns, equal shares, whole New- halves, thirds, fourths, half of, third of, fourth of, quarter of
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Third Grade

Unit: Unit 1 - Understand Multiplication and Area			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 1: Understand Multiplication	1.1: 3.OA.1	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students count equal groups and write an addition equation using arrays, number lines, and the commutative property of multiplication?	Activities: • 1-Centimeter Grid Paper Lesson 1.4 • connecting cubes Lessons 1.1–1.2, 1.6 • inch ruler Lesson 1.5 • Open Number Lines 1.1, 1.2, 1.5 • square tiles Lessons 1.3–1.5 • two-color counters Lessons 1.1–1.4, 1.6 Assessment(s): Pretest (Ohio Checkpoint) Module Test Vocabulary: Review: equal groups New: factors, multiply, product, array, commutative property
	1.2: 3.OA.1		
	1.3: 3.OA.7		
	1.4: 3.OA.5		
	1.5: 3.OA.3		
	1.6: 3.OA.3		

Unit: Unit 1 - Understand Multiplication and Area

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 2: Relate Multiplication and Area	2.1: 3.MD.5a and 3.MD.6 2.2: 3.MD. 5b and 3.MD.5a 2.3: 3.MD.7 amd 3.MD.7a 2.4: 3.MD.7b 2.5: 3.MD.7c and 3.MD.7d	Instructional Component(s): ● I Can... ● Spark Your Learning ● Learn together/ Build Understanding ● Check Understanding Essential Question(s): In a real world problem, can the students describe and find the area of a rectangle using concrete models and mathematical equations?	Activities: ● 1-Inch Grid Paper Lessons 2.1, 2.4–2.5 ● geoboard Lesson 2.1 ● square tiles Lessons 2.1–2.2, 2.4 ● two-color counters Lesson 2.1 Assessment(s): Module Assessment Vocabulary: ● area ● square unit ● unit square

Unit: Unit 2- Multiplication and Division

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 3: Understand Multiplication Strategies	3.1: 3.OA.3 3.2: 3.OA.3 3.3: 3.OA.3	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the Students fluently multiply with $\frac{2}{4}$, $\frac{5}{10}$, $\frac{3}{6}$.	Activities: • coins (nickels) Lesson 3.2 • Open Number Lines Lessons 3.1–3.3 • square tiles Lessons 3.1, 3.3 • two-color counters Lessons 3.1–3.3 Assessment(s): Module Test Vocabulary: • Doubles • multiples

Unit: Unit 2- Multiplication and Division

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 4: Apply Multiplication Properties as Strategies	4.1: 3.OA.5 4.2: 3.OA.5 4.3: 3.OA.5 & 3.OA.7 4.4: 3.OA.5 & 3.OA.7 4.5: 3.OA.5 & 3.OA.7 4.6: 3.OA.5 & 3.OA.7 4.7: 3.OA.5 & 3.OA.9	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the Students use the properties of multiplication (identity, zero, distributive, associative) with the factors 7, 8,9.	Activities: • connecting cubes Lesson 4.7 • Open Number Lines Lessons 4.4–4.6 • square tiles Lessons 4.1–4.6 • two-color counters Lessons 4.1–4.4, 4.7 Assessment(s): Module Test Vocabulary: • Identity property • Zero property • Distributive property • Associative property

Unit: Unit 2- Multiplication and Division

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 5: Multiplication with Multiples of 10	5.1: 3.NBT.3 5.2: 3.NBT.3 & 3.OA.5 5.3: 3.NBT.3 5.4: 3.NBT.3	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the Students use the distributive and associative properties and place value strategies to multiply multiples of ten by a single digit.	Activities: • 1-Centimeter Grid Paper Lesson 5.1 • base-ten blocks (tens) Lessons 5.3–5.4 • connecting cubes Lesson 5.3 • Open Number Lines Lesson 5.3 Assessment(s): Module Test Vocabulary REVIEW • Distributive property • Associative property • Place Value • Multiple • Regroup

Unit: Unit 2- Multiplication and Division

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 6: Understand Division	6.1: 3.OA.3 6.2: 3.OA.2 6.3: 3.OA.2 6.4: 3.OA.3 6.5: 3.OA.3 6.6: 3.OA.2 6.7: 3.OA.5	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students use concrete and visual models to represent and solve division problems.	Activities: • connecting cubes Lessons 6.1–6.7 • Open Number Lines Lessons 6.4 & 6.6 • square tiles Lessons 6.1–6.7 • two-color counters Lessons 6.1–6.7 Assessment(s): Module Test Vocabulary: • Divide • Dividend • Divisor • Quotient Review: • Array

Unit: Unit 2- Multiplication and Division

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 7: Relate Multiplication and Division	7.1: 3.OA.6 7.2: 3.OA.7 7.3: 3.OA.3 & 3.OA.7 7.4: 3.OA.3 & 3.OA.7 7.5: 3.OA.3 & 3.OA.7 7.6: 3.OA.6 & 3.OA.5 7.7: 3.OA.7	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students build fluency and relate multiplication and division as inverse operations using concrete and visual models.	Activities: • 1-Inch Grid Paper Lessons 7.1 and 7.6 • connecting cubes Lessons 7.2, 7.3, 7.7 • Open Number Lines 7.3, 7.5, 7.7 • square tiles Lessons 7.1–7.3, 7.5–7.6 • two-color counters Lessons 7.1–7.2, 7.4, 7.7 Assessment(s): Module Test Vocabulary: • Inverse operations • Related facts •

Unit: Unit 2- Multiplication and Division

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 8: Apply Multiplication and Division	8.1: 3.OA.9 8.2: 3.OA.4 & 3.OA.6 8.3: 3.OA.3 & 3.OA.4 8.4: 3.OA.3 & 3.OA.8 8.5: 3.OA.8 & 3.OA.3	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students apply multiplication and division to identify & extend patterns, find unknown numbers to practice one and two step problems.	Activities: • square tiles Lesson 8.2 • two-color counters Lessons 8.1–8.2 Assessment(s): Module Test Post-test (Ohio Checkpoint) Vocabulary: • Growing pattern • Rule •

Unit 3: Addition and Subtraction Strategies and Applications

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 9: Addition and Subtraction Strategies	9.1: 3.OA.9 9.2: 3.NBT.2 9.3: 3.NBT.2 9.4: 3.OA.8 9.5: 3.NBT.1 9.6: 3.NBT.1	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students use strategies involving the properties of addition? Can the students round and estimate within sums and differences of tens and hundreds?	Activities: • Addition Table (through 9) Lesson 9.1 • base-ten blocks (h-t-o) Lesson 9.4 • base-ten blocks (tens, ones) Lesson 9.3 • connecting cubes Lesson 9.1 • Open Number Lines Lessons 9.2–9.6 • Place-Value Charts (to Hundreds) Lessons 9.2–9.3, 9.5–9.6 • square tiles Lesson 9.1 Assessment(s): Module Test Vocabulary: • Commutative property of Addition • Identity Property of Addition • Associative Property of Addition • Round • Estimate • Compatible Numbers REVIEW: • Commutative Property of Addition

