Fourth Nine Weeks

Common Core State Standards for Math (Outcome Based)	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
Operations and Algebraic Thinking (OA) 1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	I can create a drawing to show the addition of three whole numbers less than 20. (3*4) I can write an equation to explain may drawing (3*,4)	Resource Binder Math Internet Resource Appendix (MIRA)	Equation	
1.OA.3. Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.)* *To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	I can use properties of operations to add and subtract. (2*, 3, 4)	Resource Binder Math Internet Resource Appendix (MIRA)	Commutative Property Associative Property	

1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	I can count by different units to add. (2*, 3, 4*,) I can count by different units. (2*, 3, 4*)	Resource Binder Math Internet Resource Appendix (MIRA)	Units	
1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as • counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); • decomposing a number leading to a ten (e.g., $13 – 4 = 13 – 3 – 1 = 10 – 1 = 9$); • using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 – 8 = 4$); • creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	I can add two numbers less than 20 using multiple representations. (3, 4*) I can subtract two numbers less than 20 using multiple representations. (3, 4*) I can demonstrate fluency in addition by correctly using a one minute skill drill. (1*, 2*, 3*, 4*) I can demonstrate fluency in subtraction by correctly a 1 minute skill drill. (1*, 2*, 3*, 4*)	Resource Binder Math Internet Resource Appendix (MIRA)	Multiple Representations	

Number and Operation in Base Ten (NBT) 1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	I can recognize greater than (>), less than (<) and equal to (=) symbols. (2*,3*,4) I can compare 2 digit numbers using the symbols. (2*,3*,4)	Resource Binder Math Internet Resource Appendix (MIRA)	Compare Greater Than (>) Less Than (<) Equal to (=)	
1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	I can add a two-digit number to a one-digit number with concrete models or drawings without regrouping. (4*) I can add a two-digit number to a one-digit number with concrete models or drawings with regrouping. (4*) I can identify properties of operations. (4*) I can understand inverse operations. (4*) I can explain addition strategies in writing. (4*) I can add two-digit numbers to a multiple with regrouping. (4*) I can add two-digit numbers to a multiple without regrouping. (4*)	Resource Binder Math Internet Resource Appendix (MIRA)	Compare Greater than (>) Less than (<) Equal to (+)	