

|  |  |  |
| :---: | :---: | :---: |
|  |  | I CAN MULTIPLY |
| I CAN MULTIPLY <br> 2-DIGIT BY 2-DIGHT <br> I can illustrate and explain the calculation by using equations, models. $12 \times 12$ | I can find all <br> FACTOR PAIR | I KNOW MULTIPLES |
| I knour if A NUMBER IS PRIMIE or composite 5 is Prime 12 is composite | I can divide <br> within $\qquad$ |  |
| I CAN DIVIDE 3-DIGIT BY I-DIGIT NUMBERS can illustrate and explain the calculation by using equations rectangular arrays and/or area models. $\qquad$ <br> $135=16 \times 8+7$ |  | I CAN SOLVE DIVISION PROLEMS WITH REMAINDERS $43 \div 76 \times 7+1$ |

 WITHIN


$2 \times 45 \times 108 \times 9$

## I CAN MULTIPLY I-DIGIT BY

## 3-DIGIT NUMBERS

(I can illustrate and explain the calculation by using equations, rectangular arrays and/or area models.)


## I CAN MULTIPLY 2-DIEIT BY 2-DIIGT NUMBERS

I can illustrate and explain the calculation by using equations, rectangular arrays and/or area models

## I CAN MULTIPLY l-DIGIT BY 2-DIGIT IUMBERS

(I can illustrate and explain the calculation by using equations, rectangular arrays and/or area models.)


## I CAN MULTIPIY



IUMBSRS
I can illustrate and explain the calculation by using equations, rectangular arrays and/or area models.

$$
\text { 5 } \mathbf{5} 2678
$$

## I can find all

FACTOR PAIRS

OF A WHOLE NUMBER



## multiples



## I know if A NUMBER IS PRIME or composite 5 is Prime <br> 12 is composite

## I can divide

 within
# Ican divide 

2-digit by l-digit numbers I can illustrate and explain the calculation by using equations, rectangular arrays and/or area $78 \div 5$ models.


## I CAN DIVIDE <br> 3-DIGIT BY I-DIGIT NUMBERS.

I can illustrate and explain the calculation by using equations, rectangular arrays and/or area models.

$$
135 \div 8
$$

$10+5+1$

| 80 | 40 | 8 |
| :---: | :---: | :---: |

## I CAN DIVIDE

 4-DIGIT BY I-DIGIT NUMBERS.I can illustrate and explain the calculation by using equations, rectangular arrays and/or area models 1570/2 750 + 35
1500
70


# I CAN SOLVE 2 STEP WORD PROBLEMS 

LUKE HAD 17 MARBLES HIS BROTHER HAD 2 TIMES AS MANY.

HOW MANY DID THEY HAVE ALTOGETHER?

## 1 CAN SOLVE BASIC MULTIPLICATION WORD PROBLEMS

## THERE WERE 12 ROWNS

OF APPLE TREES THERE WERE 10

IN EACH ROW.
HOW MANY APPLE TREES WERE THERE.

## I CAN SOLVE MULTI-STEP WORD PROBLEMS

maria had 3 RINGS. Her sister HAD 4 THIIIES
as many as she did. Her sister then gave her 2.
How many does Maria have now?
How many does her sister have now?
How many do they have altogether?
$3+2=5 \quad 12-2=10 \quad 5+10=15$
$\triangle$ GAN SOLVE BASIC DIVISION WORD PROBLEMS

JAMAL HAD 50 RUCBO. He shared them with his brother. They now have the same amount.
W/RIPTE AN EQUAPION FOR THIS PROBLEM


I CAN SOLVE THE 3 TYPES OF MULTIPLICATIVE COMPARISON WORD PROBLEMS

## SUE HAS 9

BRACELETS

SHE HAS 3 TIMES AS MANY AS HER SISTER HOW MANY DOES HER SISTER HAVE?

$$
9 \div 3=\mathbf{3}
$$

## I CAN INTERPRET THE

 REMAINDER.
## HONG HAD 14 TOYS

## HE SHARED THEM BETWEEN

HIS 2 FRIENDS AND HLMSELF.
How many did each person get?


