

Make sense of problems and persevere in solving them.

MP.1

I can make a plan to solve a problem and check my answer.

First, I...


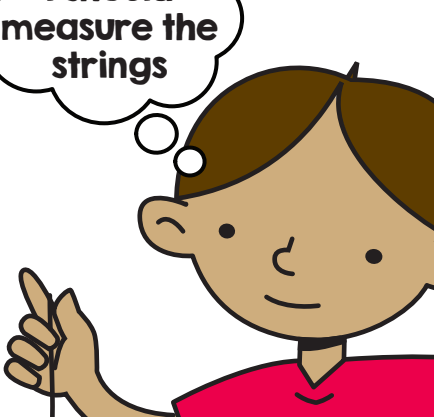


Figure out what the problem is asking.



How much longer is one string than the other?

Say it in my own words.




I should measure the strings

Think of a way to get started.

Then, I...




Keep working until I have an answer.



Try another way if I get stuck.

Finally, I...



Does my answer make sense?

Think about the problem again.



Share with a partner. If we didn't get the same answer, figure out why.



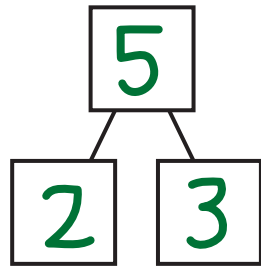
Think of another way to solve the problem.

Reason abstractly and quantitatively.

MP. 2

I can think about math problems using numbers and words.

There are 5 pencils in a box. Two were just sharpened. How many are left to sharpen?



$$5 = 2 + 3$$

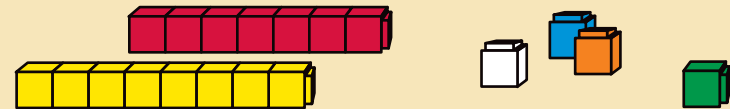


I use numbers, pictures, and symbols to show problems given in words.



Two yellow cubes plus 3 red cubes equals 5 cubes.

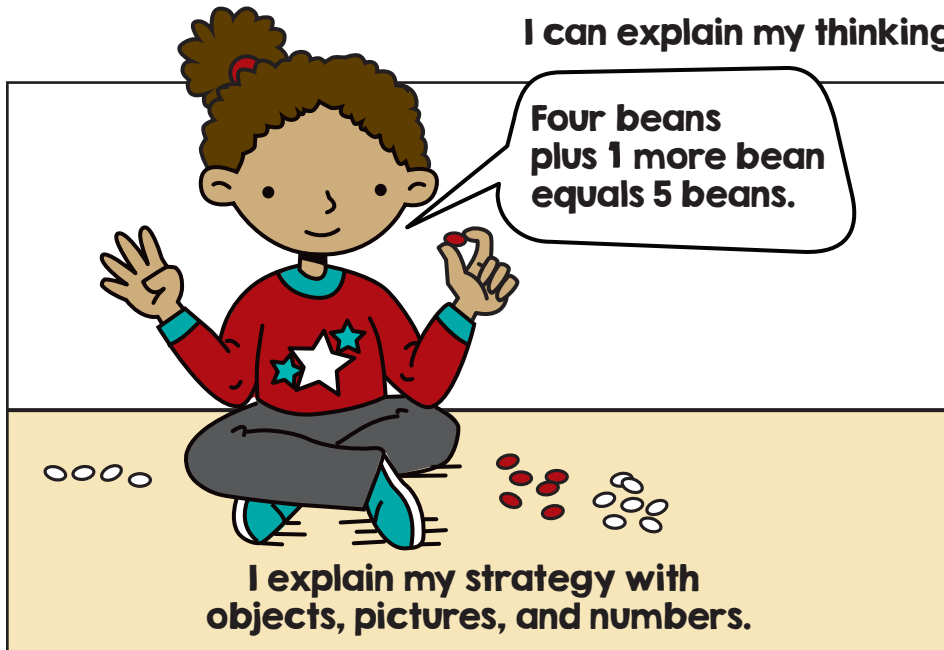
$$2 + 3 = 5$$



I use words to describe a problem given in numbers.

