SUMMER SUCCESS: **MATH**

GRADES K-6

correlated to

Florida
Sunshine State Standards and Grade Level Expectations

GREAT SOURCE®
EDUCATION GROUP
A Houghton Mifflin Company

YOUR FLORIDA GREAT SOURCE REPRESENTATIVES

LOIS PAGE
(Northern Florida)
800-289-4490, option 4

DINA HEFFERNAN
(Southern Florida)
800-289-4490, option 4

SUMMER SUCCESS: MATH © 2000
correlated to the
FLORIDA SUNSHINE STATE STANDARDS
correlated to the
GRADE LEVEL EXPECTATIONS

KINDERGARTEN

Strand A: Number Sense, Concepts, and Operations

STANDARD 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.

Grade	Standard	Summer Success
K	The student: 1. counts up to 10 or more objects using verbal names and one-to-one correspondence.	**PE:** 7, 8, 14, 15, 22, 32, 33, 40, 55, 65, 73, 79, 97 **TE:** 14, 16, 17, 18, 21, 22, 27, 31, 33, 34, 38, 42, 43, 45, 47, 49, 50, 52, 71, 89, 93, 111
	2. reads and writes numerals to 10 or more.	**PE:** 7, 8, 14, 15, 21, 22, 25, 33, 40, 41, 43, 48, 49, 54, 55, 57, 64, 65, 72, 73, 75, 79, 80, 81, 88, 89, 91, 97, 98, 99, 106 **TE:** 14, 16, 17, 18, 21, 22, 25, 26, 27, 29, 30, 31, 33, 34, 38, 40, 42, 45, 47, 49, 50, 52, 53, 58, 61, 64, 65, 68, 71, 76, 79, 83, 86, 89, 93, 94, 95, 97, 101, 104, 107, 111, 112, 115, 118, 124
	3. counts orally to 100 or more.	The opportunity to address this objective is available on the following pages: **PE:** 63, 97 **TE:** 18, 26, 29, 33, 38, 42, 45, 49, 52, 75, 111

	4. knows that cardinal numbers indicate quantity and ordinal numbers indicate position.	**PE:** 7, 8, 14, 15, 21, 22, 25, 32, 33, 39, 40, 41, 43, 48, 49, 54, 55, 57, 64, 65, 72, 73, 75, 79, 80, 81, 88, 89, 91, 97, 98, 99, 105, 106, 121 **TE:** 14, 15, 16, 17, 18, 21, 22, 25, 26, 27, 29, 30, 31, 33, 34, 38, 40, 42, 45, 46, 47, 49, 50, 52, 53, 58, 61, 64, 65, 68, 71, 76, 79, 83, 86, 89, 93, 94, 95, 97, 101, 104, 107, 111, 112, 115, 118, 121, 124

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.

Grade	Standard	Summer Success
K	The student: 1. uses numbers and pictures to describe how many objects are in a set (to 10 or more).	**PE:** 55, 57, 65, 72, 73, 75, 88, 89, 91, 98, 99, 105, 106 **TE:** 56, 60, 63, 67, 70, 71, 74, 76, 78, 81, 83, 86, 88, 89, 92, 94, 95, 99, 103, 104, 107, 112, 111, 112, 114, 115, 117, 118, 120, 121, 123, 124
	2. uses language such as *before* or *after* to describe relative position in a sequence of whole numbers on a number line up to 10 or more (for example, 4 is before 5, 5 is after 4).	**PE:** 31, 43, 63, 98 **TE:** 14, 18, 26, 29, 33, 39,42, 45, 49, 52, 53, 56, 58, 59, 60, 63, 67, 70, 74, 75, 78, 81, 85, 88, 92, 96, 98, 99, 103, 106, 110, 114, 115, 117, 120, 123
	3. compares two or more sets (up to 10 objects in each set) and identifies which set is equal to, more than, or less than the other.	The opportunity to address this objective is available on the following pages: **PE:** 57, 64, 65, 72 **TE:** 63, 70, 76, 79, 81, 83, 86, 87, 117, 123

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.

Grade	Standard	Summer Success
K	The student: 1. uses sets of concrete materials to represent quantities, to 10 or more, given in verbal or written form.	**PE:** 7, 8, 14, 15, 21, 22, 25, 32, 33, 39, 40, 41, 43, 48, 49, 54, 55, 57, 64, 65, 72, 73, 75, 79, 80, 81, 88, 89, 91, 97, 98, 99, 106 **TE:** 14, 16, 17, 18, 21, 22, 25, 26, 27, 29, 30, 31, 33, 34, 38, 40, 41, 42, 45, 46, 47, 49, 50, 52, 53, 58, 61, 64, 65, 68, 71, 76, 79, 83, 86, 89, 93, 94, 95, 97, 101, 104, 107, 111, 112, 115, 118, 124
	2. uses concrete materials to represent fractional parts of a whole (one half, one fourth).	The opportunity to address this objective is available on the following pages: **TE:** 29, 85, 88

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.

Grade	Standard	Summer Success
K	The student: 1. represents equivalent forms of the same number, up to 10 or more, through the use of concrete materials (for example, using unifix cubes, 5 can be represented as 1+4, 2+3, 0+5; five pennies equal one nickel and ten pennies equal one dime).	**PE:** 48 **TE:** 61

STANDARD 2

The student understands number systems.

Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.

Grade	Standard	Summer Success
	The student:	
K	1. with teacher direction, counts orally to 100 or more by 2s, 5s, and 10s using a hundred chart or concrete materials.	The opportunity to address this objective is available on the following pages: **PE:** 49, 54, 63, 75, 81, 89 **TE:** 65, 68, 75, 85, 94, 101, 107
	2. uses concrete materials, pictures, and numerals to show the concept of numbers to 10 or more.	**PE:** 7, 8, 14, 15, 21, 22, 25, 32, 33, 39, 40, 41, 43, 48, 49, 54, 55, 57, 64, 65, 72, 73, 75, 79, 80, 81, 88, 89, 91, 97, 98, 99, 106 **TE:** 14, 16, 17, 18, 21, 22, 25, 26, 27, 29, 30, 31, 33, 34, 38, 40, 41, 42, 45, 46, 47, 49, 50, 52, 53, 58, 61, 64, 65, 68, 71, 76, 79, 83, 86, 89, 93, 94, 95, 97, 101, 104, 107, 111, 112, 115, 118, 124
	3. counts backward from ten to one.	The opportunity to address this objective is available on the following pages: **PE:** 55, 65 **TE:** 14, 16, 18, 26, 33, 38, 39, 42, 45, 49, 52, 71

STANDARD 2

The student understands number systems.

Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

Grade	Standard	Summer Success
K	The student: 1. groups objects in sets of 2 or more.	**PE:** 22, 57, 64, 65, 72, 73, 75, 80, 81, 88, 89, 98, 99, 106 **TE:** 16, 34, 76, 79, 83, 86, 89, 94, 97, 101, 104, 107, 115, 118, 124
	2. knows the relationships between larger numbers and smaller numbers.	**PE:** 31, 43, 72, 91, 97 **TE:** 14, 18, 26, 38, 39, 42, 45, 49, 52, 56, 58, 60, 63, 67, 70, 74, 78, 85, 86, 87, 88, 92, 93, 96, 99, 103, 106, 110, 111, 112, 117, 120, 123

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.

Grade	Standard	Summer Success
K	The student: 1. demonstrates and describes the effect of putting together and taking apart sets of objects (for example, 3 cubes and 4 cubes is 7 cubes).	The opportunity to address this objective is available on the following pages: **PE:** 54, 65, 72, 81, 99 **TE:** 68, 83, 86, 101, 118
	2. uses a number line to demonstrate how to count up and count back from a given number.	The opportunity to address this objective is available on the following pages: **PE:** 55, 65 **TE:** 14, 16, 18, 26, 33, 38, 39, 42, 45, 49, 52, 71

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.

Grade	Standard	Summer Success
K	The student: 1. creates and acts out number stories using objects.	**TE:** 49, 52
	2. knows strategies for solving number problems.	**PE:** 31, 43, 48, 54, 55, 65, 72, 81, 91, 99 **TE:** 14, 16, 18, 26, 29, 33, 38, 39, 42, 45, 49, 52, 56, 58, 60, 61, 62, 63, 67, 68, 70, 71, 74, 81, 83, 85, 86, 87, 88, 92, 96, 99, 101, 103, 106, 110, 112, 114, 117, 118, 120, 123

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.1.3: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Grade	Standard	Summer Success
K	The student: 1. demonstrates an awareness of addition and subtraction in everyday activities (using concrete objects, models, drawings, role playing).	**PE:** 43, 48, 54, 55, 65, 72, 81, 99 **TE:** 14, 16, 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 58, 60, 61, 63, 67, 68, 70, 71, 74, 78, 81, 83, 85, 86, 88, 92, 96, 99, 101, 103, 106, 110, 114, 117, 118, 120, 123

STANDARD 4

The student uses estimation in problem solving and computation.

Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.

Grade	Standard	Summer Success
K	The student: 1. estimates and verifies by counting sets that have more, fewer, or the same number of objects (for example, using a reference set of objects, comparing cards with different numbers of dots, estimating whether sets are more or less than a given number such as five).	**PE:** 57, 64, 65, 72 **TE:** 63, 70, 76, 79, 81, 83, 86, 87, 117, 123

STANDARD 5

The student understands and applies theories related to numbers.

Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.

Grade	Standard	Summer Success
K	The student: 1. uses concrete objects to explore odd and even numbers (up to 10).	**PE:** 54, 80, 93-95 **TE:** 66, 68, 69, 97, 113, 116

Strand B: Measurement

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.

Grade	Standard	Summer Success
K	The student: 1. knows how to communicate measurement concepts.	**PE:** 64, 65, 80, 98 **TE:** 14, 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 77, 78, 79, 81, 83, 85, 88, 92, 96, 97, 99, 103, 106, 110, 114, 115, 117, 120, 123
	2. measures length of objects and distance using nonstandard concrete materials.	The opportunity to address this objective is available on the following pages: **TE:** 14, 33, 60, 67, 70, 74, 110, 114, 120

	3. weighs objects to explore concepts of heavier and lighter.	The opportunity to address this objective is available on the following pages: **TE:** 26, 42, 49, 52, 56, 74, 78, 92, 103
	4. describes concepts of time (for example, before or after, day or night).	**PE:** 64, 80, 98 **TE:** 38, 42, 63, 67, 70, 74, 77, 78, 79, 81, 85, 88, 96, 97, 103, 106, 110, 114, 115, 117, 120, 123
	5. describes concepts of temperature (for example, hot or cold).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	6. compares and demonstrates the concept of capacity (for example, full or empty).	**TE:** 18, 29, 63, 88, 123

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Grade	Standard	Summer Success
	The student:	
K	1. uses nonstandard objects, such as cubes, marbles, paper clips, and pencils, to measure classroom objects (for example, table length is 10 crayons or four pencils).	The opportunity to address this objective is available on the following pages: **TE:** 14, 33, 60, 67, 70, 74, 110, 114, 120

STANDARD 2
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.1.1: The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).

Grade	Standard	Summer Success
K	The student: 1. uses direct (side-by-side) comparisons to sort and order objects by their lengths.	The opportunity to address this objective is available on the following pages: **TE:** 14, 33, 70, 74, 114, 120
	2. uses indirect comparisons to compare lengths of objects that cannot be physically compared (side-by-side) (for example, compares height of counters in classroom and cafeteria by using string or in reference to child's own body).	**TE:** 60, 67
	3. compares and orders classroom objects by their weights, determining which objects weigh more, less, or about the same.	**TE:** 26, 49, 52, 56

STANDARD 2
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real-world situations.

Grade	Standard	Summer Success
K	The student: 1. uses uniform nonstandard units to measure common classroom objects.	**TE:** 60

STANDARD 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.

Grade	Standard	Summer Success
K	The student: 1. uses nonstandard units to estimate, and verifies by measuring, the length and width of common classroom objects.	The opportunity to address this objective is available on the following pages: **TE:** 14, 33, 70, 74, 114, 120
	2. estimates and measures the time of day as day or night; morning, afternoon, or evening; and yesterday, today, or tomorrow.	The opportunity to address this objective is available on the following pages: **PE:** 64, 80, 98 **TE:** 38, 42, 63, 67, 70, 74, 77, 78, 79, 81, 85, 88, 96, 97, 103, 106, 110, 114, 115, 117, 120, 123
	3. knows which of two daily activities takes more or less time.	**TE:** 81, 96, 106
	4. knows and compares the values of a penny (1 cent), nickel (5 cents), and dime (10 cents).	**PE:** 64, 65, 73 **TE:** 14, 16, 18, 26, 29, 33, 38, 45, 49, 52, 56, 60, 63, 68, 70, 74, 75, 78, 79, 81, 83, 85, 88, 89, 92, 96, 99, 100, 103, 106, 110, 114, 117, 120, 123

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.

Grade	Standard	Summer Success
K	The student: 1. uses nonstandard units appropriately (for example, pencil, cubes, scoops of rice).	The opportunity to address this objective is available on the following pages: **TE:** 14, 33, 70, 74, 114, 120

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.

Grade	Standard	Summer Success
K	The student: 1. knows various measuring tools for measuring length, weight, or capacity.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 33, 42, 49, 52, 56, 63, 67, 74, 78, 88, 92, 103, 110, 114, 120, 123
	2. knows ways to measure time, including calendar, days, weeks, months, and days of week.	**PE:** 64, 80, 98 **TE:** 38, 42, 63, 67, 70, 74, 77, 78, 79, 81, 85, 88, 96, 97, 103, 106, 110, 114, 115, 117, 120, 123

Strand C: Geometry and Spatial Sense

STANDARD 1

The student describes, draws, identifies, and analyzes two- and three- dimensional shapes.

Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two- and three-dimensional shapes.

Grade	Standard	Summer Success
K	The student: 1. knows two-dimensional shapes (for example, circles, squares, rectangles, triangles), describing similarities and differences.	**PE:** 22 **TE:** 14, 18, 26, 29, 33, 34, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 110, 120
	2. sorts three-dimensional objects by varied attributes (for example, identifying which can roll, stack, or slide).	**TE:** 92, 96, 99, 103, 105, 106, 114, 123
	3. sorts three-dimensional objects according to geometric shapes (for example, cubes, spheres, cylinders, cones).	**TE:** 96, 99, 105, 106

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.

Grade	Standard	Summer Success
K	The student: 1. recognizes symmetry in the environment.	The opportunity to address this objective is available on the following pages: **TE:** 26, 45, 63, 117
	2. uses concrete materials to make symmetrical figures (for example, paper fold, paint blot).	**TE:** 29, 49, 85, 88
	3. matches objects to outlines of their shapes.	**TE:** 38, 92
	4. knows spatial relationships (for example, in or out; above or below; over or under; top, bottom, or middle).	**PE:** 57 **TE:** 76, 81, 117
	5. identifies left and right hand.	The opportunity to address this objective is available on the following pages: **PE:** 57 **TE:** 76

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.

Grade	Standard	Summer Success
K	The student: 1. follows directions to move or place an object in relation to another (for example, next to, to the right of).	The opportunity to address this objective is available on the following pages: **PE:** 57 **TE:** 76, 81, 117
	2. uses concrete objects to explore slides and turns.	**TE:** 26, 45, 63, 117

STANDARD 3
The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.

Benchmark MA.C.3.1.1: The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.

Grade	Standard	Summer Success
K	The student: 1. recognizes, compares, and sorts real-world objects or models of solids.	**PE:** 22, 105 **TE:** 14, 18, 26, 29, 33, 34, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 103, 105, 106, 110, 114, 120, 121, 123
	2. knows the attributes of circles, squares, triangles, and rectangles (for example, edges, corners, curves).	**PE:** 22, 105 **TE:** 14, 18, 26, 29, 33, 34, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 103, 105, 106, 110, 114, 120, 121, 123

STANDARD 3

The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.

Benchmark MA.C.3.1.2: The student plots and identifies positive whole numbers on a number line.

Grade	Standard	Summer Success
K	The student: 1. locates known and unknown numbers on a number line from 0 to 10 or more (for example, finding what number you are on if you move 2 numbers forward or 3 numbers back).	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 33, 34, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 103, 105, 106, 110, 114, 120, 123

Strand D: Algebraic Thinking

STANDARD 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.

Grade	Standard	Summer Success
K	The student: 1. identifies simple patterns of sounds, physical movements, and concrete objects.	**PE:** 7, 15, 32, 49, 55 **TE:** 14, 17, 18, 26, 29, 33, 31, 34, 38, 42, 43, 45, 49, 52, 56, 60, 63, 65, 67, 70, 71, 74, 78, 81, 85, 88, 92, 96, 103, 105, 106, 110, 114, 120, 123

STANDARD 1
The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.1.2: The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.

Grade	Standard	Summer Success
K	The student: 1. predicts and extends existing patterns using concrete materials.	**PE:** 7, 15, 32, 49, 55 **TE:** 14, 17, 18, 26, 29, 33, 31, 34, 38, 42, 43, 45, 49, 52, 56, 60, 63, 65, 67, 70, 71, 74, 78, 81, 85, 88, 92, 96, 103, 105, 106, 110, 114, 120, 123
	2. uses concrete objects to create a pattern.	**PE:** 7, 15, 32, 49, 55 **TE:** 14, 17, 18, 26, 29, 33, 31, 34, 38, 42, 43, 45, 49, 52, 56, 60, 63, 65, 67, 70, 71, 74, 78, 81, 85, 88, 92, 96, 103, 105, 106, 110, 114, 120, 123
	3. transfers patterns from one medium to another (for example, actions, sounds, or concrete objects).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.1.1: The student understands that geometric symbols (O, q) can be used to represent unknown quantities in expressions, equations, and inequalities.

Grade	Standard	Summer Success
K	The student: 1. knows that symbols can be used to represent missing or unknown quantities (for example, fill in the missing number in 5, 6, q, 8,).	**PE:** 25, 32, 48, 49, 55, 81, 91, 98, 99 **TE:** 16, 40, 43, 61, 65, 71, 101, 112, 115, 118

STANDARD 2

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.1.2: The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.

Grade	Standard	Summer Success
K	The student: 1. uses informal methods, such as pictures, concrete materials, and role playing, to solve real world problems.	**TE:** 14, 18, 26, 29, 33, 34, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 103, 105, 106, 110, 114, 120, 123
	2. uses one-to-one matching to determine if two groups are equal.	**PE:** 57, 64, 65, 72 **TE:** 63, 70, 76, 79, 81, 83, 86, 87, 117, 123

Strand E: Data Analysis and Probability

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.

Grade	Standard	Summer Success
K	The student: 1. knows how to display answers to simple questions involving two categories or choices using concrete materials or pictures on a graph or chart (for example, in a class, number of boys and girls, students with buttons and students with no buttons).	**PE:** 14, 33 **TE:** 18, 27, 29, 33, 45, 47, 49, 52, 63, 67, 70, 81, 85, 88, 99, 103, 106, 117, 120, 123
	2. interprets data exhibited in concrete or pictorial graphs.	**PE:** 14, 33 **TE:** 27, 29, 33, 47, 49, 52, 63, 67, 70, 85, 88, 96, 99, 103, 106, 120, 123

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.

Grade	Standard	Summer Success
K	The student: 1. with teacher direction, uses concrete materials, pictures, or graphs to show range and mode (for example, on a human, block, or picture graph showing number of brothers and sisters, range is from zero to highest number of siblings; mode is number of siblings most common in class).	The opportunity to address this objective is available on the following pages: **TE:** 27, 29, 33, 47, 49, 52, 63, 67, 70, 85, 88, 96, 99, 103, 106, 120, 123

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.

Grade	Standard	Summer Success
K	The student: 1. collects, displays data, and makes generalizations (for example, determines number of pockets on 5 children; predicts how many 10 students or the whole class will have).	The opportunity to address this objective is available on the following pages: **TE:** 27, 29, 33, 47, 49, 52, 63, 67, 70, 85, 88, 96, 99, 103, 106, 120, 123

STANDARD 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.1.1: The student understands basic concepts of chance and probability.

Grade	Standard	Summer Success
K	The student: 1. knows the likelihood of a given situation (for example, Could a lion come visit you? Will we have school tomorrow? Will it rain today?).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. participates in games or activities dependent upon chance (for example, using spinners or number cubes).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.

Grade	Standard	Summer Success
K	The student: 1. knows if a given event is more likely, equally likely, or less likely to occur (for example, chicken nuggets or pizza for lunch in the cafeteria).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E. 3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.

Grade	Standard	Summer Success
K	The student: 1. displays the answer to a simple class question with two categories using concrete materials, a pictograph, or chart (for example, hot or cold; wings or no wings).	**TE:** 45, 49, 52
	2. describes data displayed concretely or pictorially.	**TE:** 27, 29, 33, 47, 49, 52, 63, 67, 70, 85, 88, 96, 99, 103, 106, 120, 123

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.

Grade	Standard	Summer Success
K	The student: 1. determines through class discussions questions for a simple two-choice survey so that the collected information will answer the questions.	**TE:** 45, 49, 52
	2. knows an appropriate method to display the information.	**TE:** 27, 29, 33, 47, 49, 52, 63, 67, 70, 85, 88, 96, 99, 103, 106, 120, 123

SUMMER SUCCESS: MATH © 2000
correlated to the
FLORIDA SUNSHINE STATE STANDARDS
correlated to the
GRADE LEVEL EXPECTATIONS

GRADE 1

Strand A: Number Sense, Concepts, and Operations

STANDARD 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.

