

Camelot Learning Mathematics Program  
 Fractions and Decimals  
 Correlation to the Florida Public Schools' Content Standards and GLE's

Lesson # and Quest	Strand	Grade	Grade Level Expectations
<b>Lessons 1, 2</b> How can you use fractional models to understand wholes and fractional parts?	Number Sense, Concepts and Operations	3  2  2	The student <ul style="list-style-type: none"> <li>• reads, writes, and identifies proper fractions with denominators including 2, 3, 4, 5, 6, 8, 10, and 100.</li> <li>• represents, compares, and explains halves, thirds, quarters, and eighths as part of a whole and part of a set, using concrete materials and drawings.</li> <li>• recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 3, 4</b> How can fraction benchmarks help you understand fractional parts?	Number Sense, Concepts and Operations  Data Analysis and Probability  Number Sense, Concepts, and Operations	3  2  2  2	The student <ul style="list-style-type: none"> <li>• reads, writes, and identifies proper fractions with denominators including 2, 3, 4, 5, 6, 8, 10, and 100.</li> <li>• represents, compares, and explains halves, thirds, quarters, and eighths as part of a whole and part of a set, using concrete materials and drawings.</li> <li>• uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.</li> <li>• recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 5, 6</b> How do you add fractions with like denominators?	Number Sense, Concepts and Operations	4  4  4	The student <ul style="list-style-type: none"> <li>• explains and demonstrates the addition and subtraction of common fractions using concrete materials, drawings, story problems, and algorithms.</li> <li>• solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions using an appropriate method (for example, mental math, pencil and paper, calculator).</li> <li>• explains the reason for choosing a particular computing method for a particular problem.</li> </ul>

Camelot Learning Mathematics Program  
 Fractions and Decimals  
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		2	<ul style="list-style-type: none"> <li>recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 7, 8</b> How do you subtract fractions with like denominators?	Number Sense, Concepts, and Operations	4 4 4 2	The student <ul style="list-style-type: none"> <li>explains and demonstrates the addition and subtraction of common fractions using concrete materials, drawings, story problems, and algorithms.</li> <li>solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions using an appropriate method (for example, mental math, pencil and paper, calculator).</li> <li>explains the reason for choosing a particular computing method for a particular problem.</li> <li>recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 9, 10</b> How can you change a fractional number to its simplest form?	Number Sense, Concepts, and Operations	4 4 4 4	The student <ul style="list-style-type: none"> <li>uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.</li> <li>identifies equivalent forms of numbers.</li> <li>knows factors and multiples of numbers to 100.</li> <li>recalls (from memory) basic multiplication facts and related division facts.</li> </ul>
<b>Lessons 11, 12</b> How can you use factors to change a	Number Sense, Concepts, and Operations	5 4	The student <ul style="list-style-type: none"> <li>determines the greatest common factor of two numbers.</li> <li>uses concrete materials to model equivalent forms of whole</li> </ul>

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 Fractions and Decimals  
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fractional number to its simplest form?		4 3 3	numbers, fractions, and decimals. <ul style="list-style-type: none"> <li>• identifies equivalent forms of numbers.</li> <li>• uses a model to determine factors of whole numbers through 100 (for example, array).</li> <li>• uses tables and charts to determine multiples of whole numbers 1-10 (for example, hundred chart, calendar).</li> </ul>
<b>Lessons 13, 14</b> How can you write a fraction to represent the probability of an event?	Data Analysis and Probability           Number Sense, Concepts, and Operations	4 4 4 3 2	The student <ul style="list-style-type: none"> <li>• identifies and records using common fractions, the possible outcomes of simple experiments using concrete materials (for example, spinners, number cubes, coin toss).</li> <li>• determines and predicts which outcomes are likely to occur and expresses those expected outcomes as fractions.</li> <li>• conducts experiments to test predictions.</li> <li>• identifies and records the possible outcomes of simple experiments using concrete materials (for example, spinners, marbles in a bag, coin toss).</li> <li>• recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 15, 16</b> How do you write a fraction to express the probability of an event displayed on a frequency table?	Data Analysis and Probability           Number Sense, Concepts, and Operations	4 4 4 4 4	The student <ul style="list-style-type: none"> <li>• represents all possible outcomes for a simple probability situation or event using models such as organized lists, charts, or tree diagrams.</li> <li>• identifies and records using common fractions, the possible outcomes of simple experiments using concrete materials (for example, spinners, number cubes, coin toss).</li> <li>• determines and predicts which outcomes are likely to occur and expresses those expected outcomes as fractions.</li> <li>• conducts experiments to test predictions.</li> <li>• identifies equivalent forms of numbers.</li> </ul>

