

Camelot Learning
Computation
Correlation to the Georgia Public Schools' Performance Standards

Lesson Numbers and Quest	Standard	Strand	Activities
<p>Lessons 1, 2 How can you use your knowledge of the commutative property to recall basic addition facts?</p>	<p>Algebra</p> <p>Number and Operations</p> <p>Number and Operations</p> <p>Process Skills</p>	<p>M3A1. Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.</p> <p>M2N2. Students will build fluency with multi-digit addition and subtraction.</p> <p>M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.</p> <p>M3P3. Students will communicate mathematically.</p>	<p>a. Describe and extend numeric and geometric patterns.</p> <p>d. Use basic properties of addition (commutative, associative, and identity) to simplify problems (e.g. $98 + 17$ by taking two from 17 and adding it to the 98 to make 100 and replacing the original problem by the sum $100 + 15$).</p> <p>f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)</p> <p>a. Organize and consolidate their mathematical thinking through communication.</p> <p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express mathematical ideas precisely.</p>
<p>Lessons 3, 4 How can you use the strategy “Make a Ten” to add and subtract facts to 18?</p>	<p>Number and Operations</p> <p>Algebra</p>	<p>M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.</p> <p>M3A1. Students will use mathematical expressions to represent relationships</p>	<p>e. Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles and making tens.</p> <p>f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)</p> <p>a. Describe and extend numeric and geometric patterns.</p>

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	Process Skills	between quantities and interpret given expressions. M3P3. Students will communicate mathematically.	a. Organize and consolidate their mathematical thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely.
	Data Analysis	M2D1. Students will create simple tables and graphs and interpret their meaning.	a. Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results.
Lessons 5, 6 How can you use mental math strategies to find sums and differences without doing the written problems in your head?	Number and Operations	M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving.	b. Use mental math and estimation strategies to add and subtract.
	Number and Operations	M3A1. Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.	a. Describe and extend numeric and geometric patterns.
	Process Skills	M3P3. Students will communicate mathematically.	a. Organize and consolidate their mathematical thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely.
	Data Analysis	M2D1. Students will create simple tables and graphs and interpret their meaning.	a. Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results.
	Number and Operations	M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and	e. Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles and making tens. f. Know the single-digit addition facts to 18 and

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		subtraction.	corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)
Lessons 7, 8 How can your knowledge of rounding and estimating help you solve multi-digit addition and subtraction problems?	Numbers and Operations	M4N2. Students will understand and apply the concept of rounding numbers.	a. Round numbers to the nearest ten, hundred, or thousand. b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand. d. Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers. f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.) a. Organize and consolidate their mathematical thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely.
	Number and Operations	M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.	
	Process Skills	M3P3. Students will communicate mathematically.	
Lessons 9, 10 How can you use mental math strategies to solve multi-digit whole number strategies in your head?	Numbers and Operations	M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving.	b. Use mental math and estimation strategies to add and subtract. a. Correctly add and subtract two whole numbers up to three digits each with regrouping. f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts
	Number and Operations	M2N2. Students will build fluency with multi-digit addition and subtraction.	
	Number and Operations	M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse	

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	Process Skills	relationship between addition and subtraction. M3P3. Students will communicate mathematically.	already known, applying the commutative property, and grouping facts into families.) a. Organize and consolidate their mathematical thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely.
Lessons 11, 12 How does understanding place value help you when you are adding and subtracting numbers that have more than one digit?	Numbers and Operations Numbers and Operations	M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving. M2N1. Students will use multiple representations of numbers to connect symbols to quantities.	b. Use mental math and estimation strategies to add and subtract. a. Represent numbers using a variety of models, diagrams, and number sentences (e.g., 4703 represented as $4,000 + 700 + 3$, and units, 47 hundreds + 3, or $4,500 + 203$). b. Understand the relative magnitudes of numbers using 10 as a unit, 100 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones. f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.) a. Organize and consolidate their mathematical thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely.
	Number and Operations	M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.	
	Process Skills	M3P3. Students will communicate mathematically.	