I CAN GENERATE A NUMBER PATTERN THAT FOLLOWS A given rule.

Make a pattern
that shows a number BEING MULTIPLIED BY 5.

$$
\begin{gathered}
5,10,15,20,25,30, \\
35,40,45,50 . .
\end{gathered}
$$


$4,251=4000+200+50+1$ Four thousand two hundred fifty one

## I understand that numbers to the left increase and numbers to the right decrease.



10x the amount
1/10 the amount

## 55,555

$50,000+5,000+500+50+5$

## ○○○○○○○○○



##  I NUMBERS IN EXPANDED I FORM, STANDARD FORM AND WORD FORM.

$\square \square \square \square \square \square \square$
$2570=2000+500+70+0$

## can use Pl,ACE VA1,UE WHEN COMPARING WHOLE NUMBERS 2345 > 457

I CAN COMPARE NUMBERS USING


TWO THOUSAND FIVE HUNDRED SEVENTY

| I can round NUMBERS TO ANY PLACE. 2567 rounds to 3000 | I CAN ADD <br> I NUMBERS $\qquad$ <br> $2578 ヶ 8907$ |
| :---: | :---: |
| II CAN <br> ISUBPRRAET <br> IMULLTI-IDIEITP INUMMBERSS. 2000-99 |  |



## I CAN DECOMPOSE A FRACTION

 IN MORE THAN ONE WAY I CAN JUSTIFY DECOMPOSITIONS BY USING A VISUAL FRACTION MODEL.$$
\frac{5}{10}=\frac{2}{10}+\frac{3}{10}
$$

| $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |$=$| $\frac{1}{10}$ | $\frac{1}{10}$ |  |
| :--- | :--- | :--- |
|  | $\frac{1}{10}$ | $\frac{1}{10}$ |

I CAN COMPARE FRACTIONS WITH DIFFERENT NUMERATORS AND DIFFERENT DENOMINATORS.

I CAN RECORD THE RESULT OF COMPARISONS WITH SYMBOLS $>,=$, OR <, AND JUSTIFY THE CONCLUSIONS e.g., by using a visual fraction model.


1 CAN ADD FRACTIONS WITH LIKE DENOMLNATORS

$\triangle$ CAN SUBTRACT FRACTIONS WITH LIKE DENOMLNATORS


## I CAN RECOGNIZE AND GENERATE EOUIVALENT

 FRACTIONS.$$
\frac{2}{4}=\frac{4}{8}
$$

1 CAN ADD MIXED NUMBERS WITH LIKE DENOMLNATORS


I CAN SUBTRACT NUMBERS WITH LIKE DENOMLNATORS


I can solve addition fraction word problems by using visual fraction models and equations to represent the problem.

## RAUL RAN 2/10 OF A MILE IN THE MORNING AND 5/10 OF A MILE IN THE AFTERNOON.

## HOW FAR DID HE RUN?



# I CAN SOLVE SUBTRACTION WORD PROBLEMS BY USING VISUAL FRACTION MODELS AND EOUATIONS TO REPRESENT THE PROBLEM <br> GRANDMA MADE A CAKE. THE KIDS ATE 1/4 OF IT. HOW MUCH IS LEFT? 



## I CAN MULTIPIY A FRACTION BY A WHOLE NUMBER.

I CAN SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION OF A FRACTION BY A WHOLE NUMBER BY USING VISUAL FRACTION MODELS AND EQUATIONS TO REPRESENT THE PROBLEM

## MARY RAN $1 / 4$ OF A MILE FOR 3 DAYS. HOW FAR DID SHE RUN?



$$
\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=\frac{3}{4}
$$

I can express a fraction with a denominator 10 as an equivalent fraction with a denominator of 100 . I can add two fractions with denominators of 100

## $\frac{2}{10}$ <br> $=$ $\frac{20}{100}$

## I can use decimal

 notation for fractions with denominators 10 or 100.

