

Number & Operations

Grade Levels 2nd / 3rd / 4th

1. Underst& numbers, ways of representing numbers, relationships among numbers & number systems – integrate faith using the Bible to underst& Biblical numbers & their significance.			
	Grade 2	Grade 3	Grade 4
A	<p>Read, write, & compare whole numbers less than 1000 N1A2</p> <p>**given two numbers, use less than, greater than, equal to compare</p> <p>**given a problem, write the answer</p> <p>**given three numbers, order them from greatest to least & least to greatest</p> <p>** Unity = 1, Resurrection = 3, Completeness = 7, Fruit of the Sprit = 9, Testimony & Law = 10 etc.</p> <p>2.NBT.3 Read & write numbers to 1000 using base-ten numerals, number names, & exp&ed form.</p> <p>2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, & ones digits, using >, =, & < symbols to record the results of comparisons. http://illustrativemathematics.org/illustrations/7</p>	<p>Read, write & compare whole numbers up to 10,000 N1A5 read, write & compare whole numbers less than 1,000,000, unit fractions & decimals to hundredths (including location on the number line) N1A5 **given two numbers, use less than, greater than, equal to compare **given a problem, write the answer ** Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) 3.NF.2.b Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ & that its endpoint locates the number $\frac{a}{b}$ on the number line. 3.NF.2.a Represent a fraction $\frac{a}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole & partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ & that the endpoint of the part based at 0 locates the number $\frac{a}{b}$ on the number line. 3.NF.2.d Compare two fractions with the same numerator or denominator by reasoning about their size. Recognize that comparisons are valid only when the 2 fractions refer to the same whole. Record & justify the conclusions 3.NF.3.a Underst& two fractions as equal if they are the same size, or the same point on a number line. 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 4.NF.2 Compare two fractions with different numerators & different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results & justify the conclusions,</p>	<p>Read, write & compare & whole numbers less than 100,000 N1A4</p> <p>**given two numbers, use less than, greater than, equal to compare</p> <p>**given a problem, write the answer</p> <p>**given three numbers, order them from greatest to least & least to greatest</p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)</p> <p>** Unity = 1, Resurrection = 3, Completeness = 7, Fruit of the Sprit = 9, Testimony & Law = 10 etc. 4.NBT.2 Read & write multi-digit whole numbers using base-ten numerals, number names, & exp&ed form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, & < symbols to record the results of comparisons. http://illustrativemathematics.org/illustrations/459</p>
	Read, write & compare numbers		
DOK	1	1	1
ST	MA 5 1.10	MA 5 1.10	MA 5 1.10
B	<p>Recognize unit fractions of a shape N1B2</p> <p>** use measuring cups & various material to fill & compare</p> <p>**play the Fraction board game</p> <p>**complete written problems</p> <p>2.G.3 Partition circles & rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., & describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>Represents halves, thirds & fourths **use measuring cups **play the Fraction board game**make trail mix **complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) N1B3 N1B3 2.G.3 Partition circles & rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., & describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves & fourths of an inch. Show the data by line plot, where the horizontal scale is marked off in appropriate units,</p>	<p>Use models, benchmarks (0, 1/2 & 1) & equivalent forms to judge the size of fractions N1B4**use measuring cups & various material to fill & compare**play the Fraction board game ** make trail mix 3.NF.3.a Understand two fractions as (equal) if they are the same size, or the same point on a number line. 4.NF.2 Compare two fractions with different numerators & different denominators, Record the results & justify 4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number & size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize & generate equivalent fractions. 4.NF.3.d Solve word problems involving addition & subtraction of fractions referring to the same whole & having like denominators,</p>
	Represent & use rational numbers		
DOK	1	1	2
ST	MA 5 1.10	MA 5 1.10	MA 5 1.10

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Compose & decompose numbers</p>	<p>C <u>Compose or decompose numbers by using a variety of strategies, such as using known facts, tens place value or landmark numbers to solve problems</u> N1C1 N1C2</p> <p>**solve written problems</p> <p>**solve & correct problems as a class using individual white boards</p> <p>2.NBT.1.a 100 can be thought of as a bundle of ten tens -- called a "hundred". http://illustrativemathematics.org/illustrations/157</p> <p>2.NBT.7 Add & subtract within 1000, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds & hundreds, tens & tens, ones & ones; & sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>Recognize equivalent representations for the same number & generate them by decomposing & composing numbers including expanded notation N1C3 N1B5 N1C3 **solve written problems **Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) **solve & correct problems as a class using individual white boards 2.NBT.7 Add & subtract within 1000, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds & hundreds, tens & tens, ones & ones; & sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.3 Read & write numbers to 1000 using base-ten numerals, number names, & expanded form. 3.NF.3.c Express whole numbers as fractions, & recognize fractions that are equivalent to whole numbers. 3.NF.3.b Recognize & generate simple equivalent fractions, Explain why the fractions are equivalent, 3.NF.3.a Understand 2 fractions as equivalent (equal) if they are the same size, or the same point on a number line. 4.NBT.2 Read & write multi-digit whole numbers using base-ten numerals, number names, & expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using symbols to record. 4.NF.6 Use decimal notation for fractions with denominators 10 or 100. 4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number & size of the parts differ even though the two fractions themselves are the same size. 4.NF.2 Compare two fractions with different numerators & different denominators, Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, & justify the conclusions. 4.NF.3.c Add & subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, &/or by using properties of operations & the relationship between addition & subtraction. 4.NF.4.a Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.</p>	<p>Recognize equivalent representations for the same number & generate them by decomposing & composing numbers N1C4</p> <p>**solve written problems</p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)</p> <p>**solve & correct problems as a class using individual white boards</p> <p>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. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value & division. 4.NF.3.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: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$. 4.NF.4.a Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$. 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 & 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number & size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize & generate equivalent fractions.</p>
DOK	2	2	2
ST	MA 1 1.6	MA 1 1.6	MA 1 1.6

