

Completed	K Math Benchmarks	Standards Addressed
	Students will be able to create a 100 th Day of School Project in the classroom (snack mix, fruit loop necklaces, pennies, collages, etc.). Demonstrate one-to-one correspondence in various configurations, and sequence numbers 1-100 using a ten frame.	<i>K.CC.1-5</i>
	Students will be able to count and count-on using a white board. Teacher will give sequence and students will complete.	<i>K.CC.1-5</i>
	Students will be able to compare 2 separate handfuls of manipulatives. Take two handfuls of manipulatives (beans, macaroni, foam shapes, etc.) and glue some into two circles. Write the numerals that represent each group and circle the numeral which shows the group with more. Repeat on another page and have students circle the numeral which shows the group with less.	<i>K.CC.6-7</i>
	Students will be able to play “Shake Ten and Spill” and record. Place ten counters in a cup. Shake the cup and spill out the counters. Show how many of each color you have. Continue shaking the cup, spilling the counters and recording your work until you have found all the different ways to show ten in two sets. Record using a ten frame.	<i>K.OA.1-5</i>
	Students will be able to demonstrate fluency with numbers 0-5 by completing 5 addition and 5 subtraction problems in 3 minutes.	<i>K.OA.1-5</i>
	Students will be able to complete a book of ten frames that illustrate numbers 11-19.	<i>K.NBT.1</i>
	Students will be able to weigh an apple using a pan balance and measure using unifix cubes. The student will then select another small object from a teacher prepared group to weigh and measure. The students will record both weights and measurements and compare.	<i>K.MD.1-3</i>
	Students will be able to sort attribute/pattern blocks. Students will choose ten blocks and decide how to sort them. Students will sort the blocks and draw a picture to show how they sorted. They will label and number the groups. Students will explain their sorting rule. Sort again using a different attribute.	<i>K.MD.1-3</i>

	<p>Students will be able to create a book representing and labeling two and three-dimensional shapes including: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. Students will use a variety of mediums (i.e. drawings, magazines, pop-ups, photos, etc.). On the last page of the book students will demonstrate making a new shape from smaller shapes (i.e. two triangles to make a rectangle). Students will read and explain the book (such as the number of sides, vertices, attributes, and corners).</p>	<i>K.G.1-6</i>
	<p>Students will be able to name the positional location using terms such as above, below, beside, in front of, behind, and next to. Each student will have a solid object (cup, stuffed animal, plastic dinosaur, paper bag, etc.) and place a unifix cube around the object. Students will tell the positional location to the teacher (who will check off whether the child is correct or not).</p>	<i>K.G.1-6</i>

Completed	1 st Grade Math Benchmarks	Standards Addressed
	Students will be able to solve 4 addition (2 with two addends and 2 with three addends) and 3 subtraction word problems by manipulating objects or drawing pictures (within 20).	<i>1.OA.1-2</i>
	Students will be able to take an egg carton and write a number 0-9 in each space. Place 3 small objects in the carton and close. Students shake the carton and open to reveal where the 3 objects landed. Students write a number sentence with 3 addends on a teacher prepared response sheet and solve. Repeat and record 5 times	<i>1.OA.3-4</i>
	Students will be able to fill in the missing number using a domino drawing with one blank side and the sum written above. Students will fill in the missing dots and number the dots to show counting up. They will then write the fact family number sentences below. They will complete 3 problems.	<i>1.OA.3-4</i>
	Students will be able to use two trains of unifix cubes in two different colors to model adding sums 11-20. Teacher calls out a problem such as $9 + 4$. Students show one 9 train and 4 extras. Students take one of the 4 extras and place it on a 9 train to form a group of ten. Now, the students have $10 + 3$, making the equation easier to solve. Students record using crayons.	<i>1.OA.5-6</i>
	Students will be able to decompose a number leading to a ten. The student will use 2 tens frames and one color of unifix cubes. Students place 11-20 unifix cubes, as directed by teacher, to represent the given number on the tens frames. Students are given a subtraction sentence, whose difference is less than ten, such as $15 - 8$ or $12 - 6$. Students take away the number of cubes needed to leave them with ten. Then they take away the remaining cubes to complete the subtraction model. Record the number model and difference (i.e.: $15 - 8 = 7$ OR $15 - 5 - 3 = 7$).	<i>1.OA.5-6</i>
	Students will be able to complete 15 addition problems accurately in 1 minute (within 10). Complete 15 subtraction problems accurately in 1 minute (within 10).	<i>1.OA.5-6</i>
	Students will be able to use 5 different drawings of pan balances, on a teacher generated worksheet, to evaluate for true or false. If false, students correct the drawing to make it true. For example: $6 + 2 = 9$; student would be able to recognize as	<i>1.OA.7-8</i>