Unit 3: Addition and Subtraction Strategies and Applications

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 10: Addition and Subtraction within 1,000	10.1: 3.NBT.2 10.2: 3.NBT.2 10.3: 3.NBT.2 10.4: 3.NBT.2 10.5: 3.NBT.2 10.6: 3.OA.8	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students use expanded form and place value to add and subtract two and three-digit numbers?	Activities: • base-ten blocks Lessons 10.1–10.5 • Place-Value Charts (to Hundreds) Lessons 10.1, 10.5 Assessment(s): Module Test Vocabulary: • Expanded form REVIEW: • regroup

Unit 3: Addition and Subtraction Strategies and Applications

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 11: Understand Perimeter	11.1: 3.MD.8 11.2: 3.MD.8 11.3: 3.MD.8 11.4: 3.MD.8 11.5: 3.MD.8	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students explore, find, and estimate the perimeter of polygons? Can the students understand the relationship between area and perimeter?	Activities: • 1-Centimeter Grid Paper Lesson 11.3 • 1-Inch Grid Paper Lessons 11.1–11.2, 11.4–11.5 • Dot Paper (square) Lesson 11.1 • inch ruler Lesson 11.2 \ • square tiles Lessons 11.1–11.2, 11.4–11.5 Assessment(s): Module Test Vocabulary: • Perimeter Review: • area

Unit 3: Addition and Subtraction Strategies and Applications

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 12: Time Measurement and Intervals	12.1: 3.MD.1a 12.2: 3.MD.1a 12.3: 3.MD.1a 12.4: 3.MD.1a 12.5: 3.MD.1a	Instructional Component(s): ● I Can... ● Spark Your Learning ● Learn together/ Build Understanding ● Check Understanding Essential Question(s): Can the students tell and write time to the minute, use a.m. and p.m. appropriately, and measure time intervals?	Activities: ● analog clocks Lessons 12.1–12.3 ● Open Number Lines Lessons 12.2–12.3 Assessment(s): Module Test Vocabulary: ● Minute ● a.m. ● p.m. ● Midnight ● noon

Unit: Unit 4 Fractions

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies						
Module 13: Understanding Fractions as Numbers	13.1: 3.NF.1	Instructional Component(s): - I Can... - Spark Your Learning - Learn together/ Build Understanding - Check Understanding Essential Question(s): Can the students describe, represent and name: - Parts of a whole; - Unit fractions; - Fractions of a whole; - Fractions on a number line? Can the students express, represent, and name fractions equal to and greater than one whole? Can the students measure with a ruler marked to a ½” or ¼”? Vocabulary: - Equal parts - Fraction - Unit fraction <table><tr><td>eighths</td><td>fourths</td><td>halves</td></tr><tr><td>sixths</td><td>thirds</td><td>whole</td></tr></table>	eighths	fourths	halves	sixths	thirds	whole	Activities: 1-Centimeter Grid Paper Lessons 13.1–13.2 - Blank Fraction Strips (whole to fifths) Lesson 13.4 - fraction circles Lessons 13.3, 13.5–13.6 - Fraction Number Lines Lesson 13.4 - fraction strips Lesson 13.5 - inch ruler Lesson 13.7 - Open Number Lines Lesson 13.4 - square tiles Lesson 13.2 Assessment(s): Module Test Vocabulary: - Denominator - Numerator - Fraction greater than 1 - Mixed number
	eighths		fourths	halves					
	sixths		thirds	whole					
	13.2: 3.NF.1								
	13.3: 3.NF.1								
	13.4: 3.NF.2a								
	13.5: 3.NF.3a & 3.NF.3c								
	13.6: 3.NF.1 & 3.NF.2b								
	13.7: 3.MD.4								

Unit: Unit 4 Fractions

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 14: Relate Shapes, Fractions, and Area	14.1: 3.G.2 14.2: 3.G.2 14.3: 3.G.2	Instructional Component(s): ● I Can... ● Spark Your Learning ● Learn together/ Build Understanding ● Check Understanding Essential Question(s): Can the students relate shapes, fractions, and area?	Activities: ● 1-Centimeter Grid Paper Lessons 14.1–14.3 ● centimeter ruler Lesson 14.3 ● pattern blocks (hexagons) Lesson 14.3 Assessment(s): Module Test Vocabulary: Review: ● Area ● Square unit ● Unit square

Unit: Unit 4 Fractions

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 15: Compare Fractions	15.1: 3.NF.3d 15.2: 3.NF.3d 15.3: 3.NF.3d 15.4: 3.NF.3d	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students compare fractions using concrete and visual models, as well as reasoning strategies?	Activities: • 1-Centimeter Grid Paper Lesson 15.1 • Blank Fraction Strips (whole to fifths) Lessons 15.2–15.4 • fraction circles Lessons 15.1–15.4 • Fraction Number Lines Lessons 15.2–15.3 • fraction strips Lessons 15.1–15.4 • Open Number Lines Lessons 15.2–15.3 Assessment(s): Module Test Vocabulary: Review: • Equal to • Greater than • Less than

Unit: Unit 4 Fractions

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 16: Understand Equivalent Fractions	16.1: 3.NF.3a & 3.NF.3b 16.2: 3.NF.3a & 3.NF.3b 16.3: 3.NF.3a & 3.NF.3b	Instructional Component(s): ● I Can... ● Spark Your Learning ● Learn together/ Build Understanding ● Check Understanding Essential Question(s): Can the students represent, recognize, and generate equivalent fractions?	Activities: ● Fraction Number Lines Lessons 16.2–16.3 ● fraction strips Lessons 16.1–16.3 ● Open Number Lines Lessons 16.2–16.3 Assessment(s): Module Test Vocabulary: ● Equivalent fractions

Unit 5: Measurement and Data

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 17: Liquid Volume and Mass	17.1: 3.MD.2 17.2: 3.MD.2 17.3: 3.MD.2	Instructional Component(s): ● I Can... ● Spark Your Learning ● Learn together/ Build Understanding ● Check Understanding Essential Question(s): Can the students estimate, measure, and solve real world problems involving liquid measure and mass.	Activities: ● 1-liter measuring pitchers Lesson 17.1 ● gram masses Lessons 17.2–17.3 ● kilogram mass Lessons 17.2–17.3 ● pan balance Lessons 17.2–17.3 Assessment(s): Module Test Vocabulary: ● Liquid volume ● liter (L) ● mass ● gram (g) ● kilogram (kg)