Construct viable arguments and critique the reasoning of others. MP.3

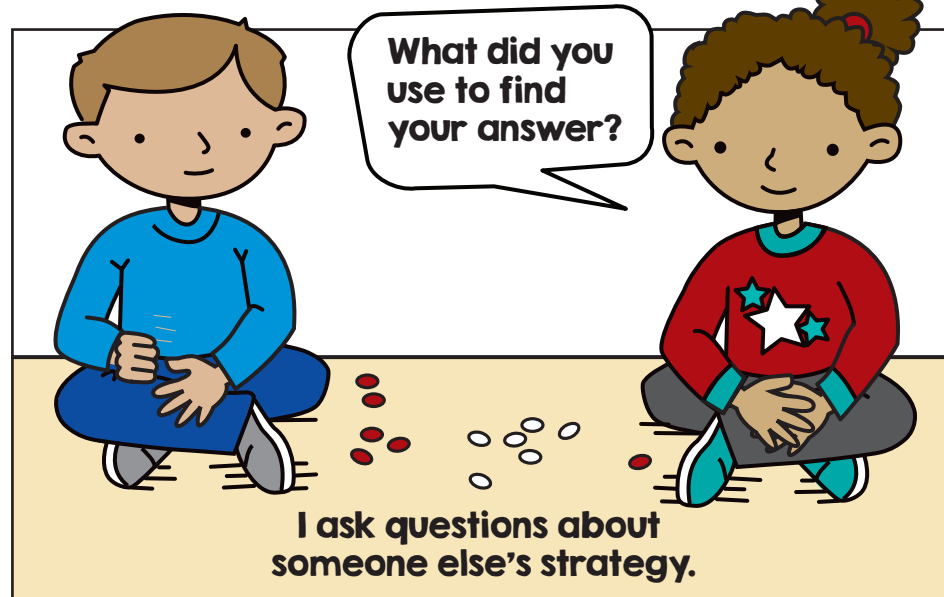
I can explain my thinking and listen to others' ideas.



Four beans plus 1 more bean equals 5 beans.

I explain my strategy with objects, pictures, and numbers.

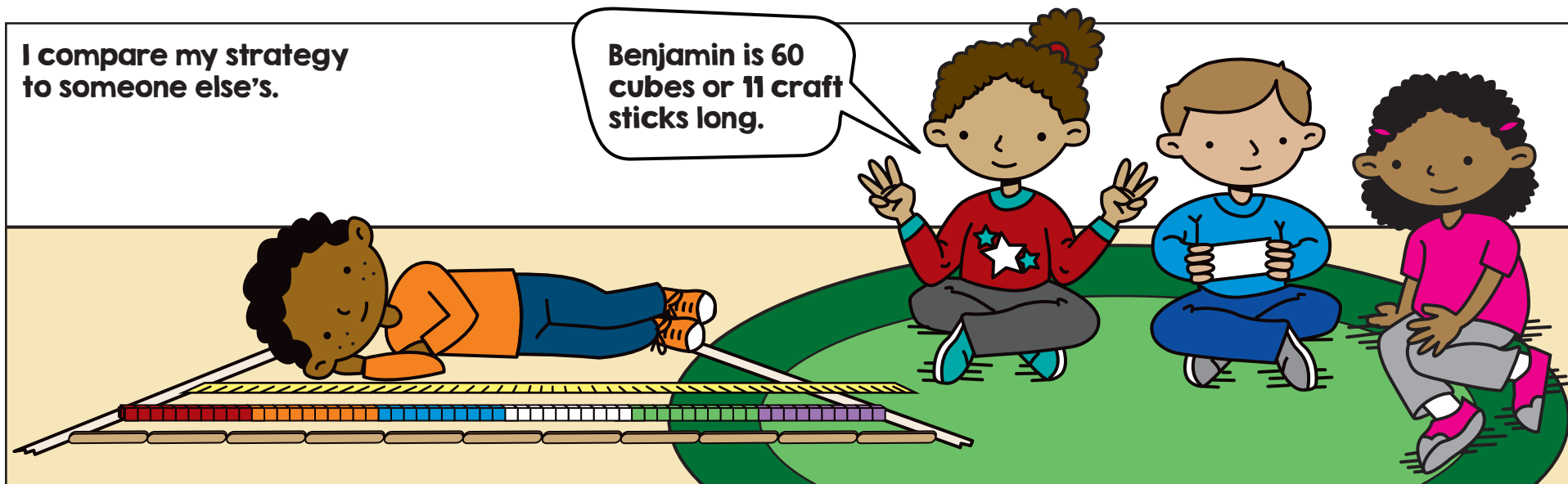
A girl with brown hair in a ponytail, wearing a red shirt with a white star and blue pants, is sitting cross-legged on a light brown floor. She is holding up four fingers on her right hand and one finger on her left hand. In front of her are several small red and white circular objects (beans) scattered on the floor. A speech bubble next to her contains the text: "Four beans plus 1 more bean equals 5 beans." Below the illustration, the text reads: "I explain my strategy with objects, pictures, and numbers."