	false and fix it to make it true. They can adjust any of the numbers. Students write the number model.	
	Students will be able to fill in the missing numbers on a random section of a number grid up to 120. Complete 3 different grids.	<i>1.NBT.1</i>
	Students will be able to count a given number of objects. The student will record the number.	<i>1.NBT.1</i>
	Students will be able to play “What number am I thinking of?” using a 100 grid (i.e.: “I’m thinking of a number with 3 longs and 2 cubes. Color it red.” “I’m thinking of a number that is twenty more than 35. Color it purple.”) The answer to each question should be colored on the grid with its own specific color for assessment purposes. Must include at least one example of the following: two-digit plus one-digit, two-digit plus a multiple of ten, any number plus ten with a sum up to 99, any number 10 through 99 minus ten, and subtract multiples of ten (10 through 90) from multiples of ten (10 through 90). <ul style="list-style-type: none"> • Students may use drawings or manipulatives if needed. 	<i>1.NBT.2-6</i>
	Students will be able to solve 2 addition problems and 2 subtraction problems using tens (i.e.: $76 + 10 = 86$ or $55 - 10 = 45$) and solve six comparison problems using the $<$, $>$, or $=$ symbols. Choose one of each and explain the answer.	<i>1.NBT.2-6</i>
	Students will be able to trace foot and cut out drawing. Students will then measure objects in the classroom and record the length. Students will find objects that are longer than and shorter than foot. Choose three objects found and order them from shortest to longest.	<i>1.MD.1-2</i>
	Students will be able to complete a twelve problem assessment. Students are given 6 analog clocks and they must write the correct digital time (3 must be o’clock and 3 must be half-past). Students are given 6 digital times and must draw the hands on analog clocks to match (3 must be o’clock and 3 must be half-past).	<i>1.MD.3</i>
	Students will be able to use a prepared template which includes a table with categories and boxes to record tally marks and a labeled bar graph. Take a class survey using a show of hands. Each student will record responses on the tally table and graph the responses. They will write a question and answer it. Teacher will ask a question comparing more or less in one category than another (i.e.: How many more students like pizza	<i>1.MD.4</i>

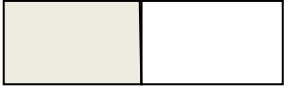

	than ice cream?). Students will record their answer.	
	Students will be able to draw an attribute shape train using at least 5 shapes (size, shape, color).	<i>1.G.1-3</i>
	Students will be able to create a shape using multiple pattern blocks and draw the shape. Then use multiples of the resulting shape to make a different shape and draw. (i.e.: Use triangles to make a trapezoid and then trapezoids to make an octagon.)	<i>1.G.1-3</i>
	Students will be able to fold two, pre-cut, identical shapes. Students will fold one to show halves and the other to show fourths, label each piece with its fractional name. Student answers question, "If you could only choose one piece, color the piece you would choose and tell why."	<i>1.G.1-3</i>

Completed	2 nd Grade Math Benchmarks	Standards Addressed
	Students will be able to solve ten word problems (written or dictated) by completing a part/part/total diagram using drawings and/or numbers. (Make sure to use unknowns in all positions.)	2.OA.1
	Students will be able to complete 20 addition problems accurately in 1 minute (0-20). Complete 20 subtraction problems accurately in 1 minute (0-20).	2.OA.2
	Students will be able to sort number cards from 0-20 into two groups: odds and evens.	2.OA.3
	Students will be able to choose an even number up to 20 and write a number sentence showing the sum as two equal addends. (Repeat choosing another even number).	2.OA.3
	Students will be able to choose 12, 18, or 24 counters. The student will make as many arrays as possible. They will draw each array and number model.	2.OA.4
	Students will be able to display a base ten card (showing base ten blocks) on the board. Students record the standard, word, and expanded forms. Repeat 5 times. Students then choose two numbers and compare. They write a number model using the > symbol. Repeat using different numbers and the < symbol.	2.NBT.1-4
	Students will be able to write the numbers 0-1000 counting by 100s. Count by 5s and 10s. When given 3 lead-in numbers, students will record the next 3 numbers (i.e. 195, 200, 205, ____, ____, ____). They will complete 4 of each (5s and 10s).	2.NBT.1-4
	Students will be able to complete 10 two-digit addition problems accurately in 3 minute (within 100). Complete 10 two-digit subtraction problems accurately in 3 minute (within 100).	2.NBT.5-9
	Students will be able to add/subtract 10 or 100 from a given number 100-900. Students will complete 4 of each, 10s and 100s, series problems. Students must explain how they arrived at their answer for one addition and one subtraction problem. (Example 1: +100 and -100: ____, 550, ____ Example 2: +10 and -10: ____, 730, ____)	2.NBT.5-9

	<p>Students will be able to write, identify place value, and draw a representation of the number. Read <u>One Grain of Rice</u> by Demi. Students record numbers as read, underline the digit as dictated by the teacher, and draw the numbers using ones, longs, and flats. Example 1: She was presented with 256 grains of rice. Stop and ask the students to write the number and then underline the digit in the ones place. Students then draw the number with ones, longs, and flats. Example 2: She received 511 grains of rice. Do this and ask the students to identify the tens place this time. Repeat other steps.</p>	<p>2.NBT.5-9</p>
	<p>Students will be able to estimate, measure, and compare inches, centimeters, feet, and meters. Students will work with a partner. One partner will lie on the floor. The other partner will mark the floor with tape near the head and the foot. Students must estimate their length in inches, centimeters, feet, and meters. Record and label. Then measure using standard units. Record and label again. Repeat for the other partner. They will compare with their partner and record the results (i.e.: Tammy is 5 inches longer than Susie). Teacher will ask, “Did it take more centimeters or inches to label the height? Why?”</p>	<p>2.MD.1-4</p>
	<p>Students will be able to use a number line from 0-99 to solve word problems involving length. Students will record the equation that matches the word problem using a symbol to represent the unknown number. They will use a drawing or number sentence to illustrate how they solved the number problem. (Minimum of 6 problems – 3 addition/3 subtraction.)</p>	<p>2.MD.5-6</p>
	<p>Students will be able to make a book about their day using a.m. and p.m and times to the nearest 5 minutes. Students will be given 6 pages with a daily event, a blank analog clock, and a blank digital clock recorded on each page. Students will write the time for the event on the digital clock, including a.m. or p.m., and record the hands on the analog clock. Students may only choose one time to the hour and one to the half hour. The others must be to the nearest 5 minutes.</p>	<p>2.MD.7</p>
	<p>Students will be able to solve 5 word problems involving money (dollar bills, quarters, dimes, nickels, and pennies) using dollar and cents symbols. For example: If you have 2 dimes and 3 pennies, how many cents do you have? \$0.23 or 23¢</p>	<p>2.MD.8</p>

