Breaking Down a Mathematics Standard

What is the domain/conceptual category/big idea? Measurement and Data

**KAS:** KY.2.MD.10

### Standards for Mathematical Practice

| MP.1 | Make sense of problems and persevere in solving them. |
| MP.2 | Reason abstractly and quantitatively. |
| MP.3 | Construct viable arguments and critique the reasoning of others. |
| MP.4 | Model with mathematics. |
| MP.5 | Use appropriate tools strategically. |
| MP.6 | Attend to precision. |
| MP.7 | Look for and make use of structure. |
| MP.8 | Look for and express regularity in repeated reasoning. |

### Cluster: What is the broader understanding that the standard plays a role in building?

"Relate addition and subtraction to length."

### Standards

- **Identify the target of the standard:**
  - Conceptual understanding
  - Procedural skill/fluency
  - Application

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.)

**Students have to conceptually place numbers on a number line equally spaced in order to solve sums and differences within 100.**

- What key mathematics should students know and be able to do?
  - Students have to know that there is equal distance between whole numbers, so when making iterations will help build fraction success in measuring success to solve measurement word problems involving length within 100.

### Clarifications

- **What are the specific representations/strategies that will need to be considered when planning instruction?**
  - Use a number line to model adding and subtracting quantities, more importantly have students use number lines to model their thinking when adding and subtracting, but not using a number line.
  - Some students might only make hops of ones, therefore probe quantities. Additional work with helping see jumps of 5s and 10s.

**Coherence:**
- Previous Grade — Current Standard — Upcoming Grade

- How does this standard build off of prior learning? How does this standard support future learning? How does this standard connect to other standards (or even other clusters or domains)?
  - KY.3.NF.2 is all about understanding fractions on a number line. KY.2.MD.1 is making the connection to other standards (or even other clusters or domains).

### Attending to the Standards for Mathematical Practice

- **MP.4:** Students make sense of linear-focused story problems using number lines and 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.