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| **Developing Fluency with Whole Number Operations** | | |
| Understands number relationships and properties and applies them to whole number operations.      “I solved each equation using an operation I am comfortable with.” | Uses estimation to check reasonableness  of solutions.  A forklift can carry 2000 kg. An operator is unloading boxes of shoes weighing 78 kg.  How many boxes can the forklift safely carry  at one time?  78 × ? = 2000  “78 is close to 80. I know 80 × 20 = 1600 and  80 × 5 = 400. 1600 + 400 = 2000. An estimate of 25 boxes seems reasonable.” | Uses mental math strategies to solve single-step equations with larger numbers.      “I decomposed the numbers  to make multiplying easier.” |
| **Observations/Documentation** | | |
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| **Developing Fluency with Whole Number Operations (cont’d)** | | |
| Solves multi-step equations using mental math strategies and properties of operations. | Uses order of operations to solve equations and explains the effect when order is not followed.    “I have to do multiplication and division first. If the order isn’t followed and I perform the operations in the order in which they appear, I get 21 R1.” | Flexibly selects mental math strategies and applies order of operations to solve multi-step equations/problems.  To claim the prize in a contest, you must answer this skill-testing question:  19 + 11 × 6 – 4 = ? |
| **Observations/Documentation** | | |
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