	Students will be able to generate measurement data to create a line plot. Students will collect ten objects that are shorter than a ruler. Measure each object to the nearest inch. Record your measurement on a line plot. Title and label the axis on the line plot. Record three facts about the data on the line plot.	<i>2.MD.9-10</i>
	Students will be able to gather data to create a picture graph. Students will take a handful of buttons (no more than 15). They will sort their buttons by size, color, shape or number of holes. They will then create a picture graph to show their data. The picture graph must have a title and a key. Using the data, the student will create a bar graph as well. Write and solve 3 word problems using the data.	<i>2.MD.9-10</i>
	Students will be able to make a shape riddle book, minimum of 5 pages. For each page, the student will write three clues and draw one of the following shapes: triangle, quadrilateral, pentagon, hexagon and cube.	<i>2.G.1</i>
	Students will be able to draw 3 different rectangles on graph paper. They will partition into rows and columns of equal sized squares. Students will count and record the number of squares in each rectangle.	<i>2.G.2</i>
	Students will be able to work in small groups using geoboards to make the largest rectangle they can. Ask students to divide the rectangle into halves, thirds and fourths in different ways. Using a ruler, record 2 ways found on geoboard paper and label each part as a fraction. When completed, turn the geoboard over and demonstrate halves, thirds and quarters with the circle.	<i>2.G.3</i>

Completed	3 rd Grade Math Benchmarks	Standards Addressed
	Students will be able to solve 4 multiplication/division one-step word problems (written or dictated) by completing a graphic organizer, an array, and/or number sentences. (Make sure to use unknowns in all positions.) Students will create one multiplication word problem and one division word problem based on a given number sentences.	3.OA.1-4
	Students will be able to solve six number sentences (2 of each property) and identify which property they used to solve each. Students will solve 6 division problems with an unknown factor.	3.OA.5-6
	Students will be able to fluently multiply and divide 40 basic facts accurately in 4 minutes (0-100).	3.OA.7
	Students will be able to solve 4 two-step word problems using the four operations and a letter to represent the “unknown”. Solve 2 problems with patterning with specific instructions. Example: Students should create a pattern with a minimum of three shapes that repeats three times. If the pattern continued what would the 21 st shape be.	3.OA.8-9
	Students will be able to round 10 numbers to the nearest 10 or 100.	3.NBT.1-3
	Students will be able to complete 5 addition and 5 subtraction problems within 1000 using their knowledge of place value and properties. Problems should be written horizontally requiring students to recopy vertically and line up the place values correctly. Students should use addition to check a minimum of two of the subtraction problems.	3.NBT.1-3
	Students will be able to complete 10 problems using basic facts to multiply a one-digit number and a multiple of 10. Example: $10 \times 2 = 20$; $20 \times 2 = 40$ (thinking $2 \times 2 = 4$); $30 \times 9 = 270$ (thinking $3 \times 9 = 27$)	3.NBT.1-3
	Students will be able to draw lines on 3 given rectangles to show halves, thirds, fourths, etc... (teacher’s choice) Students should label each part of the rectangles with the correct fraction.	3.NF.1-3

	<p>Students will be able to represent fractions on 3 number line diagrams by filling in the missing fractional amounts. Example: 0, $\frac{1}{5}$, $\frac{a}{5}$, $\frac{3}{5}$, $\frac{4}{b}$, 1</p>	3.NF.1-3
	<p>Students will be able to compare 4 fraction pairs (2 with like numerators and 2 with like denominators) by reasoning and representing the fractions on equal size rectangles. Students should use the <, >, or = symbols in their answer. Example: Compare $\frac{1}{2}$ with $\frac{1}{4}$</p> <p>$\frac{1}{2}$  $\frac{1}{4}$ </p>	3.NF.1-3
	<p>Students will be able to given a number line (with different size lines like a ruler) students will need to label given fractions on the line. For example : $\frac{1}{2}$, $\frac{3}{4}$, and $\frac{2}{1}$</p>	3.NF.1-3
	<p>Students will be able to read and write the correct time to the nearest minute on 5 analog clocks. Represent 5 given digital times to the nearest minute by drawing the hands on an analog clock. Use addition and subtraction to solve 3 word problems with elapsed time.</p>	3.MD.1-2
	<p>Students will be able to weigh and record the mass of 3 solid objects; Provide students with three choices from which they should circle the correct estimation of mass for a 3 given objects ?(For example: a dollar bill weighs ...A. 1 gram B. 1 kilogram C. 10 grams); solve 3 word problems involving mass</p>	3.MD.1-2
	<p>Students will be able to read and record the amount of 3 different liquid amounts in measuring cups(containers) in milliliter/liters; circle the correct estimation of volume for 3 given containers (For example: a pail will hold....A. 2 milliliters B. 2 liters C. 2 kiloliters; solve 3 word problems involving mass</p>	3.MD.1-2
	<p>Students will be able to solve 3 word problems with measurement. Example: John has three books to go into his backpack each weighing different amounts. The total weight of the books is 8 pounds. If his reading book weighs 1 pound and his social studies book weighs 3 pounds, what is the weight of his math book? (First students will need to add $1+3=4$; Then they will need to subtract $8-4=4$; John's math book weighs 4 pounds.</p>	3.MD.1-2

