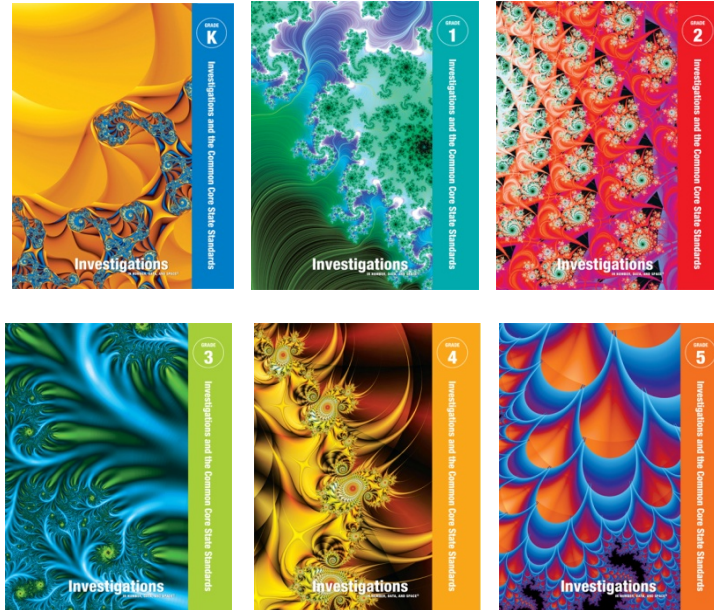


A Correlation of

# Investigations

## Common Core Edition

©2012



To the

# Gwinnett County Academic Knowledge and Skills for Mathematics

## Grades K-5

## Introduction

This document demonstrates how *Investigations in Number, Data, and Space*, ©2012, meets the Gwinnett County Academic Knowledge and Skills for Mathematics Grades K-5. Correlation references are to the unit number and are cited at the session level. This correlation includes Classroom Routines but does not include ongoing review in Daily Practice and Homework.

*Investigations in Number, Data, and Space* supports students in making sense of mathematics and becoming mathematical thinkers. The program is designed to help all elementary children understand the fundamental ideas underlying number and arithmetic, geometry, data, measurement, and algebraic thinking. Students are encouraged to reason mathematically, develop problem-solving strategies, and represent their thinking using models, diagrams, and graphs. In addition to engaging the range of math learners, *Investigations* communicates mathematics content and pedagogy to teachers, offering them greater support built into every lesson, so that all students are successful.

Each grade level consists of a set of units, presented through investigations that involve students in the exploration of major mathematical ideas. Students gain a greater understanding of math, with meaningful practice and review that result in computational fluency. They build a greater foundation for algebra that prepares them for the challenges in middle and high school math courses.

Approaching the mathematics content through investigations helps student develop flexibility and confidence in approaching problems, fluency in using mathematical skills and tools to solve problems, and proficiency in evaluating their solutions. Students also build a repertoire of ways to communicate about their mathematical thinking, while their enjoyment and application of mathematics grows.

### **New to the program for the Common Core State Standards**

INVESTIGATIONS AND THE COMMON CORE STATE STANDARDS Resource Book contains:

- Overview of the Common Core State Standards and Investigations
- Alignment to the Standards for Mathematical Practice
- Correlation to the Standards for Mathematical Content
- Instructional Plan for each Unit
- New Teacher Material for each Unit
- Common Core Student Activity Black Line Master

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**A Correlation of *Investigations, Common Core Edition*, ©2012  
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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<p><b>A - Counting and Cardinality</b></p>	
<ul style="list-style-type: none"> <li>count to 100 by ones and tens (CCGPS) (KMA_A2012-1/MCCK.CC.1)</li> </ul>	<p><b>U1 Sessions:</b> TE: 24-31, 32-35, 36-40, 41-43, 44-46, 47-52, 58-63, 64-69, 70-75, 76-81, 82-88, 94-99, 100-105, 106-109, 110-114, 115-119, 120-123, 124-126</p> <p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42, 43-46, 47-50, 51-54, 55-60, 61-64, 65-70, 71-73, 82-87, 88-90, 91-93, 94-99, 100-104, 105-109, 110-116, 117-120, 128-132, 142-144</p> <p><b>U3 Sessions:</b> TE: 26-28, 35-39, 40-44, 58-64, 65-69, 80-84, 99-102, 119-123, 124-128, 129-133</p> <p><b>U4 Sessions:</b> TE: 28-32, 33-37, 48-52, 58-64, 65-70, 71-75, 76-79, 80-84, 90-94, 95-99, 100-103, 104-108, 117-120, 134-137, 153-156, 162-164, 165-167 SAB: 30-31, 34, 35, 36, 40</p> <p><b>U4 ICCG:</b> TE: CC24-CC26</p> <p><b>U5 Sessions:</b> TE: 22-27, 44-49, 69-72, 73-76, 77-79, 80-84, 86-91, 92-97, 98-103, 104-110, 111-115, 116-110</p> <p><b>U6 Sessions:</b> TE: 28-34, 46-49, 50-54, 55-58, 59-61, 68-73, 74-78, 79-82, 83-86, 87-90, 91-94, 105-109, 110-114, 115-118, 119-122, 138-142, 155-158</p> <p><b>U6 ICCG:</b> TE: CC35-CC37, CC38-CC41, CC42-CC46, CC47-CC50, CC51-CC54, CC55-CC58</p> <p><b>U7 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47, 48-52, 53-55, 62-68, 75-80, 84-87</p> <p><b>U7 ICCG:</b> TE: CC62-CC65</p>

**Key:** SAB-Student Activity Book, TE= Teacher Edition

**Curriculum Units Kindergarten**

**U1** Who Is in School Today?

**U2** Counting and Comparing

**U3** What Comes Next?

**U4** Measuring and Counting

**ICCG** = Investigations and the Common Core State Standards Guide

**U5** Make a Shape, Build a Block

**U6** How Many Do You Have?

**U7** Sorting and Surveys

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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>count forward by ones, beginning from a given number within the known sequence (instead of having to begin at 1) (CCGPS) (KMA_A2012-2/MCCK.CC.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 24-31, 32-35, 36-40, 41-43, 44-46, 47-52, 58-63, 64-69, 70-75, 76-81, 82-88, 94-99, 100-105, 106-109, 110-114, 115-119, 120-123, 124-126</p> <p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42, 43-46, 47-50, 51-54, 55-60, 61-64, 65-70, 71-73, 82-87, 88-90, 91-93, 94-99, 100-104, 105-109, 110-116, 117-120, 128-132, 142-144</p> <p><b>U3 Sessions:</b> TE: 26-28, 35-39, 40-44, 58-64, 65-69, 80-84, 99-102, 119-123, 124-128, 129-133</p> <p><b>U4 Sessions:</b> TE: 28-32, 33-37, 48-52, 58-64, 65-70, 71-75, 76-79, 80-84, 90-94, 95-99, 100-103, 104-108, 117-120, 134-137, 153-156, 162-164, 165-167 SAB: 30-31, 34, 35, 36, 40</p> <p><b>U4 ICCG:</b> TE: CC24-CC26</p> <p><b>U5 Sessions:</b> TE: 22-27, 44-49, 69-72, 73-76, 77-79, 80-84, 86-91, 92-97, 98-103, 104-110, 111-115, 116-110</p> <p><b>U6 Sessions:</b> TE: 28-34, 46-49, 50-54, 55-58, 59-61, 68-73, 74-78, 79-82, 83-86, 87-90, 91-94, 105-109, 110-114, 115-118, 119-122, 138-142, 155-158</p> <p><b>U6 ICCG:</b> TE: CC35-CC37, CC38-CC41, CC42-CC46, CC47-CC50, CC51-CC54, CC55-CC58</p> <p><b>U7 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47, 48-52, 53-55, 62-68, 75-80, 84-87</p> <p><b>U7 ICCG:</b> TE: CC62-CC65</p>

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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>write numerals from 0 to 20 and represent a number of objects with a written numeral 0-20 with 0 representing a count of no objects (CCGPS) (KMA_A2012-3/MCCK.CC.3)</li> </ul>	<p><b>U1 Sessions:</b> TE: 100-105, 106-109, 110-114, 115-119, 120-123 SAB: 1, 3, 4</p> <p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42, 43-46, 47-50, 51-54, 61-64, 65-70, 71-73 SAB: 5-9, 13</p> <p><b>U4 Sessions:</b> TE: 45-47, 58-64, 65-70, 71-75, 76-79, 80-84, 95-99, 100-103, 104-108, 143-147 SAB: 30-31, 34, 35, 36, 40</p> <p><b>U6 Sessions:</b> TE: 35-40, 91-94, 100-104, 105-109, 110-114, 119-122, 128-131 SAB: 51, 56</p> <p><b>U6 ICCG:</b> TE: CC42-CC46, CC47-CC50, CC51-CC54, CC55-CC58</p>

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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>demonstrate the relationship between numbers and quantities to 20; connect counting to cardinality (CCGPS) (KMA_A2012-4/MCCK.CC.4)</li> </ul>	<p><b>U1 Sessions:</b> TE: 24-31, 32-35, 36-40, 41-43, 44-46, 47-52, 58-63, 64-69, 70-75, 76-81, 82-88, 94-99, 100-105, 106-109, 110-114, 115-119, 120-123, 124-126 SAB: 1, 3, 4</p> <p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42, 43-46, 47-50, 51-54, 55-60, 61-64, 65-70, 71-73, 82-87, 88-90, 91-93, 94-99, 100-104, 105-109, 110-116, 117-120, 128-132, 142-144 SAB: 5-9, 13</p> <p><b>U3 Sessions:</b> TE: 26-28, 35-39, 40-44, 58-64, 65-69, 80-84, 99-102, 103-107, 119-123, 124-128, 129-133</p> <p><b>U4 Sessions:</b> TE: 28-32, 33-37, 48-52, 58-64, 65-70, 71-75, 76-79, 80-84, 90-94, 95-99, 100-103, 104-108, 117-120, 134-137, 153-156, 162-164, 165-167 SAB: 30-31, 34, 35, 36, 40</p> <p><b>U4 ICCG:</b> TE: CC24-CC26</p> <p><b>U5 Sessions:</b> TE: 22-27, 44-49, 69-72, 73-76, 77-79, 80-84, 86-91, 92-97, 98-103, 104-110, 111-115, 116-110</p> <p><b>U6 Sessions:</b> TE: 28-34, 46-49, 50-54, 55-58, 59-61, 68-73, 74-78, 79-82, 83-86, 87-90, 91-94, 105-109, 110-114, 115-118, 119-122, 138-142, 155-158 SAB: 51, 56</p> <p><b>U6 ICCG:</b> TE: CC35-CC37, CC38-CC41, CC42-CC46, CC47-CC50, CC51-CC54, CC55-CC58</p> <p><b>U7 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47, 48-52, 53-55, 62-68, 75-80, 84-87</p> <p><b>U7 ICCG:</b> TE: CC62-CC65 SAB: 70, 71, 72, 74</p>

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<p style="text-align: center;"><b>Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics</b></p>	<p style="text-align: center;"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>count objects by stating number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (CCGPS) (KMA_A2012-5/MCCK.CC.4_a)</li> </ul>	<p><b>U1 Sessions:</b> TE: 24-31, 32-35, 36-40, 41-43, 44-46, 47-52, 58-63, 64-69, 70-75, 76-81, 82-88, 94-99, 100-105, 106-109, 110-114, 115-119, 120-123, 124-126 SAB: 1, 3, 4</p> <p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42, 43-46, 47-50, 51-54, 55-60, 61-64, 65-70, 71-73, 82-87, 88-90, 91-93, 94-99, 100-104, 105-109, 110-116, 117-120, 128-132, 142-144 SAB: 5-9, 13</p> <p><b>U3 Sessions:</b> TE: 26-28, 35-39, 40-44, 58-64, 65-69, 80-84, 99-102, 103-107, 119-123, 124-128, 129-133</p> <p><b>U4 Sessions:</b> TE: 28-32, 33-37, 48-52, 58-64, 65-70, 71-75, 76-79, 80-84, 90-94, 95-99, 100-103, 104-108, 117-120, 134-137, 153-156, 162-164, 165-167</p> <p><b>U4 ICCG:</b> TE: CC24-CC26 SAB: 30-31, 34, 35, 36, 40</p> <p><b>U5 Sessions:</b> TE: 22-27, 44-49, 69-72, 73-76, 77-79, 80-84, 86-91, 92-97, 98-103, 104-110, 111-115, 116-110</p> <p><b>U6 Sessions:</b> TE: 28-34, 46-49, 50-54, 55-58, 59-61, 68-73, 74-78, 79-82, 83-86, 87-90, 91-94, 105-109, 110-114, 115-118, 119-122, 138-142, 155-158 SAB: 51, 56</p> <p><b>U6 ICCG:</b> TE: CC35-CC37, CC38-CC41, CC42-CC46, CC47-CC50, CC51-CC54, CC55-CC58</p> <p><b>U7 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47, 48-52, 53-55, 62-68, 75-80, 84-87</p> <p><b>U7 ICCG:</b> TE: CC62-CC65 SAB: 70, 71, 72, 74</p>

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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>demonstrate that the last number name said tells the number of objects counted; the number of objects is the same regardless of their arrangement or the order in which they were counted (CCGPS) (KMA_A2012-6/MCCK.CC.4_b)</li> </ul>	<p><b>U1 Sessions:</b> TE: 24-31, 32-35, 36-40, 41-43, 44-46, 47-52, 58-63, 64-69, 70-75, 76-81, 82-88, 94-99, 100-105, 106-109, 110-114, 115-119, 120-123, 124-126 SAB: 1, 3, 4</p> <p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42, 43-46, 47-50, 51-54, 55-60, 61-64, 65-70, 71-73, 82-87, 88-90, 91-93, 94-99, 100-104, 105-109, 110-116, 117-120, 128-132, 142-144 SAB: 5-9, 13</p> <p><b>U3 Sessions:</b> TE: 26-28, 35-39, 40-44, 58-64, 65-69, 80-84, 99-102, 103-107, 119-123, 124-128, 129-133</p> <p><b>U4 Sessions:</b> TE: 28-32, 33-37, 48-52, 58-64, 65-70, 71-75, 76-79, 80-84, 90-94, 95-99, 100-103, 104-108, 117-120, 134-137, 153-156, 162-164, 165-167 SAB: 30-31, 34, 35, 36, 40</p> <p><b>U4 ICCG:</b> TE: CC24-CC26</p> <p><b>U5 Sessions:</b> TE: 22-27, 44-49, 69-72, 73-76, 77-79, 80-84, 86-91, 92-97, 98-103, 104-110, 111-115, 116-110</p> <p><b>U6 Sessions:</b> TE: 28-34, 46-49, 50-54, 55-58, 59-61, 68-73, 74-78, 79-82, 83-86, 87-90, 91-94, 105-109, 110-114, 115-118, 119-122, 138-142, 155-158 SAB: 51, 56</p> <p><b>U6 ICCG:</b> TE: CC35-CC37, CC38-CC41, CC42-CC46, CC47-CC50, CC51-CC54, CC55-CC58</p> <p><b>U7 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47, 48-52, 53-55, 62-68, 75-80, 84-87</p> <p><b>U7 ICCG:</b> TE: CC62-CC65 SAB: 70, 71, 72, 74</p>

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<ul style="list-style-type: none"> <li>demonstrate that each successive number name refers to a quantity that is one larger (CCGPS) (KMA_A2012-7/MCCK.CC.4_c)</li> </ul>	<p><b>U1 Sessions:</b> TE: 24-31, 32-35, 36-40, 41-43, 44-46, 47-52, 58-63, 64-69, 70-75, 76-81, 82-88, 94-99, 100-105, 106-109, 110-114, 115-119, 120-123, 124-126 SAB: 1, 3, 4</p> <p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42, 43-46, 47-50, 51-54, 55-60, 61-64, 65-70, 71-73, 82-87, 88-90, 91-93, 94-99, 100-104, 105-109, 110-116, 117-120, 128-132, 142-144 SAB: 5-9, 13</p> <p><b>U3 Sessions:</b> TE: 26-28, 35-39, 40-44, 58-64, 65-69, 80-84, 99-102, 103-107, 119-123, 124-128, 129-133</p> <p><b>U4 Sessions:</b> TE: 28-32, 33-37, 48-52, 58-64, 65-70, 71-75, 76-79, 80-84, 90-94, 95-99, 100-103, 104-108, 117-120, 134-137, 153-156, 162-164, 165-167 SAB: 30-31, 34, 35, 36, 40</p> <p><b>U4 ICCG:</b> TE: CC24-CC26</p> <p><b>U5 Sessions:</b> TE: 22-27, 44-49, 69-72, 73-76, 77-79, 80-84, 86-91, 92-97, 98-103, 104-110, 111-115, 116-110</p> <p><b>U6 Sessions:</b> TE: 28-34, 46-49, 50-54, 55-58, 59-61, 68-73, 74-78, 79-82, 83-86, 87-90, 91-94, 105-109, 110-114, 115-118, 119-122, 138-142, 155-158 SAB: 51, 56</p> <p><b>U6 ICCG:</b> TE: CC35-CC37, CC38-CC41, CC42-CC46, CC47-CC50, CC51-CC54, CC55-CC58</p> <p><b>U7 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47, 48-52, 53-55, 62-68, 75-80, 84-87</p> <p><b>U7 ICCG:</b> TE: CC62-CC65 SAB: 70, 71, 72, 74</p>

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<ul style="list-style-type: none"> <li>given a number from 1-20, count out that many objects (CCGPS) (KMA_A2012-8/MCCK.CC.5)</li> </ul>	<p><b>U1 Sessions:</b> TE: 24-26, 32-33, 47-49, 58-63, 65-66, 82-88, 98-99, 100-104</p> <p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42, 43-46, 47-50, 51-54, 55-60, 61-64, 65-70, 71-73, 117-120</p> <p><b>U4 Sessions:</b> TE: 58-64, 65-70, 71-75, 80-84, 128-133, 134-137, 138-142 SAB: 30-31</p> <p><b>U4 ICCG:</b> TE: CC15-CC19, CC20-CC23, CC24-CC26</p> <p><b>U6 Sessions:</b> TE: 46-49, 56-58, 59-61, 68-73, 74-78, 83-86, 87-90, 91-94 SAB: 55, 56</p> <p><b>U7 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47, 48-52, 53-55 SAB: 74</p>
<ul style="list-style-type: none"> <li>count up to 20 objects arranged in a line, rectangular array, or circle or up to 10 objects in a scattered configuration (CCGPS) (KMA_A2012-9/MCCK.CC.5)</li> </ul>	<p><b>U1 Sessions:</b> TE: 24-26, 32-33, 47-49, 58-63, 65-66, 82-88, 98-99, 100-104</p> <p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42, 43-46, 47-50, 51-54, 55-60, 61-64, 65-70, 71-73, 117-120</p> <p><b>U4 Sessions:</b> TE: 58-64, 65-70, 71-75, 80-84, 128-133, 134-137, 138-142 SAB: 30-31</p> <p><b>U4 ICCG:</b> TE: CC15-CC19, CC20-CC23, CC24-CC26</p> <p><b>U6 Sessions:</b> TE: 46-49, 56-58, 59-61, 68-73, 74-78, 83-86, 87-90, 91-94 SAB: 55, 56</p> <p><b>U7 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47, 48-52, 53-55 SAB: 74</p>