I can compare 2 decimals to hundredths by reasoning about their size.


























$$
2 \times 45 \times 108 \times 9
$$

## - CALS MUELELELS remen bu edich ciedibeps

I CAN ILLUSTRATE AND EXPLAIN THE CALCULATION BY USING EQUATIONS. RECTANGULAR ARRAYS AND/OR AREA MODELS


# I CAN MULTIPLY 1-DICIT BY 3-DICIT HUMBERS 

I CAN ILLUSTRATE AND EXPLAIN THE CALCULATION BY USING EQUATIONS, RECTANCULAR ARRAYS AND/OR AREA MODELS.


# I CAN MULTIPLY 1-DICIT BY 4-DICIT NUMBERS 

(RECTANGULAR ARRAYS AND/OR AREA MODELS.) I CAN ILLUSTRATE AND EKPLAIN THE CALCULATION BY USING EQUATIONS, REGTANCULAR ARRAYS ANO/OR AREA MODELS.

## 5 \% 2678

$$
\begin{aligned}
& \text { o cincmurviple }
\end{aligned}
$$

$$
\begin{aligned}
& \text { LuTMisnis }
\end{aligned}
$$



 mobriso




## I CAN FIND all factor PAIRS OF A WHOLE NUMBER IN THE RANGE OF 1-100 <br> 

# [ BNOW 



$$
\begin{aligned}
& \text { I RNNOW IF } \\
& \text { A NUMBER IS PRIME } \\
& \text { OR COMPOSITE } \\
& 5 \text { IS PRIME } \\
& \text { I2 IS COMPOSITE }
\end{aligned}
$$

# I CAN DIVIDE WITHIN 100 

|  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $=0$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $=1$ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| $=2$ | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| $=3$ | 0 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| $=4$ | 0 | 4 | 8 | 12 | 16 | 20 | 24 | 29 | 32 | 36 | 40 |
| $=5$ | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 38 | 40 | 45 | 50 |
| $=6$ | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 36 | 48 | 54 | 60 |
| $=7$ | 0 | 7 | 14 | 21 | 28 | 35 | 42 | 42 | 56 | 63 | 70 |
| $=8$ | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 49 | 64 | 72 | 80 |
| $=9$ | 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
| $=10$ | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

##  TMCMEERS

## I CAN ILLUSTRATE AND EXPLAIN THE CALCULATION BY USING EOUATIONS, RECTANGULAR ARRAYS AND/OR AREA MODELS.

$$
78 \div 5
$$

## $10 \div 5$ 5025

$$
\begin{aligned}
& \text { Remancere of } 3 \\
& 78=15 \times 5+3
\end{aligned}
$$



# I CAN DIVADE 4-DICIT BY 1-DICIT NUMBERS I CAN ILLUSTRATE AND EXPLAIN THE CALCULATION BY USING EQUATIONS, REGTANCULAR ARRAYS ANO/OR AREA MOPEL. <br> $1570 \div 2$ 750 + 35 150070 <br> 785 

## I CAN SOLVE DIVISION PROBLEMS WTTH REMAINDERS



## $6 \times 7+1$

# I GAN <br>  

$$
\begin{aligned}
& \text { CCAN SOLVE } \\
& 2 \text { STEP WORD PROBLEMS } \\
& \text { LURE HAD } 17 \text { MARBLES. } \\
& \text { HIS BROTHER MAD } 2 \text { TIMES AS } \\
& \text { MANY. } \\
& \text { HOW MANY DID THEY } \\
& \text { MAVE ALTOCETNER? }
\end{aligned}
$$

## I CAN SOLVE MULTI-STEP WORD PROBLEMS MARIA HAD 3 RINGS. HER SISTER HAD 4 TIMES AS MANY AS SHE DID. HER SISTER THENGAVE HER 2. HOW MANY DOES MARIA HAVE NOW? HOW MANY DOES HER SISTER HAVE NOW? HOW MANY DO THEY HAVE ALTOGETHER? <br> $$
3+2=5 \quad 12-2=10 \quad 5+10=15
$$

## I CAN SOLVE <br> BASIC MULTIPLICATION WORD PROBLEMS

# THERE WERE 12 ROWS OF APPLE TREES. 

 THERE WERE 10 IN EACH ROW.
## HOW MANY APPLE TREES WERE THERE?

$$
12 \times 10=120
$$

## I CAN SOLVE

## BASIC DIVISION WORD PROBLEMS

JAMAL HAD 10 RINGS. HE SHARED THEM WITH HIS BROTHER. THEY NOW HAVE THE SAME AMOUNT.