Unit 5: Measurement and Data

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 18: Represent and Interpret Data	18.1: 3.MD.3 & 3.OA.8 18.2: 3.MD.3 18.3: 3.MD.3 18.4: 3.MD.3 18.5: 3.MD.4 18.6: 3.MD.4 18.7: 3.MD.3	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students represent and interpret data using picture graphs, bar graphs, and line plots?	Activities: • base-ten blocks (tens, ones) Lesson 18.4 • connecting cubes Lesson 18.4 • inch ruler Lessons 18.5–18.6 • square tiles Lesson 18.4 • two-color counters Lesson 18.2 Assessment(s): Module Test
			Vocabulary: • Key • Picture graph • Bar graph • Horizontal bar graph • Scale • Vertical bar graph • Line plot

Unit 6: Geometry

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 19: Define Two-Dimensional Shapes	19.1: 3.G.1 19.2: 3.G.1 19.3: 3.G.1 19.4: 3.G.1	Instructional Component(s): ● I Can... ● Spark Your Learning ● Learn together/ Build Understanding ● Check Understanding Essential Question(s): Can the students define and describe two-dimensional shapes using the attributes of angles and sides? Vocabulary: ● Angle ● Closed shape ● Line segment ● Open shape ● Plane shape ● Polygon ● Side ● Vertex	Activities: ● centimeter ruler Lesson 19.3 ● Dot Paper (square) Lessons 19.1–19.4 ● geoboard Lessons 19.2–19.3 ● inch ruler Lessons 19.1–19.2, 19.4 ● pattern blocks Lesson 19.1 Assessment(s): Module Test Vocabulary: ● Right angle ● Parallel line ● Parallelogram ● Rhombus ● Trapezoid Review: quadrilateral, rectangle, square

Unit 6: Geometry

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 20: Categorize Two-Dimensional Shapes	20.1: 3.G.1 20.2: 3.G.1 20.3: 3.G.1	Instructional Component(s): • I Can... • Spark Your Learning • Learn together/ Build Understanding • Check Understanding Essential Question(s): Can the students draw and categorize quadrilaterals and plane shapes?	Activities: • centimeter ruler Lessons 20.1–20.2 • Dot Paper (square) Lessons 20.1–20.2 • geoboard Lessons 20.1–20.2 • Venn Diagram Lesson 20.3 Assessment(s): Module Test Vocabulary: Review: Parallelogram Rectangle Rhombus Square Trapezoid Plane Shapes

Fourth Grade

Unit 1: Place Value and Whole Number			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 1: Place Value of Whole L1 - Understand Place Value Relationships L2 -Read and Write Numbers L3- Regroup and Rename Numbers L4- Compare and Order Numbers L5- Use Place Value Understand Numbers	NUMBER AND OPERATIONS IN BASE TEN Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000. 4.NBT.4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right by applying concepts of place value, multiplication, or division. 4.NBT.2 Read and write multi-digit whole numbers using standard form, word form, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place through 1,000,000.	Instructional Component(s): - I Can.... - Spark Your Learning - Learn Together (Build Understanding & Step It Out) - Check Understanding Essential Question(s): - Can students use a place value chart to compare values of different digits and justify the comparisons? - Can students read and write 6-digit numbers in standard form, word form, and expanded form? - Can students regroup and rename multi-digit whole numbers? - Can students compare and order three numbers to the hundred thousands place and read and justify the	Activities: - Use base ten blocks to model place value - Turn and Talk -strategies to represent numbers in different ways, using period names and commas in numbers, regrouping and renaming numbers, justifying estimations - Use place value charts Assessment(s): - HMH Growth Measure before beginning Module 1 - Module 1 Assessment Vocabulary: Place value, period, standard form, word form, expanded form, regroup, estimate, round

		comparison? • Can students use place-value understanding to round whole numbers through 1,000,000 and estimate?	
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Unit 1: Place Value and Whole Number

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
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Module 2: Addition and Subtraction of Whole Numbers 2.1 - Add Whole Numbers and Assess Reasonableness 2.2 - Subtract Whole Numbers and Assess Reasonableness 2.3 - Use Addition and Subtraction to Solve Comparison Problems 2.4 - Apply the Perimeter Formula for Rectangles	NUMBER AND OPERATIONS IN BASE TEN Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers less than or equal to 1,000,000. 4.NBT.4 Fluently add and subtract multi-digit whole numbers using a standard algorithm. OPERATIONS AND ALGEBRAIC THINKING Use the four operations with whole numbers to solve problems. 4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students add whole numbers greater than 1,000 using place value and a grid with regrouping? • Can students subtract whole numbers greater than 1,000 using place value and a grid with regrouping? • Can students draw a bar model for comparison problems? • Can students write an equation and use addition or subtraction to find the unknown number in a bar model? • Can students apply the perimeter formula to find the perimeter of a rectangle?	Activities: • Use base 10 blocks to model addition and subtraction. • Turn and Talk - estimating answers, using a place value chart to add and subtract, when to regroup, estimating differences, determining the correct operation, repeated addition as multiplication • Use place value charts Assessment(s): Module 2 Assessment Vocabulary: addend, estimate, formula
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Unit 2 Multiplication and Division Problems

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
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Module 3: Interpret and Solve Problem Situations 3.1 - Explore Multiplicative Comparisons 3.2 - Distinguish Between Multiplicative and Additive Comparisons 3.3 - Use Division to Solve Multiplicative Comparison Problems 3.4 - Use Comparisons to Solve Problem Situations 3.5 - Solve Multistep Problems with Multiplication and Division	NUMBER AND OPERATIONS IN BASE TEN Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers less than or equal to 1,000,000. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.6 Find whole number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. OPERATIONS AND ALGEBRAIC THINKING Use the four operations with whole numbers to solve problems. 4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students use visual models and equations to represent and interpret a multiplicative comparison? • Can students identify and represent multiplicative and additive comparison problems? • Can students solve a multiplicative comparison problem by using division with drawings and equations? • Can students write equations for the unknown values to model and solve multiplicative and additive comparison problems? • Can students solve multistep problems with multiplication and division by writing equations with letters representing unknown quantities?	Activities: • Three Reads • Use Visual Models (colored counters, tiles, number lines, bar models) • Turn and Talk - compare visual models, distinguish between addition and multiplication, division as inverse of multiplication • Comparison statements Assessment(s): Module 3 Assessment Vocabulary: inverse operation, factor
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Unit 2: Multiplication and Division Problems

