MS. MIRANDA-MATH

Common Core State Standards

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Objectives and Validation

Objective: Scholars will be able to identify coins and solve money word problems.

> Measure: Scholars will receive an 80% or better on their check in assessment.

Objective: Scholars will be able to solve addition and subtraction equations using place value understanding.

> Measure: Scholars will receive an 80% or better on their check in assessment.

In-class Graded Assignments

- Number of the Day

- Subtraction Strategy Flip-chart

- Money Check-in Assessment

Homework Graded Assignments

- Math HW Quarter 3: Week 5

- Additional Chosen Activities

Mini-Lesson Topics

Teach <u>Biggest and Smallest</u>
Three Composing/ Decomposing problems
Coin Word Problem
Review Strategy: Near Doubles and Target Numbers
Money: Coins & Values

* See your child's Developmental Education Plan for one-on-one and small group instruction