

Camelot Learning
Fractions and Decimals
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

Lesson Learning Quest	Concept/Skill	Common Core Standards	NCTM Standards
<p>Lesson 1: Understand Basic Fraction Concepts</p> <p>Lesson 2: Understand Basic Fraction Concepts Review</p> <p>How can you use fractional models to understand wholes and fractional parts?</p>	<ul style="list-style-type: none"> • Addition and subtraction facts practice • Use fractional models and parts of a region or set • Recognize and examine a numeric pattern associated with addition and subtraction facts • Represent a fractional part of a whole • Tournament Time explanation 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p><i>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <p>Number and Operations—Fractions <i>Develop understanding of fractions as numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Understand and represent commonly used fractions, such as $1/4$, $1/3$, and $1/2$ <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers <p>Algebra <i>Understand patterns, relations, and functions</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Describe, extend, and make generalizations about geometric and numeric patterns.

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			<p><i>Represent and analyze mathematical situations and structures using algebraic symbols.</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Identify such properties as commutativity and use them to compute with whole numbers <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely
<p>Lesson 3: Understanding Fractional Parts of a Whole and a Group</p> <p>Lesson 4: Understanding Fractional Parts of a Whole and a Group Review</p> <p>How can fraction benchmarks help you understand fractional parts?</p>	<ul style="list-style-type: none"> Subtraction facts practice Use fractional models and parts of a region or set Identify and compare benchmark fractions to 0, $\frac{1}{2}$ and 1 whole Analyze frequency in a table or bar graph using knowledge of fractions Construct a frequency using data collection 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Number and Operations—Fractions <i>Develop understanding of fractions as numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for addition and subtraction <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Use models, benchmarks, and equivalent forms to judge the size of fractions <p>Data Analysis and Probability <i>Formulate questions that can be addressed with data and collect,</i></p>

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		<p>a fraction a/b as the quantity formed by a parts of size $1/b$. <i>Extend understanding of fraction equivalence and ordering.</i> (Grade 4)</p> <ul style="list-style-type: none"> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <p>Measurement and Data <i>Represent and interpret data.</i> (Grade 2)</p> <ul style="list-style-type: none"> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. 	<p><i>organize, and display relevant data to answer them</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Represent data using tables, pictographs, and bar graphs <p><i>Select and use appropriate statistical methods to analyze data</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Describe parts of the data and the set of data as a whole to determine what the data show <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely
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<p>Lesson 5: Learning How to Add Like Fractions</p> <p>Lesson 6: Learning How to Add Like Fractions Review</p> <p>How do you add fractions with like denominators?</p>	<ul style="list-style-type: none"> • Addition facts practice • Use fraction strips as models for adding fractions with like denominators • Solve word problems with realistic connections to fractional parts of a whole • Tournament Time explanation 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Number and Operations—Fractions <i>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Understand and represent commonly used fractions, such as $1/4$, $1/3$, and $1/2$ <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers • Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely
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<p>Lesson 7: Learning How to Subtract Like Fractions</p> <p>Lesson 8: Learning How to Subtract Like Fractions Review</p> <p>How do you subtract fractions with like denominators?</p>	<ul style="list-style-type: none"> • Subtraction facts practice • Use fraction strips as models for subtracting fractions with like denominators • Solve words problems with realistic connections to fractional parts of a whole • Tournament Time explanation 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Number and Operations—Fractions <i>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Understand and represent commonly used fractions, such as $1/4$, $1/3$, and $1/2$ • Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely
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<p>Lesson 9: Understanding Simplest Form</p> <p>Lesson 10: Understanding Simplest Form Review</p> <p>How can you change a fractional number to its simplest form?</p>	<ul style="list-style-type: none"> • Multiplication facts practice • Use fraction strips and pattern blocks (hexagons) as models for developing equivalent fractions • Tournament Time explanation 	<p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <p>Number and Operations—Fractions <i>Develop understanding of fractions as numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. • Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division • Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Use models, benchmarks, and equivalent forms to judge the size of fractions • Recognize and generate equivalent forms of commonly used fractions <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely
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		<p>simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>	
<p>Lesson 11: Understanding of Important Fraction Concepts</p> <p>Lesson 12: Understanding of Important Fraction Concepts Review</p> <p>How can you use factors to change a fractional number to its simplest form?</p>	<ul style="list-style-type: none"> • Use skip counting or multiplication to find common multiples • Identify the GCF (greatest common factor) • Identify equivalent fractions • Change fractions to simplest form • Tournament time explanation 	<p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <p><i>Gain familiarity with factors and multiples.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1– 	<p>Number and Operations <i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Recognize equivalent representations for the same number and generate them by decomposing and composing numbers • Recognize and generate equivalent forms of commonly used fractions <p><i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division (multiples and factors) <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express