Grade	Standard	Summer Success
1	The student: 1. uses one-to one correspondence to count objects to 100 or more.	**PE:** 8, 27, 29, 30, 37, 39, 45, 51, 55, 75 **TE:** 22, 32, 47, 50, 53, 57, 65, 71, 75, 83, 107
	2. reads and writes numerals to 100 or more.	**PE:** 7, 8, 12, 13, 26, 27, 30,33, 38, 39, 44, 45, 47, 52, 55, 61, 63, 69, 73, 74, 75, 84, 85, 89, 90 **TE:** 14, 16, 17, 18, 23-24, 25, 27, 28, 31, 33, 35, 47, 53, 58, 61, 62, 65, 68, 76, 77, 79, 80, 83, 87, 89, 94, 100, 101, 102, 104, 105, 107, 113, 115, 116, 118, 119, 121, 124
	3. uses ordinal numbers 1^{st} - 10^{th} or higher.	**PE:** 13, 55 **TE:** 26, 31, 38, 39, 42, 63, 66, 69, 82

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.

Grade	Standard	Summer Success
1	The student: 1. compares and orders whole numbers to 100 or more using concrete materials, drawings, number lines, and symbols (<, =, >).	**PE:** 11, 13, 21, 45, 67, 83 **TE:** 21, 26, 29, 31, 32, 35, 38, 40, 42, 46, 56, 63, 71, 77, 93, 111
	2. compares two or more sets (up to 100 objects in each set) and identifies which set is equal to, more than, or less than the other.	**PE:** 8, 67, 83 **TE:** 22, 51, 93, 111

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.

Grade	Standard	Summer Success
1	The student: 1. represents real-world applications of whole numbers, to 100 or more, using concrete materials, drawings, and symbols.	This objective is addressed throughout the text. See, for example: **PE:** 7, 8, 12, 18, 26, 27, 33, 39, 45, 52, 60, 63, 74, 75, 84, 89, 90 **TE:** 14, 15, 16, 17, 22, 27, 34, 43, 47, 58, 65, 71, 79, 86, 94, 103, 107, 110, 115, 121, 124
	2. represents and explains fractions (one half, one fourth, three fourths) as part of a whole and part of a set using concrete materials and drawings.	**PE:** 38 **TE:** 29, 38, 42, 60, 61, 67, 94, 99, 114

	3. uses concrete materials to compare fractions in real-life situations (for example, pizzas, cookies).	**PE:** 38 **TE:** 38, 42, 60, 61, 67, 94, 99, 114
	4. knows that the total of equivalent fractional parts makes a whole (for example, two halves equal one whole).	**PE:** 38 **TE:** 29, 38, 42, 60, 61, 67, 94, 99, 114

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.

Grade	Standard	Summer Success
1	The student: 1. represents equivalent forms of the same number, up to 20 or more, through the use of concrete materials (including coins), diagrams, and number expressions (for example, 16 can be represented as 8+8, 10+6, 4+4+4+4, 20-4, 17-1).	**PE:** 26, 33, 35, 63, 74, 89 **TE:** 23-24, 29, 33, 35, 43, 52, 56, 58, 70, 78, 85, 88, 94, 96, 99, 100, 104, 121, 123

STANDARD 2
The student understands number systems.

Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.

Grade	Standard	Summer Success
1	The student: 1. counts orally to 100 or more by 2s, 5s, and 10s with or without a hundred chart.	The opportunity to address this objective is available on the following pages: **PE:** 33, 45, 56, 60, 74, 75, 85, 90 **TE:** 33, 45, 52, 58, 70, 71, 86, 99, 104, 107, 118, , 123, 124

	2. uses concrete materials, pictures, and symbols to show the grouping and place value of numbers to 100 or more.	**PE:** 44, 47, 85 **TE:** 67, 68, 74, 76, 85, 88, 96, 102, 103, 105, 106, 114, 117, 118, 120, 123
	3. counts forward and backward by one beginning with any number less than 100.	**PE:** 8, 27, 29, 30, 3, 37, 39, 45, 51, 60, 74 **TE:** 22, 32, 35, 47, 50, 52, 53, 57, 58, 65, 69, 70, 71, 75, 77, 78, 86, 95, 104, 119
	4. counts forward by tens from any number less than 10 using a hundred chart.	The opportunity to address this objective is available on the following pages: **PE:** 33, 60, 74, 75, 85, 90 **TE:** 58, 86, 99, 104, 107, 118, 124

STANDARD 2
The student understands number systems.

Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

Grade	Standard	Summer Success
	The student:	
1	1. counts and groups 11 or more objects into tens and ones (for example, 3 groups of ten and 4 more is 34 or 30+4).	The opportunity to address this objective is available on the following pages: **PE:** 47, 85 **TE:** 67, 74, 76, 85, 88, 96, 102, 103, 105, 106, 114, 117, 118, 120, 123
	2. knows place value patterns and uses zero as a place holder (for example, trading 10 ones for 1 ten).	**PE:** 44, 47, 85 **TE:** 67, 68, 74, 76, 85, 88, 96, 102, 103, 105, 106, 114, 117, 118, 120, 123

	3. knows the place value of a designated digit in whole numbers to 100.	The opportunity to address this objective is available on the following pages: **PE:** 44, 47, 85 **TE:** 67, 68, 74, 76, 85, 88, 96, 102, 103, 105, 106, 114, 117, 118, 120, 123

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.

Grade	Standard	Summer Success
1	The student: 1. demonstrates knowledge of the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference) using manipulatives, drawings, symbols, and story problems.	**PE:** 7, 12, 26, 27, 33, 35, 52, 61, 63, 69, 74, 84, 89 **TE:** 14, 15, 16, 17, 18, 23-24, 26, 27, 29, 33, 35, 38, 43, 45, 47, 52, 58, 60, 63, 67, 70, , 74, 78, 79, 81, 85, 88, 89, 92, 94, 95, 96, 101, 104, 106, 110, 114, 115, 117, 120, 121, 123
	2. solves basic addition facts using concrete objects and thinking strategies, such as count on, count back, doubles, doubles plus one, and make ten.	**PE:** 26, 33, 63, 74 **TE:** 29, 33, 35, 43, 58, 94, 104
	3. describes the related facts that represent a given fact family up to 18 (for example, 9+3=12, 12-9=3, 12-3=9).	**PE:** 26, 33, 63, 74 **TE:** 29, 33, 35, 43, 58, 94, 104
	4. knows how to use the commutative and associative properties of addition in solving problems and basic facts.	**PE:** 26, 74 **TE:** 29, 33, 35, 43, 104
	5. adds and subtracts two-digit numbers without regrouping (sums to 100) using models, concrete materials, or algorithms.	**PE:** 33, 63 **TE:** 58, 74, 81, 85, 88, 92, 94, 96, 120, 123

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.

Grade	Standard	Summer Success
1	The student: 1. poses and solves simple number problems by selecting the proper operation (for example, finding how many students are sitting at tables one and two).	**PE:** 35 **TE:** 14, 17, 18, 23-24, 26, 29, 33, 35, 38, 43, 45, 52, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 95, 96, 106, 110, 114, 117, 120, 123
	2. uses concrete objects to solve number problems with one operation.	**PE:** 26, 27, 35, 38 **TE:** 23-24, 29, 35, 43, 47, 49, 56, 61, 70, 96
	3. describes thinking when solving number problems.	**PE:** **TE:** 29, 78, 85, 88, 92, 110, 114
	4. writes number sentences associated with addition and subtraction situations.	**PE:** 7, 12, 26, 27, 33, 35, 52, 61, 63, 69, 74, 84, 89 **TE:** 14, 15, 16, 17, 18, 23-24, 26, 27, 29, 33, 35, 38, 43, 45, 47, 52, 58, 60, 63, 67, 70, , 74, 78, 79, 81, 85, 88, 89, 92, 94, 95, 96, 101, 104, 106, 110, 114, 115, 117, 120, 121, 123

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.1.3: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Grade	Standard	Summer Success
1	The student: 1. knows appropriate methods (for example, concrete materials, mental mathematics, paper and pencil) to solve real-world problems involving addition and subtraction.	**PE:** 7, 12, 26, 27, 33, 35, 52, 61, 63, 69, 74, 84, 89 **TE:** 14, 15, 16, 17, 18, 23-24, 26, 27, 29, 33, 35, 38, 43, 45, 47, 52, 58, 60, 63, 67, 70, , 74, 78, 79, 81, 85, 88, 89, 92, 94, 95, 96, 101, 104, 106, 110, 114, 115, 117, 120, 121, 123
	2. uses a calculator to explore addition, subtraction, and skip counting.	The opportunity to address this objective is available on the following pages: **PE:** 7, 12, 26, 27, 33, 35, 52, 61, 63, 69, 74, 84, 89 **TE:** 14, 15, 16, 17, 18, 23-24, 26, 27, 29, 33, 35, 38, 43, 45, 47, 52, 58, 60, 63, 67, 70, , 74, 78, 79, 81, 85, 88, 89, 92, 94, 95, 96, 101, 104, 106, 110, 114, 115, 117, 120, 121, 123

STANDARD 4

The student uses estimation in problem solving and computation.

Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.

Grade	Standard	Summer Success
1	The student: 1. uses the language of estimation and approximation to identify and describe numbers in real-world situations (for example, about, near, closer to, between).	**TE:** 18, 26, 29, 33, 74, 106, 110
	2. estimates the number of objects, explains the reasoning for the estimate, and checks the reasonable-ness of the estimate by counting.	**TE:** 33, 110
	3. makes reasonable estimates when comparing larger or smaller quantities.	**TE:** 33, 49
	4. estimates reasonable answers to basic facts (e.g., Will 7+8 be more than 10?).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 5

The student understands and applies theories related to numbers.

Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.

Grade	Standard	Summer Success
1	The student: 1. demonstrates and builds models to show the difference between odd and even numbers using concrete objects or drawings.	**PE:** 52 **TE:** 74, 79, 114

Strand B: Measurement

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.

Grade	Standard	Summer Success
1	The student: 1. knows how to communicate measurement concepts.	**TE:** 14, 18, 26, 29. 33, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 99, 103, 106, 110, 114, 117, 120, 123
	2. demonstrates an understanding of measurement of lengths by selecting appropriate units of measurement (for example, inches or feet).	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 33, 56, 60, 78, 92, 96, 106, 114, 117, 120, 123
	3. demonstrates an understanding of weight by selecting appropriate units of measurement (for example, grams or kilograms).	The opportunity to address this objective is available on the following pages: **TE:** 49, 74
	4. demonstrates an understanding of time using digital and analog clocks (for example, hour and half-hour intervals).	**PE:** 30, 39 **TE:** 14, 18, 26, 29, 33, 38, 42, 45, 49, 52, 53, 56, 60, 63, 65, 67, 70, 74, 78, 81, 85, 88, 92, 96, 99, 103, 106, 114, 117, 120, 123
	5. demonstrates an understanding of temperature by using thermometers.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

	6. demonstrates an understanding of capacity by selecting appropriate units of measurement (for example, cups, pints, quarts, liters).	The opportunity to address this objective is available on the following pages: **PE:** 89 **TE:** 85, 121

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Grade	Standard	Summer Success
1	The student: 1. measures length, weight, or capacity of an object using standard and nonstandard units (for example, pounds, grams, or wooden blocks).	**TE:** 14, 18, 26, 29, 33, 67, 74, 85, 92, 96, 106, 114, 123

STANDARD 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.1.1: The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).

Grade	Standard	Summer Success
1	The student: 1. uses nonstandard methods to compare and order objects according to their lengths or weights.	**TE:** 14, 18, 29, 33, 92, 96, 114
	2. uses nonstandard, indirect methods to compare and order objects according to their lengths.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 29, 92, 96, 114
	3. uses customary and metric units to measure, compare, and order objects according to their lengths or weights.	The opportunity to address this objective is available on the following pages: **TE:** 56, 74, 106, 117, 123

STANDARD 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real-world situations.

Grade	Standard	Summer Success
1	The student: 1. knows that a uniform unit is needed to measure in real-world situations (for example, length, weight, time, capacity).	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29. 33, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 99, 103, 106, 110, 114, 117, 120, 123

STANDARD 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.

Grade	Standard	Summer Success
1	The student: 1. estimates, measures, and compares dimensions of an object.	**TE:** 14, 18, 26, 29, 33, 56, 60, 78, 92, 96, 106, 114, 117, 120, 123
	2. estimates and measures the passage of time using before or after; yesterday, today, or tomorrow; day or night; morning, afternoon, or evening; hour or half-hour.	**PE:** 39 **TE:** 65, 99, 117, 120, 123
	3. knows and compares money values, including the quarter (25 cents), half-dollar (50 cents), and dollar (100 cents).	**PE:** 60, 61, 68,77, 83 **TE:** 33, 38, 42, 45, 49, 52., 56, 58, 60, 63, 67, 70, 74, 78, 81, 85, 86, 88, 89, 92, 96, 97, 98, 99, 103, 106, 110, 112, 114, 120, 122

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.

Grade	Standard	Summer Success
1	The student: 1. selects and uses an appropriate nonstandard unit to measure length, weight, time, and capacity.	**TE:** 14, 18, 29, 33, 92, 96, 114

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.

Grade	Standard	Summer Success
1	The student: 1. knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.	**TE:** 56, 74, 106, 117, 123
	2. knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months).	**PE:** 30, 39, 55 **TE:** 14, 18, 26, 29, 33, 38, 42, 45, 49, 52, 53, 56, 60, 63, 65, 67, 70, 74, 78, 81, 83, 85, 88, 92, 96, 99, 103, 106, 114, 117, 120, 123

Strand C: Geometry and Spatial Sense

STANDARD 1
The student describes, draws, identifies, and analyzes two- and three- dimensional shapes.

Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two- and three-dimensional shapes.

Grade	Standard	Summer Success
1	The student: 1. knows attributes of two-dimensional shapes (for example, vertices, edges).	**PE:** 12, 21, 26, 44 **TE:** 26, 27, 29, 33, 38, 40, 42, 43, 45, 48, 49, 51, 56, 60, 63, 67, 68, 70, 74, 78, 81, 85, 92, 96, 99, 103, 106, 110, 114, 117, 120
	2. knows attributes of three-dimensional figures (for example, vertices, curves, faces).	**TE:** 74, 88
	3. sorts two- and three-dimensional figures according to their attributes.	**PE:** 26, 44 **TE:** 43, 48, 51, 68

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.

Grade	Standard	Summer Success
1	The student: 1. understands lines of symmetry in two-dimensional shapes (for example, paper folding, ink blot pictures, mirrors).	**PE:** 63, 77 **TE:** 67, 92, 94, 103, 112, 120
	2. knows shapes that can be combined to form other shapes (for example, using pattern blocks, six triangles make a hexagon).	**TE:** 18, 48, 51, 67, 70

	3. uses concrete materials to construct the reflection of a given shape.	The opportunity to address this objective is available on the following pages: **PE:** 63, 77 **TE:** 26, 44, 67, 92, 94, 103, 112, 120
	4. follows directions to move or place an object and describes the relationship of objects using positional language (for example, over, to the left of).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.

Grade	Standard	Summer Success
1	The student: 1. demonstrates slides and turns using concrete materials.	The opportunity to address this objective is available on the following pages: **PE:** 12, 21, 26, 44 **TE:** 26, 27, 29, 33, 38, 40, 42, 43, 45, 48, 49, 51, 56, 60, 63, 67, 68, 70, 74, 78, 81, 85, 92, 96, 99, 103, 106, 110, 114, 117, 120

STANDARD 3
The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.

Benchmark MA.C.3.1.1: The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.

Grade	Standard	Summer Success
1	The student: 1. compares and sorts two-dimensional and three-dimensional real-life objects.	**PE:** 26, 44 **TE:** 43, 48, 51, 68

	2. knows geometric shapes in real-life situations.	**TE:** 29, 42, 63, 74, 85, 88, 96, 103, 110
	3. compares, describes, and sorts objects according to attributes (for example, corners, curves, faces).	**PE:** 26, 44 **TE:** 43, 48, 51, 68

STANDARD 3

The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.

Benchmark MA.C.3.1.2: The student plots and identifies positive whole numbers on a number line.

Grade	Standard	Summer Success
1	The student: 1. locates and explains known and unknown numbers on a number line from 0 to 100 or more.	The opportunity to address this objective is available on the following pages: **PE:** 13, 45, 55, 74, 85, 90 **TE:** 31, 71, 80, 83, 104, 118, 124

Strand D: Algebraic Thinking

STANDARD 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.

Grade	Standard	Summer Success
1	The student: 1. identifies, describes, and compares patterns using a wide variety of materials and attributes (for example, size, shape, color).	**PE:** 7, 18, 47, 74 **TE:** 14, 17, 18, 26, 29, 34, 38, 42, 44, 45, 49, 52, 60, 67, 74, 76, 78, 85, 88, 96, 99, 103, 104, 106, 110, 114, 117, 120
	2. describes a pattern rule.	**TE:** 18, 26, 29, 38, 42, 44, 60, 67, 74, 78, 85, 103, 106, 110, 114, 120

	3. explores number patterns on a hundred chart.	The opportunity to address this objective is available on the following pages: **PE:** 51, 85 **TE:** 75, 77, 118
	4. predicts and extends existing patterns that are concrete or pictorial.	**PE:** 7, 18, 47, 74 **TE:** 14, 17, 18, 26, 29, 34, 38, 42, 44, 45, 49, 52, 60, 67, 74, 76, 78, 85, 88, 96, 99, 103, 104, 106, 110, 114, 117, 120

STANDARD 1
The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.1.2: The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.

Grade	Standard	Summer Success
	The student:	
1	1. uses one attribute to create a pattern (for example, thick or thin, open or closed).	**PE:** 7, 18, 47, 74 **TE:** 14, 17, 18, 26, 29, 34, 38, 42, 44, 45, 49, 52, 60, 67, 74, 76, 78, 85, 88, 96, 99, 103, 104, 106, 110, 114, 117, 120
	2. transfers patterns from one medium to another (for example, concrete objects to actions or symbols).	The opportunity to address this objective is available on the following pages: **TE:** 14, 17, 18, 26, 29, 34, 38, 42, 44, 45, 49, 52, 60, 67, 74, 76, 78, 85, 88, 96, 99, 103, 104, 106, 110, 114, 117, 120
	3. predicts, extends, and creates patterns.	**PE:** 7, 18, 47, 74 **TE:** 14, 17, 18, 26, 29, 34, 38, 42, 44, 45, 49, 52, 60, 67, 74, 76, 78, 85, 88, 96, 99, 103, 104, 106, 110, 114, 117, 120
	4. uses a calculator to explore number patterns.	The opportunity to address this objective is available on the following pages: **PE:** 45, 74, 85, 90 **TE:** 63, 67, 71, 88, 104, 106, 117, 118, 123, 124

	5. identifies and generates patterns in a list of related number pairs based on real-life situations (for example, T-chart with number of children to number of eyes). Number of Children Number of Eyes 1 2 2 4	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.1.1: The student understands that geometric symbols (O, q) can be used to represent unknown quantities in expressions, equations, and inequalities.

Grade	Standard	Summer Success
1	The student: 1. solves addition and subtraction sentences where an unknown number is represented by a geometric shape (for example, 2 +q= 9).	**PE:** 7, 26, 27, 63 **TE:** 17, 43, 47, 94
	2. uses concrete objects to solve number sentences with equalities and inequalities (using the symbols >, =, <).	**PE:** 35, 89 **TE:** 23-24, 35, 121

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.1.2: The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.

Grade	Standard	Summer Success
1	The student: 1. uses concrete objects to solve real-world addition and subtraction problems using one unknown (for example, There are 28 children in this class, and 25 are here today. How many are absent?).	The opportunity to address this objective is available on the following pages: **TE:** 18, 49, 56, 70, 74, 85, 103, 110, 123

Strand E: Data Analysis and Probability

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.

Grade	Standard	Summer Success
1	The student: 1. surveys a small group to answer a simple question involving two categories or choices (for example, students who bring lunches or students who buy lunches).	**TE:** 14, 38, 117, 120
	2. records data using concrete materials or pictures.	**TE:** 18, 33, 38, 42, 60, 63, 74, 78, 81, 85, 88, 92, 117, 120
	3. organizes information into a simple pictograph or concrete graph.	**TE:** 18, 33, 42, 60, 63, 74, 78, 81, 85, 88, 92, 99, 103
	4. uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.	**TE:** 18, 33, 42, 60, 63, 74, 78, 81, 85, 88, 92, 99, 103

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.

Grade	Standard	Summer Success
1	The student: 1. uses concrete materials, pictures, or graphs to display data and identify range and mode.	The opportunity to address this objective is available on the following pages: **TE:** 18, 33, 42, 60, 63, 74, 78, 81, 85, 88, 92, 99, 103

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.

