

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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STANDARD 1

PATTERNS AND ALGEBRAIC REASONING

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

1. Describe (orally or in written form), create, extend and predict patterns using numbers (e.g., 3, 6, 9, 12 . . . , use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart).	2, 6, 31, 37, 46, 48, 49, 80, 97, 113, 117, 126, 127, 143, 144, 155 Order of Events: 25, 70	1, 2, 6, 9, 11, 13, 16, 19, 21, 24, 25, 28, 31, 35, 36, 39, 40, 44, 45, 48, 49, 56, 57, 62, 63, 65, 68, 70, 73, 75, 77, 78, 79, 82, 83, 88, 93, 94, 101, 107, 109, 110, 114, 116, 119, 123, 124, 129, 134, 135, 138, 141, 146, 149, 153, 154 Order events/things: 8, 14, 27, 32, 42, 47, 53, 61, 66, 74, 88, 99, 108, 118, 131
2. Analyze tables to formulate generalizations about patterns in a variety of situations (e.g., list the multiples of 5 in a table to show that multiples of 5 have a 0 or 5 in the ones place; given pairs of numbers with a common relationship, determine the rule and generate additional pairs with the same relationship).	2, 6, 31, 37, 48, 77, 80, 84, 90, 117, 118, 126, 127, 130, 141, 153, 154	2, 5, 6, 16, 21, 28, 36, 93, 116, 146

STANDARD 2 - NUMBER SENSE

The student will use numbers and number relationships to acquire basic facts.

1. Place Value		
a. Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats).	1, 7, 14, 19, 23, 34, 43, 47, 64, 67, 73, 90, 100, 102, 103, 131, 132	85, 125
b. Read, model and write whole numbers up to 4 digits (e.g., base-10 blocks, expanded form).	1, 3, 7, 9, 14, 23, 27, 43, 47, 49, 53, 67, 79, 90, 100, 150	
2. Whole Numbers and Fractions		
a. Compare and order whole numbers up to 4 digits.	3, 4, 12, 13, 19, 21, 38, 53, 98, 99, 100, 104	30, 79, 91, 100, 144 Objects or events: 8, 14, 27, 32, 61, 74
b. Compare and order fractions including halves, thirds and fourths using a model (e.g., fraction circles, pictures, egg cartons, fraction strips).	31, 54, 58, 66, 82, 109, 137, 147, 148, 149 Add / subtract: 140	Activity 3, 8



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(Not in OK State Standards)	Algebra concepts: 28, 32, 36, 57, 76, 81, 87, 88, 92, 99, 105, 107, 122, 123	Algebra: 1, 11, 12, 19, 24, 31, 33, 39, 44, 49, 56, 63, 65, 68, 73, 77, 95, 101, 107, 110, 119, 129, 138, 141, 149, 154
<h2>STANDARD 3</h2> <h3>NUMBER OPERATIONS AND COMPUTATION</h3>		
<p>The student will estimate and compute with whole numbers.</p>		
1. Estimate, find the sum and difference, with and without regrouping, of 3- and 4-digit numbers to solve application problems.	12, 29, 34, 41, 42, 47, 52, 64, 67, 114, 115, 134, 136	
2. Multiplication Concepts		
a. Demonstrate fluency with basic multiplication facts and fact families.	39, 46, 48, 49, 53, 56, 57, 58, 59, 64, 67, 68, 69, 73, 74, 76, 79, 81, 82, 83, 84, 86, 92, 96, 97, 99, 107, 113, 117, 119, 124, 126, 131, 136, 139, 141, 143, 144, 151, 153 Division: 71, 72, 73, 74, 79, 81, 83, 84, 86, 89, 92, 97, 98, 99, 104, 107, 108, 113, 117, 119, 124, 126, 127, 131, 136, 139, 141, 143, 144, 146, 148, 151, 152, 153, 154	70, 73, 83, 88, 94, 96, 114, 119, 124, 129, 134, 149, 154
b. Develop multiplication algorithms (e.g., use physical materials to show 4 groups of 3 objects, show multiplication as repeated addition).	39, 46, 53, 61, 68, 73, 76, 81, 91, 95, 96, 97, 118, 121, 127, 131, 141, 144, 151, 154 Division: 58, 59, 71, 87, 88, 93, 94, 101, 102, 103, 111, 118, 131, 132, 153, 154	70, 73, 83, 88, 94, 95, 96, 100, 106, 107, 114, 119, 124, 129, 134, 149, 154
c. Estimate the product of 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.	60, 61, 75, 85, 90, 114, 115	
d. Recognize and apply the commutative and identity properties of multiplication using models and manipulatives to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$, $7 \cdot 1 = 7$).	46, 71, 96, 117, 118, 132, 141, 151 Subtract / add: 14, 17, 24, 45	
3. Solve problems involving money that require addition and subtraction.	16, 22, 33, 44, 51, 75, 82, 83, 95, 114, 126, 146 Multiply / Divide: 134, 151	10, 45, 55, 71, 92, 105, 112, 122, 130, 137, 139, 152