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		<p style="text-align: center;">100 is prime or composite.</p> <p>Number and Operations— Fractions</p> <p><i>Develop understanding of fractions as numbers.</i></p> <p>(Grade 3)</p> <ul style="list-style-type: none"> • Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. • Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model. 	<p style="text-align: center;">mathematical ideas precisely</p>
<p>Lesson 13: Using Fractions to Express the Probability of an Occurrence</p> <p>Lesson 14:</p>	<ul style="list-style-type: none"> • Subtraction facts practice • Identify equivalent fractions • Express probability as a fraction 	<p>Operations and Algebraic Thinking</p> <p><i>Add and subtract within 20.</i></p> <p>(Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of 	<p>Number and Operations</p> <p><i>Compute fluently and make reasonable estimates</i></p> <p>(Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction

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<p>Using Fractions to Express the Probability of an Occurrence Review</p> <p>How can you write a fraction to represent the probability of an event?</p>	<ul style="list-style-type: none"> • Explain the likelihood of an outcome 	<p>two one-digit numbers.</p> <p>Number and Operations—Fractions <i>Develop understanding of fractions as numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. 	<p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division (multiples and factors) <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop an understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers <p>Data Analysis and Probability <i>Understand and apply basic concepts of probability</i> (Grade 3 – Grade 5)</p> <ul style="list-style-type: none"> • Understand that the measure of the likelihood of an event can be represented by a number from 0 to 1 <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Apply and adapt a variety of appropriate strategies to solve problems
<p>Lesson 15: Writing a Probability as a Fraction</p>	<ul style="list-style-type: none"> • Multiplication facts practice • Express probability as a fraction 	<p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p>

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<p>Lesson 16: Writing a Probability as a Fraction Review</p> <p>How do you write a fraction to express the probability of an event displayed on a frequency table?</p>	<ul style="list-style-type: none"> • Construct and interpret a frequency table • Change fractions to simplest form 	<p>within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Number and Operations—Fractions <i>Develop understanding of fractions as numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. 	<ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division <p>Data Analysis and Probability <i>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Represent data using tables and graphs <p><i>Understand and apply basic concepts of probability</i> (Grade 3 – Grade 5)</p> <ul style="list-style-type: none"> • Predict the probability of outcomes of simple experiments and test the predictions • Understand that the measure of the likelihood of an event can be represented by a number from 0 to 1
<p>Lesson 17: Using knowledge of Fractions and Computation Skills to Convert Fractions</p> <p>Lesson 18: Using knowledge</p>	<ul style="list-style-type: none"> • Multiplication facts practice • Convert improper fractions to mixed numbers using division and multiplication • Use fractional models and parts of 	<p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division <p><i>Understand numbers, ways of representing numbers, relationships</i></p>