Camelot Learning Mathematics Program  
 Fractions and Decimals  
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	Data Analysis and Probability	3	<ul style="list-style-type: none"> <li>identifies and records the possible outcomes of simple experiments using concrete materials (for example, spinners, marbles in a bag, coin toss).</li> </ul>
	Number Sense, Concepts, and Operations	4	<ul style="list-style-type: none"> <li>recalls (from memory) basic multiplication facts and related division facts.</li> </ul>
<b>Lessons 17, 18</b> How do you write mixed numbers and improper fractions?	Number Sense, Concepts, and Operations	4	The student
		4	<ul style="list-style-type: none"> <li>reads, writes, and identifies fractions and mixed numbers with denominators including 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 100, and 1000.</li> </ul>
		4	<ul style="list-style-type: none"> <li>uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.</li> </ul>
		4	<ul style="list-style-type: none"> <li>identifies equivalent forms of numbers.</li> </ul>
		4	<ul style="list-style-type: none"> <li>knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, decimals, fractions, and mixed numbers.</li> </ul>
		4	<ul style="list-style-type: none"> <li>explains and demonstrates the multiplication and division of whole numbers using manipulatives, drawings, and algorithms.</li> </ul>
		4	<ul style="list-style-type: none"> <li>recalls (from memory) basic multiplication facts and related division facts.</li> </ul>
		2	<ul style="list-style-type: none"> <li>recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 19, 20</b> How do you represent tenths to hundredths using place value models?	Number Sense, Concepts, and Operations	4	The student
		4	<ul style="list-style-type: none"> <li>uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.</li> </ul>
		4	<ul style="list-style-type: none"> <li>identifies equivalent forms of numbers.</li> </ul>
		4	<ul style="list-style-type: none"> <li>knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, decimals, fractions, and mixed numbers.</li> </ul>
		4	<ul style="list-style-type: none"> <li>reads, writes, and identifies decimals through hundredths.</li> </ul>

Camelot Learning Mathematics Program  
 Fractions and Decimals  
 Correlation to the Florida Public Schools' Content Standards and GLE's

		2	<ul style="list-style-type: none"> <li>recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 21, 22</b> How can a fraction and decimal be written as a percent?	Number Sense, Concepts, and Operations	5	The student <ul style="list-style-type: none"> <li>reads, writes, and identifies common percents including 10%, 20%, 25%, 30%, 40%, 50%, 60%, 70%, 75% , 80%, 90%, and 100%.</li> </ul>
		5	<ul style="list-style-type: none"> <li>knows that numbers in different forms are equivalent or nonequivalent, using whole numbers, decimals, fractions, mixed numbers, and percents.</li> </ul>
		2	<ul style="list-style-type: none"> <li>recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 23, 24</b> How can you use a number line to compare and order decimals?	Number Sense, Concepts, and Operations	4	The student <ul style="list-style-type: none"> <li>uses language and symbols (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>) to compare numbers in the same form and in two different forms such as <math>\_ &lt; 1</math>.</li> </ul>
		4	<ul style="list-style-type: none"> <li>compares and orders commonly used fractions and decimals to hundredths using concrete materials, drawings, and numerals.</li> </ul>
		4	<ul style="list-style-type: none"> <li>locates whole numbers, fractions, mixed numbers, and decimals on a number line.</li> </ul>
		4	<ul style="list-style-type: none"> <li>recalls (from memory) basic multiplication facts and related division facts.</li> </ul>
<b>Lessons 25, 26</b> How can you compare and order fractions and decimals?	Number Sense, Concepts, and Operations	5	The student <ul style="list-style-type: none"> <li>uses symbols (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>) to compare numbers in the same and different forms such as <math>0.5 &lt; 3/4</math>.</li> </ul>
		5	<ul style="list-style-type: none"> <li>determines the least common multiple of two numbers up to 100 or more.</li> </ul>
		4	<ul style="list-style-type: none"> <li>compares and orders commonly used fractions and decimals to hundredths using concrete materials, drawings, and numerals.</li> </ul>
		4	<ul style="list-style-type: none"> <li>locates whole numbers, fractions, mixed numbers, and</li> </ul>