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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>compare two sets of objects and identify which set is equal to, more than, or less than the other using matching and counting strategies (CCGPS) (KMA_A2012-10/MCCK.CC.6)</li> </ul>	<p><b>U2 Sessions:</b> TE: 94-99, 100-104, 105-109, 110-116, 117-120, 121-127, 128-132, 133-141, 142-144, 145-149 SAB: 10-12, 16, 17</p> <p><b>U3 Session:</b> TE: 65-69</p> <p><b>U4 Sessions:</b> TE: 45-47, 95-99, 100-103, 104-108, 109-112, 113-116, 117-120 SAB: 38</p> <p><b>U5 Sessions:</b> TE: 69-72</p> <p><b>U6 Sessions:</b> TE: 105-109, 110-114, 115-118 SAB: 44, 49, 61</p> <p><b>U7 Sessions:</b> TE: 88-95</p>
<ul style="list-style-type: none"> <li>compare two numbers between 1 and 10 presented as written numerals (CCGPS) (KMA_A2012-11/MCCK.CC.7)</li> </ul>	<p><b>U2 Sessions:</b> TE: 100-104, 105-109, 110-116, 117-120, 121-127, 128-132, 133-141, 142-144, 145-149 SAB: 10-12</p> <p><b>U4 Sessions:</b> TE: 104-108, 109-112, 113-116, 117-120 SAB: 38</p> <p><b>U6 Sessions:</b> TE: 105-109, 110-114, 115-118, 119-122, 123-127, 128-131 SAB: 44, 49, 61</p>
<ul style="list-style-type: none"> <li>identify coins by name and value: pennies, nickels, dimes, quarters, and dollar bills (KMA_A2012-12)</li> </ul>	<p>For related content, please see:</p> <p><b>U4 Sessions:</b> TE: 66-69, 83, 107</p>

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Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics	Investigations in Number, Data, and Space Common Core, ©2012
<b>B - Operations and Algebraic Thinking</b>	
<ul style="list-style-type: none"> <li>represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations (CCGPS) (KMA_B2012-13/MCCK.OA.1)</li> </ul>	<p><b>U4 Sessions:</b> TE: 65-70, 71-75, 76-79, 80-84, 95-99, 100-103, 104-108, 109-112, 113-116, 117-120, 134-137, 143-147, 148-152</p> <p><b>U4 Sessions:</b> TE: 28-32, 33-37, 48-52, 58-64, 65-70, 71-75, 76-79, 80-84, 90-94, 95-99, 100-103, 104-108, 117-120, 134-137, 153-156, 162-164, 165-167 SAB: 35, 36, 41</p> <p><b>U6 Sessions:</b> TE: 28-34, 35-40, 41-45, 46-49, 68-73, 74-78, 83-86, 100-104, 105-109, 110-114, 115-118, 119-122, 123-127, 128-131, 138-142, 143-145, 146-150, 151-154, 155-158, 159-161</p> <p><b>U6 ICCG:</b> TE: CC42-CC46 SAB: 58, 60, 101</p>
<ul style="list-style-type: none"> <li>add and subtract within 10 using objects or drawings to represent the problem (CCGPS) (KMA_B2012-14/MCCK.OA.2)</li> </ul>	<p><b>U4 Sessions:</b> TE: 65-70, 71-75, 76-79, 80-84, 95-99, 100-103, 109-112, 117-120, 134-137, 148-152</p> <p><b>U6 Sessions:</b> TE: 100-104, 110-114, 115-118, 119-122, 123-127, 128-131, 138-142, 151-154, 155-158 SAB: 53, 62, 63, 64, 65, 67, 68</p>
<ul style="list-style-type: none"> <li>decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawing), and record each decomposition by a drawing or equations (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>) (CCGPS) (KMA_B2012-15/MCCK.OA.3)</li> </ul>	<p><b>U4 Sessions:</b> TE: 128-133, 134-137, 138-142, 143-147, 148-152, 153-156, 157-161, 162-164, 165-167 SAB: 33</p> <p><b>U6 Sessions:</b> TE: 28-34, 35-40, 41-45, 46-49, 50-54, 55-58, 59-61, 138-142, 143-145, 146-150, 151-154, 155-158, 159-161 SAB: 55, 67, 68</p> <p><b>U6 ICCG:</b> TE: CC42-CC46, CC51-CC54, CC55-CC58</p>

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<ul style="list-style-type: none"> <li>find the number that makes 10 when added to the given number, for any number from 1 to 9 (e.g., by using objects or drawings, and record the answer with a drawing or equation) (CCGPS) (KMA_B2012-6/MCCK.OA.4)</li> </ul>	<p><b>U4 Sessions:</b> TE: 138-142, 143-147, 148-152, 153-156, 157-161, 165-167</p> <p><b>U6 Sessions:</b> TE: 28-34, 35-40, 41-45, 46-49, 50-54, 55-58, 59-61, 138-142, 143-145, 146-150, 151-154, 155-158, 159-161</p> <p><b>U6 ICCG:</b> TE: 5A.2, 5A.4, 5A.5</p>
<ul style="list-style-type: none"> <li>add and subtract within 5 fluently (CCGPS) (KMA_B2012-7/MCCK.OA.5)</li> </ul>	<p><b>U6 Sessions:</b> TE: 28-34, 35-40, 41-45, 46-49, 50-54, 55-58, 59-61, 138-142, 143-145, 146-150, 151-154, 155-158, 159-161</p> <p>SAB: 53</p> <p><b>U6 ICCG:</b> TE: CC42-CC46, CC51-CC54, CC55-CC58</p>
<ul style="list-style-type: none"> <li>identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes (KMA_B2012-18)</li> </ul>	<p><b>U3 Sessions:</b> 35-39, 40-44, 45-49, 59-64, 65-69, 70-74, 75-79, 80-84, 85-89, 90-94, 95-98, 99-102, 103-107, 134-137, 138-142</p> <p><b>U7 Sessions:</b> 37-42</p>
<b>C - Number and Operations in Base Ten</b>	
<ul style="list-style-type: none"> <li>compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings), and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (CCGPS) (KMA_C2012-19/MCCK.NBT.1)</li> </ul>	<p><b>U6 ICCG:</b> TE: CC42-CC46, CC51-CC54, CC55-CC58</p>
<b>D - Measurement and Data</b>	
<ul style="list-style-type: none"> <li>describe several measureable attributes of an object, such as length or weight (CCGPS) (KMA_D2012-20/MCCK.MD.1)</li> </ul>	<p><b>U2 Sessions:</b> TE: 26-32, 33-38, 39-42 SAB: 10-12, 26-28</p> <p><b>U4 Sessions:</b> TE: 28-32, 33-37, 38-44, 45-47, 48-52 SAB: 35</p> <p><b>U4 ICCG:</b> TE: CC15-CC19, CC20-CC23, CC24-CC26 SAB: 32</p> <p><b>U6 Sessions:</b> TE: 79-82, 83-86, 87-90, 91-94</p>

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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>directly compare two objects on the basis of length (longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) and describe the difference (CCGPS) (KMA_D2012-21/MCCK.MD.2)</li> </ul>	<p><b>U2 Sessions:</b> TE: 82-87, 88-90, 91-93, 94-99, 105-109, 110-116, 117-120, 128-132, 142-144, 145-149 SAB: 10-12</p> <p><b>U4 Sessions:</b> TE: 45-47 SAB: 35</p> <p><b>U4 ICCG:</b> TE: CC15-CC19, CC20-CC23, CC24-CC26</p>
<ul style="list-style-type: none"> <li>classify objects into given categories (color, shape, size) (CCGPS) (KMA_D2012-22/MCCK.MD.3) Kindergarten Mathematics</li> </ul>	<p><b>U1 Sessions:</b> TE: 94-99, 106-109, 110-114, 115-119, 120-123, 124-126</p> <p><b>U2 Sessions:</b> TE: 44-46</p> <p><b>U4 Sessions:</b> TE: 143-145</p> <p><b>U4 ICCG:</b> TE: CC20-CC23</p> <p><b>U5 Sessions:</b> TE: 98-103</p> <p><b>U6 Sessions:</b> TE: 35-40, 100-103</p> <p><b>U7 Sessions:</b> TE: 62-68, 69-74, 75-80, 81-82, 84-87, 88-95, 100-105, 106-110, 111-113 SAB: 75, 76, 77</p>
<ul style="list-style-type: none"> <li>count the number of objects in each category and sort the categories by counts less than or equal to 10 (CCGPS) (KMA_D2012-23/MCCK.MD.3)</li> </ul>	<p><b>U1 Sessions:</b> TE: 98, 107, 118-119, 121</p> <p><b>U2 Sessions:</b> TE: 44-46</p> <p><b>U4 Sessions:</b> TE: 143-145</p> <p><b>U4 ICCG:</b> TE: CC20-CC23</p> <p><b>U6 Sessions:</b> TE: 35-40, 100-103</p> <p><b>U7 Sessions:</b> TE: 100-105, 106-110, 111-113 SAB: 75, 76, 77</p>

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<b>E - Geometry</b>	
<ul style="list-style-type: none"> <li>describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to (CCGPS) (KMA_E2012-24/MCCK.G.1)</li> </ul>	<p><b>U1 Sessions:</b> TE: 24-31, 47-52, 64-69, 70-75, 76-81, 110-114</p> <p><b>U2 Session:</b> TE: 33-37</p> <p><b>U3 Session:</b> TE: 29-34</p> <p><b>U4 Session:</b> TE: 128-133</p> <p><b>U5 Sessions:</b> TE: 22-27, 28-32, 33-39, 44-49, 50-52, 58-63, 92-97, 104-110</p>
<ul style="list-style-type: none"> <li>name shapes correctly regardless of their orientations or overall size (CCGPS) (KMA_E2012-25/MCCK.G.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 76-81, 110-114</p> <p><b>U3 Session:</b> TE: 29-34</p> <p><b>U5 Sessions:</b> TE: 28-32, 33-39, 40-43, 44-49 SAB: 52</p>
<ul style="list-style-type: none"> <li>classify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") (CCGPS) (KMA_E2012-26/MCCK.G.3)</li> </ul>	<p><b>U3 Session:</b> SAB: 18</p> <p><b>U5 Sessions:</b> TE: 22-27, 28-32, 33-39, 40-43, 44-49, 50-52, 54-57, 58-63, 64-68, 69-72, 73-76, 80-84, 86-91, 92-97, 98-103, 104-110, 111-115, 116-120, 121-124, 125-128, 129-132</p>
<ul style="list-style-type: none"> <li>analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length) (CCGPS) (KMA_E2012-27/MCCK.G.4)</li> </ul>	<p><b>U3 Sessions:</b> SAB: 18</p> <p><b>U5 Sessions:</b> TE: 22-27, 28-32, 33-39, 40-43, 44-49, 54-57, 58-63, 64-68, 69-72, 73-76, 80-84, 86-91, 92-97, 98-103, 104-110, 111-115, 116-120, 121-124, 125-128, 129-132 SAB: 44, 49</p> <p><b>U6 Session:</b> SAB: 52</p> <p><b>U7 Session:</b> SAB: 76</p>
<ul style="list-style-type: none"> <li>model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes (CCGPS) (KMA_E2012-28/MCCK.G.5)</li> </ul>	<p><b>U5 Sessions:</b> TE: 28-32, 33-39, 40-43, 44-49, 50-52, 58-63, 77-79, 111-115, 125-128 SAB: 42, 45-48</p>
<ul style="list-style-type: none"> <li>compose simple shapes to form larger shapes (CCGPS) (KMA_E2012-29/MCCK.G.6)</li> </ul>	<p><b>U5 Sessions:</b> TE: 28-32, 33-39, 40-43, 44-49, 50-52, 58-63, 77-79, 111-115, 125-128 SAB: 43</p>

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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Grade 1 Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<p><b>A - Operations and Algebraic Thinking</b></p>	
<ul style="list-style-type: none"> <li>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) (CCGPS) (1MA_A2012-1/MCC1.OA.1)</li> </ul>	<p><b>U1 Sessions:</b> TE: 100-106, 107-111, 112-118, 119-125, 126-130, 131-136, 137-141, 148-153, 161-166, 167-171, 172-176, 177-179, 180-187 SAB: 17-34, 37-49</p> <p><b>U3 Sessions:</b> TE: 28-34, 35-40, 41-4, 45-48, 49-55, 56-61, 62-65, 66-70, 71-75, 80-85, 86-92, 93-99, 102-105, 106-109, 110-116, 117-121, 122-126, 127-132, 171-175 SAB: 1, 3-6, 8-48</p> <p><b>U5 Sessions:</b> TE: 41-47, 78-81, 82-86 SAB: 11-12, 28</p> <p><b>U5 ICCG:</b> TE: CC31-CC36 SAB: 14B</p> <p><b>U6 Sessions:</b> TE: 26-32, 33-38, 39-44, 45-49, 70-75, 76-80, 88-92, 93-96, 102-106, 107-111, 112-115, 116-119, 120-127, 128-130, 131-133, 134-138 SAB: 1, 3, 5-43</p> <p><b>U6 ICCG:</b> TE: CC62-CC67, CC68-CC73 SAB: 15A-15F</p> <p><b>U7 Sessions:</b> TE: 45-51, 74-79, 80-85, 86-91, 92-96, 97-102, 103-108, 109-114 SAB: 17-29</p> <p><b>U8 Sessions:</b> TE: 54-59, 60-64, 65-70, 71-74, 75-79, 80-83, 84-86, 116-119 SAB: 14-38, 40, 42-45</p> <p><b>U8 ICCG:</b> TE: CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC114</p>

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**Curriculum Units Grade 1**

**U1** How Many of Each?

**U2** Making Shapes and Designing Quilts

**U3** Solving Story Problems

**U4** What Would You Rather Be?

**U5** Fish Lengths and Animal Jumps

**ICCG** = Investigations and the Common Core State Standards Guide

**U6** Number Games and Crayon Puzzles

**U7** Color, Shape, and Number Puzzles

**U8** Twos, Fives, and Tens

**U9** Blocks and Boxes

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<ul style="list-style-type: none"> <li>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) (CCGPS) (1MA_A2012-2/MCC1.OA.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 137-141, 154-160</p> <p><b>U3 Sessions:</b> TE: 49-55 SAB: 11, 16-17, 26</p> <p><b>U6 Sessions:</b> TE: 26-32, 112-115, 116-119, 120-127, 128-130, 131-133</p> <p><b>U6 ICCG:</b> TE: CC62-CC67, CC68-CC73</p> <p><b>U7 Sessions:</b> TE: 45-51, 74-79, 92-96</p> <p><b>U8 Sessions:</b> TE: 65-70, 71-74</p> <p><b>U8 ICCG:</b> TE: 1CC85-CC90</p>
<ul style="list-style-type: none"> <li>explore and apply properties of operations as strategies to add and subtract [e.g., If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known (commutative property of addition). To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math> (associative property of addition)] (CCGPS) (1MA_A2012-3/MCC1.OA.3)</li> </ul>	<p><b>U1 Sessions:</b> TE: 137-141, 154-160, 177-179 SAB: 32, 35, 47-48</p> <p><b>U3 Sessions:</b> TE: 49-55, 62-65, 93-99, 110-116, 117-121, 122-126 SAB: 11, 16-17, 26</p> <p><b>U6 Sessions:</b> TE: 39-44, 45-49, 55-60, 61-6670-75, 102-106, 107-111, 112-115, 128-130, 131-133, 134-138 SAB: 43</p> <p><b>U6 ICCG:</b> TE: CC74-CC78 SAB: 28A-28B</p> <p><b>U8 Sessions:</b> TE: 109-115, 116-119, 120-125 SAB: 22-25</p>

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<ul style="list-style-type: none"> <li>model and explain subtraction as an unknown-addend problem (e.g., subtract 10 - 8 by finding the number that makes 10 when added to 8) (CCGPS) (1MA_A2012-4/MCC1.OA.4)</li> </ul>	<p><b>U1 Sessions:</b> TE: 167-171 SAB: 39-42</p> <p><b>U3 Sessions:</b> TE: 35-40, 41-44, 45-48 71-75, 117-121, 122-126, 127-132, 171-175 SAB: 19-37</p> <p><b>U6 Sessions:</b> TE: 39-44, 45-50, 50-54, 61-66, 128-130, 131-133, 134-138 SAB: 11, 19, 21, 27, 33, 37-40</p> <p><b>U6 ICCG:</b> TE: CC62-CC67, CC68-CC73 SAB: 15A-15F</p>
<ul style="list-style-type: none"> <li>relate counting to addition and subtraction (CCGPS) (1MA_A2012-5/MCC1.OA.5)</li> </ul>	<p><b>U1 Sessions:</b> TE: 60-64, 77-81, 82-87, 112-118, 119-125, 126-130, 131-136, 137-141 SAB: 6, 10-13, 21-32</p> <p><b>U1 ICCG:</b> TE: CC4-CC7</p> <p><b>U3 Sessions:</b> TE: 49-55, 56-61, 62-65, 66-70, 80-85, 86-92, 93-99, 106-109, 122-126, 127-132 SAB: 3-6, 8-48</p> <p><b>U6 Sessions:</b> TE: 55-60, 107-111, 112-115, 128-130, 131-133, 134-138 SAB: 1, 3, 5-43</p> <p><b>U6 ICCG:</b> TE: CC62-CC67, CC68-CC73 SAB: 15A-15F</p> <p><b>U7 Sessions:</b> TE: 74-79, 80-85, 86-91, 103-108, 109-114 SAB: 17-29</p> <p><b>U8 Sessions:</b> TE: 26-31, 54-59, 60-64, 65-70, 71-74, 75-79, 80-83, 84-86, 87-90 SAB: 15-25, 30-33</p>

