Mathletics Illinois Program of Studies Skill Quests







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Mathletics

Illinois Program of Studies Skill Quests January 2023

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Grade 1

1 Operations & Algebraic Thinking

1.1 Represent and solve problems involving addition and subtraction

| Outcome | Quests | Content |
|-------------------------------------|-----------------------|-------------------------------|
| Use addition and subtraction within | Add & subtract within | Creating addition & |
| 20 to solve word problems | 20, word problems | subtraction word problems |
| involving situations of adding to, | | |
| taking from, putting together, | | |
| taking apart, and comparing, with | | |
| unknowns in all positions | | |
| Solve word problems that call for | Add 3 single-digit | Adding 3 single-digit numbers |
| addition of three whole numbers | numbers | |
| whose sum is less than or equal to | | |
| 20. | | |

1.2 Understand and apply properties of operations and the relationship between addition and subtraction

| Outcome | Quests | Content |
|-----------------------------------|-------------------------|-----------------------|
| Apply properties of operations as | Apply properties to add | Using the commutative |
| strategies to add and subtract. | & subtract | property of addition |

1.3 Add and subtract within 20

| Outcome | Quests | Content |
|--------------------------------------|-----------------------|-------------------------------|
| Relate counting to addition and | Relate counting to | Relating counting to adding & |
| subtraction. | adding & subtracting | subtracting |
| Add and subtract within 20, | Add & subtract within | Adding & subtracting within |
| demonstrating fluency for addition | 20 | 10 fluently |
| and subtraction within 10. Use | | Subtracting numbers within |
| strategies such as counting on; | | 20 |
| making ten; decomposing a number | | Adding & subtracting zero |
| leading to a ten; using the | | within 20 |
| relationship between addition and | | Adding doubles to 20 |
| subtraction; and creating equivalent | | Adding by making 10 |
| but easier or known sums. | | Subtracting using doubles |

| | Adding & subtracting with fact families |
|--|--|
|--|--|

1.4 Work with addition and subtraction equations

| Outcome | Quests | Content |
|--|---------------------------------|--------------------------------------|
| Understand the meaning of the equal sign, and determine if | Recognize equality & inequality | Recognizing equality & inequality |
| equations involving addition and | | inequality |
| subtraction are true or false. | | |
| Determine the unknown whole | Find the unknown | Finding the unknown: |
| number in an addition or | number in an equation | addition/subtraction equation |
| subtraction equation relating three | | |
| whole numbers. | | |

2 Number & Operations in Base Ten

2.1 Extend the counting sequence

| Outcome | Quests | Content |
|--------------------------------------|----------------------|------------------------------|
| Count to 120, starting at any | Count within 100 | Counting within 100 |
| number less than 120. In this range, | Read & write 2-digit | Reading & writing 2-digit |
| read and write numerals and | numerals | numerals |
| represent a number of objects with | Represent 2-digit | Representing 2-digit objects |
| a written numeral. | objects as numerals | as numerals |

2.2 Understand place value

| Outcome | Quests | Content |
|---|---------------------------|---------------------------|
| Understand that the two digits of a two-digit number represent | Understand tens & ones | Understanding tens & ones |
| amounts of tens and ones. Understand the following as special | | |
| cases. Compare two two-digit numbers | Compare 2-digit | Comparing 2-digit numbers |
| based on meanings of the tens and ones digits, recording the results of | numbers | |
| comparisons with the symbols >, =, and <. | | |

2.3 Use place value understanding and properties of operations to add & subtract

| Outcome | Quests | Content |
|---------------------------------------|----------------|-----------------------------|
| Add within 100, including adding a | Add within 100 | Adding a 2-digit number & a |
| two-digit number and a one-digit | | 1-digit number, models |
| number, and adding a two-digit | | Adding a 2-digit number & a |
| number and a multiple of 10, using | | 1-digit number |
| concrete models or drawings and | | Adding a 2-digit number & a |
| strategies based on place value, | | multiple of 10 |
| properties of operations, and/or the | | |
| relationship between addition and | | |
| subtraction; relate the strategy to a | | |
| written method and explain the | | |
| reasoning used. Understand that in | | |
| adding two-digit numbers, one | | |
| adds tens and tens, ones and ones; | | |

| and sometimes it is necessary to compose a ten. | | |
|---|-------------------------|----------------------------|
| Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | Find 10 more or 10 less | Finding 10 more or 10 less |

