# Istation

Istation Math Curriculum Correlated to the

Pennsylvania Academic Standards for Mathematics

**Kindergarten – Grade 5**

# Contents

# Istation Math Curriculum Correlated to the Pennsylvania Core Standards for Mathematics

K–12 Standards for Mathematical Practices (MP)

As stated in the Pennsylvania Core Standards for Mathematics, "The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students." Each applicable Mathematical Practice standard is listed below the correlation with the corresponding code, MP1–8.

Mathematical Practice 1: Make sense of problems and persevere in solving them.

Mathematical Practice 2: Reason abstractly and quantitatively.

Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.

Mathematical Practice 4: Model with mathematics.

Mathematical Practice 5: Use appropriate tools strategically.

Mathematical Practice 6: Attend to precision.

Mathematical Practice 7: Look for and make use of structure.

Mathematical Practice 8: Look for and express regularity in repeated reasoning.

The following legend outlines the *Codes* found next to each *Digital Student Experience* and related *Teacher Resources*.

| Code Legend | |
|---|---|
| U | Unit |
| ISIP | Istation's Indicators of Progress |
| AR | Additional Resource |
| CR | Classroom Resource |
| FP | Fact Practice |
| PP | Parent Portal |

**PWP**

## Power Path Featured Content

| Newest Features | | | |
|---|---|---|---|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| **CC.2.1.K.A.1** | | | |
| | | U13-15 | Odd One Out - Counting |
| **CC.2.1.K.A.3** | | | |
| U9-11 | Number Sense – Comparison Cards: Comparing Groups or Numbers | U9-11 | More or Less? Which is Best? |
| **CC.2.1.K.B.1** | | | |
| | | U7-8 | Make It, Break It |
| **CC.2.3.K.A.1** | | | |
| | | | Shape Simon Says |
| | | | Shape Families |
| **CC.2.3.K.A.2** | | | |
| U4-6 | Geometry – Sweet Shapes | | |
| **CC.2.1.1.B.1** | | | |
| | | U16-17 | One Hundred Twenty is Plenty |
| **CC.2.1.1.B.2** | | | |

| | | | |
|---|---|---|---|
| **Newest Features** | | | |
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience.  These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| Code | **Digital Student Experience** | Code | **Teacher Resources** |
| | | U12-13 | Two-Digit Memory |
| U14-16 | Number Sense – Comparison Cards: Comparing Two-Digit Numbers | U14-16 | Dare to Compare Two-Digit Numbers |
| **CC.2.3.1.A.1** | | | |
| U20-23 | Geometry – Sweet Shapes | | |
| **CC.2.1.2.B.1** | | | |
| | | U30-31 | Make It, Break It, Toss It |
| **CC.2.1.2.B.2** | | | |
| | | U24-30 | Skip Counting with Patterns |
| **CC.2.1.3.B.1** | | | |
| U37-39 | Number Sense – Pyramid Pinball: Rounding to the Nearest 10 or 100 | U37-39 | Round and Round We Go (Whole Numbers) |
| **CC.2.3.3.A.1** | | | |
| | | | Quads Quads Quads |
| **CC.2.1.4.B.1** | | | |
| U41-43 | Number Sense – Comparison Cards: Comparing Multi-Digit Numbers | U41-43 | Dare to Compare Multi-Digit Numbers |

**PWP**

| Newest Features | | | |
|---|---|---|---|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience.  These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U42-44 | Number Sense – Pyramid Pinball: Rounding to Any Place | U42-44 | Round and Round We Go (Multi-Digit) Numbers |
| CC.2.1.5.B.1 | | | |
| U47-49 | Number Sense – Comparison Cards: Comparing Decimal Numbers | U47-49 | Dare to Compare Decimal Numbers |
| U48-50 | Number Sense – Pyramid Pinball: Rounding Decimals | U48-50 | Round and Round We Go (Decimal) Numbers |

## Power Path Featured Content (Spanish)

| Newest Features | | | |
|---|---|---|---|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience.  These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| CC.2.1.K.A.1 | | | |
| U9-11 | Tarjetas de comparación – Comparando grupos o números | U9-11 | ¿Más o menos? ¿Cuál es mejor? |
| CC.2.1.1.B.2 | | | |

**PWP**

| Newest Features | | | |
|---|---|---|---|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| Code | **Digital Student Experience** | Code | **Teacher Resources** |
| U14-16 | Tarjetas de comparación – Comparando números de dos dígitos | U14-16 | Atrévete a comparar (Números de dos dígitos) |
| **CC.2.1.3.B.1** | | | |
| | | U37-39 | Dando y dando la vuelta (Números Enteros) |
| **CC.2.1.4.B.1** | | | |
| U41-43 | Tarjetas de comparación – Comparando números de múltiples dígitos | U42-44 | Atrévete a comparar (Numéros de dígitos múltiples) |
| | | U42-44 | Dando y dando la vuelta (Números de dígitos múltiples) |
| **CC.2.1.5.B.1** | | | |
| U47-49 | Tarjetas de comparación – Comparando números decimales | U47-49 | Atrévete a comparar (Decimales) |
| | | U48-50 | Dando y dando la vuelta (Decimales) |
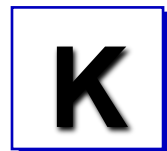
## Kindergarten

### Counting and Cardinality

| CC.2.1.K.A.1 | | | |
|---|---|---|---|
| Know number names and write and recite the count sequence. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U4 | Number Sense – "EZ with a Rock and Roll Beat" (1-10) | U6 | Count with Me (1-20) |
| U4 | Number Sense – Identifying Numbers (1-10) | U6 | Domino Dot Memory (1-10) |
| U4 | Number Sense – Identify Missing Numbers (1-10) | U7 | Counting a Scattered Static Group (1-10) |
| U4 | Number Sense – Number Sequence (1-10) | U7 | Calendar Counting (1-30) |
| U6 | Number Sense – "EZ with a Rock and Roll Beat" (1-20) | U8 | Counting Sticks (1-20) |
| U6 | Number Sense – Identifying Numbers (1-20) | U8 | Counting Objects (1-20) |
| U6 | Number Sense – Identify Missing Numbers (1-20) | U10 | Park the Car and Write (1-20) |
| U6 | Number Sense – Number Sequence (1-20) | U11 | Writing Numbers Everywhere (5-10) |
| U7 | Number Sense – "EZ with a Rock and Roll Beat" (1-30) | U11 | Writing Numbers (10-20) |
| U7 | Number Sense – Identifying Numbers (1-30) | U14 | One Hundred Is a Lot |
| U7 | Number Sense – Identify Missing Numbers (1-30) | U14 | Roll-Count-Cover – Skip Counting by Tens |
| U7 | Number Sense – Number Sequence (1-30) | U18 | Counting Memory |
| U8 | Number Sense – "EZ with a Rock and Roll Beat" (1-50) | U21 | The Arrow Says (1-100) |
| U8 | Number Sense – Identifying Numbers (1-50) | U23 | Decade Numbers |