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1. Underst& numbers, ways of representing numbers, relationships among numbers & number systems -- continued			
	Grade 2	Grade 3	Grade 4
D	<p>Skip count by multiples of numbers less than 10 N1D1 (2s,5s,10s) N1D2</p> <p>**given chart of numbers to 100, highlight (in different colors) the multiples less than 10</p> <p>**Verbally count multiples</p> <p>**Skip count nickels & dimes</p> <p>2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. http://illustrativemathematics.org/illustrations/620</p> <p>2.NBT.2 Count within 1000; skip-count by 5s, 10s, & 100s.</p>	<p>Classify numbers by their characteristics, including odd & even N1D3</p> <p>**given various amounts of unifex cubes, students count the total & then group into twos. Use this to create a list of even & odd numbers</p> <p>**given a chart of numbers to 100, evens & odds are colored differently 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. http://illustrativemathematics.org/illustrations/620</p>	<p>Classify & describe numbers by their characteristics, including odd, even, multiples & factors N1D4 N1D5 *describe numbers according to their characteristics, including whole number common factors & multiples, prime or composite, & square numbers</p> <p>**given various amounts of unifex cubes, students count the total & then group into twos. Use this to create a list of even & odd numbers</p> <p>**given a chart of numbers to 100, evens & odds are colored differently</p> <p>**given numbers on cardstock, students list the factor of the larger number they received</p> <p>**create a running list of multiple & factor in previous activity</p> <p>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.</p>
	Classify & describe numeric relationships		
DOK	1	1	2
ST	MA 5 1.6	MA 5 1.6	MA 5 1.10

3.NBT.1	Use place value underst&ing to round whole numbers to the nearest 10 or 100.
3.NF.3	Explain equivalence of fractions in special cases, & compare fractions by reasoning about their size. http://illustrativemathematics.org/illustrations/460

Number & Operations

Grade Levels 2nd / 3rd / 4th

2. Understand meanings of operations & how they relate to one another – integrate faith by presenting math from a Biblical view including Old Testament & New Testament stories to support operational meanings.			
	Grade 2	Grade 3	Grade 4
A	<p>Represent/model a given situation involving two-digit whole number addition or subtraction N2A2</p> <p>**use unifex cubes</p> <p>2.NBT.7 Add & subtract within 1000, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds & hundreds, tens & tens, ones & ones; & sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.MD.5 Use addition & subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) & equations with a symbol for the unknown number to represent the problem.</p>	<p>Represent/ model a given situation involving multiplication & related division using various models including sets, arrays, areas, repeated addition/subtraction, sharing & partitioning N2A3 N2A3 N2A3 **use unifex cubes &/or Math-U-See blocks **create pictures by drawing small circles to represent the above problems **complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows & up to 5 columns; write an equation to express the total as a sum of equal addends. 2.G.2 Partition a rectangle into rows & columns of same-size squares & count to find the total number of them. 3.OA.1 Interpret products of whole numbers, 3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. 3.OA.3 Use multiplication & division within 100 to solve word problems in situations involving equal groups, arrays, & measurement quantities, e.g., by using drawings & equations with a symbol for the unknown number to represent the problem. 3.MD.7.b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world & mathematical problems, & represent whole-number products as rectangular areas in mathematical reasoning. 3.MD.7.c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a & $b + c$ is the sum of $a \times b$ & $a \times c$. Use area models to represent the distributive property in mathematical reasoning. 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation & estimation strategies including rounding. 3.NF.2.a Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole & partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ & that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. 4.NBT.6 Find whole-number quotients & remainders with up to four-digit dividends & one-digit divisors, using strategies based on place value, the properties of operations, &/or the relationship between multiplication & division. Illustrate & explain the calculation by using equations, rectangular arrays, &/or area models. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, & multiply two two-digit numbers, using strategies based on place value & the properties of operations. Illustrate & explain the calculation by using equations, rectangular arrays, &/or area models.</p>	<p>Represent & recognize multiplication & related division using various models, including equal intervals on the number line, equal size groups, distributive property, etc. N2A4</p> <p>**Use unifex cubes &/or Math-U-See blocks **given a number line, circle the regular intervals (use different colors) **solve problems from the text</p> <p>4.NBT.6 Find whole-number quotients & remainders with up to four-digit dividends & one-digit divisors, using strategies based on place value, the properties of operations, &/or the relationship between multiplication & division. Illustrate & explain the calculation by using equations, rectangular arrays, &/or area models. 4.NF.4.c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models & equations to represent the problem. <i>For example, if each person at a party will eat $\frac{2}{9}$ of a pound of roast beef, & 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?</i> 4.NF.4.a Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. <i>For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.</i></p>
	Represent operations		
DO	2	2	2
K			
ST	MA 1 1.10	MA 1 1.0	MA 1 1.10

Number & Operations

Grade Levels 2nd / 3rd / 4th

B	<p>Describe the effects of adding & subtracting whole numbers as well as the relationship between the two operations N2B5 *describe the effects of addition & subtraction on fractions & decimals</p> <p>**use unifix cubes to model **using text problems, write subtraction & related addition problem **complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) 4.NF.3.c Add & subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, &/or by using properties of operations & the relationship between addition & subtraction. 4.NF.3.a Underst& addition & subtraction of fractions as joining & separating parts referring to the same whole.</p>		<p>Describe the effects of multiplying & dividing whole numbers as well as the relationship between the two operations N2B4 N2B4</p> <p>**using text problems, write multiplication & related division problem **complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) **practice individual & group practice with Tri-Corner practice cards 3.OA.6 Underst& division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> 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 & 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. http://illustrativemathematics.org/illustrations/356 http://illustrativemathematics.org/illustrations/357 4.NBT.6 Find whole-number quotients & remainders with up to four-digit dividends & one-digit divisors, using strategies based on place value, the properties of operations, &/or the relationship between multiplication & division. Illustrate & explain the calculation by using equations, rectangular arrays, &/or area models.</p>	
	DOK	2	DOK	2
ST	MA 1 1.10	MA 1 1.10	MA 1 1.10	MA 1 1.10
<p>3. Compute fluently & make reasonable estimates — integrate faith by presenting math from a Biblical view including Old Testament & New Testament stories to support operational meanings.</p>				
A	<p>Grade 2</p> <p>Describe or notate the mental strategy used to compute addition or subtraction of whole numbers, including 2-digit numbers</p> <p>**solve text problems & verbally explain steps used **write problem in steps used (for example, changing $27 + 42$ to $20+40$ & $7+2$)</p>		<p>Grade 3</p> <p>Represent a mental strategy used to compute a given multiplication problem up to 9×9 N3A3 cut squares of construction paper to model problems, draw small pictures to model problems 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter st&ing for the unknown quantity. Assess the reasonableness of answers using mental computation & estimation strategies including rounding. (This st&ard is limited to problems posed with whole numbers & having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)</p>	
	<p>Grade 4</p> <p>Represent a mental strategy used to compute a given multiplication problem (up to 2-digit by 2-digit multiple of) N3C4 N3C4</p> <p>**cut squares of construction paper to model problems **draw small pictures to model problems 4.OA.3 Solve multistep word problems posed with whole numbers & having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter st&ing for the unknown quantity. Assess the reasonableness of answers using mental computation & estimation strategies including rounding. http://illustrativemathematics.org/illustrations/356 http://illustrativemathematics.org/illustrations/357 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, & multiply two two-digit numbers, using strategies based on place value & the properties of operations. Illustrate & explain the calculation by using equations, rectangular arrays, &/or area models.</p>			
DOK	2	DOK	2	DOK
ST	MA 1 3.2	MA 1 3.2	MA 1 3.2	MA 1 3.2