	Students will be able to survey 20 people and use the collected data to create a pictograph and a bar graph to represent their findings. (each picture should = 2; students will use a given scale of 2 to create the bar graph) Students should then answer questions specific to their graph. Example: How many more people chose “red” than “blue” as their favorite color?	<i>3.MD.3-4</i>
	Students will be able to measure 5 given items less than 3 inches, such as an eraser, a piece of chalk, a pencil cap eraser, a paper clip, and the width of a thumbtack, to the nearest $\frac{1}{4}$ inch (this includes $\frac{1}{4}$, $\frac{1}{2}$, and whole inch) Have students put Xs on a given line plot that is already labeled with whole, $\frac{1}{4}$, and $\frac{1}{2}$ inch marks from 0 to 3.	<i>3.MD.3-4</i>
	Students will be able to use multiplication: Given a rectangle with the length and width labeled students should multiple the two numbers to find the area.	<i>3.MD.5-7</i>
	Students will be able to use addition. Given a rectangle with the lines drawn to show the length and width in square units, students should add the number of squares in each row to find the area. Students will need to show the number sentence that they used. Example in a 3 X 4 rectangle students would need to write $4 + 4 + 4 = 12$.	<i>3.MD.5-7</i>
	Students will be able to use tiling: using given squares each equaling one square unit students should cover a given rectangle without out overlapping to find the area. Students may choose the method that they will use to solve. (multiplication, addition, tiling)	<i>3.MD.5-7</i>
	Students will be able to identify whether they would use perimeter or area and then solve 5 real life situations.	<i>3.MD.8</i>
	Students will be able to solve for an unknown side using their knowledge of perimeter and area. Example: Given a square with only one side labeled students will be able to identify and label the remaining 3 sides and show the number sentence (addition or multiplication) that they would use to find the perimeter.	<i>3.MD.8</i>
	Students will be able to find the perimeter of figure A. On graph paper have students create figure A with an area of 8 square units. Next create a figure B which is a different from figure A but also has an area of 8 square units. Find the perimeter of figure B.	<i>3.MD.8</i>

	Students will be able to use pattern blocks to trace a hexagon, a trapezoid, and rhombus.	<i>3.G.1-2</i>
	<p>Students will be able to identify whether the polygon is a quadrilateral (yes or no) when given pictures of a triangle, rhombus, hexagon, trapezoid, pentagon, rectangle, square, parallelogram , an irregular quadrilateral, and an octagon. Then if it is not a quadrilateral they should name the shape. If it is a quadrilateral AND has a special name students should put that name. Example: Using the triangle pattern block, students will divide and label with fractions each of the three shapes. (For example: the trapezoid will be $\frac{1}{3}$, $\frac{1}{3}$, $\frac{1}{3}$)</p> <p>Example: Using the triangle pattern block, students will divide and label with fractions each of the three shapes. (For example: the trapezoid will be $\frac{1}{3}$, $\frac{1}{3}$, $\frac{1}{3}$)</p>	<i>3.G.1-2</i>
	Students will be able to use other pattern blocks and/or given figures to express the area of each part as a unit fraction of the whole to show a working knowledge of the standard.	<i>3.G.1-2</i>

Completed	4 th Grade Math Benchmarks	Standards Addressed
	<p>Students will be able to solve 8 multistep word problems involving the four basic operations. Each problem should require students to use two or more different operations in each problem. Students need to check the reasonableness of the answers by drawing or estimating. Problems involving division should require students to interpret the remainders</p> <p><u>Example:</u> Sally baked 2 dozen cookies for her birthday party. She invited 30 friends. How many more cookies will she need to bake so that each friend gets one cookie?</p>	4.OA.1-3
	<p>Students will be able to list all factors for 10 given numbers in the range of 1 - 100 and tell whether the original given number is prime or composite. Students should create a factor tree to identify factors.</p> <p><u>Example:</u> 12 1x12 2x6 3x4 1,2,3,4,6,12 Composite – because 12 has more factors than 1 and itself 7 1x7 1,7 Prime – because 1 and 7 are the only factors</p>	4.OA.4
	<p>Students will be able to create a pattern using a minimum of three shapes that repeats at least twice. Students should then draw to continue the pattern to the 15th shape and identify that shape.</p>	4.OA.5
	<p>Students will be able to create a number pattern following a given rule and a starting point. Students will need to identify and explain another feature of the pattern that occurs but does not follow the original rule.</p> <p><u>Example:</u> Given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p>	4.OA.5
	<p>Students will be able to write 3 dictated numbers (less than or equal to 1,000,000); identify a given place value and round the number to that place.</p>	4.NBT.1-3
	<p>Students will be able to create and write 3 numbers less than 1,000,000; read the numbers accurately to a teacher and write each number in expanded form.</p>	4.NBT.1-3

