Camelot Learning Mathematics Program
Computation
Correlation to the Maryland Public Schools Curriculum Content Standards

| Lesson # and Quest | VSC Code | Standard | Strand/Substrand | Topic | Indicator | Objective/ID |
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| **Lesson 1, 2**<br>How can you use your knowledge of the commutative property to recall basic addition facts? | **3.6.C.1.e** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **1.** Analyze number relations and compute | **3.e.** Identify and apply the concept of inverse operations to addition and subtraction |
| **Lesson 3, 4**<br>How can you use the strategy "Make a Ten" to add and subtract facts to 18? | **3.7.A.1.c** | **Standard 7.0** Processes of Mathematics | Students demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings. | **A.** Problem Solving | **1.** Apply a variety of concepts, processes, and skills to solve problems | **3.c.** Make a plan to solve a problem |
| **Lesson 5, 6**<br>How can you use mental math strategies to find sums and differences without doing the written problems in your head? | **3.6.C.1.b** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **1.** Analyze number relations and compute | **3.b.** Subtract numbers using a variety of strategies |

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| **Lesson 7, 8**<br>How can your knowledge of rounding and estimating help you solve multi-digit addition and subtraction problems? | **3.6.C.2.a** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **2.** Estimation | **3.a.** Determine the reasonableness of sums and differences |
| **Lesson 9, 10**<br>How can you use mental math strategies to solve multi-digit whole number strategies in your head? | **3.6.C.1.c** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **1.** Analyze number relations and compute | **3.c.** Multiply whole numbers |
| **Lesson 11, 12**<br>How does understanding place value help you when you are adding and subtracting numbers that have more than one digit? | **3.6.C.1.e** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **1.** Analyze number relations and compute | **3.e.** Identify and apply the concept of inverse operations to addition and subtraction |
| **Lesson 13, 14**<br>How can you use your knowledge of place value to help you compare and order large numbers? | **3.6.C.1.e** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **1.** Analyze number relations and compute | **3.e.** Identify and apply the concept of inverse operations to addition and subtraction |

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| **Lesson 15, 16**<br>How can you use your knowledge of place value and basic facts to solve multi-digit subtraction problems? | **3.6.C.1.e** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **1.** Analyze number relations and compute | **3.e.** Identify and apply the concept of inverse operations to addition and subtraction |
| **Lesson 17, 18**<br>How can we use patterns as a problem-solving strategy to generate rules and make predictions? | **3.7.A.1.c** | **Standard 7.0** Processes of Mathematics | Students demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings. | **A.** Problem Solving | **1.** Apply a variety of concepts, processes, and skills to solve problems | **3.c.** Make a plan to solve a problem |
| **Lesson 19, 20**<br>How can we solve addition and subtraction problems using data from bar graphs? | **3.4.B.1.c** | **Standard 4.0** Knowledge of Statistics | Students will collect, organize, display, analyze, or interpret data to make decisions or predictions. | **B.** Data Analysis | **1.** Analyze data | **3.c.** Interpret data contained in single bar graphs using a variety of categories and intervals |
| **Lesson 21, 22**<br>How can you use your knowledge of doubling a number to help you master multiplication facts? | **3.7.A.1.c** | **Standard 7.0** Processes of Mathematics | Students demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings. | **A.** Problem Solving | **1.** Apply a variety of concepts, processes, and skills to solve problems | **3.c.** Make a plan to solve a problem |

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| **Lesson 23, 24**<br>How can you use skip counting by multiples to find patterns on the hundreds chart and identify relationships among the patterns? | **3.1.A.1.a** | **Standard 1.0** Knowledge of Algebra, Patterns, and Functions | Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships. | **A.** Patterns and Functions | **1.** Identify, describe, extend, and create numeric patterns and functions | **3.a.** Represent and analyze numeric patterns using skip counting |
| **Lesson 25, 26**<br>How can you use mental math strategies to multiply by multiples of 10 and 100? | **3.1.A.1.a** | **Standard 1.0** Knowledge of Algebra, Patterns, and Functions | Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships. | **A.** Patterns and Functions | **1.** Identify, describe, extend, and create numeric patterns and functions | **3.a.** Represent and analyze numeric patterns using skip counting |
| **Lesson 27, 28**<br>How can we use our knowledge of addition and division to find the mean distance a marble travels at a given height? | **3.6.C.1.e**<br>**3.6.C.1.j**<br><br>**3.3.A.1.a** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic<br>**Standard 3.0** Knowledge of Measurement | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology.<br>Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements. | **C.** Number Computation<br>**A.** Measurement Units | **1.** Analyze number relations and compute<br>**1.** Read customary and metric measurement units | **3.e.** Identify and apply the concept of inverse operations to addition and subtraction<br>**j.** Identify and apply the concept of inverse operations to multiplication and division<br>**3.a.** Estimate and determine height |

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| **Lesson 29, 30**<br>How can you use estimation to help you solve multiplication and division problems? | **3.6.C.2.a** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **2.** Estimation | **3.a.** Determine the reasonableness of sums and differences |
| **Lesson 31, 32**<br>How can you use your knowledge of place value to compare numbers and put them in correct order? | **3.6.C.1.e** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **1.** Analyze number relations and compute | **3.e.** Identify and apply the concept of inverse operations to addition and subtraction |
| **Lesson 33, 34**<br>How can you use computational skills of multiplying a 3-digit number by a 2-digit number to solve problems? | **4.6.C.1.c** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **1.** Analyze number relations and compute | **4.c.** Multiply whole numbers |
| **Lesson 35, 36**<br>How can you use computational skills of dividing a 3-digit number by a 2-digit number to solve problems? | **4.6.C.1.d** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **1.** Analyze number relations and compute | **4.d.** Divide whole numbers |

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| **Lesson 37, 38**<br>How can you use ordered pairs to identify locations on the grid? | **3.7.A.1.c** | **Standard 7.0** Processes of Mathematics | Students demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings. | **A.** Problem Solving | **1.** Apply a variety of concepts, processes, and skills to solve problems | **3.c.** Make a plan to solve a problem |
| **Lesson 39, 40**<br>Which strategy can you use to solve the multiplication and division problems? | **3.6.C.2.a** | **Standard 6.0** Knowledge of Number Relationships and Computation/Arithmetic | Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology. | **C.** Number Computation | **2.** Estimation | **3.a.** Determine the reasonableness of sums and differences |