

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
<h2 style="margin: 0;">Standard 1</h2> <h3 style="margin: 0;">Students will acquire number sense and perform operations with whole numbers and simple fractions</h3>		
Objective 1: Represent whole numbers in a variety of ways.		
a. Model, read, and write whole numbers up to 10,000 using base ten models, pictures, and symbols.	1, 9, 12, 19, 34, 49, 64, 67, 150 Ordinals: 3, 4, 38	
b. Write a numeral when given the number of thousands, hundreds, tens, and ones.	1, 12, 14, 27, 33, 34, 43, 49, 64, 67, 79, 90, 100, 150	
c. Write a number up to 9,999 in expanded form (e.g., 6,539 is 6 thousands, 5 hundreds, 3 tens, 9 ones or 6000+500+30+9).	1, 7, 12, 23, 43, 47, 67, 90, 100	
d. Identify the place and the value of a given digit in a four-digit numeral.	43, 47, 52, 90, 95, 100, 150 Non four-digit: 1, 7, 12, 14, 19, 23, 27, 34, 67	
e. Demonstrate multiple ways to represent numbers using models and symbolic representations (e.g., fifty is the same as two groups of 25, the number of pennies in five dimes, or 75-25).	1, 7, 9, 12, 14, 16, 19, 22, 23, 34, 44, 47, 51, 64, 67, 75, 82, 100, 102 Multiples: 111, 117, 126 Factors: 143, Prime Factors: 144	
Objective 2: Identify relationships among whole numbers.		
a. Use a variety of strategies to determine whether a number is even or odd.	31, 46, 63	35, 48, 57, 91
b. Identify the number that is ten more, ten less, 100 more, or 100 less than any whole number up to 1,000.	2, 6, 37, 44, 48 Rounding to tens or hundreds place: 75, 85, 90, 95, 115, 134	25 Other than 10 or 100: 18, 69, 81, 103, 137
c. Compare the relative size of numbers (e.g., 31 is large compared to 4, about half as big as 60, close to 27)	16, 21, 44, 82	79, 100, 117
d. Compare whole numbers up to four digits using the symbols <, >, and =.	4, 21, 38, *98	30, 91

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e. Order and compare whole numbers on a number line.	7, 13, 17, 24, 60, 90, 134 Without number line: 4, 13, 38, 53, 104 Order events: 70, 32	Without number line: 9, 65, 82, 93, 116, 123, 138, 146 Order events / people: 8, 14, 20, 27, 42, 47, 51, 53, 59, 61, 66, 67, 74, 80, 83, 88, 99, 108, 113, 118, 131, 153
Objective 3: Model and illustrate meanings of the operations of addition, subtraction, multiplication, and division and describe how they relate.		
a. Model addition and subtraction of two- and three-digit whole numbers in a variety of ways (e.g., expanded form, compensation, partial sums, regrouping).	1, 7, 8, 12, 14, 16, 17, 19, 22, 23, 24, 29, 34, 36, 39, 41, 42, 45, 47, 51, 52, 64, 67, 73, 75, 95, 100, 131, 146 Four-digit: 136	9, 12, 22, 25, 38, 39, 40, 44, 48, 54, 56, 57, 65, 79, 100, 117, 125
b. Model multiplication of a one-digit factor by a one-digit factor using various methods (e.g., repeated addition, rectangular arrays, breaking apart, manipulatives, pictures) and connect the representation to an algorithm.	39, 46, 53, 61, 68, 71, 73, 91, 95, 96, 97, 100, 117, 131, 142, 151	71, 89, 100
c. Model division as sharing equally and as repeated subtraction using various methods (e.g., rectangular arrays, manipulatives, number lines, pictorial representations).	31, 58, 59, 71, 87, 88, 93, 94, 96, 101, 102, 103, 111, 117, 118, 132, 133, 134, 142, 151, 153, 154 Basic division facts: 72, 73, 74, 81, 83, 84, 89, 94, 96, 97, 98, 99, 104, 107, 108, 113, 119, 126, 131, 136, 143, 144, 146, 151, 152, 153, 154	75
d. Demonstrate, using objects, that multiplication and division are inverse operations (e.g., $3 \times 4 = 12$; thus, $12 \div 4 = 3$ and $12 \div 3 = 4$).	71, 96, 103, 117, 118, 132, 133, 134, 142, 151, 154 Add / Subtract: 17, 24, 45	
e. Select and write an addition, subtraction, or multiplication sentence to solve a problem related to the students' environment, and write a story problem that relates to a given equation.	11, 22, 31, 32, 40, 68, 75, 83, 85, 87, 88, 96, *99, 105 , 111, 114, 115, 127, 137, 151 Deductive Reasoning: 15, 25, 82, 110, 123	5, 7, 10, 12, 18, 22, 23, 25, 26, 34, 37, 38, 43, 52, 54, 62, 64, 69, 71, 81, 96, 97, 103, 105, 106, 112, 122, 130, 135, 137, 139, 140, 143, 145, 150, 152 Activity 4, 9 Deductive Reasoning: 10, 29, 98, 112, 113, 120, 121, 127, 133, 135, 140, 142, 148, Activity 6, 11
f. Demonstrate the effect of place value when multiplying whole numbers by 10.	53, 100	

