Math Plans for Standards-Based

Instruction and Assessment

Term 1 

Aug 6th – 9th (week 1)

* OA.1 – Use addition and subtraction within 100 to solve one and two-step word problems. (ongoing)
* OA.2 – Fluently add and subtract within 20 using mental strategies (ongoing)
* OA.3 – Determine whether a group of objects has an odd or even number of members. (ongoing)
* NBT.1 – Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

Aug 12th – 16th (week 2)

* NBT.2 – Count within 1000, skip-count by 5s, 10s, and 100s.
* NBT.3 – Read and write numbers to 1000 using base-ten numbers, number names, and expanded form.

Aug 19th – 23rd (week 3)

* NBT.1 – Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones.
* NBT.2 – Count within 1000, skip-count by 5s, 10s, and 100s.

Aug 26th – 30th (week 4)

* NBT.3 – Read and write numbers to 1000 using base-ten numbers, number names, and expanded form.
* NBT.4 – Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <, >, or = symbols

Sept 2nd – 6th (week 5)

* Labor Day – No School Monday
* OA.4 – Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns, write an equation to express the total as a sum of equal addends.
* MD.10 – Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (implemented in other subject areas).
* NBT.8 – Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Sept 9th – 13th (week 6)

* OA.4 – Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns, write an equation to express the total as a sum of equal addends.
* NBT.5 (add) – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition/subtraction.

Sept 16th – 20th (week 7)

* OA.4 – Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns, write an equation to express the total as a sum of equal addends.
* NBT.5 (add & sub) – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition/subtraction.

Sept 23rd – 27th (week 8)

* OA.1 – Use addition and subtraction within 100 to solve one and two-step word problems.
* NBT.5 (sub) – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition/subtraction.
* Review for 9 weeks test

Sept 30th – Oct 4th (week 9) – 9 weeks test

Term 2 

Oct 7th – 11th (week 1)

* OA.1 – Use addition and subtraction within 100 to solve one and two-step word problems. (ongoing)
* OA.4 – Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns, write an equation to express the total as a sum of equal addends. (ongoing)
* NBT.3 – Read and write numbers to 1000 using base-ten numbers, number names, and expanded form.
* NBT.7 – Add and subtract within 1000, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Oct 14th – 18th (week 2)

* Fall Break – out Monday/Tuesday
* NBT.4 – Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <, >, or = symbols
* NBT.6 – Add up to four two-digit numbers using strategies based on place value and properties of operations.
* NBT.8 – Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Oct 21st – 25th (week 2)

* NBT.4 – Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <, >, or = symbols
* NBT.7 – Add and subtract within 1000, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
* NBT.8 – Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Oct 28th – Nov 1st (week 3)

* NBT.3 – Read and write numbers to 1000 using base-ten numbers, number names, and expanded form.
* NBT.7 – Add and subtract within 1000, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
* NBT.9 – Explain why addition and subtraction strategies work, using place value and the properties of operations.

Nov 4th – 8th (week 4)

* MD.8a – Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols correctly ($ and c)

Nov 11th – 15th (week 5)

* MD.8a – Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols correctly ($ and c)

Nov 18th – 22nd (week 6)

* MD.7 – Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
* MD.8b – Fluently use a calendar to answer simple read world problems such as “How many weeks are in a year?” or “James gets $5 allowance every 2 months, how much money will he have at the end of the year?” (implemented in other subject areas).

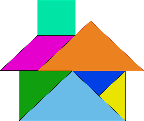
Dec 2nd – 6th (week 7)

* MD.7 – Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Dec 9th – 13th (week 8)

* MD.7 – Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
* Review 9 weeks test

Dec 16th – 19th (week 9) - 9 weeks test

Term 3  

Jan 6th – 10th (week 1)

* OA.1 – Use addition and subtraction within 100 to solve one and two-step word problems. (ongoing)
* OA.2 – Fluently add and subtract within 20 using mental strategies (ongoing)
* MD.1 – Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
* MD.2 – Measure the length of an object twice, using length units of different lengths for the two measurements; describing how the two measurements relate to the size of the unit chosen.
* MD.3 – Estimate lengths using units of inches, feet, centimeters, and meters.

Jan 13th – 17th (week 2)

* MD.1 – Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
* MD.2 – Measure the length of an object twice, using length units of different lengths for the two measurements; describing how the two measurements relate to the size of the unit chosen.
* MD.3 – Estimate lengths using units of inches, feet, centimeters, and meters.

Jan 20th – 24th (week 3)

* OA.1 – Use addition and subtraction within 100 to solve one and two-step word problems. (ongoing)
* MD.4 – Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit.
* 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. How the measurements by making a line plot, where the horizontal scale is marked off in whole number units.

Jan 27th – 31st (week 4)

* MD.5 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
* 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, …, and represent whole-number sums and differences within 100 on a number line diagram.

Feb 3rd – 7th (week 5)

* MD.10 – Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (implemented in other subject areas).

Feb 10th – 14th (week 6)

* G.1 – Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (ongoing)

Feb 17th – 21st (week 7)

* G.2 – Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (ongoing)

Feb 24th – 28th (week 8)

* G.3 – Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

March 2nd – 6th (week 9) - 9 weeks test



Term 4

* Review of all skills
* Begin single-digit multiplication
* Prepare for 3rd grade – test prep items