Unit 6 Key Assessment Opportunities Chart
Taken from *Math Trailblazers*
digital Teacher Guide

Content

Key Ideas in Unit 6 / Unit 6 Expectations	SAB Partitioning Six Into Parts Check-In: Q# 5–6 (L1)	SAB More or No More Game (L2)	SAB How Many More at the Circus** (L3)	SAB Many Faces of Ten (L4)	SAB Addition Practice Menu (L5)	TG DPP Item Q Stories (L5)	SAB Circus Addition and Subtraction Stories** (L6)	SAB How Many More Check-In: Q# 2–6** (L7)	TG Observe Game How Many in the Bag (L8)	SAB How Many in the Bag Number Sentences (L8)	SAB At the Zoo Check-In: Q# 4–7** (L8)	SAB Fact Families Practice (L9)
Number 1 — Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.												
E1* Name the partitions of 10. [1.0A6; MP6]				✕								
Number 2 — Operations: Understand the meaning of numerical operations and their application for solving problems.												
E2 Represent addition and subtraction using stories, drawings, diagrams, counters, number sentences, number lines, or ten frames. (Algebra 3) [1.0A1; MP1, 2, 6]		✕	✕	✕			✕	✕		✕	✕	
E3 Find the related subtraction sentence for an addition sentence (e.g., fact families). (Algebra 3) [1.0A8; MP2]							✕	✕				✕
E4 Use strategies that apply the properties of addition (e.g., turn around, zero) to solve addition and subtraction problems. (Algebra 4) [1.0A3; MP2, 7]		✕					✕	✕			✕	
E5 Find the unknown whole number in an addition or subtraction equation relating three whole numbers. (Algebra 4) [1.0A8]			✕	✕			✕	✕				✕
E6 Solve word problems (e.g., join, separate/take away, part-whole, compare) involving two whole numbers whose answer is less than or equal to 10. [1.0A1; MP6]			✕			✕	✕	✕		✕	✕	
Number 3 — Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.												
E7* Add and subtract within 10 using invented, counting (e.g., counting on, counting up, counting back), and reasoning (e.g., making ten, using ten, using doubles) strategies. [1.0A3; 1.0A6; MP2]	✕	✕	✕	✕	✕		✕	✕	✕		✕	

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** Includes Feedback Box

Math Facts

		L2 TG DPP Item F *Cube Totals*	L2 TG *Addition Flash Cards: Groups A and B* Self-Check	L2 SAB *More or No More Game*	L3 TG DPP Item G *Missing Numbers*	L5 TG DPP Item Q *Stories*	L5 TG DPP Item R *Addition Facts*	L6 TG DPP Item T *Zero*	L7 TG DPP Item X *Counting On*
Number 3	**Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.**								
E8*	Use mental math strategies to add (e.g., direct modeling, counting strategies, reasoning from known facts) for the facts in Groups A and B. [1.0A.6]	✕	✕	✕	✕	✕	✕	✕	✕

Math Practices

		L3 SAB *How Many More at the Circus***	L6 SAB *Circus Addition and Subtraction Stories***	L7 SAB *How Many More* Check-In: Q#2–6**	L8 SAB *At the Zoo* Check-In: Q#4–7**
MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important. [MP1]	✕	✕	✕	✕
MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem. [MP5]	✕	✕	✕	✕
MPE3	**Check for reasonableness.** I look back at my solution to see if my answer makes sense. If it does not, I try again.				
MPE4	**Check my calculations.** If I make mistakes, I correct them.	✕			
MPE5	**Show my work.** I show or tell how I arrived at my answer so someone else can understand my thinking. [MP1, 6]	✕			✕
MPE6	**Use labels.** I use labels to show what numbers mean.				

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