

Major Learning Targets for This Grade

Numbers and Operations in Base Ten

Students will extend understanding of base-ten notation (place value) and build fluency with addition and subtraction.

"I can represent and solve problems involving addition and subtraction."

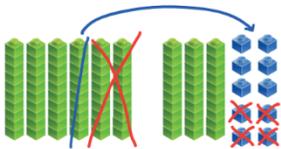
"I can use place value understanding and properties of operations to add and subtract within 100."

"I can add and subtract within 20 fluently using many strategies."

Example Task:

Some students are in the cafeteria. 24 more students came in. Now there are 60 students in the cafeteria. How many students were in the cafeteria to start with? Use drawings and equations to show your thinking.

Possible Student Work:



"I read the problem and thought about how to write it with numbers. I thought, "What and 24 makes 60?" I used a math drawing to solve it. I started with 24. Then I added tens until I got close to 60; I added 3 tens. I stopped at 54. Then I added 6 more ones to get to 60. So, $10 + 10 + 10 + 6 = 36$. So, there were 36 students in the cafeteria to start with. My equation for the problem is $_ + 24 = 60$ "

Measurement

Students will use standard units of measure.

"I can estimate and measure lengths in standard units (inches, feet, cm, meters)."

"I can relate addition and subtraction to length."

"I can add and subtract on a number line."

Example Task:

Kate jumped 14 inches in gym class. Lilly jumped 23 inches. How much farther did Lilly jump than Kate? Solve the problem and then write an equation.

- 1) Use a number line to solve.
- 2) Make a model using base ten blocks.
- 3) If Jaylin jumped 19 inches on her first try, how much farther will she need to jump to beat Lilly's jump?

Describing and Analyzing Shapes

Students will describe and analyze shapes.

"I can describe and draw triangles, quadrilaterals, pentagons, hexagons, and cubes by examining their sides and angles."

"I can partition (divide) circles and rectangles into two, three, or four equal shares."

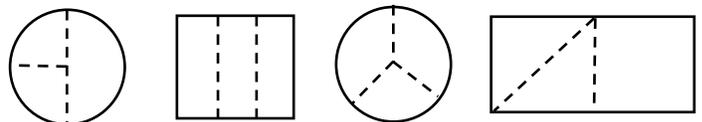
"I can partition a rectangle into rows and columns of same-size squares and count to find the total number of squares."

Example Tasks:

Norah is making brownies for her family. There are 12 people in her family. How can she divide the brownies so everyone gets at least one piece?

| | |
|--|-----------------------|
| | ___ rows |
| | ___ columns |
| | ___ pieces of brownie |

Which of these shows a birthday cake cut into thirds?



Expected Behaviors in Math Class

Students will...

- Check into Google Classroom daily for announcements and to receive/turn in assignments.
- Attend live/recorded Zoom learning and support sessions, with the camera on when feasible.
- Consider available tools to help them solve problems (including hands-on tools and technology).
- Use technology and various applications to explore and deepen understanding.
- Explain their thinking and their process to solving a problem.
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- Decide if their answer is reasonable.
- Use examples and counterexamples to justify a conclusion.
- Apply mathematics to solve problems in everyday life.

How Can I Support My Student in This Course?



Access Google Classroom Daily

- ⇒ Look at the Stream for daily announcements and a weekly schedule.
- ⇒ View the Classwork for assignment information and support.
- ⇒ Accept the Guardian Access request sent to your email address for regular updates on your student's progress.



Encourage Multiple Representations of the Problem

- ⇒ Ask your student to solve the problem in different ways, and to make connections between the different representations.
- ⇒ Ask your student to create visual representations help understand the concepts.



Ask Questions

- ⇒ When your student is stuck, ask him/her questions like: "What is the question in the problem/task?" or "What do you understand/know from the task?" and "How do you know?" Listen while your student explains his/her mathematical reasoning and ask "Does your answer make sense?" based on the context of the problem or task.
- ⇒ Guide your student to participate in small group discussions via Zoom to get questions answered or to send a private message to his/her teacher using Google Classroom.



Value Mistakes

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



Don't Simply Tell Them the Right Answer

- ⇒ Once students are aware that their answer is right, they are more likely to stop thinking about the math. Instead of telling students the right answer, ask them a question or have them draw a picture.



Praise Effort

- ⇒ When your student gets a right answer, acknowledge how hard they must have worked and practiced.
- ⇒ When your student is stuck, acknowledge that sometimes math is challenging and that if they continue to practice and work hard, they will improve.

For more information, visit scusd.edu/math or contact Mikila-Fetzer@scusd.edu, Math Coordinator

SCUSD's Equity & Access Guiding Principle: *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*