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<p>Lessons 13, 14 How can you use your knowledge of place value to help you compare and order large numbers?</p>	<p>Number and Operations</p> <p>Number and Operations</p> <p>Process Skills</p>	<p>M3N1. Students will further develop their understanding of whole numbers and ways of representing them.</p> <p>M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.</p> <p>M3P3. Students will communicate mathematically.</p>	<p>a. Identify place values from tenths through ten thousands.</p> <p>b. Understand the relative sizes of digits in place value notation (10 times, 100 times, 1/10 of a single digit whole number) and ways to represent them.</p> <p>f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)</p> <p>a. Organize and consolidate their mathematical thinking through communication.</p> <p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express mathematical ideas precisely.</p>
<p>Lessons 15, 16 How can you use your knowledge of place value and basic facts to solve multi-digit subtraction problems?</p>	<p>Numbers and Operations</p> <p>Number and Operations</p> <p>Number and Operations</p> <p>Number and Operations</p> <p>Process Skills</p>	<p>M3N1. Students will further develop their understanding of whole numbers and ways of representing them.</p> <p>M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving.</p> <p>M2N2. Students will build fluency with multi-digit addition and subtraction.</p> <p>M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.</p> <p>M3P3. Students will communicate</p>	<p>a. Identify place values from tenths through ten thousands.</p> <p>b. Use mental math and estimation strategies to add and subtract.</p> <p>a. Correctly add and subtract two whole numbers up to three digits each with regrouping.</p> <p>f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)</p> <p>a. Organize and consolidate their mathematical</p>

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		mathematically.	thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely.
Lessons 17, 18 How can we use patterns as a problem-solving strategy to generate rules and make predictions?	Algebra Data Analysis Process Skills Process Skills Numbers and Operations	M4A1. Students will represent and interpret mathematical relationships in quantitative expressions. M2D1. Students will create simple tables and graphs and interpret their meaning. M3P5. Students will represent mathematics in multiple ways. M3P3. Students will communicate mathematically. M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.	a. Understand and apply patterns and rules to describe relationships and solve problems. a. Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results. b. Select, apply, and translate among mathematical representations to solve problems. a. Organize and consolidate their mathematical thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely. f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)
Lessons 19, 20 How can we solve addition and subtraction problems using data from bar graphs?	Data Analysis Numbers and Operations Process Skills	M3D1. Students will create and interpret simple tables and graphs. M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving. M3P3. Students will communicate mathematically.	b. Construct and interpret bar graphs using scale increments of 1, 2, 5, and 10. b. Use mental math and estimation strategies to add and subtract. c. Solve problems requiring addition and subtraction. a. Organize and consolidate their mathematical thinking through communication.

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	Numbers and Operations	M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.	<p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express mathematical ideas precisely.</p> <p>f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)</p>
<p>Lessons 21, 22 How can you use your knowledge of doubling a number to help you master multiplication facts?</p>	Numbers and Operations	M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.	<p>a. Describe the relationship between addition and multiplication, i.e., multiplication is defined as repeated addition.</p> <p>b. Know the multiplication facts with understanding and fluency to 10×10.</p> <p>e. Apply the identity, commutative and associative properties of multiplication and verify the results.</p> <p>f. Use mental math and estimation strategies to multiply.</p> <p>a. Organize and consolidate their mathematical thinking through communication.</p> <p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express mathematical ideas precisely.</p>
	Process Skills	M3P3. Students will communicate mathematically.	
<p>Lessons 23, 24 How can you use skip counting by multiples to find patterns on the hundreds chart and identify relationships among the patterns?</p>	Numbers and Operations Numbers and Operations	<p>M5N1. Students will further develop their understanding of whole numbers.</p> <p>M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.</p>	<p>b. Find multiples and factors.</p> <p>a. Describe the relationship between addition and multiplication, i.e., multiplication is defined as repeated addition.</p> <p>b. Know the multiplication facts with understanding and fluency to 10×10.</p>