Number & Operations

Grade Levels 2nd / 3rd / 4th

B	<p><i>Demonstrate fluency including quick recall with basic number relationships of addition & subtraction for sums up to 20</i> N3B2 **complete text problems, verbally give answers, practice with Tri-Corner flash cards 2.OA.2 Fluently add & subtract within 20 using mental strategies. (See st&ard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. 2.NBT.5 Fluently add & subtract within 100 using strategies based on place value, properties of operations, &/or the relationship between addition & subtraction.</p>	<p><i>Use strategies to develop fluency with basic number relationships (9 X 9) of multiplication & division</i> N3B3 **complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) **verbally give answers **practice with Tri-Corner flash cards **create their own flash cards to practice with a partner & at home 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i> 3.OA.6 Underst& division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value & properties of operations. 3.OA.7</p>	<p><i>Demonstrate fluency with basic number relationships (12 X 12) of multiplication & related division facts</i></p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) **verbally give answers **practice with Tri-Corner flash cards **create their own flash cards to practice with a partner & at home</p>
DOK	1	1	1
ST	MA.1 1.6	MA.1 1.6	MA.1 1.6
C	<p><i>Apply & describe the strategy used to compute 2-digit addition or subtraction problems with regrouping</i> N3C2 **complete text problems; show regrouping 2.OA.1 Use addition & subtraction within 100 to solve one- & two-step word problems involving situations of adding to, taking from, putting together, taking apart, & comparing, with unknowns in all positions, e.g., by using drawings & equations with a symbol for the unknown number to represent the problem. (See CCSS Glossary p. 88, Table 1.) http://illustrativemathematics.org/illustrations/1 2.NBT.9 Explain why addition & subtraction strategies work, using place value & the properties of operations. (Explanations may be supported by drawings or objects.) 2.NBT.5 Fluently add & subtract within 100 using strategies based on place value, properties of operations, &/or the relationship between addition & subtraction. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value & properties of operations.</p>	<p><i>Apply & describe the strategy used to compute up to 3-digit addition or subtraction problems</i> N3C3 N3C3 N3C3 **complete problems as a class; answering on individual white boards ** Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) 2.NBT.7 Add & subtract within 1000, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method. Underst& that in adding or subtracting three-digit numbers, one adds or subtracts hundreds & hundreds, tens & tens, ones & ones; & sometimes it is necessary to compose or decompose tens or hundreds. 3.NBT.2 Fluently add & subtract within 1000 using strategies & algorithms based on place value, properties of operations, &/or the relationship between addition & subtraction. 4.NBT.4 Fluently add & subtract multi-digit whole numbers using the st&ard algorithm. 4.OA.3 Solve multistep word problems posed with whole numbers & having whole-number answers using the four operations. Represent these problems using equations with a letter st&ing for the unknown quantity. Assess the reasonableness of answers using mental computation & estimation strategies including rounding.</p>	<p><i>Apply & describe the strategy used to compute a given multiplication of 2-digit by 2-digit numbers & related division facts</i></p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) **complete problems on the board as a class **write related division fact</p>
DOK	1	1	1
ST	MA.1 1.6	MA.1 1.6	MA.1 1.6
C	<p><i>Apply & describe the strategy used to compute up to 3-digit addition or subtraction problems</i> N3C3 N3C3 N3C3 **complete problems as a class; answering on individual white boards ** Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) 2.NBT.7 Add & subtract within 1000, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method. Underst& that in adding or subtracting three-digit numbers, one adds or subtracts hundreds & hundreds, tens & tens, ones & ones; & sometimes it is necessary to compose or decompose tens or hundreds. 3.NBT.2 Fluently add & subtract within 1000 using strategies & algorithms based on place value, properties of operations, &/or the relationship between addition & subtraction. 4.NBT.4 Fluently add & subtract multi-digit whole numbers using the st&ard algorithm. 4.OA.3 Solve multistep word problems posed with whole numbers & having whole-number answers using the four operations. Represent these problems using equations with a letter st&ing for the unknown quantity. Assess the reasonableness of answers using mental computation & estimation strategies including rounding.</p>	<p><i>Apply & describe the strategy used to compute a given multiplication of 2-digit by 2-digit numbers & related division facts</i></p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) **complete problems on the board as a class **write related division fact</p>	

Number & Operations

Grade Levels 2nd / 3rd / 4th

3. Compute fluently & make reasonable estimates -- continued			
	Grade 2	Grade 3	Grade 4
D	Estimate sums & differences of whole numbers	Estimate & justify sums & differences of whole numbers N3D3	Estimate & justify products of whole numbers N3D4 N3D4 N3D5 (& sums differences of decimals & fractions)
	<p>**underline the place they will round to; draw an arrow to the number at the right to show it as the "clue" number</p> <p>**after rounding numbers, round</p>	<p>**underline the place they will round to; draw an arrow to the number at the right to show it as the "clue" number</p> <p>**after rounding numbers, round</p> <p>**solve the original problem to check that estimate is reasonable</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers & having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter st&ing for the unknown quantity. Assess the reasonableness of answers using mental computation & estimation strategies including rounding. http://illustrativemathematics.org/illustrations/356</p>	<p>**underline the place they will round to; draw an arrow to the number at the right to show it as the "clue" number**after rounding numbers, round**solve the original problem to check that estimate is reasonable</p> <p>3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter st&ing for the unknown quantity. Assess the reasonableness of answers using mental computation & estimation strategies including rounding. (This standard is limited to problems posed with whole numbers & having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).) 4.OA.3 Solve multistep word problems posed with whole numbers & having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter st&ing for the unknown quantity. Assess the reasonableness of answers using mental computation & estimation strategies including rounding.</p>
DOK	3	3	3
ST	MA 1 3.2	MA 1 3.2	MA 1 3.2
2.NBT.1	Understand that the three digits of a 3-digit number represent amounts of hundreds, tens, & ones; e.g., 706 equals 7 hundreds, 0 tens, & 6 ones. Underst& the following as special cases:		
2.NBT.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (& 0 tens & 0 ones).		
2.NBT.8	Mentally add 10 or 100 to a given number 100 - 900, & mentally subtract 10 or 100 from a given number 100 - 900.		
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.		
3.NF.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; underst& a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.		
4.NF.3	Understand a fraction $\frac{a}{b}$ with a > 1 as a sum of fractions $\frac{1}{b}$.		
4.NF.4	Apply & extend previous underst&ings of multiplication to multiply a fraction by a whole number.		
4.NF.4.b	Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, & use this underst&ing to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times \left(\frac{2}{5}\right)$ as $6 \times \left(\frac{1}{5}\right)$, recognizing this product as $\frac{6}{5}$. (in general, $n \times \left(\frac{a}{b}\right) = \frac{(n \times a)}{b}$.)		
4.NF.3	Understand a fraction $\frac{a}{b}$ with a > 1 as a sum of fractions $\frac{1}{b}$.		
4.NF.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models & equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, & 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?	N3C6 multiply & divide positive rational numbers	