What did you use to find your answer?

I ask questions about someone else's strategy.

A boy with brown hair, wearing a blue shirt and blue pants, is sitting cross-legged on a light brown floor. He is looking towards a girl on the right. The girl is the same girl from the previous panel, wearing a red shirt with a white star and blue pants. She is holding up four fingers on her right hand and one finger on her left hand. In front of her are several small red and white circular objects (beans) scattered on the floor. A speech bubble next to the boy contains the text: "What did you use to find your answer?" Below the illustration, the text reads: "I ask questions about someone else's strategy."



I compare my strategy to someone else's.

Benjamin is 60 cubes or 11 craft sticks long.

A girl with brown hair in a ponytail, wearing a red shirt with a white star and blue pants, is sitting cross-legged on a green circular mat. She is holding up four fingers on her right hand and one finger on her left hand. In front of her are several small red and white circular objects (beans) scattered on the floor. A speech bubble next to her contains the text: "Benjamin is 60 cubes or 11 craft sticks long." Below the illustration, the text reads: "I compare my strategy to someone else's."

A boy with brown hair, wearing a blue shirt and blue pants, is sitting cross-legged on a green circular mat. He is holding a white rectangular object (a card or paper) in front of him. A girl with dark skin and curly hair, wearing a pink shirt and grey pants, is sitting cross-legged on a green circular mat. She is holding a white rectangular object (a card or paper) in front of her. In the background, a boy with dark skin and curly hair, wearing an orange shirt and blue pants, is lying on his side on a green circular mat. He is holding a long, thin object (a craft stick) in front of him. The mat is on a light brown floor.

Model with mathematics.

MP. 4

I can see math in my own life. I can use math to ask and answer questions about the world around me.

I have 37 cents.
How much more
money do I need to
buy this mango?



I use math to figure out what I want to know.

$$4 + \underline{\quad} = 10$$

We have 4. How
many more to
make 10 in all?