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Objective 4: Use fractions to communicate parts of the whole.		
a. Identify the denominator of a fraction as the number of equal parts in the whole region or set.	54, 66, 137, 140, 147, 148	Activity 3, 8
b. Identify the numerator of a fraction as the number of equal parts being considered.	54, 66, 82, 137, 140, 147, 148	Activity 3, 8
c. Divide regions and sets of objects into equal parts using a variety of objects, models, and illustrations.	54, 58, 59, 66, 82, 87, 88, 93, 94, 101, 109, 118, 137, 140, 147, 148	135 Activity 3, 8
d. Name and write a fraction to represent a portion of a unit whole for halves, thirds, fourths, sixths, and eighths.	54, 66, 109, 137, 140, 147, 148 Ratios: 126, 127	Activity 3, 8
e. Determine which of two fractions is greater using models or illustrations.	147, 148, 149	
Objective 5: Solve whole number problems using addition, subtraction, multiplication, and division in vertical and horizontal notation.		
a. Use a variety of methods and tools to facilitate computation (e.g., estimation, mental math strategies, paper and pencil, calculator).	1, 6, 9, 11, 12, 13, 14, 16, 17, 19, 22, 23, 24, 28, 29, 31, 33, 34, 36, 39, 41, 42, 45, 46, 47, 51, 52, 53, 57, 58, 60, 61, 64, 67, 68, 71, 73, 75, 81, 85, 87, 88, 92, 96, 97, 98, 100, 101, 102, 103, 115, 122, 131, 132, 133, 136, 142	2, 6, 11, 13, 16, 19, 21, 23, 24, 25, 28, 31, 33, 34, 36, 37, 38, 39, 40, 44, 48, 49, 52, 54, 56, 57, 62, 63, 68, 70, 73, 79, 83, 89, 91, 105, 106, 107, 114, 117, 119, 123, 124, 125, 129, 130, 134, 141, 144, 149, 152, 154
b. Find the sum of any two addends with three or fewer digits, including monetary amounts, and describe the process used.	1, 2, 3, 7, 8, 9, 11, 12, 13, 14, 16, 17, 19, 22, 24, 26, 27, 28, 29, 33, 34, 36, 38, 39, 41, 42, 44, 45, 47, 51, 52, 57, 61, 67, 73, 75, 96, 98, 131 Four-digit: 43, 100, 115	2, 6, 11, 13, 16, 19, 21, 23, 24, 25, 28, 31, 33, 34, 35, 36, 37, 38, 39, 40, 43, 44, 48, 49, 52, 54, 56, 57, 62, 63, 65, 68, 70, 73, 79, 83, 89, 91, 100, 101, 107, 110, 114, 117, 119, 123, 124, 125, 129, 130, 134, 137, 140, 141, 144, 152
c. Find the difference of two-digit whole numbers and describe the process used.	1, 7, 8, 9, 12, 14, 17, 19, 23, 24, 27, 28, 29, 31, 33, 34, 36, 38, 41, 42, 44, 45, 47, 51, 52, 57, 58, 64, 68, 69, 73, 74, 75, 79, 84, 92, 96 Four-digit: 43, 136	11, 13, 24, 31, 37, 39, 44, 63, 68, 70, 73, 79, 83, 89, 94, 101, 107, 110, 119, 124, 125, 129, 138, 141, 143, 144, 146, 149, 154
d. Find the products for multiplication facts through ten times ten and describe the process used.	39, 41, 42, 44, 46, 47, 48, 49, 51, 52, 53, 57, 58, 59, 61, 64, 67, 68, 69, 71, 73, 74, 75, 76, 79, 81, 82, 83, 84, 86, 92, 96, 97, 99, 100, 107, 113, 117, 119, 124, 131, 136, 142, 143, 151	70, 71, 73, 83, 89, 94, 100, 107, 114, 119, 124, 129, 134, 149, 152, 154