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<ul style="list-style-type: none"> <li>add and subtract within 20, demonstrating fluency for addition and subtraction within 10 (e.g., counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums) (CCGPS) (1MA_A2012-6/MCC1.OA.6)</li> </ul>	<p><b>U1 Sessions:</b> TE: 77-81, 82-87, 112-118, 119-125, 126-130, 131-136, 137-141, 154-160, 177-179, 180-187 SAB: 10-13, 21-32, 35-36, 47-49</p> <p><b>U1 ICGG:</b> TE: CC4-CC7</p> <p><b>U3 Sessions:</b> TE: 49-55, 56-61, 62-65, 66-70, 80-85, 86-92, 93-99, 106-109, 110-116, 117-121, 122-126, 127-132, 171-175</p> <p><b>U6 Sessions:</b> TE: 26-32, 33-38, 39-44, 45-49, 50-54, 55-60, 61-66, 81-87, 88-92, 93-96, 102-106, 107-111, 112-115, 116-119, 120-127, 128-130, 131-133, 134-138</p> <p><b>U6 ICGG:</b> TE: CC62-CC67, CC68-CC73, CC74-CC78 SAB: 15A-15F, 28A-28B</p> <p><b>U7 Sessions:</b> TE: 45-51, 74-79, 92-96, 103-108, 109-114</p> <p><b>U8 Sessions:</b> TE: 26-31, 54-59, 60-64, 65-70, 71-74, 75-79, 80-83, 84-86, 87-90, 109-115, 116-119, 120-125, 126-130</p> <p><b>U8 ICGG:</b> TE: CC85-CC90 SAB: 5A-5G</p> <p><b>U9 Sessions:</b> TE: 33-38, 68-73 SAB: 4, 10, 27</p>
<ul style="list-style-type: none"> <li>model and determine equivalence of equations including those involving addition and subtraction (CCGPS) (1MA_A2012-7/MCC1.OA.7)</li> </ul>	<p><b>U1 Sessions:</b> TE: 175-176, 178-179 SAB: 45</p> <p><b>U3 Sessions:</b> TE: 28-34, 49-55, 71-75, 93-99, 110-116, 117-121 SAB: 1, 11, 32, 34</p> <p><b>U3 ICGG:</b> TE: CC15-CC19</p> <p><b>U6 Sessions:</b> TE: 70-75, 81-87, 88-92, 93-96, 102-106 SAB: 15, 16</p> <p><b>U6 ICGG:</b> TE: CC74-CC78</p>

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**U7** Color, Shape, and Number Puzzles

**U8** Twos, Fives, and Tens

**U9** Blocks and Boxes

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<ul style="list-style-type: none"> <li>model and explain the meaning of the equal sign (CCGPS) (1MA_A2012-8/MCC1.OA.7)</li> </ul>	<p><b>U1 Sessions:</b> TE: 112-118, 124, 141, 175-176, 178-179 SAB: 21, 22, 32, 45</p> <p><b>U3 Sessions:</b> TE: 28-34, 49-55, 66-70, 71-75, 86-92, 93-99, 106-109, 110-116, 117-121 SAB: 1, 11, 15, 16, 18, 21, 24, 25, 29-30, 32, 34, 35</p> <p><b>U3 ICCG:</b> TE: CC15-CC19</p> <p><b>U6 Sessions:</b> TE: 70-75, 81-87, 88-92, 93-96, 102-106, 112-115, 120-127 SAB: 15, 16, 31, 39, 40</p> <p><b>U6 ICCG:</b> TE: CC74-CC78</p>
<ul style="list-style-type: none"> <li>determine the unknown whole number in an addition or subtraction equation relating to three whole numbers by using symbols (e.g., determine the unknown number that makes the equation true in each of the equations <math>8 + ? =</math>; <math>5 = ? - 3</math>; <math>6 + 6 = ?</math>) (CCGPS) (1MA_A2012-9/MCC1.OA.8)</li> </ul>	<p><b>U1 Session:</b> TE: 167-171</p> <p><b>U3 Sessions:</b> TE: 35-40, 127-132</p> <p><b>U3 ICCG:</b> TE: CC15-CC19</p> <p><b>U6 Sessions:</b> TE: 55-60, 131-133</p> <p><b>U6 ICCG:</b> TE: CC62-CC67, CC68-CC73, CC74-CC78 SAB: 15A-15F, 28A-28B</p> <p><b>U7 Sessions:</b> TE: 45-51, 74-79, 80-85, 92-96</p> <p><b>U8 Sessions:</b> TE: 65-70, 96-102, 116-119, 120-125</p> <p><b>U8 ICCG:</b> CC85-CC90 SAB: 5A-5G</p> <p><b>U9 Sessions:</b> TE: 33-38, 68-73</p>

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<b>B - Number and Operations in Base Ten</b>	
<ul style="list-style-type: none"> <li>count, read, write and order numerals within 120 regardless of beginning number (CCGPS) (1MA_B2012-10/MCC1.NBT.1)</li> </ul>	<p><b>U1 Sessions:</b> TE: 43-48, 54-59, 60-64, 65-70, 71-76, 77-81, 82-87, 88-93, 100-106, 107-111 SAB: 4-7, 11-20</p> <p><b>U1 ICCG:</b> TE: CC4-CC7 SAB: 10A-10B</p> <p><b>U3 Sessions:</b> TE: 35-40, 41-44, 45-48, 56-61, 62-65, 66-70, 71-75, 80-85, 86-92, 93-99, 138-143, 144-147, 148-152, 153-156, 157-160, 161-165, 166-170, 171-175 SAB: 2-50</p> <p><b>U6 Sessions:</b> TE: 26-32, 33-38, 39-44, 50-54, 70-75, 88-92, 102-106, 107-111, 116-119, 120-127, 131-133 SAB: 1-4, 9-10</p> <p><b>U7 Sessions:</b> TE: 74-79, 80-85, 86-91 SAB: 17-29</p> <p><b>U8 Sessions:</b> TE: 26-31, 32-36, 43-47, 60-64, 65-70, 71-74, 80-83, 84-86, 87-90, 120-125 SAB: 14-26, 28-37, 38-41, 45</p> <p><b>U8 ICCG:</b> TE: CC85-CC90, CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113 SAB: 5A-5G, 46-59</p>

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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Grade 1 Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>represent the number of objects in a set by a written numeral (CCGPS) (1MA_B2012-11/MCC1.NBT.1)</li> </ul>	<p><b>U1 Sessions:</b> TE: 43-48, 65-70, 71-76, 82-87, 100-106, 148-153, 154-160, 167-171, 172-176, 177-179 SAB: 4, 7-9, 17, 33-36, 39-45, 47-48</p> <p><b>U1 ICGG:</b> TE: CC4-CC7 SAB: 10A-10B</p> <p><b>U3 Sessions:</b> TE: 35-40, 41-44, 45-48, 56-61, 62-65, 66-70, 71-75, 80-85, 86-92, 93-99, 138-143, 144-147, 155-156, 171-175 SAB: 2-50</p> <p><b>U6 Sessions:</b> TE: 26-32, 33-38, 39-44, 50-54, 70-75, 88-92, 107-111, 116-119, 120-127, 131-133 SAB: 1-4, 9-10</p> <p><b>U8 Sessions:</b> TE: 60-64, 65-70, 71-74, 80-83, 84-86, 87-90, 120-125 SAB: 17-26, 28-37, 38-41, 45</p> <p><b>U8 ICGG:</b> TE: CC85-CC90, CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113 SAB: 5A-5G, 46-59</p>
<ul style="list-style-type: none"> <li>model and explain that a two-digit number represents amounts of tens and ones (CCGPS) (1MA_B2012-12/MCC1.NBT.2)</li> </ul>	<p><b>U6 Sessions:</b> TE: 26-32, 33-38, 39-44, 45-49, 50-54, 55-60, 61-66</p> <p><b>U8 Sessions:</b> TE: 71-74, 80-83, 96-102, 103-108, 109-115, 116-119, 120-125, 126-130</p> <p><b>U8 ICGG:</b> TE: CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113</p>
<ul style="list-style-type: none"> <li>explain that 10 can be thought of as a bundle of ten ones called a “ten” (CCGPS) (1MA_B2012-13/MCC1.NBT.2_a)</li> </ul>	<p><b>U6 Sessions:</b> TE: 26-32, 33-38, 39-44, 45-49, 50-54, 55-60, 61-66</p> <p><b>U8 Sessions:</b> TE: 71-74, 80-83, 96-102, 103-108, 109-115, 116-119, 120-125, 126-130</p> <p><b>U8 ICGG:</b> TE: CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113 SAB: 46-59</p>

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<ul style="list-style-type: none"> <li>model the numbers 11 to 19 showing they are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones (CCGPS) (1MA_B2012-14/MCC1.NBT.2_b)</li> </ul>	<p><b>U8 Sessions:</b> TE: 109-115, 116-119, 120-125</p>
<ul style="list-style-type: none"> <li>explain that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones (CCGPS) (1MA_B2012-15/MCC1.NBT.2_c)</li> </ul>	<p><b>U8 Sessions:</b> TE: 109-115, 116-119, 120-125</p>
<ul style="list-style-type: none"> <li>compare two two-digit numbers using the terms/symbols to include greater than, less than, and equal to (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>) (CCGPS) (1MA_B2012-16/MCC1.NBT.3)</li> </ul>	<p><b>U1 Sessions:</b> TE: 71-76, 77-81, 82-87, 88-93, 100-106  <b>U3 Session:</b> TE: 166-170  <b>U4 Session:</b> TE: 34-39  <b>U5 Session:</b> TE: 78-81  <b>U6 Sessions:</b> TE: 33-38, 134-138  <b>U7 Session:</b> TE: 39-44  <b>U8 ICCG:</b> TE: CC91-CC95, CC110-CC113 SAB: 46-50, 59  <b>U9 Sessions:</b> TE: 29-32, 103-105</p>
<ul style="list-style-type: none"> <li>add numbers within 100 using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (1MA_B2012-17/MCC1.NBT.4)</li> </ul>	<p><b>U8 ICCG:</b> TE: CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113 SAB: 46-59</p>
<ul style="list-style-type: none"> <li>use concrete models to add two-digit numbers by adding tens to tens, ones to ones and explain why it is sometimes necessary to compose a ten (CCGPS) (1MA_B2012-18/MCC1.NBT.4)</li> </ul>	<p><b>U8 ICCG:</b> TE: CC91-CC95, CC96-CC100, CC101-CC105, CC106-CC109, CC110-CC113 SAB: 46-59</p>
<ul style="list-style-type: none"> <li>using mental math strategies identify one more than, one less than, 10 more than, or 10 less than a given two-digit number explaining strategy used (CCGPS) (1MA_B2012-19/MCC1.NBT.5)</li> </ul>	<p><b>U8 ICCG:</b> TE: CC96-CC100, CC110-CC113 SAB: 46-50, 59</p>

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<ul style="list-style-type: none"> <li>subtract multiples of 10 in the range 10 - 90 from multiples of 10 in the range 10-90 (positive or zero differences), 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 and explain the reasoning used (CCGPS) (1MA_B2012-20/MCC1.NBT.6)</li> </ul>	<p><b>U8 ICCG:</b> TE: CC106-CC109, CC110-CC113 SAB: 55-59</p>
<ul style="list-style-type: none"> <li>exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters and count out a combination needed to purchase items less than a dollar (1MA_B2012-21)</li> </ul>	<p>For related content, please see:</p> <p><b>U1 Sessions:</b> TE: 161-166</p>
<b>C - Measurement and Data</b>	
<ul style="list-style-type: none"> <li>order the length of three objects; compare the lengths of two objects by using direct comparison or a third object (CCGPS) (1MA_C2012-22/MCC1.MD.1)</li> </ul>	<p><b>U5 Sessions:</b> TE: 41-47, 62-67, 73-77, 78-81, 82-86</p> <p><b>U5 ICCG:</b> TE: CC31-CC36 SAB: 14B</p>
<ul style="list-style-type: none"> <li>estimate and measure an object using a non-standard unit smaller than the object being measured and express the length measured as a whole number of same-size units spanning the object without gaps or overlaps (CCGPS) (1MA_C2012-23/MCC1.MD.2)</li> </ul>	<p><b>U5 Sessions:</b> TE: 22-27, 28-33, 34-40, 41-47, 52-56, 62-67, 68-72, 73-77, 78-81, 82-86</p> <p><b>U5 ICCG:</b> TE: CC31-CC36 SAB: 14B</p>
<ul style="list-style-type: none"> <li>tell and write time to the nearest hour and half-hour using analog and digital clocks (CCGPS) (1MA_C2012-24/MCC1.MD.3)</li> </ul>	<p><b>U5 ICCG:</b> TE: CC31-CC36, CC37-CC42 SAB: 14B, 30-31</p> <p><b>U6 ICCG:</b> TE: CC62, CC68, CC74 SAB: 15A-15F, 28A-28B</p> <p><b>U7 Session:</b> TE: 65</p>

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<ul style="list-style-type: none"> <li>organize, represent, and interpret data with up to three categories using tables, tally charts, picture graphs, and bar graphs (CCGPS) (1MA_C2012-25/MCC1.MD.4)</li> </ul>	<p><b>U1 Sessions:</b> TE: 38-42, 161-166</p> <p><b>U4 Sessions:</b> TE: 22-27, 28-33, 34-39, 40-46, 52-59, 60-66, 67-74, 75-79, 80-84, 110-114</p> <p><b>U4 ICCG:</b> TE: CC23-CC27 SAB: 23A</p> <p><b>U5 Sessions:</b> TE: 41-47, 78-81</p> <p><b>U8 ICCG:</b> TE: CC110-CC113</p>
<ul style="list-style-type: none"> <li>ask and answer questions about represented data by comparing data in each category and finding the total number of data points (CCGPS) (1MA_C2012-26/MCC1.MD.4)</li> </ul>	<p><b>U1 Sessions:</b> TE: 38-42, 161-166</p> <p><b>U4 Sessions:</b> TE: 22-27, 28-33, 34-39, 40-46, 52-59, 60-66, 67-74, 75-79, 80-84, 110-114</p> <p><b>U4 ICCG:</b> TE: CC23-CC27 SAB: 23A</p> <p><b>U5 Sessions:</b> TE: 41-47, 78-81</p> <p><b>U8 ICCG:</b> TE: CC110-CC113</p>
<b>D - Geometry</b>	
<ul style="list-style-type: none"> <li>distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes (CCGPS) (1MA_D2012-27/MCC1.G.1)</li> </ul>	<p><b>U2 Sessions:</b> TE: 24-29, 30-35, 36-43, 44-47, 61-64, 66-69, 70-76, 77-84, 85-89, 90-94, 95-100</p> <p><b>U4 Session:</b> TE: 22-27</p> <p><b>U9 Sessions:</b> TE: 22-28, 29-32, 33-38, 39-43, 44-48, 74-78, 103-105</p> <p><b>U9 ICCG:</b> TE: CC119-CC122 SAB: 18C-18D</p>

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<ul style="list-style-type: none"> <li>compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and to compose new shapes from the composite shape (CCGPS) (1MA_D2012-28/MCC1.G.2)</li> </ul>	<p><b>U2 Sessions:</b> TE: 44-47, 48-53, 54-60, 61-64, 117-119</p> <p><b>U5 ICCG:</b> TE: CC37-CC42, CC43-CC48, CC49-CC53, CC54-CC57 SAB: 30-37</p> <p><b>U9 Sessions:</b> TE: 29-32, 74-78, 103-105</p> <p><b>U9 ICCG:</b> TE: CC119-CC122 SAB: 18C-18D</p>
<ul style="list-style-type: none"> <li>describe the whole as two of two or four of four of the shares (CCGPS) (1MA_D2012-29/MCC1.G.3)</li> </ul>	<p><b>U5 ICCG:</b> TE: CC37-CC42, CC43-CC48, CC49-CC53, CC54-CC57 SAB: 30-37</p>
<ul style="list-style-type: none"> <li>partition circles and rectangles into equal shares of two or four describing shares as halves/half of, fourths/fourth of, and/or quarters/quarter of and explain how decomposing into more equal shares creates smaller shares (CCGPS) (1MA_D2012-30/MCC1.G.3)</li> </ul>	<p><b>U5 ICCG:</b> TE: CC37-CC42, CC43-CC48, CC49-CC53, CC54-CC57 SAB: 30-37</p>
<b>TD - Geometry</b>	
<ul style="list-style-type: none"> <li>describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to (CCGPS) (1MA_TD2012-31/MCCK.G.1)</li> </ul>	<p><b>U9 Sessions:</b> TE: 80-83, 84-88, 89-91, 92-98, 99-102 SAB: 7-8, 24-29</p>

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<b>A - Operations and Algebraic Thinking</b>	
<ul style="list-style-type: none"> <li>solve one- and two-step word problems to 100 using addition and subtraction involving situations of adding to or putting together, taking from, taking apart or comparing (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem) (CCGPS) (2MA_A2012-1/MCC2.OA.1)</li> </ul>	<p><b>U1 Sessions:</b> TE: 28-34, 62-67, 68-75, 76-83, 84-89, 95-99, 100-102, 103-105, 138-143, 149-154, 155-158, 159-161, 162-168, 169-174, 175-177, 178-181 SAB: 18-19, 34-35, 38, 41-42, 44-50, 53, 58-61</p> <p><b>U2 Sessions:</b> TE: 37-38, 44, 46, 90, 96 SAB: 12, 23</p> <p><b>U3 Sessions:</b> TE: 30-37, 38-45, 46-49, 50-56, 57-61, 62-66, 72-80, 81-88, 89-94, 95-103, 104-108, 109-114, 115-118, 179-186, 187-194 SAB: 1-14, 16-54, 57-60, 67-70, 79</p> <p><b>U3 ICCG:</b> TE: CC21-CC25</p> <p><b>U5 Sessions:</b> TE: 33-36, 41-43, 46-48, 62-63 SAB: 1-2, 33, 42</p> <p><b>U8 Sessions:</b> TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 104-108, 112-121, 122-129, 130-136, 137-145, 146-149 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63</p>
<ul style="list-style-type: none"> <li>use addition facts of two one-digit numbers (CCGPS) (2MA_A2012-2/MCC2.OA.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 110-114, 115-119, 120-123, 124-128, 129-132, 138-143, 155-158, 159-161, 162-168, 169-174, 175-177, 178-181</p> <p><b>U2 Sessions:</b> TE: 37-38, 45-49 SAB: 4</p> <p><b>U2 ICCG:</b> TE: CC14-CC16</p> <p><b>U3 Sessions:</b> TE: 30-37, 38-45, 46-49, 50-56, 57-61, 62-66, 72-80, 89-94, 95-103, 104-108, 109-114, 115-118, 179-186, 187-194 SAB: 1-14, 16-22, 24-54, 57-60, 67-70, 79</p> <p><b>U3 ICCG:</b> TE: CC21-CC25</p> <p><b>U4 ICCG:</b> TE: C38, C39</p> <p><b>U9 ICCG:</b> TE: CC116-CC119</p>