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
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Module 4: Mental Math and Estimation Strategies 4.1 - Explore Multiplication Patterns with Tens, Hundreds, and Thousands 4.2 - Explore Division Patterns with Tens, Hundreds, and Thousands 4.3 - Estimate Products by 1-Digit Numbers 4.4 - Estimate Quotients Using Compatible Numbers 4.5 - Use Mental Math Strategies for Multiplication and Division	NUMBER AND OPERATIONS IN BASE TEN Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers less than or equal to 1,000,000. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.6 Find whole number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models OPERATIONS AND ALGEBRAIC THINKING Use the four operations with whole numbers to solve problems. 4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students use basic facts, patterns, and place value to multiply a multiple of 10, 100, or 1,000 by a 1-digit number? • Can students use basic facts, patterns, and place value to divide a multiple of 10, 100, or 1,000 by a 1-digit number? • Can students estimate products of 1-digit numbers and determine whether the exact product is reasonable? • Can students estimate the quotient of a division problem involving a 1-digit divisor using compatible numbers? • Can students use properties of operations and the relationship between multiplication and division to find products and quotients using mental math?	Activities: • Three Reads • Use Visual Models (base 10 blocks, colored counters, tiles, number lines, digit cards) • Turn and Talk - expanding basic multiplication facts, using place value, applying multiplication strategies to division, using patterns to find quotients, estimating products Assessment(s): Module 4 Assessment Exit Tickets - Formative Assessment Vocabulary: compatible numbers, Commutative Property of Multiplication, Distributive Property
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Unit 2: Multiplication and Division Problems			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 5:	OPERATIONS AND ALGEBRAIC	Instructional Component(s):	Activities:

Multiply by 1-Digit Numbers 5.1 - Represent Multiplication 5.2 - Use Area Models and the Distributive Property 5.3 - Multiply Using Expanded Form 5.4 - Multiply Using Partial Product 5.5 - Use Place Value to Multiply 2-Digit Numbers 5.6 - Multiply 3-Digit and 4-Digit Numbers 5.7 - Use Equations to Solve Multistep Problems	THINKING Use the four operations with whole numbers to solve problems. 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) 4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	• I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students describe how to represent multiplication using arrays or concrete models such as counters and base-ten blocks? • Can students break apart a 2-digit factor to multiply a 2-digit factor by a 1-digit factor? • Can students use partial products to find the product of a 1-digit number and a 3-digit number? • Can students record partial products to multiply a multi-digit number by a 1-digit number? • Can students use place value and regrouping to multiply a 2-digit number by a 1-digit number? • Can students use the standard algorithm to find the product of a multi-digit number and a single-digit number? • Can students use equations to solve multi-step problems?	• Three Reads • Use Visual Models (base 10 blocks, colored counters, digit cards, CM ruler, grid, area models, place value charts) • Turn & Talk - determine value of a digit, choose and describe a method, multiple ways to solve, using place value, mental math, repeated addition is multiplication, multi-step equations, compare actual answers with estimates Assessment(s): OST CheckPoint as Pre-Assessment Module 5 Assessment OST CheckPoint as Post-Assessment Exit Tickets - formative assessment Vocabulary: partial product, order of operations
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Unit 2: Multiplication and Division Problems

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 6: Understanding Division by 1-Digit Numbers 6.1 - Representing Division 6.2 - Investigate Remainders 6.3 - Interpret Remainders 6.4 - Use Area Models and the Distributive Property to Divide 6.5 - Divide Using Repeated Subtraction 6.6 - Divide Using Partial Quotient	OPERATIONS AND ALGEBRAIC THINKING Use the four operations with whole numbers to solve problems. 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) 4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Gain familiarity with factors and multiples. 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students use visual models and equations to represent division problems? • Can students use visual models to identify the whole-number quotient and remainder in a division problem? • Can students solve a division problem and interpret the remainder in the context of the problem? • Can students solve multi-digit division problems using area models and the Distributive Property? • Can students write an equation to represent a division problem and use repeated subtraction to solve? • Can students use partial quotients to divide multi-digit numbers by 1-digit numbers?	Activities: • Three Reads • Use Visual Models (base 10 blocks, two color counters, square tiles, area models, grids, number lines) • Turn and Talk - multiplication and division equations to model, relationship between multiplication and division, connect to vocabulary (dividend, divisor, quotient, remainder), interpret remainders, multiplication strategies, division as repeated subtraction, strategies to solve division Assessment(s): Module 6 Assessment Exit Tickets - formative assessment Vocabulary: remainder, Distributive Property, multiple, partial quotient



Unit 2: Multiplication and Division Problems

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 7: Divide by 1-Digit Numbers 7.1- Represent Division with Regrouping 7.2-Use Place Value to Divide 7.3-Divide by 1-Digit Numbers 7.4-Solve Multistep Multiplication and Division	OPERATIONS AND ALGEBRAIC THINKING Use the four operations with whole numbers to solve problems. 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) 4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students represent and record division problems with a 1-digit divisor and regrouping? • Can students determine how many digits a whole-number quotient will have and use long division to divide? • Can students divide a multi-digit number by a 1-digit number and check the answer? • Can students solve multistep word problems involving multiplication, division, and interpretation of remainders?	Activities: • Three Reads • Use Visual Models - (base 10 blocks) • Turn and Talk - division strategies, regrouping to divide, assess reasonableness, interpret remainders, Assessment(s): Exit Slips - formative assessment Module 7 Assessment Vocabulary:

Unit 3: Extend and Apply Multiplication

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 8: Multiply by 2-Digit Numbers 8.1-Multiply with Tens 8.2-Estimate Products 8.3-Relate Area Models and Partial Products 8.4-Multiply Using Partial Products 8.5-Multiply with Regrouping 8.6-Choose a Multiplication Strategy 8.7-Solve Multistep Problems and Assess Reasonableness	NUMBER AND OPERATIONS IN BASE TEN Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers less than or equal to 1,000,000. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students use different strategies to multiply with multiples of ten? • Can students estimate products using a variety of methods and predict how the estimated product will relate to the actual product? • Can students use area models and partial products to multiply two 2-digit numbers? • Can students multiply two 2-digit numbers using different methods? • Can students fluently multiply two 2-digit numbers using the method of regrouping? • Can students fluently multiply two 2-digit numbers using the method of their choice? • Can students solve word problems that involve two and three steps using whole numbers and all four operations?	Activities: • Three Reads • Use Visual Models - (base 10 blocks, area models, grids) • Turn and Talk - multiplication strategies, division strategies, explain Distributive Property Assessment(s): Exit Slips - formative assessment Module 8 Assessment Vocabulary: review partial product, Distributive Property compatible numbers



Unit 3: Extend and Apply Multiplication

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 9: Apply Multiplication to Area 9.1-Apply the Area Formula to Rectangles 9.2-Find the Area of Combined Rectangles 9.3-Find Unknown Measures 9.4-Solve Area Problems	MEASUREMENT AND DATA Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 4.MD.3 Develop efficient strategies to determine the area and perimeter of rectangles in real-world situations and mathematical problems. For example, given the total area and one side length of a rectangle, solve for the unknown factor, and given two adjacent side lengths of a rectangle, find the perimeter.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students find the area of a rectangle by using the formula for area? • Can students find the area of a figure made of combined rectangles? • Can students find the unknown measure of a rectangle given the length of one side and the area or perimeter? • Can students find the area of a rectangular region that is formed by taking away rectangular pieces from its interior?	Activities: • Three Reads • Use Visual Models - (CM rule, IN ruler, square tiles) • Turn and Talk - compare perimeter and area, multistep multiplication - different strategies Assessment(s): Module 9 Assessment Vocabulary: Base, height

Unit 4: Fractions and Decimals

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 10: Algebraic Thinking: Number Theory 10.1-Investigate Factors 10.2-Identify Factors 10.3-Generate Multiples Using Factors 10.4-Identify Prime and Composite Numbers 10.5-Generate and Analyze Number Patterns	Gain familiarity with factors and multiples. 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. Generate and analyze patterns. 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students use visual models and equations to find all the factor pairs of a number? • Can students use division to determine whether a number is a factor of another number? • Can students determine whether a number is a multiple of another number and generate a list of multiples? • Can students determine whether a number is prime or composite? • Can students follow a given rule to write numbers in a pattern and identify other features of the pattern that are not stated in the rule?	Activities: • Three Reads • Use Visual Models -(square tiles, grids) • Turn and Talk- compare visuals, relate multiplication facts to visuals, connect division to multiplication, determine divisibility, compare factors and multiples, determine prime or composite, find and continue patterns Assessment(s): Exit Slips - formative assessment Module 10 Assessment OST - Checkpoint?