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<h2>Standard 2</h2> <h3>Students will use patterns and relations to represent mathematical situations.</h3>

Objective 1: Recognize and create patterns with given attributes.		
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a. Create and extend repeating and growing patterns using objects, numbers, and tables.	2, 6, 13, 48, 77, 80, 113, 126, 127, 130, 154, 155	45, 78
b. Record results of patterns created using manipulatives, pictures, and numeric representations and describe how they are extended.	2, 6, 37, 44, 46, 48, 71, 74, 77, 80, 97, 113, 126, 127, 154, 155	45, 125 Activity 1

Objective 2: Recognize and represent mathematical situations using patterns and symbols.		
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a. Recognize that symbols such as \sim , Δ , or \diamond in an addition, subtraction, or multiplication equation, represent a value that will make the statement true (e.g., $5+7=\Delta$, $\sim-3=6$, $\diamond=2\times 4$).	76, 122 Letters vs. symbols: 36, 81, 107	1, 77, 85, 102, 128 Letters vs. symbols: 11, 19, 24, 31, 39, 40, 44, 49, 56, 63, 68, 70, 73, 75, 83, 89, 94, 101, 107, 110, 114, 119, 124, 129, 134, 141, 149, 154
b. Solve equations involving equivalent expressions (e.g., $6+4=\sim+7$).	28, 36, 45, 57, 76, 81, 88, 92, 99, 107, 122	85, 95, 102, 117, 123, 124, 128
c. Use the $>$, $<$, and $=$ symbols to compare two expressions involving addition and subtraction (e.g., $4+6\sim 3+2$; $3+5\Diamond 16-9$).	28, 36, 57, 74, 76, 92, 99 , 107, 122	102, 117, 124, 128
d. Demonstrate that grouping three or more addends does not change the sum (e.g., $3+(2+7)=12$, $(7+3)+2=12$) and changing the order of factors does not change the product (e.g., $3\times 7=21$, $7\times 3=21$).	*36, 57, *99, 122 Commutative Property: 46 Products: 92, 107	1, 33, 35, 77, 95
e. Use a variety of manipulatives to model the identity property of addition (e.g., $3+0=3$), the identity property of multiplication (e.g., $7\times 1=7$), and the zero property of multiplication (e.g., $6\times 0=0$).	28, 39, 57	