**K**

## CC.2.1.K.A.1

Know number names and write and recite the count sequence.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U8 | Number Sense – Identify Missing Numbers (1-50) | ISIP | Set Stories |
| U8 | Number Sense – Number Sequence (1-50) | ISIP | Ten Frame Puzzles (1-20) |
| U11 | Number Sense – "Writing Our Numbers" | ISIP | Total Amount in a Scattered Group |
| U11 | Number Sense – Writing Numbers Everywhere (1-10) | ISIP | Understanding Ordinal Numbers |
| U14 | Number Sense – "EZ with a Rock and Roll Beat" (1-100) | ISIP | Multiple Representations of Numbers (1-10) |
| U14 | Number Sense – Identifying Numbers (1-100) | | |
| U14 | Number Sense – Identify Missing Numbers (1-100) | | |
| U14 | Number Sense – Number Sequence (1-100) | | |
| U14 | Number Sense – "Hens by Tens" (1-100) | | |
| U14 | Number Sense – Count the Hen Amount (1-100) | | |
| U14 | Number Sense – Count to the Target Amount (1-100) | | |
| U14 | Number Sense – Choose the Correct Amount (1-100) | | |
| U15 | Number Sense – "Pattern of the Count" (1-50) | | |
| U15 | Number Sense – Place Value Rows (1-50) | | |
| U15 | Number Sense – Number Puzzle (1-50) | | |
| U18 | Number Sense – Write to Represent Numbers (0-20) | | |

**K**

## CC.2.1.K.A.1

Know number names and write and recite the count sequence.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| U19 | Number Sense – "Pattern of the Count" (1-20) | | |
| U19 | Number Sense – Place Value Columns (by ones and tens to 50) | | |
| U19 | Number Sense – Number Puzzle (by ones and tens to 50) | | |

## CC.2.1.K.A.2

Apply one-to-one correspondence to count the number of objects.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| U6 | Number Sense – "Counting Cattle" (1-10) | U6 | Count with Me (1-20) |
| U6 | Number Sense – Counting in a Line (1-10) | U8 | Counting Sticks (1-20) |
| U6 | Number Sense – Counting a Static Scattered Group (1-10) | U8 | Counting Objects (1-20) |
| U6 | Number Sense – Remember the Counted Amount (1-10) | ISIP | Set Stories |
| U7 | Number Sense – "Counting Cattle" (1-10) | ISIP | Ten Frame Puzzles (1-20) |
| U7 | Number Sense – Counting Fingers (1-10) | ISIP | Subitizing to Problem Solve |
| U7 | Number Sense – Choose the Correct Amount (1-10) | ISIP | Total Amount in a Scattered Group |

**K**

## CC.2.1.K.A.2

Apply one-to-one correspondence to count the number of objects.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U7 | Number Sense – Counting a Static Scattered Group (1-10) | | |
| U8 | Number Sense – "Counting Cattle" (1-20) | | |
| U8 | Number Sense – Counting in a Line (1-20) | | |
| U8 | Number Sense – Counting in an Array (1-20) | | |
| U8 | Number Sense – Counting a Scattered Static Group (1-20) | | |
| U10 | Number Sense – "Counting Cattle" (1-20) | | |
| U10 | Number Sense – Choose the Correct Amount (1-20) | | |
| U10 | Number Sense – Remember the Counted Amount (1-20) | | |
| U10 | Number Sense – Counting an Array (1-20) | | |
| U10 | Number Sense – Counting a Scattered Static Group (1-20) | | |

**K**

## CC.2.1.K.A.2

Apply one-to-one correspondence to count the number of objects.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U6 | Number Sense – "Counting Cattle" (1-10) | U6 | Domino Dot Memory (1-10) |
| U6 | Number Sense – Counting in a Line (1-10) | U7 | Counting a Scattered Static Group (1-10) |
| U6 | Number Sense – Counting a Static Scattered Group (1-10) | U8 | Counting Sticks (1-20) |
| U6 | Number Sense – Remember the Counted Amount (1-10) | U8 | Counting Objects (1-20) |
| U7 | Number Sense – "Counting Cattle" (1-10) | U18 | Counting Memory |
| U7 | Number Sense – Counting Fingers (1-10) | ISIP | Set Stories |
| U7 | Number Sense – Choose the Correct Amount (1-10) | ISIP | Ten Frame Puzzles (1-20) |
| U7 | Number Sense – Counting a Static Scattered Group (1-10) | ISIP | Total Amount in a Scattered Group |
| U8 | Number Sense – "Counting Cattle" (1-20) | ISIP | Multiple Representations of Numbers (1-10) |
| U8 | Number Sense – Counting in a Line (1-20) | ISIP | Subitizing to Problem Solve |
| U8 | Number Sense – Counting in an Array (1-20) | ISIP | Finding One More or One Less (1-20) |
| U8 | Number Sense – Counting a Scattered Static Group (1-20) | | |
| U10 | Number Sense – "Counting Cattle" (1-20) | | |
| U10 | Number Sense – Choose the Correct Amount (1-20) | | |

**K**

## CC.2.1.K.A.2

Apply one-to-one correspondence to count the number of objects.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U10 | Number Sense – Remember the Counted Amount (1-20) | | |

## CC.2.1.K.A.3

Apply the concepts of magnitude to compare numbers and quantities.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | U6 | Less/More/Equal Sets of Concrete Objects |
| | | ISIP | Finding One More or One Less (1-20) |
| | | ISIP | Comparing Groups of Objects (1-20) |
| | | ISIP | Multiple Representations of Numbers (1-10) |

### Numbers and Operations in Base Ten

## CC.2.1.K.B.1

Use place value to compose and decompose numbers within 19.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | U15 | Digit Deal (1-50) |

**K**

## CC.2.1.K.B.1

Use place value to compose and decompose numbers within 19.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
|      |                           | U18  | Decomposing House with Pictures |
|      |                           | U18  | Decomposing House |

## Operations and Algebraic Thinking

## CC.2.2.K.A.1

Extend the concepts of putting together and taking apart to add and subtract within 10.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U9  | Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-10) | U8  | Parts and Wholes |
| U9  | Computations and Algebraic Thinking – Part Part Whole Addition within 10 | U9  | Roll to Find the Whole |
| U10 | Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-10) | U10 | Dogs and Cats on Mats (up to 10) |
| U10 | Computations and Algebraic Thinking – Part Part Whole Addition Stories | U12 | Ten or Not Ten |
| U12 | Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-10) | U13 | Whole in the Hand |

## CC.2.2.K.A.1

Extend the concepts of putting together and taking apart to add and subtract within 10.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U12 | Computations and Algebraic Thinking – Making Ten Using Tens Frames | U18 | Decomposing House with Pictures |
| U12 | Computations and Algebraic Thinking – Identifying Addends Using Tens Frames | U18 | Decomposing House |
| U13 | Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10) | U19 | Relative Magnitude with Part Part Whole |
| U13 | Computations and Algebraic Thinking – Subtraction within Ten | U20 | Start, Change, Result |
| U14 | Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10) | U20 | Adding with Addend Cards |
| U14 | Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10) | U22 | Beading the Difference |
| U18 | Number Sense – Decompose Numbers Less than or Equal to Ten | ISIP | Subtraction within Ten |
| | | ISIP | Addition Stories |
| | | ISIP | Subtraction Stories |
| | | ISIP | Count Back to Subtract |
| | | ISIP | Ten Frame Addition |

**Geometry**

## CC.2.3.K.A.1

Identify and describe two- and three-dimensional shapes.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U1 | Geometry – Identify Circles | U1 | Identifying Two-Dimensional Shapes |
| U1 | Geometry – Identify Squares | U3 | We're Going on a Shape Hunt |
| U3 | Geometry – Identify Triangles | U9 | Considering Sizes of Shapes |
| U9 | Geometry – Identifying Shapes Regardless of Orientation | U14 | Odd One Out |

