

# **EduREALM**

**A Standards Based Resource**

## **MATHEMATICS**

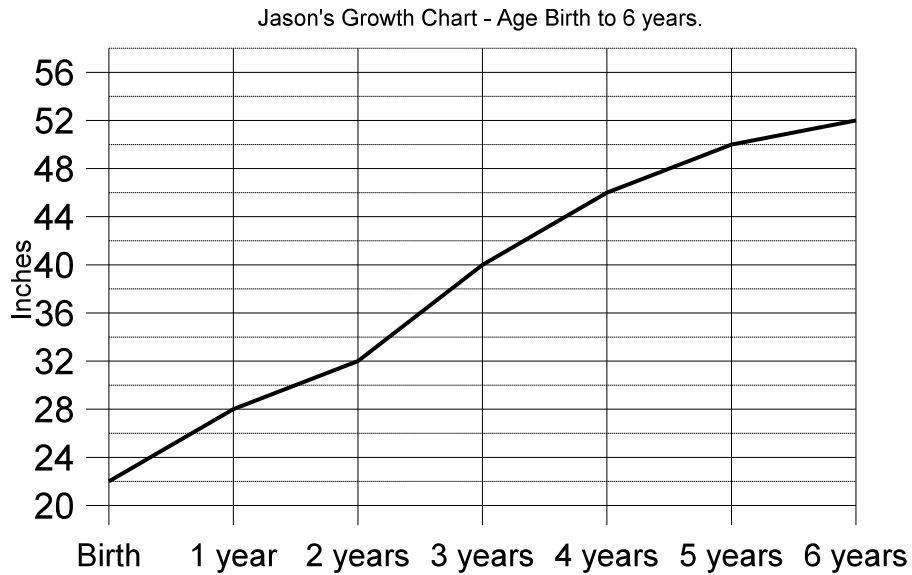
**compiled by**

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LINE GRAPHS

Line graphs show changes over a period of time.

The line graph below shows Jason’s growth from birth to 6 years of age. Use the graph to answer the questions that follow.



1. How tall was Jason when he was born? 22 inches
2. How tall was Jason when he was 1 year old? \_\_\_\_\_
3. How many inches did Jason grow from birth to age 1? \_\_\_\_\_
4. How tall was Jason at age 4? \_\_\_\_\_
5. Between which two years did Jason grow the most?  
How many inches was that? \_\_\_\_\_
6. How tall was Jason at age 6? \_\_\_\_\_
7. How many inches did Jason grow from birth to age 6? \_\_\_\_\_

## VOCABULARY OF ADDITION

Addition is the operation of combining numbers to obtain their sum.

Complete the following questions.

$$\begin{array}{ccccccc} \mathbf{25} & & \mathbf{+} & & \mathbf{8} & & \mathbf{=} & & \mathbf{33} \\ \mathbf{addend} & & & & \mathbf{addend} & & & & \mathbf{sum} \end{array}$$

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1. What are the two addends in the addition problem  $54 + 25 = 79$ ? \_\_\_\_\_
2. What is the sum of  $39 + 56 = ?$  \_\_\_\_\_
3. What is the name of the sign “+” ? \_\_\_\_\_
4. What is the name of the following symbol “=” ? \_\_\_\_\_
5. What are the addends in the addition problem  $13 + 12 + 14 = ?$  \_\_\_\_\_
6. What is the sum of  $62 + 63 + 65 = ?$  \_\_\_\_\_

### Addition Properties

You can write the addition sentences two different ways. This is called the **commutative property**.

**Example:**                       $16 + 8 = 24$      $8 + 16 = 24$

When 0 is added to a number, the sum is the number. This is called the **identity property**.

**Example:**                       $0 + 12 = 12$      $15 + 0 = 15$

# . . . . Curriculum Matrix

The Curriculum Matrix is based on the twelve areas of the National Council of Teachers of Mathematics standards. The areas are Algebra, Data Interpretation, Decimals, Fractions, Functions, Geometry, Mathematics Process, Measurement, Number Theory, Numeration, Technology, and Whole Numbers.

Each area of the standard, labeled a strand, is defined, competencies identified, and specific skills that address the competency listed for each level. A ● notation on the matrix signifies that a lesson plan is ready to teach that specific skill. A ○ notation on the matrix signifies that the lesson plan to teach the skill is contained under another heading in the matrix. Also, the ○ notation indicates the interactive connections of related lessons.

| ALGEBRA                                     |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| Readiness                                   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| ● Missing numbers and number sentences      |   | ● | ● | ● | ● | ● | ● |   |   |
| ● Order of operation                        |   |   |   | ● | ● | ● | ● | ● | ● |
| ● Multiple steps (See Mathematical Process) |   | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| ● Number line                               |   |   |   |   |   |   |   |   |   |
| - whole number                              | ● | ● | ● | ● |   |   |   |   |   |
| ● Exponents and powers                      |   |   |   |   | ● | ● | ● | ● | ● |
| ● Scientific Notation                       |   |   |   |   |   |   |   |   |   |
| - positive powers of 10                     |   |   |   |   |   |   |   | ● | ● |
| - negative powers of 10                     |   |   |   |   |   |   |   |   | ● |
| ● Squares and square roots                  |   |   |   |   |   |   |   | ● | ● |
| Operations                                  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| ● Variables                                 |   |   |   |   |   | ● | ● | ● | ● |
| ● Writing equations                         |   |   | ● | ● | ● | ● | ● | ● | ● |
| ● Integers (Negative/positive)              |   |   |   |   |   |   |   |   |   |
| - define                                    |   |   |   |   | ● | ● | ● | ● | ● |
| - compare/order                             |   |   |   |   |   | ● | ● | ● | ● |
| - addition/subtraction                      |   |   |   |   |   | ● | ● | ● | ● |
| - multiplication/division                   |   |   |   |   |   | ● | ● | ● | ● |
| ● Solve 1 step equations                    |   |   |   |   |   |   |   |   |   |
| - addition/subtraction                      |   |   |   |   | ● | ● | ● | ● | ● |