# I CAM SOLUE THE 3 TYPES OF MULTIPLICATIUE 

 COIPPARISOH LIORD PROBLEIS SUE HAS 9 BRACELETS. SHE HAS 3 TIMES AS MANY AS HER SISTER. HAVE?

$$
9 \div 3=3
$$

## I CAN INTERPRET TME REMANNPER HONG MAD 14 TOYS. NE SHARED THEM BETWEEN NIS 2 FRIENDS ANO HIMSELF. HOW MANY DID EACH PERSON GET? <br> 

 i CAN GENERATE A NUMBER PATTERN THAT FOLLOWS A CIVEN RULE.

$$
\begin{gathered}
5,10,15,20,25,30, \\
35,40,45,50 . .
\end{gathered}
$$

# I <br> <br> UNDERSTANO <br> <br> UNDERSTANO PLACE VALUE $4,251=4000+200+50+1$ Four thousand two hundred fifty one 

# UNDERSTANOS TMAT NUMBERS <br> TO THE LEFT INCREASE AND NUMBERS TO THE RICHT DEGREASE. 

55.555
$50,000+5,000+500+50+5$


## TWO THOUSAND FIVE HUNDRED SEVENTY

$$
\begin{aligned}
& 1 \text { CAN USE } \\
& \text { PLACE VALUE WHEN } \\
& \text { COMPARING } \\
& \text { WHOLE NUMBERS } \\
& 2345>4557
\end{aligned}
$$

$$
\begin{aligned}
& \text { I CAN } \\
& \text { ADP MULTI-DIGIT } \\
& \text { NUMBERS }
\end{aligned}
$$

 MULTI-DIGIT NUMBERS


D


## I CAN DECOMPOSE FRACTIONS IN MORE THAN ONE WAY I CAN JUSTIFY DECOMPOSITIONS BY USING A VISUAL FRACTION MODEL. <br>  <br> $\frac{1}{10} \frac{1}{10} \frac{1}{10} \frac{1}{10} \frac{1}{10}=\frac{1}{10} \frac{1}{10}+\frac{1}{10} \frac{1}{10} \frac{1}{10}$

## I CAN RECOCNJIE AND GENERATE EQUIVALENT FRACTIONS <br> 

## I CAN COMPARE FRACTIONS WITH DIFFERENT NUMERATORS ANO DIFFERENT DENOMINATORS I GAN RECORD THE RESULT OF COMPARISONS WITH SYMBOLS

## D. $\mathrm{B}_{2} \mathrm{OB}$

ANO UUSTIFY THE CONCLUSIONS, E.G. BY USING A VISUAL FRACTION MODEL.

$$
\frac{1}{3}>\frac{1}{6} \quad
$$

## I CAN ADO MIKED NUMBERS WITH LIKE DENOMINATORS <br> $$
1 \frac{1}{3}+\frac{2}{3}
$$

I CAN SUBTRACT MIKED NUMBERS WTTH LIKE DENOMINATORS

$$
2 \frac{4}{5}-\frac{1}{5}
$$

I CAN ADO FRACTIONS WITH LIRE DENOMINATORS $\frac{1}{10}+\frac{3}{10}$ I CAN SUBTRACT FRACTIONS WITH LIEE DENOMINATORS

$$
\frac{5}{10}-\frac{4}{10}
$$

## I CAN SOLVE ADOITION FRACTION WORO PROBLEMS BY USING VISUAL FRACTION MODELS ANO EQUATIONS TO REPRESENT THE PROBLEM <br> RAUL RAN 2/10 OF A MILE IN TNE MORNTNG AND 5/10 OF A MILE IN THE AFTERNOON. <br> HOW FAR DID HE RUN? <br>  <br> $\frac{1}{10} \quad \frac{2}{10} \quad \frac{3}{10} \quad \frac{4}{10} \quad \frac{5}{10} \quad \frac{6}{10} \quad \frac{7}{10} \frac{8}{10} \frac{9}{10} \quad 1$

