

Standards / Objectives	<i>Excel Math</i> Lesson Numbers	Activity Numbers
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STANDARD 1 - PATTERNS

The student will use a variety of problem-solving approaches to model, describe and extend patterns.

1. Describe, extend and create a variety of patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).	25	6, 8, 9, 19, 22, 23, 51, 56, 59, 78, 87, 98, 154
2. Describe and extend number patterns in a variety of situations (e.g., addition charts, skip counting, calendars).	5, 10, 17, 19, 36, 40, 42, 61, 71, 72, 102, 112, 144	87

STANDARD 2 - NUMBER SENSE

The student will read, write and model numbers and number relationships to 100.

1. Use concrete models of tens and ones to develop the concept of place value.	42, 61, 63, 69, 72, 74, 82, 84, 86, 93, 94, 96, 97, 99, 106, 109, 110, 111, 113, 114, 130, 147	33, 106, 111, 127
2. Compare and Order Objects		
a. Compare objects by size and quantity (e.g., more than, less than, equal to).	7, 11, 12, 13, 16, 21, 24, 28, 33, 34, 52, 53, 80, 81, 89, 91, 121, 126, 129, 131 Events 105	4, 11, 12, 16, 17, 27, 34, 37, 38, 39, 69, 72, 93, 104, 106, 111, 113, 131, 137, 143, 147 Exercise 11 Events 44, 76, 108, 139, 141
b. Use ordinal numbers first through tenth to order objects.	59, 132	
3. Read and write numerals to 100.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 28, 29, 30, 32, 33, 34, 35, 36, 37, 39, 40, 44, 45, 46, 47, 49, 51, 52, 54, 57, 60, 61, 62, 64, 67, 70, 72, 74, 82, 93, 94, 98, 109, 113, 118	2, 3, 46, 82, 114, 132 Exercise 1, 2, 4, 6, 10
4. Count as many as 100 objects by ones, twos, fives, and tens.	Ones - 1, 2, 3, 4, 6, 7, 10, 11, 12, 16, 21, 24, 28, 33, 34, 41, 42, 47, 61, 63, 90, 94, 98, 124 Twos - 124, 130, 131, 133, 144 Fives - 90, 112, 124, 130, 133 Tens - 69, 72, 82, 86, 90, 102, 124, 129, 130, 133	2, 4, 27, 47, 31 Exercise 1, 10
5. Investigate concepts of fractional parts (e.g., halves, thirds, fourths).	107, 108, 119, 128, 148, 155	134 Exercise 10

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<h2>STANDARD 3</h2> <h1>NUMBER OPERATIONS AND COMPUTATIONS</h1>

The student will use models to construct addition and subtraction facts with whole numbers through 10.

1. Develop and apply the concepts of addition and subtraction.

a. Use models to construct addition and subtraction facts through 10 (e.g., counters, cubes).	14, 15, 18, 22, 29, 30, 31, 32, 35, 37, 38, 41, 43, 44, 48, 49, 51, 54, 58, 64, 70, 74, 78, 79, 88, 93, 96, 97, 99, 106, 110, 111, 114, 116, 122, 123, 136, 137, 139, 142, 146, 147, 149	117, 118
b. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.	14, 15, 18, 22, 29, 30, 31, 32, 35, 37, 38, 39, 41, 43, 44, 48, 49, 54, 58, 64, 70, 74, 78, 79, 88, 93, 96, 97, 99, 106, 110, 111, 114, 146,	27, 117, 118, 127
c. Demonstrate fluency with basic addition and subtraction facts through 10.	29, 31, 33, 36, 38, 39, 41, 42, 43, 45, 46, 48, 53, 56, 57, 58, 60, 61, 63, 66, 67, 68, 71, 72, 78, 81, 83, 84, 86, 88, 89, 91, 92, 93, 96, 97, 98, 99, 103, 104, 106, 109, 110, 113, 116, 118, 126, 127, 128, 133, 141, 142, 143, 146, 149	18, 27, 31, 58, 73, 117, 118, 123, 127
d. Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).	39, 71, 88, 93, 106, 116, 127	
2. Write addition and subtraction number sentences for problem-solving situations.	38, 45, 57, 60, 66, 67, 77, 79, 85, 88, 89, 92, 100, 101, 103, 104, 117, 127, 141	62, 69, 92, 123, 151 Exercise 8
3. Acquire strategies for making computations (e.g., use estimation, number sense to judge reasonableness, counting on).	14, 15, 18, 22, 29, 30, 31, 32, 35, 37, 38, 41, 43, 44, 48, 49, 51, 54, 58, 64, 70, 74, 78, 79, 88, 93, 96, 97, 99, 106, 110, 111, 114, 116, 122, 123, 134, 136, 137, 139, 142, 143, 146, 147, 149	136, 138

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STANDARD 4 - MEASUREMENT AND GEOMETRY

The student will use geometric properties and relationships to recognize and describe shapes and use measurement skills to tell time, identify money and develop calendar concepts.

1. Geometric Properties and Relationships

a. Sort and identify congruent shapes.	8, 9, *25, 65, 75, 135, 140 Three-dimensional 150, 151	8, 26, 28, 34, 38, 49, 57, 61, 64, 86, 88, 89, 97, 101, 103, 107, 109, 148, 152 Exercise 4
b. Identify two-dimensional geometric shapes and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	*8, *9, *65, *75, *135, 153 Three-dimensional 151	7, *26, 38, *148 Exercise 3, 7
c. Use language to describe relationships of objects in space (e.g., above, below, behind, between).	20, 140, 145, 153	26, 28, 36, 49, 57, 74, 77, 79, 86, 88, 89, 97, 101, 109, 112, 116, 119, 121, 122, 124, 125, 126, 129, 133, 152, 153 Exercise 3

2. Measurement

a. Tell time on digital and analog clocks to the hour and half-hour.	26, 27, 62, 138, 152	138, 143
b. Identify and name the value of pennies, dimes, nickels, and quarters.	23, 29, 51, 68, 139, 154	68, 81, 83, 84, 128, 144 Exercise 10
c. Use the calendar to develop the concepts of days, weeks, and months.	76, 95	Exercise 9
Not on OK Standards but in Excel Math	Measurement of objects: 50, 56, 83, 87, 134	Measurement of objects 13, 14, 21, 24, 29, 32, 39, 41, 42, 43, 48, 52, 53, 63, 71, 91, 136

STANDARD 5 - DATA ANALYSIS

The student will demonstrate an understanding of data collection and display.

1. Organize, describe, and display data using concrete objects, pictures, grids, and numbers	50, *55, 73	13, 14, 21, 24, 32, 41, 48, 52, 53, 54, 66, 67, 72, 94, 96, 99, 102, 120, 134, 142 Exercise 5, 12
2. Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorite foods).	50, *55, 73	13, 14, 21, 24, 32, 41, 48, 52, 53, 54, 66, 67, 72, 94, 96, 99, 102, 115, 134, 142 Exercise 5, 12

Logic:

146, 149, 151