	Students will be able to compare 5 pairs of given numbers using $>$, $<$, and $=$ symbols.	<i>4.NBT.1-3</i>
	Students will be able to complete a separate assessment for each of the four operations. Each assessment will consist of five number sentences to solve. Examples should include: <ul style="list-style-type: none"> • Adding multi-digit numbers using the traditional method • Multiplying one-digit by four digits and two two-digit numbers • Dividing up to a four-digit dividend by a one digit divisor. Students should illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 	<i>4.NBT.4-6</i>
	Students will be able to illustrate how $\frac{1}{2}$ is equivalent to $\frac{2}{4}$ using geometric shapes or a visual fraction model; illustrate how $\frac{1}{3}$ is equivalent to $\frac{2}{6}$ using geometric shapes or a visual fraction model. Students are expected to draw their representations.	<i>4.NF.1-2</i>
	Students will be able to give an equivalent fraction for each of the following: $\frac{1}{4}$; $\frac{2}{5}$; $\frac{3}{6}$; $\frac{6}{8}$; $\frac{2}{10}$; $\frac{4}{12}$; $\frac{50}{100}$. Students may use fraction models and/or division/multiplication methods to name each one.	<i>4.NF.1-2</i>
	Students will be able to compare 5 pairs of given fractions using the symbols $>$, $<$, or $=$ to; students may use benchmark fractions, common denominators and numerators, or fraction models to justify conclusions. <ol style="list-style-type: none"> $\frac{1}{3}$ _____ $\frac{1}{5}$ $\frac{3}{6}$ _____ $\frac{3}{10}$ $\frac{2}{7}$ _____ $\frac{5}{7}$ $\frac{1}{2}$ _____ $\frac{5}{10}$ $\frac{3}{8}$ _____ $\frac{7}{8}$ 	<i>4.NF.1-2</i>
	Students will be able to use a ruler to divide 4 given circles into equal fractional parts; circles templates should be marked with 12 dots equally spaced around the circumference of the circle; students will label parts and write a number sentence to show how the sum of the parts equals 1 whole. <ul style="list-style-type: none"> • Examples should include students dividing circles into 2, 3, 4 and 8 parts. 	<i>4.NF.3</i>
	Students will be able to find the sum or difference for 5 mixed number sentences with like denominators.	<i>4.NF.3</i>

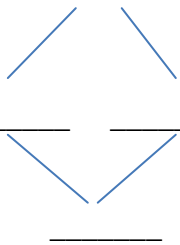
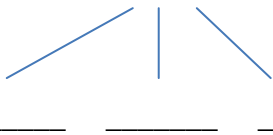
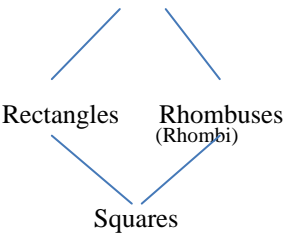
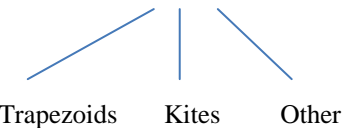
	Students will be able to find the sum or difference for 5 mixed number sentences with unlike denominators. Students will need to create equivalent fractions with like denominators to solve problems.	<i>4.NF.3</i>
	Students will be able to solve 4 teacher-created word problems involving addition and subtraction of fractions; problems should include 2 number sentences with like denominators and 2 with unlike denominators.	<i>4.NF.3</i>
	Students will be able to decompose 5 fractions given by the teacher. <u>Example:</u> $5/8 = 1/8 + 1/8 + 1/8 + 1/8 + 1/8$ and $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	<i>4.NF.3</i>
	Students will be able to use a given model to show how the fractional parts of more than 1 whole are equivalent to a mixed number. Give 3 different examples.	<i>4.NF.4</i>
	Students will be able to give 5 mixed numbers and have students create equivalent (improper) fractions.	<i>4.NF.4</i>
	Students will be able to solve 2 teacher created word problems involving the multiplication of a fraction by a whole number. Students will need to use a formula to solve the equation. For example: $3 \times (2/5)$ is the same as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$) <u>Example:</u> If each person at a party eats $3/8$ of a pizza; and there are 5 people at the party; how many pizzas will be needed? $5 \times 3/8 = 15 \times (1/8) = 15/8 = 1$ and $7/8$.	<i>4.NF.4</i>
	Students will be able to convert 5 fractions with denominators of 10 to equivalent fractions with denominators of 100. Ex: $6/10 = 60/100$	<i>4.NF.5-7</i>
	Students will be able to convert 5 fractions with 10 or 100 as denominators to an equivalent decimal.	<i>4.NF.5-7</i>
	Students will be able to compare 5 pairs of teacher created decimals using greater than, less than, or equal to; examples should require students to compare to the hundredths place.	<i>4.NF.5-7</i>

	Students will be able to identify conversions for commonly used measurements (12 inches = 1 foot; 4 quarts = 1 gallon; 3 feet = 1 yard; 60 seconds = 1 minute; 365 days = 1 year etc.)	<i>4.MD.1-3</i>
	Students will be able to create 2 different conversion tables for selected units of measure. <u>For example</u> : feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	<i>4.MD.1-3</i>
	Students will be able to solve 5 teacher given word problems involving distance, intervals of time, liquid volume; mass, and money. Problems should include decimals and fractions, and require students to convert given measurements. Teacher should select one of the given word problems and have students represent the results of the problem on a number line with a scale.	<i>4.MD.1-3</i>
	Students will be able to find the area and perimeter of 5 rectangular objects within the classroom. Measurements for length and width need to be shown, as well as equations used to solve the problems. Choose the first item together and find perimeter and area as a class to model. (Examples: door, desk, book, etc.)	<i>4.MD.1-3</i>
	Students will be able to use teacher given data to create a line plot to display information.	<i>4.MD.4</i>
	Students will be able to Solve 4 problems involving addition and subtraction of fractions using a teacher given line plot. Ex: From the given line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.	<i>4.MD.4</i>
	Students will be able to use a protractor to measure 5 given angles. Angles should include acute and obtuse angles.	<i>4.MD.5-7</i>
	Students will be able to measure 5 teacher-given angles and use a protractor to draw the given angle.	<i>4.MD.5-7</i>
	Students will be able to find the missing angle measure of an adjacent angle when one angle measure is given. Students should use the knowledge that a full circle measures 360 degrees. Five problems should be given to solve. Example: If the given angle measures 70 degrees, the adjacent angle will measure 290 degrees.	<i>4.MD.5-7</i>