## CC.2.3.K.A.2

Analyze, compare, create, and compose two- and three-dimensional shapes.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U1 | Geometry – Identify Circles | U1 | Identifying Two–Dimensional Shapes |
| U1 | Geometry – Identify Squares | U3 | We're Going on a Shape Hunt |
| U3 | Geometry – Identify Triangles | U9 | Considering Sizes of Shapes |
| U9 | Geometry – Identify Shapes Regardless of Orientation | U9 | Mighty Shape Match |
| U9 | Geometry – Classify and Count by Attribute | U14 | Shape Four-in-a-Row |
| U14 | Geometry – Identify Three-Dimensional Shapes | | |

**Measurement and Data**

## CC.2.4.K.A.1

Describe and compare attributes of length, area, weight, and capacity of everyday objects.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U10 | Measurement and Data Analysis – Directly Comparing Length | U10 | Directly Comparing Length |
| U10 | Measurement and Data Analysis – Directly Comparing Weight | U10 | Directly Comparing Weight |
| U15 | Measurement and Data Analysis – Directly Comparing Height | U15 | Directly Comparing Height |
| U15 | Measurement and Data Analysis – Directly Compare Capacity of Two Containers | U15 | Which Holds More? Which Holds Less? |

## CC.2.4.K.A.4

Classify objects and count the number of objects in each category.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
|  |  | U12 | Classify and Compare |
|  |  | U19 | Graphing Tic-Tac-Toe |

## Grade 1

### Numbers and Operations in Base Ten

| CC.2.1.1.B.1 | | | |
|---|---|---|---|
| Extend the counting sequence to read and write numerals to represent objects. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U17 | Number Sense – "Pattern of the Count" Count by Ones to 100 | U14 | One Hundred Is a Lot |
| U17 | Number Sense – Place Value Rows (1-100) | U17 | Digit Deal (1-100) |
| U17 | Number Sense – Number Puzzle (1-100) | U18 | Mixed-Up, Fixed-Up |
| U21 | Number Sense – "Pattern of the Count" Count by Ones and Tens to 100 | U21 | The Arrow Says (1-100) |
| U21 | Number Sense – Place Value Columns (1-100) | U23 | Decade Numbers |
| U21 | Number Sense – Number Puzzle (1-100) | | |

| CC.2.1.1.B.2 | | | |
|---|---|---|---|
| Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U23 | Number Sense – Decade Numbers: Free Play Number Puzzle | U14 | Roll-Count-Cover – Skip Counting by Tens |

**1**

## CC.2.1.1.B.2

Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U23 | Number Sense – Decade Numbers: Number Puzzle | U15 | Digit Deal (1-50) |
| | | U17 | Digit Deal (1-100) |
| | | U23 | Decade Numbers |
| | | ISIP | Base Ten Block Basics |
| | | ISIP | Matching Numerals and Base Ten Blocks |
| | | ISIP | Base Ten Block Comparison Game |

## CC.2.1.1.B.3

Use place value concepts and properties of operations to add and subtract within 100.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U20 | Computations and Algebraic Thinking – "The Math Whiz" | U20 | Doubles Facts |
| U20 | Computations and Algebraic Thinking – Fact Strategies | U20 | Turn Around Addition |
| U20 | Computations and Algebraic Thinking – Commutative Property | U20 | Grouping Groceries |
| U20 | Computations and Algebraic Thinking – Associative Property | U20 | Identity Property Go Fish! |

**1**

## CC.2.1.1.B.3

Use place value concepts and properties of operations to add and subtract within 100.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U20 | Computations and Algebraic Thinking – Identity Property | U24 | Start, Change, Result! (within 20) |
|  |  | ISIP | Fact Family Dominoes |
|  |  | ISIP | Building Sums to Ten |
|  |  | FP | Addition Fast Track |
|  |  | FP | Subtraction Fast Track |
|  |  | FP | Sticky Sums |
|  |  | FP | Write, Tally, Draw |
|  |  | FP | Shake It, Make It, Solve It (Addition) |
|  |  | FP | Wipe Out |

## Operations and Algebraic Thinking

### CC.2.2.1.A.1

Represent and solve problems involving addition and subtraction within 20.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| U10 | Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-20) | U10 | Dogs and Cats on Mats (up to Ten) |
| U10 | Computations and Algebraic Thinking – Addition Stories | U12 | Ten or Not Ten |
| U12 | Computations and Algebraic Thinking – Identifying Addends Using Tens Frames | U13 | Whole in the Hand |
| U16 | Computations and Algebraic Thinking – Determine Missing Addend | U20 | Turn Around Addition |
| U16 | Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Addition Sentences | U20 | Grouping Groceries |
| U19 | Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-20) | U20 | Identity Property Go Fish! |
| U19 | Computations and Algebraic Thinking – Part Part Whole Using Ovals | U20 | Doubles Facts |
| U19 | Computations and Algebraic Thinking – Part Part Whole Using Ten Frames | ISIP | Building Sums to Ten |
| U20 | Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-20) | ISIP | Place Value of Tens and One |
| U20 | Computations and Algebraic Thinking – Addition Stories (1-20) Horizontal Equations | ISIP | Fact Family Dominoes |

## CC.2.2.1.A.1

Represent and solve problems involving addition and subtraction within 20.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U20 | Computations and Algebraic Thinking – Addition Stories (1-20) Vertical Equations | FP | Addition Fast Track |
| U20 | Computations and Algebraic Thinking – Properties of Addition – Associative Property | FP | Sticky Sums |
| U20 | Computations and Algebraic Thinking – "The Math Whiz" | FP | Write, Tally, Draw |
| U20 | Computations and Algebraic Thinking – Doubles Strategy | FP | Shake It, Make It, Solve It (Addition) |
| U20 | Computations and Algebraic Thinking – Commutative Property of Addition | FP | Wipe Out |
| U20 | Computations and Algebraic Thinking – Associative Property of Addition | | |
| U20 | Computations and Algebraic Thinking – Identity Property of Addition | | |
| U22 | Computations and Algebraic Thinking – Whole Part Part "Chicago Pizza Blues" (within 20) | | |
| U22 | Computations and Algebraic Thinking – Whole Part Part (within 20) | | |
| U24 | Computations and Algebraic Thinking – Subtraction Stories (within 20) | | |
| U24 | Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences | | |

## CC.2.2.1.A.2

Understand and apply properties of operations and the relationship between addition and subtraction.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U16 | Computations and Algebraic Thinking – Determine the Unknown Whole Number in Addition Sentences | U16 | Beginning-Middle-End |
| U20 | Computations and Algebraic Thinking – "The Math Whiz" | U20 | Doubles Facts |
| U20 | Computations and Algebraic Thinking – Doubles Strategy | U20 | Turn Around Addition |
| U20 | Computations and Algebraic Thinking – Commutative Property of Addition | U20 | Grouping Groceries |
| U20 | Computations and Algebraic Thinking – Associative Property of Addition | U20 | Identity Property Go Fish! |
| U20 | Computations and Algebraic Thinking – Identity Property of Addition | ISIP | Counting on Cards |
| U22 | Computations and Algebraic Thinking – Whole Part Part "Chicago Pizza Blues" (within 20) | ISIP | Fact Family Dominoes |
| U22 | Computations and Algebraic Thinking – Whole Part Part (within 20) | ISIP | Associative Property of Addition |
| U24 | Computations and Algebraic Thinking – Subtraction Stories (within 20) | ISIP | Commutative Property of Addition |
| U24 | Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences | | |
| U24 | Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences | | |