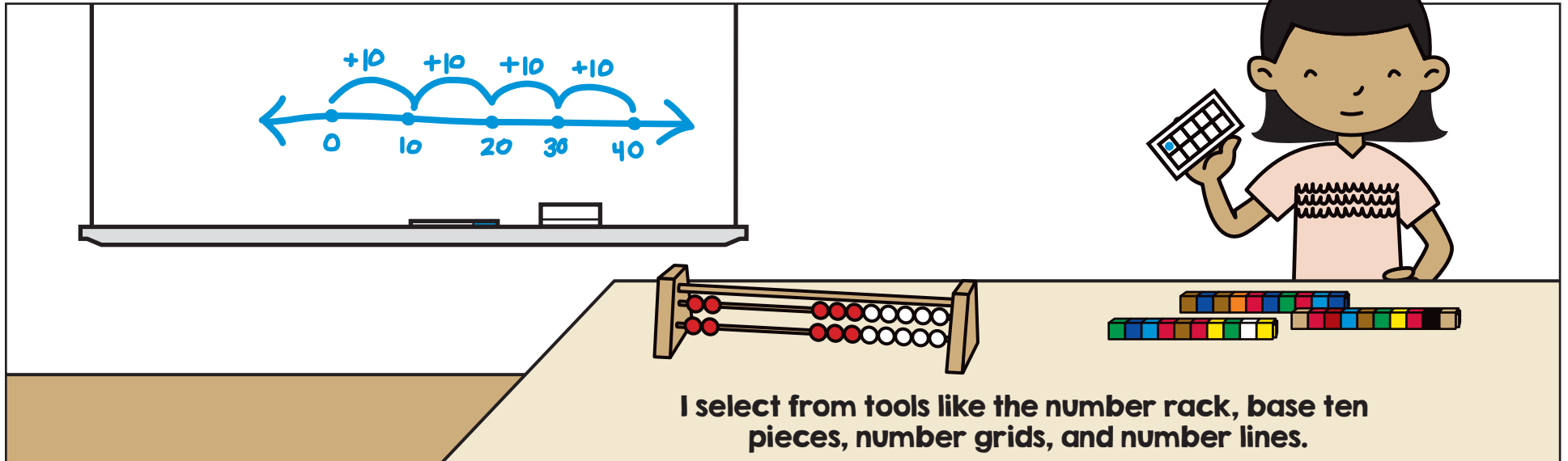


I use numbers to represent
situations and solve problems.

Use appropriate tools strategically.

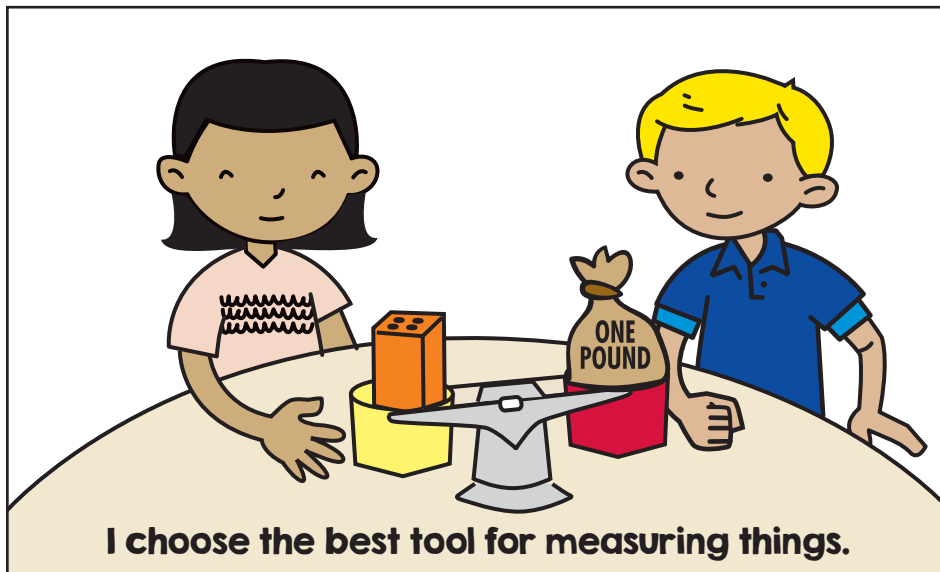
MP.5

I can use math tools, pictures, and models to help solve problems.