	<p>Students will be able to solve 2 addition and 2 subtraction problems requiring students to find unknown angles. Solutions should include an equation with a symbol for the unknown angle.</p> <p><u>Example:</u> Using a circle; display an acute angle; students measure angle and record 60 degrees; students use equation $360 - n = 60$; $n = 300$ degrees</p>	4.MD.5-7
	<p>Students will be able to draw and label three points on a line. Students will give one name for the line they have drawn. Then name all the line segments and rays represented on this line.</p>	4.G.1-3
	<p>Students will be able to draw and label each vertex on a square, rectangle, triangle, pentagon, hexagon, and octagon. Using the drawn two-dimensional figures, name one of each of the angles (right, acute, and obtuse), and one pair of perpendicular and parallel lines.</p>	4.G.1-3
	<p>Students will be able to use 5 teacher created polygon mystery clues; students will identify the two-dimensional figure applying their understanding of the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.</p> <p><u>Example:</u> I am a four sided polygon. My sides are all equal length. I have four right angles and two pairs of parallel sides. What is my name? a square</p>	4.G.1-3
	<p>Students will be able to draw an acute, obtuse, and right triangle. Identify and label the angles in each triangle as acute, obtuse, or right.</p>	4.G.1-3
	<p>Students will be able to use 5 teacher given shapes and identify all lines of symmetry.</p>	4.G.1-3

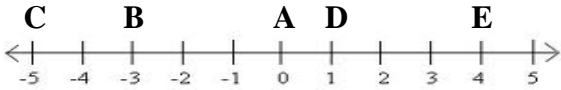
Completed	5 th Grade Math Benchmarks	Standards Addressed
	Students will be able to interpret and solve five word problems (written or dictated) by creating a simple expression using parentheses, braces, or brackets that represents the word problem.	5.OA.1-2
	Students will be able to create a Graph Project: Research the average per hour salary of a profession. (Teacher should have cards with specific professions prepared in advance.) Using the rules +1 for the hours worked and +x for the hourly rate, create a table (In/Out, Function Box, T-Chart, XY) to show earnings from one hour to eight hours. Plot the ordered pairs on a coordinate grid. Analyze data and create a poster showing the pattern and their findings. *Suggested Technology Integration: Complete Graph Project in Excel using a scatter plot.	5.OA.3
	Students will be able to rewrite twenty problems using powers of ten. (i.e. $3.45 = 345 * 1/100$; $34.5 = 345 * 1/10$; $345 = 345 * 10^0$; $3,450 = 345 * 10^1$; $34,500 = 345 * 10^2$; $345,000 = 345 * 10^3$; etc.) Explain how the exponent/fraction and the number of zeros are related.	5.NBT.1-4
	Students will be able to complete a Powers of Ten table by filling in all data with respect to exponential form from 1,000,000 to the thousandths place.	5.NBT.1-4
	Students will be able to solve 10 problems comparing decimals to the thousandths place using <, >, or = symbols.	5.NBT.1-4
	Students will be able to round 10 decimal numbers to various place values.	5.NBT.1-4
	Students will be able to complete 20 multi-digit whole number multiplication problems using the traditional method.	5.NBT.5-7
	Students will be able to complete 20 whole-number division problems with four-digit dividends and two-digit divisors using any method.	5.NBT.5-7
	Students will be able to complete open-ended question: Fund Raising: Two fifth grade classes raised money for their local animal shelters. There are 20 students in class A. Each student raised \$12. There are 26 students in class B. Each student from class B raised 1.5 times as much as each student in class A.	5.NBT.5-7

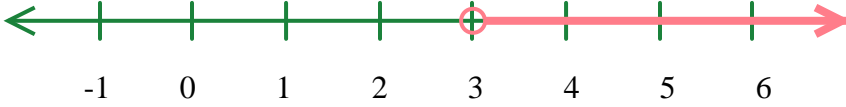
	<ul style="list-style-type: none"> ○ How much money was raised all together in both classrooms? (Show your work and explain your answer.) Answer: \$718.00 was raised all together. ○ The money raised went to two shelters. One shelter received twice as much as the other. How much money did each shelter receive? (Show your work and explain your answer.) Answer: Shelter A received \$336.00 and Shelter B received \$772.00 	
	Students will be able to solve 20 questions involving addition and subtraction of fractions with like and unlike denominators, including mixed numbers.	<i>5.NF.1-2</i>
	Students will be able create a poster depicting 10 fractions from above paper-and-pencil assessment. Draw pictures showing the value of each number and answer.	<i>5.NF.1-2</i>
	Students will be able to create a map of a teacher designated area using a scale of 1 ft. = ½ inch. Students must calculate the dimensions using multiplication and/or division of fractions. Students must incorporate at least two flat rectangular surfaces, label, and calculate area by tiling and multiplying. Students must scale one of the flat rectangular surfaces to 3x its original size. Students will present their maps on posters to the class.	<i>5.NF.3-7</i>
	Students will be able to solve ten multiplication and ten division fraction problems incorporating number stories and equations.	<i>5.NF.3-7</i>
	Students will be able to find distances on a map using the scale and then converting to different units of measure in the same system.	<i>5.MD.1-2</i>
	Students will be able to create a line plot from data given. Data consists of 20 unmarked unit fractions (1/4, ½, 1/8) and can be represented through pictures or real-life models (for example, 20 pictures of fraction pie pieces.) Students will interpret data from line plot to find the range, median, mode, and mean.	<i>5.MD.1-2</i>
	Students will be able to solve 15 problems calculating volume of rectangular prisms using whole numbers.	<i>5.MD.3-5</i>
	Students will be able to calculate the volume of an L-shaped pool using whole numbers.	<i>5.MD.3-5</i>