3 Measurement & Data

3.1 Measure lengths indirectly and by iterating length units

| Outcome | Quests | Content |
|---|--------------------------------------|------------------------------------|
| Order three objects by length; compare the lengths of two objects | Order & compare objects by length | Comparing & ordering lengths |
| indirectly by using a third object. | | |
| Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. | Express the length of an object | Expressing the length of an object |

3.2 Tell and write time

| Outcome | Quests | Content |
|---|-----------|----------------------------------|
| Tell and write time in hours and | Tell time | Telling time with analog clocks |
| half-hours using analog and digital clocks. | | Telling time with digital clocks |

3.3 Represent and interpret data

| Outcome | Quests | Content |
|------------------------------------|-----------------------|-------------------------------|
| Organize, represent, and interpret | Organize, represent & | Introducing & reading data in |
| data with up to three categories; | interpret data | tables |
| ask and answer questions about | | Representing data in graphs |
| the total number of data points, | | Interpreting tally charts & |
| how many in each category, and | | picture graphs |
| how many more or less are in one | | |
| category than in another. | | |

4 Geometry

4.1 Reason with shapes and their attributes

| Outcome | Quests | Content |
|---------------------------------------|-----------------------|-----------------------------|
| Distinguish between defining | Sort shapes based on | Sorting shapes based on |
| attributes versus non-defining | attributes | attributes |
| attributes; build and draw shapes | | |
| to possess defining attributes. | | |
| Compose two-dimensional shapes | Composite shapes: 2-D | Composite shapes: 2-D & 3-D |
| (rectangles, squares, trapezoids, | & 3-D | |
| triangles, half-circles, and quarter- | | |
| circles) or three-dimensional shapes | | |
| (cubes, right rectangular prisms, | | |
| right circular cones, and right | | |
| circular cylinders) to create a | | |
| composite shape, and compose | | |
| new shapes from the composite | | |
| shape. | | |

Grade 2

1 Operations & Algebraic Thinking

1.1 Represent and solve problems involving addition and subtraction

| Outcome | Quests | Content |
|-------------------------------------|-----------------------|---------------------------|
| Use addition and subtraction within | Add & subtract within | Creating addition & |
| 100 to solve one- and two-step | 100, word problems | subtraction word problems |
| word problems involving situations | | |
| of adding to, taking from, putting | | |
| together, taking apart, and | | |
| comparing, with unknowns in all | | |
| positions. | | |

1.2 Add and subtract within 20

| Outcome | Quests | Content |
|-------------------------------------|-----------------------|-------------------------------|
| Fluently add and subtract within 20 | Add & subtract within | Fluently adding & subtracting |
| using mental strategies. By end of | 20 | within 20 |
| Grade 2, know from memory all | | Adding & subtracting two 1- |
| sums of two one-digit numbers. | | digit numbers |

1.3 Work with equal groups of objects to gain foundations for multiplication

| Outcome | Quests | Content |
|------------------------------------|--------------------|------------------------------|
| Determine whether a group of | Odd & even numbers | Odd & even numbers up to 20 |
| objects (up to 20) has an odd or | | |
| even number of members. | | |
| Use addition to find the total | Connect addition & | Connecting addition & arrays |
| number of objects arranged in | arrays | |
| rectangular arrays with up to 5 | | |
| rows and up to 5 columns; write an | | |
| equation to express the total as a | | |
| sum of equal addends. | | |

