

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

Lesson	Quest	Standard	VSC Code	Objectives
Lessons 1, 2 Doubles Plus One Strategy	How can you use the doubles plus one strategy to learn addition and subtraction facts?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 1.0 Knowledge of Algebra, Patterns, and Functions Standard 7.0 Processes of Mathematics	1.6.C.1.a 2.6.C.1.a 2.1.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> • Develop strategies for addition and subtraction basic facts such as: counting on, counting back, making ten, doubles, and doubles plus one • Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies • Represent whole numbers up to 100 on a number line • Express mathematical ideas orally • Express mathematical ideas in written form • Express solutions using concrete materials
Lesson 3, 4 Making Ten Strategy	How can you use the making ten strategy to learn addition and subtraction facts?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	1.6.C.1.a 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> • Develop strategies for addition and subtraction basic facts such as: counting on, counting back, making ten, doubles, and doubles plus one • Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies • Express mathematical ideas orally • Express mathematical ideas in written form • Express solutions using concrete materials
Lesson 5, 6 Counting On or Counting Back Strategy	How can you use the counting on or counting back strategy to learn addition and subtraction facts?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	1.6.C.1.a 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c	<ul style="list-style-type: none"> • Develop strategies for addition and subtraction basic facts such as: counting on, counting back, making ten, doubles, and doubles plus one • Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies • Express mathematical ideas orally • Express mathematical ideas in written form

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			2.7.C.1.d	<ul style="list-style-type: none"> Express solutions using concrete materials
Lesson 7, 8 Fact Family Strategy	How can you use the fact family strategy to learn addition and subtraction facts?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	1.6.C.1.c 2.6.C.1.g 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> Identify the concept of inverse operation to addition and subtraction Apply the concept of inverse operations to addition and subtraction Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies Express mathematical ideas orally Express mathematical ideas in written form Express solutions using concrete materials
Lesson 9, 10 Using Ten to Add or Subtract Nine	How can you use ten to add or subtract nine from a number?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	1.6.C.1.a 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> Develop strategies for addition and subtraction basic facts such as: counting on, counting back, making ten, doubles, and doubles plus one Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies Express mathematical ideas orally Express mathematical ideas in written form Express solutions using concrete materials
Lesson 11, 12 Zero Strategy	How can the zero strategy be useful in learning addition and subtraction facts?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic	1.6.C.1.a 2.6.C.1.a	<ul style="list-style-type: none"> Develop strategies for addition and subtraction basic facts such as: counting on, counting back, making ten, doubles, and doubles plus one Demonstrate proficiency with addition and

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		Standard 7.0 Processes of Mathematics	2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<p>subtraction basic facts using a variety of strategies</p> <ul style="list-style-type: none"> Express mathematical ideas orally Express mathematical ideas in written form Express solutions using concrete materials
Lesson 13, 14 Understanding Place Value	How can you use your understanding of place value to improve your number sense?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic	3.6.A.1.d 3.6.A.1.b 3.6.A.1.c 2.6.A.1.a 2.6.A.1.e 2.6.C.1.a	<ul style="list-style-type: none"> Compare, order, and describe whole numbers with or without using relational symbols (<, >, =) Express whole numbers using expanded form Identify the place value of a digit in a whole number Use concrete materials to compose and decompose quantities up to 100 Read, write, and represent whole numbers using models, symbols, and words through 1000 Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies
		Standard 7.0 Processes of Mathematics	2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> Express mathematical ideas orally Express mathematical ideas in written form Express solutions using concrete materials
Lesson 15, 16 Mental Math Addition	How can you use a hundred chart to help you mentally add two-digit numbers?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic	2.6.C.1.b 2.6.C.1.a	<ul style="list-style-type: none"> Add no more than 3 whole number addends with no more than 2 digits in each addend and a sum of no more than 100 Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies
		Standard 1.0 Knowledge of Algebra, Patterns, and Functions	1.1.A.1.a	<ul style="list-style-type: none"> Represent and analyze numeric patterns using skip counting by multiples of 2 and 10 starting with any whole number, and using manipulatives

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		Standard 7.0 Processes of Mathematics	2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	and the 100 chart <ul style="list-style-type: none"> Express mathematical ideas orally Express mathematical ideas in written form Express solutions using concrete materials
Lesson 17, 18 Mental Math Subtraction	How can you use the hundred chart to subtract numbers?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 1.0 Knowledge of Algebra, Patterns, and Functions Standard 7.0 Processes of Mathematics	2.6.C.1.c 2.6.C.1.a 1.1.A.1.b 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> Subtract whole numbers with no more than 2 digits in the minuend or the subtrahend Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies Represent and analyze numeric patterns using skip counting backward by 10s starting with a multiple of 10, and using manipulatives Express mathematical ideas orally Express mathematical ideas in written form Express solutions using concrete materials
Lesson 19, 20 Estimating Points on a Number Line	How can you use benchmarks to determine the relative location of a number on a number line?	Standard 1.0 Knowledge of Algebra, Patterns, and Functions Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	3.1.C.1.a 3.1.A.1.a 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> Represent whole numbers on a number line Represent and analyze numeric patterns using skip counting Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies Express mathematical ideas orally Express mathematical ideas in written form Express solutions using concrete materials

