

Fraction Work Level 6-9

ELC-3025

COMMON CORE

- 1.OA.A.1
 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.A.2
 - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.B.3
 - Apply properties of operations as strategies to add and subtract.
- 1.OA.B.4
 - Understand subtraction as an unknown-addend problem.
- 1.OA.C.5
 - Relate counting to addition and subtraction
- 1.OA.C.6
 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- 1.OA.D.7
 - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following

equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

- 1.OA.D.8

- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

- 1.NBT.A.1

- Extend the counting sequence.

- 1.NBT.B.3

- Compare two two-digit numbers based on meanings of the tens and ones digits.

- 1.NBT.C.4

- Use place value understanding and properties of operations to add and subtract.

- 1.MD.C.4

- Represent and interpret data

- 2.OA.A.1
 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 2.OA.C.4
 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- 2.NBT.A.4
 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 2.NBT.B.6
 - Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.B.7
 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
- 2.MD.B.6
 - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- 2.MD.D.9
 - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

- 3.OA.A.1
 - Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
- 3.OA.A.2
 - Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
- 3.OA.A.3
 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 3.OA.A.4
 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$
- 3.OA.B.5
 - Apply properties of operations as strategies to multiply and divide.
- 3.OA.B.6
 - Understand division as an unknown-factor problem.
- 3.OA.D.9
 - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
- 3.NF.A.1
 - Understand a fraction $1 / b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1 / b$.
- 3.NF.A.2
 - Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- 3.NF.A.3
 - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- 3.NBT.A.1

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NF.A.1
- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.