2 Number & Operations in Base Ten

2.1 Understand place value

| Outcome | Quests | Content |
|---|-------------------------------------|--|
| Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases. | Understand hundreds, tens & ones | Understanding hundreds, tens & ones |
| Count within 1000; skip-count by 5s, 10s, and 100s. | Skip-count within 1000 | Skip-counting by 10s Skip-counting by 5s Skip-counting by 100s Counting within 1000 |
| Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | Read & write numbers to 1000 | Reading & writing numbers to 1000 |
| Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. | Compare 3-digit numbers | Comparing 3-digit numbers |

2.2 Use place value understanding and properties of operations to add and subtract

| Outcome | Quests | Content |
|--------------------------------------|-----------------------|------------------------------|
| Fluenty add and subtract within | Add & subtract within | Using strategies to add & |
| 100 using strategies based on | 100 | subtract within 100 |
| place value, properties of | | Adding & subtracting using a |
| operations, and/or the relationship | | 100 chart |
| between addition and subtraction. | | |
| Add up to four two-digit numbers | Add 2-digit numbers, | Adding 2-digit numbers, |
| using strategies based on place | strategies | strategies |
| value and properties of operations. | | |
| Add and subtract within 1000, | Add & subtract within | Adding within 1000 |
| using concrete models or drawings | 1000 | Subtracting within 1000 |
| and strategies based on place | | |
| value, properties of operations, | | |
| and/or the relationship between | | |
| addition and subtraction; relate the | | |
| strategy to a written method. | | |
| Understand that in adding or | | |
| subtracting three-digit numbers, | | |

| one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | | |
|--|--------------------------------------|---|
| Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. | Add & subtract 10 or 100 mentally | Adding & subtracting 10 or 100 mentally |

3 Measurement & Data

3.1 Measure and estimate lengths in standard units

| Outcome | Quests | Content |
|------------------------------------|--------------------------|--------------------------------|
| Measure the length of an object by | Select units of measure: | Selecting units of measure: m, |
| selecting and using appropriate | m, cm | cm |
| tools such as rulers, yardsticks, | | |
| meter sticks, and measuring tapes. | | |

3.2 Relate addition and subtraction to length

| Outcome | Quests | Content |
|-------------------------------------|------------------------|--------------------------------|
| Use addition and subtraction within | Addition & subtraction | Solving addition & subtraction |
| 100 to solve word problems | length problems | length problems |
| involving lengths that are given in | | |
| the same units. | | |

3.3 Works with time and money

| Outcome | Quests | Content |
|---|-----------|-----------------------------|
| Tell and write time from analog and | Tell time | Telling time to the quarter |
| digital clocks to the nearest five | | hour, analog & digital |
| minutes, using a.m. and p.m. | | Telling time to 5 minutes, |
| | | analog & digital |
| | | Using a.m. & p.m. notation |
| Solve word problems involving | Money | Recognizing bills & coins |
| dollar bills, quarters, dimes, nickels, | | Solving money word problems |
| and pennies, using \$ and ¢ symbols | | |
| appropriately. | | |

3.4 Represent and interpret data

| Outcome | Quests | Content |
|---------------------------------------|----------------------|--------------------|
| Generate measurement data by | Introduction to line | Reading line plots |
| measuring lengths of several | plots | |
| objects to the nearest whole unit, or | | |
| by making repeated measurements | | |
| of the same object. Show the | | |

| measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | | |
|---|----------------------|----------------|
| Draw a picture graph and a bar | Picture graphs & bar | Picture graphs |
| graph (with single-unit scale) to represent a data set with up to four | graphs | Bar graphs |
| categories. Solve simple put- | | |
| together, take-apart, and compare | | |
| problems using information | | |
| presented in a bar graph. | | |

4 Geometry

4.1 Reason with shapes and their attributes

| Outcome | Quests | Content |
|--|----------------------|------------------------------|
| Recognize and draw shapes | Recognize & identify | Identifying & sorting shapes |
| having specified attributes, such | shapes | Identifying quadrilaterals |
| as a given number of angles or a | | Identifying pentagons |
| given number of equal faces. | | Identifying hexagons |
| Identify triangles, quadrilaterals, pentagons, hexagons, and | | Identifying cubes |
| cubes. | | |



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