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	<p>Numbers and Operations</p> <p>Algebra</p> <p>Process Skills</p>	<p>M2N3. Students will understand multiplication, multiply numbers, and verify results.</p> <p>M3A1. Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.</p> <p>M3P3. Students will communicate mathematically.</p>	<p>b. Use repeated addition, arrays, and counting by multiples (skip counting) to correctly multiply 1-digit numbers and construct the multiplication table.</p> <p>a. Describe and extend numeric and geometric patterns.</p> <p>a. Organize and consolidate their mathematical thinking through communication.</p> <p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express mathematical ideas precisely.</p>
<p>Lessons 25, 26 How can you use mental math strategies to multiply by multiples of 10 and 100?</p>	<p>Numbers and Operations</p> <p>Algebra</p> <p>Process Skills</p>	<p>M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.</p> <p>M3A1. Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.</p> <p>M3P3. Students will communicate mathematically.</p>	<p>a. Describe the relationship between addition and multiplication, i.e., multiplication is defined as repeated addition.</p> <p>b. Know the multiplication facts with understanding and fluency to 10 x 10.</p> <p>d. Understand the effect on the product when multiplying by multiples of 10.</p> <p>f. Use mental math and estimation strategies to multiply.</p> <p>a. Describe and extend numeric and geometric patterns.</p> <p>a. Organize and consolidate their mathematical thinking through communication.</p> <p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express</p>

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<p>Lessons 27, 28 How can we use our knowledge of addition and division to find the mean distance a marble travels at a given height?</p>	<p>Data Analysis</p> <p>Numbers and Operations</p> <p>Numbers and Operations</p> <p>Measurement</p> <p>Process Skills</p>	<p>M3D1. Students will create and interpret simple tables and graphs.</p> <p>M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving.</p> <p>M3N4. Students will understand the meaning of division and develop the ability to apply it in problem solving.</p> <p>M3M2. Students will measure length choosing appropriate units and tools.</p> <p>M3P3. Students will communicate mathematically.</p>	<p>mathematical ideas precisely.</p> <p>a. Solve problems by organizing and displaying data in bar graphs and tables.</p> <p>b. Use mental math and estimation strategies to add and subtract.</p> <p>c. Solve problems requiring addition and subtraction.</p> <p>f. Solve problems requiring division.</p> <p>b. Measure to the nearest $\frac{1}{4}$ inch, $\frac{1}{2}$ inch, and millimeter (mm), in addition to the previously learned inch, foot, yard, centimeter, and meter.</p> <p>a. Organize and consolidate their mathematical thinking through communication.</p> <p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express mathematical ideas precisely.</p>
<p>Lessons 29, 30 How can you use estimation to help you solve multiplication and division problems?</p>	<p>Numbers and Operations</p> <p>Numbers and Operations</p> <p>Numbers and Operations</p>	<p>M4N7. Students will explain and use properties of the four arithmetic operations to solve and check problems.</p> <p>M4N2. Students will understand and apply the concept of rounding numbers.</p> <p>M4N4. Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators.</p>	<p>a. Describe situations in which the four operations may be used and the relationships among them.</p> <p>d. Use mental math and estimation strategies to compute.</p> <p>a. Round numbers to the nearest ten, hundred, or thousand.</p> <p>b. Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand.</p> <p>a. Know the division facts with understanding and fluency.</p> <p>b. Solve problems involving division by a 2-digit number (including those that generate a remainder).</p>

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	<p>Numbers and Operations</p> <p>Process Skills</p>	<p>M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.</p> <p>M3P3. Students will communicate mathematically.</p>	<p>c. Understand the relationship between dividend, divisor, quotient, and remainder.</p> <p>b. Know the multiplication facts with understanding and fluency to 10 x 10.</p> <p>f. Use mental math and estimation strategies to multiply.</p> <p>g. Solve problems requiring multiplication.</p> <p>a. Organize and consolidate their mathematical thinking through communication.</p> <p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express mathematical ideas precisely.</p>
<p>Lessons 31, 32 How can you use your knowledge of place value to compare numbers and put them in correct order?</p>	<p>Numbers and Operations</p> <p>Numbers and Operations</p> <p>Numbers and Operations</p> <p>Process Skills</p>	<p>M4N1. Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system.</p> <p>M4N7. Students will explain and use properties of the four arithmetic operations to solve and check problems</p> <p>M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.</p> <p>M3P3. Students will communicate mathematically.</p>	<p>a. Identify place value names and places from hundredths through one million.</p> <p>d. Use mental math and estimation strategies to compute.</p> <p>b. Know the multiplication facts with understanding and fluency to 10 x 10.</p> <p>a. Organize and consolidate their mathematical thinking through communication.</p> <p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express mathematical ideas precisely.</p>