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**U9** Measuring Length and Time

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Gwinnett County Academic Knowledge and Skills Grade 2 Mathematics	Investigations in Number, Data, and Space Common Core, ©2012
<ul style="list-style-type: none"> <li>add and subtract fluently to 20 using mental strategies (CCGPS) (2MA_A2012-3/MCC2.OA.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 110-114, 115-119, 120-123, 124-128, 129-132, 138-143, 149-154, 155-158, 159-161, 162-168, 169-174, 175-177, 178-181</p> <p><b>U2 Sessions:</b> TE: 37-38, 45-49 SAB: 4</p> <p><b>U2 ICCG:</b> TE: CC14-CC16</p> <p><b>U3 Sessions:</b> TE: 30-37, 38-45, 46-49, 50-56, 57-61, 62-66, 72-80, 81-88, 89-94, 95-103, 104-108, 109-114, 115-118, 179-186, 187-194 SAB: 1-14, 16-54, 57-60, 67-70, 79</p> <p><b>U3 ICCG:</b> TE: CC21-CC25</p> <p><b>U4 ICCG:</b> TE: C38, C39</p> <p><b>U9 ICCG:</b> TE: CC116-CC119</p>
<ul style="list-style-type: none"> <li>write equations to express an even number as a sum of two equal addends (CCGPS) (2MA_A2012-4/MCC2.OA.3)</li> </ul>	<p><b>U8 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47 SAB: 1-3, 5, 7-11, 13, 15, 60</p>
<ul style="list-style-type: none"> <li>determine whether a group of objects up to 20 has an odd or even number of members using various concrete representations (100s chart, ten grid frame, place value chart, number line, counters or other objects) (CCGPS) (2MA_A2012-5/MCC2.OA.3)</li> </ul>	<p><b>U3 Sessions:</b> TE: 124-131, 132-136, 137-142 SAB: 42-52</p> <p><b>U5 Sessions:</b> TE: 82-87</p> <p><b>U8 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-47 SAB: 1-3, 5, 7-11, 13, 15, 60</p>
<ul style="list-style-type: none"> <li>apply the use of repeated addition (skip counting), model arrays up to 5 rows and 5 columns to determine a total number of</li> <li>objects, and write an equation to express the total as a sum of two equal addends (CCGPS) (2MA_A2012-6/MCC2.OA.4)</li> </ul>	<p><b>U1 Sessions:</b> TE: 115-119, 120-123, 124-128, 159-161, 162-168, 169-174, 175-177, 178-181 SAB: 29, 32, 43</p> <p><b>U2 Sessions:</b> TE: 37-38, 44, 81-83, 85, 88-90, 96, 98-100</p> <p><b>U5 Sessions:</b> TE: 28-36, 37-43, 44-52, 53-60</p>

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<b>B - Number and Operations in Base Ten</b>	
<ul style="list-style-type: none"> <li>explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones) (CCGPS) (2MA_B2012-7/MCC2.NBT.1)</li> </ul>	<p><b>U6 Sessions:</b> TE: 57, 59, 125-126 SAB: 21-24, 37-38</p> <p><b>U6 ICCG:</b> TE: CC53-CC59, CC60-CC65</p> <p><b>U8 ICCG:</b> TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106</p>
<ul style="list-style-type: none"> <li>explain that 100 can be thought of as a bundle of ten tens, called a "hundred" (CCGPS) (2MA_B2012-8/MCC2.NBT.1_a)</li> </ul>	<p><b>U6 Sessions:</b> TE: 57, 59, 125-126 SAB: 21-24, 37-38</p> <p><b>U6 ICCG:</b> TE: CC53-CC59, CC60-CC65</p> <p><b>U8 ICCG:</b> TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106</p>
<ul style="list-style-type: none"> <li>explain the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine</li> <li>hundreds (and 0 tens and 0 ones) (CCGPS) (2MA_B2012-9/MCC2.NBT.1_b)</li> </ul>	<p><b>U6 Session:</b> TE: 57, 59, 125-126 SAB: 21-24, 37-38</p> <p><b>U6 ICCG:</b> TE: CC61</p> <p><b>U8 ICCG:</b> TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106</p>

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<ul style="list-style-type: none"> <li>count within 1000; skip-count by 5s, 10s, and 100s (CCGPS) (2MA_B2012-10/MCC2.NBT.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 88-89, 92, 183</p> <p><b>U2 Sessions:</b> TE: 40, 106</p> <p><b>U3 Sessions:</b> TE: 51-55, 76-77, 86-87, 105, 112, 141-142, 144-147, 154-156, 157-159, 161-163, 169-172, 185, 189, 229, 255-256, 257-258 SAB: 1-2, 9</p> <p><b>U5 Sessions:</b> TE: 29-36, 37-43, 44-52, 53-60, 61-68, 69-72, 82-88, 89-94, 96-97</p> <p><b>U6 Sessions:</b> TE: 37, 119, 130-136, 137-141, 142-147 SAB: 58-66, 69</p> <p><b>U6 ICCG:</b> TE: CC48-CC50, CC55, CC61, CC63-CC65, CC66-CC70 SAB: 75, 78</p> <p><b>U7 Session:</b> TE: 31</p> <p><b>U8 ICCG:</b> TE: CC87-CC90 SAB: 65-68</p>
<ul style="list-style-type: none"> <li>read, write, and represent numbers to 1000 using a variety of models, diagrams and base ten numerals including standard and expanded form (CCGPS) (2MA_B2012-11/MCC2.NBT.3)</li> </ul>	<p><b>U1 Sessions:</b> TE: 53-54, 76-83, 96-97, 99, 101</p> <p><b>U5 Sessions:</b> TE: 37-43, 61-68</p> <p><b>U6 Sessions:</b> TE: 76-77 SAB: 31</p> <p><b>U6 ICCG:</b> TE: CC53-CC59, CC60-CC65 SAB: 72-73</p> <p><b>U8 ICCG:</b> TE: CC87-CC90 SAB: 65-68</p>
<ul style="list-style-type: none"> <li>represent and compare two three-digit numbers using equality and inequality symbols (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>) (CCGPS) (2MA_B2012-12/MCC2.NBT.4)</li> </ul>	<p><b>U6 ICCG:</b> TE: CC53-CC59, CC60-CC65, CC66-CC70 SAB: 75, 77-79</p>

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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Grade 2 Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (2MA_B2012-13/MCC2.NBT.5)</li> </ul>	<p><b>U1 Sessions:</b> TE: 129-132, 149-154, 155-158, 159-162 SAB: 41-50</p> <p><b>U3 Sessions:</b> TE: 30-37, 38-45, 46-49, 50-56, 57-61, 62-66, 72-80, 81-88, 89-94, 95-103, 104-108, 109-114, 115-118, 179-186, 200-203 SAB: 1-44, 67-70, 74, 76, 79</p> <p><b>U3 ICCG:</b> TE: CC21-CC25</p> <p><b>U5 Sessions:</b> TE: 33-36, 41-43, 46-48, 62-63 SAB: 1-2, 33, 42</p> <p><b>U6 Sessions:</b> TE: 24-29, 30-36, 37-42, 43-47, 62-68, 69-74, 75-81, 82-87, 88-93, 100-104, 105-109, 110-114, 115-118, 119-122, 123-126, 128-129, 130-136, 146, 148-152 SAB: 1-2, 4-5, 7-11, 13, 15, 19-20, 24-26, 29-40, 43-46, 49-51, 55-57</p> <p><b>U7 Sessions:</b> TE: 20, 25, 27, 36, 46, 48-49, 68</p> <p><b>U8 Sessions:</b> TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 104-108, 112-121, 122-129, 130-136, 137-145, 146-149 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63</p> <p><b>U8 ICCG:</b> TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106 SAB: 65-73, 75-81</p> <p><b>U9 Sessions:</b> TE: 52-53, 78 SAB: 17</p> <p><b>U9 ICCG:</b> TE: CC116-CC119</p>

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<ul style="list-style-type: none"> <li>add up to four two-digit numbers using strategies based on place value and properties of operations (CCGPS) (2MA_B2012-14/MCC2.NBT.6)</li> </ul>	<p><b>U3 Session:</b> TE: 72-80, 89-94, 179-186 SAB: 19-22, 25-26, 67-70</p> <p><b>U5 Sessions:</b> TE: 33-36, 41-43, 46-48, 62-63 SAB: 1-2, 33, 42</p> <p><b>U6 Sessions:</b> TE: 24-29, 30-36, 37-42, 43-47, 62-68, 75-81, 82-87, 88-93, 100-104, 105-109, 110-114, 115-118, 119-122, 123-126 SAB: 1-2, 4-5, 19-20, 24-29, 29-33, 37, 4-, 43-46, 49-56</p> <p><b>U6 ICCG:</b> TE: CC87-CC90, CC90-CC95</p> <p><b>U8 Sessions:</b> TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 104-108, 112-121, 122-129, 130-136, 137-145, 146-149 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63</p> <p><b>U8 ICCG:</b> TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106 SAB: 65-73, 75-81</p>

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<ul style="list-style-type: none"> <li>add and subtract within whole numbers up to 1000 using concrete models, drawings, place value strategies (regrouping) and properties of operations (CCGPS) (2MA_B2012-5/MCC2.NBT.7)</li> </ul>	<p><b>U1 Sessions:</b> TE: 138-143, 144-148, 149-154, 155-158 SAB: 34-35, 38-42, 44-46</p> <p><b>U3 Sessions:</b> TE: 72-80, 89-94, 179-186 SAB: 19-22, 25-26, 67-70</p> <p><b>U5 Sessions:</b> TE: 33-36, 41-43, 46-48, 62-63 SAB: 1-2, 33, 42</p> <p><b>U6 Sessions:</b> TE: 24-29, 30-36, 37-42, 43-47, 62-68, 75-81, 82-87, 88-93, 100-104, 105-109, 110-114, 115-118, 119-122, 123-126 SAB: 1-2, 4-5, 19-20, 24-29, 29-33, 37, 4-, 43-46, 49-56</p> <p><b>U6 ICCG:</b> TE: CC87-CC90, CC90-CC95</p> <p><b>U8 Sessions:</b> TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 104-108, 112-121, 122-129, 130-136, 137-145, 146-149 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63</p> <p><b>U8 ICCG:</b> TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106 SAB: 65-73, 75-81</p>
<ul style="list-style-type: none"> <li>use mental math strategies to add and subtract 10 or 100 to a given number between 100-900 (CCGPS) (2MA_B2012-16/MCC2.NBT.8)</li> </ul>	<p><b>U6 Sessions:</b> TE: 34-36, 143-146, 152 SAB: 4-5, 69</p> <p><b>U6 ICCG:</b> TE: CC87-CC90, CC90-CC95, CC96-CC100, CC101-CC106</p>
<ul style="list-style-type: none"> <li>explain why addition and subtraction strategies work using place value and the properties of operations (CCGPS) (2MA_B2012-17/MCC2.NBT.9)</li> </ul>	<p><b>U1 Sessions:</b> TE: 142, 157, 161, 198, 219</p> <p><b>U3 Sessions:</b> TE: 55, 81-88, 89-94, 112-114, 179-186</p> <p><b>U6 Sessions:</b> TE: 24-29, 30-36, 37-42, 43-47, 82-87, 88-93 TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 112-121, 122-129, 130-136, 137-145 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63</p> <p><b>U8 ICCG:</b> TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106</p>

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<b>C - Measurement and Data</b>	
<ul style="list-style-type: none"> <li>measure length by determining an appropriate tool (rulers, yardsticks, meter sticks, measuring tapes) and unit (inch, foot, yard, centimeter, and meter) (CCGPS) (2MA_C2012-18/MCC2.MD.1)</li> </ul>	<p><b>U9 Sessions:</b> TE: 24-28, 36-42, 43-46, 58-64, 65-69, 70-74, 78-84, 85-90, 91-95, 96-100, 101-104 SAB: 1-2, 4-9, 11, 15, 17, 19, 23-26, 28-30, 32-35, 39, 41-47</p>
<ul style="list-style-type: none"> <li>compare and explain the relationship of inches, feet, yards, centimeters, and meters by measuring an object twice using different units (CCGPS) (2MA_C2012-19/MCC2.MD.2)</li> </ul>	<p><b>U9 Sessions:</b> TE: 24-28, 43-46, 47-50, 51-54, 78-84, 91-95, 101-104</p>
<ul style="list-style-type: none"> <li>estimate lengths using units of inches, feet, yards, centimeters and meters, then measure to determine if estimations were reasonable (CCGPS) (2MA_C2012-20/MCC2.MD.3)</li> </ul>	<p><b>U9 Sessions:</b> TE: 30, 40-41 SAB: 1-2, 4-5, 41-42</p>
<ul style="list-style-type: none"> <li>measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (relate addition and subtraction to length) (CCGPS) (2MA_C2012-21/MCC2.MD.4)</li> </ul>	<p><b>U9 Sessions:</b> TE: 43-46, 47-50, 51-54, 65-69, 85-90, 96-100 SAB: 9, 15-17, 35, 37-38</p>
<ul style="list-style-type: none"> <li>solve word problems using addition and subtraction within 100 involving lengths of like units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem (CCGPS) (2MA_C2012-22/MCC2.MD.5)</li> </ul>	<p><b>U9 Sessions:</b> TE: 47-50, 51-54, 65-69, 70-74, 85-90, 101-104 SAB: 9, 15-17, 35, 37-38</p>
<ul style="list-style-type: none"> <li>represent whole numbers as lengths from 0 on a number line 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 (CCGPS) (2MA_C2012-3/MCC2.MD.6)</li> </ul>	<p><b>U1 Sessions:</b> TE: 41-45, 49-50, 67, 85-87, 99, 101, 105, 118, 122, 139, 141, 152 <b>U3 Sessions:</b> TE: 51-52, 60, 64, 86, 97-98, 144, 181 <b>U6 Sessions:</b> TE: 32, 40-41, 144-145 <b>U8 Sessions:</b> TE: 54, 72, 84, 89, 90, 92, 97, 103, 116, 124</p>

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<ul style="list-style-type: none"> <li>use analog and digital clocks to tell and write time to the nearest five minutes using AM and PM (CCGPS) (2MA_C2012-24/MCC2.MD.7)</li> </ul>	<p><b>U1 Sessions:</b> TE: 32-33, 35, 41, 46, 51, 62, 76, 84, 90, 100 110, 129, 144, 149</p> <p><b>U2 Sessions:</b> TE: 45, 69, 92, 110</p> <p><b>U3 Sessions:</b> TE: 57, 89, 104, 115, 132, 153, 173 SAB: 15, 64</p> <p><b>U4 Sessions:</b> TE: 78, 92, 108</p> <p><b>U5 Sessions:</b> TE: 44, 76, 95 SAB: 23</p> <p><b>U6 Sessions:</b> TE: 62, 75, 82, 123, 142 SAB: 3</p> <p><b>U7 Sessions:</b> TE: 31, 58, 73</p> <p><b>U8 Sessions:</b> TE: 37, 78, 96, 137 SAB: 12, 44, 54</p> <p><b>U9 Sessions:</b> TE: 36, 51, 70, 96</p> <p><b>U9 ICCG:</b> TE: CC120-CC122 SAB: 49A-49B</p>

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**U2** Shapes, Blocks, and Symmetry

**U3** Stickers, Number Strings, and Story Problems

**U4** Pockets, Teeth, and Favorite Things

**U5** How Many Floors? How Many Rooms?

**ICCG** = Investigations and the Common Core State Standards Guide

**U6** How Many Tens? How Many Ones

**U7** Parts of a Whole, Parts of a Group

**U8** Partners, Teams and Paper Clips

**U9** Measuring Length and Time

**A Correlation of *Investigations, Common Core Edition*, ©2012  
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<p align="center"><b>Gwinnett County Academic Knowledge and Skills Grade 2 Mathematics</b></p>	<p align="center"><b>Investigations in Number, Data, and Space Common Core, ©2012</b></p>
<ul style="list-style-type: none"> <li>solve word problems involving money (dollar bills, quarters, dimes, nickels, and pennies) and using \$ and ¢ symbols (CCGPS) (2MA_C2012-25/MCC2.MD.8)</li> </ul>	<p><b>U1 Sessions:</b> TE: 68-75, 77-83, 84-89, 99, 105 SAB: 17, 19, 30, 47-48</p> <p><b>U2 ICCG:</b> TE: 1</p> <p><b>U3 Sessions:</b> TE: 90-94, 112-114, 148-152, 160, 184-186 SAB: 25-26, 35, 38, 61, 68-71, 74</p> <p><b>U4 Sessions:</b> TE: 89, 97, 102 SAB: 28, 31</p> <p><b>U5 Sessions:</b> TE: 28, 82, 89 SAB: 43, 50</p> <p><b>U6 Sessions:</b> TE: 37, 69, 105-109, 112, 115, 117, 119-122, 124-126, 133-136, 143-146, 148-152 SAB: 6, 13, 41-42, 47</p> <p><b>U7 Sessions:</b> TE: 48-49</p> <p><b>U8 Sessions:</b> SAB: 16, 23-25, 27, 30, 35, 45</p> <p><b>U9 Sessions:</b> SAB: 36</p>
<ul style="list-style-type: none"> <li>generate measurement data by measuring lengths of objects to the nearest whole unit, or by making repeated measurements of the same object, and then create a line plot of these measurements using whole number units (CCGPS) (2MA_C2012-26/MCC2.MD.9)</li> </ul>	<p><b>U9 Sessions:</b> TE: 47-50</p>
<ul style="list-style-type: none"> <li>create a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories (CCGPS) (2MA_C2012-27/MCC2.MD.10)</li> </ul>	<p><b>U4 Sessions:</b> TE: 27-30, 55-58, 59-61, 78-83, 84-88, 92-96, 97-101 SAB: 7</p> <p><b>U4 ICCG:</b> TE: CC35-CC39</p>
<ul style="list-style-type: none"> <li>solve simple put together, take-apart, and compare problems using information presented in a bar graph (CCGPS) (2MA_C2012-28/MCC2.MD.10)</li> </ul>	<p><b>U4 Sessions:</b> TE: 27-30, 55-58, 59-61, 78-83, 84-88, 92-96, 97-101 SAB: 7</p> <p><b>U4 ICCG:</b> TE: CC35-CC39</p>