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<p>of Fractions and Computation Skills to Convert Fractions Review</p> <p>How do you write mixed numbers and improper fractions?</p>	<p>a region or set</p> <ul style="list-style-type: none"> • Express probability as a fraction • Construct and interpret a frequency table • Tournament Time explanation 	<p>or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Number and Operations—Fractions <i>Develop understanding of fractions as numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. • Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. 	<p><i>among numbers, and number systems</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Understand and represent commonly used fractions, such as $1/4$, $1/3$, and $1/2$ <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers • Recognize equivalent representations for the same number and generate them by decomposing and composing numbers (mixed numbers and improper fractions) <p>Data Analysis and Probability <i>Understand and apply basic concepts of probability</i> (Grades 3 – Grade 5)</p> <ul style="list-style-type: none"> • Understand that the measure of the likelihood of an event can be represented by a number from 0 to 1 <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express
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<p>Lesson 19: Representing, Reading, and Writing Decimals to the Hundredths Place</p> <p>Lesson 20: Representing, Reading, and Writing Decimals to the Hundredths Place?</p> <p>How do you represent tenths to hundredths using place value models?</p>	<ul style="list-style-type: none"> • Subtraction facts practice • Use decimal models • Read and write decimals • Write fractions as a decimal • Compare fractions and decimals • Change fractions to simplest form 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Number and Operations in Base Ten <i>Understand the place value system.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. <p>Number and Operations—Fractions <i>Develop understanding of fractions as numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. 	<p style="text-align: center;">mathematical ideas precisely</p> <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals • Recognize and generate equivalent forms of commonly used fractions and decimals • Explore numbers less than 0 by extending the number line through familiar applications
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		<ul style="list-style-type: none"> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. <p><i>Understand decimal notations for fractions, and compare decimals fractions.</i> (Grade 4)</p> <ul style="list-style-type: none"> Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i> 	
<p>Lesson 21: Applying Ideas When Writing a Percentage</p> <p>Lesson 22: Applying Ideas When Writing a Percentage Review</p> <p>How can a fraction</p>	<ul style="list-style-type: none"> Addition facts practice Express a fraction/decimal as a percent Read and write decimals Find equivalent fractions Identify equivalent fractions 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Number and Operations in Base Ten <i>Understand the place value system.</i> (Grade 5)</p>	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for addition and subtraction <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p>

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<p>and decimal be written as a percent?</p>	<ul style="list-style-type: none"> • Tournament Time explanation 	<ul style="list-style-type: none"> • Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. <p>Number Operations—Fractions <i>Understand decimal notations for fractions, and compare decimals fractions.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i> <p>Ratios & Proportional Relationships <i>Understand ratio concepts and use ratio reasoning to solve problems.</i> (Grade 6)</p> <ul style="list-style-type: none"> • Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. 	<ul style="list-style-type: none"> • Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals • Develop an understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers • Recognize and generate equivalent forms of commonly used fractions, decimals, and percents • Explore numbers less than 0 by extending the number line through familiar applications (100 grid) • Recognize equivalent representations for the same number and generate them by decomposing and composing numbers <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely
<p>Lesson 23: Using</p>	<ul style="list-style-type: none"> • Multiplication facts 	<p>Operations and Algebraic Thinking</p>	<p>Number and Operations</p>

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<p>Number Line to Compare and Order Decimals</p> <p>Lesson 24: Using Number Line to Compare and Order Decimals Review</p> <p>How can you use a number line to compare and order decimals?</p>	<p>practice</p> <ul style="list-style-type: none"> • Use decimal models • Read and write decimals • Compare and order decimals 	<p><i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <p>Number and Operations in Base Ten</p> <p><i>Understand the place value system.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. • Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. <p>Number and Operations—</p>	<p><i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division • Develop fluency in multiplying whole numbers <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals • Recognize and generate equivalent forms of commonly used fractions, decimals, and percents • Explore numbers less than 0 by extending the number line through familiar applications • Use models, benchmarks, or equivalent forms to judge the size • Develop an understanding of fractions as parts of unit wholes, as parts of a collection, as
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		<p>Fractions <i>Understand decimal notations for fractions, and compare decimals fractions.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i> • Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. 	<p>locations on number lines, and as divisions of whole numbers</p>
<p>Lesson 25: Compare and Order Fractions and Decimals</p> <p>Lesson 26: Compare and Order Fractions and Decimals Review</p> <p>How can you compare and order</p>	<ul style="list-style-type: none"> • Multiplication facts practice • Find equivalent fractions • Read and write decimals • Compare and order decimals and fractions with like and unlike denominators • Tournament Time 	<p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Understand the place-value