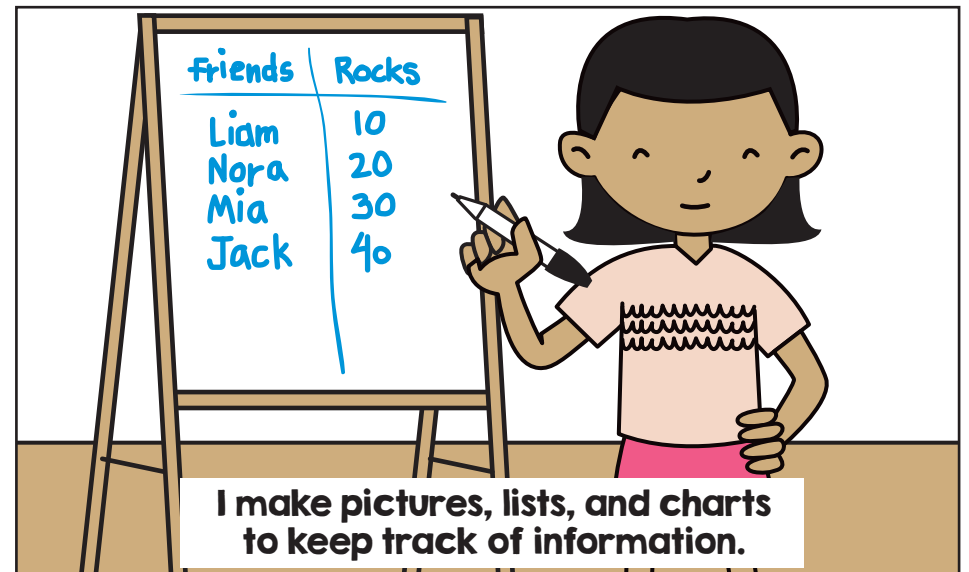
A girl is shown using various math tools. On the left, a whiteboard displays a number line from 0 to 40 with jumps of +10. In the center, there is an abacus with red and white beads. On the right, the girl is holding a ten-frame and has several base ten blocks on the table.

I select from tools like the number rack, base ten pieces, number grids, and number lines.



A girl and a boy are sitting at a table. The girl is holding a scale. On the table, there is a yellow block, a red block, and a brown bag labeled "ONE POUND".

I choose the best tool for measuring things.



A girl is standing next to a whiteboard. She is holding a marker and writing on the board. The whiteboard has a table with two columns: "Friends" and "Rocks".

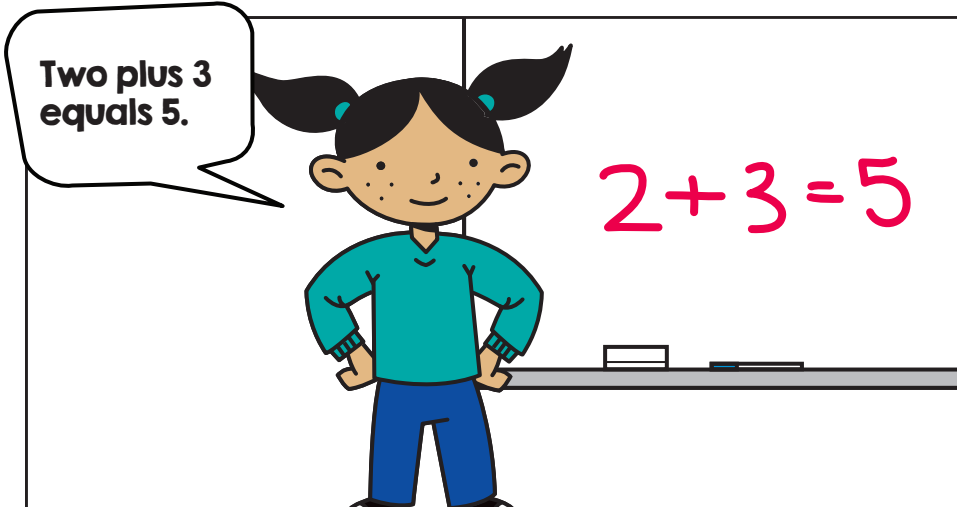
| Friends | Rocks |
|---------|-------|
| Liam | 10 |
| Nora | 20 |
| Mia | 30 |
| Jack | 40 |

I make pictures, lists, and charts to keep track of information.