**1**

## Geometry

### CC.2.3.1.A.1

Compare and distinguish between two- and three-dimensional shapes based on their attributes.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
|      |                           | U14  | Shape Four-in-a-Row |

### CC.2.3.1.A.2

Use the understanding of fractions to partition shapes into halves and quarters.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U18  | Geometry – Identify Halves and Fourths | U18 | Fraction Four-in-a-Row |

## Measurement and Data

### CC.2.4.1.A.2

Tell and write time in hours and half–hours using both analog and digital clocks.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U16  | Measurement and Data Analysis – Tell Time to the Nearest Hour | U16 | What Does the Clock Say? |

## CC.2.4.1.A.2

Tell and write time in hours and half–hours using both analog and digital clocks.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| U16 | Measurement and Data Analysis – Tell and Write Time from Analog and Digital Clock to the Nearest Half Hour | U16 | Roll the Clock |
| U19 | Measurement and Data Analysis – Tell and Write Time from Analog/Digital Clocks to the Nearest Hour and Half Hour | U19 | Set the Time and Go! |

## CC.2.4.1.A.4

Represent and interpret data using tables/charts.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | U19 | Graphing Tic-Tac-Toe |
| | | ISIP | Picture Graphs to the Rescue! |
| | | ISIP | Analyze and Add Using Picture Graphs |
| | | ISIP | Graphing Three Ways |
| | | ISIP | Determining Most and Least with Graphs |
| | | ISIP | Read and Analyze Bar Graphs |

## Grade 2

### Numbers and Operations in Base Ten

| CC.2.1.2.B.1 | | | |
|---|---|---|---|
| Use place value concepts to represent amounts of tens and ones and to compare three-digit numbers. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U30 | Number Sense – Writing Standard Form from Expanded Form | U30 | Building Numbers Using Base Ten Blocks |
| U30 | Number Sense – Writing Expanded Form from Standard Form | U30 | Writing Expanded Form from Standard Form |
| U30 | Number Sense – Writing Word Form from Expanded and Standard Form | U30 | Writing Word Form from Expanded and Standard Form |
| U30 | Number Sense – Comparing Two Two-Digit Whole Numbers | U30 | Comparison – Two-Digit Numbers: Language and Symbols |
| U30 | Number Sense – Comparing Two Three-Digit Numbers | U30 | Comparison – Three–Digit Numbers |
| U30 | Number Sense – Comparing Two Three-Digit Whole Numbers with Zeroes | ISIP | Equivalent Representations |
| | | ISIP | Build a Base Ten Cube |
| | | ISIP | Creating Numbers with Base Ten Blocks |
| | | ISIP | Expanded Form Place Value Cups |
| | | ISIP | Writing Standard Form from Expanded Form |
| | | ISIP | Steps for Comparing Three–Digit Numbers |

## CC.2.1.2.B.1

Use place value concepts to represent amounts of tens and ones and to compare three-digit numbers.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP | Building and Comparing Three-Digit numbers |

## CC.2.1.2.B.2

Use place value concepts to read, write, and skip count to 1000.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U30 | Number Sense – Writing Standard Form from Expanded Form | U30 | Building Numbers Using Base Ten Blocks |
| U30 | Number Sense – Writing Expanded Form from Standard Form | U30 | Writing Expanded Form from Standard Form |
| U30 | Number Sense – Writing Word Form from Expanded and Standard Form | U30 | Writing Word Form from Expanded and Standard Form |
| | | ISIP | Equivalent Representations |
| | | ISIP | Build a Base Ten Cube |
| | | ISIP | Creating Numbers with Base Ten Blocks |
| | | ISIP | Expanded Form Place Value Cups |
| | | ISIP | Writing Standard Form from Expanded Form |

**2**

## CC.2.1.2.B.3

Use place value understanding and properties of operations to add and subtract within 1000.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U31 | Computations and Algebraic Thinking – Adding with Regrouping Using Concrete Models | U31 | Adding with Regrouping – Concrete |
| U31 | Computations and Algebraic Thinking – Subtracting with Regrouping Using Concrete Models | U31 | Addition Using Partitioning |
| U31 | Computations and Algebraic Thinking – Adding with Regrouping – Partitioning | U31 | Subtraction Using Partitioning |
| U31 | Computations and Algebraic Thinking – Subtracting with Regrouping – Partitioning | U31 | Adding on a Number Line |
| U31 | Computations and Algebraic Thinking – Adding on a Number Line | U31 | Subtracting on a Number Line |
| U31 | Computations and Algebraic Thinking – Subtracting on a Number Line | U31 | Fact Families – Addition and Subtraction |
| U31 | Computations and Algebraic Thinking – Fact Families – Addition and Subtraction | U32 | Build Multistep Equations |
| U32 | Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns at the End | U32 | Build and Solve Two-Step Equations with Addition and Subtraction |
| U32 | Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns in the Middle | U32 | Build Multistep Equations with Multiple Operations |
| | | U32 | Solve Multistep Equations |
| | | ISIP | Choosing the Operation |

## CC.2.1.2.B.3

Use place value understanding and properties of operations to add and subtract within 1000.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
|      |                            | ISIP | Partitioning for Addition |
|      |                            | ISIP | Using Arrow Paths to Add and Subtract |
|      |                            | FP   | Fact Family Dominos (Addition/Subtraction) |
|      |                            | FP   | Addition Fast Track |
|      |                            | FP   | Subtraction Fast Track |
|      |                            | FP   | Left-Hand, Right-Hand Grab Bag |
|      |                            | FP   | Shake It! Make It! Solve It! Addition |
|      |                            | FP   | Sticky Sums |
|      |                            | FP   | Wipe Out |
|      |                            | FP   | Write, Tally, Draw |

## Operations and Algebraic Thinking

| CC.2.2.2.A.2 | | | |
|---|---|---|---|
| Use mental strategies to add and subtract within 20. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U32 | Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns at the End | U31 | Fact Families – Addition and Subtraction |
| U32 | Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns in the Middle | U32 | Build and Solve Two-Step Equations with Addition and Subtraction |
| | | U32 | Build Multistep Equations with Multiple Operations |
| | | U32 | Solve Multistep Equations |
| | | ISIP | Addition and Subtraction Fact Families |
| | | FP | Fact Family Dominos (Addition/Subtraction) |
| | | FP | Addition Fast Track |
| | | FP | Subtraction Fast Track |
| | | FP | Left-Hand, Right-Hand Grab Bag |
| | | FP | Shake It! Make It! Solve It! Addition |
| | | FP | Sticky Sums |
| | | FP | Wipe Out |
| | | FP | Write, Tally, Draw |

## CC.2.2.2.A.2

Use mental strategies to add and subtract within 20.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | FP | Building Sums to Twenty |
| | | | |

## CC.2.2.2.A.3

Work with equal groups of objects to gain foundations for multiplication

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U30 | Computations and Algebraic Thinking – Even and Odd Pairing | U30 | Determining Even and Odd by Pairing |
| U32 | Computations and Algebraic Thinking – Addition Arrays | U32 | Addition Arrays |

## Geometry

| CC.2.3.2.A.2 | | | |
|---|---|---|---|
| Use the understanding of fractions to partition shapes into halves, quarters and thirds. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U32 | Geometry – Partitioning to Identify Halves, Thirds, and Fourths | U32 | Equal Shares of Identical Wholes |
| U32 | Geometry – Equal Shares of Identical Wholes | | |