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<p>fractions and decimals?</p>	<p>explanation</p>	<p>Number and Operations—Fractions <i>Extend understanding of fraction equivalence and ordering.</i> (Grade 4)</p> <ul style="list-style-type: none"> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <p><i>Understand decimal notations for fractions, and compare decimals fractions.</i> (Grade 4)</p> <ul style="list-style-type: none"> Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i> 	<p>structure of the base-ten number system and be able to represent and compare whole numbers and decimals</p> <ul style="list-style-type: none"> Recognize and generate equivalent forms of commonly used fractions, decimals, and percents Explore numbers less than 0 by extending the number line through familiar applications Use models, benchmarks, or equivalent forms to judge the size Develop an understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers <p>(Grades 6 – 8)</p> <ul style="list-style-type: none"> Compare and order fractions, decimals, and percents efficiently and find their location on a number line <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely
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		<ul style="list-style-type: none"> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. 	
<p>Lesson 27: Using Rounding to Estimate Sums and Differences of Decimals</p> <p>Lesson 28: Using Rounding to Estimate Sums and Differences of Decimals Review</p> <p>How can you use rounding to help you estimate sums and differences of decimals?</p>	<ul style="list-style-type: none"> Multiplication facts practice Round decimals to the nearest whole number Estimate sums and differences of decimals Tournament Time explanation 	<p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <p>Number and Operations in Base Ten <i>Understand the place value system.</i> (Grade 5)</p> <ul style="list-style-type: none"> Use place value understanding to round decimals to any place. 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for multiplication and division Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience <p><i>Understand numbers, ways of representing numbers, relationships</i></p>

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		<p><i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. <p>Number and Operations— Fractions</p> <p><i>Understand decimal notations for fractions, and compare decimals fractions.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a 	<p><i>among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals • Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely
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		visual model.	
<p>Lesson 29: How to Use Place Value Models to Add and Subtract Decimals</p> <p>Lesson 30: How to Use Place Value Models to Add and Subtract Decimals Review</p> <p>How can you use place value models to add and subtract decimals?</p>	<ul style="list-style-type: none"> • Subtraction facts practice • Use decimal models • Read and write decimals • Add and subtract decimals 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Number and Operations in Base Ten <i>Understand the place value system.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Use place value understanding to round decimals to any place. <p><i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals • Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals (place value charts, 10 x 10 grids)

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		<p>and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Number and Operations—Fractions <i>Understand decimal notations for fractions, and compare decimals fractions.</i> (Grade 4)</p> <ul style="list-style-type: none"> Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i> 	
<p>Lesson 31: Knowledge of Basic Facts and Place Value</p> <p>Lesson 32: Knowledge of Basic Facts and Place Value Review</p> <p>How can an equivalent decimal make finding sums</p>	<ul style="list-style-type: none"> Addition facts practice Find equivalent decimals Add and subtract decimals Apply a rule to a table 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Number and Operations in Base Ten <i>Understand the place value system.</i> (Grade 5)</p> <ul style="list-style-type: none"> Use place value understanding to round 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for addition and subtraction <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Understand the place-value structure of the base-ten number system and be able to

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<p>and differences of decimals easier?</p>		<p>decimals to any place. <i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. <p>Number and Operations— Fractions <i>Understand decimal notations for fractions, and compare decimals fractions.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the 	<p>represent and compare whole numbers and decimals</p> <ul style="list-style-type: none"> • Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals • Recognize and generate equivalent forms of commonly used fractions, decimals, and percents
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		<p>conclusions, e.g., by using a visual model.</p>	
<p>Lesson 33: Solving Word Problems</p> <p>Lesson 34: Solving Word Problems Review</p> <p>How can you use your knowledge of decimals to help you solve problems?</p>	<ul style="list-style-type: none"> • Subtraction facts practice • Use decimal models • Read and write decimals • Add and subtract decimals • Calculate money amounts • Estimate sums and differences of decimals • Use problem solving strategies • Tournament Time explanation 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Number and Operations in Base Ten <i>Understand the place value system.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Use place value understanding to round decimals to any place. <p><i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results • Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience • Select appropriate methods for calculating decimals <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Understand the place-value structure of the base-ten number system and be able to