Algebraic Relationships

Grade Levels 2nd / 3rd / 4th

1. Underst& patterns, relations & functions – integrate faith using the Bible to reveal process, mirror, & comparative patterns.			
	Grade 2	Grade 3	Grade 4
A	Describe & extend simple numeric patterns & change from one representation to another	Extend geometric (shapes) & numeric patterns to find the next term	Describe geometric & numeric patterns A1A4
	<p>**given a pattern, students add the next two items</p> <p>**given a pattern with items missing, students write the correct missing item</p> <p>**using construction paper, students create a pattern for classmates to finish</p>	<p>**given a pattern, students add the next two items</p> <p>**given a pattern with items missing, students write the correct missing item</p> <p>**using construction paper, students create a pattern for classmates to finish</p> <p>** Process patterns from the Bible for ex: move away to sinful living to turning back to restoration</p>	<p>**given a pattern, students add the next two items</p> <p>**given a pattern with items missing, students write the correct missing item</p> <p>**using construction paper, students create a pattern for classmates to finish</p> <p>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. <i>For example, given the rule “Add 3” & the starting number 1, generate terms in the resulting sequence & observe that the terms appear to alternate between odd & even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>http://illustrativemathematics.org/illustrations/487</p>
DOK	2	2	2
ST	MA 4 1.6	MA 4 1.6	MA 4 1.6
B	Describe how simple <u>growing patterns</u> are generated	Represent patterns using words, tables or graphs A1B3 A1B3	Analyze patterns using words, tables & graphs A1B4
	<p>**given a pattern with numbers, students verbally identify if numbers are increasing or decreasing</p> <p>**students then complete patterns with missing numbers</p> <p>** Mirror patterns from the Bible – attack follows anointing</p>	<p>**given facts, students use words to show the pattern, create a table or graph</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), & explain them using properties of operations. <i>For example, observe that 4 times a number is always even, & explain why 4 times a number can be decomposed into two equal addends.</i> 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. <i>For example, given the rule “Add 3” & the starting number 1, generate terms in the resulting sequence & observe that the terms appear to alternate between odd & even numbers. Explain informally why the numbers will continue to alternate in this way.</i>http://illustrativemathematics.org/illustrations/487</p>	<p>**solve word problems from text</p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)</p> <p>**cut tables & graphs from the newspaper & create problems for other students to solve</p> <p>** Comparative patterns from the Bible including Genesis to Revelation 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. <i>For example, given the rule “Add 3” & the starting number 1, generate terms in the resulting sequence & observe that the terms appear to alternate between odd & even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>http://illustrativemathematics.org/illustrations/487</p>
DOK	2	2	3
ST	MA 4 1.6	MA 4 1.6	MA 4 1.6

Algebraic Relationships

Grade Levels 2nd / 3rd / 4th

2. Represent & analyze mathematical situations & structures using algebraic symbols – integrate faith by using parable symbolism from the Bible.			
	Grade 2	Grade 3	Grade 4
A	<p><i>*using addition or subtraction, represent a mathematical situation as an <u>expression</u> or number sentence</i></p> <p>**given word problems, students the number sentence needed to solve it</p>	<p><i>using all operations, represent a mathematical situation as an <u>expression</u> or number sentence</i> A2A3 A2A5 (using letter or symbol) A2A5</p> <p>**given word problems, students the number sentence needed to solve</p> <p>** solve x for y using parable “The Two Builders” Matthew 7:24-27 3.OA.3 Use multiplication & division within 100 to solve word problems in situations involving equal groups, arrays, & measurement quantities, e.g., by using drawings & equations with a symbol for the unknown number to represent the problem. (See CCSS Glossary p. 89, Table 2.) http://illustrativemathematics.org/illustrations/262 http://illustrativemathematics.org/illustrations/344 http://illustrativemathematics.org/illustrations/365 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation & estimation strategies including rounding. (This standard is limited to problems posed with whole numbers & having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).) 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e. g., by using drawings & equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See CCSS Glossary p. 89, Table 2.) http://illustrativemathematics.org/illustrations/263 http://illustrativemathematics.org/illustrations/356 http://illustrativemathematics.org/illustrations/357 4.OA.3 Solve multistep word problems posed with whole numbers & 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 & estimation strategies including rounding. http://illustrativemathematics.org/illustrations/356 http://illustrativemathematics.org/illustrations/357 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 & subtraction problems to find unknown angles on a diagram in real world & mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure</p>	<p><i>using all operations, represent a mathematical situation as an <u>expression</u> or number sentence</i></p> <p>**given word problems, students write the number sentence needed to solve</p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)</p> <p>**Solve using parable “The Hidden Treasure” Matthew 13:44</p>
Represent mathematical situations			
DOK	2	2	2
ST	MA 4 1.10	MA 4 1.10	MA 4 1.10