Grade	Standard	Summer Success
	The student:	
1	1. discusses a reasonable prediction for a large group using data from a small group.	The opportunity to address this objective is available on the following pages: **TE:** 99, 103, 106
	2. uses a calculator to compare data.	The opportunity to address this objective is available on the following pages: **TE:** 18, 33, 42, 60, 63, 74, 78, 81, 85, 88, 92, 99, 103
	3. explores computer graphing software.	The opportunity to address this objective is available on the following pages: **TE:** 18, 33, 42, 60, 63, 74, 78, 81, 85, 88, 92, 99, 103

STANDARD 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.1.1: The student understands basic concepts of chance and probability.

Grade	Standard	Summer Success
	The student:	
1	1. knows the likelihood of a given situation (for example, snowing in South Florida).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. explains if an event is certain, probable, or impossible.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	3. discusses results of games and activities dependent upon chance.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.

Grade	Standard	Summer Success
1	The student: 1. knows if a given event is more likely, equally likely, or less likely to occur (for example, six blue marbles and two green marbles in a bag).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E. 3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.

Grade	Standard	Summer Success
1	The student: 1. constructs appropriate questions for a class survey, in a whole group setting.	**TE:** 114, 117, 120
	2. collects data for a survey with two or more categories or choices and creates a class chart or pictograph.	**TE:** 14, 18, 26, 38, 42, 49, 60, 63, 74, 78, 81, 85, 92, 110, 114, 117, 120
	3. analyzes results of a survey as part of a class discussion.	**TE:** 29, 45, 49, 67, 70, 88, 99, 103, 106, 123

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.

Grade	Standard	Summer Success
1	The student: 1. determines questions for a two-category survey so that the collected information will answer the question.	The opportunity to address this objective is available on the following pages: **TE:** 114, 117, 120
	2. knows appropriate methods to display and interpret information.	**TE:** 18, 33, 42, 60, 63, 74, 78, 81, 85, 88, 92, 99, 103

SUMMER SUCCESS: MATH © 2000
correlated to the
FLORIDA SUNSHINE STATE STANDARDS
correlated to the
GRADE LEVEL EXPECTATIONS

GRADE 2

Strand A: Number Sense, Concepts, and Operations

STANDARD 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.

Grade	Standard	Summer Success
2	The student: 1. reads and writes numerals to 1000 or more.	**PE:** 16, 22, 43, 52, 58, 59, 66, 67, 72, 78, 85, 87, 92, 94 **TE:** 14, 18, 26, 34, 45, 53, 60, 61, 68, 78, 79, 83, 86, 96, 97, 99, 107, 114, 115, 120, 121
	2. reads and writes number words to "twenty" or higher.	**TE:** 14, 18, 26, 29, 33, 38, 42, 45, 49, 52, 74, 78, 85, 88, 96, 99, 114, 120
	3. understands and uses ordinal numbers 1^{st} - 100^{th} or higher.	The opportunity to address this objective is available on the following pages: **PE:** 53, 58 **TE:** 60, 65, 67, 116

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.

Grade	Standard	Summer Success
2	The student: 1. compares and orders whole numbers to 1000 or more using concrete materials, drawings, number lines, and symbols (<, =, >).	**PE:** 31, 71, 72, 73, 75, 78, 79, 84, 85 **TE:** 39, 82, 86, 89, 94, 97, 101, 104, 107
	2. compares two or more numbers, to 1000 or more, and identifies which number is more than, equal to, or less than the other number.	**PE:** 31, 71, 72, 73, 75, 78, 79, 84, 85 **TE:** 39, 82, 86, 89, 94, 97, 101, 104, 107

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.

Grade	Standard	Summer Success
2	The student: 1. represents real-world applications of whole numbers, to 1000 or more, using concrete materials, drawings, and symbols.	**PE:** 7, 8, 16, 17, 22, 25, 32, 35, 42, 43, 45, 52, 53, 58, 59, 61, 66, 67, 72, 73, 75, 78, 79, 84, 85, 87, 92, 93, 94 **TE:** 14, 15, 16, 17, 22, 27, 31, 34, 40, 43, 45, 47, 50, 53, 58, 61, 65, 68, 71, 76, 79, 83, 86, 89, 94, 97, 101, 104, 107, 112, 115, 118, 121
	2. represents, compares, and explains halves, thirds, quarters, and eighths as part of a whole and part of a set, using concrete materials and drawings.	**PE:** 16, 66 **TE:** 27, 66, 69, 79

	3. uses concrete materials to compare fractions in real-life situations.	The opportunity to address this objective is available on the following pages: **PE:** 16, 66 **TE:** 15, 27, 66, 69, 79
	4. knows that the total of equivalent fractional parts makes a whole (for example, eight eighths equal one whole).	The opportunity to address this objective is available on the following pages: **PE:** 16, 66 **TE:** 15, 27, 66, 69, 79

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.

Grade	Standard	Summer Success
2	The student: 1. represents equivalent forms of the same number through the use of concrete materials (including coins), diagrams, and number expressions.	**PE:** 43 **TE:** 33, 53, 56, 67

STANDARD 2
The student understands number systems.

Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.

Grade	Standard	Summer Success
2	The student: 1. counts to 1000 or more by 2s, 3s, 5s, 10s, 25s, 50s and 100s using a variety of ways, such as mental mathematics, paper and pencil, hundred chart, calculator, and coins in various increments.	The opportunity to address this objective is available on the following pages: **PE:** 32, 43, 59, 77 **TE:** 33, 43, 53, 70, 71, 93

	2. demonstrates the place value groupings of numbers to 1000 or more using concrete materials, pictures, and symbols.	The opportunity to address this objective is available on the following pages: **PE:** 45, 94 **TE:** 18, 29, 32, 35, 42, 58, 70, 74, 88, 92, 96, 106, 110, 114, 120, 121, 123
	3. counts by tens from any given number less than 1000.	**PE:** 32, 45, 77 **TE:** 43, 58, 93
	4. counts forward or backward by one beginning with any number less than 1000.	The opportunity to address this objective is available on the following pages: **PE:** 32, 43 **TE:** 43, 53, 93
	5. counts coins using "mixed" counting (using coin values of 50, 25, 10, 5, and 1).	**PE:** 22, 42, 61, 77, 85 **TE:** 23-24, 34, 50, 76, 87, 93, 99, 103, 107, 114

STANDARD 2

The student understands number systems.

Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

Grade	Standard	Summer Success
2	The student: 1. counts and groups objects into hundreds, tens, and ones, and relates the groupings to the corresponding written numeral (for example, 4 groups of 100, 2 groups of ten, and 6 ones is 426).	**PE:** 32, 45, 94 **TE:** 18, 29, 32, 35, 42, 58, 70, 74, 88, 92, 96, 106, 110, 114, 120, 121, 123
	2. knows place value patterns using zero as a place holder (for example, trading 10 tens for 100).	**PE:** 32, 45, 94 **TE:** 18, 29, 32, 35, 42, 58, 70, 74, 88, 92, 96, 106, 110, 114, 120, 121, 123

	3. knows the place value of a designated digit in whole numbers to 1000.	The opportunity to address this objective is available on the following pages: **PE:** 32, 45, 94 **TE:** 18, 29, 32, 35, 42, 58, 70, 74, 88, 92, 96, 106, 110, 114, 120, 121, 123

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.

Grade	Standard	Summer Success
2	The student: 1. recalls (from memory) the addition facts and corresponding subtraction facts.	**PE:** 15, 21, 41, 52 **TE:** 21, 25, 28, 30, 46, 48, 51, 59, 61, 62, 64, 81
	2. knows the related facts that represent the inverse relationships between addition and subtraction.	**PE:** 52 **TE:** 61, 64, 81
	3. predicts the relative size of solutions in addition and subtraction (for example, adding two whole numbers results in a number that is larger than either of the two original numbers).	**PE:** 7, 8, 16, 17, 25, 32, 35, 42, 43, 78, 79, 84, 85 **TE:** 17, 22, 27, 31, 34, 40, 43, 47, 50, 53, 97, 100, 101, 104, 107
	4. adds and subtracts two-digit numbers with or without regrouping using models, concrete materials, and algorithms.	**PE:** 43, 45, 52, 53, 58, 59, 61, 66, 72, 73, 75, 78, 79, 84, 85, 87, 92, 93, 94, 95 **TE:** 53, 58, 61, 65, 67, 68, 71, 76, 79, 81, 86, 88, 89, 94, 96, 97, 99, 101, 104, 106, 107, 112, 115, 118, 121, 123, 124
	5. demonstrates knowledge of multiplication (for the repeated addition and array models) using manipulatives, drawings, and story problems.	**PE:** 78, 79, 84, 85, 88, 94 **TE:** 97, 101, 104, 107, 121

	6. demonstrates knowledge of division (for the repeated subtraction and partitive models) using manipulatives, drawings, and story problems.	**TE:** 87, 92, 103, 120, 123

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.

Grade	Standard	Summer Success
	The student:	
2	1. solves problems involving addition and subtraction using a variety of strategies (such as drawings, role playing, and working backward) and explains the solution strategy.	**PE:** 8, 16, 17, 22, 25, 31, 32, 35, 42, 43, 45, 52, 53, 58, 59, 61, 66, 72, 73, 75, 78, 79, 84, 85, 87, 92, 93, 94, 95 **TE:** 22, 25, 27, 28, 29, 30, 31, 34, 39, 40, 43, 46, 47, 48, 50, 51, 53, 58, 61, 65, 67, 68, 71, 76, 79, 81, 86, 88, 89, 94, 96, 97, 99, 101, 104, 106, 107, 112, 115, 118, 121, 123, 124
	2. writes and solves number problems with one operation involving addition or subtraction.	**PE:** 7, 8, 19, 59, 78, 79, 84, 85, 92, 95 **TE:** 16, 17, 22, 88, 97, 101, 104, 107, 115, 124
	3. writes number sentences associated with addition and subtraction situations.	**PE:** 7, 16, 17, 22, 25, 32, 35, 42, 43, 45, 52, 53, 58, 59, 61, 66, 67, 72, 73, 78, 79, 84, 85, 87, 92, 93, 94, 95 **TE:** 15, 16, 17, 31, 34, 40, 43, 47, 50, 53, 58, 61, 63, 65, 68, 71, 76, 79, 83, 86, 89, 97, 101, 104, 107, 112, 115, 118, 121, 124
	4. creates and acts out (using objects) number stories representing multiplication and division situations.	The opportunity to address this objective is available on the following pages: **PE:** 7, 16, 17, 22, 25, 32, 35, 42, 43, 45, 52, 53, 58, 59, 61, 66, 67, 72, 73, 78, 79, 84, 85, 87, 92, 93, 94, 95 **TE:** 15, 16, 17, 31, 34, 40, 43, 47, 50, 53, 58, 61, 63, 65, 68, 71, 76, 79, 83, 86, 89, 97, 101, 104, 107, 112, 115, 118, 121, 124

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.1.3: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Grade	Standard	Summer Success
2	The student: 1. knows appropriate methods (for example, concrete materials, mental mathematics, paper and pencil, calculator) to solve real-world problems involving addition and subtraction.	**PE:** 7, 16, 17, 22, 25, 32, 35, 42, 43, 45, 52, 53, 58, 59, 61, 66, 67, 72, 73, 78, 79, 84, 85, 87, 92, 93, 94, 95 **TE:** 15, 16, 17, 31, 34, 40, 43, 47, 50, 53, 58, 61, 63, 65, 68, 71, 76, 79, 83, 86, 89, 97, 101, 104, 107, 112, 115, 118, 121, 124
	2. chooses and explains the computing method that is more appropriate (that is faster, more accurate, easier) for varied real-world tasks (for example, recall of basic facts is faster than using a calculator whereas recording data from survey results may be easier with a calculator).	The opportunity to address this objective is available on the following pages: **PE:** 7, 16, 17, 22, 25, 32, 35, 42, 43, 45, 52, 53, 58, 59, 61, 66, 67, 72, 73, 78, 79, 84, 85, 87, 92, 93, 94, 95 **TE:** 15, 16, 17, 31, 34, 40, 43, 47, 50, 53, 58, 61, 63, 65, 68, 71, 76, 79, 83, 86, 89, 97, 101, 104, 107, 112, 115, 118, 121, 124

STANDARD 4

The student uses estimation in problem solving and computation.

Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.

Grade	Standard	Summer Success
2	The student: 1. makes predictions of quantities of objects (to 50 or more) and explains the reasoning supporting that prediction (for example, the number of pieces of candy in a large jar may be estimated by finding the number of pieces in a small jar and estimating how many small jars would fill the larger one).	**TE:** 103, 120

	2. estimates reasonable solutions for addition and subtraction problems (sums to 100) and explains the procedure used (for example, the sum of 34 and 57 is more than 80 since 30 + 50 is 80).	**PE:** 7, 8, 16, 17, 25, 32, 35, 42, 43, 78, 79, 84, 85 **TE:** 17, 22, 27, 31, 34, 40, 43, 47, 50, 53, 97, 100, 101, 102, 104, 105, 107
	3. knows reasonable and unreasonable estimates.	The opportunity to address this objective is available on the following pages: **PE:** 7, 8, 16, 17, 25, 32, 35, 42, 43, 78, 79, 84, 85 **TE:** 17, 22, 27, 31, 34, 40, 43, 47, 50, 53, 97, 100, 101, 102, 104, 105, 107

STANDARD 5

The student understands and applies theories related to numbers.

Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.

Grade	Standard	Summer Success
2	The student: 1. demonstrates and explains the difference between odd and even numbers using concrete objects or drawings.	The opportunity to address this objective is available on the following pages: **PE:** 7, 8, 16, 17, 22, 25, 32, 35, 42, 43, 73, 93 **TE:** 17, 22, 27, 31, 34, 40, 43, 47, 50, 53, 60, 63, 74, 89, 92, 118
	2. identifies and explains odd and even numbers.	**PE:** 7, 8, 16, 17, 22, 25, 32, 35, 42, 43, 73, 93 **TE:** 17, 22, 27, 31, 34, 40, 43, 47, 50, 53, 60, 63, 74, 89, 92, 118

Strand B: Measurement

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.

Grade	Standard	Summer Success
2	The student: 1. knows how to communicate measurement concepts.	**PE:** 16, 22, 42, 58, 61, 67, 77, 85, 92 **TE:** 14, 15, 18, 26, 27, 29, 33, 34, 38, 41, 42, 45, 49, 50, 52, 56, 60, 63, 67, 68, 69, 70, 74, 76, 78, 81, 83, 85, 88, 92, 93, 96, 99, 103, 110, 114, 115, 117, 120, 123
	2. demonstrates an understanding of customary and metric measurement of length and distance, selecting appropriate units of measurement (for example, inches, feet, yards, centimeters, meters).	**TE:** 14, 29, 33, 38, 41, 52, 123
	3. demonstrates an understanding of customary and metric measurement of weight by selecting appropriate units of measurement (for example, ounces, pounds, grams, kilograms).	**TE:** 56, 67, 70, 74, 81, 85, 88
	4. demonstrates an understanding of time using digital and analog clocks (for example, quarter-hour, five-minute intervals).	**PE:** 16 **TE:** 14, 15, 27, 49, 52, 60, 63, 66, 69, 78, 85, 92, 96, 99, 103, 114, 117, 123
	5. demonstrates an understanding of temperatures by using Fahrenheit and Celsius thermometers.	The opportunity to address this objective is available on the following pages: **TE:** 92, 96, 99, 103, 106
	6. demonstrates an understanding of capacity by using appropriate units of measurement (for example, ounces, cups, pints, quarts, gallons, liters, milliliters).	**TE:** 96, 103, 110, 120

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Grade	Standard	Summer Success
2	The student: 1. measures length, weight, and capacity of objects using standard and nonstandard units.	The opportunity to address this objective is available on the following pages: **TE:** 14, 29, 33, 38, 41, 52, 96, 103, 110, 120, 123

STANDARD 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.1.1: The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).

Grade	Standard	Summer Success
2	The student: 1. uses nonstandard methods to compare and order objects according to their lengths, weights, or capacities.	The opportunity to address this objective is available on the following pages: **TE:** 14, 29, 33, 38, 41, 52, 96, 103, 110, 120, 123
	2. uses nonstandard, indirect methods to compare and order objects according to their lengths.	The opportunity to address this objective is available on the following pages: **TE:** 14, 29, 33, 38, 41, 52, 96, 103, 110, 120, 123
	3. uses customary and metric units to measure, compare, and order objects according to their lengths, weights, or capacities.	**TE:** 14, 18, 26, 29, 38, 41, 52, 56, 81, 96, 103, 110, 120, 123

STANDARD 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real-world situations.

Grade	Standard	Summer Success
2	The student: 1. knows that a standard unit of measure is used in real-world situations to describe the measure of an object (for example, length, weight, time, capacity).	**PE:** 16, 22, 42, 58, 61, 67, 92 **TE:** 14, 15, 18, 26, 27, 29, 33, 34, 38, 41, 42, 45, 49, 50, 52, 56, 60, 63, 67, 68, 69, 70, 74, 76, 78, 81, 83, 85, 88, 92, 93, 96, 99, 103, 110, 114, 115, 117, 120, 123

STANDARD 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.

Grade	Standard	Summer Success
2	The student: 1. estimates, measures, and compares distances.	**TE:** 14, 29, 33, 38, 41, 52, 123
	2. estimates, measures, and compares the passage of time using minutes, half-hours, and hours.	**PE:** 16 **TE:** 14, 15, 27, 49, 52, 60, 63, 66, 69, 78, 85, 92, 96, 99, 103, 114, 117, 123
	3. knows and compares amounts of money in coins, to one dollar or more.	**PE:** 22, 42, 61, 67, 77, 85, 92 **TE:** 14, 18, 23, 26, 29, 34, 38, 42, 45, 49, 50, 56, 60, 63, 69, 70, 74, 76, 83, 85, 87, 92, 93, 96, 99, 103, 106, 107, 110, 114, 115, 117, 120, 123

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.

Grade	Standard	Summer Success
2	The student: 1. selects and uses an appropriate nonstandard unit to measure length, distance, weight, time, and capacity.	The opportunity to address this objective is available on the following pages: **PE:** 16, 22, 42, 58, 61, 67, 92 **TE:** 14, 15, 18, 26, 27, 29, 33, 34, 38, 41, 42, 45, 49, 50, 52, 56, 60, 63, 67, 68, 69, 70, 74, 76, 78, 81, 83, 85, 88, 92, 93, 96, 99, 103, 110, 114, 115, 117, 120, 123

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.

Grade	Standard	Summer Success
2	The student: 1. knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.	**TE:** 14, 29, 33, 38, 41, 52, 96, 103, 110, 120, 123
	2. knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months, and years).	**PE:** 16, 58 **TE:** 14, 15, 27, 49, 52, 60, 63, 66, 68, 69, 70, 78, 85, 88, 92, 96, 99, 103, 106, 114, 117, 123

Strand C: Geometry and Spatial Sense

STANDARD 1
The student describes, draws, identifies, and analyzes two- and three- dimensional shapes.

Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two- and three-dimensional shapes.

Grade	Standard	Summer Success
2	The student: 1. describes attributes of two-dimensional shapes using mathematical language (for example, curves, edges, vertices, angles).	**PE:** 17 **TE:** 14, 18, 26, 29, 31, 33, 38, 42, 45, 49, 63, 81, 99, 103, 106, 110
	2. describes attributes of three-dimensional shapes using mathematical language (for example, curves, vertices, edges, faces, angles).	**TE:** 56, 60, 70, 74, 92, 96, 114
	3. sorts two- and three-dimensional figures according to their attributes.	**TE:** 106
	4. knows the names of two-dimensional and three-dimensional figures presented in various orientations in the environment.	**PE:** 75 **TE:** 52, 56, 74, 78, 88, 92, 94, 110

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.

Grade	Standard	Summer Success
2	The student: 1. describes symmetry in two-dimensional shapes.	**TE:** 26, 42, 45, 49, 60, 63, 81, 99, 103, 117
	2. determines lines of symmetry of two-dimensional shapes by using concrete materials.	**TE:** 26, 42, 45, 49, 60, 63, 81, 99, 103, 117
	3. knows congruent shapes.	**TE:** 29, 67, 85

	4. identifies shapes that can be combined or separated (for example, a rectangle can be separated into two triangles).	The opportunity to address this objective is available on the following pages: **TE:** 26, 29, 33, 42, 49, 70, 74, 78, 92, 114
	5. predicts the reflection of a given two-dimensional shape.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 33, 38, 42, 49, 117

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.

Grade	Standard	Summer Success
2	The student: 1. identifies and demonstrates slides, flips, and turns of simple figures using concrete materials.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 33, 38, 42, 49, 70, 74, 78, 92, 114, 117

STANDARD 3
The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.

Benchmark MA.C.3.1.1: The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.

Grade	Standard	Summer Success
2	The student: 1. compares and contrasts two- and three-dimensional real-life objects (for example, circle and sphere, square and cube, triangle and pyramid, rectangle and rectangular solid).	The opportunity to address this objective is available on the following pages: **PE:** 17, 75 **TE:** 14, 18, 26, 29, 31, 33, 38, 42, 45, 49, 56, 60, 63, 70, 74, 81, 92, 94, 96, 99, 103, 106, 110, 114
	2. knows how two shapes or two solids are alike and different.	**TE:** 70, 106

	3. describes and classifies two-dimensional shapes and three-dimensional geometric objects according to the number of bases, faces, edges, and vertices.	**PE:** 75 **TE:** 56, 60, 70, 74, 78, 92, 94, 96, 114

STANDARD 3
The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.