	<p>Students will be able to plot 10 ordered pairs on a grid using U.S. population data of one state for the last 10 years. Students will explain trend in growth or decline.</p>	<p>5.G.1-2</p>
	<p>Students will be able to graph ordered pairs and connect points to create 2 pictures on a coordinate grid. (i.e. (1,1); (3,1); (2,3) this will make a triangle.)</p>	<p>5.G.1-2</p>
	<p>Students will be able to recreate this hierarchy by completing the blanks with words or pattern blocks.</p> <div style="text-align: center;"> <p>Quadrilaterals</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Parallelograms</p>  </div> <div style="text-align: center;"> <p>Not Parallelograms</p>  </div> </div> <hr style="width: 100%;"/> <p>Answer key:</p> <div style="text-align: center;"> <p>Quadrilaterals</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Parallelograms</p>  </div> <div style="text-align: center;"> <p>Not Parallelograms</p>  </div> </div> </div> </div>	<p>5.G.3-4</p>

Completed	6 th Grade Math Benchmarks	Standards Addressed																		
	Students will be able to solve twenty ratio and proportional problems: 5 computational, 5 analytical, 5 synthetic, and 5 logical reasoning.	6.RP.1-3																		
	<p>Students will be able to solve open response question: Suzie is designing a sign for her mother's yard sale. She wants her finished sign to measure 60 in. long by 24 in. high. Suzie needs to make a rough draft of her banner that is proportionally similar to her finished sign. Which <i>sizes</i> of paper can Suzie use to make her draft mathematically similar to her finished sign? Explain how you found your answer?</p> <p>A. 8 in. x 12 in. B. 6 in. x 10 in. C. 25 in. x 10 in. D. 14 in. x 30 in.</p> <p>Solution: Simplify $60:24 = 5:2$ the answer is C) because $5:2 = 25:10$</p>	6.RP.1-3																		
	<p>Students will be able to solve the following Function Table:</p> <p>Rule: ?</p> <table border="1" data-bbox="391 1121 522 1751"> <thead> <tr> <th>x</th> <th>y</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> </tr> <tr> <td></td> <td>14</td> </tr> <tr> <td>8</td> <td></td> </tr> <tr> <td></td> <td>22</td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>1.5</td> <td>8</td> </tr> <tr> <td>-3</td> <td></td> </tr> <tr> <td></td> <td>5</td> </tr> </tbody> </table>	x	y	1	6		14	8			22	6		1.5	8	-3			5	6.RP.1-3
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	<p>Answer Key</p> <p>Rule is $y = 4x + 2$:</p> <table border="1" data-bbox="391 338 532 968"> <thead> <tr> <th>x</th> <th>y</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> </tr> <tr> <td>3</td> <td>14</td> </tr> <tr> <td>8</td> <td>34</td> </tr> <tr> <td>5</td> <td>22</td> </tr> <tr> <td>6</td> <td>26</td> </tr> <tr> <td>1.5</td> <td>8</td> </tr> <tr> <td>-3</td> <td>-10</td> </tr> <tr> <td>$\frac{3}{4}$</td> <td>5</td> </tr> </tbody> </table>	x	y	1	6	3	14	8	34	5	22	6	26	1.5	8	-3	-10	$\frac{3}{4}$	5	
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	<p>Students will be able to solve 5 real world word problems using division of fractions. (e.g. If a tortoise is timed traveling an average of $1\frac{2}{3}$ miles per hour, how long would it take the tortoise to travel $6\frac{1}{2}$ miles? Solution $6\frac{1}{2}$ divided by $1\frac{2}{3} = 3\frac{9}{10}$)</p>	6.NS.1																		
	<p>Students will be able to given the area of the classroom (to the nearest $\frac{1}{8}$) as a mixed numeral, students measure the width of the classroom (to the nearest $\frac{1}{8}^{\text{th}}$) and determine the length.</p>	6.NS.1																		
	<p>Students will be able to given \$1,500.00, plan an event for 30 people. Using a menu of prices, include snacks, drinks, main meal, paper goods, and favors for each person. Calculate total price, price per person, and change received.</p>	6.NS.2-4																		
	<p>Students will be able to compute 10 word problems involving GCF and LCM.</p>	6.NS.2-4																		
	<p>Students will be able to create a scenario that represents numbers plotted on the number line below. Explain what 0 represents, and what each plotted number indicates. (For example, A represents the 50°F at 5:00 p.m. At 9:00 p.m. the temperature dropped 3°F making it B = 47°F, C represents an additional drop of 2°F at 2:00 a.m. making the temperature 45°F, by 10:00 a.m. the next day, D represents a temperature</p>	6.NS.5-6																		