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<p>Lesson 21, 22 Estimating Sums and Differences</p>	<p>How can we use the number line and rounding to estimate sums and differences?</p>	<p>Standard 1.0 Knowledge of Algebra, Patterns, and Functions Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic</p> <p>Standard 7.0 Processes of Mathematics</p>	<p>3.1.A.1.a 3.1.C.1.a 3.6.C.2.a 3.6.A.1.d 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d</p>	<ul style="list-style-type: none"> • Represent and analyze numeric patterns using skip counting • Represent whole numbers on a number line • Determine the reasonableness of sums and differences • Use the numbers of 10, 50, and 100 as anchors in relationship to other numbers • Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies • Express mathematical ideas orally • Express mathematical ideas in written form • Express solutions using concrete materials
<p>Lesson 23, 24 Using Estimation to Add Money</p>	<p>How can you use estimation to add money?</p>	<p>Standard 1.0 Knowledge of Algebra, Patterns, and Functions Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic</p> <p>Standard 7.0 Processes of Mathematics</p>	<p>3.1.C.1.a 4.6.C.2.a 3.6.C.2.a 3.6.A.1.d 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d</p>	<ul style="list-style-type: none"> • Represent whole numbers on a number line • Determine the approximate sum and difference of decimals • Determine the reasonableness of sums and differences • Use the numbers of 10, 50, and 100 as anchors in relationship to other numbers • Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies • Express mathematical ideas orally • Express mathematical ideas in written form • Express solutions using concrete materials
<p>Lesson 25, 26 Describing Number</p>	<p>How can you use skip counting and</p>	<p>Standard 1.0 Knowledge of Algebra,</p>	<p>2.1.A.1.a</p>	<ul style="list-style-type: none"> • Represent and analyze numeric patterns using skip counting by 2, 5, and 10 starting with any

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Patterns	models to identify a number pattern?	Patterns, and Functions Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	2.1.A.1.b 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	whole number and using whole numbers to 100 <ul style="list-style-type: none"> ● Represent and analyze numeric patterns using skip counting backward by 10s starting with any 2-digit whole number ● Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies ● Express mathematical ideas orally ● Express mathematically ideas in written form ● Express solutions using concrete materials
Lesson 27, 28 Calendars	How can you use calendars to determine dates in the future or past?	Standard 3.0 Knowledge of Measurement Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	1.3.A.1.a 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> ● Read a calendar to identify days of the week and months of the year ● Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies ● Express mathematical ideas orally ● Express mathematically ideas in written form ● Express solutions using concrete materials
Lesson 29, 30 Telling Time	How can you use models to help you tell time?	Standard 3.0 Knowledge of Measurement Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes	3.3.A.1.b 2.6.A.1.j 2.6.C.1.a 2.7.C.1.b	<ul style="list-style-type: none"> ● Tell time in days, hours, minutes, and seconds ● Count forward by 2s, 5s, and 10s starting with numbers other than one ● Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies ● Express mathematical ideas orally

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		of Mathematics	2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> Express mathematically ideas in written form Express solutions using concrete materials
Lesson 31, 32 Elapsed Time	How can you use clock models to help you solve problems related to time?	Standard 3.0 Knowledge of Measurement Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	4.3.C.1.c 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> Determine start time, elapsed time, and end time Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies Express mathematical ideas orally Express mathematically ideas in written form Express solutions using concrete materials
Lesson 33, 34 Fractional Parts of a Region	How can you use paper folding to help you understand fractional parts of a region?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	3.6.A.2.a 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> Read, write, and represent fractions as parts of a single region using symbols, words, and models Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies Express mathematical ideas orally Express mathematically ideas in written form Express solutions using concrete materials
Lesson 35, 36 Fractional Parts of a Set	How can you use models to help you understand the fractional parts of a set?	Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic Standard 7.0 Processes of Mathematics	3.6.A.2.b 2.6.C.1.a 2.7.C.1.b 2.7.C.1.c 2.7.C.1.d	<ul style="list-style-type: none"> Read, write, and represent fractions as parts of a set using symbols, words, and models Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies Express mathematical ideas orally Express mathematically ideas in written form Express solutions using concrete materials
Lesson 37, 38	How can you use	Standard 4.0	2.4.B.1.b	<ul style="list-style-type: none"> Interpret data contained in single bar graphs

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Bar Graphs	information from a graph to solve problems?	<p>Knowledge of Statistics</p> <p>Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic</p> <p>Standard 7.0 Processes of Mathematics</p>	<p>2.6.C.1.a</p> <p>2.7.C.1.b</p> <p>2.7.C.1.c</p> <p>2.7.C.1.d</p>	<p>using a variety of categories and intervals of 1, 2, 5, and 10</p> <ul style="list-style-type: none"> • Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies • Express mathematical ideas orally • Express mathematically ideas in written form • Express solutions using concrete materials
<p>Lesson 39, 40 Using Bar Graphs to Find Fractional Parts of a Set</p>	How can you use a bar graph to solve problems using fractional parts of a set?	<p>Standard 4.0 Knowledge of Statistics</p> <p>Standard 6.0 Knowledge of Number Relationships and Computation/Arithmetic</p> <p>Standard 7.0 Processes of Mathematics</p>	<p>2.4.A.1.d</p> <p>2.4.B.1.b</p> <p>3.6.A.2.b</p> <p>2.6.C.1.a</p> <p>2.7.C.1.b</p> <p>2.7.C.1.c</p> <p>2.7.C.1.d</p>	<ul style="list-style-type: none"> • Organize and display data to make single bar graphs • Interpret data contained in single bar graphs using a variety of categories and intervals of 1, 2, 5, and 10 • Read, write, and represent fractions as parts of a set using symbols, words, and models • Demonstrate proficiency with addition and subtraction basic facts using a variety of strategies • Express mathematical ideas orally • Express mathematically ideas in written form • Express solutions using concrete materials