

| STATE BENCHMARKS | CORE TOPICS | DISTRICT BENCHMARKS | SUGGESTED ASSESSMENT | POSSIBLE RESOURCES |
|---|--|---|----------------------|--------------------|
| <p>IV-1-1: Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p> <p>V-2-3: Find replacements for the variable(s) in open sentences.</p> <p>IV-3-3: Classify numbers as even or odd and explore concepts of factors and multiples.</p> <p>IV-1-2: Investigate and develop an understanding of the base 10 place-value system.</p> <p>IV-2-3: Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> <p>IV-1-1: Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p> <p>IV-2-3: Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> <p>IV-1-4: Apply their understanding of number systems to model and solve problems.</p> <p>IV-3-5: Apply their understanding of number relationships in solving problems.</p> <p>IV-1-4: Apply their understanding of number systems to model and solve problems.</p> <p>IV-3-5: Apply their understanding of number relationships in solving problems.</p> <p>IV-1-4: Apply their understanding of number systems to model and solve problems.</p> <p>V-1-4: Apply operations efficiently and accurately in solving problems.</p> <p>IV-1-4: Apply their understanding of number systems to model and solve problems.</p> <p>V-1-4: Apply operations efficiently and accurately in solving problems.</p> <p>IV-3-3: Classify numbers as even or odd and explore concepts of factors and multiples.</p> | <p>WHOLE NUMBERS AND NUMERATION</p> | <p>The student will:</p> <ul style="list-style-type: none"> • write numerals to 100. • rote count by 2's to 20; 5's to 50; 10's to 100; 4's, 6's, 7's, 8's, 9's with 100 chart. • recognize numerals 0 to 100 • solve addition problems 0-18 using manipulatives. • solve subtraction problems 0-18 using manipulatives. • timed test to solve written addition problems 0-18 with 80% mastery. • timed test to solve written subtraction problems 0-18 with 80% mastery. • determine whether a number is odd or even using manipulatives to 20. • recognize the commutative property. | | |

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| <p>V-1-3: Explore properties of operations (e.g., commutative and distributive properties) and give examples of how they use those properties.</p> <p>IV-2-2: Explore and recognize different representations for the same number and explain why they are the same.</p> <p>IV-2-3: Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> <p>IV-3-1: Compare and order numbers using "equal", "less than" or "greater than".</p> <p>IV-2-3: : Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> <p>IV-1-1: Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p> <p>IV-2-1: Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.</p> <p>IV-2-2: Explore and recognize different representations for the same number and explain why they are the same.</p> <p>IV-1-2: Investigate and develop an understanding of the base 10 place-value system.</p> <p>IV-3-5: Apply their understanding of number relationships in solving problems.</p> <p>IV-1-2: Investigate and develop an understanding of the base-10 place-value system.</p> <p>IV-2-3: : Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> <p>IV-2-2: Explore and recognize different representations for the same number and explain why they are the same.</p> <p>IV-1-2: Investigate and develop an understanding of the base 10 place-value system.</p> | | <ul style="list-style-type: none"> • use ordinal number to 8th. • identify more, less or equal to 100. • record 3-digit dictated numbers. • rename a number using place value and names of numbers. (Example: 3 hundred, 4 tens, 5 ones) • round 2-digit numbers. • using base 10 blocks up to 3-digit number, student shall construct a 3-digit number. | | |

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| <p>IV-2-1: Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.</p> <p>IV-1-4: Apply their understanding of number systems to model and solve problems.</p> | | <ul style="list-style-type: none"> add 2-digit numbers. | | |
| <p>IV-2-1: Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.</p> <p>IV-2-1: Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.</p> | <p>FRACTIONS</p> | <p>The student will:</p> <ul style="list-style-type: none"> using a visual model, recognize $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{10}$. reproduce $\frac{1}{2}$ and $\frac{1}{4}$. | | |
| <p>II-3-1: Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.</p> <p>IV-2-3: : Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> <p>II-3-2: Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature and money.</p> <p>IV-2-3: : Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> <p>II-3-2: Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature and money.</p> <p>II-3-2: Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature and money.</p> <p>IV-2-3: : Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> | <p>MEASUREMENT</p> | <p>The student will:</p> <ul style="list-style-type: none"> measure an object given a unit. tell time to the half-hour. identify the four basic coins. know value of a penny, nickel and dime. | | |
| <p>II-1-4: Draw and build familiar shapes.</p> | <p>GEOMETRIC CONCEPTS</p> | <p>The student will:</p> <ul style="list-style-type: none"> draw or trace square, circle, triangle and rectangle. | | |

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| <p>II-2-1: Locate and describe objects in terms of their position, including front, back, inside, outside, right, left, over, under, next to, between and locations on the number line, on a coordinate graph and on a map.</p> | | <ul style="list-style-type: none"> use relations of near and on. | | |
| <p>III-2-1: Read and explain data they have collected and organized themselves and progress to reading data from other sources.</p> <p>III-2-1: Read and explain data they have collected and organized themselves and progress to reading data from other sources.</p> <p>III-1-2: Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.</p> <p>I-1-2: Represent and record patterns and relationships in a variety of ways including tables, charts and pictures.</p> | <p>STATISTICS AND PROBABILITY</p> | <p>The student will:</p> <ul style="list-style-type: none"> interpret picture graphs and bar graphs using 10 variables. read and interpret tables using 2 variables. know tally marks and record with tally data. | | |
| <p>IV-1-2: Investigate and develop an understanding of the base 10 place-value system.</p> <p>V-1-1: Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.</p> | <p>ALGEBRAIC CONCEPTS</p> | <p>The student will:</p> <ul style="list-style-type: none"> write a number sentence to 99 using a pictorial model. | | |
| <p>I-1-1: Recognize, describe and extend numerical and geometric patterns.</p> <p>V-2-1: Write and solve open sentences (e.g., $\diamond + \triangle = 5$) and write stories to fit the open sentence.</p> <p>V-2-3: Find replacements for the variable(s) in open sentences.</p> <p>VI-2-5: Explore, develop and invent their own algorithms to accomplish a task or to solve numerical problems.</p> | <p>PROBLEM SOLVING AND LOGICAL REASONING</p> | <p>The student will:</p> <ul style="list-style-type: none"> identify an ABC pattern and determine the missing element. identify daily like examples illustrating addition/subtraction. write and solve open sentences ($x+y=5$) to illustrate real life situations. determine whether to add or subtract given a problem (without manipulatives). | | |

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| <p>IV-3-5: Apply their understanding of number relationships in solving problems.</p> <p>VI-2-2: Explore sets and set relationships by sorting and classifying objects.</p> <p>II-1-2: Describe the attributes of familiar shapes.</p> <p>II-1-3: Compare, sort and classify familiar shapes.</p> <p>IV-2-2: Explore and recognize different representations for the same number and explain why they are the same.</p> | | <ul style="list-style-type: none"> determine a set using 2 attributes. | | |
| <p>V-1-2: Develop and apply the appropriate method of computation from among mental computation, estimation, paper-and-pencil calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.</p> <p>V-1-2: Develop and apply the appropriate method of computation from among mental computation, estimation, paper-and-pencil calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.</p> <p>V-1-2: Develop and apply the appropriate method of computation from among mental computation, estimation, paper-and-pencil calculators; explain why they are choosing a method and how they know which operations to perform in a given situation.</p> | <p>CALCULATORS</p> | <p>The student will:</p> <ul style="list-style-type: none"> recognize keys: [#], [=], [+], [-] read display. compute sums of whole numbers. | | |
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