Benchmark MA.C.3.1.2: The student plots and identifies positive whole numbers on a number line.

Grade	Standard	Summer Success
2	The student: 1. locates and explains known and unknown numbers to 1000 or more on a number line.	The opportunity to address this objective is available on the following pages: **PE:** 58, 59 **TE:** 49, 67, 68, 71, 114, 125
	2. locates and identifies the coordinate points of objects on a coordinate grid (first quadrant).	The opportunity to address this objective is available on the following pages: **TE:** 85, 96, 99, 103, 106

Strand D: Algebraic Thinking

STANDARD 1
The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.

Grade	Standard	Summer Success
2	The student: 1. recognizes that patterning results from repeating an operation, using a transformation, or making some other change to an attribute.	**PE:** 8, 32, 59 **TE:** 14, 18, 22, 26, 33, 38, 42, 43, 45, 49, 52, 56, 63, 67, 70, 71, 85, 96, 99, 103, 106, 110, 114

	2. describes a given pattern and explains the pattern rule.	**PE:** 8, 32, 59 **TE:** 14, 18, 22, 26, 33, 38, 42, 43, 45, 49, 52, 56, 63, 67, 70, 71, 85, 96, 99, 103, 106, 110, 114
	3. identifies number patterns on a hundred chart.	**PE:** 84 **TE:** 70, 80, 96, 103, 104, 106

STANDARD 1
The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.1.2: The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.

Grade	Standard	Summer Success
2	The student: 1. predicts, extends, and creates patterns that are concrete, pictorial or numerical.	**PE:** 8, 32, 59 **TE:** 14, 18, 22, 26, 33, 38, 42, 43, 45, 49, 52, 56, 63, 67, 70, 71, 85, 96, 99, 103, 106, 110, 114
	2. combines two attributes in creating a pattern (for example, size and color).	The opportunity to address this objective is available on the following pages: **TE:** 85, 96, 103, 106, 110, 114
	3. transfers patterns from one medium to another (for example, pictorial to symbolic).	The opportunity to address this objective is available on the following pages: **TE:** 85, 96, 103, 106, 110, 114
	4. uses a calculator to explore and solve number patterns.	The opportunity to address this objective is available on the following pages: **PE:** 59, 84 **TE:** 14, 18, 26, 33, 38, 45, 49, 52, 56, 63, 71, 88, 92, 96, 104, 110, 114
	5. identifies patterns in the real-world (for example, repeating, rotational, tessellating, and patchwork).	The opportunity to address this objective is available on the following pages: **TE:** 85, 96, 103, 106, 110, 114

	6. identifies and generates patterns in a list of related number pairs based on real-life situations (for example, T-chart with number of tricycles to number of wheels). Number of Tricycles: 1, 2 Number of Wheels: 3, 6	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	7. explains generalizations of patterns and relationships.	**PE:** 8, 32, 59 **TE:** 14, 18, 22, 26, 33, 38, 42, 43, 45, 49, 52, 56, 63, 67, 70, 71, 85, 96, 99, 103, 106, 110, 114

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.1.1: The student understands that geometric symbols (O, q) can be used to represent unknown quantities in expressions, equations, and inequalities.

Grade	Standard	Summer Success
2	The student: 1. solves a variety of number sentences where the missing number is represented by a geometric shape (for example, 10-q=6).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. solves a variety of number sentences with equalities and inequalities (using the symbols >, =, <).	**PE:** 7, 8, 16, 17, 22, 25, 32, 35, 42, 43, 45, 52, 53, 58, 59, 67, 72, 73, 75, 78, 79, 84, 85, 87, 92, 93, 94, 95 **TE:** 15, 17, 22, 27, 31, 34, 40, 43, 47, 50, 53, 58, 61, 65, 68, 71, 83, 86, 89, 94, 97, 101, 104, 107, 112, 115, 118, 121, 124

STANDARD 2

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.1.2: The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.

Grade	Standard	Summer Success
2	The student: 1. uses concrete objects, paper and pencil, or mental mathematics to solve real-world equations with one unknown (such as, There are 28 students in the room, and 16 brought their lunches. How many are buying lunch?).	**PE:** 7, 67 **TE:** 14, 17, 38, 70, 74, 78, 83, 88, 92, 106, 123

Strand E: Data Analysis and Probability

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.

Grade	Standard	Summer Success
2	The student: 1. poses questions and collects data to answer questions with two, three, or more categories or choices (for example, favorite ice cream, left handed/right handed).	**TE:** 14, 18, 38, 63, 74, 81
	2. records data using pictures, concrete materials, or tally marks.	**TE:** 18, 60, 67, 70, 74, 78, 81
	3. organizes survey information into a simple pictograph, concrete graph, or chart.	**TE:** 29, 45, 60, 70, 85, 92, 96, 99, 103, 117
	4. uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.	**TE:** 29, 33, 40, 49, 52, 70, 88, 92, 106, 117, 120, 123

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.

Grade	Standard	Summer Success
2	The student: 1. uses concrete materials, pictures, or graphs to display data and identify range, mode, and median.	The opportunity to address this objective is available on the following pages: **TE:** 29, 49, 52, 70, 88, 117, 120, 123

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.

Grade	Standard	Summer Success
2	The student: 1. predicts the outcome for a larger population by analyzing data from a smaller group.	**TE:** 117, 120
	2. uses a calculator to compare data.	The opportunity to address this objective is available on the following pages: **TE:** 29, 49, 52, 70, 88, 117, 120, 123
	3. constructs a graph using computer software.	The opportunity to address this objective is available on the following pages: **TE:** 29, 45, 60, 70, 85, 92, 96, 99, 103, 117

STANDARD 2
The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.1.1: The student understands basic concepts of chance and probability.

Grade	Standard	Summer Success
2	The student: 1. knows the likelihood of a given situation (for example, coin toss, spinners, baseball game).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

	2. knows if an event is certain, probable, or impossible.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	3. records results of activities involving chance and makes predictions based upon data (for example, coin flips, number cube rolls, bean toss on area divided into unequal portions).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2
The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.

Grade	Standard	Summer Success
2	The student: 1. knows if a given event is equally likely, most likely, or least likely to occur (for example, spinners, coin toss, election results).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 3
The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E. 3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.

Grade	Standard	Summer Success
2	The student: 1. constructs appropriate questions for a class survey.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 38, 63, 74, 81
	2. collects data for two or more categories and creates a line graph, pictograph, or chart to display results.	The opportunity to address this objective is available on the following pages: **TE:** 29, 45, 60, 70, 85, 92, 96, 99, 103, 117

	3. analyzes and explains orally or in writing the results from a survey.	The opportunity to address this objective is available on the following pages: **TE:** 29, 33, 40, 49, 52, 70, 88, 92, 106, 117, 120, 123

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.

Grade	Standard	Summer Success
2	The student: 1. determines questions for a survey with two, three, or more categories so that the collected information will be relevant to the questions.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 38, 63, 74, 81
	2. knows appropriate methods to display and interpret information.	The opportunity to address this objective is available on the following pages: **TE:** 29, 45, 60, 70, 85, 92, 96, 99, 103, 117

SUMMER SUCCESS: MATH © 2000
correlated to the
FLORIDA SUNSHINE STATE STANDARDS
correlated to the
GRADE LEVEL EXPECTATIONS

GRADE 3

Strand A: Number Sense, Concepts, and Operations

STANDARD 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.1: The student names whole numbers combining 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.

Grade	Standard	Summer Success
3	The student: 1. reads, writes, and identifies whole numbers through hundred thousands or more.	This objective is addressed throughout the text. See, for example: **PE:** 7, 8, 228, 29, 36, 47, 57, 64, 83 **TE:** 14, 17, 18, 29, 33, 38, 43, 47, 59, 59, 62, 63, 65, 71, 74, 79, 85, 92, 101
	2. reads, writes, and identifies proper fractions with denominators including 2, 3, 4, 5, 6, 8, 10, and 100.	**PE:** 46, 65, 79, 91, 100, 101, 105, 106 **TE:** 38, 60, 61, 83, 93, 103, 107, 110, 113, 115, 116, 118, 121, 124
	3. reads, writes, and identifies decimal notation in the context of money.	**PE:** 36, 46, 75, 101 **TE:** 18, 26, 29, 33, 50, 57, 61, 70, 85, 94, 99, 100, 118, 123

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.2: The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.

Grade	Standard	Summer Success
3	The student: 1. uses language and symbols (>, <, =) to compare the relative size of numbers in the same form.	**PE:** 39, 59, 83 **TE:** 58, 76, 101
	2. compares and orders whole numbers through hundred thousands or more, using concrete materials, number lines, drawings, and numerals.	**PE:** 8, 27, 63, 71, 99 **TE:** 22, 39, 75, 82, 111
	3. compares and orders commonly used fractions, including halves, thirds, fourths, fifths, sixths and eighths, using concrete materials.	**PE:** 79, 91 **TE:** 93, 107, 116

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.3: The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.

Grade	Standard	Summer Success
3	The student: 1. translates problem situations into diagrams and models using whole numbers, fractions, and decimal notation in the context of money.	The opportunity to address this objective is available on the following pages: **TE:** 26, 70, 85, 99, 123

STANDARD 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.4: The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.

Grade	Standard	Summer Success
3	The student: 1. uses concrete materials to model equivalent forms of whole numbers and common fractions.	**PE:** 20, 106 **TE:** 26, 34, 87, 124
	2. identifies equivalent forms of numbers.	**PE:** 20, 23, 36, 56, 64, 65, 72, 93, 100, 105, 106 **TE:** 26, 34, 40, 50, 68, 79, 83, 86, 93, 106, 110, 112, 115, 116, 121, 124
	3. knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, fractions, and decimals in the context of money.	**TE:** 18, 29, 70, 85, 99, 118

STANDARD 2

The student understands number systems.

Benchmark MA.A.2.2.1: The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.

Grade	Standard	Summer Success
3	The student: 1. knows the value of a given digit in whole numbers to hundred thousands, including writing and interpreting expanded forms of numbers.	**TE:** 59, 62

	2. knows that the value of each place is 10 times that of the place to its right (for example, 1,000 = 10 x 100).	The opportunity to address this objective is available on the following pages: **PE:** 23, 46, 71, 72, 80, 93 **TE:** 16, 30, 39, 40, 47, 48, 51, 59, 61, 63, 81, 82, 86, 97, 112

STANDARD 2
The student understands number systems.

Benchmark MA.A.2.2.2: The student recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.

Grade	Standard	Summer Success
3	The student: 1. compares the decimal (base 10) number system to the Roman numeral system using the Roman numerals I, V, X, L, and C.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 3
The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.2.1: The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.

Grade	Standard	Summer Success
3	The student: 1. explains and demonstrates the addition and subtraction of whole numbers (up to three digits or more) using concrete materials, drawings, symbols, and algorithms.	**PE:** 7, 20, 23, 28, 29, 36, 37, 39, 46, 47, 56, 59, 64, 65, 73, 75, 80, 83, 88, 91 **TE:** 16, 17, 34, 40, 43, 47, 50, 53, 58, 61, 65, 68, 76, 79, 83, 89, 94, 97, 101, 104, 107

2. explains the inverse relationship of addition and subtraction and demonstrates that relationship by writing related fact families.	The opportunity to address this objective is available on the following pages: **PE:** 47, 56 **TE:** 63, 65, 68
3. explains and demonstrates the meaning of multiplication (for the repeated addition, array, and area models) using manipulatives, drawings, number sentences, and story problems.	The opportunity to address this objective is available on the following pages: **PE:** 8, 23, 28, 29, 36, 69 **TE:** 15, 22, 23-24, 40, 43, 47, 50, 66, 69, 75
4. explains and demonstrates the meaning of division and of remainders (for the repeated subtraction and partitive models) using manipulatives, drawings, number sentences, and story problems.	The opportunity to address this objective is available on the following pages: **PE:** 57, 69, 99, 105 **TE:** 23-24, 38, 66, 69, 71, 111, 117, 120, 121, 123
5. solves multiplication basic facts using various strategies including the following:	
• modeling with concrete objects or drawings	**PE:** 12, 13, 20, 23, 28, 29, 36 **TE:** 27, 29, 31, 34, 40, 43, 47, 50, 66, 69, 75
• skip counting, for example, to find 4 x 5, count 5, 10, 15, 20	**PE:** 47 **TE:** 18, 26, 29, 33, 65
• using doubles and near doubles, such as 3 x 8 = (2 x 8) + 8	**PE:** **TE:** 29, 33, 38, 42, 45, 49,

• applying the commutative property of multiplication, such as 7 x 3 = 3 x 7	The opportunity to address this objective is available on the following pages: **PE:** 8, 12, 13, 20, 23, 28, 29, 36, 37, 57, 63, 100 **TE:** 22, 27, 31, 34, 40, 43, 47, 50, 53, 71, 75, 115
• applying the distributive property of multiplication, such as 8 x 7 = (8 x 5) + (8 x 2)	The opportunity to address this objective is available on the following pages: **PE:** 8, 12, 13, 20, 23, 28, 29, 36, 37, 57, 63, 100 **TE:** 22, 27, 31, 34, 40, 43, 47, 50, 53, 71, 75, 115
• noting and applying patterns in the "facts tables," such as the regularity in the "nines"	The opportunity to address this objective is available on the following pages: **PE:** 8, 12, 13, 20, 23, 28, 29, 36, 37, 57, 63, 100 **TE:** 22, 27, 31, 34, 40, 43, 47, 50, 53, 71, 75, 115
• using the zero and identity properties of multiplication	The opportunity to address this objective is available on the following pages: **PE:** 8, 12, 13, 20, 23, 28, 29, 36, 37, 57, 63, 100 **TE:** 22, 27, 31, 34, 40, 43, 47, 50, 53, 71, 75, 115
6. explains the inverse relationship of multiplication and division and writes related fact families.	**PE:** 83, 93, 99 **TE:** 101, 111, 112
7. predicts the relative size of solutions in addition, subtraction, multiplication, and division of whole numbers (for example, dividing a whole number by a smaller whole number results in another number that is smaller than the original number).	The opportunity to address this objective is available on the following pages: **PE:** 7, 20, 23, 28, 29, 36, 37, 39, 46, 47, 56, 59, 64, 65, 73, 75, 80, 83, 88, 91 **TE:** 16, 17, 34, 40, 43, 47, 50, 53, 58, 61, 65, 68, 76, 79, 83, 89, 94, 97, 101, 104, 107

STANDARD 3

The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.2.2: The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.

Grade	Standard	Summer Success
3	The student: 1. writes number sentences for given situations involving the addition, subtraction, multiplication, and division of whole numbers.	**TE:** 49, 67
	2. uses problem-solving strategies to determine the operation needed to solve one-step problems involving addition, subtraction, multiplication, and division of whole numbers.	**TE:** 18, 29, 38, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 99, 103, 106, 110, 114, 117, 120, 123

STANDARD 3

The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.2.3: The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Grade	Standard	Summer Success
3	The student: 1. solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers using an appropriate method (for example, mental math, paper and pencil, concrete materials, calculator).	**TE:** 18, 29, 38, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 99, 103, 106, 110, 114, 117, 120, 123
	2. explains the reason for choosing a particular computing method for a particular problem.	**TE:** 38, 60, 70
	3. solves real-world multiplication problems with whole numbers (two digits by one digit) using concrete materials, drawings, and paper and pencil.	**TE:** 52, 56, 70, 74, 81, 92, 96, 99, 106, 110, 120

	4. solves real-world division problems having divisors of one digit, dividends not exceeding two digits, with or without remainders.	**TE:** 29, 38, 49, 60, 67, 74, 81, 85, 88, 92, 114, 117, 120, 123

STANDARD 4

The student uses estimation in problem solving and computation.

Benchmark MA.A.4.2.1: The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.

Grade	Standard	Summer Success
3	The student: 1. uses estimation strategies to determine a reasonable estimate of a quantity.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. estimates quantities of objects to 250 or more (for example, using a benchmark or reference set of fewer objects).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	3. chooses estimation strategies (for example, front-end, rounding) in real-world problem situations and explains the choice.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 5

The student understands and applies theories related to numbers.

Benchmark MA.A.5.2.1: The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.

Grade	Standard	Summer Success
3	The student: 1. knows multiples of whole numbers (with products to 60 or more).	**PE:** 7, 8, 12, 13, 20, 23, 28, 29, 36, 37, 57, 100 **TE:** 17, 22, 27, 31, 34, 40, 43, 47, 50, 53, 66, 69, 71, 75, 115
	2. uses a model to determine factors of whole numbers through 100 (for example, array).	**PE:** 85 **TE:** 17, 22, 27, 31, 34, 40, 43, 47, 50, 53, 66, 69, 71, 75, 115

	3. uses tables and charts to determine multiples of whole numbers 1-10 (for example, hundred chart, calendar).	**PE:** 7, 8, 12, 13, 20, 23, 28, 29, 36, 37, 57, 100 **TE:** 17, 22, 27, 31, 34, 40, 43, 47, 50, 53, 66, 69, 71, 75, 115

Strand B: Measurement

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.2.1: The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.

Grade	Standard	Summer Success
3	The student: 1. knows measurement concepts and can use oral and written language to communicate them.	**TE:** 14, 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 93, 96, 99, 100, 103, 106, 110, 114, 117, 120, 123
	2. uses a wide variety of concrete objects to investigate measurement of length, weight, capacity, area, perimeter, and volume (for example, cubes, grid paper, string, squares).	**PE:** 73 **TE:** 14, 26, 29, 38, 42, 45, 49, 52, 60, 63, 67, 70, 74, 78, 81, 87, 88, 89, 92, 93, 96, 99, 103, 106, 110, 114, 117, 120, 123
	3. knows about measurement of time including using A.M. and P.M., clocks and calendars.	**TE:** 14, 18, 25, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 99, 103, 106, 110, 114, 117, 120, 123
	4. knows temperature scales and uses thermometers.	The opportunity to address this objective is available on the following pages: **TE:** 74, 78, 85
	5. knows right angles (90°).	The opportunity to address this objective is available on the following pages: **TE:** 26, 49, 70, 74, 78, 81

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.2.2: The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.

Grade	Standard	Summer Success
3	The student: 1. solves real-world problems involving measurement using concrete and pictorial models for the following:	
	• length (for example, half-inch, centimeter)	**PE:** 36, 73 **TE:** 14, 26, 29, 33, 38, 42, 45, 49, 50, 52, 56, 67, 70, 74, 77, 78, 80, 84, 85, 87, 88, 89, 96
	• weight (for example, pound, kilogram)	**TE:** 60, 63, 74, 81
	• time (fifteen-, five-, and one-minute intervals)	**PE:** 46 **TE:** 14, 18, 25, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60, 61, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 99, 103, 106, 110, 114, 117, 120, 123
	• capacity (for example, cup, liter)	**TE:** 92, 96, 99, 103, 106, 110, 114, 117, 120, 123
	• temperature (Fahrenheit and Celsius)	**TE:** 74, 78, 85
	• angles (right)	The opportunity to address this objective is available on the following pages: **TE:** 26, 49, 70, 74, 78, 81
	2. solves real-world problems involving perimeter, area, and volume using concrete materials or graphic models.	**TE:** 29, 67, 85
	3. uses schedules, calendars, and elapsed time in hour intervals to solve real-world problems.	**TE:** 25, 26, 28, 38, 56, 67, 106, 110, 117

STANDARD 2
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.2.1: The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.

Grade	Standard	Summer Success
3	The student: 1. calculates and compares measurable characteristics using manipulatives (for example, creates a meter using centimeter cubes).	**PE:** 61, 67-69 **TE:** 77, 80, 84, 87
	2. devises nonstandard, indirect ways to compare lengths that cannot be physically compared (side-by-side) (for example, uses string to compare the lengths of crooked paths).	The opportunity to address this objective is available on the following pages: **PE:** 72, 73 **TE:** 14, 18, 26, 29, 42, 45, 52, 67, 85, 86, 87, 89
	3. uses customary and metric units to compare length, weight, and capacity.	**PE:** 72, 73 **TE:** 14, 18, 26, 29, 42, 45, 52, 67, 85, 86, 87, 89

STANDARD 2
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.2.2: The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.

Grade	Standard	Summer Success
3	The student: 1. knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, standard - student chooses centimeters instead of meters to measure a pencil; nonstandard - student chooses a paper clip instead of his or her hand to measure a pencil).	**PE:** 72, 73 **TE:** 14, 18, 26, 29, 42, 45, 52, 67, 85, 86, 87, 89
	2. knows an appropriate unit of measure (standard or nonstandard) to measure weight and capacity.	**TE:** 92, 96, 99, 103, 106, 110, 114, 117, 120, 123

STANDARD 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.2.1: The student solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.