Algebraic Relationships

Grade Levels 2nd / 3rd / 4th

<p style="text-align: center;">B</p>	<p><i>*solve problems with whole numbers using the commutative & associative properties of addition</i> A2B2 solve text problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) Solve using parable “The Closed Door” Luke 13:24-30 2.NBT.5 Fluently add & subtract within 100 using strategies based on place value, properties of operations, &/or the relationship between addition & subtraction. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value & properties of operations. 2.NBT.7 Add & subtract within 1000, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method. Underst& that in adding or subtracting three-digit numbers, one adds or subtracts hundreds & hundreds, tens & tens, ones & ones; & sometimes it is necessary to compose or decompose tens or hundreds. NBT.9 Explain why addition & subtraction strategies work, using place value & the properties of operations. (Explanations may be supported by drawings or objects.)</p>	<p><i>use the commutative, distributive & associative properties for basic facts of whole numbers</i> A2B3 **complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) 3.OA.5 Apply properties of operations as strategies to multiply & divide. (Students need not use formal terms for these properties.) (Commutative property of multiplication.) (Associative property of multiplication.) (Distributive property.) 3.NBT.2 Fluently add & subtract within 1000 using strategies & algorithms based on place value, properties of operations, &/or the relationship between addition & subtraction. 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), & explain them using properties of operations. <i>For example, observe that 4 times a number is always even, & explain why 4 times a number can be decomposed into two equal addends.</i> 3.MD.7 Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a & $b + c$ is the sum of $a \times b$ & $a \times c$. Use area models to represent the distributive property in mathematical reasoning. 3.OA.7 Fluently multiply & divide within 100, using strategies such as the relationship between multiplication & division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 3.MD.7.c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a & $b + c$ is the sum of $a \times b$ & $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p>	<p><i>use the commutative, distributive & associative properties of addition & multiplication for multidigit numbers</i> A2A4 A2A4 A2B4 **complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) 3.NB.T.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value & properties of operations. 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 & 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. http://illustrativemathematics.org/illustrations/356 http://illustrativemathematics.org/illustrations/357 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, & multiply two two-digit numbers, using strategies based on place value & the properties of operations. Illustrate & explain the calculation by using equations, rectangular arrays, &/or area models. 4.NBT.6 Find whole-number quotients & remainders with up to four-digit dividends & one-digit divisors, using strategies based on place value, the properties of operations, &/or the relationship between multiplication & division. Illustrate & explain the calculation by using equations, rectangular arrays, &/or area models. 4.NF.3.d Solve word problems involving addition & subtraction of fractions referring to the same whole & having like denominators, e.g., by using visual fraction models & equations to represent the problem. 4.NF.4.c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models & equations to represent the problem. <i>For example, if each person at a party will eat $\frac{1}{10}$ of a pound of roast beef, & 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?</i> 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, & multiply two two-digit numbers, using strategies based on place value & the properties of operations. Illustrate & explain the calculation by using equations, rectangular arrays, &/or area models.</p>
	<p>Describe & use mathematical manipulation</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">2</p>
<p>DOK</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">2</p>
<p>ST</p>	<p>MA 4 3.2</p>	<p>MA 4 3.2</p>	<p>MA 4 3.2</p>

Algebraic Relationships

Grade Levels 2nd / 3rd / 4th

3. Use mathematical models to represent & underst& quantitative relationships			
	Grade 2	Grade 3	Grade 4
Use mathematical models	<p>A <i>*model situations that involve addition & subtraction of whole numbers, using pictures, objects or symbols A3A2</i></p> <p>**students create a math problem & then a classmate models it with pictures they draw, or various material such as unifix cubes</p> <p>2.OA.1 Use addition & subtraction within 100 to solve one- & two-step word problems involving situations of adding to, taking from, putting together, taking apart, & comparing, with unknowns in all positions, e.g., by using drawings & equations with a symbol for the unknown number to represent the problem. (See CCSS Glossary p. 88, Table 1.) http://illustrativemathematics.org/illustrations/1</p> <p>2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. http://illustrativemathematics.org/illustrations/620</p> <p>2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows & up to 5 columns; write an equation to express the total as a sum of equal addends. http://illustrativemathematics.org/illustrations/3</p> <p>2.NBT.7 Add & subtract within 1000, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method. Underst& that in adding or subtracting three-digit numbers, one adds or subtracts hundreds & hundreds, tens & tens, ones & ones; & sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.MD.5 Use addition & subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) & equations with a symbol for the unknown number to represent the problem. 2.NBT.9 Explain why addition & subtraction strategies work, using place value & the properties of operations. (Explanations may be supported by drawings or objects.)</p> <p>2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., & represent whole-number sums & differences within 100 on a number line diagram.</p>	<p><i>*model problem situations, including multiplication with objects or drawings A3A3</i></p> <p>**students create a math problem & then a classmate models it with pictures they draw, or various material such as unifix cubes</p> <p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p>3.OA.3 Use multiplication & division within 100 to solve word problems in situations involving equal groups, arrays, & measurement quantities, e.g., by using drawings & equations with a symbol for the unknown number to represent the problem. (See CCSS Glossary p. 89, Table 2.) http://illustrativemathematics.org/illustrations/262 http://illustrativemathematics.org/illustrations/344 http://illustrativemathematics.org/illustrations/365</p>	<p><i>*model problem situations, using representations such as graphs, tables or number sentences A3A4</i></p> <p>**given text problems with facts, draw a graph, table or number sentence to model it</p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)</p> <p>**students create a problem & exchange with a classmate who then creates a graph, table or number sentence. 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet & inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>
		2	2
DOK			
ST	MA 1 1.6	MA 4 1.6	MA 4 1.6

Algebraic Relationships

Grade Levels 2nd / 3rd / 4th

4. Analyze change in various contexts			
	Grade 2	Grade 3	Grade 4
A	<i>*describe qualitative change, such as students growing taller</i>	<i>*describe quantitative change, such as students growing two inches in a year</i>	<i>*describe mathematical relationships in terms of constant rates of change</i>
Analyze change	**using painter's tape, record each student's height at the beginning of the school year, at Christmas break & at the end of the year	**using painter's tape, record each student's height at the beginning of the school year, at Christmas break & at the end of the year **Measure & record each student's growth	**using painter's tape, record each student's height at the beginning of the school year, at Christmas break & at the end of the year **Measure & record each student's growth **create a chart to show how tall each student would be at the end of the next school year with the same rate of growth
DOK	2	2	2
ST	MA 4 1.6	MA 4 1.6	MA 4 1.6

<p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet & inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>	<p>M2E6 <i>convert from one unit to another within a system of measurement (mass & weight)</i> M2E7 <i>convert from one unit to another within a system of measurement (capacity) & convert square or cubic units within the same system of measurement</i></p>
<p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, & money, including problems involving simple fractions or decimals, & problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p>M1C6 <i>*solve problems involving elapsed time (hours & minutes)</i> M2E6 <i>convert from one unit to another with a system of measurement (mass & weight)</i> M2E7 <i>convert from one unit to another within a system of measurement (capacity) & convert square or cubic units within the same system of measurement</i></p>