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(Not in OK State Standards)	Story Problems: 11, 15, 25, 32, 40, 68, 75, 82, 83, 85, 87, 88, 105, 110, 111, 114, 115, 117, 123, 127, 137, 151, 152	Story Problems: 5, 7, 8, 10, 12, 14, 18, 20, 22, 23, 26, 29, 32, 34, 37, 38, 42, 43, 45, 52, 54, 55, 64, 66, 67, 69, 71, 74, 81, 88, 92, 97, 99, 103, 105, 106, 108, 109, 112, 117, 121, 122, 127, 130, 131, 137, 139, 140, 142, 143, 152, 153, 154 Activity 5
STANDARD 4 - MEASUREMENT AND GEOMETRY		
The student will use geometric properties and relationships to recognize and describe shapes and use customary and metric measurements to solve problems.		
1. Spatial Reasoning and Coordinate Locations		
a. Describe and compare two- and three-dimensional shapes (e.g., count the edges and faces of a cube, combine or divide basic shapes to form new shapes, identify and draw congruent shapes).	8, 41, 55, 69, 106, 119, 120, 128, 129, 139, 141 Angles: 41, 138	4, 17, 41, 46, 50, 58, 60, 72, 76, 78, 86, 87, 90, 104, 111, 115, 126, 132, 136, 147, 151 Activity: 2, 7, 12
b. Identify locations on a grid with ordered pairs (e.g., give the location of a ship on a grid by selecting D, 1).	Map directions: 10	Activity 4
2. Measurement		
a. Solve problems with customary units involving length using half-inch and quarter-inch measurements and weight using pound and ounce.	32, 50, 56, 62, 63, 83, 108, 125	102, 109, 117, 121, 127, 128, 140, 154
b. Solve problems with metric units involving length using meter and centimeter and mass using gram and kilogram.	50, 62, 63, 83, 114, 125	
c. Use manipulatives to develop the concept of perimeter and area (e.g., cover a shape with pattern blocks to find area).	72, 86, 116, 124, 135, 145 Volume: 135, 145	145, 150 Volume: 29 Activity 2
3. Develop and use strategies to estimate measurements (e.g., use parts of the body as benchmarks for measuring length).	10, 62, *83, 86, 122, 123 Equivalents: 74, 83, 121	3, 102 Activity 3
4. Tell time on digital and analog clocks to 5 minutes and use information to solve problems involving time and temperature (e.g., read a thermometer).	Clock time: 18, 62, 77, 89, 112, 152 Days / Calendar: 26, 27, 84 Temp: 32	3, 64, 142 Calendar / days: 12, 22, 38, 54

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<h2 style="margin: 0;">STANDARD 5</h2> <h3 style="margin: 0;">DATA ANALYSIS AND PROBABILITY</h3>
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The student will demonstrate an understanding of data collection, display and interpretation.

1. Data Analysis		
a. Pose questions, collect, record, and interpret data to help answer questions (e.g., Which was the most popular booth at our carnival?).	5, 15, 20, 30, 110, 123, 126	20, 23, 25, 37, 51, 59, 66, 67, 69, 80, 84, 96, 97, 98, 100, 103, 106, 113, 120, 133, 135, 143, 148, 153 Activity 1, 5, 10
b. Read graphs and charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).	5, 10, 20, 30, 35, 80, 126	23, 97, 143
c. Construct a bar graph or pictograph with labels and a title from a set of data.	*30, 65	5, 23, 25, 37, 62, 96, 97, 103, 106, 135, 143, 153 Activity 1, 10
2. Probability		
a. Describe the probability (more, less, or equally likely) of chance events.	5	Activity 1
b. List arrangements (permutations) and combinations of up to three items (e.g., possible ways to arrange scoops of chocolate, strawberry and vanilla ice cream on a cone).	5, 30	25, 37, 57, 62, 96, 135, 143, 153 Match-up: 42, 47, 53, 59, 66, 88, 99, 108, 118, 131

*Gives opportunity to teach specific State Standard