

# **Lesson 2: What Do the Math Standards Mean to Me?**

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## **Grade Level(s)**

Grades 3-5

## **Lesson Overview**

In teams, student will analyze grade-level standards for meaning and connections to their everyday life, then present their findings to the class.

## **Learning Objectives**

- To see understand that the Core Standards of Mathematics provide a framework for building mathematical skills over time.
- To review and apply mathematical skills from previous grade levels.

## **Standards**

### Utah Core Standards for Mathematics

- Number and Operations in Base Ten (K-4.NBT)

### Utah Core Literacy Standards

- Reading Standards for Informational Text (K-4.RI)
- Speak and Listening Standards (5.SL)

## **Preparation**

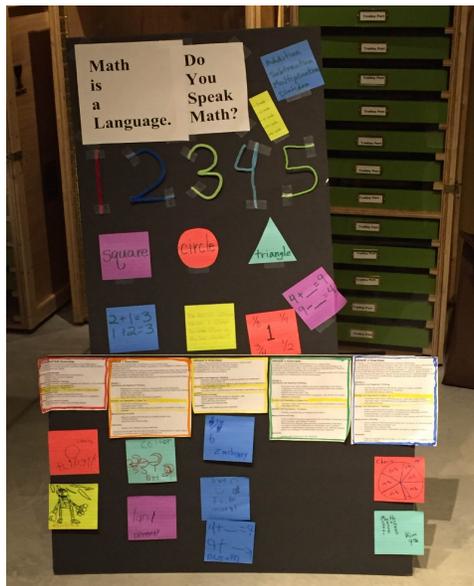
Print a copy of Math Core Standards from each grade, K – 4 (Basic version included at end of lesson plans. I concentrated on the Number and Operations in Base Ten or you can make your own. This can be geared toward the weakest math concept in your class).

## **Materials and Resources**

- Poster boards, highlighters, sticky notes, markers

## **Activity 1: Research and Gain Knowledge of the Math Standards (30 Minutes)**

- Divide the class into groups of 2-3 students. Give each group a copy of one of the Math Core Standards from K-4, with each group working on a different grade-level standard. (You may choose to have them concentrate on one part of the standard. For example: “Number and Operations in Base Ten.”) Have each group read their grade’s Math Core Standard together as a group.
- Instruct each member of the group to write down or draw on the provided sticky notes what they think that standard means or what it is talking about using math “words.” How would they use it in every day life? (For example: What part of math language is the standard referring to? Shapes? Addition is a verb/action.)
- Ask group members to place their stickies next to or under their assigned grade-level standard.
- See my example below. Note: Kindergarten--Red stickies, 1<sup>st</sup> grade Orange, 2<sup>nd</sup> grade Yellow, 3<sup>rd</sup> grade Green, and 4<sup>th</sup> grade Blue. I highlighted the Number and Operations in Base Ten on each grade-level standard.



## Activity 2: Connecting to the Math Standards (15 Minutes)

Discuss as a class what they thought of this activity. How did they feel during the activity? How well did they know these math concepts? Did it make math feel different by thinking about it as a language? Did they realize that they use math all the time?

### Troubleshooting

Each team could have its own grade-level standards on a poster board. It might be interesting to see how their answers would compare if two teams worked on the same grade-level standard. Perhaps students could design their own examples of math on their own poster (such as the top poster in the picture) as a math/art project.

## Assessment

Using the sticky notes they made, can students put together a math sentence?