Attend to precision.

MP.6

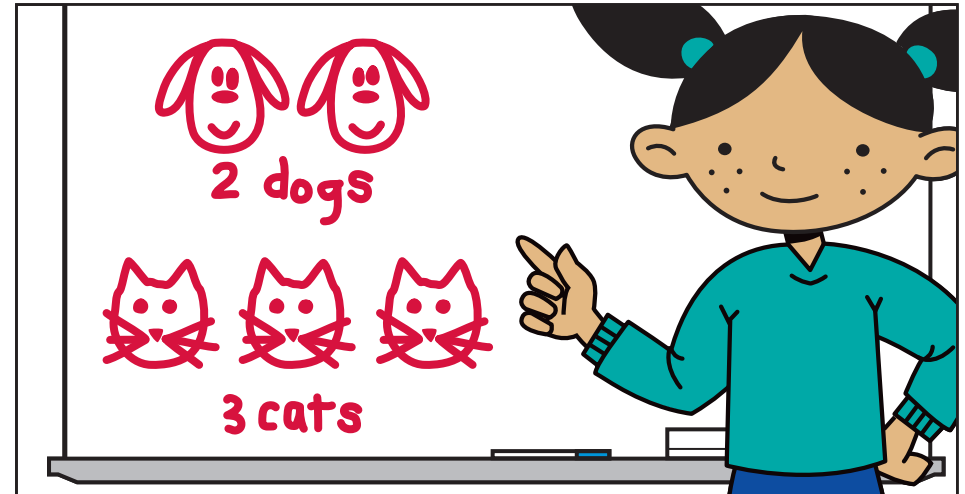
I can use math carefully and explain my ideas clearly.



Two plus 3 equals 5.

$$2 + 3 = 5$$


I use math vocabulary and symbols.



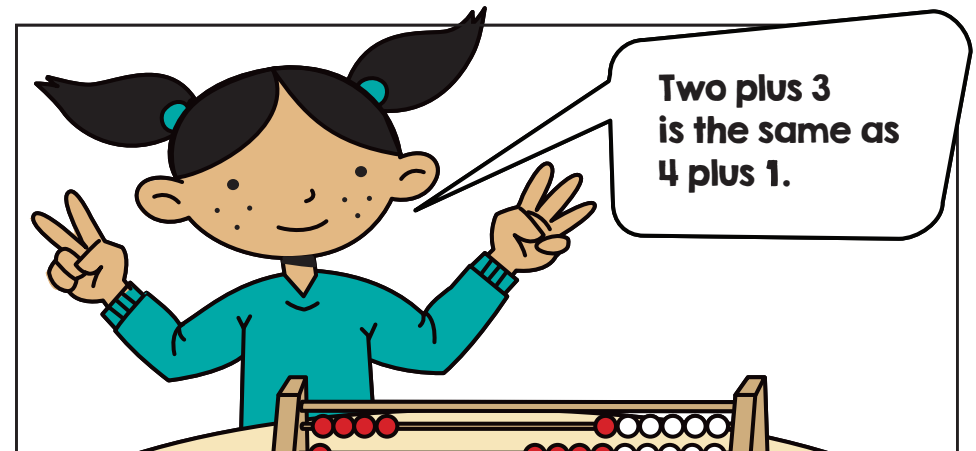
2 dogs

3 cats

I label my drawings.


$$\begin{array}{r} 2 \text{ in.} \\ + 3 \text{ in.} \\ \hline 5 \text{ in.} \end{array}$$

I include units when appropriate.



Two plus 3 is the same as 4 plus 1.

I clearly explain my strategies, thinking, and ideas.