Grade	Standard	Summer Success
3	The student: 1. knows how to determine whether an accurate or estimated measurement is needed for a solution.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 93, 96, 99, 100, 103, 106, 110, 114, 117, 120, 123
	2. using real-world settings, objects, graph paper, or charts, solves problems involving estimated measurements including the following:	
	• length to nearest inch, centimeter	**PE:** 72, 73 **TE:** 14, 18, 26, 29, 42, 45, 52, 67, 85, 86, 87, 89
	• weight to nearest pound, kilogram	The opportunity to address this objective is available on the following pages: **TE:** 92, 96, 99, 103, 106, 110, 114, 117, 120, 123
	• time to nearest half-hour interval	The opportunity to address this objective is available on the following pages: **PE:** 46 **TE:** 14, 18, 25, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60, 61, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 99, 103, 106, 110, 114, 117, 120, 123
	• temperature to nearest five-degree interval	The opportunity to address this objective is available on the following pages: **TE:** 74, 78, 85
	• money to nearest $1 or $10 (combination of coin and currency)	The opportunity to address this objective is available on the following pages: **TE:** 33, 38, 45, 49, 51, 52, 57, 60, 63, 67, 74, 81, 100

	3. knows how to estimate the area and perimeter of square and rectangular shapes using graph paper, geoboard or other manipulatives.	**TE:** 29, 67, 85
	4. knows how to estimate the volume of a rectangular prism using manipulatives.	The opportunity to address this objective is available on the following pages: **TE:** 92, 99, 114, 117

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.2.1: The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.

Grade	Standard	Summer Success
3	The student: 1. selects an appropriate measurement unit for labeling the solution to real-world problems.	**TE:** 14, 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 93, 96, 99, 100, 103, 106, 110, 114, 117, 120, 123

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.2.2: The student selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.

Grade	Standard	Summer Success
3	The student: 1. selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometers, measuring cups).	**TE:** 14, 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 93, 96, 99, 100, 103, 106, 110, 114, 117, 120, 123

Strand C: Geometry and Spatial Sense

STANDARD 1
The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.2.1: The student given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

Grade	Standard	Summer Success
3	The student: 1. uses appropriate geometric vocabulary to describe two- and three-dimensional figures (for example, parallel and perpendicular lines, quadrilateral, right angle).	**TE:** 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 67, 70, 74, 78, 81, 85, 88, 96, 99, 102, 103, 105, 106, 110, 114, 117, 120, 123
	2. draws and classifies two-dimensional figures having up to six or more sides.	**TE:** 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 67, 70, 74, 78, 81, 85, 102, 105
	3. uses appropriate geometric vocabulary to describe properties of two-dimensional figures.	**TE:** 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 67, 70, 74, 78, 81, 85, 102, 105

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.2.1: The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.

Grade	Standard	Summer Success
3	The student: 1. uses manipulatives to solve problems requiring spatial visualization.	**TE:** 52, 56, 60, 81, 102, 105
	2. knows symmetry, congruency, and reflections in geometric figures using concrete materials (for example, pattern blocks, geoboards, mirrors).	**TE:** 60, 81, 102, 105
	3. knows congruent and similar figures.	**TE:** 52, 56, 60

STANDARD 2

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.2.2: The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.

Grade	Standard	Summer Success
3	The student: 1. explores flips, slides, and 180^o turns (either clockwise or counterclockwise) using concrete and graphic materials (for example, pattern blocks, geoboards, dot paper).	The opportunity to address this objective is available on the following pages: **TE:** 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 67, 70, 74, 78, 81, 85, 88, 96, 99, 102, 103, 105, 106, 110, 114, 117, 120, 123
	2. knows the effect of a flip, slide, and 180^o turn on a geometric figure.	The opportunity to address this objective is available on the following pages: **TE:** 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 67, 70, 74, 78, 81, 85, 88, 96, 99, 102, 103, 105, 106, 110, 114, 117, 120, 123
	3. explores tessellations.	The opportunity to address this objective is available on the following pages: **TE:** 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 67, 70, 74, 78, 81, 85, 88, 96, 99, 102, 103, 105, 106, 110, 114, 117, 120, 123

STANDARD 3

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.2.1: The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

Grade	Standard	Summer Success
3	The student: 1. compares the concepts of area and perimeter through the use of concrete and graphic materials (for example, geoboards, color tiles, grid paper).	**TE:** 29, 67, 85
	2. applies the concepts of area and perimeter of rectangles to solve real-world and mathematical problems through the use of concrete materials (for example, framing a photograph).	**TE:** 29, 67, 85

STANDARD 3

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.2.2: The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).

Grade	Standard	Summer Success
3	The student: 1. knows how to identify, locate, and plot ordered pairs of whole numbers on a graph.	**TE:** 103

Strand D: Algebraic Thinking

STANDARD 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.2.1: The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.

Grade	Standard	Summer Success
3	The student: 1. identifies missing parts in patterns.	**PE:** 13, 28, 47, 57, 101, 106 **TE:** 31, 43, 49, 63, 65, 71, 92, 106, 114, 118, 123, 124
	2. describes, extends, and creates numerical and geometric patterns through models (for example, concrete objects, drawings, simple number sequences).	**PE:** 13, 28, 47, 57, 101, 106 **TE:** 14, 31, 33, 43, 49, 63, 65, 70, 71, 92, 106, 114, 118, 123, 124
	3. poses and solves problems by identifying a predictable visual or numerical pattern (for example: Continue this pattern: + , - , = , + , + , - , - ,___ , ___, …).	**PE:** 13, 28, 47, 57, 101, 106 **TE:** 31, 43, 49, 63, 65, 71, 92, 106, 114, 118, 123, 124

STANDARD 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.2.2: The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.

Grade	Standard	Summer Success
3	The student: 1. knows mathematical relationships in patterns (for example, the second number is two more than the first).	**PE:** 28, 47, 101, 106 **TE:** 14, 33, 43, 63, 65, 70, 92, 106, 118, 123, 124
	2. analyzes number patterns and states the rule for relationships (for example, 2, 4, 6, 8, …; the rule: +2).	**PE:** 28, 47, 101, 106 **TE:** 14, 33, 43, 63, 65, 70, 92, 106, 118, 123, 124
	3. discusses and explains the choice of the rule that applies to the pattern.	**PE:** 13, 28, 47, 57, 101, 106 **TE:** 14, 31, 33, 43, 49, 63, 65, 70, 71, 92, 106, 114, 118, 123, 124
	4. identifies and extends a pattern according to the given rule.	**PE:** 13, 28, 47, 57, 101, 106 **TE:** 14, 31, 33, 43, 49, 63, 65, 70, 71, 92, 106, 114, 118, 123, 124
	5. applies and explains the appropriate rule to complete a table or chart (for example, in the following table, the rule is “multiply by 6”): 1 2 3 4 6 12 ? 24	The opportunity to address this objective is available on the following pages: **PE:** 28, 47, 101, 106 **TE:** 14, 33, 43, 63, 65, 70, 92, 106, 118, 123, 124

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.2.1: The student represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.

Grade	Standard	Summer Success
3	The student: 1. uses concrete materials to model and solve a number sentence with a missing addend for simple word problems (for example, 13 + *r* = 15).	**PE:** 56 **TE:** 63, 67, 68
	2. creates a simple word problem for a given number sentence, diagram, or model.	**TE:** 49, 67
	3. knows that an equation is a number sentence stating that two quantities are equal (for example, identifies and provides examples and non-examples of equations).	**TE:** 49, 67

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.2.2: The student uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.

Grade	Standard	Summer Success
3	The student: 1. uses physical models and graphs (for example, cubes, number lines) to solve real-world equations and inequalities.	The opportunity to address this objective is available on the following pages: **TE:** 26, 29, 33, 45, 49, 63, 67, 70, 78, 81, 85, 88, 96, 99, 103, 106, 110, 114, 117, 120, 123
	2. uses information from physical models and graphs to solve problems.	**TE:** 26, 29, 33, 45, 49, 63, 67, 70, 78, 81, 85, 88, 96, 99, 103, 106, 110, 114, 117, 120, 123

Strand E: Data Analysis and Probability

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.1: The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.

Grade	Standard	Summer Success
3	The student: 1. identifies different parts of a graph (for example, titles, labels, key).	**TE:** 33, 45, 63, 81, 85
	2. interprets and compares information from picto- and bar graphs including graphs from content-area materials and periodicals.	**TE:** 26, 29, 33, 45, 49, 63, 67, 70, 78, 81, 85, 88, 96, 99, 103, 106, 110, 114, 117, 120, 123
	3. generates questions, collects responses, and displays data in a table, pictograph or bar graph.	**TE:** 26, 29, 33, 45, 49, 63, 67, 70, 78, 81, 85, 88, 96, 99, 103, 106, 110, 114, 117, 120, 123
	4. interprets and explains orally and in writing displays of data.	**TE:** 49, 67, 99, 106, 120, 123

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.2: The student determines range, mean, median, and mode from sets of data.

Grade	Standard	Summer Success
3	The student: 1. uses concrete materials to determine the mean in a set.	The opportunity to address this objective is available on the following pages: **TE:** 67, 74, 103, 117, 120, 123
	2. identifies the median and mode from a set of numerical data.	The opportunity to address this objective is available on the following pages: **TE:** 49, 67, 103, 106, 117, 120, 123
	3. identifies the range in a set of numerical data.	**TE:** 49, 106
	4. uses concrete materials, pictures, or graphs to display data and identify range, median, and mode.	The opportunity to address this objective is available on the following pages: **TE:** 49, 67, 103, 106

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.3: The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.

Grade	Standard	Summer Success
3	The student: 1. uses a calculator to compare data.	The opportunity to address this objective is available on the following pages: **TE:** 49, 67, 99, 106, 120, 123
	2. in class projects, constructs and discusses patterns in computer-generated graphs using real-world problems (for example, identify most popular pizza topping).	The opportunity to address this objective is available on the following pages: **TE:** 26, 29, 33, 45, 49, 63, 67, 70, 78, 81, 85, 88, 96, 99, 103, 106, 110, 114, 117, 120, 123

STANDARD 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.2.1: The student uses models, such as tree diagrams, to display possible outcomes and to predict events.

Grade	Standard	Summer Success
3	The student: 1. determines the number of possible combinations of given items and displays them in an organized way (for example, lists all possible combinations of three shirts and two pairs of shorts).	The opportunity to address this objective is available on the following pages: **TE:** 100
	2. represents all possible outcomes for a particular probability situation or event using models such as charts or lists.	The opportunity to address this objective is available on the following pages: **TE:** 100
	3. calculates the probability of a particular event occurring from a set of all possible outcomes.	The opportunity to address this objective is available on the following pages: **TE:** 100

STANDARD 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.2.2: The student predicts the likelihood of simple events occurring.

Grade	Standard	Summer Success
3	The student: 1. identifies and records the possible outcomes of simple experiments using concrete materials (for example, spinners, marbles in a bag, coin toss).	The opportunity to address this objective is available on the following pages: **TE:** 100
	2. determines which outcomes are most likely to occur in certain situations (for example, spinning red is most likely to occur when a spinner is divided equally among red, blue, green, and red).	The opportunity to address this objective is available on the following pages: **TE:** 100

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.2.1: The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.

Grade	Standard	Summer Success
3	The student: 1. designs appropriate questions for a survey.	The opportunity to address this objective is available on the following pages: **TE:** 14, 74, 78, 81, 92
	2. creates a pictograph or bar graph to present data from a given survey.	**TE:** 26, 29, 33, 45, 49, 63, 67, 70, 78, 81, 85, 88, 96, 99, 103, 106, 110, 114, 117, 120, 123
	3. explains the results from the data of a given survey.	**TE:** 49, 67, 99, 106, 120, 123

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.2.2: The student uses statistical data about life situations to make predictions and justifies reasoning.

Grade	Standard	Summer Success
	The student:	
3	1. uses statistical data to recognize trends.	The opportunity to address this objective is available on the following pages: **TE:** 49, 67, 99, 106, 120, 123
	2. applies statistical data to make generalizations.	The opportunity to address this objective is available on the following pages: **TE:** 49, 67, 99, 106, 120, 123
	3. explains generalizations.	The opportunity to address this objective is available on the following pages: **TE:** 49, 67, 99, 106, 120, 123

SUMMER SUCCESS:MATH © 2000
correlated to the
FLORIDA SUNSHINE STATE STANDARDS
correlated to the
GRADE LEVEL EXPECTATIONS

GRADE 4

Strand A: Number Sense, Concepts, and Operations

STANDARD 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.1: The student names whole numbers combining 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.

Grade	Standard	Summer Success
4	The student: 1. reads, writes, and identifies whole numbers through millions or more.	This objective is addressed throughout the text. See, for example: **PE:** 7, 8, 14, 15, 20, 28, 29, 31, 32, 38, 39, 61, 63, 82, 83, 87, 88 **TE:** 15, 16, 17, 22, 27, 28, 31, 34, 43, 47, 50, 53, 61, 64, 65, 89, 95, 112, 115, 118, 119, 121, 124
	2. reads, writes, and identifies fractions and mixed numbers with denominators including 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 100, and 1000.	**PE:** 7, 39, 54, 63, 74, 88 **TE:** 17, 51, 65, 74, 79, 101, 103, 104, 105, 107, 124
	3. reads, writes, and identifies decimals through hundredths.	**PE:** 8, 15, 20, 34, 38, 39, 44, 45, 47, 54, 55, 60, 63, 88, 94, 97 **TE:** 22, 31, 34, 57, 58, 61, 65, 68, 71, 76, 79, 83, 86, 124

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.2: The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.

Grade	Standard	Summer Success
4	The student: 1. uses language and symbols (>, <, =) to compare numbers in the same form and in two different forms such as _ < 1.	**PE:** 19, 20, 31, 38, 43, 60 **TE:** 30, 34, 50, 61, 64, 86
	2. compares and orders whole numbers through millions or more, using concrete materials, number lines, drawings, and numerals.	The opportunity to address this objective is available on the following pages: **PE:** 19, 20, 31, 43 **TE:** 28, 34, 50, 64
	3. compares and orders commonly used fractions and decimals to hundredths using concrete materials, drawings, and numerals.	**PE:** 34, 38, 47 **TE:** 58, 61, 76
	4. locates whole numbers, fractions, mixed numbers, and decimals on a number line.	**PE:** 47 **TE:** 76

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.3: The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.

Grade	Standard	Summer Success
4	The student: 1. translates problem situations into diagrams and models using whole numbers, fractions, mixed numbers and decimals to hundredths including money notation.	**PE:** 18, 39, 44, 54, 63, 68, 69, 74, 82, 88 **TE:** 18, 22, 45, 63, 79, 94, 97, 101, 104, 115, 124

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.4: The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.

Grade	Standard	Summer Success
4	The student: 1. uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.	**PE:** 54, 63, 69, 75, 88, 99 **TE:** 79, 94, 101, 107, 124
	2. identifies equivalent forms of numbers.	**PE:** 54, 63, 69, 73, 75, 88, 99 **TE:** 79, 94, 100, 101, 107, 124
	3. knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, decimals, fractions, and mixed numbers.	**PE:** 7, 14, 29, 32, 37, 39, 54, 61, 63, 67, 69, 73, 75, 87, 88 **TE:** 17, 27, 49, 53, 57, 65, 79, 89, 93, 94, 99, 100, 101, 107, 121, 124

STANDARD 2
The student understands number systems.

Benchmark MA.A.2.2.1: The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.

Grade	Standard	Summer Success
4	The student: 1. knows the value of a given digit in numbers from hundredths to millions, including writing and interpreting expanded forms of numbers.	The opportunity to address this objective is available on the following pages: **PE:** 8, 19, 28, 31, 32, 43, 87 **TE:** 22, 23-24, 25, 30, 45, 49, 50, 53, 64, 67, 85, 121, 123

STANDARD 2

The student understands number systems.

Benchmark MA.A.2.2.2: The student recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.

Grade	Standard	Summer Success
4	The student: 1. uses concrete materials and symbolic notation to represent numbers in bases other than base ten, such as base five.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. reads, writes, and compares the decimal number system to the Roman numeral system using the Roman numerals I, V, X, L, C, D, and M.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 3

The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.2.1: The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.

Grade	Standard	Summer Success
4	The student: 1. recalls (from memory) basic multiplication facts and related division facts.	**TE:** 26, 49, 59, 62, 63, 66, 69, 77, 80, 95, 98
	2. knows the inverse relationship of multiplication and division and demonstrates that relationship by writing related fact families.	**PE:** 14, 27, 59 **TE:** 26, 27, 39, 78, 80, 81, 82, 85, 88, 92, 96, 99, 103, 106, 110, 117, 120, 122
	3. explains and demonstrates the multiplication and division of whole numbers using manipulatives, drawings, and algorithms.	**PE:** 14, 27, 59 **TE:** 26, 27, 39, 49, 59, 62, 63, 66, 69, 77, 80, 82, 95, 96, 98, 99, 103, 106, 110, 117, 120, 122

4. explains and demonstrates the addition and subtraction of common fractions using concrete materials, drawings, story problems, and algorithms.	**PE:** 7, 8, 69, 74 **TE:** 17, 22, 101, 104
5. explains and demonstrates the addition and subtraction of decimals (to hundredths) using concrete materials, drawings, story problems, and algorithms.	**PE:** 7, 8, 55 **TE:** 17, 22, 83
6. knows the properties of numbers including the following:	
• the identity, commutative, and associative properties of addition	The opportunity to address this objective is available on the following pages: **PE:** 7, 20. 29, 55, 69 **TE:** 17, 18, 34, 47, 69, 83, 101
• the zero and identity properties of multiplication	The opportunity to address this objective is available on the following pages: **PE:** 7, 32 **TE:** 17, 53, 59, 62, 66, 77, 80, 95, 98
• the commutative, associative, and distributive properties of multiplication.	**PE:** 82 **TE:** 59, 62, 77, 80, 115
7. predicts the relative size of solutions in the following:	
• addition, subtraction, multiplication, and division of whole numbers	The opportunity to address this objective is available on the following pages: **PE:** 20, 38, 82, 83, 88 **TE:** 34, 61, 115, 118, 124
• addition and subtraction of common fractions	The opportunity to address this objective is available on the following pages: **PE:** 69, 74 **TE:** 101, 104

• addition and subtraction of decimals to hundredths	The opportunity to address this objective is available on the following pages: **PE:** 55 **TE:** 83

STANDARD 3

The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.2.2: The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.

Grade	Standard	Summer Success
4	The student: 1. uses problem-solving strategies to determine the operation(s) needed to solve one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions.	**PE:** 15, 20, 23, 28, 31, 34, 38, 47, 60, 63, 74 **TE:** 14, 29, 31, 34, 38, 40, 43, 49, 50, 56, 58, 61, 69, 70, 74, 76, 86, 92, 94, 103, 104, 120

STANDARD 3

The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.2.3: The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Grade	Standard	Summer Success
4	The student: 1. solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions using an appropriate method (for example, mental math, pencil and paper, calculator).	**PE:** 15, 20, 23, 28, 31, 34, 38, 47, 63, 74 **TE:** 14, 29, 31, 34, 38, 40, 43, 49, 50, 56, 58, 61, 70, 74, 76, 92, 94, 103, 104, 120
	2. explains the reason for choosing a particular computing method for a particular problem.	**PE:** 28, 74 **TE:** 14, 43, 56, 92, 103, 104

	3. solves real-world multiplication problems with whole numbers (three digits by one digit) using concrete materials, drawings, and pencil and paper.	The opportunity to address this objective is available on the following pages: **PE:** 20, 63 **TE:** 14, 34, 38, 40, 50, 94, 120
	4. solves real-world division problems having divisors of one digit and dividends of three digits, with or without remainders.	**TE:** 103
	5. solves real-world problems involving the addition or subtraction of decimals (to hundredths) or common fractions with like or unlike denominators.	**PE:** 28, 34 **TE:** 43, 58

STANDARD 4

The student uses estimation in problem solving and computation.

Benchmark MA.A.4.2.1: The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.

Grade	Standard	Summer Success
4	The student: 1. chooses, describes and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.	**PE:** 55, 63 **TE:** 56, 70, 83, 85, 94, 99, 110
	2. estimates quantities of objects to 500 or more and justifies and explains the reasoning for the estimates (for example, using compatible numbers, benchmark numbers, unitizing).	**PE:** 63 **TE:** 70, 85, 94, 110

STANDARD 5

The student understands and applies theories related to numbers.

Benchmark MA.A.5.2.1: The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.

Grade	Standard	Summer Success
4	The student: 1. knows factors and multiples of numbers to 100.	**PE:** 34, 82 **TE:** 29, 33, 39, 43, 56, 58, 59, 62, 63, 66, 69, 74, 77, 78, 80, 81, 82, 95, 98, 103, 110, 114, 115
	2. multiplies by 10, 100, and 1,000 recognizing and demonstrating patterns.	**PE:** 7, 32 **TE:** 17, 52, 53, 88, 103
	3. knows rules of divisibility for 2, 3, 5, 9, and 10.	**PE:** 82, 83 **TE:** 78, 84, 85, 87, 99, 103, 115, 118, 119
	4. uses models to identify perfect squares to 100.	The opportunity to address this objective is available on the following pages: **TE:** 66

Strand B: Measurement

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.2.1: The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.