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		<p>and explain the reasoning used.</p> <p>Measurement and Data <i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i> (Grade 4)</p> <ul style="list-style-type: none"> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 	<p>represent and compare whole numbers and decimals</p> <ul style="list-style-type: none"> Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Build new mathematical knowledge through problem solving <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely
<p>Lesson 35: Knowledge of Making Change Using Mental Math</p> <p>Lesson 36: Knowledge of Making Change</p>	<ul style="list-style-type: none"> Multiplication facts practice Use decimal models Reads and write decimals Adds and subtracts decimals 	<p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times$ 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for multiplication and division Develop fluency in multiplying

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<p>Using Mental Math Review</p> <p>How can you use your knowledge of decimals to help you make change?</p>	<ul style="list-style-type: none"> • Calculate money amounts (change) • Tournament Time explanation 	<p>5 = 40, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Number and Operations in Base Ten <i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. <p>Measurement and Data <i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Use the four operations to solve word problems involving distances, intervals of time, 	<p>whole numbers</p> <ul style="list-style-type: none"> • Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results • Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience • Select appropriate methods for calculating decimals <p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Grade 3 – 5)</p> <ul style="list-style-type: none"> • Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely
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liquid volumes, masses of objects, and **money**, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

**Number and Operations—
Fractions**

Understand decimal notations for fractions, and compare decimals fractions.

(Grade 4)

- Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
- Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole.

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<p>Lesson 37: Rounding Whole Numbers</p> <p>Lesson 38: Rounding Whole Numbers Review</p> <p>How can you use rounding to help you estimate and solve money problems?</p>	<ul style="list-style-type: none"> • Subtraction facts practice • Use decimal models • Reads and write decimals • Adds and subtracts decimals • Calculate money amounts (change) • Rounding decimals (money amounts) • Estimate sums and differences of decimals • Tournament Time explanation 	<p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Number and Operations in Base Ten <i>Understand the place value system.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Use place value understanding to round decimals to any place. <p><i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i> (Grade 5)</p> <ul style="list-style-type: none"> • Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. <p>Measurement and Data</p>	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results • Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience • Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals • Select appropriate methods for calculating decimals <p><i>Understand numbers, ways of representing numbers, relationships</i></p>
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		<p><i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i> (Grade 4)</p> <ul style="list-style-type: none"> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 	<p><i>among numbers, and number systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Build new mathematical knowledge through problem solving <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely
<p>Lesson 39: Relating to the Fractional Parts of the Hour</p> <p>Lesson 40: Relating to the Fractional Parts of the Hour Review</p> <p>How can you use</p>	<ul style="list-style-type: none"> Multiplication facts practice Use fractional models and parts of a region or set (clock) Add fractions Calculate elapsed time Calculate fractional 	<p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from 	<p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for multiplication and division Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals

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<p>what you know about fractions to help you tell time?</p>	<p>parts of hours</p> <ul style="list-style-type: none"> • Tournament Time explanation 	<p>memory all products of two one-digit numbers.</p> <p>Number and Operations— Fractions</p> <p><i>Develop understanding of fractions as numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. <p><i>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the 	<p><i>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</i> (Pre-K - Grade 2)</p> <ul style="list-style-type: none"> • Understand and represent commonly used fractions, such as $1/4$, $1/3$, and $1/2$ <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers • Recognize equivalent representations for the same number and generate them by decomposing and composing numbers <p>Measurement <i>Apply appropriate techniques, tools, and formulas to determine measurements</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Select and apply appropriate standard units and tools to measure time <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Apply and adapt a variety of appropriate strategies to solve problems
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		<p>problem.</p> <p>Measurement and Data <i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 	<p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely
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