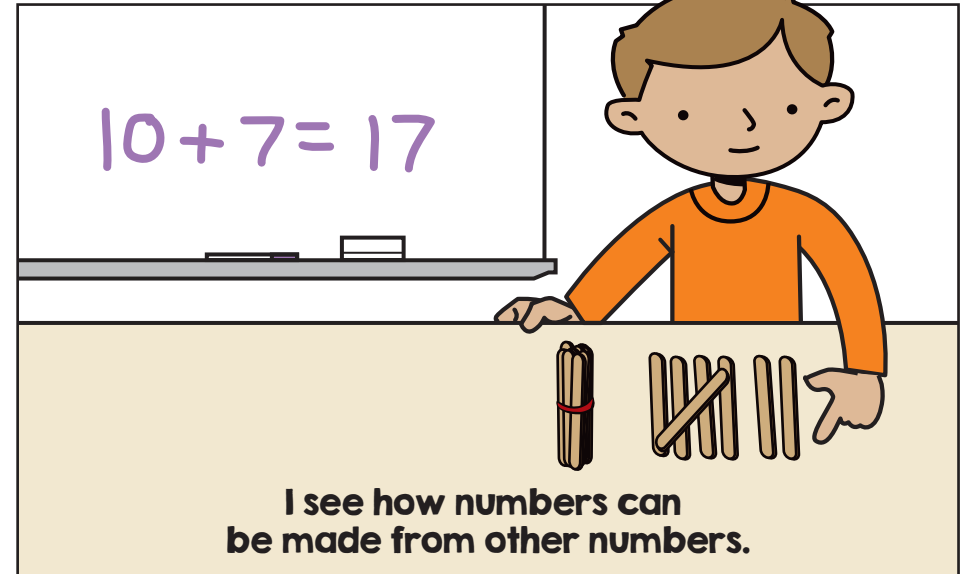
Look for and make use of structure.

MP.7

I can describe the features of an object, shape, or number. I can compare objects, shapes, and numbers.

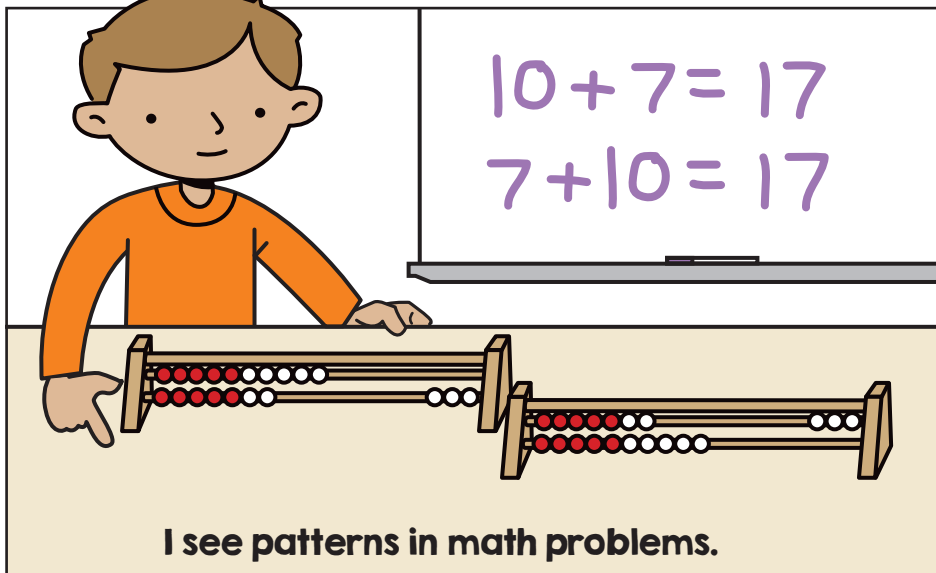


I group or sort objects and shapes by their features.