Grade	Standard	Summer Success
4	The student: 1. knows measurement concepts and can use oral and written language to communicate them.	**PE:** 14, 15, 38, 45, 47, 63, 87 **TE:** 14, 18, 26, 27, 29, 31, 32, 33, 35, 38, 40, 42, 45, 49, 52, 56, 58, 60, 61, 63, 67, 70, 71, 74, 76, 78, 81, 85, 88, 92, 93, 94, 96, 99, 103, 106, 110, 114, 117, 120, 121, 123

	2. uses a wide variety of models (for example, manipulatives, diagrams) and applies counting procedures to investigate measurements of length, area, volume, and perimeter.	**PE:** 15, 28, 38, 47, 63, 87 **TE:** 14, 18, 26, 29, 31, 32, 33, 35, 38, 43, 45, 52, 61, 76, 85, 94, 121
	3. knows about varied time intervals, including decades, hours, minutes, and seconds.	**PE:** 14, 45, 82 **TE:** 14, 18, 27, 33, 42, 45, 49, 60, 70, 71, 78, 96, 103, 106, 115
	4. investigates angle measures using models and manipulatives for the common angles of 45°, 90°, and 180° (straight angle) and uses these angles as reference points for measures of other angles.	**PE:** 82 **TE:** 67, 115, 117,123

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.2.2: The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.

Grade	Standard	Summer Success
4	The student: 1. solves real-world problems involving measurement of the following:	
	• length (for example, millimeter, quarter-inch, foot, yard, meter)	**PE:** 15, 28, 38, 47, 55, 63, 87 **TE:** 14, 18, 26, 29, 31, 32, 33, 35, 38, 43, 45, 52, 61, 76, 83, 85, 94, 121
	• weight (for example, pounds, ounces, kilograms, grams)	**PE:** 34, 47, 55 **TE:** 56, 58, 60, 63, 74, 76, 78, 81, 83, 85, 88, 92, 93
	• capacity (for example, cup, milliliters)	**TE:** 92, 93, 96, 99, 103, 106, 110, 114, 117, 120, 123
	• temperature (Fahrenheit and Celsius)	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

• angles (right and straight)	**PE:** 82 **TE:** 67, 115, 117, 123
2. solves real-world problems involving perimeter, area, and volume using concrete, graphic, or pictorial models.	**PE:** 28, 32, 38, 47, 63, 87 **TE:** 33, 43, 52, 53, 61, 67, 70, 76, 88, 94, 106, 121
3. uses schedules, calendars, and elapsed time to solve real-world problems.	**PE:** 14, 45, 82, 83 **TE:** 27, 33, 42, 45, 49, 70, 71, 78, 99, 103, 115, 117, 118

STANDARD 2
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.2.1: The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.

Grade	Standard	Summer Success
4	The student: 1. devises nonstandard, indirect ways to compare lengths (for example, compare the height of a cylinder to the distance around it).	The opportunity to address this objective is available on the following pages: **TE:** 18, 26, 33, 49, 52
	2. uses customary and metric units to compare length, weight, and capacity or volume.	**TE:** 14, 18, 26, 33, 35, 49, 52, 74
	3. uses multiplication or division to convert units of measure within either the customary or metric system (for example: 100 cm = 1 m).	**PE:** 15 **TE:** 31, 38, 45, 74, 88, 93, 96, 103, 117, 120, 123

STANDARD 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.2.2: The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.

Grade	Standard	Summer Success
4	The student: 1. knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, standard - student chooses feet or inches instead of yards to measure a classroom desk; nonstandard - student chooses a pencil or his or her hand to measure a classroom desk).	**PE:** 55 **TE:** 83, 85
	2. knows an appropriate unit of measure (standard or nonstandard) to measure weight and capacity.	**PE:** 55 **TE:** 63, 78, 83, 85, 92, 99, 106, 110, 114

STANDARD 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.2.1: The student solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.

Grade	Standard	Summer Success
4	The student: 1. knows how to determine whether an accurate or estimated measurement is needed for a solution.	**PE:** 55 **TE:** 14, 18, 26, 35, 56, 60, 83
	2. using real-world settings, objects, graph paper, or charts, solves problems involving estimated measurements, including the following:	
	• length to nearest half-inch, centimeter	**TE:** 14, 18
	• weight to nearest ounce, gram	**TE:** 56

• time to nearest five-minute interval	The opportunity to address this objective is available on the following pages: **PE:** 14, 28, 45, 82 **TE:** 14, 18, 27, 33, 42, 43, 45, 49, 60, 70, 71, 78, 96, 103, 106, 115
• temperature to nearest five-degree interval	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
• money to nearest $1.00 (combination of coin and currency)	The opportunity to address this objective is available on the following pages: **PE:** 34 **TE:** 56, 58, 99
3. knows how to estimate the area and perimeter of regular and irregular polygons using graph paper, geoboard, or other objects.	The opportunity to address this objective is available on the following pages: **PE:** 28, 32, 38, 47, 63, 87 **TE:** 33, 43, 52, 53, 61, 67, 70, 76, 88, 94, 106, 121
4. knows how to estimate the volume of a rectangular prism using manipulatives or graphic representation.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.2.1: The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.

Grade	Standard	Summer Success
4	The student: 1. selects an appropriate measurement unit for labeling the solution to real-world problems.	**PE:** 55 **TE:** 63, 78, 83, 85, 92, 99, 106, 110, 114

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.2.2: The student selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.

Grade	Standard	Summer Success
4	The student: 1. selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometers, measuring cups, gauges).	The opportunity to address this objective is available on the following pages: **PE:** 14, 15, 38, 45, 47, 63, 87 **TE:** 14, 18, 26, 27, 29, 31, 32, 33, 35, 38, 40, 42, 45, 49, 52, 56, 58, 60, 61, 63, 67, 70, 71, 74, 76, 78, 81, 85, 88, 92, 93, 94, 96, 99, 103, 106, 110, 114, 117, 120, 121, 123

Strand C: Geometry and Spatial Sense

STANDARD 1

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.2.1: The student given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

Grade	Standard	Summer Success
4	The student: 1. uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, faces, edges, vertices, diameter).	**PE:** 14, 55, 61, 69 **TE:** 18, 27, 29, 33, 38, 41, 42, 44, 49, 52, 56, 60, 63, 67, 70, 74, 78, 83, 85, 88, 89, 92, 96, 101, 103, 106, 110, 111, 113, 120
	2. draws and classifies two-dimensional figures having up to eight or more sides.	**PE:** 29 **TE:** 45, 47, 74, 79, 81, 85, 92, 99, 113, 120

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.2.1: The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.

Grade	Standard	Summer Success
4	The student: 1. uses manipulatives to solve problems requiring spatial visualization.	**PE:** 74 **TE:** 26, 29, 41, 45, 63, 81, 85, 99, 103, 104
	2. knows symmetry, congruency, and reflections in geometric figures using drawings and concrete materials (for example, pattern blocks, mirrors).	**PE:** 74 **TE:** 26, 29, 41, 45, 49, 63, 81, 85, 99, 103, 104
	3. knows and creates congruent and similar figures.	**TE:** 29, 41, 49, 63, 85, 103

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.2.2: The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.

Grade	Standard	Summer Success
4	The student: 1. identifies and performs flips, slides, and turns given angle (90^o , 180^o) and direction (clockwise or counterclockwise) of turn, using concrete and graphic materials (for example, pattern blocks, geoboards, grid paper).	**PE:** 74 **TE:** 26, 41, 81, 104
	2. knows the effect of a flip, slide, or turn (90^o , 180^o) on a geometric figure.	**PE:** 74 **TE:** 26, 41, 81, 104

	3. explores tessellations.	**PE:** 74 **TE:** 104

STANDARD 3
The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.2.1: The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

Grade	Standard	Summer Success
	The student:	
4	1. compares the concepts of area and perimeter using concrete materials (for example, color tiles, grid paper) and real-world situations (for example, carpeting a floor, fencing a yard).	The opportunity to address this objective is available on the following pages: **PE:** 28, 32, 38, 47, 63, 87 **TE:** 33, 43, 52, 53, 61, 67, 70, 76, 88, 94, 106, 121
	2. applies the concepts of area and perimeter to solve real-world and mathematical problems.	**PE:** 28, 32, 38, 47, 63, 87 **TE:** 33, 43, 52, 53, 61, 67, 70, 76, 88, 94, 106, 121
	3. knows how area and perimeter are affected when geometric figures are combined.	The opportunity to address this objective is available on the following pages: **PE:** 28, 32, 38, 47, 63, 87 **TE:** 33, 43, 52, 53, 61, 67, 70, 76, 88, 94, 106, 121

STANDARD 3
The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.2.2: The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).

Grade	Standard	Summer Success
	The student:	
4	1. knows how to identify, locate, and plot ordered pairs of whole numbers on a graph or on the first quadrant of a coordinate system.	**PE:** 77 **TE:** 112

Strand D: Algebraic Thinking

STANDARD 1
The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.2.1: The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.

Grade	Standard	Summer Success
4	The student: 1. describes, extends, and creates numerical and geometric patterns using a variety of models (for example, lists, tables, charts).	**PE:** 7, 32 **TE:** 14, 17, 18, 26, 29, 33, 38, 42, 45, 49, 52, 53, 56, 60
	2. poses, solves, and explains problems by identifying a predictable visual or numerical pattern such as: Input 1 2 3 7 Output $3 $6 $9 ?	**PE:** 7, 32 **TE:** 14, 17, 18, 26, 29, 33, 38, 42, 45, 49, 52, 53, 56, 60

STANDARD 1
The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.2.2: The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.

Grade	Standard	Summer Success
4	The student: 1. knows mathematical relationships in patterns (for example, the second shape is the first shape turned 90º).	**PE:** 7, 32 **TE:** 14, 17, 18, 26, 29, 33, 38, 42, 45, 49, 52, 53, 56, 60
	2. analyzes number patterns and states rules for relationships (for example, 2, 4, 7, 9, 12, …; the rule is: +2, +3, +2, +3, …).	**PE:** 7 **TE:** 14, 17, 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60
	3. discusses, explains, and analyzes the rule that applies to the pattern.	**PE:** 7 **TE:** 14, 17, 18, 26, 29, 33, 38, 42, 45, 49, 52, 56, 60

	4. applies the appropriate rule to complete a table or a chart such as: Input Output 2 8 9 36 ? 16 7 28	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.2.1: The student represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.

Grade	Standard	Summer Success
4	The student: 1. solves problems involving equations or simple inequalities using manipulatives, diagrams, or models, symbolic expressions, or written phrases.	**PE:** 7, 8, 14, 20, 27, 23, 28, 32, 38, 69, 74, 77, 83, 88 **TE:** 14, 17, 18, 22, 26, 27, 29, 34, 38, 39, 40, 43, 49, 52, 53, 56, 60, 61, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 99, 101, 103, 104, 112, 117, 118, 120, 124
	2. uses a variable to represent a given verbal expression (for example, seven times a number is 7*n*).	**TE:** 114
	3. translates problem-solving situations into expressions and equations using a variable for the unknown.	**TE:** 114

STANDARD 2

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.2.2: The student uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.

Grade	Standard	Summer Success
4	The student: 1. uses physical or pictorial models and graphs (for example, cubes, number lines) to solve equations or inequalities.	The opportunity to address this objective is available on the following pages: **PE:** 7, 8, 14, 20, 27, 23, 28, 32, 38, 69, 74, 77, 83, 88 **TE:** 14, 17, 18, 22, 26, 27, 29, 34, 38, 39, 40, 43, 49, 52, 53, 56, 60, 61, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 99, 101, 103, 104, 112, 117, 118, 120, 124
	2. uses information from physical models, graphs, or tables to solve problems.	**TE:** 18, 29, 33, 38, 42, 45, 49, 52, 56, 60, 74, 78, 81, 85, 88, 92, 96, 103, 106, 110, 114, 117, 120, 123

Strand E: Data Analysis and Probability

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.1: The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.

Grade	Standard	Summer Success
4	The student: 1. knows the purpose of different parts of a graph (for example, titles, labels, intervals, key).	**TE:** 29, 78, 81, 96, 99, 114
	2. chooses reasonable titles and labels for graphs.	**TE:** 29, 78, 81, 96, 99, 114
	3. interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.	**PE:** 60 **TE:** 33, 42, 45, 49, 52, 70, 74, 78, 86, 88, 92, 103, 106, 110, 120, 123

	4. generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.	**TE:** 18, 26, 29, 42, 45, 49, 52, 56, 60, 63, 67, 78, 81, 85, 96, 99, 103, 117, 120
	5. interprets and completes circle graphs using common fractions.	The opportunity to address this objective is available on the following pages: **TE:** 18, 26, 29, 42, 45, 49, 52, 56, 60, 63, 67, 78, 81, 85, 96, 99, 103, 117, 120
	6. analyzes and explains orally or in writing the implications of data displays.	**PE:** 60 **TE:** 33, 42, 45, 49, 52, 70, 74, 78, 86, 88, 92, 103, 106, 110, 120, 123

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.2: The student determines range, mean, median, and mode from sets of data.

Grade	Standard	Summer Success
	The student:	
4	1. identifies the mean, median and mode from a set of data.	The opportunity to address this objective is available on the following pages: **TE:** 33, 52, 70, 74, 88, 103, 106, 120, 123
	2. identifies the range on a line graph.	The opportunity to address this objective is available on the following pages: **TE:** 74, 88, 103, 106, 117, 120, 123

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.3: The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.

Grade	Standard	Summer Success
	The student:	
4	1. uses a calculator to determine the range and mean of a set of data.	The opportunity to address this objective is available on the following pages: **TE:** 33, 52, 70, 74, 88, 103, 106, 120, 123

	2. uses computer applications to examine and evaluate data.	The opportunity to address this objective is available on the following pages: **TE:** 33, 52, 70, 74, 88, 103, 106, 120, 123
	3. uses computer applications to construct graphs.	The opportunity to address this objective is available on the following pages: **TE:** 18, 26, 29, 42, 45, 49, 52, 56, 60, 63, 67, 78, 81, 85, 96, 99, 103, 117, 120

STANDARD 2
The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.2.1: The student uses models, such as tree diagrams, to display possible outcomes and to predict events.

Grade	Standard	Summer Success
4	The student: 1. determines the number of possible combinations of given items and displays them in an organized way.	**TE:** 85
	2. represents all possible outcomes for a simple probability situation or event using models such as organized lists, charts, or tree diagrams.	**TE:** 75, 85
	3. calculates the probability of a particular event occurring from a set of all possible outcomes.	**PE:** 44, 53, 55 **TE:** 16, 68, 75, 83, 85

STANDARD 2
The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.2.2: The student predicts the likelihood of simple events occurring.

Grade	Standard	Summer Success
4	The student: 1. identifies and records using common fractions, the possible outcomes of simple experiments using concrete materials (for example, spinners, number cubes, coin toss).	**TE:** 75, 85

	2. determines and predicts which outcomes are likely to occur and expresses those expected outcomes as fractions.	**PE:** 55 **TE:** 75, 83, 85
	3. conducts experiments to test predictions.	The opportunity to address this objective is available on the following pages: **TE:** 75, 85

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.2.1: The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.

Grade	Standard	Summer Success
	The student:	
4	1. designs a class survey to collect data.	The opportunity to address this objective is available on the following pages: **TE:** 18, 26, 29, 42, 45, 49, 52, 56, 60, 63, 67, 78, 81, 85, 96, 99, 103, 117, 120
	2. creates an appropriate graph to display data (for example, pictographs, bar graphs, line graphs, circle graphs).	**TE:** 18, 26, 29, 42, 45, 49, 52, 56, 60, 63, 67, 78, 81, 85, 96, 99, 103, 117, 120
	3. determines appropriate statistical measures for data (range, mean, median, mode).	The opportunity to address this objective is available on the following pages: **TE:** 33, 52, 70, 74, 88, 103, 106, 120, 123
	4. explains the results using statistics (range and measures of central tendency).	The opportunity to address this objective is available on the following pages: **TE:** 33, 52, 70, 74, 88, 103, 106, 120, 123

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.2.2: The student uses statistical data about life situations to make predictions and justifies reasoning.

Grade	Standard	Summer Success
4	The student: 1. uses statistical data to identify trends.	The opportunity to address this objective is available on the following pages: **TE:** 74, 103, 120, 123
	2. applies statistical data to make generalizations.	**TE:** 33, 52, 70, 74, 88, 103, 106, 120, 123
	3. justifies and explains generalizations.	The opportunity to address this objective is available on the following pages: **TE:** 33, 52, 70, 74, 103, 120, 123

SUMMER SUCCESS: MATH © 2000
correlated to the
FLORIDA SUNSHINE STATE STANDARDS
correlated to the
GRADE LEVEL EXPECTATIONS

GRADE 5

Strand A: Number Sense, Concepts, and Operations

STANDARD 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.1: The student names whole numbers combining 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.

Grade	Standard	Summer Success
5	The student: 1. reads, writes, and identifies whole numbers, fractions, and mixed numbers.	This objective is addressed throughout the text. See, for example: **PE:** 7, 8, 12, 13, 21, 27, 32, 35, 41, 49, 51, 62, 65, 73, 75, 79, 85, 89, 90 **TE:** 17, 22, 27, 31, 40, 47, 50, 58, 65, 71, 76, 86, 94, 101, 104, 112, 118, 121, 124
	2. reads, writes, and identifies decimals through thousandths.	**PE:** 32, 35, 39, 40, 41, 48, 49, 51, 56, 57, 62, 65, 69, 71, 75, 84, 89 **TE:** 50, 57, 58, 61, 65, 68, 71, 76, 79, 83, 86, 93, 94, 104, 115, 119, 121, 122
	3. reads, writes, and identifies common percents including 10%, 20%, 25%, 30%, 40%, 50%, 60%, 70%, 75%, 80%, 90%, and 100%.	**PE:** 84, 85 **TE:** 115, 118

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.2: The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.

Grade	Standard	Summer Success
5	The student: 1. uses symbols (>, <, =) to compare numbers in the same and different forms such as 0.5 < 3/4.	**PE:** 11, 31, 56, 71, 75, 76 **TE:** 21, 46, 79, 93, 104, 107
	2. compares and orders whole numbers using concrete materials, number lines, drawings, and numerals.	**PE:** 7, 8, 11, 12, 18, 57 **TE:** 17, 21, 22, 27, 34, 83
	3. compares and orders commonly used fractions, percents, and decimals to thousandths using concrete materials, number lines, drawings, and numerals.	**PE:** 32, 35, 40, 41, 71, 75, 76, 79 **TE:** 50, 58, 61, 65, 93, 104, 107, 112
	4. locates whole numbers, fractions, mixed numbers, and decimals on the same number line.	**PE:** 79 **TE:** 60, 63, 67, 70, 112

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.3: The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.

Grade	Standard	Summer Success
5	The student: 1. translates problem situations into diagrams, models, and numerals using whole numbers, fractions, mixed numbers, decimals, and percents.	The opportunity to address this objective is available on the following pages: **PE:** 13, 26, 27, 49, 51, 56, 57, 63, 73, 76, 79 **TE:** 31, 33, 38, 43, 47, 56, 60, 67, 71, 76, 79, 81, 83, 85, 89, 92, 96, 101, 107, 112, 117

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.4: The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.

Grade	Standard	Summer Success
5	The student: 1. knows that numbers in different forms are equivalent or nonequivalent, using whole numbers, decimals, fractions, mixed numbers, and percents.	**PE:** 27, 63, 65, 71, 73, 75, 76, 84 **TE:** 47, 84, 87, 89, 92, 93, 94, 95, 98, 99, 101, 103, 104, 107, 110, 115, 117, 123

STANDARD 2
The student understands number systems.

Benchmark MA.A.2.2.1: The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.

Grade	Standard	Summer Success
5	The student: 1. knows that place value relates to powers of 10.	The opportunity to address this objective is available on the following pages: **PE:** 39 **TE:** 29, 33, 38, 42, 45, 49, 52, 57, 69, 119
	2. expresses numbers to millions or more in expanded form using powers of ten, with or without exponential notation.	**PE:** 27 **TE:** 38, 47

STANDARD 2

The student understands number systems.

Benchmark MA.A.2.2.2: The student recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.

Grade	Standard	Summer Success
5	The student: 1. explains the similarities and differences between the decimal (base 10) number system and other number systems that do or do not use place value.	The opportunity to address this objective is available on the following pages: **PE:** 32, 35, 39, 40, 41, 48, 49, 51, 56, 57, 62, 65, 69, 71, 75, 84, 89 **TE:** 50, 57, 58, 61, 65, 68, 71, 76, 79, 83, 86, 93, 94, 104, 115, 119, 121

STANDARD 3

The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.2.1: The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.

Grade	Standard	Summer Success
5	The student: 1. explains and demonstrates the multiplication of common fractions using concrete materials, drawings, story problems, symbols, and algorithms.	**PE:** 73 **TE:** 101, 106, 114, 117, 120, 123
	2. explains and demonstrates the multiplication of decimals to hundredths using concrete materials, drawings, story problems, symbols, and algorithms.	The opportunity to address this objective is available on the following pages: **PE:** 73 **TE:** 60, 63, 67, 70, 74, 78, 81, 85, 88
	3. predicts the relative size of solutions in the following:	

	• addition, subtraction, multiplication, and division of whole numbers	The opportunity to address this objective is available on the following pages: **PE:** 35, 61 **TE:** 48, 51, 58, 67, 82
	• addition, subtraction, and multiplication of fractions, decimals, and mixed numbers, with particular attention given to fraction and decimal multiplication (for example, when two numbers less than one are multiplied, the result is a number less than either factor)	**PE:** 35 **TE:** 58, 67, 70, 74, 78, 81, 85, 92, 106
	4. explains and demonstrates the inverse nature of multiplication and division, with particular attention to multiplication by a fraction (for example, multiplying by _ yields the same result as dividing by 4).	The opportunity to address this objective is available on the following pages: **PE:** 55, 83 **TE:** 25, 28, 41, 44, 75, 111
	5. explains and demonstrates the commutative, associative, and distributive properties of multiplication.	The opportunity to address this objective is available on the following pages: **PE:** 55, 83 **TE:** 25, 28, 41, 44, 75, 111

STANDARD 3

The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.2.2: The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.