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<b>D - Geometry</b>	
<ul style="list-style-type: none"> <li>recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces and identify triangles, quadrilaterals, pentagons, hexagons, and cubes (CCGPS) (2MA_D2012-29/MCC2.G.1)</li> </ul>	<p><b>U1 Sessions:</b> TE: 35-40 SAB: 3-9</p> <p><b>U2 Sessions:</b> TE: 24-30, 31-39, 40-44, 45-49, 50-55, 62-68, 69-76, 77-83, 84-91, 92-96, 97-101, 102-105, 106-109, 110-113 SAB: 2-3, 6-11, 13, 16, 22, 24-26</p> <p><b>U4 Sessions:</b> TE: 33-37</p> <p><b>U4 ICCG:</b> TE: CC28-CC34</p> <p><b>U5 Sessions:</b> TE: 61-68, 69-72 SAB: 24</p> <p><b>U6 Sessions:</b> TE: 43, 88</p>
<ul style="list-style-type: none"> <li>partition circles and rectangles into two, three or four equal shares to model, identify, label and compare fractions as a representation of equal parts of a whole and describe the shares using the words halves, thirds, a half of, a third of, etc. (CCGPS) (2MA_D2012-30/MCC2.G.2/MCC2.G.3)</li> </ul>	<p><b>U7 Sessions:</b> TE: 20-24, , 36-40, 46-52, 53-57, 58-63, 64-67, 73-76 SAB: 1-5, 14-15, 20, 22, 27-30, 37</p> <p><b>U7 ICCG:</b> TE: CC78-CC82 SAB: 27A-27B</p> <p><b>U8 Sessions:</b> SAB: 39</p> <p><b>U9 Sessions:</b> SAB: 67</p> <p><b>U9 ICCG:</b> SAB: CC119</p>
<ul style="list-style-type: none"> <li>model and understand that when all fractional parts are included, the result is equal to the whole (CCGPS) (2MA_D2012-31/MCC2.G.2)</li> </ul>	<p><b>U2 Sessions:</b> TE: 80-83, 84-91, 97-101, 102-105 SAB: 17-20, 22, 24-26</p> <p><b>U2 ICCG:</b> TE: CC14-CC16</p>
<ul style="list-style-type: none"> <li>demonstrate that equal shares of identical wholes need not have the same shape (CCGPS) (2MA_D2012-32/MCC2.G.2)</li> </ul>	<p><b>U2 ICCG:</b> TE: CC14-CC16</p>

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<b>A - Operations and Algebraic Thinking</b>	
<ul style="list-style-type: none"> <li>interpret products of whole numbers using repeated addition, array models and counting by multiples (skip counting) to correctly multiply one digit numbers (CCGPS) (3MA_A2012-1/MCC3.OA.1)</li> </ul>	<p><b>U5 Sessions:</b> TE: 24-27, 28-33, 34-38, 39-42, 48-52, 53-58, 59-63, 64-70, 71-75, 76-78, 82-86, 87-91, 92-96, 97-100, 101-106, 107-110, 141-143 SAB: 1-6, 8-20, 22, 25, 29, 33, 35-36, 38</p>
<ul style="list-style-type: none"> <li>interpret whole-number quotients of whole numbers (e.g., interpret <math>56 \div 8</math> 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) (CCGPS) (3MA_A2012-2/MCC3.OA.2)</li> </ul>	<p><b>U5 Sessions:</b> TE: 116-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-143 SAB: 39-40, 42-44, 46-47, 49</p>
<ul style="list-style-type: none"> <li>apply multiplication and division (products or dividends 0-100) 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) (CCGPS) (3MA_A2012-3/MCC3.OA.3)</li> </ul>	<p><b>U5 Sessions:</b> TE: 24-27, 28-33, 34-38, 39-42, 48-52, 53-58, 59-63, 64-70, 71-75, 76-78, 82-86, 87-91, 92-96, 97-100, 101-106, 107-110, 116-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-143 SAB: 1-6, 8-20, 22, 25, 29, 33, 35-36, 38-40, 42-44, 46-47, 49</p> <p><b>U6 Sessions:</b> TE: 78-84, 85-91, 92-96, 97-102, 103-107, 108-111, 112-115 SAB: 43-51, 56-57, 64, 71-72</p> <p><b>U7 Sessions:</b> TE: 24, 60</p> <p><b>U8 Session:</b> SAB: 55</p>
<ul style="list-style-type: none"> <li>use a symbol to represent an unknown and determine the value of the unknown in a multiplication or division equation relating three whole numbers (CCGPS) (3MA_A2012-4/MCC3.OA.4)</li> </ul>	<p><b>U5 Sessions:</b> TE: 34-38, 39-42, 76-78, 116-120, 121-124, 125-128, 129-132, 133-136, 137-140 SAB: 1-6, 8-20, 22, 25, 29, 33, 35-36, 38-40, 42-44, 46-47, 49</p> <p><b>U5 ICCG:</b> TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C</p>

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**U7** Finding Fair Shares

**U8** How Many Hundreds? How Many Miles?

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<ul style="list-style-type: none"> <li>apply commutative, associative, and distributive properties as strategies to multiply and divide [e.g., If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known (commutative property of multiplication); <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math> (associative property of multiplication), knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, then one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math> (distributive property)] (CCGPS) (3MA_A2012-5/MCC3.OA.5)</li> </ul>	<p><b>U5 Sessions:</b> TE: 39-42, 53-58, 59-63, 64-70, 71-75, 76-78, 82-86, 87-91, 92-96, 97-100, 101-106, 107-110</p> <p><b>U5 ICCG:</b> TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C</p> <p><b>U6 Sessions:</b> TE: 78-84, 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 43-51, 56-57, 64, 71-72</p> <p><b>U7 Sessions:</b> TE: 29, 80</p>
<ul style="list-style-type: none"> <li>explain the relationship between multiplication and division to understand division as an unknown-factor problem (CCGPS) (3MA_A2012-6/MCC3.OA.6)</li> </ul>	<p><b>U5 Sessions:</b> TE: 116-120, 121-124, 125-128, 129-132, 133-136, 137-140 SAB: 38-40, 42-44, 46-47, 49</p>
<ul style="list-style-type: none"> <li>multiply and divide fluently (using products and dividends 0-100) using strategies such as the relationship between multiplication and division or properties of operations; know from memory all products of two one-digit numbers by the end of 3rd grade (CCGPS) (3MA_A2012-7/MCC3.OA.7)</li> </ul>	<p><b>U5 Sessions:</b> TE: 97-100, 107-110, 133-136, 137-140</p> <p><b>U5 ICCG:</b> TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C</p> <p><b>U6 Sessions:</b> TE: 78-84, 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 43-51, 56-57, 64, 71-72</p> <p><b>U7 Sessions:</b> TE: 29, 80</p> <p><b>U7 ICCG:</b> TE: CC57</p> <p><b>U8 Session:</b> TE: 40</p>

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<ul style="list-style-type: none"> <li>assess the reasonableness of answers using mental computation and estimation strategies, including rounding (CCGPS) (3MA_A2012-8/MCC3.OA.8)</li> </ul>	<p><b>U1 Sessions:</b> TE: 109-113; <i>Ten-Minute Math</i>: 116, 121, 125, 133, 139 SAB: 41-42</p> <p><b>U3 Sessions:</b> TE: 55-56, 76-78 SAB: 25-27</p> <p><b>U4 Session:</b> TE: 25-28</p> <p><b>U6 Session:</b> TE: 29</p> <p><b>U7 Session:</b> TE: 48-49</p> <p><b>U8 Sessions:</b> TE: 41-46, 73, 86, 106-108, 110-111 SAB: 30-31</p>
<ul style="list-style-type: none"> <li>solve and represent two-step word problems using the four operations, and represent with a letter standing for the unknown quantity (CCGPS) (3MA_A2012-9/MCC3.OA.8)</li> </ul>	<p><b>U8 Sessions:</b> TE: 138-141, 143-145 SAB: 61-66</p>
<ul style="list-style-type: none"> <li>identify, describe, and extend arithmetic patterns that may also occur in a table or graph (including patterns in the addition table and multiplication table) (CCGPS) (3MA_A2012-10/MCC3.OA.9)</li> </ul>	<p><b>U6 Sessions:</b> TE: 57-61, 63-66, 67-72, 80-84, 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 27, 31-41, 43-47, 49-57, 59-69, 71-72</p>
<ul style="list-style-type: none"> <li>explain patterns using properties of operations (CCGPS) (3MA_A2012-11/MCC3.OA.9)</li> </ul>	<p><b>U6 Sessions:</b> TE: 57-61, 63-66, 67-72, 80-84, 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 27, 31-41, 43-47, 49-57, 59-69, 71-72</p>
<b>B - Number and Operations in Base Ten</b>	
<ul style="list-style-type: none"> <li>use place value understanding to round whole numbers to the nearest 10 or 100 (CCGPS) (3MA_B2012-12/MCC3.NBT.1)</li> </ul>	<p><b>U3 ICCG:</b> TE: CC14-CC18 SAB: 22A-22B, 22D</p> <p><b>U4 ICCG:</b> TE: CC23</p> <p><b>U7 ICCG:</b> TE: CC57, CC62</p> <p><b>U9 Sessions:</b> TE: 19, 22, 28, 32, 37, 42, 55, 59, 68</p> <p><b>U9 ICCG:</b> TE: CC73, CC77, CC81</p>

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<ul style="list-style-type: none"> <li>add and subtract fluently within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (3MA_B2012-13/MCC3.NBT.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 26-35, 36-43, 44-51, 52-59, 60-64, 65-70, 71-75, 76-84, 85-90, 96-101, 102-108, 109-115, 116-120, 121-124, 125-132, 133-138, 139-141 SAB: 1-59</p> <p><b>U3 Sessions:</b> TE: 28-33, 34-39, 40-45, 46-50, 51-56, 57-61, 68-74, 75-79, 80-84, 85-89, 90-93, 94-98, 99-102, 108-114, 115-121, 122-127, 128-135, 136-140, 141-146, 147-151, 156-162, 163-168, 169-174, 175-181, 182-187, 188-190 SAB: 1-2, 4-83</p> <p><b>U4 Sessions:</b> TE: 22, 29, 37, 50, 88 SAB: 2, 7, 21, 22, 44, 54-55</p> <p><b>U4 ICCG:</b> TE: CC23, CC26</p> <p><b>U6 Sessions:</b> TE: 32, 39, 44, 56, 62, 67, 78, 85, 92, 97</p> <p><b>U7 Sessions:</b> TE: 24, 29, 36, 60, 69, 74, 80</p> <p><b>U7 ICCG:</b> TE: CC57, CC62</p> <p><b>U8 Sessions:</b> TE: 28-35, 36-39, 40-46, 47-54, 55-60, 62-63, 64-71, 72-78, 79-84, 85-90, 91-95, 102-108, 109-115, 116-122, 123-127, 128-131, 132-136, 137-141, 142-145, 146-148</p> <p><b>U9 Sessions:</b> TE: 22, 28, 32, 37, 42, 50, 55, 59 SAB: 1-2, 9-10, 16-17, 19, 21-22, 24, 27-28,</p> <p><b>U9 ICCG:</b> TE: CC72-CC76, CC77-CC80, CC81-CC84 SAB: 36, 39, 41</p>
<ul style="list-style-type: none"> <li>model and explain the effect on the product when multiplying by multiples of 10 (in the range of 10-90) using strategies based on place value and properties of operations (CCGPS) (3MA_B2012-14/MCC3.NBT.3)</li> </ul>	<p><b>U5 ICCG:</b> TE: CC47-CC51 SAB: 39A-39C</p>

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<b>C - Number and Operations: Fractions</b>	
<ul style="list-style-type: none"> <li>model and explain that the fraction <math>a/b</math> represents a equal sized parts of <math>1/b</math> when a whole is divided into <math>b</math> equal sized parts (CCGPS) (3MA_C2012-15/MCC3.NF.1)</li> </ul>	<p><b>U7 Sessions:</b> TE: 24-28, 29-35, 36-42, 60-68, 69-73 SAB: 1-2, 5, 7, 10, 18, 21</p>
<ul style="list-style-type: none"> <li>model and explain that a fraction <math>1/b</math> is the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts (CCGPS) (3MA_C2012-16/MCC3.NF.1)</li> </ul>	<p><b>U7 Sessions:</b> TE: 24-28, 29-35, 36-42, 60-68, 69-73 SAB: 1-2, 5, 7, 10, 18, 21</p>
<ul style="list-style-type: none"> <li>recognize a fraction as a number on the number line; represent fractions on a number line diagram (CCGPS) (3MA_C2012-17/MCC3.NF.2)</li> </ul>	<p><b>U7 ICCG:</b> TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<ul style="list-style-type: none"> <li>represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into "<math>b</math>" equal parts; recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line (CCGPS) (3MA_C2012-18/MCC3.NF.2_a)</li> </ul>	<p><b>U7 ICCG:</b> TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<ul style="list-style-type: none"> <li>represent a fraction <math>a/b</math> on a number line diagram by marking off "<math>a</math>" lengths <math>1/b</math> from 0 and recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line (CCGPS) (3MA_C2012-19/MCC3.NF.2_b)</li> </ul>	<p><b>U7 ICCG:</b> TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<ul style="list-style-type: none"> <li>explain equivalence of fractions in special cases and compare fractions by reasoning about their size (CCGPS) (3MA_C2012-20/MCC3.NF.3)</li> </ul>	<p><b>U7 Sessions:</b> TE: 24-28, 29-35, 36-42, 43-46, 47-52, 53-56, 60-68, 69-73, 74-79, 80-86, 90-95, 96-102, 103-105, 106-108 SAB: 1-2, 5, 7, 10-11, 17, 21, 27, 32, 37</p> <p><b>U7 ICCG:</b> TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>

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<ul style="list-style-type: none"> <li>recognize two fractions as equivalent (equal) if they are the same size or the same point on a number line (CCGPS) (3MA_C2012-21/MCC3.NF.3_a)</li> </ul>	<p><b>U7 Sessions:</b> TE: 24-28, 29-35, 36-42, 43-46, 47-52, 53-56, 60-68, 69-73, 74-79, 80-86, 90-95, 96-102, 103-105, 106-108 SAB: 1-2, 5, 7, 10-11, 17, 21, 27, 32, 37</p> <p><b>U7 ICCG:</b> TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<ul style="list-style-type: none"> <li>recognize and generate simple equivalent fractions (e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>); explain why the fractions are equivalent by using a visual fraction model (CCGPS) (3MA_C2012-22/MCC3.NF.3_b)</li> </ul>	<p><b>U7 Sessions:</b> TE: 50-51, 61-68, 70-73, 76-79, 81-86, 113-114 (<i>Teacher Note</i>) SAB: 18, 23</p>
<ul style="list-style-type: none"> <li>express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram) (CCGPS) (3MA_C2012-23/MCC3.NF.3_c)</li> </ul>	<p><b>U7 Sessions:</b> TE: 36-42, 60-68, 69-73, 74-79, 80-86, 106-108 SAB: 1-2, 5, 7, 10-11, 17, 21, 27, 32, 37</p> <p><b>U7 ICCG:</b> TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<ul style="list-style-type: none"> <li>compare two fractions with the same numerator or the same denominator by reasoning about their size; recognize that comparisons are valid only when the two fractions refer to the same whole and record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions (e.g., by using a visual fraction model) (CCGPS) (3MA_C2012-24/MCC3.NF.3_d)</li> </ul>	<p><b>U7 Sessions:</b> TE: 29-35, 36-42</p> <p><b>U7 ICCG:</b> TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<b>D - Measurement and Data</b>	
<ul style="list-style-type: none"> <li>determine elapsed time by solving word problems involving addition and subtraction of time intervals in minutes (CCGPS) (3MA_D2012-25/MCC3.MD.1)</li> </ul>	<p>For related content, please see:</p> <p><b>U3 Sessions:</b> TE: 113-114; <i>Ten-Minute Math</i>: 115, 122, 128, 136, 141, 147, 156, 163, 169, 175, 182, 188</p> <p><b>U3 ICCG:</b> TE: CC14-CC16</p> <p><b>U5 Sessions:</b> TE: 24, 28, 34, 39, 82, 87, 92, 116, 121, 125, 133, 137</p> <p><b>U5 ICCG:</b> TE: CC32</p> <p><b>U7 Sessions:</b> TE: 43, 47, 53, 90, 96, 103, 106</p>

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**Curriculum Units Grade 3**

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**A Correlation of *Investigations, Common Core Edition*, ©2012  
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<b>Gwinnett County Academic Knowledge and Skills Grade 3 Mathematics</b>	<b>Investigations in Number, Data, and Space Common Core, ©2012</b>
<ul style="list-style-type: none"> <li>tell and write time to the nearest minute (CCGPS) (3MA_D2012-26/MCC3.MD.1)</li> </ul>	<p><b>U3 Sessions:</b> TE: 113-114; <i>Ten-Minute Math</i>: 115, 122, 128, 136, 141, 147, 156, 163, 169, 175, 182, 188</p> <p><b>U3 ICCG:</b> TE: CC14-CC16</p> <p><b>U5 Sessions:</b> TE: 24, 28, 34, 39, 82, 87, 92, 116, 121, 125, 133, 137</p> <p><b>U5 ICCG:</b> TE: CC32</p> <p><b>U7 Sessions:</b> TE: 43, 47, 53, 90, 96, 103, 106</p>
<ul style="list-style-type: none"> <li>estimate and measure liquid volumes and masses of objects to include the metric units grams, kilograms, liters and the customary units ounces, cups, pints, quarts, and gallons (CCGPS) (3MA_D2012-27/MCC3.MD.2)</li> </ul>	<p><b>U9 ICCG:</b> TE: CC72-CC76, CC77-CC80, CC81-CC84 SAB: 35-42</p>
<ul style="list-style-type: none"> <li>add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (CCGPS) (3MA_D2012-28/MCC3.MD.2)</li> </ul>	<p><b>U9 ICCG:</b> TE: CC72-CC76, CC77-CC80, CC81-CC84 SAB: 35-42</p>
<ul style="list-style-type: none"> <li>draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets) (CCGPS) (3MA_D2012-29/MCC3.MD.3)</li> </ul>	<p><b>U2 Sessions:</b> TE: 33-39, 40-48, 49-54, 55-61, 62-67, 68-72, 73-76, 82-88, 89-96, 154-156 SAB: 7, 13, 17, 19, 57</p> <p><b>U2 ICCG:</b> TE: CC5-CC9 SAB: 31A-31C</p>
<ul style="list-style-type: none"> <li>generate measurement data by measuring lengths to the nearest quarter inch, half inch and millimeter in addition to the previously learned inch, foot, yard, centimeter and meter (CCGPS) (3MA_D2012-30/MCC3.MD.4)</li> </ul>	<p><b>U2 Sessions:</b> TE: 124-131, 132-140, 141-147, 148-153 SAB: 44-46, 48, 49-52</p>
<ul style="list-style-type: none"> <li>create line plots showing measurement data where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters (CCGPS) (3MA_D2012-31/MCC3.MD.4)</li> </ul>	<p><b>U2 Sessions:</b> TE: 130-131, 146-147, 150-151 SAB: 45</p>