## Measurement and Data

| CC.2.4.2.A.1 | | | |
|---|---|---|---|
| Measure and estimate lengths in standard units using appropriate tools. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U33 | Measurement – Choose Units and Measure Lengths | U33 | Choosing Units of Linear Measurement |
| U33 | Measurement – Measure to the Nearest Centimeter | U33 | Measure to the Nearest Inch |
| | | U33 | Measure to the Nearest Centimeter |
| | | ISIP | Appropriate Tools for Linear Measurement |
| | | ISIP | How to Use Linear Measurement Tools |
| | | ISIP | Measuring Objects |

**2**

## CC.2.4.2.A.1

Measure and estimate lengths in standard units using appropriate tools.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP | Ruler Relay |
| | | ISIP | Choosing Units of Linear Measurement |
| | | ISIP | Measure to the Nearest Inch |

## CC.2.4.2.A.2

Tell and write time to the nearest five minutes using both analog and digital clocks.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | | Teacher Resources |
|---|---|---|---|
| U34 | Measurement – Tell Time to the Nearest Five Minutes | U34 | Time to the Nearest Five Minutes |
| | | U34 | Time – AM and PM |
| | | U34 | Time to the Quarter Hour |

## CC.2.4.2.A.3

Solve problems using coins and paper currency with appropriate symbols.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
|      |                           | U32  | Money Word Problems |

## CC.2.4.2.A.4

Represent and interpret data using line plots, picture graphs, and bar graphs.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U33  | Data Analysis – Solving Problems Using Information Presented in Picture Graphs | U33 | Creating Picture Graphs |
| U33  | Data Analysis – Solving Problems Using Information Presented in Bar Graphs | U33 | Interpreting Picture Graphs |
|      |                           | U33  | Analyzing Picture Graphs |
|      |                           | U33  | Creating Bar Graphs |
|      |                           | U33  | Interpreting Bar Graphs |
|      |                           | U33  | Analyzing Bar Graphs |

## CC.2.4.2.A.6

Extend the concepts of addition and subtraction to problems involving length.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U31 | Computations and Algebraic Thinking – Adding on a Number Line | U31 | Adding on a Number Line |
| U31 | Computations and Algebraic Thinking – Subtracting on a Number Line | U31 | Subtracting on a Number Line |

**3**

## Grade 3

### Numbers and Operations in Base Ten

| CC.2.1.3.B.1 | | | |
|---|---|---|---|
| Apply place value understanding and properties of operations to perform multi-digit arithmetic. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U36 | Computations and Algebraic Thinking – Two-Step Word Problems – All Operations | U36 | Build and Solve Two-Step Equations with All Operations |

### Number and Operations – Fractions

| CC.2.1.3.C.1 | | | |
|---|---|---|---|
| Explore and develop an understanding of fractions as number. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U37 | Number Sense – Equivalent Fractions | U37 | Fractions Equivalent to One |
| U37 | Number Sense – Fractions Equivalent to One | U37 | Fractions Equivalent to Whole Numbers |
| U37 | Number Sense – Many Equivalent Fractions | U37 | Mixed Fractions on a Number Line |
| U37 | Number Sense – Fractions Equivalent to Whole Numbers | U37 | Many Equivalent Fractions |
| U37 | Number Sense – Mixed Numbers | U37 | Identifying Equivalent Fractions |
| U37 | Number Sense – Comparing Fractions with the Same Denominator | | |

**3**

## CC.2.1.3.C.1

Explore and develop an understanding of fractions as number.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U37 | Number Sense – Comparing Fractions with the Same Numerator | U37 | Comparison – Fractions and Whole Numbers – Symbols |
| | | U37 | Comparing Fractions with Like Numerators |
| | | U37 | Identify Equivalent Fractions |
| | | ISIP | Comparing Fractions Using Models |
| | | ISIP | Comparing Fractions |
| | | ISIP | Identify Equivalent Fractions Using Area Models |
| | | ISIP | Recognizing Fractions in Different Forms |
| | | ISIP | Writing Fractions Using Symbolic Notation |

## Operations and Algebraic Thinking

## CC.2.2.3.A.1

Represent and solve problems involving multiplication and division.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U35 | Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication | U35 | Arithmetic Patterns in Multiplication |

**3**

## CC.2.2.3.A.1

Represent and solve problems involving multiplication and division.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U36 | Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models | U36 | One-Digit by One-Digit Multiplication |
| U36 | Computations and Algebraic Thinking – Multiply One-Digit Numbers Using 1×1 Arrays | U36 | Multiplying Two One-Digit Numbers with Arrays |
| U36 | Computations and Algebraic Thinking – Multiplication and Division Fact Families | U36 | Problem Solving without Numbers: Multiplication and Division |
| U36 | Computations and Algebraic Thinking – Build and Solve Two-Step Equations with All Operations | U36 | Fact Families: Multiplication and Division |
| | | U36 | Build and Solve Two-Step Equations with All Operations |
| | | ISIP | Doubling and Halving |
| | | ISIP | Practicing with Fact Families |
| | | ISIP | Using Strip Diagrams to Solve Compare Problems |
| | | ISIP | Relating Multiplication and Division |
| | | ISIP | Practicing Fact Families |
| | | FP | Wipe Out |
| | | FP | Multominoes |
| | | FP | Tall Towers |
| | | FP | Dice Blocks |

## CC.2.2.3.A.1

Represent and solve problems involving multiplication and division.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
|      |                            | FP   | Sticky Products |
|      |                            | FP   | Multiplication Fast Track |
|      |                            | FP   | Division Fast Track |
|      |                            | FP   | Shake It! Make It! Solve It! (Multiplication) |

## CC.2.2.3.A.2

Understand properties of multiplication and the relationship between multiplication and division.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| U36  | Computations and Algebraic Thinking – Properties of Multiplication | U36  | Fact Families: Multiplication and Division |
| U36  | Computations and Algebraic Thinking – Fact Families – Multiplication and Division | ISIP | Doubling and Halving |
|      |                            | ISIP | Relating Multiplication and Division |
|      |                            | ISIP | Practicing Fact Families |
|      |                            | ISIP | Using Strip Diagrams to Solve Compare Problems |
|      |                            | ISIP | Commutative Property of Multiplication |

**3**

## CC.2.2.3.A.2

Understand properties of multiplication and the relationship between multiplication and division.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP | Associative Property of Multiplication |

## CC.2.2.3.A.3

Demonstrate multiplication and division fluency

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U35 | Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication | U35 | Arithmetic Patterns in Multiplication |
| U36 | Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models | U36 | One-Digit by One-Digit Multiplication |
| U36 | Computations and Algebraic Thinking – Fact Families – Multiplication and Division | U36 | Multiplying Two One-Digit Numbers with Arrays |
| U36 | Computations and Algebraic Thinking – Two-Step Word Problems – All Operations | U36 | Build and Solve Two-Step Equations with All Operations |
| U36 | Computations and Algebraic Thinking – Properties of Multiplication | U36 | Fact Families: Multiplication and Division |
| | | ISIP | Doubling and Halving |
| | | ISIP | Relating Multiplication and Division |
| | | ISIP | Practicing Fact Families |