Geometric & Spatial Relationships

Grade Levels 2nd / 3rd / 4th

1. Analyze characteristics & properties of two- & three-dimensional geometric shapes & develop mathematical arguments about geometric relationships integrate faith using Biblical patterns of geometry & shape.			
	Grade 2	Grade 3	Grade 4
Describe & use geometric relationships	<p>A *describe <u>attributes</u> & <u>parts</u> of 2- & 3-dimensional shapes (circle, triangle, trapezoid, rectangle, rhombus, sphere, rectangular prism, cylinder, pyramid) G1A2</p> <p>**find examples of each shape in the classroom **List & label the examples found **students find example of each shape at home;record what they find to share</p> <p>2.G.1 Recognize & draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, & cubes.</p>	<p>compare & analyze 2- dimensional shapes by describing their <u>attributes</u> (circle, rectangle, rhombus, trapezoid, triangle) G1A3 G1A5</p> <p>**find examples of each shape in the classroom **List & label the examples found **students find example of each shape at home;record what they find to share</p> <p>3.G.1 Underst& that shapes in different categories (e.g., rhombuses, rectangles, & others) may share attributes (e.g., having four sides), & that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, & squares as examples of quadrilaterals, & draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>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. Recognize right triangles as a category, & identify right triangles.</p>	<p>name & identify <u>properties</u> of 1-, 2- & 3-dimensional shapes & describe the <u>attributes</u> of 2- & 3-dimensional shapes using appropriate geometric vocabulary (rectangular prism, cylinder, pyramid, sphere, cone, parallelism, perpendicularity) G1A1 G1A4</p> <p>**find examples of each shape in the classroom **List & label the examples found **students find example of each shape at home;record what they find to share **create flash cards with shape on one side & attributes listed on the other</p> <p>2.G.1 Recognize & draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, & cubes. 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), & perpendicular & parallel lines. Identify these in two-dimensional figures.</p>
	<p>DOK 2</p> <p>ST MA 2 1.10</p>	<p>DOK 2</p> <p>ST MA 2 1.10</p>	<p>DOK 2</p> <p>ST MA 2 1.10</p>

Geometric & Spatial Relationships

Grade Levels 2nd / 3rd / 4th

1. Analyze characteristics & properties of two- & three-dimensional geometric shapes & develop mathematical arguments about geometric relationships – continued		
	Grade 3	Grade 4
C Compose & decompose shapes	<i>*predict the results of putting together or taking apart 2- & 3- dimensional shapes</i>	<i>*describe the results of subdividing, combining & transforming shapes</i> G1C4
	**given tangrams, students create new shapes, trace & color them **given a specific end goal (such as, make a house), students decide which shapes to use & record them	**given tangrams, students create new shapes, trace & color them **given a specific end goal (such as, make a house), students decide which shapes to use & record them **combine tangrams to make a new shape. Trace, & color the individual shapes making the larger shape 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, & describe the area of each part as $\frac{1}{4}$ of the area of the shape.</i>
DOK	3	2
ST	MA 2 1.6	MA 2 1.6

3.MD.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles & adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
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2. Specify locations & describe spatial relationships using coordinate geometry & other representational systems			
	Grade 2	Grade 3	Grade 4
A Use coordinate systems	<i>*identify locations with simple relationships on a map (coordinate system)</i>	<i>*describe location using common language & geometric vocabulary (forward, back, left, right, north, south, east, west)</i>	<i>*describe movement using common language & geometric vocabulary (forward, back, left, right, north, south, east, west)</i>
	**complete worksheets; solve a math problem with letter next to it. Check answer by writing letters to answer a question with the letters	**students hide an object in the classroom &/or on playground. Use vocabulary above to lead fellow student to the object	**students hide an object in the classroom &/or on playground. Use vocabulary above to lead fellow student to the object
DOK	1	2	2
ST	MA 2 3.1	MA 2 1.10	MA 2 3.3

Geometric & Spatial Relationships

Grade Levels 2nd / 3rd / 4th

3. Apply transformations & use symmetry to analyze mathematical situations			
	Grade 2	Grade 3	Grade 4
A	<i>*use manipulatives to model slides & turns</i>	<i>determine if two objects are <u>congruent</u> through a slide, flip or turn</i>	<i>predict the results of <u>sliding/ translating, flipping/ reflecting or turning/ rotating around the center point of a polygon</u></i>
Use transformations on objects	**students cut shapes from construction paper. Glue pairs on paper; one showing original position, one showing it after a turn	**given shapes on a worksheet, students move a construction paper shape with a slide, flip or turn & then glue to show the new position. Write if it is congruent or not	**Given a worksheet with shapes, students write their prediction, model it with a construction paper shape & then write if they were correct or not
DOK	2	2	3
ST	MA 2 1.6	MA 2 3.2	MA 2 3.6
C	<i>*create shapes that have symmetry</i>	<i>identify lines of symmetry in polygons</i>	<i>create a figure with multiple lines of symmetry & identify the lines of symmetry G3C4</i>
Use symmetry	**use construction paper to create a shape; draw lines of symmetry	**create shapes with construction paper & draw in the line of symmetry **create a second shape; classmates draw lines of symmetry on each other's shapes	**create shapes with construction paper & draw in the line(s) of symmetry **create a second shape; classmates draw lines of symmetry on each other's shapes 4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures & draw lines of symmetry.
DOK	2	1	2
ST	MA 2 1.10	MA 2 1.10	MA 2 1.10

Geometric & Spatial Relationships

Grade Levels 2nd / 3rd / 4th

4. Use visualization, spatial reasoning & geometric modeling to solve problems	
	Grade 4
A	* <i>given the picture of a <u>prism</u>, identify the shapes of the faces</i>
Recognize & draw three-dimensional representations	: **complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)
DOK	1
ST	MA 2 3.3

3.MD.5	Recognize area as an attribute of plane figures & understand concepts of area measurement. http://illustrativemathematics.org/illustrations/516
3.MD.7	Relate area to the operations of multiplication & addition. http://illustrativemathematics.org/illustrations/516

3.MD.2 Measure & estimate liquid volumes & masses of objects using standard units of grams (g), kilograms (kg), & liters (l). (Excludes compound units such as cm^3 & finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems (problems involving notions of “times as much”; see CCSS Glossary p. 89, Table 2).	G4B6 Draw <i>or use visual models</i> to represent & solve problems
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Measurement