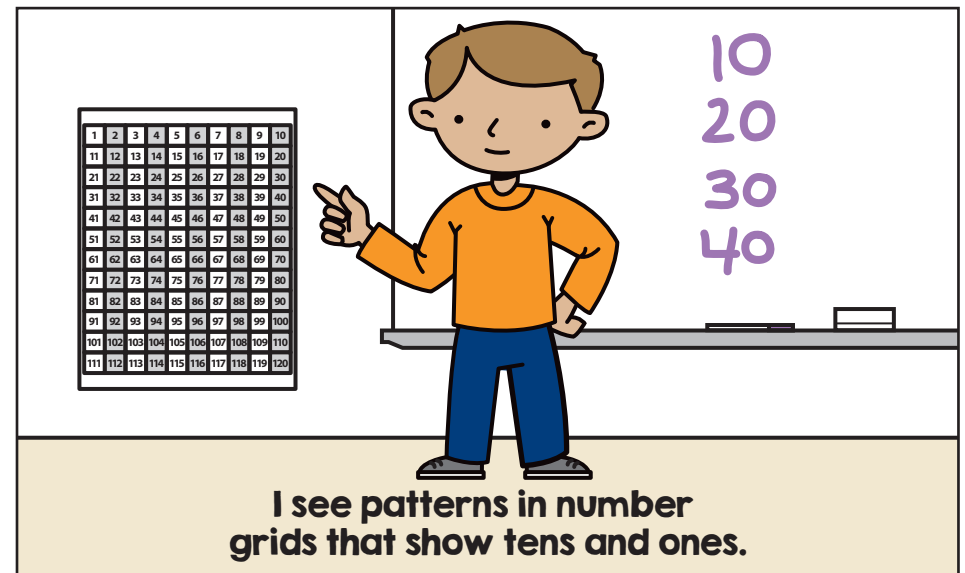
$10 + 7 = 17$

I see how numbers can be made from other numbers.



$10 + 7 = 17$
 $7 + 10 = 17$

I see patterns in math problems.



| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

10
20
30
40

I see patterns in number grids that show tens and ones.

Look for and express regularity in repeated reasoning. MP.8

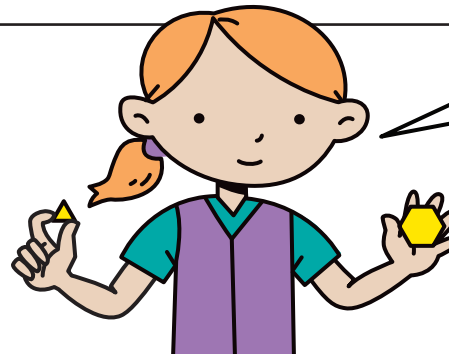
I can find patterns, and I see when calculations are repeated.

Both shapes are yellow, but one shape has more sides than the other.



I explain how shapes are similar and different.

A hexagon has 6 sides with 6 corners, and a triangle has 3 sides with 3 corners.



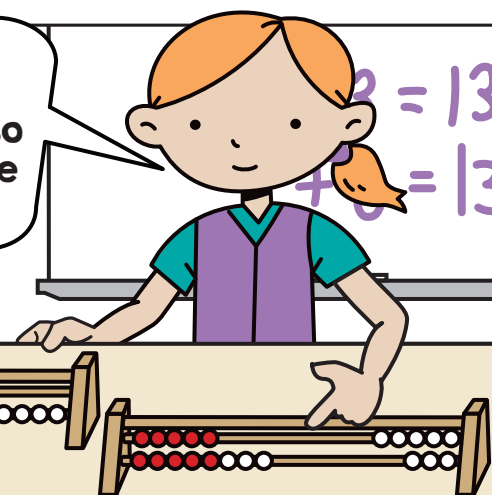
I use sides and corners to name shapes.



$$10 + 3 = 13$$
$$5 + 8 = 13$$

I use patterns in math to help solve problems.

Either way, if you make 10 first, you have 3 more to go. So these problems have the same total—13.



I see when the work I did on one problem will help me solve other problems.