	<p>increase of 6°F making it 51°F, finally, E represents an additional increase of 3°F by 2:00 p.m. making it 54°F.) Other possible scenarios could include: sports, sea level, banking, etc.</p> 	
	<p>Students will be able to create a polygon in the 1st quadrant on a coordinate grid. List ordered pairs. Then use the opposite of the ordered pairs to create a reflection in the 3rd quadrant.</p>	6.NS.5-6
	<p>Students will be able to create a polygon and reflect it over the y-axis and over the x-axis.</p>	6.NS.5-6
	<p>Students will be able to suppose that the five lowest temperatures in Fahrenheit ever recorded in your area are -18°, -21°, -27°, -15°, and the -19° recorded yesterday. List these temperatures in order from coldest to warmest. Create and plot points on a number line.</p>	6.NS.7-8
	<p>Students will be able to using the ordered number pairs, plot a picture on a four quadrant grid to create a sailboat. Title the picture Original Sailboat. (8,1) (5,1) (5,7) (1,2) (5,1) (0,1) (2,0) (7,0) (8,1)</p> <ol style="list-style-type: none"> Change the first number of the original pair to the opposite number and plot. Change the second number of the original pair to the opposite number and plot. Change both the first and second number of the original pair to the opposite number and plot. <p>Explain what happened when changes were made.</p>	6.NS.7-8
	<p>Students will be able to create 10 algebraic phrases involving all operations and vary the placement of variables for students to write the corresponding algebraic expression. (e.g. t increased by 5 = $t + 5$ and the product of w and 3 = $w * 3$ or $3w$)</p>	6.EE.1-2
	<p>Students will be able to describe 10 expressions using mathematical terms explaining, in words, one way to solve the problem. (e.g. $2(8+7)$ could be explained as the sum of $8 + 7$ is 15 and the product of $2 * 15$ is 30, or the sum of the products of $2 * 8$ and $2 * 7 = 30$.)</p>	6.EE.1-2

	<p>Students will be able to create 5 word problems where students are required to write the appropriate expression: (e.g. Mrs. Karitsos decides that if a customer buys 5 or more deluxe hamburgers, the customer will get a discount of \$1. If $2n$ is an expression for the cost of n deluxe hamburgers, write the expression that gives the cost with discount. (Answer: $2n - 1$))</p>	<p>6.EE.1-2</p>
	<p>Students will be able to convert 10 repeated multiplication (i.e. $5*5*5$) problems into exponential form and solve.</p>	<p>6.EE.1-2</p>
	<p>Students will be able to Change 20 given expressions to equivalent expressions using operation properties. [e.g. Given: $6(y + 2)$ = Expected answer: $6y + 12$ or Given: $30x + 6y =$ Expected answer: $6(5x + y)$]</p>	<p>6.EE.3-4</p>
	<p>Students will be able to given 20 expressions use the equal sign/not equal sign to denote whether two expressions are equivalent and explain.</p>	<p>6.EE.3-4</p>
	<p>Students will be able to write expressions for and solve 10 real-life word problems. (For example: Jane and three friends share the cost of the rent for their apartment equally. If each person pays \$200.00 per month, what is the total rent. $n/4 = 200$ ($n =$ \$800.00))</p>	<p>6.EE.5-8</p>
	<p>Students will be able to Given 10 inequalities, students create number line models to represent data (e.g. $x > 3$, the number line should have the number 3 circled and the arrow pointing to the left.)</p> 	<p>6.EE.5-8</p>
	<p>Students will be able to calculate the area of a special quadrilateral building chosen by the teacher (e.g., The Pentagon) and calculate the surface area by decomposing or composing into triangles and rectangles.</p>	<p>6.G.1-4</p>
	<p>Students will be able to create 5 open shapes using pre-printed 1 cm nets, fill with unit cubes to determine formulas for volume.</p>	<p>6.G.1-4</p>

	<p>Students will be able to represent locations as points. On a map, the library is located at $(-2, 2)$, the city hall building is located at $(0,2)$, and the high school is located at $(0,0)$. Represent the locations as points on a coordinate grid with a unit of 1 mile.</p> <ol style="list-style-type: none"> a) What is the distance from the library to the city hall building? The distance from the city hall building to the high school? How do you know? b) What shape does connecting the three locations form? The city council is planning to place a city park in this area. How large is the area of the planned park? 	<p><i>6.G.1-4</i></p>
	<p>Students will be able to create a 3D building using three paper nets (the teacher will supply) and determine the surface area of that building. Present to class. Extension idea is to create a small community using all the buildings.</p>	<p><i>6.G.1-4</i></p>
	<p>Students will be able to solve 10 given questions to determine which are statistical and which are not. Change the non-statistical questions into statistical questions. (e.g. How old am I? not statistical; How old are the students in my school? Statistical)</p>	<p><i>6.SP.1-5</i></p>
	<p>Students will be able to collect and graph data using a statistical question. Determine the data's center, spread, and describe its overall shape, include the measure of the center as a single number representing mean, median, and mode. (e.g. Average monthly temperatures of New Jersey.)</p> <ul style="list-style-type: none"> • Using the previous activity: Students will also record the number of observations. • Describe the nature of the attribute under investigation (i.e. measurements and units) <p>Record and describe overall pattern and deviations from pattern.</p>	<p><i>6.SP.1-5</i></p>