# I CAN SOLVE SUBTRACTION FRACTION WORD PROBLEMS BY USING VISUAL FRACTION MODELS AND EOUATIONS TO REPRESENT THE PROBLEM 

GRANDMA MADE A CAKE. THE RIOS ATE 1/4 OF IT.

HOW MUCN IS LEFT?


$$
\begin{aligned}
& \text { ICAN MULTIPLYA } \\
& \text { FRACTION BY A WHOLE } \\
& \text { NUMBER } \\
& 2 \times \frac{1}{4} \\
& \hline
\end{aligned}
$$

## I CAN SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION OF A FRACTION BY A WHOLE NUMBER BY USING UISUAL FRACTION MOPELS AND EQUATIONS REPRESENTING THE PROBLEM

## MARY RAN 1/4 OF A MILE FOR 3 DAYS. HOW FAR DID SNE RUN?



$$
\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=\frac{3}{4}
$$

$$
\begin{gathered}
\text { UNDERSTANO } \\
\text { DECNMALS }
\end{gathered}
$$

# I CAN EMPRESS A FRACTION WTTH A DENOMINATOR 10 AS AN EQUIVALENT FRACTION WTTH A 

 DENOMINATOR OF 100. I CAN ADO TWO FRACTIONS WITH DENOMINATORS OF 100
## $\frac{2}{10}$ <br>  <br> $\frac{20}{100}$

## I CAN USE DECIMAL NOTATION FOR FRACTIONS WITH DENOMINATORS 10 AND 100 . 10 $\square$ <br> 

## I CAN COMPARE 2 DECIMALS TO NUNDREDTHS BY REASONING ABOUT THENR SIEE.



##  <br> MULTIPLY <br> 

## ICAN MUITIRIY

## wiflin



$$
\begin{aligned}
& \text { Thirivmortlotsy } \\
& \text { FEDCHT BYQEOCHT } \\
& \text { WCMBDES } \\
& \text { ICANILUSTRATE AND EXPLAINTHE } \\
& \text { CALCULAPION BY USIIMG EOUATIONS. } \\
& \text { RETCAMCULAR ARRAYS AND/OR AREA MODELS. }
\end{aligned}
$$



$$
\begin{aligned}
& \text { ICANMULTPLY }
\end{aligned}
$$

$$
\begin{aligned}
& \text { HUMBERS } \\
& \text { ICANIIUSTRATLE AND EXPLAMN THE CALCULATION BY } \\
& \text { USIIMC EOUATIONS, RECTAMCULAR ARRAYS AMO/OR } \\
& \text { AREAMOBLLS. }
\end{aligned}
$$



## I CANMOLTPM T-DICIT BY 4-0|CIT <br> 

## (RECTAMCULLAR ARRAYS ANO/OR AREA MOOLLS.)

 ICANILUSTRRATE AND EXPLAM TRE CALCULATION BY USING EOUAFIONS, RECTANCULAR ARRAYS ANP/OR AREA MODELS.

$$
\begin{aligned}
& \text { TGANHEMETGOH} \\
& \text { EEOMOTOMEEOHOT} \\
& \text { GOviteirs }
\end{aligned}
$$

$$
\begin{aligned}
& \text { moorseo }
\end{aligned}
$$



## I CAN FNO AM PACTOR PARRS OF A WIHOLE NUMBER IN

$$
\begin{gathered}
\text { THE RAMES O: } 1=100 \\
16 \\
2 \wedge_{8} \wedge_{2} \\
2 \wedge_{2}
\end{gathered}
$$

$$
\begin{aligned}
& \text { INJON } \\
& \text { MVTTiF }
\end{aligned}
$$



$$
\begin{aligned}
& \text { IKNONIF } \\
& \text { A NUMBER R PRINE } \\
& \text { OR COMPOSTTE } \\
& \text { SIS PRIME } \\
& \text { TY COMPOSTTE }
\end{aligned}
$$