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<ul style="list-style-type: none"> <li>recognize area as an attribute of plane figures and understand concepts of area measurement (CCGPS) (3MA_D2012-32/MCC3.MD.5)</li> </ul>	<p><b>U4 Sessions:</b> TE: 68-73, 74-80, 81-87, 88-93, 94-97, 134-136</p>
<ul style="list-style-type: none"> <li>use words, pictures and/or numbers to show that “unit square” is a square with a side length of 1 unit, has an area of one square unit, and can be used to measure area of plane figures (CCGPS) (3MA_D2012-33/MCC3.MD.5_a)</li> </ul>	<p><b>U4 Sessions:</b> TE: 68-73, 74-80, 81-87, 88-93, 94-97, 134-136</p>
<ul style="list-style-type: none"> <li>demonstrate that a plane figure which can be covered without gaps or overlaps by “n” unit squares is said to have an area of “n” square units (CCGPS) (3MA_D2012-34/MCC3.MD.5_b)</li> </ul>	<p><b>U4 Sessions:</b> TE: 68-73, 74-80, 81-87, 88-93, 94-97, 134-136 SAB: 25-26, 27-30, 34 <b>U4 ICCG:</b> TE: CC24-CC26 SAB: 33A-33E</p>
<ul style="list-style-type: none"> <li>measure areas using unit squares by counting, adding, tiling and multiplying with models in square centimeter, square meter, square inch, and square foot (CCGPS) (3MA_D2012-35/MCC3.MD.6)</li> </ul>	<p><b>U4 Sessions:</b> TE: 68-73, 74-80, 81-87, 88-93, 94-97, 134-136 SAB: 25-26, 27-30, 34 <b>U4 ICCG:</b> TE: CC24-CC26 SAB: 33A-33E</p>
<ul style="list-style-type: none"> <li>relate area to the operations of multiplication and addition (CCGPS) (3MA_D2012-36/MCC3.MD.7)</li> </ul>	<p><b>U4 Session:</b> 74-79 SAB: 25-26 <b>U4 ICCG:</b> TE: CC24-CC26 SAB: 33A-33E <b>U5 Sessions:</b> TE: 82-86, 87-91, 92-96, 97-100 SAB: 29, 33 <b>U5 ICCG:</b> TE: CC32-CC36, CC37-CC39 SAB: 35A</p>
<ul style="list-style-type: none"> <li>find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths (CCGPS) (3MA_D2012-37/MCC3.MD.7_a)</li> </ul>	<p><b>U4 Session:</b> 74-79 SAB: 25-26 <b>U4 ICCG:</b> TE: CC24-CC26 SAB: 33A-33E <b>U5 Sessions:</b> TE: 82-86, 87-91, 92-96, 97-100 SAB: 29, 33 <b>U5 ICCG:</b> TE: CC32-CC36, CC37-CC39 SAB: 35A</p>

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<ul style="list-style-type: none"> <li>multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning (CCGPS) (3MA_D2012-38/MCC3.MD.7_b)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC24-CC26 SAB: 33A-33E</p> <p><b>U5 Sessions:</b> TE: 82-86, 87-91, 92-96, 97-100 SAB: 29, 33</p> <p><b>U5 ICCG:</b> TE: CC32-CC36, CC37-CC39 SAB: 35A</p>
<ul style="list-style-type: none"> <li>use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>; use area models to represent the distributive property in mathematical reasoning (CCGPS) (3MA_D2012-39/MCC3.MD.7_c)</li> </ul>	<p><b>U5 ICCG:</b> TE: CC32-CC36, CC37-CC39 SAB: 35A</p>
<ul style="list-style-type: none"> <li>recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems (CCGPS) (3MA_D2012-40/MCC3.MD.7_d)</li> </ul>	<p><b>U4 Sessions:</b> TE: 74-79, 81-87, 88-93 SAB: 25-26, 28-30, 34</p> <p><b>U4 ICCG:</b> TE: CC24-CC26 SAB: 33A-33E</p> <p><b>U5 ICCG:</b> TE: CC32-CC36, CC37-CC39 SAB: 35A</p>
<ul style="list-style-type: none"> <li>solve real-world problems involving the perimeters of polygons including finding the perimeter given the side lengths and finding an unknown side length (CCGPS) (3MA_D2012-41/MCC3.MD.8)</li> </ul>	<p><b>U4 Sessions:</b> TE: 22-28, 29-36, 37-44, 45-49, 50-55 SAB: 3, 5-6, 8-13, 17</p> <p><b>U4 ICCG:</b> TE: CC26-CC27 SAB: 33D-33E</p>
<b>E - Geometry</b>	
<ul style="list-style-type: none"> <li>identify, draw, examine, and classify quadrilaterals (including rhombuses, rectangles, squares, parallelograms, and trapezoids) (CCGPS) (3MA_E2012-42/MCC3.G.1)</li> </ul>	<p><b>U4 Sessions:</b> TE: 116-122, 124-125, 130 SAB: 45-46, 48</p>
<ul style="list-style-type: none"> <li>compare and contrast the attributes of quadrilaterals, and categorize quadrilaterals based on shared attributes (CCGPS) (3MA_E2012-43/MCC3.G.1)</li> </ul>	<p><b>U4 Sessions:</b> TE: 116-122, 124-125, 130 SAB: 45-46, 48</p>
<ul style="list-style-type: none"> <li>partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole (CCGPS) (3MA_E2012-44/MCC3.G.2)</li> </ul>	<p><b>U7 Sessions:</b> TE: 24-28, 29-35, 36-42, 43-46, 47-52, 53-56, 60-68, 69-73, 74-79, 80-86, 90-95, 96-102, 103-105, 106-108 SAB: 1-2, 5, 7, 10-11, 17, 21, 27, 32, 37</p>

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<b>A - Operations and Algebraic Thinking</b>	
<ul style="list-style-type: none"> <li>explain a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations (e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5) (CCGPS) (4MA_A2012-1/MCC4.OA.1)</li> </ul>	<p><b>U1 Sessions:</b> TE: 70-71, 88-95, 96-104, 105-111</p> <p><b>U1 ICCG:</b> TE: CC3-CC7 SAB: 15A-15B</p> <p><b>U3 Sessions:</b> TE: 106-107, 111-115, 116-120, 124-128, 129-135, 136-143, 144-147 SAB: 5, 7, 8, 11, 14, 15, 18, 25-26</p>
<ul style="list-style-type: none"> <li>solve multiplication and division word problems involving multiplicative comparison using drawings and equations (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison) (CCGPS) (4MA_A2012-2/MCC4.OA.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 96-104, 105-111 SAB: 14</p> <p><b>U1 ICCG:</b> TE: CC3-CC7 SAB: 15A-15B</p> <p><b>U3 Sessions:</b> TE: 32-33, 61-63, 74, 81 SAB: 1-3, 6, 12, 15, 16-17, 21-26, 28, 30, 33-34, 39, 41, 45, 48, 51, 52, 55-56, 63, 65</p>
<ul style="list-style-type: none"> <li>solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted and with a letter standing for the unknown quantity (CCGPS) (4MA_A2012-3/MCC4.OA.3)</li> </ul>	<p><b>U1 ICCG:</b> TE: CC3-CC7 SAB: 15A-15B</p> <p><b>U5 Session:</b> TE: 160-161</p> <p><b>U8 ICCG:</b> TE: CC85-CC89, CC90-CC94 SAB: 31A-31B, 51A-51C</p>
<ul style="list-style-type: none"> <li>determine the reasonableness of answers using mental computation and estimation strategies, including rounding, when using the four operations (CCGPS) (4MA_A2012-4/MCC4.OA.3)</li> </ul>	<p><b>U1 ICCG:</b> TE: CC3-CC7 SAB: 15A-15B</p> <p><b>U4 Sessions:</b> TE: 23, 24-27, 34-35, 37-38, 42, 48, 150 (<i>Teacher Note</i>)</p> <p><b>U6 Session:</b> TE: 125-126</p> <p><b>U8 Sessions:</b> TE: 27-30, 33-34, 131</p> <p><b>U8 ICCG:</b> TE: CC85-CC89, CC90-CC94 SAB: 31A-31B, 51A-51C</p> <p><b>U9 Sessions:</b> TE: 20, 30, 43, 46, 54, 68, 76, 84, 97, 105, 119, 124 (<i>Ten-Minute Math</i>)</p>

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**Curriculum Units Grade 4**

**U1** Factors, Multiples, and Arrays

**U2** Describing the Shape of the Data

**U3** Multiple Towers and Division Stories

**U4** Size, Shape, and Symmetry

**U5** Landmarks and Large Numbers

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<ul style="list-style-type: none"> <li>explain the different meanings of the remainder in division problems (CCGPS) (4MA_A2012-5/MCC4.OA.3)</li> </ul>	<p><b>U1 ICCG:</b> TE: CC3-CC7 SAB: 15A-15B</p> <p><b>U3 Sessions:</b> TE: 68-71, 73, 83, 162, 180-181 (<i>Dialogue Box</i>) SAB: 21-22, 30</p> <p><b>U8 Sessions:</b> TE: 96-97, 125 (<i>Teacher Note</i>)</p> <p><b>U8 ICCG:</b> TE: CC85-CC89, CC90-CC94 SAB: 31A-31B, 51A-51C</p>
<ul style="list-style-type: none"> <li>determine multiples and factors for whole numbers 1-100 (CCGPS) (4MA_A2012-6/MCC4.OA.4)</li> </ul>	<p><b>U1 Sessions:</b> TE: 27, 33-37, 41, 69-72, 77-78, 90-95, 97-104, 106-111 SAB: 27-29, 33-34, 36-40, 42</p> <p><b>U3 Sessions:</b> TE: 82-83, 97-98, 137-140</p> <p><b>U8 Sessions :</b> TE: 30, 70, 94-95, 100-101, 103-105 SAB: 41-43, 49</p>
<ul style="list-style-type: none"> <li>determine whether a given whole number in the range 1-100 is prime or composite (CCGPS) (4MA_A2012-7/MCC4.OA.4)</li> </ul>	<p><b>U1 Sessions:</b> TE: 40, 103 (<i>Math Note</i>)</p>
<ul style="list-style-type: none"> <li>investigate, represent, and generate number or shape patterns to describe given rules and solve problems (CCGPS) (4MA_A2012-8/MCC4.OA.5)</li> </ul>	<p><b>U8 Sessions:</b> TE: 45-52, 53-58, 78-81, 82-84, 93-98, 99-101, 102-105, 106-109, 11-111</p> <p><b>U9 Sessions:</b> TE: 46-53, 54-60, 61-67, 68-75, 76-83, 84-90, 91-96, 97-102, 124-128, 129-131 SAB: 13, 17-18, 20-23, 25-28, 30, 3336, 39, 43-46, 56</p>
<b>B - Number and Operations in Base Ten</b>	
<ul style="list-style-type: none"> <li>explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right (e.g., recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division) (CCGPS) (4MA_B2012-9/MCC4.NBT.1)</li> </ul>	<p><b>U5 Sessions:</b> TE: 28-32, 100-106, 107-111 SAB: 2, 39</p> <p><b>U5 ICCG:</b> TE: CC35-CC39 SAB: 51A</p>

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<ul style="list-style-type: none"> <li>read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form for places from hundredths through millions (CCGPS) (4MA_B2012-10/MCC4.NBT.2)</li> </ul>	<p><b>U5 Sessions:</b> TE: 28-32, 33-36, 37-44, 45-50, 51-54, 100-106, 107-111, 112-116, 117-121, 123-125, 144-149 SAB: 1-2, 4-7, 9-10, 36-37, 39-41, 45-48, 65-66</p> <p><b>U5 ICCG:</b> TE: CC30-CC34, CC35-CC39 SAB: 13A-13B, 51A</p> <p><b>U6 Sessions:</b> TE: <i>Ten-Minute Math</i>: 24, 32, 37, 41, 47, 52, 58</p> <p><b>U7 ICCG:</b> TE: CC73, CC78</p>
<ul style="list-style-type: none"> <li>compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results for comparisons (CCGPS) (4MA_B2012-11/MCC4.NBT.2)</li> </ul>	<p><b>U5 ICCG:</b> TE: CC30-CC34, CC35-CC39 SAB: 13A-13B, 51A</p> <p><b>U7 ICCG:</b> TE: CC73, CC78</p>
<ul style="list-style-type: none"> <li>use place value understanding to round whole numbers to any place using tools such as a number line and/or charts (CCGPS) (4MA_B2012-12/MCC4.NBT.3)</li> </ul>	<p><b>U5 ICCG:</b> TE: CC30-CC34, CC35-CC39 SAB: 13A-13B, 51A</p>
<ul style="list-style-type: none"> <li>add and subtract multi-digit whole numbers fluently using the standard algorithm (CCGPS) (4MA_B2012-13/MCC4.NBT.4)</li> </ul>	<p><b>U1 Sessions:</b> TE: 26, 32, 38, 42, 47, 58 SAB: 5, 10, 13, 15, 20, 23, 25, 30, 41</p> <p><b>U1 ICCG:</b> TE: CC3</p> <p><b>U2 Sessions:</b> TE: 22-24, 30, 36, 56, 62, 71, 75, 81, 94, 101, 117</p> <p><b>U4 Sessions:</b> TE: 22, 28, 33, 37-39, 41, 47, 88, 94, 102, 135, 141, 146</p> <p><b>U4 ICCG:</b> TE: CC16, CC21</p> <p><b>U5 Sessions:</b> TE: 45-50, 55-56, 60-65, 66-71, 72-78, 79-85, 86-90, 91-93, 122-125, 132-137, 138-143, 144-149, 150-154, 155-158, 159-162, 163-165 SAB: 4, 7, 9-14, 18-19, 21-23, 25-26, 28-30, 32-33, 36-37, 42, 48-56, 59, 61-69</p> <p><b>U5 ICCG:</b> TE: CC40-CC45 SAB: 62A-62B, 62D</p>

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Gwinnett County Academic Knowledge and Skills Grade 4 Mathematics	Investigations in Number, Data, and Space Common Core, ©2012
<ul style="list-style-type: none"> <li>illustrate and explain multiplication calculations by using equations, rectangular arrays, and/or area models (CCGPS) (4MA_B2012-14/MCC4.NBT.5)</li> </ul>	<p><b>U3 Sessions:</b> TE: 28-33, 34-41, 42-45, 46-50, 51-54, 84-87, 96-104, 105-110, 111-115, 116-120, 124-128, 129-135, 136-143, 144-147, 148-150 SAB: 1-8, 11-15, 18-19, 37-65</p> <p><b>U8 Sessions:</b> TE: 32-38, 39-44, 45-52, 53-58, 62-67, 68-73, 74-77, 78-81, 82-84, 88-92, 102-105, 106-109, 110-111 SAB: 2-3, 5-9, 11-15, 17-27, 29-32, 40</p> <p><b>U8 ICCG:</b> TE: CC85-CC89 SAB: 31A-31C</p> <p><b>U9 Sessions:</b> TE: <i>Ten-Minute Math</i>: 46, 68, 76, 84, 119, 124</p>
<ul style="list-style-type: none"> <li>multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations (CCGPS) (4MA_B2012-15/MCC4.NBT.5)</li> </ul>	<p><b>U3 Sessions:</b> TE: 28-33, 34-41, 42-45, 46-50, 51-54, 84-87, 96-104, 105-110, 111-115, 116-120, 124-128, 129-135, 136-143, 144-147, 148-150 SAB: 1-8, 11-15, 18-19, 37-65</p> <p><b>U8 Sessions:</b> TE: 32-38, 39-44, 45-52, 53-58, 62-67, 68-73, 74-77, 78-81, 82-84, 88-92, 102-105, 106-109, 110-111 SAB: 2-3, 5-9, 11-15, 17-27, 29-32, 40</p> <p><b>U8 ICCG:</b> TE: CC85-CC89 SAB: 31A-31C</p> <p><b>U9 Sessions:</b> TE: <i>Ten-Minute Math</i>: 46, 68, 76, 84, 119, 124</p>
<ul style="list-style-type: none"> <li>illustrate and explain division calculations by using equations, rectangular arrays, and/or area models (CCGPS) (4MA_B2012-16/MCC4.NBT.6)</li> </ul>	<p><b>U3 Sessions:</b> TE: 60-64, 65-71, 72-76, 77-83, 84-87, 88-91 SAB: 16-17, 21-26, 28-36</p> <p><b>U8 Sessions:</b> TE: 88-92, 93-98, 99-101, 102-105, 106-109, 110-111 SAB: 37-39, 44-45, 47-48, 51-55</p> <p><b>U8 ICCG:</b> TE: CC90-CC94 SAB: 51A-51C</p> <p><b>U9 Sessions:</b> TE: 46, 68, 76, 84, 119, 124</p>

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**Curriculum Units Grade 4**

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**U3** Multiple Towers and Division Stories

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**U7** Moving Between Solids and Silhouettes