Vocabulary:
 review factor, multiple, pattern, rule
 factor pair, divisible, composite number,
 prime number, term

Unit 4: Fractions and Decimals			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 11: Fraction Equivalence and Comparison 11.1-Compare Fractions Using Visual Models 11.2-Compare Fractions Using Benchmarks 11.3-Explain Fractions Equivalence Using Visual Models 11.4- Generate Equivalent Fractions 11.5-Use Common Multiples to Write Equivalent Fractions 11.6-Compare Fractions Using Common Numerators and Denominators 11.7-Use Comparisons to Order Fractions	NUMBER AND OPERATIONS—FRACTIONS Extend understanding of fraction equivalence and ordering limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. 4.NF.4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students use visual models to compare two fractions with different numerators and denominators? • Can students use benchmarks to compare two fractions and record the comparison with the symbols $<$ or $>$? • Can students use a visual model to show that two fractions are equivalent and explain why they are equivalent? • Can students use multiplication and division to write fractions that are equivalent to a given fraction? • Can students use common multiples to rewrite two fractions so they have a common denominator or a common numerator? • Can students use common numerators or denominators to compare two fractions that have different numerators and denominators? • Can students use different strategies to compare and order three or more fractions?	Activities: • Three Reads • Use Visual Models -(fraction circles, fractions strips, fraction number lines) • Turn and Talk - comparing fractions, finding fraction patterns, exploring equivalent fractions, common denominators and numerators, strategies to compare and order fractions Assessment(s): Growth Measure - at the end of Module 11 Module 11 - Assessment Exit Tickets - formative assessment Vocabulary: review equivalent fractions benchmark, common factor, common denominator, common multiple

Unit 4: Fractions and Decimals

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 12: Relate Fractions and Decimals 12.1-Represent Tenths as Fractions and Decimals 12.2-Represent Hundredths as Fractions and Decimals 12.3-Identify Equivalent Fractions and Decimals 12.4-Compare Decimals 12.5-Relate Fractions, Decimals, and Money 12.6-Solve Multistep Money Problems	Understand decimal notation for fractions, and compare decimal fractions limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. In general, students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators, but addition and subtraction with unlike denominators is not a requirement at this grade. 4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. 4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ MEASUREMENT AND DATA 4.MD.2 Solve real-world problems involving money, time, and metric measurement.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students use visual models and decimal notation to represent fractions, mixed numbers, and decimals in tenths? • Can students use a visual model and decimal notation to represent fractions, mixed numbers, and decimals in hundredths? • Can students write a fraction in tenths as a fraction in hundredths and as a decimal in tenths and hundredths? • Can students use decimal models, number lines, and place-value charts to compare decimals and use $<$, $>$, and $=$ to write decimal comparisons? • Can students use hundredths, models, fractions, and decimals to represent money amounts? • Can students solve multistep money problems using bills and coins, visual models, or cents and represent money amounts as fractions, mixed numbers and decimals?	Activities: • Three Reads • Use Visual Models -(decimal models for tenths and hundredths, number lines for tenths and hundredths, number lines for fraction and decimal equivalence, decimal place value charts) • Turn and Talk - represent fractions and decimals, mixed numbers as decimals, fractions / decimals on a number line, comparing decimals, relate fractions in tenths to fractions in hundredths, rename decimal tenths as hundredths, explore strategies to compare decimals, fractions and decimals as money, different denominations to model money Assessment(s): Module 12 - Assessment Exit Tickets - formative assessment Vocabulary: decimal, decimal point, tenth, hundredth, equivalent decimals,

Unit 4: Fractions and Decimals

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 13: Use Fractions to Understand Angles 13.1- Explore Lines, Rays, and Angles 13.2-Explore Angles 13.3-Relate Angles to Fractional Parts of a Circle 13.4-Relate Degrees to fractional Parts of a Circle 13.5-Measure and Draw Angles Using Protractors 13.6-Join and Separate Angles 13.7-Find Unknown Angle Measures	MEASUREMENT AND DATA, 4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. 4.MD.6 Measure angles in whole number degrees using a protractor. Sketch angles of specified measure. 4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. GEOMETRY Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures.	Instructional Component(s): - I Can.... - Spark Your Learning - Learn Together (Build Understanding & Step It Out) - Check Understanding Essential Question(s): - Can students identify, draw, and name angles? - Can students compare angles and use unit angles to find how many of the unit angles complete a circle? - Can students measure an angle as it relates to the fractional part of the circle? - Can students find the measure of an angle by using its fractional part of a circle? - Can students use a protractor to accurately and precisely measure and draw angles? - Can students find the measure of angles that are joined or separated? - Can students use the relationship between known angles to find the measures of unknown angles?	Activities: - Three Reads - Use Visual Models -(straight edge, fraction circles, using protractors) - Turn and Talk - identify geometric figures, compare geometric figures, identify angles, angles in a circle, fractions of a circle, using a protractor, sum of angles, finding unknown angle measures Assessment(s): Exit Slips - formative assessment Module 13 Assessment

Vocabulary:
 line segment, angle, ray, point, line, endpoint, vertex, acute angle, degrees, obtuse angle, reflex angle, right angle, straight angle, protractor

Unit 5: Operations with Fractions

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 14: Understand Addition and Subtraction of Fractions with Like Denominators 14.1-Decompose Fractions into Sums 14.2-Join Parts of the Same Whole 14.3-Represent Addition of Fractions 14.4-Separate Parts of the Same Whole 14.5-Represent Subtraction of Fractions 14.6-Add Fractional Parts of 10 and 100	NUMBER AND OPERATIONS—FRACTIONS Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. (Fractions need not be simplified). 4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students decompose visual fraction models into sums and model the decomposition with addition equations? • Can students use fraction models to solve problems and describe joining fractions with like denominators? • Can students use visual representations to add fractions and write equations to model a given number line or word problem? • Can students show subtraction of fractions with visual models and use words to describe the difference? • Can students write equations and find the difference of fractions with like denominators? • Can students rename fractions with denominators of 10 and 100 so both have denominators of 100 and add the fractions?	Activities: • Three Reads • Use Visual Models -(fraction circles, fraction strips, fraction number lines) • Turn and Talk -model missing measures with equations, justify reasonableness of answers, create operations to represent visual models, compare fraction models for adding and subtracting, compare methods, explain renaming tenths and hundredths Assessment(s): Exit Slips - formative assessment Module 14 Assessment Vocabulary: unit fraction, common denominator