Grade	Standard	Summer Success
5	The student: 1. uses problem-solving strategies to determine the operation(s) needed to solve one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals and fractions.	**PE:** 13, 26, 27, 49, 56, 62, 72, 84, 85 **TE:** 14, 29, 31, 38, 42, 43, 45, 47, 56, 60, 71, 74, 79, 81, 85, 86, 88, 92, 96, 97, 99, 103, 110, 114, 115, 117, 118, 120

STANDARD 3

The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.2.3: The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Grade	Standard	Summer Success
5	The student: 1. solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals, fractions, and mixed numbers using an appropriate method (for example, mental math, pencil and paper, calculator).	**PE:** 13, 26, 27, 49, 56, 62, 72, 84, 85 **TE:** 14, 29, 31, 38, 42, 43, 45, 47, 56, 60, 71, 74, 79, 81, 85, 86, 88, 92, 96, 97, 99, 103, 110, 114, 115, 117, 118, 120

STANDARD 4

The student uses estimation in problem solving and computation.

Benchmark MA.A.4.2.1: The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.

Grade	Standard	Summer Success
5	The student: 1. chooses, describes, and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.	**PE:** 25 **TE:** 35, 38, 39, 43, 45, 49, 51, 52, 69, 82
	2. estimates quantities of objects to 1000 or more and justifies and explains the reasoning for the estimate (for example, using benchmark numbers, unitizing).	**TE:** 38

STANDARD 5

The student understands and applies theories related to numbers.

Benchmark MA.A.5.2.1: The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.

Grade	Standard	Summer Success
5	The student: 1. finds factors of numbers to 100 to determine if they are prime or composite.	**PE:** 51, 63, 76, 83 **TE:** 76, 89, 107, 111
	2. expresses a whole number as a product of its prime factors.	**PE:** 51, 63, 76, 83 **TE:** 76, 89, 107, 111
	3. determines the greatest common factor of two numbers.	**PE:** 51 **TE:** 76
	4. determines the least common multiple of two numbers up to 100 or more.	**PE:** 51, 57, 72 **TE:** 76, 83, 97
	5. multiplies by powers of 10 (100, 1,000, and 10,000) demonstrating patterns.	**PE:** 27 **TE:** 29, 33, 38, 47
	6. identifies and applies rules of divisibility for 2, 3, 4, 5, 6, 9, and 10.	**PE:** 55 **TE:** 25, 28, 41, 44, 52, 75
	7. uses models to identify perfect squares to 144.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

Strand B: Measurement

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.2.1: The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.

Grade	Standard	Summer Success
5	The student: 1. knows measurement concepts and can use oral and written language to communicate them.	**PE:** 13, 27, 32, 49, 56, 62, 72, 84, 85, 89 **TE:** 14, 18, 26, 29, 31, 33, 38, 42, 45, 47, 49, 50, 52, 56, 60, 63, 67, 70, 71, 74, 77, 78, 79, 80, 81, 85, 86, 88, 92, 96, 97, 99, 103, 106, 110, 114, 115, 117, 118, 120, 121, 123
	2. extends conceptual experiences into patterns to develop formulas for determining perimeter, area, and volume.	The opportunity to address this objective is available on the following pages: **PE:** 13, 72, 84, 89 **TE:** 29, 31, 56, 74, 78, 81, 85, 97, 103, 110, 115, 121
	3. knows varied units of time that include centuries and seconds.	**TE:** 18, 26, 29, 33, 38, 42, 45, 63, 67, 70, 78, 85, 92, 96, 99, 103, 106, 110, 114, 117, 120
	4. classifies angle measures as acute, obtuse, right, or straight.	**PE:** 48, 62, 90 **TE:** 68, 86, 88, 124
	5. investigates measures of circumference using concrete materials (for example, uses string or measuring tape to measure the circumference of cans or bottles).	**TE:** 92, 96, 103, 106

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.2.2: The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.

Grade	Standard	Summer Success
5	The student: 1. solves real-world problems involving measurement of the following:	
	• length (for example, eighth-inch, kilometer, mile)	**TE:** 42, 45, 47, 49, 52, 67, 78, 88, 92, 96, 99, 103, 106, 114, 120
	• weight or mass (for example, milligram, ton)	**TE:** 120
	• temperature (comparing temperature changes within the same scale using either a Fahrenheit or a Celsius thermometer)	The opportunity to introduce this objective is available on the following pages: **TE:** 74
	• angles (acute, obtuse, straight)	The opportunity to address this objective is available on the following pages: **PE:** 48, 62, 90 **TE:** 68, 86, 88, 124
	2. solves real-world problems involving perimeter, area, capacity, and volume using concrete, graphic or pictorial models.	**TE:** 14, 38, 67, 85
	3. uses schedules, calendars, and elapsed time to solve real-world problems.	**TE:** 33, 38, 47, 92, 96, 99

STANDARD 2
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.2.1: The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.

Grade	Standard	Summer Success
5	The student: 1. finds the length or height of "hard-to-reach" objects by using the measure of a portion of the objects (for example, find the height of a room or building by finding the height of one block or floor and multiplying by the number of blocks or floors).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. uses customary and metric units to compare length, weight or mass, and capacity or volume.	**TE:** 14, 26, 33, 45, 47, 52, 77, 80, 113, 116, 120
	3. uses multiplication and division to convert units of measure within the customary or metric system.	**TE:** 18, 33, 38, 42, 63, 67, 74, 78, 81, 85, 88

STANDARD 2
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.2.2: The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.

Grade	Standard	Summer Success
5	The student: 1. knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, standard - student chooses feet or yards instead of inches to measure a room; nonstandard - student chooses a length of yarn instead of a pencil to measure a room).	**TE:** 14, 26, 33, 45, 47, 52, 77, 80, 113, 116, 120
	2. knows an appropriate unit of measure (standard or nonstandard) to measure weight, mass, and capacity.	**TE:** 14, 26, 33, 45, 47, 52, 77, 80, 113, 116, 120

STANDARD 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.2.1: The student solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.

Grade	Standard	Summer Success
5	The student: 1. knows how to determine whether an accurate or estimated measurement is needed for a solution.	**PE:** 25 **TE:** 35, 38, 39, 43, 45, 49, 51, 52, 69, 82
	2. solves real-world problems involving estimated measurements, including the following:	
	• length to nearest quarter-inch, centimeter	**TE:** 56, 96
	• weight to nearest ounce, gram	The opportunity to address this objective is available on the following pages: **TE:** 85, 120
	• time to nearest one-minute interval	The opportunity to address this objective is available on the following pages: **TE:** 38
	• temperature to nearest five-degree interval	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	• money to nearest $1.00	The opportunity to address this objective is available on the following pages: **PE:** 25 **TE:** 43

	3. knows how to estimate the area and perimeter of regular and irregular polygons.	The opportunity to address this objective is available on the following pages: **PE:** 13, 72, 89 **TE:** 29, 31, 56, 74, 78, 85, 97, 103, 110, 121
	4. knows how to estimate the volume of a rectangular prism.	**PE:** 27, 84 **TE:** 47, 115

STANDARD 4
The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.2.1: The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.

Grade	Standard	Summer Success
5	The student: 1. selects an appropriate measurement unit for labeling the solution to real-world problems.	The opportunity to address this objective is available on the following pages: **TE:** 14, 33, 38, 42, 45, 47, 48, 49, 52, 62, 67, 78, 85, 88, 90, 92, 96, 99, 103, 106, 114, 120

STANDARD 4
The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.2.2: The student selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.

Grade	Standard	Summer Success
5	The student: 1. selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometer, measuring cups, gauges, protractors).	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 31, 33, 38, 42, 45, 47, 49, 50, 52, 56, 60, 63, 67, 70, 71, 74, 77, 78, 79, 80, 81, 85, 86, 88, 92, 96, 97, 99, 103, 106, 110, 114, 115, 117, 118, 120, 121, 123

Strand C: Geometry and Spatial Sense

STANDARD 1
The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.2.1: The student given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

Grade	Standard	Summer Success
5	The student: 1. uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, obtuse and acute angles; radius; equilateral, scalene, and isosceles triangles.).	**PE:** 51, 57, 90 **TE:** 14, 59, 60, 62, 67, 76, 78, 83, 96, 99, 106, 110, 117, 124
	2. draws and classifies two-dimensional figures having up to ten or more sides and three-dimensional figures (for example, cubes, rectangular prisms, pyramids).	**PE:** 27, 51, 57, 59, 62, 90 **TE:** 47, 76, 83, 124
	3. knows the characteristics of and relationships among points, lines, line segments, rays, and planes.	**PE:** 62, 85 **TE:** 63, 86, 118

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.2.1: The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.

Grade	Standard	Summer Success
5	The student: 1. uses manipulatives to solve problems requiring spatial visualization.	**PE:** 85 **TE:** 59, 62, 118
	2. knows symmetry, congruency, and reflections in geometric figures.	**PE:** 85 **TE:** 60, 118

	3. knows how to justify that two figures are similar or congruent.	**TE:** 62

STANDARD 2
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.2.2: The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.

Grade	Standard	Summer Success
5	The student: 1. identifies and performs flips, slides, and turns given angle (90 o , 180 o , 270 o) and direction (clockwise or counterclockwise) of turn.	The opportunity to address this objective is available on the following pages: **TE:** 59, 62
	2. knows the effect of a flip, slide or turn (90 o , 180 o , 270 o) on a geometric figure.	The opportunity to address this objective is available on the following pages: **TE:** 59, 62
	3. explores tessellations.	The opportunity to address this objective is available on the following pages: **TE:** 59, 62

STANDARD 3
The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.2.1: The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

Grade	Standard	Summer Success
5	The student: 1. compares the concepts of area, perimeter, and volume using concrete materials (for example, geoboards, grid paper) and real-world situations (for example, tiling a floor, bordering a room, packing a box).	The opportunity to address this objective is available on the following pages: **PE:** 13, 72, 84, 89 **TE:** 29, 31, 56, 74, 78, 81, 85, 97, 103, 110, 115, 121
	2. applies the concepts of area, perimeter, and volume to solve real-world and mathematical problems using student-developed formulas.	The opportunity to address this objective is available on the following pages: **TE:** 14, 38, 67, 85

	3. knows how area and perimeter are affected when geometric figures are combined, rearranged, enlarged, or reduced (for example, What happens to the area of a square when the sides are doubled?).	The opportunity to address this objective is available on the following pages: **PE:** 13, 72, 84, 89 **TE:** 29, 31, 56, 74, 78, 81, 85, 97, 103, 110, 115, 121

STANDARD 3

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.2.2: The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).

Grade	Standard	Summer Success
5	The student: 1. knows how to identify, locate, and plot ordered pairs of whole numbers on a graph or on the first quadrant of a coordinate system.	**PE:** 41, 63, 90 **TE:** 65, 89, 124

Strand D: Algebraic Thinking

STANDARD 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.2.1: The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.

Grade	Standard	Summer Success
5	The student: 1. describes, extends, creates, predicts, and generalizes numerical and geometric patterns using a variety of models (for example, lists, tables, graphs, charts, diagrams, calendar math).	**PE:** 7, 8, 12, 13, 18, 35, 40, 48, 49, 51, 56, 89 **TE:** 14, 17, 18, 22, 26, 27, 31, 33, 34, 38, 42, 45, 49, 52, 56, 58, 60, 61, 63, 67, 68, 70, 71, 74, 76, 78, 79, 81, 85, 88, 92, 96, 99, 103, 106, , 110, 114, 117, 120, 121, 123
	2. poses and solves problems by identifying a predictable visual or numerical pattern such as: Day 1 2 3 4 … n Number of Calls 4 7 10 ? ?	**PE:** 7, 8, 12, 13, 18, 35, 40, 48, 49, 51, 56, 89 **TE:** 14, 17, 18, 22, 26, 27, 31, 33, 34, 38, 42, 45, 49, 52, 56, 58, 60, 61, 63, 67, 68, 70, 71, 74, 76, 78, 79, 81, 85, 88, 92, 96, 99, 103, 106, , 110, 114, 117, 120, 121, 123

	3. explains and expresses numerical relationships and pattern generalizations, using algebraic symbols (for example, in the problem above, the number of calls on the nth day can be expressed as 3n+1).	The opportunity to address this objective is available on the following pages: **PE:** 7, 8, 12, 13, 18, 35, 40, 48, 49, 51, 56, 89 **TE:** 14, 17, 18, 22, 26, 27, 31, 33, 34, 38, 42, 45, 49, 52, 56, 58, 60, 61, 63, 67, 68, 70, 71, 74, 76, 78, 79, 81, 85, 88, 92, 96, 99, 103, 106, , 110, 114, 117, 120, 121, 123

STANDARD 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.2.2: The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.

Grade	Standard	Summer Success
5	The student: 1. knows mathematical relationships in patterns (for example, Fibonacci numbers: 1, 1, 2, 3, 5, 8,…).	The opportunity to address this objective is available on the following pages: **PE:** 7, 8, 12, 13, 18, 35, 40, 48, 49, 51, 56, 89 **TE:** 14, 17, 18, 22, 26, 27, 31, 33, 34, 38, 42, 45, 49, 52, 56, 58, 60, 61, 63, 67, 68, 70, 71, 74, 76, 78, 79, 81, 85, 88, 92, 96, 99, 103, 106, , 110, 114, 117, 120, 121, 123
	2. analyzes and generalizes number patterns and states the rule for relationships (for example, 1, 4, 9, 16, …; the rule: +3, +5, +7, …; or "squares of the whole numbers").	The opportunity to address this objective is available on the following pages: **PE:** 7, 8, 12, 13, 18, 35, 40, 48, 49, 51, 56, 89 **TE:** 14, 17, 18, 22, 26, 27, 31, 33, 34, 38, 42, 45, 49, 52, 56, 58, 60, 61, 63, 67, 68, 70, 71, 74, 76, 78, 79, 81, 85, 88, 92, 96, 99, 103, 106, , 110, 114, 117, 120, 121, 123
	3. applies the appropriate rule to complete a table or a chart, such as: IN 1 2 3 9 OUT 1 4 9 ?	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.2.1: The student represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.

Grade	Standard	Summer Success
5	The student: 1. solves problems involving simple equations or inequalities using diagrams or models, symbolic expressions, or written phrases.	The opportunity to address this objective is available on the following pages: **PE:** 72, 73, 75, 79, 84 **TE:** 97, 101, 104, 112, 115, 117
	2. uses a variable to represent a given verbal expression (for example, 5 more than a number is n + 5).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	3. translates equations into verbal and written problem situations.	The opportunity to address this objective is available on the following pages: **PE:** 21, 26, 35, 56, 85 **TE:** 40, 43, 56, 58, 60, 74, 79, 118, 120

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.2.2: The student uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.

Grade	Standard	Summer Success
5	The student: 1. uses concrete or pictorial models and graphs (for example, drawings, number lines) to solve equations or inequalities.	The opportunity to address this objective is available on the following pages: **PE:** 21, 26, 35, 56, 72, 73, 75, 79, 84, 85 **TE:** 40, 43, 56, 58, 60, 74, 79, 97, 101, 104, 112, 115, 117, 118, 120

	2. uses information from concrete or pictorial models or graphs to solve problems.	The opportunity to address this objective is available on the following pages: **PE:** 21, 26, 35, 56, 72, 73, 75, 79, 84, 85 **TE:** 40, 43, 56, 58, 60, 74, 79, 97, 101, 104, 112, 115, 117, 118, 120

Strand E: Data Analysis and Probability

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.1: The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.

Grade	Standard	Summer Success
5	The student: 1. knows which types of graphs are appropriate for different kinds of data (for example, bar graphs, line, or circle graphs).	**TE:** 29, 49, 85, 110, 117
	2. interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.	The opportunity to address this objective is available on the following pages: **TE:** 33, 52, 63, 67, 70, 74, 88, 92, 96, 106, 110, 120, 123
	3. chooses reasonable titles, labels, scales and intervals for organizing data on graphs.	**TE:** 29, 49, 81, 85, 117
	4. generates questions, collects responses, and displays data on a graph.	**TE:** 14, 18, 26, 29, 42, 45, 56, 60, 99, 110
	5. interprets and completes circle graphs using common fractions or percents.	The opportunity to address this objective is available on the following pages: **TE:** 29, 33, 49, 52, 63, 67, 70, 74, 85, 88, 92, 96, 106, 110, 117, 120, 123
	6. analyzes and explains orally or in writing the implications of graphed data.	**TE:** 33, 52, 63, 67, 70, 74, 88, 92, 96, 106, 110, 120, 123

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.2: The student determines range, mean, median, and mode from sets of data.

Grade	Standard	Summer Success
5	The student: 1. uses a stem-and-leaf plot from a set of data to identify the range, median, mean, and mode.	The opportunity to address this objective is available on the following pages: **TE:** 33, 52, 63, 67, 70, 88, 106, 120
	2. uses range and measures of central tendency in real-world situations.	**PE:** 27, 49 **TE:** 33, 47, 52, 63, 67, 70, 71, 88, 106, 120

STANDARD 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.3: The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.

Grade	Standard	Summer Success
5	The student: 1. uses a calculator to determine the range and mean of a set of data.	The opportunity to address this objective is available on the following pages: **PE:** 27, 49 **TE:** 33, 47, 52, 63, 67, 70, 71, 88, 106, 120
	2. uses computer applications to examine and evaluate data.	The opportunity to address this objective is available on the following pages: **PE:** 27, 49 **TE:** 33, 47, 52, 63, 67, 70, 71, 88, 106, 120
	3. uses computer applications to construct labeled graphs.	The opportunity to address this objective is available on the following pages: **TE:** 29, 49, 85, 110, 117

	4. uses computer-generated spreadsheets to record and display real-world data.	The opportunity to address this objective is available on the following pages: **TE:** 29, 49, 85, 110, 117

STANDARD 2
The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.2.1: The student uses models, such as tree diagrams, to display possible outcomes and to predict events.

Grade	Standard	Summer Success
5	The student: 1. determines the number of possible combinations of given items and displays them in an organized way.	**TE:** 110, 114
	2. represents all possible outcomes for a simple probability situation or event using models such as organized lists, charts, or tree diagrams.	**PE:** 75 **TE:** 104, 110, 114
	3. calculates the probability of a particular event occurring from a set of all possible outcomes.	**PE:** 75, 90 **TE:** 104, 117, 120, 123, 124

STANDARD 2
The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.2.2: The student predicts the likelihood of simple events occurring.

Grade	Standard	Summer Success
5	The student: 1. identifies and records the possible outcomes of an experiment using concrete materials (for example, spinners, marbles, number cubes).	**TE:** 110, 117, 120, 123
	2. explains and predicts which outcomes are most likely to occur and expresses the probabilities as fractions.	**PE:** 75 **TE:** 104, 110, 114, 117, 120, 123, 124

	3. conducts experiments to test predictions.	The opportunity to address this objective is available on the following pages: **TE:** 110, 117, 120, 123

STANDARD 3
The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.2.1: The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.

Grade	Standard	Summer Success
5	The student: 1. designs a survey to collect data.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 42, 45, 56, 60, 99, 110
	2. as a class project, discusses ways to choose a sample representative of a large group such as a sample representative of the entire school.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 42, 45, 56, 60, 99, 110
	3. creates an appropriate graph to display data, including titles, labels, scales, and intervals.	**TE:** 29, 49, 85, 110, 117
	4. interprets the results using statistics (range and measures of central tendency).	**PE:** 27, 49 **TE:** 33, 47, 52, 63, 67, 70, 71, 88, 106, 120

STANDARD 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.2.2: The student uses statistical data about life situations to make predictions and justifies reasoning.

Grade	Standard	Summer Success
5	The student: 1. uses statistical data to predict trends.	The opportunity to address this objective is available on the following pages: **PE:** 27, 49 **TE:** 33, 47, 52, 63, 67, 70, 71, 88, 106, 120
	2. applies statistical data to make generalizations.	**PE:** 27, 49 **TE:** 33, 47, 52, 63, 67, 70, 71, 88, 106, 120
	3. justifies and explains generalizations.	**PE:** 27, 49 **TE:** 33, 47, 52, 63, 67, 70, 71, 88, 106, 120

SUMMER SUCCESS: MATH ©2000
correlated to the
FLORIDA SUNSHINE STATE STANDARDS
correlated to the
GRADE LEVEL EXPECTATIONS

GRADE 6

Strand A: Number Sense, Concepts, and Operations

STANDARD 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.3.1: The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.

