

Breaking Down a Mathematics Standard

KAS: KY.2.MD.6

What is the domain/conceptual category/big idea? Measurement and Data
 Standards for Mathematical Practice

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| <p><u>MP.1.</u> Make sense of problems and persevere in solving them.</p> <p><u>MP.2.</u> Reason abstractly and quantitatively.</p> <p><u>MP.3.</u> Construct viable arguments and critique the reasoning of others.</p> <p><u>MP.4.</u> Model with mathematics.</p> | <p><u>MP.5.</u> Use appropriate tools strategically.</p> <p><u>MP.6.</u> Attend to precision.</p> <p><u>MP.7.</u> Look for and make use of structure.</p> <p><u>MP.8.</u> Look for and express regularity in repeated reasoning.</p> |
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Cluster: What is the broader understanding that the standard plays a role in building? Relate addition and subtraction to length.

Standards	Clarifications
<ul style="list-style-type: none"> Identify the target of the standard: <ul style="list-style-type: none"> ✓ conceptual understanding o procedural skill/fluency o application <p>Consider how the target of the standard will have an impact on instruction and assessment. (For more information, refer to p. 7, 10 and 15 of KAS for Mathematics.) <u>Students have to conceptually place numbers on a number line equally spaced in order to solve sums and differences within 100.</u></p> <ul style="list-style-type: none"> What key mathematics should students know and be able to do? <ul style="list-style-type: none"> <u>Students have to know that there is equal distance between whole numbers, so when making iterations will help build future fraction success: measuring</u> 	<ul style="list-style-type: none"> What are the specific representations/strategies that will need to be considered when planning instruction? <u>Use a number line to model adding and subtracting quantities, more importantly have students use number lines to model their thinking when adding & subtracting</u> What are the possible misconceptions that will need to be addressed during instruction? <u>Some students might only make hops of ones, therefore provide additional work with helping them see jumps of 5's and 10's.</u> <p>Coherence: Previous Grade → Current Standard → Upcoming Grade</p> <ul style="list-style-type: none"> How does this standard build off of prior learning? <u>There is a connection to Grade 1 OA Standards for adding and subtracting, but not using a number line.</u> How does this standard support future learning? <u>KY.3.NF.2 is all about understanding fractions on a number line that there are numbers between two whole numbers.</u> How does this standard connect to other standards (or even other clusters or domains)? <u>KY.2.MD.5 is making the connection to solve measurement word problems involving length within 100.</u>

Attending to the Standards for Mathematical Practice

How are students engaging in the mathematical practices as they learn this content? (For more information, refer to p. 12-15 of KAS for Mathematics).

MP.4: Students make sense of linear-focused story problems using number lines & bar diagrams to make sense of the situation.

MP.3 Students use the number line as a reasoning strategy to add or subtract and explain their reasoning.