Unit 5: Operations with Fractions

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 15: Add and Subtract Fractions and Mixed Numbers with Like Denominators 15.1-Add and Subtract Fractions to Solve Problems 15.2-Rename Fractions and Mixed Numbers 15.3-Add and Subtract Mixed Numbers to Solve Problems 15.4-Rename Mixed Numbers to Subtract 15.5-Apply Properties of Addition to Add Fractions and Mixed Numbers 15.6-Practice Solving Fraction Problems	NUMBER AND OPERATIONS—FRACTIONS 4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students add and subtract fractions greater than one with like denominators to solve real world problems? • Can students rename mixed numbers as a sum of fractions with like denominators? • Can students use visual models and equations to add and subtract mixed numbers with like denominators? • Can students rename mixed numbers to subtract fractions with like denominators to solve real-world problems? • Can students add fractions and mixed numbers using the properties of addition? • Can students add and subtract fractions and mixed numbers with like denominators to solve real-world problems?	Activities: • Three Reads • Use Visual Models -(fraction circles, fraction strips, fraction number lines) • Turn and Talk -different ways to solve fraction problems, fractions greater than 1, relationship between numerator and denominator, solve without a visual model, renaming mixed numbers, explaining how to solve, related equations to solve, methods to solve, discuss use of properties of addition Assessment(s): Exit Slips - formative assessment Module 15 Assessment

Vocabulary:
mixed numbers,

Unit 5: Operations with Fractions			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 16: Multiply Fractions by Whole Numbers 16.1-Understand Multiples of Unit Fractions 16.2-Find Multiples of Fractions 16.3-Represent Multiplication of a Fraction by a Whole Number 16.4-Solve Problems Using Multiplication of a Fraction or Mixed Number by a Whole Number	NUMBER AND OPERATIONS —FRACTIONS Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. (Fractions need not be simplified). 4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$ or $5/4 = (1/4) + (1/4) + (1/4) + (1/4) + (1/4)$. b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6/5$, recognizing this product as $6/5$. 6 (In general, $n \times (a/b) = (n \times a)/b$.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	Instructional Component(s): - I Can.... - Spark Your Learning - Learn Together (Build Understanding & Step It Out) - Check Understanding Essential Question(s): - Can students represent a fraction as the product of a whole number and a unit fraction and as an equation using repeated addition? - Can students represent the product of a whole number and a fraction as the product of a whole number and a unit fraction? - Can students find the product of a whole number and a fraction using a visual representation or an equation? - Can students solve problems involving the multiplication of mixed numbers and whole numbers?	Activities: - Three Reads - Use Visual Models -(fraction strips, fraction circles, fraction number lines) - Turn and Talk -share equations to model multiples of a fraction, compare methods for solving fraction multiplication, compare fraction multiplication to whole number multiplication, strategies for solving without a visual, discuss using Distributive Property to solve with mental math, solving mixed number multiplication without renaming as a fraction greater than 1 Assessment(s): Exit Slips - formative assessment Module 16 Assessment
			Vocabulary:

Unit 6: Two-Dimensional Figures and Symmetry

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 17: Two-Dimensional Figures 17.1-Identify and Draw Perpendicular and Parallel Lines 17.2-Identify and Classify Triangles by Angles 17.3-Identify and Classify Triangles by Sides 17.4-Identify and Classify Quadrilaterals 17.5- Measure and Draw Angles of Two-Dimensional Figures	GEOMETRY Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 4.G 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures. 4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.	Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s): • Can students identify parallel lines, perpendicular lines, and lines that are neither parallel nor perpendicular? • Can students measure and classify all of the angles in a triangle? • Can students describe the differences between equilateral, isosceles, and scalene triangles? • Can students identify trapezoids, parallelograms, rectangles, rhombuses, and squares? • Can students use a protractor to accurately and precisely measure and draw angles in two-dimensional figures?	Activities: • Three Reads • Use Visual Models -(straight edge, protractor, CM ruler) • Turn and Talk -compare written descriptions and labels on a neighborhood illustration, discuss definitions of line vocabulary, classify triangles by types of angles, compare triangles for similarities and differences, classify 4-sided figures, determine how angle measures classify a triangle Assessment(s): OST checkpoint? Exit Slips - formative assessment Module 17 Assessment Vocabulary: Review line segment, polygon, triangle, quadrilateral intersecting lines, parallel lines, perpendicular lines, acute triangle, obtuse triangle, right triangle, equilateral triangle, isosceles triangle, scalene triangle, parallelogram, rectangle, rhombus, square, trapezoid

Unit 6: Two-Dimensional Figures and Symmetry

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 18: Symmetry and Patterns 18.1-Recognize Lines of Symmetry 18.2-Identify and Draw Lines of Symmetry 18.3-Generate and Identify Shape Patterns		Instructional Component(s): • I Can.... • Spark Your Learning • Learn Together (Build Understanding & Step It Out) • Check Understanding Essential Question(s):	Activities: • Three Reads • Use Visual Models -color paper, grid paper and dot paper for creating shapes, • Turn and Talk - Assessment(s): Exit Slips - formative assessment Module 18 Assessment Vocabulary: line of symmetry, line symmetry

Unit 7: Measurement, Data, and Time

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Fifth Grade

Unit: <u>1: Whole Numbers, Expressions, and Volume</u>			
Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
1: Whole Number Place Value and Multiplication 1.1 Recognize the 10 to 1 Relationship Among Place-Value Positions 1.2 Use Powers of 10 and Exponents 1.3 Use a Pattern to Multiply by Multiples of 10, 100, and 1,000 1.4 Multiply by 1-Digit Numbers 1.5 Multiply by Multi-Digit Numbers 1.6 Develop Multiplication Fluency	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1 /10 of what it represents in the place to its left. 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10. 5.NBT.5 Fluently multiply multi-digit whole numbers using a standard algorithm.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I explain how the place value of a digit changes if it is shifted more than one place to the right or left in a given number, patterns with zero and powers of ten, and fluently multiply using standard algorithm?	Activities: Module 1 Assessment review (Form A?) Assessment(s): Module 1 Assessment Vocabulary: base exponent multiplication digit fluency place value