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Gwinnett County Academic Knowledge and Skills Grade 4 Mathematics	Investigations in Number, Data, and Space Common Core, ©2012
<ul style="list-style-type: none"> <li>calculate whole number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division (CCGPS) (4MA_B2012-17/MCC4.NBT.6)</li> </ul>	<p><b>U3 Sessions:</b> TE: 60-64, 65-71, 72-76, 77-83, 84-87, 88-91 SAB: 16-17, 21-26, 28-36</p> <p><b>U8 Sessions:</b> TE: 88-92, 93-98, 99-101, 102-105, 106-109, 110-111 SAB: 37-39, 44-45, 47-48, 51-55</p> <p><b>U8 ICCG:</b> TE: CC90-CC94 SAB: 51A-51C</p> <p><b>U9 Sessions:</b> TE: 46, 68, 76, 84, 119, 124</p>
<b>C - Number and Operations: Fractions</b>	
<ul style="list-style-type: none"> <li>explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a/n \times b)</math> by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions (CCGPS) (4MA_C2012-18/MCC4.NF.1)</li> </ul>	<p><b>U6 Sessions:</b> TE: 24-31, 47-51, 68-73, 74-77, 78-82, 88-93, 94-97 SAB: 3, 5, 10-11, 18, 24-25, 33</p>
<ul style="list-style-type: none"> <li>compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math> (CCGPS) (4MA_C2012-19/MCC4.NF.2)</li> </ul>	<p><b>U6 Sessions:</b> TE: 68-73, 74-77, 78-82, 83-87, 88-93, 94-97 SAB: 33, 35, 38, 39, 41</p>
<ul style="list-style-type: none"> <li>use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math> to compare fractions and justify the conclusions by using a visual fraction model (CCGPS) (4MA_C2012-20/MCC4.NF.2)</li> </ul>	<p><b>U6 Sessions:</b> TE: 68-73, 74-77, 78-82, 83-87, 88-93, 94-97 SAB: 33, 35, 38, 39, 41</p>
<ul style="list-style-type: none"> <li>recognize that a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math> (CCGPS) (4MA_C2012-21/MCC4.NF.3)</li> </ul>	<p><b>U6 Sessions:</b> TE: 24-31, 32-36, 48-49, 52-57 SAB: 19-22</p>
<ul style="list-style-type: none"> <li>model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole (CCGPS) (4MA_C2012-22/MCC4.NF.3_a)</li> </ul>	<p><b>U6 Sessions:</b> TE: 24-31, 32-36, 47-51, 52-57, 58-62, 88-93 SAB: 19-22</p> <p><b>U6 ICCG:</b> TE: CC48-CC51 SAB: 26A-26B</p>

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<ul style="list-style-type: none"> <li>decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., <math>3/8 = 1/8 + 1/8 + 1/8</math>; <math>3/8 = 1/8 + 2/8</math>; <math>2\ 1/8 = 1 + 1 + 1/8</math>; <math>8/8 = 7/8 + 1/8</math>) (CCGPS) (4MA_C2012-23/MCC4.NF.3_b)</li> </ul>	<p><b>U6 Sessions:</b> TE: 24-31, 32-36, 48-49, 52-57 SAB: 19-22</p>
<ul style="list-style-type: none"> <li>add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction) (CCGPS) (4MA_C2012-24/MCC4.NF.3_c)</li> </ul>	<p><b>U6 ICCG:</b> TE: CC52-CC56 SAB: 44A-44C</p>
<ul style="list-style-type: none"> <li>solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem (CCGPS) (4MA_C2012-25/MCC4.NF.3_d)</li> </ul>	<p><b>U6 Sessions:</b> TE: 24-31, 32-36, 48-49, 52-57 SAB: 19-22 <b>U6 ICCG:</b> TE: CC48-CC51, CC52-CC56 SAB: 26A-26B, 44A-44C</p>
<ul style="list-style-type: none"> <li>apply and extend previous understanding of multiplication to multiply a fraction by a whole number (CCGPS) (4MA_C2012-26/MCC4.NF.4)</li> </ul>	<p><b>U6 ICCG:</b> TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J</p>
<ul style="list-style-type: none"> <li>recognize a fraction <math>a/b</math> as a multiple of <math>1/b</math> [e.g., use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>] (CCGPS) (4MA_C2012-27/MCC4.NF.4_a)</li> </ul>	<p><b>U6 ICCG:</b> TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J</p>
<ul style="list-style-type: none"> <li>understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number [e.g., use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>; (In general, <math>n \times (a/b) = (n \times a)/b</math>] (CCGPS) (4MA_C2012-28/MCC4.NF.4_b)</li> </ul>	<p><b>U6 ICCG:</b> TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J</p>

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<ul style="list-style-type: none"> <li>solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat <math>\frac{3}{8}</math> of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?)</li> <li>(CCGPS) (4MA_C2012-29/MCC4.NF.4_c)</li> </ul>	<p><b>U6 ICCG:</b> TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J</p>
<ul style="list-style-type: none"> <li>express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 (e.g., express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math> and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>) (CCGPS) (4MA_C2012-30/MCC4.NF.5)</li> </ul>	<p><b>U6 Sessions:</b> TE: 104-110, 116-119</p>
<ul style="list-style-type: none"> <li>use decimal notation for fractions with denominators 10 or 100 (e.g., rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram) (CCGPS) (4MA_C2012-31/MCC4.NF.6)</li> </ul>	<p><b>U6 Sessions:</b> TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J</p>
<ul style="list-style-type: none"> <li>read, write, order, and compare place value of decimals to hundredths, using <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>, by reasoning about their size and justify the conclusions using a visual model (CCGPS) (4MA_C2012-32/MCC4.NF.7)</li> </ul>	<p><b>U6 Sessions:</b> TE: 104-110, 111-115, 116-119, 120-126, 127-131, 132-134, 135-137 <b>U7 Sessions:</b> TE: 76, 81</p>
<b>D - Measurement and Data</b>	
<ul style="list-style-type: none"> <li>compare one unit to another within a single system of linear measurement and record measurement equivalents in a two-column table, including kilometer, meter, centimeter, yard, foot, inch. (e.g., 1 foot is 12 times as long as 1 inch; express the length of a 4-foot snake as 48 inches.) (CCGPS) (4MA_D2012-33/MCC4.MD.1)</li> </ul>	<p><b>U4 Sessions:</b> TE: 22-27, 28-32, 33-40, 41-46, 47-49 SAB: 1-2, 4, 6, 7-8, 10-14 <b>U7 ICCG:</b> TE: CC73-CC77, CC78-CC81 SAB: 52A-52G <b>U9 Sessions:</b> TE: 106-113, 119-123</p>
<ul style="list-style-type: none"> <li>compare one unit to another within a single system of capacity measurement and record measurement equivalents in a two-column table, including liter, milliliter, cup, pint, quart, gallon (CCGPS) (4MA_D2012-34/MCC4.MD.1)</li> </ul>	<p><b>U7 ICCG:</b> TE: CC73-CC77, CC78-CC81 SAB: 52A-52G</p>

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<ul style="list-style-type: none"> <li>compare one unit to another within a single system of weight measurement and record measurement equivalents in a two-column table, including gram, kilogram, pound, and ounce (CCGPS) (4MA_D2012-35/MCC4.MD.1)</li> </ul>	<p><b>U7 ICCG:</b> TE: CC73-CC77, CC78-CC81 SAB: 52A-52G</p>
<ul style="list-style-type: none"> <li>solve word problems by applying the four operations to problems involving whole number, decimal and fractional distances, intervals of time, liquid volumes, masses of objects, and money (CCGPS) (4MA_D2012-36/MCC4.MD.2)</li> </ul>	<p><b>U1 ICCG:</b> TE: CC3-CC7 SAB: 15A-15B <b>U4 Sessions:</b> TE: 33-40, 41-46, 47-49 SAB: 10 <b>U5 Sessions:</b> TE: 45-50, 55-56, 60-65, 66-71, 72-78, 79-85, 86-90, 91-93, 122-125, 132-137, 138-143, 144-149, 150-154, 155-158, 159-162, 163-165 SAB: 4, 7, 9-14, 18-19, 21-23, 25-26, 28-30, 32-33, 36-37, 42, 48-56, 59, 61-69 <b>U5 ICCG:</b> TE: CC40-CC45 SAB: 62A-62B, 62D <b>U6 Sessions:</b> TE: 104-110, 120-126, 127-131, 132-134 SAB: 52-53, 58-59 <b>U7 ICCG:</b> TE: CC78-CC81; SAB: 52D-52F <b>U8 Sessions:</b> TE: 62-67, 88-92, 106-109 <b>U8 ICCG:</b> TE: CC85-CC89, CC90-CC94</p>
<ul style="list-style-type: none"> <li>represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale (CCGPS) (4MA_D2012-37/MCC4.MD.2)</li> </ul>	<p><b>U1 ICCG:</b> TE: CC3-CC7 SAB: 15A-15B <b>U5 Sessions:</b> TE: 48-49, 134 <b>U5 ICCG:</b> TE: CC40-CC45 SAB: 62A-62B, 62D <b>U7 ICCG:</b> TE: CC78-CC81; SAB: 52D-52F <b>U8 ICCG:</b> TE: CC85-CC89, CC90-CC94</p>
<ul style="list-style-type: none"> <li>apply the area and perimeter formulas for rectangles in real-world and mathematical problems (CCGPS) (4MA_D2012-38/MCC4.MD.3)</li> </ul>	<p><b>U4 Sessions:</b> TE: 22-27, 33-40, 41-46, 47-50, 66-73, 112-115, 116-120, 121-126, 127-134, 135-140, 141-145, 146-148 SAB: 7-8, 52, 56, 63-64</p>

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<ul style="list-style-type: none"> <li>solve problems involving addition and subtraction of fractions by using information presented in line plots (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection) (CCGPS) (4MA_D2012-39/MCC4.MD.4)</li> </ul>	<p><b>U1 Sessions:</b> TE: 26-27, 33, 77-78, 82-85 SAB: 6, 17, 25-26, 31, 45</p> <p><b>U6 ICCG:</b> TE: CC52-CC56 SAB: 44A-44C</p>
<b>E - Geometry</b>	
<ul style="list-style-type: none"> <li>recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement (CCGPS) (4MA_E2012-40/MCC4.MD.5)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC18-CC19, CC21-CC25 SAB: 22B, 51A-51C</p>
<ul style="list-style-type: none"> <li>recognize that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle; an angle that turns through <math>\frac{1}{360}</math> of a circle is called a "one-degree angle," and can be used to measure angles (CCGPS) (4MA_E2012-41/MCC4.MD.5_a)</li> </ul>	<p><b>U4 Sessions:</b> TE: 88-93, 94-101, 102-108 SAB: 38-43</p> <p><b>U4 ICCG:</b> TE: CC16-CC20, CC21-CC25 SAB: 22B, 51B-51C</p>
<ul style="list-style-type: none"> <li>recognize that an angle that turns through "n" one-degree angles is said to have an angle measure of "n" degrees (CCGPS) (4MA_E2012-42/MCC4.MD.5_b)</li> </ul>	<p><b>U4 Sessions:</b> TE: 88-93, 94-101, 102-108 SAB: 38-43</p> <p><b>U4 ICCG:</b> TE: CC21-CC25 SAB: 51B-51C</p>
<ul style="list-style-type: none"> <li>measure and draw angles using tools such as a protractor or angle ruler (CCGPS) (4MA_E2012-43/MCC4.MD.6)</li> </ul>	<p><b>U4 Sessions:</b> TE: 88-93, 94-101, 102-108 SAB: 38-43</p> <p><b>U4 ICCG:</b> TE: CC21-CC25</p>
<ul style="list-style-type: none"> <li>model and explain angle measure as additive (e.g., when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts) (CCGPS) (4MA_E2012-44/MCC4.MD.7)</li> </ul>	<p><b>U4 Sessions:</b> TE: 88-93, 94-101, 102-108 SAB: 38-43</p>

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<ul style="list-style-type: none"> <li>solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems by using an equation with a symbol for the unknown angle measure (CCGPS) (4MA_E2012-45/MCC4.MD.7)</li> </ul>	<p><b>U4 Sessions:</b> TE: 88-93, 94-101, 102-108 SAB: 38-43</p>
<ul style="list-style-type: none"> <li>draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures (CCGPS) (4MA_E2012-46/MCC4.G.1)</li> </ul>	<p><b>U4 Sessions:</b> TE: 54-59, 60-65, 66-73, 74-79, 80-83, 146-148 <b>U4 ICCG:</b> TE: CC16-CC20, CC21-CC25</p>
<ul style="list-style-type: none"> <li>examine and compare angles in order to classify and identify two-dimensional figures by their angles to include right triangles (CCGPS) (4MA_E2012-47/MCC4.G.2)</li> </ul>	<p><b>U4 Sessions:</b> TE: 88-93, 94-101, 102-108 <b>U4 ICCG:</b> TE: CC16-CC20</p>
<ul style="list-style-type: none"> <li>classify two-dimensional figures based on the presence or absence of parallel or perpendicular line segments, or the presence or absence of angles of a specified size (CCGPS) (4MA_E2012-48/MCC4.G.2)</li> </ul>	<p><b>U4 Sessions:</b> TE: 54-59, 60-65, 66-73, 74-79, 88-93, 94-101, 102-108, 112-114 <b>U4 ICCG:</b> TE: CC16-CC20</p>
<ul style="list-style-type: none"> <li>identify and draw lines of symmetry for two-dimensional figures (CCGPS) (4MA_E2012-49/MCC4.G.3)</li> </ul>	<p><b>U4 Sessions:</b> TE: 112-115, 116-120, 121-126, 127-134, 141-145 SAB: 54, 57</p>

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Gwinnett County Academic Knowledge and Skills Grade 5 Mathematics	Investigations in Number, Data, and Space Common Core, ©2012
<b>A - Operations and Algebraic Thinking</b>	
<ul style="list-style-type: none"> <li>use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols (CCGPS) (5MA_A2012-1/MCC5.OA.1)</li> </ul>	<p><b>U1 Sessions:</b> TE: 30-31, 48-51, 61-64, 70-76</p> <p><b>U1 ICCG:</b> TE: CC5-CC9 SAB: 35A-35C</p> <p><b>U2 ICCG:</b> TE: CC14, CC19</p> <p><b>U6 ICCG:</b> TE: CC142, CC147</p> <p><b>U8 Sessions:</b> TE: 75-81, 82-87</p>
<ul style="list-style-type: none"> <li>write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them [e.g., express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>] and recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product (CCGPS) (5MA_A2012-2/MCC5.OA.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 28-35, 36-40, 41-47, 48-51, 52-56, 57-60, 61-64 SAB: 3, 7, 23</p> <p><b>U1 ICCG:</b> TE: CC4-CC9</p> <p><b>U7 Sessions:</b> TE: 26-31, 32-36, 37-40, 41-44 SAB: 2-3, 11</p> <p><b>U8 Sessions:</b> TE: 66-74, 75-81, 82-88, 89-96, 97-101, 102-106</p>
<ul style="list-style-type: none"> <li>form and graph ordered pairs of corresponding terms for numerical patterns (e.g., given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence) (CCGPS) (5MA_A2012-3/MCC5.OA.3)</li> </ul>	<p><b>U8 Sessions:</b> TE: 26-32, 33-40, 41-48, 49-55, 56-60, 82-88, 89-96, 97-101, 102-106, 107-110, 111-114 SAB: 1-2, 6-7, 9-11, 13, 15-16, 18-20, 22-26, 29-36, 39-44, 47-51, 53-54, 57-65</p>
<b>B - Number and Operations in Base Ten</b>	
<ul style="list-style-type: none"> <li>recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left (CCGPS) (5MA_B2012-4/MCC5.NBT.1)</li> </ul>	<p><b>U3 Sessions:</b> TE: 26-31, 32-35, 36-42, 43-50, 51-54, 88-92, 93-96, 110-112</p> <p><b>U6 Sessions:</b> TE: 24-30, 32-36</p> <p><b>U6 ICCG:</b> TE: CC144-CC146, CC148-CC150 SAB: 87-93</p>

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**U5** Measuring Polygons

**ICCG** Investigations and the Common Core State Standards Guide

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**U7** How Many People? How Many Teams?

**U8** Growth Patterns

**U9** How Long Can You Stand on One Foot?

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<ul style="list-style-type: none"> <li>explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number exponents to denote powers of 10 (CCGPS) (5MA_B2012-5/MCC5.NBT.2)</li> </ul>	<p><b>U1 Sessions:</b> TE: 85-90, 91-96, 97-99, 120-125, 126-130</p> <p><b>U6 ICCG:</b> TE: CC103-CC108, CC124-CC129 SAB: 67-68, 79-81</p>
<ul style="list-style-type: none"> <li>read, write, order, and compare place value of decimals to thousandths using base ten numerals, number names, and expanded form [e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>] (CCGPS) (5MA_B2012-6/MCC5.NBT.3/MCC5.NBT.3_a)</li> </ul>	<p><b>U6 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-48, 49-55, 79-80, 86-91, 92-96, 97-101, 102-106, 107-111, 112-114, 115-116, 117-119</p> <p><b>U6 ICCG:</b> TE: CC103-CC108, CC109-CC114, CC115-CC118, CC119-CC123</p> <p><b>U8 Sessions:</b> TE: 41, 49, 66, 75, 102</p>
<ul style="list-style-type: none"> <li>compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons (CCGPS) (5MA_B2012-7/MCC5.NBT.3_b)</li> </ul>	<p><b>U6 Sessions:</b> TE: 24-30, 31-36, 37-42, 43-48, 49-55, 56-58, 73-78, 79-80, 86-91, 92-96, 97-101, 102-106, 107-111, 112-114, 115-116, 117-119</p> <p>SAB: 17, 22, 25-27, 29-30, 44, 47, 58-61, 66</p>
<ul style="list-style-type: none"> <li>round decimals to any place using tools such as a number line and/or charts (CCGPS) (5MA_B2012-8/MCC5.NBT.4)</li> </ul>	<p><b>U6 ICCG:</b> TE: CC92-CC96, CC103, CC109, CC115, CC119 SAB: 23A-23B</p>
<ul style="list-style-type: none"> <li>multiply multi-digit whole numbers fluently using the standard algorithm (CCGPS) (5MA_B2012-9/MCC5.NBT.5)</li> </ul>	<p><b>U1 Sessions:</b> TE: 28-35, 36-40, 41-47, 48-51, 52-56, 57-60, 61-64, 70-76, 77-84, 85-90, 91-96, 97-99, 100-104, 105-107, 120-125, 151-152 SAB: 9-10, 12-17, 19-29, 31-42, 44, 57, 58</p> <p><b>U2 Sessions:</b> TE: 41-47, 48-53, 54-57, 64-70, 71-76 SAB: 3, 5, 8, 10-17, 19-21, 23-28, 31-37, 43, 48</p> <p><b>U3 Sessions:</b> TE: 51, 58, 64, 69, 88, 97, 105</p> <p><b>U6 Sessions:</b> TE: 49, 56, 73</p> <p><b>U7 Sessions:</b> TE: 48-52, 53-57, 58-61, 62-64, 68-74, 75-78, 79-84, 85-89, 90-92, 93-95, 102-105, 106-109, 110-113, 114-116 SAB: 13-14, 16-19, 21-26, 28, 42, 45-46, 54-55, 62, 64, 66-67, 69</p> <p><b>U9 Sessions:</b> TE: 35, 41</p> <p><b>U9 ICCG:</b> TE: CC160, CC165</p>