## CC.2.2.3.A.3

Demonstrate multiplication and division fluency

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
|      |                           | ISIP | Strip Diagrams – Compare Problems |
|      |                           | ISIP | Practicing Fact Families |
|      |                           | ISIP | Using Strip Diagrams to Solve Compare Problems |
|      |                           | FP   | Multominoes |
|      |                           | FP   | Tall Towers |
|      |                           | FP   | Dice Blocks |
|      |                           | FP   | Wipe Out |
|      |                           | FP   | Sticky Products |
|      |                           | FP   | Multiplication Fast Track |
|      |                           | FP   | Division Fast Track |
|      |                           | FP   | Shake It! Make It! Solve It! (Multiplication) |

## CC.2.2.3.A.4

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U35 | Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication | U35 | Arithmetic Patterns in Multiplication |
| U36 | Computations and Algebraic Thinking – Two-Step Word Problems – All Operations | U35 | Addition Problem-Solving Strategies |
| | | U35 | Subtraction Problem-Solving Strategies |
| | | U35 | Problem Solving without Numbers: Addition and Subtraction |
| | | U36 | Build and Solve Two-Step Equations with All Operations |
| | | U36 | Problem Solving without Numbers: Multiplication and Division |

## Geometry

## CC.2.3.3.A.1

Identify, compare, and classify shapes and their attributes.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U38 | Geometry – Attributes of Quadrilaterals | U38 | Understanding Quadrilaterals |
| | | ISIP | Defining Quadrilaterals by Attributes |

## CC.2.3.3.A.2

Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| | | ISIP | Recognizing Fractions in Different Forms |
| | | ISIP | Finding the Area of Rectangles |

## Measurement and Data

## CC.2.4.3.A.2

Tell and write time to the nearest minute and solve problems by calculating time intervals.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U39 | Measurement and Data Analysis – Elapsed Time on a Number Line | U39 | Elapsed Time within One Hour |
| | | U39 | Elapsed Time Across Hours |

## CC.2.4.3.A.4

Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U39 | Measurement and Data Analysis – Two-Step Word Problems with Bar Graphs | U39 | Solving Two–Step Problems Using Bar Graphs |

## CC.2.4.3.A.5

Determine the area of a rectangles and apply the concept to multiplication and to addition.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| | | ISIP | Areas of Squares |
| | | ISIP | Finding the Area of Squares |
| | | ISIP | Finding the Area of Polygons |

## CC.2.4.3.A.6

Solve problems involving perimeters of polygons and distinguish between linear and area measures.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U38 | Measurement – Perimeter Word Problems | U38 | Finding Perimeter |
| | | U38 | Finding Missing Side Lengths in Word Problems |

## CC.2.4.3.A.6

Solve problems involving perimeters of polygons and distinguish between linear and area measures.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
|      |                            | ISIP | Measuring Perimeter of Polygons |
|      |                            | ISIP | Areas of Squares |
|      |                            | ISIP | Finding the Area of Squares |
|      |                            | ISIP | Finding the Area of Polygons |

## Grade 4

### Numbers and Operations in Base Ten

| CC.2.1.4.B.1 | | | |
|---|---|---|---|
| Apply place value concepts to show an understanding of multi-digit whole numbers. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U40 | Number Sense – Expanded Form to Thousands | U40 | Writing Expanded Form from Standard through Thousands and Millions |
| U40 | Number Sense – Standard Form to Thousands | U40 | Writing Standard Form from Expanded through Thousands and Millions |
| U40 | Number Sense – Expanded Form to Millions | U40 | Writing Word Form from Expanded and Standard through Thousands and Millions |
| U40 | Number Sense – Writing Expanded Form from Standard Form through Millions | U40 | Rounding – Nearest Thousand |
| U40 | Number Sense – Rounding to the Nearest Thousand | U40 | Rounding – Nearest Ten, Hundred, Thousand |
| U40 | Number Sense – Round to Any Place up to Thousands with Number Line | U40 | Rounding within Three- and Four-Digit Numbers – Number Line |
| U40 | Number Sense – Round to Any Place up to Thousands with Algorithm | U40 | Rounding within Three- and Four-Digit Numbers – Abstract |
| U40 | Number Sense – Rounding Zero | U40 | Zero as the Rounding Digit |

## CC.2.1.4.B.2

Use place value understanding and properties of operations to perform multi-digit arithmetic.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U41 | Computations and Algebraic Thinking – Multiply Two-Digit Numbers with Models | ISIP | Adding Multi-Digit Numbers and Checking for Reasonableness |
| | | U41 | Two-Digit by Two-Digit Concrete Multiplication |

## Numbers and Operations – Fractions

## CC.2.1.4.C.1

Extend the understanding of fractions to show equivalence and ordering.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U43 | Number Sense – Determine Equivalent Fractions with Models | U43 | Fraction Comparison Using Benchmark Fractions |
| U43 | Number Sense – Comparing Fractions Using Benchmark Fractions | U43 | Compare Fractions- Symbols |
| U43 | Number Sense – Compare Fractions Using Symbols | U43 | Compare Fractions by Creating Common Denominators |
| U43 | Number Sense – Comparing Fractions with Unlike Denominators | ISIP | Comparing Fractions |
| | | ISIP | Using Area Models to Compare Fractions |

**4**

## CC.2.1.4.C.2

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| U43 | Number Sense – Decomposing Fractions | U43 | Add Like Denominators of Ten and One Hundred |
| U43 | Number Sense – Adding Fractions with Like Denominators of Ten and One Hundred | U43 | Adding Denominators of Ten to Denominators of One Hundred |
| U43 | Number Sense – Adding Fractions with Denominators of Ten and One Hundred | | |

## CC.2.1.4.C.3

Connect decimal notation to fractions and compare decimal fractions (base 10 denominator, e.g., 19/100)

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| U43 | Computations and Algebraic Thinking – Determine Equivalent Fractions Tenths and Hundredths | U43 | Expressing Equivalent Fractions with Denominators of Ten and One Hundred |
| U43 | Computations and Algebraic Thinking – Add Tenths to Hundredths | U43 | Adding Like Denominators of Ten and One Hundred |
| U43 | Number Sense – Determine Equivalent Fractions (Tenths and Hundredths) | U43 | Add Denominators of Ten to Denominators of One Hundred |
| U43 | Number Sense – Determine Equivalent Fractions Using Models | U43 | Decimals as Fractions (Tenths and Hundredths) |

**4**

## CC.2.1.4.C.3

Connect decimal notation to fractions and compare decimal fractions (base 10 denominator, e.g., 19/100)

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U43 | Number Sense – Understanding Decimals (0.1-0.9 and 0.01-0.09) | | |
| U43 | Number Sense – Understanding Decimals 0.1-0.9 | U43 | Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9) |
| U43 | Number Sense – Understanding Decimals with Visual Models 0.01-1.99 | U43 | Standard and Word form of Decimals (0.10-0.90) |
| | | U43 | Standard and Word form of Decimals (0.01-1.99) |
| | | ISIP | Comparing and Ordering Decimals |
| | | ISIP | Understand Decimal Numbers with Fractional Language |
| | | ISIP | Fraction to Decimal Equivalence |

## Operations and Algebraic Thinking

## CC.2.2.4.A.1

Represent and solve problems involving the four operations.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
| U42 | Computations and Algebraic Thinking – Solve Multistep Word Problems | U42 | Building and Solving Multistep Equations with All Operations |

## CC.2.2.4.A.1

Represent and solve problems involving the four operations.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
|      |                            | ISIP | Using Multiplication to Solve If-Then Word Problems |

**Geometry**

## CC.2.3.4.A.1

Draw lines and angles and identify these in two-dimensional figures.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
|      |                            | U45  | Measuring Angles with a Protractor |
|      |                            | ISIP | Line and Angle Identification |