Unit: 1: Whole Numbers, Expressions, and Volume

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
2: Understand Division of Whole Numbers 2.1 Relate Multiplication to Division 2.2 Represent Division with 2-digit Divisors 2.3 Estimate with 2-Digit Divisors 2.4 Use Partial	5.NBT.6 Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I relate multiplication to division and use multiplication to solve division problems?	Activities: Module 2 Assessment review (Form A?) Assessment(s): Module 2 Assessment Vocabulary: compatible numbers dividend divisor inverse operations quotient remainder partial quotients

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Unit: 1: Whole Numbers, Expressions, and Volume

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 4: Expressions 4.1 Write Numerical Expressions 4.2 Interpret Numerical Expressions 4.3 Evaluate Numerical Expressions 4.4 Use Grouping Symbols	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with this symbol. Formal use of algebraic order of operations is not necessary. 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I evaluate and write numerical expressions?	Activities: Module 4 Assessment review Form A? Assessment(s): Module 4 Assessment Vocabulary: difference product quotient sum evaluate

			numerical expression order of operations
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Unit: 1: Whole Numbers, Expressions, and Volume[illegible]

	rectangular prism with whole number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the Associative Property of Multiplication. b. Apply the formulas $V = \ell \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.		face cubic unit unit cube
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Unit: 2. Add and Subtract Fractions and Mixed Numbers

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 6: Understand Addition and Subtraction of Fractions with Unlike Denominators 6.1 Represent Fraction Sums & Differences 6.2 Represent Addition with Different-Sized Parts 6.3 Represent Subtraction with Different-Sized Parts 6.4 Rewrite Fractions with a Common Denominator	5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers and fractions greater than 1) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I understand addition and subtraction with unlike denominators?	Activities: Module 6 Assessment review (Form A?) Assessment(s): Module 6 Assessment Vocabulary: equivalent fraction common denominator

Unit: 2. Add and Subtract Fractions and Mixed Numbers

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 7: Add and Subtract Fractions and Mixed Numbers with Unlike Denominators 7.1 Use Benchmarks and Numbers Sense to Estimate 7.2 Assess Reasonableness of Fraction Sums and Differences 7.3 Assess Reasonableness of Mixed Number Sums and Differences 7.4 Rename Mixed Numbers to Subtract 7.5 Apply Properties of Addition 7.6 Practice Addition and Subtraction Using Equations	● 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers and fractions greater than 1) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. ● 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I understand, estimate, rename, and solve equation problems involving addition and subtraction of fractions and mixed numbers?	Activities: Module 7 Assessment review (Form A?) Assessment(s): Module 7 Assessment Vocabulary: Associative Property of Addition benchmark common denominator Commutative Property of Addition equivalent fraction

Unit: 3. Multiply Fractions and Mixed Numbers

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 8: Understand Multiplication of Fractions 8.1 Explore Groups of Equal Shares to Show Multiplication 8.2 Represent Multiplication of Whole Numbers by Fractions 8.3 Represent Multiplication with Unit Fractions 8.4 Represent Multiplication of Fractions 8.5 Use Representations of Area to Develop Procedures 8.6 Interpret Fraction Multiplication as Scaling 8.7 Multiply Fractions	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a part of a partition of q into b equal parts, equivalently, as the result of a sequence of operations $a \times q \div b$. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. 5.NF.5 Interpret multiplication as scaling (resizing). a. Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. 5.NF.6 Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can you represent multiplication of fractions and apply those skills to scaling?	Activities: Module 8 Assessment review (Form A?) Assessment(s): Module 8 Assessment Vocabulary: area multiplication unit fraction

Unit: 3. Multiply Fractions and Mixed Numbers

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 9: Understand and Apply Multiplication of Mixed Numbers 9.1 Explore Area and Mixed Numbers 9.2 Multiply Mixed Numbers 9.3 Practice Multiplication with Fractions and Mixed Numbers 9.4 Apply Fraction Multiplication to Find Area	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts, equivalently, as the result of a sequence of operations $a \times q \div b$. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. 5.NF.6 Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I solve area and/or multiplication problems using fractions and mixed numbers?	Activities: Module 9 Assessment review (Form A?) Assessment(s): Module 9 Assessment Vocabulary: area mixed number

Unit: 4. Divide Fractions and Convert Customary Units

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 10: Understand Division with Whole Numbers and Unit Fractions 10.1 Interpret a Fraction as Division 10.2 Represent and Find the Size of Equal Parts 10.3 Use Representation of Division of Unit Fractions by Whole Numbers 10.4 Represent and Find the Number of Equal-Sized Parts 10.5 Use Representations of Division of Whole Numbers by Unit Fractions	5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. In general, students able to multiply fractions can develop strategies to divide fractions, by reasoning about the relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. b. Interpret division of a whole number by a unit fraction, and compute such quotients. c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I interpret and use the representation of fractions as division and of division with unit fractions and whole numbers?	Activities: Module 10 Assessment review (Form A?) Assessment(s): Module 10 Assessment Vocabulary: dividend divisor quotient

Unit: 4. Divide Fractions and Convert Customary Units

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 11: Divide with Whole Numbers and Unit Fractions 11.1 Related Multiplication 11.2 Divide Whole Numbers by Unit Fractions 11.3 Interpret and Solve Division of a Whole Number by a Unit Fraction 11.4 Divide Unit Fractions by Whole Numbers 11.5 Interpret and Solve Division of Unit Fraction by a Whole Number 11.6 Solve Division Problems using Visual Models and Equations.	5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. In general, students able to multiply fractions can develop strategies to divide fractions, by reasoning about the relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. b. Interpret division of a whole number by a unit fraction, and compute such quotients. c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I interpret and solve division problems of units and whole numbers using visual models and equations?	Activities: Module 11 Assessment review (Form A?) Assessment(s): Module 11 Assessment Vocabulary: divide divisor dividend quotient unit fraction

Unit: 4. Divide Fractions and Convert Customary Units

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 12: Customary Measurement 12.1 Convert Customary Measurements 12.2 Solve Multistep Customary Measurement Problems 12.3 Represent and Interpret Measurement Data in Line Plots 12.4 Convert Time and Find Elapsed Time	5.MD.1 Know relative sizes of these U.S. customary measurement units: pounds, ounces, miles, yards, feet, inches, gallons, quarts, pints, cups, fluid ounces, hours, minutes, and seconds. Convert between pounds and ounces; miles and feet; yards, feet, and inches; gallons, quarts, pints, cups, and fluid ounces; hours, minutes, and seconds in solving multistep, real-world problems. <i>Common Core language:</i> 5.MD.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. 5.MD.2 Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade, e.g., including U.S. customary units in fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, or decimals. <i>Common Core language:</i> 5.MD.2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I convert and solve problems with customary measurements? Can I represent and interpret measurement data in line plots? Can I convert and find elapsed time?	Activities: Assessment(s): Module 12 Assessment Vocabulary: elapsed time line plot liquid volume weight