## I CANDMDE Wामझilw

|  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $=0$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $=1$ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| $=2$ | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| $=3$ | 0 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| $=4$ | 0 | 4 | 8 | 12 | 16 | 20 | 24 | 29 | 32 | 36 | 40 |
| $=5$ | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 38 | 40 | 45 | 50 |
| $=6$ | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 36 | 48 | 54 | 60 |
| $=7$ | 0 | 7 | 14 | 21 | 28 | 35 | 42 | 42 | 56 | 63 | 70 |
| $=8$ | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 49 | 64 | 72 | 80 |
| $=9$ | 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
| $=10$ | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

# ICRWCNTBBEOCHT EYMEOCTIT WMURIR <br>   CWiderainumitis 

# $78 \div 5$ 

$10 \div 5$

## 5025

 $78=5 \times 5+3$


# ICANDIVIE <br> 4-OICITFYY FOICIIT NUMBERS ICANILUSTRATLE AND EXPLANW TME CALCULATION BY USING LOUATIONS, RECTAMCULAR ARRAYS AND/ORAREA MODELS 



## $750+35$



785

## I CAN SOM DMSION



## $6 \times 7+1$



## ICANSOLVE

## 2 STEP WORO PROBLEMS

 LUKE MAD TT MARBLES HISBROTHER HAO? TIMES AS MANY.

## HOU MANY DDP THEY



# I CAN SOLVE MULTI-STEP WORD PROBLEMS 

## MARIA HAD 3 RINGS HER SISTER HAD 4 TIMES AS MANY AS SHE DID. HER SISTER THEN GAVE HER 2.

HOW MANY DOES MARIA HAVE NOW?
HOW MANY DOES NER SISTER HAVE NOW? HOW MANY DO THEY HAVE ALTOGETHER?

$$
3+2=5 \quad 12-2=10 \quad 5+10=15
$$

## ICANSOLVE

## BASICMULTPLICATION

## WORD PROBLEMS

## THERE WERE T2 ROWS OF APPLE PRELSS.

## THERE WERE TO INEACH ROU.

## HOW MANY APPLL PRERS UERE PMEREP?

## 12: 10=120

## ICANSOLVE

$$
\begin{aligned}
& \text { BASLC OVISIOU WORA PROBLLIMS }
\end{aligned}
$$

$$
\begin{aligned}
& \text { HAVE THE SAME AMOUNT. } \\
& \text { WRITT THELOUATION FOR THIS PROBLIM }
\end{aligned}
$$



## ICAN NTHERPRRPT THEREMAMMOER



AND HIMWSELF.

## HOW MANY OID EACH PERSON CIT?



## -••••••••••••••••••••••••••••••••••

$$
\begin{aligned}
& \text { Con fin 00, } 0
\end{aligned}
$$

## I CAN

## UNOERTANT



## $4,251=4000+200+50+1$

 Four thousand two hundred fifty one55,555
$50,000+5,000+500+50+5$


##   <br> 

## $2570=2000+500+70+0$

TWO THOUSAND FIVE HUNDRED SEVENTY

$$
\begin{aligned}
& \text { ICANUSI } \\
& \text { PLACE VALUEWHEN } \\
& \text { COMPARIIIC } \\
& \text { WHOLC NUMBERS }
\end{aligned}
$$