Grade Levels 2nd / 3rd / 4th

1. Underst& measurable attributes of objects & the units, systems & processes of measurement – integrate faith by using the Bible to outline examples of measurement.			
	Grade 2	Grade 3	Grade 4
Determine unit of measurement	<p>A</p> <p><i>*select an appropriate unit & tool for the <u>attribute</u> being measured (size, temperature, time, weight) & to the nearest inch, centimeter, degree, hour & pound M1A2</i></p> <p>**complete text examples **search newspaper & magazines for examples of attributes. Separate in catagories base on attributes http://www.biblestudy.org/beginner/bible-weights-&-measures.html</p> <p>2.MD.1 Measure the length of an object by selecting & using appropriate tools such as rulers, yardsticks, meter sticks, & measuring tapes.</p>	<p><i>*identify, justify & use the appropriate unit of measure (linear, time, weight)</i> M1A3 M1A3</p> <p>**complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) **search newspaper & magazines for examples of attributes. Separate in catagories based on attributes. Explain how they knew which attribute to use. http://www.biblestudy.org/beginner/bible-weights-&-measures.html</p> <p>3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves & fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters. 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, & money, including problems involving simple fractions or decimals, & problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet & inches listing the number pairs (1, 12), (2, 24), (3, 36),</i></p>	<p><i>*identify & justify the unit of linear measure including perimeter & (customary metric) M2E5</i></p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) http://www.biblestudy.org/beginner/bible-weights-&-measures.html 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet & inches listing the number pairs (1, 12), (2, 24), (3, 36),</i> 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, & money, including problems involving simple fractions or decimals, & problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
		2	3
DOK			
ST	MA 2 3.1	MA 2 3.1	MA 2 3.1

Measurement

Grade Levels 2nd / 3rd / 4th

B			<p>identify equivalent linear measures within a system of measurement M1B4 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet & inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>**given photocopies of rulers, cut & paste to show equivalent measurements **given measuring cups, explore with measurements are equivalent. Write findings.</p>
DOK			1
ST			MA 2 1.6
C	<p>* tell time to the nearest one fourth (quarter) hour M1C2</p> <p>**use examples **given a model clock & various times, be able to tell the time **students create flashcards with time on one side, clock face on the other. Show position clock h&s should be in. ** Psalm 90 2.MD.7 Tell & write time from analog & digital clocks to the nearest five minutes, using a.m. & p.m.</p>	<p>tell time to the nearest five minutes M1C3 M1C3 M1C7</p> <p>**complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) **given a model clock & various times, be able to tell the time **students create flashcards with time on one side, clock face on the other. Show position clock h&s should be in. 2.MD.7 Tell & write time from analog & digital clocks to the nearest five minutes, using a.m. & p.m. 3.MD.1 Tell & write time to the nearest minute & measure time intervals in minutes. Solve word problems involving addition & subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>	<p>tell time to the nearest minute M1C4</p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) **given a model clock & various times, be able to tell the time **students create flashcards with time on one side, clock face on the other. Show position clock h&s should be in. ** Matthew 20:1-16 3.MD.1 Tell & write time to the nearest minute & measure time intervals in minutes. Solve word problems involving addition & subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>
DOK	1	1	1
ST	MA 2 1.10	MA 2 1.10	MA 2 1.10

Data & Probability

Grade Levels 2nd / 3rd / 4th

1. Underst& measurable attributes of objects & the units, systems & processes of measurement -- continued			
	Grade 2	Grade 3	Grade 4
D Count & compute money	<p>*make change from a dollar</p> <p>**Complete written examples **use plastic money to solve problems **work with a partner to pretend shop & make change for one another (given picture of an item & cost)</p>	<p>determine change from \$5.00 & add & subtract money values to \$5.00</p> <p>**complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) **use plastic money to solve problems **work with a partner to pretend shop & make change for one another (given picture of an item & cost)</p>	<p>determine change from \$10.00 & add & subtract money values to \$10.00 M1D4</p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) **use plastic money to solve problems **work with a partner to pretend shop & make change for one another (given picture of an item & cost) 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, & money, including problems involving simple fractions or decimals, & problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
	DOK 2	DOK 2	DOK 2
ST	MA 1 1.10	MA 1 1.10	MA 1 1.10

4.NBT.3	Use place value underst&ing to round multi-digit whole numbers to any place.
4.MD.5.a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” & can be used to measure angles.
4.MD.5.b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, & underst& concepts of angle measurement:
4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	M2B7 *use tools to measure angles to the nearest degree & classify the angles as acute, obtuse, right, straight, or reflex
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 & subtraction problems to find unknown angles on a diagram in real world & mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	M2B8 solve problems of angle measure, including those involving triangles & parallel lines cut by a transversal

Data & Probability

Grade Levels 2nd / 3rd / 4th

2. Apply appropriate techniques, tools & formulas to determine measurements			
	Grade 2	Grade 3	Grade 4
A	<p>*use standard units of measure (cm, inch) & the inverse relationships between the size & number of units M2A2</p> <p>**make a list of items in classroom. Trade list with classmate & measure items. Record answers. **complete text examples</p> <p>2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>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, where the horizontal scale is marked off in whole-number units.</p> <p>http://illustrativemathematics.org/illustrations/485 http://illustrativemathematics.org/illustrations/486 http://illustrativemathematics.org/illustrations/493</p>	<p>*use a <u>referent</u> for measures to make comparisons & estimates</p> <p>**measure their h& & foot **measure classroom items with h& & foot **measure distances on the playground with foot **remeasure with rulers & tape measure **list/compare both answers **complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.)</p>	<p>*select & use <u>benchmarks</u> to estimate measurements (linear, capacity, weight) M2A4 M2A4 G4B6 (Draw or use visual models to represent & solve problems)</p> <p>**given ruler, measuring cups & scale, measure various objects in the classroom **complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, & meters 3.MD.2 Measure & estimate liquid volumes & masses of objects using standard units of grams (g), kilograms (kg), & liters (l). (Excludes compound units such as cm^3 & finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems (problems involving notions of “times as much”; see CCSS Glossary p. 89, Table 2).</p>
	Use standard or non-standard measurement		
DOK	2	2	2
ST	MA 2 1.6	MA 2 1.6	MA 2 1.6
B			<p>*select & use <u>benchmarks</u> to estimate measurements of 0-, 45- (acute), 90- (right) greater than 90 (obtuse) degree angles M2B4 M2B6 *identify & justify an angle as acute, obtuse, straight, or right</p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) **use a protractor to measure **create angles for classmates to measure</p> <p>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. Recognize right triangles as a category, & identify right triangles. 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), & perpendicular & parallel lines. Identify these in two-dimensional figures.</p>
	Use angle measurement		
DOK			2
ST			MA 2 1.6

