This academic overview can be used to monitor and support your child's at-home learning progress

Unit 1: Two- and Three-Dimensional Figures

Student Learning Targets
- I can create two-dimensional shapes based on the number of sides and vertices.
- I can classify and sort polygons according to the number of sides and vertices.
- I can classify three-dimensional solids based on their attributes.

Questions to Check for Unit Understanding
- What are the attributes of a (triangle, quadrilateral, pentagon, hexagon, septagon, octagon, etc.)?
- What are some attributes that you can use to classify and sort polygons?
- What are some attributes that you can use to classify and sort three-dimensional solids?

Key Academic Vocabulary
- attributes: characteristics that describe polygons (sides, corners, vertices) and three-dimensional solids (edges, vertices, faces, flat/curved surfaces)
- classify: determine the name of a figure based on its attributes
- sort: put figures into groups based on attributes

Unit 2: Foundations of Numbers

Student Learning Targets
- I can use concrete and pictorial models to compose and decompose numbers up to 1,200.
- I can use standard (number), word, and expanded form to represent numbers up to 1,200.
- I can come up with a number that is greater than or less than a given number up to 1,200.
- I can use place value to compare numbers up to 1,200, using words, numbers, and symbols.

Questions to Check for Unit Understanding
- Can you show me the number _____ as a concrete/pictorial model?
- Can you show me the number _____ in standard/word/expanded form?
- What is a number that is more than/less than _____?
- How can you describe these numbers, _____ and _____? Which is greater/smaller?

Key Academic Vocabulary
- concrete model: a model of a number that is tangible or that can be touched
- pictorial model: a picture model of a number
- compose: to combine smaller values to form a bigger value
- decompose: to break a bigger value into smaller values
- expanded form: a way to write numbers that show the values of each digit

Unit 3: Number Relationships *students will only complete half of this unit in this nine weeks

Student Learning Targets
- I can recall basic math facts to add and subtract within 20, and give the answer within 5 seconds.
- I can determine the value of a collection of coins up to one dollar.
- I can use place value to determine a number that is 10 more/less or 100 more/less than a given number.

Questions to Check for Unit Understanding
- How do you know that _____ +/- _____ = _____ (without counting)?
- How much money do you have in this group of coins?
- If I have this number, _____, what is 10 more/less (or 100 more/less)?

Key Academic Vocabulary
- sum: the total when two or more numbers are added
- difference: the amount left over when two or more numbers are subtracted
- 10 more/less, 100 more/less