Unit: 5. Add and Subtract Decimals

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 13: Decimal Place Value 13.1 Understand Thousandths 13.2 Read and Write Decimals to Thousandths 13.3 Round Decimals 13.4 Compare and Order Decimals	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1 /10 of what it represents in the place to its left. 5.NBT.3 Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded formG, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1 /10) + 9 \times (1 /100) + 2 \times (1 /1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 5.NBT.4 Use place value understanding to round decimals to any place, millions through hundredths.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I understand, read, write, round, compare, and order decimals to the thousandths place?	Activities: Module 13 Assessment review (Form A?) Assessment(s): Module 13 Assessment Vocabulary: greater than less than round thousandths

Unit: 5. Add and Subtract Decimals

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 14: Add and Subtract Decimals 14.1 Represent Decimal Addition 14.2 Represent Decimal Subtraction 14.3 Assess Reasonableness of Sums and Differences 14.4 Add Decimals 14.5 Subtract Decimals 14.6 Use Strategies and Reasoning to Add and Subtract	5.NBT.7 Solve real-world problems by adding, subtracting, multiplying, and dividing decimals using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, or multiplication and division; relate the strategy to a written method and explain the reasoning used. a. Add and subtract decimals, including decimals with whole numbers, (whole numbers through the hundreds place and decimals through the hundredths place). b. Multiply whole numbers by decimals (whole numbers through the hundreds place and decimals through the hundredths place). c. Divide whole numbers by decimals and decimals by whole numbers (whole numbers through the tens place and decimals less than one through the hundredths place using numbers whose division can be readily modeled). <i>Common Core Language:</i> 5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I represent, solve, and use strategies and reasoning to assess reasonableness of addition and subtraction problems involving decimals?	Activities: Module 14 Assessment review (Form A?) Assessment(s): Module 14 Assessment Vocabulary: Associative Property of Addition benchmark Commutative Property of Addition

Unit: 6. Multiply Decimals

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 15: Multiply Decimals and Whole Numbers 15.1 Understand Decimal Multiplication Patterns 15.2 Represent Multiplication with Decimals and Whole Numbers 15.3 Assess Reasonableness of Products 15.4 Multiply Decimals by 1-Digit Whole Numbers 15.5 Multiply Decimals by 2-Digit Whole Numbers 15.6 Solve Problems using Bar Models	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10. 5.NBT.7 Solve real-world problems by adding, subtracting, multiplying, and dividing decimals using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, or multiplication and division; relate the strategy to a written method and explain the reasoning used. a. Add and subtract decimals, including decimals with whole numbers, (whole numbers through the hundreds place and decimals through the hundredths place). b. Multiply whole numbers by decimals (whole numbers through the hundreds place and decimals through the hundredths place). c. Divide whole numbers by decimals and decimals by whole numbers (whole numbers through the tens place and decimals less than one through the hundredths place using numbers whose division can be readily modeled). <i>Common Core Language:</i> 5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I understand, represent, and solve decimal multiplication problems?	Activities: Module 15 Assessment review (Form A?) Assessment(s): Module 15 Assessment Vocabulary: Distributive Property estimate (verb) estimate (noun)

Unit: 6. Multiply Decimals

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 16: Multiply Decimals 16.1 Represent Decimal Multiplication 16.2 Multiply Decimals 16.3 Multiply Decimals with Zeros in the Product	5.NBT.7 Solve real-world problems by adding, subtracting, multiplying, and dividing decimals using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, or multiplication and division; relate the strategy to a written method and explain the reasoning used. a. Add and subtract decimals, including decimals with whole numbers, (whole numbers through the hundreds place and decimals through the hundredths place). b. Multiply whole numbers by decimals (whole numbers through the hundreds place and decimals through the hundredths place). c. Divide whole numbers by decimals and decimals by whole numbers (whole numbers through the tens place and decimals less than one through the hundredths place using numbers whose division can be readily modeled). <i>Common Core Language:</i> 5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I represent and solve decimal multiplication problems, including ones with zeros in the product?	Activities: Module 16 Assessment review (Form A?) Assessment(s): Module 16 Assessment Vocabulary: place value product

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	method and explain the reasoning used.		
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Unit: 7. Divide Decimals and Convert Metric Units

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 18: Customary and Metric Measurement 18.1 Understand Metric Conversions 18.2 Solve Customary and Metric Conversion Problems 18.3 Solve Multistep Measurement Problems	5.MD.1 Know relative sizes of these U.S. customary measurement units: pounds, ounces, miles, yards, feet, inches, gallons, quarts, pints, cups, fluid ounces, hours, minutes, and seconds. Convert between pounds and ounces; miles and feet; yards, feet, and inches; gallons, quarts, pints, cups, and fluid ounces; hours, minutes, and seconds in solving multistep, real-world problems. <i>Common Core Language:</i> 5.MD.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I understand and solve multistep customary and metric conversion problems?	Activities: Module 18 Assessment review (FormA?) Assessment(s): Module 18 Assessment Vocabulary: gram liter meter

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Unit: 8. Graphs, Patterns, and Geometry

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 19: Graphs and Patterns 19.1 Describe a Coordinate System 19.2 Understand Ordered Pairs 19.3 Use Ordered Pairs to Represent Problems 19.4 Generate and Identify Numerical Patterns 19.5 Identify and Graph Relationships and	5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond, e.g., x-axis and x-coordinate, y-axis and y-coordinate. 5.G.2 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I understand, describe, identify, and graph relationships and patterns?	Activities: Module 19 Assessment review (Form A?) Assessment(s): Module 19 Assessment Vocabulary: axes coordinate grid coordinate system ordered pair x-axis x-coordinate

Patterns	interpret coordinate values of points in the context of the situation.		y-axis y-coordinate
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Unit: 8. Graphs, Patterns, and Geometry

Module(s)	Standard(s)	Instructional Framework	Instructional Strategies
Module 20: Classify Two-Dimensional Figures 20.1 Identify and Classify Polygons 20.2 Classify and Organize Triangles 20.3 Classify and Organize Quadrilaterals 20.4 Use Venn Diagrams to Classify Two-Dimensional Figures	5.G.3 Identify and describe commonalities and differences between types of triangles based on angle measures (equiangular, right, acute, and obtuse triangles) and side lengths (isosceles, equilateral, and scalene triangles). <i>Common Core Language: 5.G.3.</i> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.4 Identify and describe commonalities and differences between types of quadrilaterals based on angle measures, side lengths, and the presence or absence of parallel and perpendicular lines, e.g., squares, rectangles, parallelograms, trapezoids, and rhombuses. <i>Common Core Language: 5.G.4.</i> Classify two-dimensional figures in a	Instructional Component(s): I Can Spark Your Learning Learn Together Check Understanding Essential Question(s): Can I identify, classify, and organize polygons, triangles, and quadrilaterals?	Activities: Module 20 Assessment review (Form A?) Assessment(s): Module 20 Assessment Vocabulary: congruent equilateral triangle heptagon isosceles triangle nonagon regular polygon

	hierarchy based on properties.		scalene triangle trapezoid (exclusive) trapezoid (inclusive)
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