Unit 11 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 11 / Unit 11 Expectations	L1 SAB *Hour and Half Hour***	L2 SAB *100-Link Chain*	L3 SAB *Lola's Dimes***	L4 SAB *Coin Patterns on the 100 Chart Check-In: Q# 12*	L4 SAB *Bag of Coins Check-In: Q# 7*	L4 SAB *Shuttle Bus #100*	L5 TG DPP Item N *Numbers*	L5 SAB *Follow the Moves*	L6 TG DPP Item P *Nickels and Dimes*	L6 SAB *Ana's Estimates*	L7 TG DPP Item Q *Coin Values*	L7 SAB *Maria's Bags of Marbles*	L8 SAB *Problem Solving with Bags of Marbles***
Number 1 ***Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.***													
E1* Partition 100 into groups of ten. [1.NBT.2]		X	X			X							
E2* Represent partitions of numbers using links, coins, 100 Chart, and number sentences. [1.OA.1, 1.OA.2]		X	X			X						X	
E3* Represent addition and subtraction using number sentences. (Algebra 3)[1.OA.1, 1.OA.2]		X	X			X		X				X	X
E4 Read and write numbers to 100. [1.NBT.1]		X	X			X		X					
E5 Identify numbers that are 10 more, 10 less, one more, and one less than a number using the 100 Chart and the number line. [1.NBT.5, 1.NBT.6]							X	X					
E6 Use skip counting to find the value of a collection of pennies, nickels, dimes, and quarters. [1.OA5.]					X				X		X		
Number 3 ***Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.***													
E7 Solve addition and subtraction problems involving multiples of ten using links, coins, ten frames, and the 100 Chart. [1.OA.1, 1.OA.2]		X	X			X		X				X	X
Measurement 1 ***Measurement Concepts: Understand measurable attributes of objects or situations (length, area, mass, volume, size, time) and the units, systems, and processes of measurement.***													
E8 Recognize the relationship between larger and smaller units of measure (e.g., 1 hour is 60 minutes; 1 dime is 2 nickels).	X			X					X				
E9 Recognize that the measure of a length is dependent on the size of the unit of measure (e.g., a pencil is 4 large paper clips or 6 small paper clips). [1.MD.2][MP2, 6]										X			
Measurement 2 ***Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.***													
E10 Read and write time to the nearest hour and half hour using an analog clock. [1.MD.3]	X												
E11 Estimate lengths using non-standard and standard units (e.g., links, inches). [1.MD.2, 1.MD.4]										X			

* Denotes Benchmark Expectation
** Includes Feedback Box

Math Facts

		L1 TG DPP Item A *Addition Flash Cards: Group D*	L2 TG DPP Item C *Doubles*	L3 TG DPP Item F *Doubles + 1*	L4 TG DPP Item G *Fact Stories*	L7 TG DPP Item S *Math Facts Check-In*	L7 TG DPP Item T *Subtraction*	L8 TG DPP Item U *Fact Families: Group D*
Number 3	**Computation and Estimation: Use efficient and flexible proocedures to compute accurately and make reasonable estimates.**							
E12	Demonstrate fluency with the addition facts with sums to ten in Group D. [1.OA.6]	X	X	X	X	X		
E13	Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts with sums to ten in Group D. (Algebra 4) [1.OA.8]				X		X	X

Math Practices

		L3 SAB *Lola's Dimes***	L4 SAB Bag of Coins Check-In: Q# 7	L6 SAB *Ana's Estimates*	L8 SAB *Problem Solving with Bags of Marbles***
MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important.				X
MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem.				X
MPE3	**Check for reasonableness.** I look back at my solution to see if my answer makes sense. If it does not, I try again.				X
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.		X	X	X
MPE6	**Use labels.** I use labels to show what numbers mean.	X	X	X	

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