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Standard 3:		
Students will use spatial reasoning to describe, identify, and create geometric shapes		
Objective 1: Describe, identify, and create geometric shapes.		
a. Identify and draw points, lines, line segments, and endpoints.	56, 108, 128, 138	
b. Identify and draw lines of symmetry on triangles, squares, circles, and rectangles.	55	
c. Determine whether an angle is right, obtuse, or acute by comparing the angle to the corner of a rectangle.	138	
d. Classify polygons (e.g., quadrilaterals, pentagons, hexagons, octagons) by the number of sides and corners.	8, 41, 72, 77, 80, 106, 124, 129, 139 Parts of a circle: 119	4, 17, 41, 46, 50, 58, 60, 72, 76, 86, 87, 104, 111, 115, 126, 136, 147, 151 Activity 3
e. Identify, make, and describe cubes (e.g., a cube has six square faces, eight vertices, and twelve edges).	69, 135, 141, 145	90, 132 Activity 7, 12 (other 3-Dim. Figures)
Objective 2: Describe spatial relationships.		
a. Give directions to reach a location.	10	4, 17, 58, 72, 76, 87, 104, 111, 136, 147 Activity 1, 2
b. Use coordinates (A, 1) or regions (A-1) to locate positions on a map.	*10	Activity 4 (Coordinate points)
c. Demonstrate and use horizontal and vertical lines.	55, 128, 129	Activity 2, 4
Objective 3: Visualize and identify geometric shapes after applying transformations.		
a. Demonstrate the effect of a slide (translation) or flip (reflection) on a figure, using manipulatives.	120	46, 72 Activity *2
b. Determine whether two polygons are congruent by sliding, flipping, or turning to physically fit one object on top of the other.	120, *139	46, 72
c. Identify two-dimensional shapes (nets) that will fold to make a cube.		90, 132 Activity 7
d. Create a polygon that results from combining other polygons.		41, 50, 60, 76, 86, 87, 111, 115, 126, 151 Activity 2

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<h2 style="text-align: center;">Standard 4: Students will understand and use measurement tools and techniques</h2>		
Objective 1: Identify and describe measurable attributes of objects and units of measurement.		
a. Recognize the two systems of measurement: metric and customary.	32, 50, 56, 62, 63, 74, 83, 86, 108, 116, 125	
b. Describe the relative size (e.g., bigger than, smaller than) between metric units of length (i.e., centimeter, meter).	50, 56, 62, 63, 83, 108, 125	
c. Describe the relative size (e.g., bigger than, smaller than) among customary units of length (i.e., inch, foot, yard) and between customary units of capacity (i.e., cup, quart).	32, 50, 56, 62, 63, 74, 83, 108, 121, 125	121, 127, 142, 150
d. Estimate length, capacity, and weight using metric and customary units.	50, 62, 63, 108	29, 109, 140, 142
Objective 2: Use appropriate techniques and tools to determine measurements.		
a. Measure the length of objects to the nearest centimeter, meter, half-inch, foot, and yard.	56, 62, 108, 121	150
b. Measure capacity using cups and quarts, and measure weight using pounds	32, 62	109
c. Determine the value of a combination of coins and bills that total \$5.00 or less and write the monetary amounts using the dollar sign and decimal notation.	16, 22, 33, 44, 51, 82, 127, 146, 149	55, 92
d. Identify the number of hours in a day, the number of days in a year, and the number of weeks in a year.	26, 84 Time of Events: 83	
e. Read, tell, and write time to the quarter-hour.	18, 65, 78, 89 Elapsed Time: 112, 152	Elapsed Time: 3, 64
f. Identify any given day of the month (e.g., the third Wednesday of the month is the 18th).	26, 27, 84	12, 22, 38, 54
g. Read and record the temperature to the nearest ten degrees using a Fahrenheit thermometer.	32	Activity 10
h. Estimate and measure the perimeter and area of rectangles by measuring with nonstandard units.	72, 86, 116, 124, 135 Volume: 135, 145	145, 150 Activity 3, 7

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Standard 5:
Students will collect and organize data to make predictions and identify basic concepts of probability

Objective 1: Collect, organize, and display data to make predictions.

a. Collect, read, represent, and interpret data using tables, graphs, and charts, including keys (e.g., pictographs, bar graphs).	5, 30, 20, 80, 127	23, 97, 122, 139, 143, 152 Activity 10
b. Make predictions based on a data display.	20, 30, 35, 80, 126, 127	23, 97, 122, 139, 143, 152 Activity 1, 10

Objective 2: Identify basic concepts of probability.

a. Describe the results of events using the terms “certain,” “equally likely,” and “impossible.”	5, 50 Reviewed 31 times in Guided Practice, 3 in Homework, 9 times in tests.	
b. Predict outcomes of simple activities (e.g., a bag contains three red marbles and five blue marbles. If one marble is selected, is it more likely to be red or blue?).	5 Possible Combinations: 30	