Grade	Standard	Summer Success
6	The student: 1. knows word names and standard numerals for whole numbers, fractions, decimals (through hundred-thousandths), and percents.	**PE:** 24, 27, 33, 41, 43, 58, 59, 61, 66, 75, 77, 82, 83, 91, 100, 101 **TE:** 22, 34, 40, 47, 51, 53, 56, 58, 68, 71, 76, 79, 89, 94, 97, 101, 107, 115, 118, 120, 123
	2. reads and writes whole numbers and decimals in expanded form.	**PE:** 82, 90, 93 **TE:** 96, 97, 99, 103, 104, 107, 110, 112, 117

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.3.2: The student understands the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.

Grade	Standard	Summer Success
6	The student: 1. compares and orders fractions and decimals using graphic models, number lines, and symbols.	**PE:** 8, 15, 32, 39 **TE:** 21, 22, 43, 46
	2. compares and orders fractions, decimals, and common percents.	**PE:** 8, 15, 32, 39 **TE:** 21, 22, 32, 43, 46, 48

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.3.3: The student understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations.

Grade	Standard	Summer Success
6	The student: 1. knows examples of positive rational numbers in real-world situations.	**PE:** 7, 74, 75 **TE:** 14, 17, 18, 26, 29, 38, 41, 42, 43, 74, 86, 88, 89
	2. describes the meanings of positive rational numbers using part/whole relationships and relative size comparisons in real-world situations.	**PE:** 7, 16, 24, 74, 75 **TE:** 17, 27, 34, 41, 42, 86, 89
	3. constructs models to represent positive rational numbers.	**PE:** 16, 27, 33 **TE:** 27, 40, 47

STANDARD 1
The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.3.4: The student understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value.

Grade	Standard	Summer Success
6	The student: 1. knows the relationships among fractions, decimals, and percents.	**PE:** 8, 15, 16, 32, 33, 39, 41 **TE:** 21, 22, 26, 27, 32, 33, 35, 38, 42, 43, 45, 46, 47, 49, 52, 53
	2. expresses a given quantity in a variety of ways, such as fractions, decimals, or numbers expressed as percents.	**PE:** 16, 33, 39, 41 **TE:** 26, 27, 32, 33, 35, 38, 42, 45, 46, 47, 49, 52, 53
	3. knows whether numbers expressed in different forms are equal.	**PE:** 16, 24, 33, 38, 39, 41, 43, 90, 93 **TE:** 15, 27, 32, 42, 45, 47, 49, 52, 53, 58, 99, 103, 104, 110, 112
	4. converts a number expressed in one form to its equivalent in another form.	**PE:** 16, 24, 33, 38, 39, 41, 43, 90, 93 **TE:** 15, 27, 32, 34, 38, 42, 45, 46, 47, 49, 52, 53, 99, 103, 104, 110, 112

STANDARD 2
The student understands number systems.

Benchmark MA.A.2.3.2: The student understands the structure of number systems other than the decimal number system.

Grade	Standard	Summer Success
6	The student: 1. compares the decimal number system to systems that do not use place value (for example, Roman numeral, ancient Egyptian).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.3.1: The student understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers.

Grade	Standard	Summer Success
6	The student: 1. knows the effects of the four basic operations on whole numbers, fractions, mixed numbers, and decimals.	This objective is addressed throughout the text. See, for example: **PE:** 7, 8, 16, 32, 41, 58, 67, 75, 82, 91, 93 **TE:** 17, 22, 26, 33, 42, 43, 49, 53, 56, 60, 68, 74, 83, 89, 92, 97, 99, 107, 110, 112
	2. uses models or pictures to show the effects of addition, subtraction, multiplication, and division, on whole numbers, decimals, fractions, and mixed numbers.	The opportunity to address this objective is available throughout the text. See, for example: **PE:** 7, 8, 16, 32, 41, 58, 67, 75, 82, 91, 93 **TE:** 17, 22, 26, 33, 42, 43, 49, 53, 56, 60, 68, 74, 83, 89, 92, 97, 99, 107, 110, 112
	3. knows and applies the commutative, associative, and distributive properties in the addition and multiplication of rational numbers.	The opportunity to address this objective is available on the following pages: **PE:** 23, 32, 48, 49, 73 **TE:** 26, 30, 38, 42, 43, 61, 64, 65, 66, 69, 70, 78, 82
	4. uses concrete models and real-world examples to explore the inverse relationship of positive and negative numbers.	**PE:** 77 **TE:** 92, 94, 102, 105

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.3.2: The student selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations.

Grade	Standard	Summer Success
6	The student: 1. knows the appropriate operations to solve real-world problems involving whole numbers, decimals, and fractions.	**PE:** 16, 41, 100, 101 **TE:** 14, 18, 26, 27, 29, 38, 42, 49, 52, 53, 56, 74, 85, 88, 92, 96, 107, 110, 114, 115, 118, 120
	2. solves real-world problems involving whole numbers, fractions, decimals, and common percents using one or two-step problems.	**PE:** 16, 41, 100, 101 **TE:** 14, 18, 26, 27, 29, 38, 42, 49, 52, 53, 56, 74, 85, 88, 92, 96, 107, 110, 114, 115, 118, 120
	3. applies order of operations when solving problems (parentheses, multiplication, division, addition, and subtraction).	**PE:** 23, 83, 101, 102 **TE:** 30, 64, 101, 118, 121
	4. knows proportional relationships and describes such relationships in words, tables, or graphs.	**PE:** 7, 27, 33, 74, 75 **TE:** 14, 17, 18, 26, 29, 38, 40, 41, 42, 43, 47, 74, 78, 86, 88, 89

STANDARD 3

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.3.3: The student adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Grade	Standard	Summer Success
6	The student: 1. solves one- or two-step real-world problems involving whole numbers and decimals using appropriate methods of computation (for example, mental computation, paper and pencil, and calculator).	**PE:** 16, 41, 100, 101 **TE:** 14, 18, 26, 27, 29, 38, 42, 49, 52, 53, 56, 74, 85, 88, 92, 96, 107, 110, 114, 115, 118, 120
	2. justifies the choice of method for calculations, such as mental computation, concrete materials, algorithms, or calculators.	The opportunity to address this objective is available on the following pages: **PE:** 16, 41, 100, 101 **TE:** 14, 18, 26, 27, 29, 38, 42, 49, 52, 53, 56, 74, 85, 88, 92, 96, 107, 110, 114, 115, 118, 120

STANDARD 4

The student uses estimation in problem solving and computation.

Benchmark MA.A.4.3.1: The student uses estimation strategies to predict results and to check the reasonableness of results.

Grade	Standard	Summer Success
6	The student: 1. knows an appropriate estimation technique for a given situation using whole numbers (for example, clustering, compatible number, front-end).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. estimates to predict results and to check reasonableness of results.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	3. determines whether an exact answer is needed or an estimate would be sufficient.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 5

The student understands and applies theories related to numbers.

Benchmark MA.A.5.3.1: The student uses concepts about numbers, including primes, factors, and multiples, to build number sequences.

Grade	Standard	Summer Success
6	The student: 1. knows if numbers (less than or equal to 100) are prime or composite.	**PE:** 48, 58, 61, 74, 75 **TE:** 60, 61, 63, 66, 68, 69, 70, 76, 81, 84, 85, 86, 87, 88, 89
	2. finds the greatest common factor and least common multiple of two or more numbers.	**PE:** 48, 58, 61, 66, 74, 89 **TE:** 61, 68, 76, 79, 84, 85, 86, 87, 88, 100
	3. determines the prime factorization of a number less than or equal to 100.	**PE:** 66, 74, 75, 89 **TE:** 74, 78, 79, 81, 85, 86, 87, 88, 89, 100
	4. uses divisibility rules.	**TE:** 59, 62, 77, 80, 100, 113, 116

Strand B: Measurement

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.3.1: The student uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.

Grade	Standard	Summer Success
6	The student: 1. uses concrete and graphic models to create formulas for finding perimeter and area.	The opportunity to address this objective is available on the following pages: **PE:** 52
	2. uses concrete and graphic models to discover an approximation for π and creates a formula for finding circumference.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.3.2: The student uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures.

Grade	Standard	Summer Success
6	The student: 1. identifies a protractor as a tool for measuring angles and measures angles using a protractor.	The opportunity to address this objective is available on the following pages: **PE:** 40, 49 **TE:** 50, 65, 96
	2. identifies and names angles according to their measure (including acute, right, obtuse, straight).	**PE:** 40 **TE:** 50
	3. classifies triangles according to the measurement of their angles and according to the length of their sides.	**TE:** 96
	4. determines the measure of a missing angle using angle relationships.	**PE:** 49, 101 **TE:** 65, 118

STANDARD 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.3.3: The student understands and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume.

Grade	Standard	Summer Success
6	The student: 1. given a two-dimensional figure, creates a new figure by increasing or decreasing the original dimensions.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. knows the relationship between the area or perimeter of an original figure and that of a newly created figure.	**TE:** 52, 78

	3. solves real-world or mathematical problems involving perimeter or area and how these are affected by changes in the dimensions of the figure.	The opportunity to address this objective is available on the following pages: **PE:** 91, 102 **TE:** 52, 106, 107, 121

STANDARD 1
The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.3.4: The student constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

Grade	Standard	Summer Success
6	The student: 1. knows proportional relationships in scale drawings.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. uses scale drawings to solve real-world problems including distance (as in map reading).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.3.1: The student uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units.

Grade	Standard	Summer Success
6	The student: 1. compares objects according to their length, weight or mass, and capacity using customary or metric units.	**TE:** 14, 18
	2. measures length, weight or mass, and capacity using appropriate measuring instruments.	**TE:** 18, 26, 42

STANDARD 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.3.2: The student solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.

Grade	Standard	Summer Success
6	The student: 1. changes one customary or metric unit of measurement to another within the same system.	**PE:** 49, 61, 75, 96, 82 **TE:** 18, 26, 38, 49, 52, 65, 76, 85, 88, 89, 97
	2. uses concrete manipulatives or constructs models of square units (such as square inch and square meter) for measuring area and cubic units (such as cubic centimeter or cubic yard) for measuring volume.	The opportunity to address this objective is available on the following pages: **PE:** 91, 102 **TE:** 52, 106, 107, 121

STANDARD 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.3.1: The student solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.

Grade	Standard	Summer Success
6	The student: 1. estimates the measure (length, weight or mass, and capacity) of an object or figure and then compares the estimate with the actual measurement of the object or figure.	The opportunity to address this objective is available on the following pages: **TE:** 18, 26, 42
	2. knows whether an exact answer is needed or an estimate is sufficient.	The opportunity to address this objective is available on the following pages: **TE:** 18, 26, 42

	3. estimates solutions to real-world problems by estimating the length, volume or capacity, weight or mass, perimeter, or area of objects or shapes in either customary or metric units.	The opportunity to address this objective is available on the following pages: **PE:** 91, 102 **TE:** 14, 18, 26, 29, 38, 42, 52, 56, 74, 88, 92, 96, 103, 106, 107, 114, 120, 121
	4. estimates solutions to real-world problems involving measurement, including estimates of time, temperature and money.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 29, 38, 42, 49, 52, 56, 74, 88, 92, 96, 103, 106, 114, 120

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.3.1: The student selects appropriate units of measurement and determines and applies significant digits in a real-world context. (Significant digits should relate to both instrument precision and to the least precise unit of measurement).

Grade	Standard	Summer Success
	The student:	
6	1. selects the appropriate unit of measure for a given real-world situation.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 29, 38, 42, 49, 52, 56, 74, 88, 92, 96, 103, 106, 114, 120
	2. knows the approximate nature of measurement and measures to the specified degree of accuracy (for example, nearest centimeter or sixteenth of an inch).	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 29, 38, 42, 49, 52, 56, 74, 88, 92, 96, 103, 106, 114, 120

STANDARD 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.3.2: The student selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

Grade	Standard	Summer Success
6	The student: 1. selects an appropriate measurement tool (for example, scales, rulers, thermometers, measuring cups, protractors, gauges).	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 29, 38, 42, 49, 52, 56, 74, 88, 92, 96, 103, 106, 114, 120
	2. determines the interval of a scale and reads the scales on a variety of measuring instruments.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 29, 38, 42, 49, 52, 56, 74, 88, 92, 96, 103, 106, 114, 120
	3. measures accurately with the measurement tools.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 29, 38, 42, 49, 52, 56, 74, 88, 92, 96, 103, 106, 114, 120

Strand C: Geometry and Spatial Sense

STANDARD 1

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.3.1: The student understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two and three dimensions.

Grade	Standard	Summer Success
6	The student: 1. identifies, draws, and uses symbolic notation to denote the attributes of two-dimensional geometric figures (including points, parallel and perpendicular lines, planes, rays, and parts of a circle).	**PE:** 33, 82, 83, 90, 91 **TE:** 14, 18, 26, 29, 38, 42, 47, 92, 97, 99, 101, 103, 104, 107, 110, 114, 117, 120, 121, 123

2. knows and draws angles (including acute, obtuse, right, and straight).	**PE:** 40 **TE:** 50
3. analyzes relationships among two-dimensional geometric figures (for example, the diagonal of a rectangle divides the rectangle into two congruent triangles each having one half the area of the rectangle).	**TE:** 92, 96, 99, 106, 117, 123
4. uses appropriate measuring devices (including ruler and protractor) as needed in analysis of figures.	The opportunity to address this objective is available on the following pages: **PE:** 40, 100 **TE:** 18, 26, 29, 50, 115
5. knows the attributes of and draws three-dimensional figures (including rectangular solids and cylinders).	The opportunity to address this objective is available on the following pages: **PE:** 33, 82, 83, 90, 91 **TE:** 14, 18, 26, 29, 38, 42, 47, 92, 96, 97, 99, 101, 103, 104, 107, 110, 114, 117, 120, 121, 123
6. knows the properties of two- and three-dimensional figures.	**PE:** 33, 82, 83, 90, 91 **TE:** 14, 18, 26, 29, 38, 42, 47, 92, 96, 97, 99, 101, 104, 107, 110, 114, 117, 120, 121, 123

STANDARD 2

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.3.1: The student understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements.

Grade	Standard	Summer Success
6	The student: 1. uses manipulatives and drawings to solve problems requiring spatial visualization.	The opportunity to address this objective is available on the following pages: **PE:** 33, 82, 83, 90, 91 **TE:** 14, 18, 26, 29, 38, 42, 47, 92, 96, 97, 99, 101, 104, 107, 110, 114, 117, 120, 121, 123
	2. describes and applies the property of symmetry in figures.	**PE:** 58 **TE:** 45, 68
	3. recognizes and draws congruent and similar figures.	The opportunity to address this objective is available on the following pages: **PE:** 33, 82, 83, 90, 91 **TE:** 14, 18, 26, 29, 38, 42, 47, 92, 96, 97, 99, 101, 104, 107, 110, 114, 117, 120, 121, 123
	4. identifies and performs the various transformations (reflection, translation, rotation) of a given figure on a coordinate plane.	The opportunity to address this objective is available on the following pages: **PE:** 33, 40 **TE:** 47, 49, 50, 81

STANDARD 3
The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.3.1: The student represents and applies geometric properties and relationships to solve real-world and mathematical problems.

Grade	Standard	Summer Success
6	The student: 1. observes, explains, and makes conjectures regarding geometric properties and relationships (among angles, triangles, squares, rectangles, parallelograms).	The opportunity to address this objective is available on the following pages: **PE:** 33, 82, 83, 90, 91 **TE:** 14, 18, 26, 29, 38, 42, 47, 92, 96, 97, 99, 101, 104, 107, 110, 114, 117, 120, 121, 123
	2. applies known geometric properties (for example, symmetry, congruence) to solve real-world and mathematical problems.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 26, 29, 38, 42, 47, 92, 96, 97, 99, 101, 104, 107, 110, 114, 117, 120, 121, 123

STANDARD 3
The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.3.2: The student identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system (graph) and applies simple properties of lines.

Grade	Standard	Summer Success
6	The student: 1. identifies the x and y axes in a coordinate plane and identifies the coordinates of a given point in the first quadrant.	The opportunity to introduce this objective is available on the following pages: **TE:** 117
	2. plots specific points in the first quadrant of the Cartesian coordinate system.	The opportunity to introduce this objective is available on the following pages: **TE:** 117

Strand D: Algebraic Thinking

STANDARD 1
The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.3.1: The student describes a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and inequalities.

Grade	Standard	Summer Success
6	The student: 1. describes, predicts, and creates numerical and geometric patterns through models (for example, manipulatives, tables, graphs).	**PE:** 17, 43, 48, 61 **TE:** 31, 56, 58, 60, 61, 67, 76, 81, 117, 120, 123
	2. states in words a rule for a pattern.	**PE:** 27 **TE:** 40, 96, 99, 103
	3. predicts outcomes based on patterns.	**PE:** 17, 43, 48, 61 **TE:** 31, 56, 58, 60, 61, 67, 76, 81, 117, 120, 123
	4. finds patterns in real-world situations.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	5. describes relationships and patterns using words, tables, symbols, variables, expressions, or equations.	**PE:** 17, 43, 48, 61 **TE:** 31, 56, 58, 60, 61, 67, 76, 81, 117, 120, 123
	6. given initial terms in a pattern, supplies a specific missing term in the pattern (for example, given first four terms, supplies sixth term).	The opportunity to address this objective is available on the following pages: **PE:** 17, 43, 48, 61 **TE:** 31, 56, 58, 60, 61, 67, 76, 81, 117, 120, 123

STANDARD 1
The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.3.2: The student creates and interprets tables, graphs, equations, and verbal descriptions to explain cause-and-effect relationships.

Grade	Standard	Summer Success
6	The student: 1. interprets and creates function tables and graphs (first quadrant).	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	2. substitutes values for variables in expressions and describes the results or patterns observed.	**PE:** 43, 49, 58 **TE:** 58, 65, 68
	3. graphs (first quadrant) functions from function tables to explain cause-and-effect relationships.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.3.1: The student represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities.

Grade	Standard	Summer Success
6	The student: 1. uses variables to represent numbers and relationships.	**PE:** 43, 49, 58 **TE:** 58, 65, 68
	2. translates verbal expressions into algebraic expressions.	*Summer Success* is designed as a summer course and is not intended to address all areas of mathematics.
	3. translates simple algebraic expressions, equations or formulas representing real-world relationships into verbal expressions or sentences.	The opportunity to address this objective is available on the following pages: **TE:** 14, 18, 29, 38, 42, 52, 106

	4. uses pictures, models, manipulatives or other strategies to solve simple one-step linear equations with rational solutions.	**PE:** 43, 49, 58 **TE:** 58, 65, 68

STANDARD 2
The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark MA.D.2.3.2: The student uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.

Grade	Standard	Summer Success
6	The student: 1. knows how to solve simple equations representing real-world situations, using pictures, models, manipulatives (such as algebra tiles), or other strategies.	**TE:** 14, 18, 29, 38, 42, 52, 106
	2. uses concrete materials to solve equations and explains reasoning orally or in writing.	**TE:** 14, 18, 29, 38, 42, 52, 106

Strand E: Data Analysis and Probability

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.3.1: The student collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations.

Grade	Standard	Summer Success
6	The student: 1. reads and analyzes data displayed in a variety of forms (charts, pictographs, stem-and-leaf plots).	**TE:** 29, 33, 49, 60, 67, 85, 106, 114, 117, 120
	2. generates and collects data for analysis.	**TE:** 18, 38, 45, 56, 60, 78, 78

	3. chooses appropriate titles, scales, labels, keys, and intervals for displaying data in graphs.	**TE:** 99, 103
	4. constructs, interprets, and explains displays of data, such as tables and graphs (single- and multiple-bar graphs and single- and multiple- line graphs).	**TE:** 26, 33, 49, 52, 60, 67, 88, 98, 106, 114, 117, 120

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.3.2: The student understands and applies the concepts of range and central tendency (mean, median, and mode).

Grade	Standard	Summer Success
6	The student: 1. organizes items in a set of data.	**TE:** 18, 26, 38, 45
	2. finds the range, mean, median, and mode of a set of data.	**TE:** 74, 81, 85, 88
	3. describes real-world data by applying and explaining appropriate procedures for finding measures of central tendency.	**TE:** 74, 81, 85, 88

STANDARD 1
The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.3.3: The student analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers.

Grade	Standard	Summer Success
6	The student: 1. describes a set of data by using the measures of central tendency.	**TE:** 74, 81, 85, 88
	2. uses technology, such as graphing calculators and computer spreadsheets, to create graphs.	The opportunity to address this objective is available on the following pages: **TE:** 26, 33, 49, 52, 60, 67, 88, 98, 106, 114, 117, 120

STANDARD 2
The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.3.1: The student compares experimental results with mathematical expectations of probabilities.

Grade	Standard	Summer Success
6	The student: 1. determines all possible outcomes of an event using a tree diagram or organized list.	**TE:** 56, 60, 70
	2. calculates simple mathematical probabilities.	**TE:** 70
	3. uses manipulatives to obtain experimental results, compares results to mathematical expectations, and discusses the validity of the experiment.	**TE:** 70

STANDARD 2
The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.3.2: The student determines odds for and odds against a given situation.

Grade	Standard	Summer Success
6	The student: 1. examines and describes situations that include finding the odds for and against a specified outcome.	**PE:** 32 **TE:** 43, 70