Camelot Learning Mathematics Program  
 Fractions and Decimals  
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		4 4 4 4	<p>decimals on a number line.</p> <ul style="list-style-type: none"> <li>• uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.</li> <li>• identifies equivalent forms of numbers.</li> <li>• knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, decimals, fractions, and mixed numbers.</li> <li>• recalls (from memory) basic multiplication facts and related division facts.</li> </ul>
<b>Lessons 27, 28</b> How can you use rounding to help you estimate sums and differences of decimals?	Number Sense, Concepts, and Operations	3 4 4 4 2	<p>The student</p> <ul style="list-style-type: none"> <li>• chooses estimation strategies (for example, front-end, rounding) in real-world problem situations and explains the choice.</li> <li>• predicts the relative size of solutions in addition and subtraction of decimals to hundredths.</li> <li>• reads, writes, and identifies decimals through hundredths.</li> <li>• recalls (from memory) basic multiplication facts and related division facts.</li> <li>• recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 29, 30</b> How can you use place value models to add and subtract decimals?	Number Sense, Concepts, and Operations	4 4 4 2	<p>The student</p> <ul style="list-style-type: none"> <li>• explains and demonstrates the addition and subtraction of decimals (to hundredths) using concrete materials, drawings, story problems, and algorithms.</li> <li>• predicts the relative size of solutions in addition and subtraction of decimals to hundredths.</li> <li>• reads, writes, and identifies decimals through hundredths.</li> <li>• recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 31, 32</b>			The student

Camelot Learning Mathematics Program  
 Fractions and Decimals  
 Correlation to the Florida Public Schools' Content Standards and GLE's

<p>How can equivalent decimals make finding sums and differences of decimals easier?</p>	<p>Number Sense, Concepts, and Operations</p> <p>Algebraic Thinking</p> <p>Number Sense, Concepts, and Operations</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>3</p> <p>2</p>	<ul style="list-style-type: none"> <li>• uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.</li> <li>• explains and demonstrates the addition and subtraction of decimals (to hundredths) using concrete materials, drawings, story problems, and algorithms.</li> <li>• predicts the relative size of solutions in addition and subtraction of decimals to hundredths.</li> <li>• reads, writes, and identifies decimals through hundredths.</li> <li>• applies and explains the appropriate rule to complete a table or chart.</li> <li>• recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<p><b>Lessons 33, 34</b>          How can you use your knowledge of decimals to help you solve problems?</p>	<p>Number Sense, Concepts, and Operations</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>	<p>The student</p> <ul style="list-style-type: none"> <li>• uses problem-solving strategies to determine the operation(s) needed to solve one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions.</li> <li>• solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions using an appropriate method (for example, mental math, pencil and paper, calculator).</li> <li>• explains the reason for choosing a particular computing method for a particular problem.</li> <li>• chooses, describes and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.</li> <li>• recalls (from memory) basic multiplication facts and related division facts.</li> </ul>

Camelot Learning Mathematics Program  
 Fractions and Decimals  
 Correlation to the Florida Public Schools' Content Standards and GLE's

		2	<ul style="list-style-type: none"> <li>recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
<b>Lessons 35, 36</b> How can you use your knowledge of decimals to help you make change?	Number Sense, Concepts, and Operations	4	The student <ul style="list-style-type: none"> <li>translates problem situations into diagrams and models using whole numbers, fractions, mixed numbers and decimals to hundredths including money notation.</li> <li>solves real-world problems involving estimated measurements, including money to nearest \$1.00.</li> <li>solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions using an appropriate method (for example, mental math, pencil and paper, calculator).</li> <li>chooses, describes and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.</li> <li>uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.</li> <li>explains and demonstrates the addition and subtraction of decimals (to hundredths) using concrete materials, drawings, story problems, and algorithms.</li> <li>recalls (from memory) basic multiplication facts and related division facts.</li> <li>recalls (from memory) the addition facts and corresponding subtraction facts.</li> </ul>
	Measurement	4	
	Number Sense, Concepts, and Operations	4	
		4	
		4	
		4	
		4	
		2	
<b>Lessons 37, 38</b> How can you use rounding to help you estimate and solve money problems?	Measurement	4	
	Number Sense, Concepts, and Operations	4	



Camelot Learning Mathematics Program  
Fractions and Decimals  
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		4	with denominators including 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 100, and 1000. <ul style="list-style-type: none"><li>• recalls (from memory) basic multiplication facts and related division facts.</li></ul>
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