## ICAN

## ADOMULTHOOCITT



## ICANSUBTAAST

## MUKTEOMT

## NUMBTRS




## ICAN DLCOMPOSE PRACTIONS



ICAM USSTIV OLCOMPOSITIONS BY USIMCA AVSUAL


## $\frac{11111}{1010101010}=\frac{11}{1010}+\frac{111}{101010}$

## ICANRLCOCNILEAND

## CENERATE BOUNALENT

## FBACTIOLS



$$
\begin{aligned}
& \text { ICAN RECORD ThRRESULTOF } \\
& \text { COMPARISONS WITH SYMBOLS } \\
& \text { 8, } 0 \text {, } 038 \\
& \text { AIO JUSTIFY ThE COMCLUSIONS. } \\
& \text { C.C.BY USIICA AISUAL BRAGTION MODELL. } \\
& \frac{1}{3}>\frac{1}{6} \quad \begin{array}{c}
\frac{1}{3} \\
\hline \frac{1}{6} \\
\hline
\end{array}
\end{aligned}
$$

## ICAN ADO MIKED NUMBERS WITTH LIKE BEMOMINATORS



I CAN SUBTRAGT MIMED NUMBERS WITHLIKE DENOMNINATORS


# ICAN ADO FRACTIONS WTTHLIKS 


 WTHKLIKSOENOMINATORS


#  PRobliem su villc visuabraction  THEROBOLLM. 

## RAUL RAN2/10 OF A MILE IN THE MORNIIG AND S/10 OF A

## MILE IN THE APTERNOOM.

## HOW FAR DID HE RUN?



## ICAN SOLVE SUBTRAGTION

## T0 ค

却 00010010 ( 0 0且 ค

## ICANMUITIPLYA

## FRACTIONBY AWHOLE

## NUMBER



$$
\begin{aligned}
& \text { ICAN SOLVE HORD PROBLEMS } \\
& \text { IIVVOLVIICMULTHPLCATIONO OB } \\
& \text { PRAGTIONS BY A HMOLL NUMBELR BY } \\
& \text { USIIC VISUAL BRACTION MOOLS ANO } \\
& \text { COUATIONS RTPDRESLNTINC } \\
& \text { THIEROBLEM } \\
& \text { MARY Y AAN I/4OPAMILE PORSOAYS. } \\
& \text { HOW HARODO SMR RUV? } \\
& \frac{1}{4}+\frac{1}{4}+\frac{1}{4}=\frac{3}{4}
\end{aligned}
$$

## |CAN



## DECIMALS

$$
\begin{aligned}
& \text { ICAN EXPRESSA AENOMINATOR } \\
& \text { TO AS AN LOUIVALENT FRACTION } \\
& \text { WTTH DENOMINATOR 1OO, AND } \\
& \text { USE THIS TECHNINUS TO ADO } \\
& \text { TWO FRACTIONS WTTH } \\
& \text { RISPECTIVE OENOMINATORS } 100
\end{aligned}
$$



$$
\begin{aligned}
& \text { ICAN USE } \\
& \text { OLELMAL NOTAFION } \\
& \text { (POR PRACTONS WITTH } \\
& \text { DENOMMATORS } 10 \text { ANP } 100 \\
& . I D=\frac{1}{10}
\end{aligned}
$$

## ICAN COMPARE 2 DECIMALS TO IUNDREDTMS BY REASONING ABOUT PHELRSIRE.



## Thank You!

Thank you for your recent download! I hope you enjoy using it in your classroom with your students. Please use this document and share it with others. Please do not store it on a website. Whoever wants to use it should download it from my site. I would love to hear your from you. Let me know how Math conferring is going in your classroom. Feel free to email me at newtoneducationsolutions@gmail.com to ask questions, leave feedback and comments. I look forward to hearing from you!

## About the Dr. Nicki Newton

Dr. Nicki Newton is an education consultant who works with
 schools and districts around the country and Canada on k-8 math curriculum. She has taught elementary school, middle school, and graduate school. Dr Nicki has an Ed.M. and an Ed.D from Teachers, College Columbia University. She is greatly interested in teaching and learning practices around the world and has researched education in Denmark, Guatemala and India. She has written several books, including being a part of the curriculum team for the new McGraw Hill Reveal Math series. She is currently working on a book about counting.

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