

# Unit 5 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*  
digital Teacher Guide

L1	SAB Levi's Busy Day Check-In: Q# J-L
L2	SAB Marshmallows and Containers**
L2	TG DPP Item G What Time Do You Have
L2	SAB Container Problems**
L3	SAB About How Many Cubes**
L3	SAB Tens and Ones Check-In: Q# 4
L4	TG Putting Together and Taking Apart**
L4	TG DPP Item N Buckets of Cubes
L5	SAB Base-Ten Hoppers Check-In: Q# I-K
L6	TG Shannon's Spins**

## Content

Key Ideas in Unit 5											
Unit 5 Expectations											
<b>Number 1</b>	<b>Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.</b>										
<b>E1*</b>	Represent quantities (to the hundreds) using connecting cubes, words, and symbols. [2.NBT.1, 2.MD.6, MP2, 4]							X	X		X
<b>E2*</b>	Compose and decompose numbers using ones, tens, and hundreds. [2.NBT.2, MP2, 4]							X	X	X	X
<b>E3*</b>	Show different partitions of numbers using connecting cubes, number lines, and number sentences (e.g., $154 = 100 + 50 + 4$ ). (Algebra 3) [2.NBT.2, 2.NBT.3, 2MD.6, MP2, 4]							X	X		X
<b>E4</b>	Estimate a quantity using 10 and 100 as benchmarks. [2.MD.3, MP2, 4, 5]		X				X				
<b>E5</b>	Read and write numbers (to the hundreds). [2.NBT.3]		X					X	X	X	
<b>E6*</b>	Make connections between place value concepts and representations of numbers with counters, number lines, number sentences, and symbols. [2.NBT.2, 2.MD.6, MP2, 3, 4, 5, 8]								X		X
<b>E7*</b>	Recognize that different partitions of a number have the same total (e.g., $50 + 4 = 40 + 14$ ). (Algebra 3) [2.NBT.2, MP2]								X		X
<b>Number 2</b>	<b>Operations: Understand the meaning of numerical operations and their application for solving problems.</b>										
<b>E8</b>	Solve addition and subtraction word problems (e.g., adding to, putting together, comparing) involving two or three whole numbers using number lines, number sentences, or the 200 Chart. [3.MD.2, MP1, 3, 5]		X		X						X
<b>Measurement 2</b>	<b>Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.</b>										
<b>E9</b>	Read and write time to the nearest hour and half hour using analog and digital clocks. [2.MD.7, MP5]	X		X							
<b>E10</b>	Measure volume of containers using nonstandard units. [3.MD.2, MP2, 5]		X								
<b>Data 2</b>	<b>Data Representation: Select and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.</b>										
<b>E11</b>	Make a data table and a bar graph to find information about a data set. (Algebra 2) [2.MD.9, MP1,4, 5]		X								
<b>Data 3</b>	<b>Data Description: Describe a data set by interpreting graphs, identifying patterns, and using statistical measures, e.g., average and range.</b>										
<b>E12</b>	Read a data table and a bar graph to find information about a data set. (Algebra 4) [2.MD.9, MP2, 4, 5]		X								
<b>Data 4</b>	<b>Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.</b>										
<b>E13</b>	Make predictions and generalizations about a data set using a data table and a graph. (Algebra 4) [2.MD.9, MP1, 2, 4, 7, 8]		X								

\* Denotes Benchmark Expectation  
\*\* Includes Feedback Box

## Math Facts

		L1	L3	L4	L6	L6
		TG DPP Item A Triangle Flash Cards: Group F	TG DPP Item I Missing Addends	TG DPP Item P Fact Families	TG DPP Item W Addition Facts Quiz: Group F	TG DPP Item X Missing Addend: Group F
<b>Number 3</b>	<b>Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.</b>					
<b>E14*</b>	Use math fact strategies to add (direct modeling, counting strategies, reasoning from known facts) for the facts in Group F ( $8 + 6$ , $9 + 6$ , $9 + 7$ , $10 + 4$ , $10 + 5$ , $10 + 6$ , $10 + 7$ , $10 + 8$ , $9 + 8$ , $9 + 9$ ). [2.OA.2, MP3, 8]	X			X	
<b>E15*</b>	Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Group F. (Algebra 4) [2.OA.1, MP1, 2, 7, 8]		X	X		X

## Math Practices

		L2	L3	L4	L5	L6
		SAB Container Problems**	SAB About How Many Cubes**	TG Putting Together and Taking Apart**	SAB Base-Ten Hoppers Check-In: Q# I-K	TG Shannon's Spins**
<b>MPE1</b>	<b>Know the problem.</b> I read the problem carefully. I know the questions to answer and what information is important. [MP1]	X				
<b>MPE2</b>	<b>Find a strategy.</b> I choose good tools and an efficient strategy for solving the problem. [MP1, 2, 5]	X	X			
<b>MPE3</b>	<b>Check for reasonableness.</b> I look back at my solution to see if my answer makes sense. If it does not, I try again.					
<b>MPE4</b>	<b>Check my calculations.</b> If I make mistakes, I correct them. [MP6]					
<b>MPE5</b>	<b>Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [MP3, 6]	X	X	X	X	X
<b>MPE6</b>	<b>Use labels.</b> I use labels to show what numbers mean.					

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