





Indian River Central School

**Instructional Math Coaches:
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K- 5**



Prioritizing the NYS Math Learning Standards

- evaluated where students were in the grade level curriculum at closure
- identified focus standards, supporting standards, and additional standards
- determined focus standards that were not completed at each grade level should become priority standards
- identified “learning outcomes” for each grade level for ease in regards to teachers, parents, and students

Grade 1 Priority Standards

Operations and Algebraic Thinking

- × **NY. 1.OA** Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to taking from putting together taking apart and or comparing with unknowns in all positions

Numbers and Operations in Base 10

- × **NY-1.NBT.2a** Understand 10 can be thought of as a bundle of ten ones, called a "ten".
- × **NY-1.NBT.2c** Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine tens (and 0 ones).
- × **NY-1.NBT.6** Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Top Three Learning Outcomes for Grade 1

1. Know make 10 and take from 10 strategies
2. Fluently count within 120
3. Fluently add and subtract within 10

Summer Curriculum Work

Grade 5

Top Three Learning Outcomes for Grade 3

1. Understand what it means to multiply and divide numbers (properties) and fluently multiply and divide within 100
2. Solve two-step word problems using addition, subtraction, multiplication, and division (within 100)
3. Understand fractions as numbers (number lines)

Top Three Learning Outcomes for Grade 4

1. Fluency with place value and math properties to solve multi-digit algorithms
2. Build fractions from unit fractions, add and subtract fractions, make equivalent fractions, and multiply whole numbers by fractions.
3. Expand place value understanding to include tenths and hundredths; explore decimals as numbers and their relationship to fractions

Day 1

Counting or Fluency Activities	Model or Strategy	Assessment
<ul style="list-style-type: none">● Math Hands to 5● Show Me Fingers to 5● Finger Flash to 5● Learn to count to 5 Kindergarten math● Show numbers with cubes - up to 5 Kindergarten math● Count scattered shapes - up to 5 Kindergarten math <p>Materials:</p>	<ul style="list-style-type: none">● Two Hand Mat w/ counters● Count shapes in rows - up to 5 Kindergarten math <p>Materials:</p> <ul style="list-style-type: none">● Two Hand Mat for each student● 5 counters for each student	<ul style="list-style-type: none">● Have 1 child count to 100● Use the 2 hand mat to assess L to R orientation and correct number of manipulatives● <p>Materials:</p> <ul style="list-style-type: none">● Two Hand Mat for each student● 5 counters for each student

Grade 5:

NYLS: 4.NF.6 Use decimal notation for fractions with denominators 10 or 100.

Counting or Fluency Activities	Model or Strategy	Application Problem/Assessment
<ul style="list-style-type: none">Connecting fractions to decimalsActivity - How are decimals used in money & meaning? How many dimes are there in one dollar? How many dimes are there in \$2.20? Give additional examples. <p>Materials:</p> <ul style="list-style-type: none">Fraction and Decimals -9aDollar bill, dimes	<ul style="list-style-type: none">Decimals: Tenths & HundredthsPVC: periods colored codedWrite a number in unit form, word form, fraction form, and, decimal form <p>Materials:</p> <ul style="list-style-type: none">Decimal Forms (chart) -9bThinking About Decimals 9cLinking Fractions and Decimals -9d	<p>Day 9</p> <p>Materials:</p> <ul style="list-style-type: none">Tenths & Hundredths Chartixl: G4, Decimals expressed in wordsixl: G4, Convert fractions & mixed numbers to decimals

Reflections