**Measurement and Data**

## CC.2.4.4.A.1

Solve problems involving measurement and conversions from a a larger unit to a smaller unit.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U44 | Measurement and Data Analysis – Word Problems with Various Measurements | U44 | Converting Units of Measurement in Word Problems |

## CC.2.4.4.A.4

Represent and interpret data involving fractions using information provided in a line plot.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U45 | Data Analysis – Line Plots with Fractional Data | U45 | Line Plots with Fractional Data |
| U45 | Data Analysis – Analyzing Line Plots | U45 | Finding Scales of Line Plots |

## CC.2.4.4.A.6

Measure angles and use properties of adjacent angles to solve problems.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U45 | Geometry – Measuring Angles with a Protractor | U45 | Measuring Angles with a Protractor |
| | | ISIP | Line and Angle Identification |

## Grade 5

### Numbers and Operations in Base Ten

| CC.2.1.5.B.1 | | | |
|---|---|---|---|
| Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U46 | Number Sense – Multiplying Decimals by Ten and One Hundred | U46 | Multiplying Decimals by Ten and One Hundred |
| U46 | Number Sense – Dividing Decimals by Ten and One Hundred | U46 | Dividing Decimals by Ten and One Hundred |
| U46 | Number Sense – Exploring Powers of Ten | U46 | Multiplying and Dividing Decimals by Powers of Ten |
| U46 | Number Sense – Multiplying and Dividing Decimals by Powers of Ten | U46 | Exploring Powers of Ten |
| U46 | Number Sense – Compare Decimals Visually on the Number Line | U46 | Decimal Grids and Place Value Mats |
| U46 | Number Sense – Compare Tenths and Hundredths on a Number Line | U46 | Decimal Comparison on the Number Line |
| U46 | Number Sense – Compare Tenths and Hundredths (with visual aids) | U46 | Abstract Decimal Comparison |
| U46 | Number Sense – Abstract Comparison of Decimals to Thousandths | U46 | Decimals with Whole Number Comparison |
| U46 | Number Sense – Round Decimals on the Number Line | U46 | Rounding Decimals on the Number Line |
| U46 | Number Sense – Round Decimals with the Rounding Algorithm | U46 | Rounding Decimals with the Rounding Algorithm |

## CC.2.1.5.B.1

Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U46 | Number Sense – Round Decimals with Whole Numbers | | |
| U46 | Number Sense – Round Decimals on the Number Line | | |

## CC.2.1.5.B.2

Extend an understanding of operations with whole numbers to perform operations including decimals.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U46 | Computations and Algebraic Thinking – Visual Representation for Multiplying Decimals | U46 | Multiplying Decimals by Ten and One Hundred |
| U46 | Computations and Algebraic Thinking – Multiply Decimals by Powers of Ten | U46 | Dividing Decimals by Ten and One Hundred |
| U46 | Computations and Algebraic Thinking – Divide Decimals by Powers of Ten | U46 | Multiplying and Dividing Decimals by Powers of Ten |
| U46 | Computations and Algebraic Thinking – Multiply and Divide Decimals by Powers of Ten | U47 | Decimal Addition |
| U47 | Computations and Algebraic Thinking – Divide Three-Digit by Two-Digit Numbers with an Area Model | U47 | Decimal Subtraction |
| U47 | Computations and Algebraic Thinking – Divide Four-Digit Numbers by Two-Digit Numbers | U47 | Concrete Decimal Division |

**5**

## CC.2.1.5.B.2

Extend an understanding of operations with whole numbers to perform operations including decimals.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
|      |                            | U47  | Representational Decimal Division |
|      |                            | U47  | Decimal Division |
|      |                            | U47  | Four-Digit by Two-Digit Division (Partial Quotients) |
|      |                            | ISIP | Estimating Quotients Using Compatible Numbers |
|      |                            | ISIP | Using Models to Practice Extended Division Facts |
|      |                            | ISIP | Models for Understanding Remainders |
|      |                            | ISIP | Calculating Reasonable Estimates of Decimal Number Sums |
|      |                            | ISIP | Adding and Subtracting Decimal Numbers in a Word Problem |

## Numbers and Operations – Fractions

| CC.2.1.5.C.1 | | | |
|---|---|---|---|
| use understanding of equivalency to add and subtract fractions. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U48 | Computations and Algebraic Thinking – Add Fractions with Unlike Denominators | U48 | Adding Fractions with Unlike Denominators |
| U48 | Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators | U48 | Subtracting Fractions with Unlike Denominators |
| U48 | Computations and Algebraic Thinking – Add Fractions with Unlike Denominators | ISIP | Adding and Subtracting Fractions with Unlike Denominators |
| U48 | Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators | | |

| CC.2.1.5.C.2 | | | |
|---|---|---|---|
| Apply and extend previous understandings of multiplication and division to multiply and divide fractions. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| **Code** | **Digital Student Experience** | **Code** | **Teacher Resources** |
| U48 | Computations and Algebraic Thinking – Multiply Fractions with Improper Fractions | U48 | Multiplying by Fractions Less Than One |
| U48 | Computations and Algebraic Thinking – Multiply by Fractions Less than One | U48 | Multiplying by Fractions Less Than One (Extra Practice) |

## CC.2.1.5.C.2

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U48 | Computations and Algebraic Thinking – Multiply by Fractions Greater than One | U48 | Multiplying Fractions Less Than One with Improper Fractions |
| U50 | Measurement and Data Analysis – Multiply Fractions to Find the Area of a Rectangle | U48 | Multiplying Whole Numbers by Fractions Greater Than One |
| | | U50 | Area of a Rectangle with Fractional Side Lengths |

## Operations and Algebraic Thinking

## CC.2.2.5.A.1

Interpret and evaluate numerical expressions using order of operations.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U49 | Computations and Algebraic Reasoning – Evaluate Numerical Expressions with Parentheses | U49 | Evaluating Numerical Expressions with Parentheses |
| U49 | Computations and Algebraic Reasoning – Interpret Numerical Expressions with Parentheses | U49 | Identifying Expressions in Scenarios |
| U49 | Computations and Algebraic Reasoning – Write Numerical Expressions from Words | U49 | Writing Expressions from Words – Addition and Subtraction |
| | | U49 | Writing Expressions from Words – Subtraction |

## CC.2.2.5.A.4

Analyze patterns and relationships using two rules.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U51 | Computations and Algebraic Thinking – Comparing Points on a Coordinate Plane | U51 | Plotting Points on a Coordinate Grid |
| | | U51 | Graphing and Analyzing Lines |

**Geometry**

## CC.2.3.5.A.1

Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U51 | Geometry – Graph Points in a Coordinate Plane | U51 | Plotting Points on a Coordinate Grid |
| U51 | Computations and Algebraic Thinking – Comparing Points on a Coordinate Plane | ISIP | Identifying and Plotting Ordered Pairs on the Coordinate Plane |

## Measurement and Data

### CC.2.3.5.A.2

Classify two-dimensional figures into categories based on an understanding of their properties.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
|  |  | ISIP | Analyzing Properties of Two- and Three-Dimensional Figures |

### CC.2.4.5.A.1

Solve problems using conversions within a given measurement system.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
|  |  | ISIP | Converting Standard Units of Measurement |
|  |  | ISIP | Performing Customary Measurement Conversions |

### CC.2.4.5.A.6

Apply concepts of volume to solve problems and relate volume to multiplication and division.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------|------|-------------------|
| U50 | Measurement – Volume of Irregular Figures | U50 | Volume of Rectangular Prisms |
|  |  | U50 | Volume of Irregular Figures |

**5**

### CC.2.4.5.A.6

Apply concepts of volume to solve problems and relate volume to multiplication and division.

