**MATH**

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| **Essential Standard:** [**CC. 2.1.3.B.1**](https://globalpd.com/essential-standards/add) | | **Vocabulary** | **Pacing** |
|  | | Rounding  Estimate  Place value  Place vs value  Expanded form  Word form  Standard form  Digit  Regroup  Sum  Difference | 6 weeks total  2 weeks place value  2 weeks addition  2 weeks subtraction  All first 9 weeks |
| **Learning Target** | **Student Friendly** | **DOK** | **Type** |
| \*Use place value understandings to the thousands place. DOK 1  \*Compare whole numbers (limit of four digits). DOK 3  \*Order a set of whole numbers from least to greatest and greatest to least (limit to four numbers). DOK3  \*Round two and three digit whole numbers to the nearest ten and hundred. DOK 2  \*Add two and three digit whole numbers. DOK 1  \*Subtract two and three digit numbers from 3 digit whole numbers. DOK1  \*Apply properties to 1 digit + 1 digit problems. DOK 2  \*Apply properties to simple subtraction problems. DOK 2 | I will use place value t o help me compare numbers.  I will use place value to help me order numbers.  I will use place value to help me round 3 and 4 digit numbers.  I will use place value to add 3 and 4 digit numbers.  I will use place value to subtract 3 and 4 digit numbers. | DOK 1  DOK 3  DOK3  DOK 2  DOK 1  DOK1 | Prerequisite skill |

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| **Essential Standard:** [**CC. 2.1.3.B.1**](https://globalpd.com/essential-standards/add) **C.C.2.2.4.A.4** | | **Vocabulary** | **Pacing** |
|  | | Sum  Difference  Each  Equal Groups  Partition  Total  Altogether  In All  Less than | 1 week  On- going  After first 9 weeks |
| **Learning Target** | **Student Friendly** | **DOK** | **Type** |
| Apply CUBES strategy to solve addition (3 and 4 digit), subtraction (3 and 4 digit), multiplication (basic facts), division (basic facts) word problems  Identify key words in math word problems | I will use the CUBES strategy to solve math word problems.  I will find key words to solve math word problems. | DOK 3  DOK 1 | Foundational Skill |

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| **Essential Standard: CC.2.3.2.A.3** | | **Vocabulary** | **Pacing** |
|  | | Value  Coin  Quarter  Dime  Nickel  Penny  Base ten blocks | 2 weeks  Began identifying coins 1 weeks in the first 9 weeks |
| **Learning Target** | **Student Friendly** | **DOK** | **Type** |
| \*Identify coins. \*Identify Value of coins.  \*Apply place value when adding and writing money values.  \*Adding value of coins and bills by organizing and categorizing. | I will identify the penny, nickel, dime, and quarter and identify the amount each coin is worth.  I will write the amount the coins are worth.  I will add various coins and bills. | DOK1  DOK1  DOK 2  DOK2 | Foundational Skill |

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| **Essential Standard:** | | **Vocabulary** | **Pacing** |
| CC213C1 | | Fraction, unit fraction, numerator, denominator | 1 week |
| **Learning Target** | **Student Friendly** | **DOK** | **Type** |
| ~Identify unit fractions.  ~ Identify fractions using numerators and denominators.  ~Define fraction vocabulary.  ~Describe fractions as parts of whole.  ~Describe fractions as parts of a set. | I can identify and explain unit fractions.  I can identify fractions using numerators and denominators.  I can tell what fraction vocabulary words mean. | DOK 1  DOK 1  DOK 1 | Foundation- on going skill |

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| **Essential Standard: CC.2.2.3.A.2** | | **Vocabulary** | **Pacing** |
| Solves multiplication and division problems and understand the relationships between the two operations. | | Division, array, equal groups, inverse operation, partition, commutative property, associative property | Multiplication- 4 weeks  Division- 2 weeks |
| **Learning Target** | **Student Friendly** | **DOK** | **Type** |
| Understand properties of multiplication  Represent division through arrays, equal groups, models.  Solving problems involving division using various strategies. | I can explain and apply the commutative, associative, and distributive properties of multiplication.  I can decompose, regroup, and reorder factors to make it easier to multiply.  I can explain the relationship between multiplication and division.  I can turn a division problem into a multiplication problems with an unknown factor. | DOK 1  DOK 1  DOK 2 | Foundational Skill |

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| **Essential Standard: CC. 2. 2. 3. A. 3** | | **Vocabulary** | **Pacing** |
| Demonstrate multiplication and division fluency | | Commutative property  Arrays  Equal groups  Repeated addition  product | 3 weeks |
| **Learning Target** | **Student Friendly** | **DOK** | **Type** |
| Demonstrate multiplication fluency of single digits, including 0-9.  Demonstrate multiplication fluency of multiples of ten.  Apply prerequisite skills of multiplication to basic multiplication facts. | I will be able to multiply one digit numbers. | DOK 1  DOK 1  DOK 1 | Foundational skill |

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| **Essential Standard: C.C.2.2.3.A.1**  **C.C.2.2.3.A.2** | | **Vocabulary** | **Pacing** |
| Represent and solve problems involving multiplication and division.  Relationship between operations | | Multiplication  Arrays  Equal groups  Repeated addition  Commutative property  Factors  Product  Quotient  Inverse operations  Partition  Dividend  Divisor | Multiplication 4 weeks  Division 2 weeks  Chapter 5  Chapter 9 |
| **Learning Target** | **Student Friendly** | **DOK** | **Type** |
| Represent multiplication through arrays, equal groups, repeated addition.  Solve problems involving multiplication using single digits.  Represent and solve division problems through arrays, equal groups, models, and repeated subtraction.  Apply division strategies to solve division equations.  Create division sentences using arrays in equal groups, or create groups using arrays to create a division sentence.  Understand properties of multiplication. | I can explain and apply the commutative, associative, and distributive properties of multiplication.  I can decompose, regroup, and reorder factors to make it easier to multiply.  I can explain how the multiplication properties may or may not relate to division.  I can explain the relationship between multiplication and division.  I can turn a division problem into a multiplication problems with an unknown factor. | DOK 2  DOK 1 | Foundational Skill |

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| **Essential Standard:** | | **Vocabulary** | **Pacing** |
| CC213C1 Demonstrates an understanding of fractions of numbers | | fractions, numerator, denominator |  |
| **Learning Target** | **Student Friendly** | **DOK** | **Type** |
| \*Explore an understanding of fractions as numbers | I can tell what a fraction is. | DOK 1 |  |

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| **Essential Standard:** | | **Vocabulary** | **Pacing** |
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