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<ul style="list-style-type: none"> <li>solve problems involving division of up to four-digit whole number dividends by a one- or two-digit whole number divisor using strategies based on place value, properties and/or relationship between multiplication and division, including problems that generate a remainder (CCGPS) (5MA_B2012-10/MCC5.NBT.6)</li> </ul>	<p><b>U1 Sessions:</b> TE: 114-119, 120-125, 126-1130, 131-135, 136-140, 141-146, 147-150 SAB: 47-56, 59-71</p> <p><b>U2 Session:</b> TE: 77 (<i>Ten-Minute Math</i>) SAB: 29, 32-33, 44</p> <p><b>U3 Sessions:</b> TE: <i>Ten-Minute Math</i>: 51, 58, 64, 69, 88, 97, 105</p> <p><b>U6 Sessions:</b> TE: <i>Ten-Minute Math</i>: 59, 66</p> <p><b>U7 Sessions:</b> TE: 68-74, 75-78, 79-84, 85-89, 90-92, 93-95, 102-105, 106-109, 110-113, 114-116 SAB: 28-31, 33, 35, 37-43, 45-55, 57-67, 69-71</p> <p><b>U9 Sessions:</b> TE: <i>Ten-Minute Math</i>: 35, 41</p> <p><b>U9 ICCG:</b> TE: CC160, CC165</p>
<ul style="list-style-type: none"> <li>illustrate and explain division calculations by using equations, rectangular arrays, and/or area models (CCGPS) (5MA_B2012-11/MCC5.NBT.6)</li> </ul>	<p><b>U1 Sessions:</b> TE: 114-119, 120-125, 126-1130, 131-135, 136-140, 141-146, 147-150 SAB: 47-56, 59-71</p> <p><b>U2 Session:</b> TE: 77 (<i>Ten-Minute Math</i>) SAB: 29, 32-33, 44</p> <p><b>U3 Sessions:</b> TE: <i>Ten-Minute Math</i>: 51, 58, 64, 69, 88, 97, 105</p> <p><b>U6 Sessions:</b> TE: <i>Ten-Minute Math</i>: 59, 66</p> <p><b>U7 Sessions:</b> TE: 68-74, 75-78, 79-84, 85-89, 90-92, 93-95, 102-105, 106-109, 110-113, 114-116 SAB: 28-31, 33, 35, 37-43, 45-55, 57-67, 69-71</p> <p><b>U9 Sessions:</b> TE: <i>Ten-Minute Math</i>: 35, 41</p> <p><b>U9 ICCG:</b> TE: CC160, CC165</p>
<ul style="list-style-type: none"> <li>add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (5MA_B2012-12/MCC5.NBT.7)</li> </ul>	<p><b>U6 Sessions:</b> TE: 86-91, 93-96, 97-101, 102-106, 107-111, 112-114, 115-116, 117-119 SAB: 49-50, 52-55, 57, 59-64</p> <p><b>U6 ICCG:</b> TE: CC103-CC108, CC109-CC114, CC115-CC118, CC119-CC123, CC124-CC129, CC130-CC135, CC136-CC141 SAB: 67-86</p>

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<b>C - Number and Operations: Fractions</b>	
<ul style="list-style-type: none"> <li>add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>) (CCGPS) (5MA_C2012-13/MCC5.NF.1)</li> </ul>	<p><b>U4 Sessions:</b> TE: 94-100, 101-106, 107-111, 112-115, 116-120, 121-127, 128-134, 135-138, 139-141, 142-144 SAB: 37-39, 45-49, 59-62, 65, 68-70</p>
<ul style="list-style-type: none"> <li>use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>) (CCGPS) (5MA_C2012-14/MCC5.NF.2)</li> </ul>	<p><b>U7 Sessions:</b> TE: <i>Ten-Minute Math</i>: 26, 32, 37, 41</p>
<ul style="list-style-type: none"> <li>solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (CCGPS) (5MA_C2012-15/MCC5.NF.2)</li> </ul>	<p><b>U4 Sessions:</b> TE: 101-106, 107-111, 121-127, 128-134, 135-138, 139-141, 142-144 SAB: 46-49, 54-55, 70</p>
<ul style="list-style-type: none"> <li>use words, pictures, and/or numbers to show that division of whole numbers can be represented as a fraction (<math>a/b = a \div b</math>) (CCGPS) (5MA_C2012-16/MCC5.NF.3)</li> </ul>	<p><b>U4 Sessions:</b> TE: 39, 47 <b>U6 Sessions:</b> TE: 59-65, 66-72, 73-78, 121-122, 125-126 SAB: 31</p>
<ul style="list-style-type: none"> <li>solve word problems, by using visual fraction models, involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., interpret <math>\frac{3}{4}</math> as the result of dividing 3 by 4 noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>) (CCGPS) (5MA_C2012-17/MCC5.NF.3)</li> </ul>	<p><b>U4 Sessions:</b> TE: 39, 47 <b>U6 Sessions:</b> TE: 59-65, 66-72, 73-78, 121-122 (<i>Teacher Note</i>), 125-126 (<i>Teacher Note</i>) SAB: 31</p>
<ul style="list-style-type: none"> <li>apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction (CCGPS) (5MA_C2012-18/MCC5.NF.4)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC29-CC34 SAB: 71-73</p>

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<ul style="list-style-type: none"> <li>interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q/b</math> (e.g., use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math> and create a story context for this equation; do the same with <math>(2/3) \times (4/5) = 8/15</math>) (CCGPS) (5MA_C2012-19/MCC5.NF.4_a)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC29-CC34, CC35-CC39, CC40-CC43, CC44-CC49, CC50-CC55, CC56-CC61, CC62-CC66 SAB: 74-92</p>
<ul style="list-style-type: none"> <li>find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths (CCGPS) (5MA_C2012-20/MCC5.NF.4_b)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC56-CC61, CC62-CC66, CC74-CC78, CC79-CC81</p>
<ul style="list-style-type: none"> <li>relate the principle of fraction equivalence, <math>a/b = (n \times a)/(n \times b)</math>, to the effect of multiplying <math>a/b</math> by 1 (CCGPS) (5MA_C2012-21/MCC5.NF.5)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC29-CC34, CC35-CC39, CC40-CC43</p>
<ul style="list-style-type: none"> <li>interpret multiplication as scaling by comparing the size of the product to the sizes of the factors without multiplying (CCGPS) (5MA_C2012-22/MCC5.NF.5_a)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC35-CC39, CC56-CC61</p>
<ul style="list-style-type: none"> <li>explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and why multiplying a given number by a fraction less than 1 results in a product smaller than the given number (CCGPS) (5MA_C2012-23/MCC5.NF.5_b)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC29-CC34, CC35-CC39, CC40-CC43</p>
<ul style="list-style-type: none"> <li>solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem (CCGPS) (5MA_C2012-24/MCC5.NF.6)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC29-CC34, CC35-CC39, CC40-CC43, CC62-CC66 <b>U9 ICCG:</b> TE: CC160-CC164, CC165-CC168</p>

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<ul style="list-style-type: none"> <li>interpret division of a unit fraction by a non-zero whole number and compute such quotients [e.g., create a story context for <math>(1/3) \div 4</math> and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>] (CCGPS) (5MA_C2012-25/MCC5.NF.7_a)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC68-CC73, CC79-CC81</p>
<ul style="list-style-type: none"> <li>interpret division of a whole number by a unit fraction and compute such quotients [e.g., create a story context for <math>4 \div (1/5)</math> and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>] (CCGPS) (5MA_C2012-26/MCC5.NF.7_b)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC74-CC78, CC79-CC81</p>
<ul style="list-style-type: none"> <li>solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions e.g., by using visual fraction models and equations to represent the problem. (For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?) (CCGPS) (5MA_C2012-27/MCC5.NF.7_c)</li> </ul>	<p><b>U4 ICCG:</b> TE: CC68-CC73, CC74-CC78, CC79-CC81 SAB: 93-99</p>
<b>D - Measurement and Data</b>	
<ul style="list-style-type: none"> <li>convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m) (5MA_D2012-28/MCC5.MD.1)</li> </ul>	<p><b>U6 ICCG:</b> TE: CC68-CC73, CC74-CC78 <b>U8 Session:</b> TE: 26-32</p>
<ul style="list-style-type: none"> <li>make a line plot to display a data set of measurements in fractions of a unit (<math>1/2</math>, <math>1/4</math>, <math>1/8</math>) and solve problems using the line plot data (CCGPS) (5MA_D2012-29/MCC5.MD.2)</li> </ul>	<p><b>U9 Sessions:</b> TE: 22-28, 29-34, 35-40, 41-45 SAB: 5, 13 <b>U9 ICCG:</b> TE: CC160-CC164, CC165-CC168 SAB: 17A-17G</p>

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<ul style="list-style-type: none"> <li>use words, pictures, or numbers to show a cubic unit is represented by a cube in which each edge has a length of one unit (CCGPS) (5MA_D2012-30/MCC5.MD.3_a)</li> </ul>	<p><b>U2 Sessions:</b> TE: 24-30, 31-35, 64-70 SAB: 4, 7-8, 10</p> <p><b>U2 ICCG:</b> TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C</p>
<ul style="list-style-type: none"> <li>apply concepts of volume measurement to explain volume as an attribute of solid figures packed without gaps or overlaps using “n” unit cubes (CCGPS) (5MA_D2012-31/MCC5.MD.3_b)</li> </ul>	<p><b>U2 Sessions:</b> TE: 24-30, 31-35, 64-70 SAB: 4, 7-8, 10</p> <p><b>U2 ICCG:</b> TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C</p>
<ul style="list-style-type: none"> <li>measure volume as cubic centimeters, cubic meters, cubic inches, cubic feet, and cubic yards (CCGPS) (5MA_D2012-32/MCC5.MD.4)</li> </ul>	<p><b>U2 Sessions:</b> TE: 24-30, 31-35, 64-70, 71-76, 77-83 SAB: 4, 7-8, 10</p> <p><b>U2 ICCG:</b> TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C</p>
<ul style="list-style-type: none"> <li>relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume (CCGPS) (5MA_D2012-33/MCC5.MD.5)</li> </ul>	<p><b>U2 ICCG:</b> TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C</p>
<ul style="list-style-type: none"> <li>find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base (CCGPS) (5MA_D2012-34/MCC5.MD.5_a)</li> </ul>	<p><b>U2 Sessions:</b> TE: 24-30, 31-35, 36-40, 41-47, 48-53, 54-57, 58-60, 64-70, 71-76, 77-82 SAB: 4, 7-8, 10</p> <p><b>U2 ICCG:</b> TE: CC19-CC22 SAB: 31B-31C</p>
<ul style="list-style-type: none"> <li>estimate, derive and apply the formula (<math>V = l \times w \times h</math> and <math>V = b \times h</math>) for the volume of a cube and a right rectangular prism using manipulatives and relate volume to the operations of multiplication and addition to solve real-world and mathematical problems (CCGPS) (5MA_D2012-35/MCC5.MD.5_b)</li> </ul>	<p><b>U2 Sessions:</b> TE: 24-30, 31-35, 64-70 SAB: 4, 7-8, 10</p> <p><b>U2 ICCG:</b> TE: CC14-CC18, CC19-CC22 SAB: 19A-19D, 31B-31C</p>

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<b>Gwinnett County Academic Knowledge and Skills Grade 5 Mathematics</b>	<b>Investigations in Number, Data, and Space Common Core, ©2012</b>
<ul style="list-style-type: none"> <li>recognize and calculate volume as additive when volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems (CCGPS) (5MA_D2012-36/MCC5.MD.5_c)</li> </ul>	<p><b>U2 ICCG:</b> TE: CC14-CC18 SAB: 19A-19D</p>
<b>E - Geometry</b>	
<ul style="list-style-type: none"> <li>create, label, and use a coordinate grid system (CCGPS) (5MA_E2012-37/MCC5.G.1)</li> </ul>	<p><b>U8 Sessions:</b> TE: 26-32, 33-40, 41-48, 49-55, 56-60, 66-74, 75-81, 82-88, 89-96, 97-101, 102-106, 107-110, 111-114 SAB: 2, 6-7, 9-11, 13, 15-16, 18-19, 32, 35, 41-42, 44, 49-51, 53-54, 59-62, 64-65</p>
<ul style="list-style-type: none"> <li>represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation (CCGPS) (5MA_E2012-38/MCC5.G.2)</li> </ul>	<p><b>U8 Sessions:</b> TE: 26-32, 33-40, 41-48, 49-55, 56-60, 82-88, 89-96, 97-101, 102-106, 107-110, 111-114 SAB: 2, 6-7, 9-11, 13, 15-16, 18-19, 32, 35, 41-42, 44, 49-51, 53-54, 59-62, 64-65</p>
<ul style="list-style-type: none"> <li>demonstrate that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (e.g., all rectangles have four right angles and squares are rectangles so all squares have four right angles) (CCGPS) (5MA_E2012-39/MCC5.G.3)</li> </ul>	<p><b>U5 Sessions:</b> TE: 24-30, 31-38, 39-44, 45-49, 50-56, 57-61, 62-64 SAB: 1-3, 5-10, 12, 13, 15, 17-18, 20-21, 23</p>
<ul style="list-style-type: none"> <li>classify two-dimensional figures in a hierarchy based on properties (CCGPS) (5MA_E2012-40/MCC5.G.4)</li> </ul>	<p><b>U5 Sessions:</b> TE: 24-30, 31-38, 39-44, 45-49, 62-64 SAB: 1-3, 5-10, 12, 13, 15, 17-18, 20-21, 23</p>
<b>TC - Number and Operations: Fractions</b>	
<ul style="list-style-type: none"> <li>explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a/n \times b)</math> by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions (CCGPS) (5MA_TC2012-41/MCC4.NF.1)</li> </ul>	<p><b>U4 Sessions:</b> TE: 47-49, 83, 96-100, 113-115, 122-126, 129-134, 136, 140, 161, 172-173</p>

**Key:** SAB-Student Activity Book, TE= Teacher Edition

**Curriculum Units Grade 5**

**U1** Number Puzzles and Multiple Towers

**U2** Prisms and Pyramids

**U3** Thousands of Miles, Thousands of Seats

**U4** What's That Portion?

**U5** Measuring Polygons

**ICCG** Investigations and the Common Core State Standards Guide

**U6** Decimals on Grids and Number Lines

**U7** How Many People? How Many Teams?

**U8** Growth Patterns

**U9** How Long Can You Stand on One Foot?

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<ul style="list-style-type: none"> <li>compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math> (CCGPS) (5MA_TC2012-42/MCC4.NF.2)</li> </ul>	<p><b>U4 Session:</b> TE: 63-70</p> <p><b>U7 Sessions:</b> TE: <i>Ten-Minute Math</i>: 26, 32, 37, 41</p>
<ul style="list-style-type: none"> <li>use the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math> to compare fractions and justify the conclusions by using a visual fraction model (CCGPS) (5MA_TC2012-43/MCC4.NF.2)</li> </ul>	<p><b>U4 Session:</b> TE: 63-70</p> <p><b>U7 Sessions:</b> TE: <i>Ten-Minute Math</i>: 26, 32, 37, 41</p>
<ul style="list-style-type: none"> <li>recognize that a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math> (CCGPS) (5MA_TC2012-44/MCC4.NF.3)</li> </ul>	<p>For related content, please see:</p> <p><b>U4 Session:</b> TE: 22-26</p>
<ul style="list-style-type: none"> <li>model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole (CCGPS) (5MA_TC2012-45/MCC4.NF.3_a)</li> </ul>	<p><b>U4 Sessions:</b> TE: 95-96, 99-100, 102-106, 108-111, 122-126, 129-134, 136-138, 140-141, 145, 160-161, 172-173</p>
<ul style="list-style-type: none"> <li>decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., <math>\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}</math>; <math>\frac{3}{8} = \frac{1}{8} + \frac{2}{8}</math>; <math>2\frac{1}{8} = 1 + 1 + \frac{1}{8}</math>; <math>\frac{8}{8} = \frac{7}{8} + \frac{1}{8}</math>) (CCGPS) (5MA_TC2012-46/MCC4.NF.3_b)</li> </ul>	<p>For related content, please see:</p> <p><b>U4 Sessions:</b> TE: 37, 45, 72, 138</p>
<ul style="list-style-type: none"> <li>add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction) (CCGPS) (5MA_TC2012-47/MCC4.NF.3_c)</li> </ul>	<p>For related content, please see:</p> <p><b>U4 Sessions:</b> TE: 119, 137-138, 140</p>
<ul style="list-style-type: none"> <li>solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators</li> </ul>	<p><b>U4 Sessions:</b> TE: 95-96, 99-100, 102-106, 108-111, 122-126, 129-134, 136-138, 140-141, 145, 160-161, 172-173</p>

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<ul style="list-style-type: none"> <li>by using visual fraction models and equations to represent the problem (CCGPS) (5MA_TC2012-48/MCC4.NF.3_d)</li> </ul>	<p><b>U4 Sessions:</b> TE: 95-96, 99-100, 102-106, 108-111, 122-126, 129-134, 136-138, 140-141, 145, 160-161, 172-173</p>
<ul style="list-style-type: none"> <li>apply and extend previous understanding of multiplication to multiply a fraction by a whole number (CCGPS) (5MA_TC2012-49/MCC4.NF.4)</li> </ul>	<p><i>Investigations Common Core</i> was written specifically to meet the Common Core State Standards for Mathematics. This standard is a Common Core State Standard Grade 4 standard. The following citations are from <i>Investigations Common Core</i> Grade 4:</p> <p><b>U6 ICCG:</b> TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J</p>
<ul style="list-style-type: none"> <li>recognize a fraction <math>a/b</math> as a multiple of <math>1/b</math> [e.g., use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>] (CCGPS) (5MA_TC2012-50/MCC4.NF.4_a)</li> </ul>	<p>For related content, please see: <b>U4 Session:</b> TE: 22-26</p>
<ul style="list-style-type: none"> <li>understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number [e.g., use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>; (In general, <math>n \times (a/b) = (n \times a)/b</math>] (CCGPS) (5MA_TC2012-51/MCC4.NF.4_b)</li> </ul>	<p><i>Investigations Common Core</i> was written specifically to meet the Common Core State Standards for Mathematics. This standard is a Common Core State Standard Grade 4 standard. The following citations are from <i>Investigations Common Core</i> Grade 4:</p> <p><b>U6 ICCG:</b> TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J</p>
<ul style="list-style-type: none"> <li>solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?) (CCGPS) (5MA_TC2012-52/MCC4.NF.4_c)</li> </ul>	<p><i>Investigations Common Core</i> was written specifically to meet the Common Core State Standards for Mathematics. This standard is a Common Core State Standard Grade 4 standard. The following citations are from <i>Investigations Common Core</i> Grade 4:</p> <p><b>U6 ICCG:</b> TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J</p>

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