MP 1, 2, 3, 4, 5, 6, 7, 8

| Code | Digital Student Experience | Code | Teacher Resources |
|---|---|---|---|
|  |  | ISIP | Integrating Fact Practice and Volume |

## Appendix

### Classroom Resource

| General Graphic Organizers | |
|---|---|
| **Code** | **Teacher Resources** |
| CR | Dot Paper |
| CR | Frayer Model |
| CR | Frayer Model (multiple) |
| CR | Grid Paper |
| CR | Grid Paper (cm) |
| CR | Grid Paper (in) |
| CR | If-Then Diagram (Large) |
| CR | If-Then Diagrams |
| CR | Multiple Number Lines (10-100) |
| CR | Number Cards (1-10) |
| CR | Number Cards (1-20) |
| CR | Number Line 0-10 (Labeled and Blank) |
| CR | Number Line 0-100 (Labeled and Blank) |
| CR | Number Line 0-20 (Labeled and Blank) |
| CR | Number Line 0-50 (Labeled and Blank) |

## General Graphic Organizers

| Code | Teacher Resources |
|------|-------------------|
| CR | Place Value Mat: 3-Column (Blank) |
| CR | Place Value Mat: 4-Column (Blank) |
| CR | Ten Frame |
| CR | Three-Digit Number Cards |
| CR | Types of Word Problems Anchor Chart |

## Number Sense

| Code | Teacher Resources |
|------|-------------------|
| CR | 100 Chart |
| CR | 120 Chart |
| CR | Base Ten Block Cards (0-50) |
| CR | Base Ten Block Cards (Multiples of Ten) |
| CR | Counting Strips (1-10) |
| CR | Counting Strips (1-20) |
| CR | Decimal Cards |
| CR | Decimal Grid: Thousandths |
| CR | Decimal Grids: Tenths and Hundredths |
| CR | Decimal Models: One Whole through Thousandths |

## Number Sense

| Code | Teacher Resources |
|------|-------------------|
| CR | Decimal Place Value: Grid and Chart – Hundredths |
| CR | Decimal Place Value: Grid and Chart – Tenths |
| CR | Decimal Place Value: Grid and Chart – Thousandths |
| CR | Even and Odd Chart |
| CR | Fraction Bars |
| CR | Fraction Equivalency Cards |
| CR | Fraction Model Graphic Organizer |
| CR | Multiple Representations of Numbers (1-10) |
| CR | Place Value Anchor Chart: Tens and Ones |
| CR | Place Value Mat: Multiple Representations to Millions (Labeled) |
| CR | Place Value Mat: Multiple Representations to Thousands (Labeled) |
| CR | Place Value Mat: Tens and Ones (Labeled) |
| CR | Place Value Word Cards |
| CR | Ten Frame Dot Cards (Large) |
| CR | Ten Frame Dot Cards (Small) |

## Computations and Algebraic Thinking

| Code | Teacher Resources |
|------|-------------------|
| CR | Algebra Tiles |
| CR | Algebraic Strip Diagrams |
| CR | Coordinate Plane |
| CR | Missing Factor Cards |
| CR | Multiplication/Division Fact Family Template |
| CR | Operation Symbol Cards |
| CR | Part Part Whole Mat |
| CR | Problem Solving Cards – Addition and Subtraction |
| CR | Subitizing Cards (1-5) |

## Measurement

| Code | Resources |
|------|-----------|
| CR | Customary Unit Conversion Cards – Linear Measurement |
| CR | Customary Unit Conversion Cards – Liquid Measurement |
| CR | Linear Measurement Bundle (Includes the following five resources) |
| CR | Linear Measurement Anchor Chart |
| CR | Linear Measurement Body Benchmarks Anchor Chart |
| CR | Linear Measurement Graphic Organizer |

## Measurement

| Code | Resources |
|------|-----------|
| CR | Linear Measurement Steps Anchor Chart |
| CR | Linear Measurement Yards vs. Meters Anchor Chart |

## Data Analysis

| Code | Teacher Resources |
|------|-------------------|
| CR | Analyzing Line Plots |

## Geometry

| Code | Teacher Resources |
|------|-------------------|
| CR | Three-Dimensional Figure Nets |
| CR | Two-Dimensional Shapes |

**Parent Portal Lessons**

## Early Math PK-1

| Code | Teacher Resources |
|------|-------------------|
| PP | Fact Practice: Addition Fast Track |
| PP | Fact Practice: Addition Road Racing |
| PP | Fact Practice: Building Sums with Dice |

## Early Math PK-1

| Code | Teacher Resources |
|------|-------------------|
| PP | Fact Practice: Choose the Operation (Addition and Subtraction) |
| PP | Fact Practice: Counting to Answer Math Questions |
| PP | Fact Practice: Matching Numerals to Quantities |
| PP | Fact Practice: Recognizing, Ordering, and Counting |
| PP | Fact Practice: Shake It! Make It! Solve It! (Addition) |
| PP | Fact Practice: Skip Counting Raceway (Skip Counting by Fives and Tens) |
| PP | Fact Practice: Skip Counting Raceway (Skip Counting by Twos) |
| PP | Fact Practice: Sticky Sums |
| PP | Fact Practice: Subtraction Fast Track |
| PP | Fact Practice: Subtraction Road Racing |
| PP | Fact Practice: Write, Tally, Draw (Addition) |
| PP | Practice Sorting by Attributes |

## Istation Math 2-5

| Code | Teacher Resources |
|---|---|
| PP | Fact Practice: Adding on a Number Line |
| PP | Fact Practice: Addition and Subtraction Fact Families |
| PP | Fact Practice: Choose the Operation (Addition and Subtraction) |
| PP | Fact Practice: Choose the Operation (Multiplication and Division) |
| PP | Fact Practice: Fact Family Dominoes (Addition/Subtraction) |
| PP | Fact Practice: Identifying Halves, Thirds, Fourths |
| PP | Fact Practice: Multiplication and Division Fact Family Triangles |
| PP | Fact Practice: Multiplication Fast Track |
| PP | Fact Practice: Multiply Then Add |
| PP | Fact Practice: Multominoes |
| PP | Fact Practice: Shake It! Make It! Solve It! (Multiplication) |
| PP | Fact Practice: Sticky Products |
| PP | Fact Practice: Subtracting on a Number Line |
| PP | Fact Practice: Two-Digit Comparison: Who Has More? |
| PP | Fact Practice: Two-Digit Comparison: Who Has Less? |
| PP | Fact Practice: Three- and Four-Digit Comparison: Who Has More? |
| PP | Fact Practice: Three- and Four-Digit Comparison: Who Has Less? |

## Istation Math 2-5

| Code | Teacher Resources |
|------|-------------------|
| PP | Fact Practice: Understanding Decimal Numbers |
| PP | Fact Practice: Write, Expand, Sketch |
| PP | Fact Practice: Writing Expressions from Scenarios |
| PP | Practice Linear Measurement Scavenger Hunt (Centimeter) |
| PP | Practice Linear Measurement Scavenger Hunt (Inches) |
| PP | Practice Plotting Points on a Coordinate Plane |