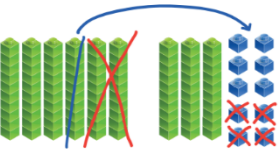

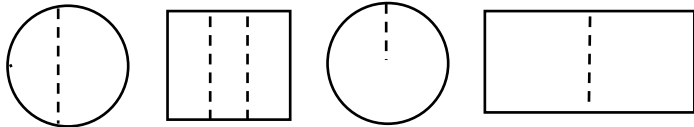


Major Learning Targets for This Grade

Measurement		
Students will use standard units of measure.		
"I can estimate and measure lengths in standard units (inches, feet, cm, meters)."	"I can relate addition and subtraction to length."	"I can add and subtract on a number line."
<p>Example Task: Kate jumped 14 inches in gym class. Lilly jumped 23 inches. How much farther did Lilly jump than Kate? Solve the problem and then write an equation.</p> <ol style="list-style-type: none"> 1) Use a number line to solve. 2) Make a model using base ten blocks. 3) If Jaylin jumped 19 inches on her first try, how much farther will she need to jump to beat Lilly's jump? 		

Numbers and Operations in Base Ten		
Students will extend understanding of base-ten notation (place value) and build fluency with addition and subtraction.		
"I can represent and solve problems involving addition and subtraction."	"I can use place value understanding and properties of operations to add and subtract within 100."	"I can add and subtract within 20 fluently using many strategies."
<p>Example Task: Some students are in the cafeteria. 24 more students came in. Now there are 60 students in the cafeteria. How many students were in the cafeteria to start with? Use drawings and equations to show your thinking.</p> <p>Possible Student Work:</p>  <p>"I read the problem and thought about how to write it with numbers. I thought, "What and 24 makes 60?" I used a math drawing to solve it. I started with 24. Then I added tens until I got close to 60; I added 3 tens. I stopped at 54. Then I added 6 more ones to get to 60. So, $10 + 10 + 10 + 6 = 36$. So, there were 36 students in the cafeteria to start with. My equation for the problem is $_ + 24 = 60$"</p>		

Describing and Analyzing Shapes		
Students will describe and analyze shapes.		
"I can describe and draw triangles, quadrilaterals, pentagons, hexagons, and cubes by examining their sides and angles."	"I can partition (divide) circles and rectangles into two, three, or four equal shares."	"I can partition a rectangle into rows and columns of same-size squares and count to find the total number of squares."
<p>Example Tasks:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Norah is making brownies for her family. There are 12 people in her family. How can she divide the brownies so everyone gets at least one piece?</p>  <p>___ rows ___ columns ___ pieces of brownie</p> </div> <div style="width: 45%;"> <p>Which of these shows a birthday cake cut into thirds?</p>  </div> </div>		

Expected Behaviors in Math Class

Students will...

- Consider available tools to help them solve problems and deepen understanding (including hands-on tools and technology).
- Look for patterns and connections.
- Explain their thinking and their process for solving a problem.
- Make predictions and estimations.
- Decide if an answer is reasonable.
- Justify conclusions.
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- Apply mathematics to solve problems in everyday life.

How Can I Support My Student in This Course?



Access Google Classroom Regularly (if Applicable)

- ⇒ Look at the Stream for daily announcements and a weekly schedule.
- ⇒ View the Classwork for assignment information and support.



Encourage Multiple Strategies and Representations of the Problem

- ⇒ Ask your student to solve the problem in different ways.
- ⇒ Encourage the use of different representations (e.g., symbols, words, or pictures/visuals), and have them make connections between representations.



Ask Questions & Encourage Your Student to Ask Questions

- ⇒ When your student is stuck, don't simply tell them the correct answer. Ask questions like:
 - "What is the question in the problem/task?"
 - "What do you understand/know from the task?"
 - "How do you know?" Listen while your student explains their mathematical reasoning and ask, "Does your answer make sense?" based on the context of the problem or task.
- ⇒ Encourage your student to write down questions to bring to their teacher or peer the next day.



Value Mistakes

- ⇒ Students are learning when they are making mistakes; create an environment where your student feels comfortable making a mistake and learning from it.



Acknowledge Effort over Answers and Speed

- ⇒ Celebrate how hard your student is working, whether their answer is correct or not.
- ⇒ When your student is stuck, remind them that learning can be challenging, and if they continue to practice and work hard, they will improve.

For more information, visit scusd.edu/math or contact Mikila-Fetzer@scusd.edu, Director of PL, Science, EdTech, PE, & Mathematics
SCUSD's Equity & Access Guiding Principle: *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*