Data & Probability

Grade Levels 2nd / 3rd / 4th

C	Apply geometric measurements	<p>determine the perimeter of polygons M2C3 M2C3</p> <p>**complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.)</p> <p>**create & measure a polygon</p> <p>3.Md.8 Solve real world & mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, & exhibiting rectangles with the same perimeter & different areas or with the same area & different perimeters.</p> <p>4.MD.3 Apply the area & perimeter formulas for rectangles in real world & mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring & the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>	<p>determine & justify areas of polygons & non-polygonal regions imposed on a rectangular grid M2C4 M2C6 M2C4 M2C6</p> <p>**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)</p> <p>**given shapes on a grid, find area</p> <p>**given a rectangular grid, glue on polygons & switch to determine areas</p> <p>3.MD.7.c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a & $b + c$ is the sum of $a \times b$ & $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>3.MD.7.a Find the area of a rectangle with whole-number side lengths by tiling it, & show that the area is the same as would be found by multiplying the side lengths. 3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, & improvised units).</p> <p>http://illustrativemathematics.org/illustrations/516 3.MD.5.b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 3.MD.5.a A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, & can be used to measure area. 3.MD.8 Solve real world & mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, & exhibiting rectangles with the same perimeter & different areas or with the same area & different perimeters.</p> <p>3.MD.7 b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world & mathematical problems, & represent whole-number products as rectangular areas in mathematical reasoning. 4.MD.3 Apply the area & perimeter formulas for rectangles in real world & mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring & the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>
		2	3
DOK			
ST		MA 2 1.10	MA 2 1.10

2.MD.6	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., & represent whole-number sums & differences within 100 on a number line diagram.
2.MD.8	<p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels & pennies, using \$ & ¢ symbols appropriately. <i>Example: If you have 2 dimes & 3 pennies, how many cents do you have?</i></p> <p>M1DK *identify & <i>know the value of a penny, nickel, dime, & quarter</i></p> <p>M1D1 *<i>count money to a dollar</i>, including half dollars</p>

Data & Probability

Grade Levels 2nd / 3rd / 4th

1. Formulate questions that can be addressed with data & collect, organize & display relevant data to answer them – integrate faith by showing how The Word of God was “gathered” & “collected” to produce what we call the Holy Bible.			
	Grade 2	Grade 3	Grade 4
A Formulate questions	<p>*pose questions & gather data about themselves & their surroundings</p> <p>**survey classmates, record temperature, &/or weather. **record the information found</p>	<p>*design investigations to address a given question</p> <p>**work in groups to identify a question & design a way to find the answer</p>	<p>collect data using observations, surveys & experiments</p> <p>**survey members of other classes on cross-curricular topics **complete cross-curricular experiments **complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)</p>
	DOK 3	3	2
ST	MA 3 1.2	MA 3 1.2	MA 3 1.2
B Classify & organize data	<p>*sort & classify items according to their attributes & organize data about the items</p> <p>**survey classmates; organize data (for example: people wearing a certain color, gender, etc.) http://www.lcms.org/page.aspx?pid=387</p>		
	DOK 3		
ST	MA 3 1.8		
C Represent & interpret data	<p>*represent one- to-many correspondence data using pictures & bar graphs D1C2 D1C2</p> <p>**survey classmates; organize data (for example: favorite color, food, etc.) 2.MD.10 Draw a picture graph & a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, & compare problems using information presented in a bar graph. (See CCSS Glossary p. 88, Table 1) 3.MD.3 Draw a scaled picture graph & a scaled bar graph to represent a data set with several categories. Solve one- & two-step “how many more” & “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p>read & interpret information from line plots & graphs (bar, line, pictorial) D1C3 D1C3 D1C3</p> <p>**complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.) **find examples from newspapers & magazines. Create questions to match their examples & exchange with a classmate to solve. http://www.lcms.org/page.aspx?pid=387 2.MD.10 Draw a picture graph & a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, & compare problems using information presented in a bar graph. (See CCSS Glossary p. 88, Table 1) 3.MD.3 Draw a scaled picture graph & a scaled bar graph to represent a data set with several categories. Solve one- & two-step “how many more” & “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Solve problems involving addition & subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find & interpret the difference in length between the longest & shortest specimens in an insect collection.</i></p>	<p>create tables or graphs to represent categorical & numerical data (including line plots) D1C4 D1C4 D1C4</p> <p>**survey classmates; organize data (for example: favorite color, food, etc.) **record observations over a week’s time (or more). (for example: weather, temperature) **create a table or graph based on what was learned. 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, where the horizontal scale is marked off in whole-number units. http://illustrativemathematics.org/illustrations/485 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves & fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters.</p>
	DOK 2	2	2
ST	MA 3 1.8	MA 3 1.10	MA 3 1.8

Data & Probability

Grade Levels 2nd / 3rd / 4th

2. Select & use appropriate statistical methods to analyze data	
	Grade 3
A	<i>*describe the <u>shape of data</u> & analyze it for patterns</i>
Describe & analyze data	**complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.)
DOK	2
ST	MA 3 1.6

	Grade 4
A	<i>*describe important <u>features</u> of the data set</i>
Describe & analyze data	**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8) http://www.lcms.org/page.aspx?pid=387
DOK	2
ST	MA 3 1.6

3. Develop & evaluate inferences & predictions that are based on data	
	Grade 3
A	<i>*discuss events related to students' experiences as likely or unlikely</i>
Develop & evaluate inferences	**complete problems from Houghton Mifflin Math (ISBN-13:978-0-618-27720-9.)
DOK	2
ST	MA 3 3.5

	Grade 4
A	<i>*given a set of data, propose & justify conclusions that are based on the data</i>
Develop & evaluate inferences	**complete problems from Houghton Mifflin Math (ISBN0-618-27721-8)
DOK	3
ST	MA 3 3.5

Resources for Instruction: www.eduplace.com www.enchantedlearning.com The Holy Bible Houghton Mifflin 2, 3, 4 Math Books 2004 Series

2nd Grade Common Core

3rd Grade Common Core

4th Grade Common Core