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<p>Lessons 33, 34 How can you use computational skills of multiplying a 3-digit number by a 2-digit number to solve problems?</p>	<p>Numbers and Operations Numbers and Operations Numbers and Operations Process Skills Process Skills</p>	<p>M4N3. Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers. M4N7. Students will explain and use properties of the four arithmetic operations to solve and check problems M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving. M3P1. Students will solve problems (using appropriate technology). M3P3. Students will communicate mathematically.</p>	<p>d. Use mental math and estimation strategies to compute. b. Know the multiplication facts with understanding and fluency to 10 x 10. f. Use mental math and estimation strategies to multiply. g. Solve problems requiring multiplication. a. Build new mathematical knowledge through problem solving. a. Organize and consolidate their mathematical thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely.</p>
<p>Lessons 35, 36 How can you use computational skills of dividing a 3-digit number by a 2-digit number to solve problems?</p>	<p>Numbers and Operations Numbers and Operations Numbers and Operations Numbers and Operations</p>	<p>M4N4. Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators. M4N7. Students will explain and use properties of the four arithmetic operations to solve and check problems. M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving. M3N4. Students will understand the meaning of division and develop the</p>	<p>a. Know the division facts with understanding and fluency. b. Solve problems involving division by a 2-digit number (including those that generate a remainder). c. Understand the relationship between dividend, divisor, quotient, and remainder. d. Use mental math and estimation strategies to compute. b. Know the multiplication facts with understanding and fluency to 10 x 10. a. Understand the relationship between division and multiplication and between division and subtraction.</p>

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	<p>Process Skills</p> <p>Process Skills</p>	<p>ability to apply it in problem solving. M3P1. Students will solve problems (using appropriate technology). M3P3. Students will communicate mathematically.</p>	<p>a. Build new mathematical knowledge through problem solving. a. Organize and consolidate their mathematical thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely.</p>
<p>Lessons 37, 38 How can you use ordered pairs to identify locations on the grid?</p>	<p>Geometry</p> <p>Numbers and Operations</p> <p>Process Skills</p>	<p>M4G3. Students will use the coordinate system. M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving. M3P3. Students will communicate mathematically.</p>	<p>a. Understand and apply ordered pairs in the first quadrant of the coordinate system. b. Locate a point in the first quadrant in the coordinate plane and name the ordered pair. c. Graph ordered pairs in the first quadrant. b. Know the multiplication facts with understanding and fluency to 10 x 10. a. Organize and consolidate their mathematical thinking through communication. b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. d. Use the language of mathematics to express mathematical ideas precisely.</p>
<p>Lessons 39, 40 Which strategy can you use to solve multiplication and division problems?</p>	<p>Numbers and Operations</p> <p>Numbers and Operations</p>	<p>M4N7. Students will explain and use properties of the four arithmetic operations to solve and check problems. M4N4. Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators.</p>	<p>a. Describe situations in which the four operations may be used and the relationships among them. d. Use mental math and estimation strategies to compute. a. Know the division facts with understanding and fluency. b. Solve problems involving division by a 2-digit number (including those that generate a remainder).</p>

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	<p>Numbers and Operations</p> <p>Process Skills</p> <p>Process Skills</p>	<p>M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.</p> <p>M3P1. Students will solve problems (using appropriate technology).</p> <p>M3P3. Students will communicate mathematically.</p>	<p>c. Understand the relationship between dividend, divisor, quotient, and remainder.</p> <p>b. Know the multiplication facts with understanding and fluency to 10 x 10.</p> <p>f. Use mental math and estimation strategies to multiply.</p> <p>g. Solve problems requiring multiplication.</p> <p>a. Build new mathematical knowledge through problem solving.</p> <p>c. Apply and adapt a variety of appropriate strategies to solve problems.</p> <p>a. Organize and consolidate their mathematical thinking through communication.</p> <p>b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p> <p>d. Use the language of mathematics to express mathematical ideas precisely.</p>
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