

CURRICULUM OBJECTIVES

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| MATHEMATICAL OPERATIONS, AVERAGE, MEDIAN, AND MODE | | | |
| Review of Operations | 1 | define: whole numbers, even numbers, odd numbers, digit | |
| | 2 | define: addition, subtraction, multiplication, division | |
| | 3 | define and use: addend, sum, difference, multiple | |
| | 4 | define and use: operations, product, dividend, divisor | |
| | 5 | define and use: quotient, remainder | |
| | 6 | explain relation between: counting and addition | |
| | 7 | explain relation between: addition and subtraction | |
| | 8 | explain relation between: addition and multiplication | |
| | 9 | explain relation between: subtraction and division | |
| | 10 | addition, subtraction, division facts and times tables | |
| | 11 | perform addition and subtraction of whole numbers | |
| | 12 | perform multiplication and division of whole numbers | |
| | 13 | perform borrowing and carrying | |
| | 14 | use signs: +, -, x, ÷, =, <, > | |
| | 15 | perform mathematical operations in columns | |
| | 16 | explain importance of neat columns and legibility | |
| | 17 | explain importance of accuracy, checking for errors | |
| | 18 | checking for errors using inverse operations | |
| | 19 | explain zero and its effects on mathematical operations | |
| Average (Mean) | 20 | find the average of two numbers | |
| | 21 | find average of a group of numbers | |
| Median | 22 | find the median of three numbers | |
| | 23 | find the median of two numbers | |
| | 24 | find the median of an odd number of items | |
| | 25 | find the median of an even number of items | |
| | 26 | explain percentile | |
| | 27 | tallying | |
| Mode | 28 | finding the mode of a group of numbers | |
| | 29 | tallying | |
| Order of Operations | 30 | following the order of operations | |
| | 31 | mnemonic: BEDMAS | |
| FACTORS AND PRIME NUMBERS | | | |

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| Terms | 1 | define factor | |
| | 2 | define product | |
| | 3 | define multiple | |
| | 4 | define GCF (Greatest Common Factor) | |
| | 5 | define LCM (Least Common Multiple) | |
| | 6 | define prime number and prime factor | |
| | 7 | define prime factorization | |
| Factors and Prime Numbers | 8 | use factor trees to find factors | |
| | 9 | use factor trees to explain prime factors | |
| | 10 | use divisibility test to find factors | |
| | 11 | find GCM | |
| | 12 | find LCM | |
| EXPONENTS | | | |
| Terms | 1 | define exponential form | |
| | 2 | define power, exponent, base | |
| | 3 | define exponential notation | |
| Exponents | 4 | express like factors using exponents | |
| | 5 | express exponents using factors, expanded form | |
| | 6 | identify the base and the exponent in power form | |
| | 7 | read power form as squared, cubed, to the fourth power, or fourth power | |
| | 8 | find the value of exponents | |
| | 9 | explain the Law of Exponents (briefly) | |
| | 10 | perform addition and subtraction involving exponents | |
| | 11 | perform multiplication and division involving exponents | |
| SQUARES AND SQUARE ROOTS | | | |
| Terms | 1 | define square | |
| | 2 | define square root | |
| | 3 | define perfect square | |
| | 4 | define algorithm | |
| Square and Square Roots | 5 | inverse relationship between squares and square roots | |
| | 6 | recall the perfect squares from 1-25 | |
| | 7 | methods for determining square root: estimation and averaging | |
| | 8 | methods for determining square root: algorithms | |
| | 9 | methods for determining square root: calculator | |
| PROBLEM SOLVING WITH WHOLE NUMBERS | | | |
| Types of Problems | 1 | any combination of mathematical operations with whole numbers | |

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| | 2 | any combination of mathematical operations with averages, medians, modes, factors, prime numbers | |
| | 3 | any combination of mathematical operations with exponents, squares of numbers, square roots | |
| Strategies | 4 | develop good work habits | |
| | 5 | read all parts of question carefully | |
| | 6 | determine what is asked for or required | |
| | 7 | separate information given from question being asked | |
| | 8 | record information given and solution required separately | |
| | 9 | decide what arithmetic process will solve the problem | |
| | 10 | work neatly and arrange work in rows where possible | |
| | 11 | label the answer in terms of values given in question | |
| | 12 | estimate an answer | |
| | 13 | check every step and compare with estimated answer | |
| | 14 | compare estimated answer with answer found | |
| | 15 | translate English statements into mathematical expressions | |
| | 16 | draw pictures of problem | |
| | 17 | supply missing information if necessary | |
| | 18 | write full statements to answer questions | |
| | 19 | develop calculator skills | |
| | 20 | use clue words to solve word problems; e.g. total, sum, how much, how many, increased, altogether, less, fewer, more, difference, left, remains, times, at, divide, and each | |
| FRACTIONS | | | |
| Terms | 1 | define fraction, numerator, denominator | |
| | 2 | define mixed number, proper fraction | |
| | 3 | define improper fractions | |
| | 4 | define common denominator | |
| Fractions | 5 | the proper way to write fractions | |
| | 6 | compare and reduce fractions | |
| | 7 | write equivalent fractions | |
| | 8 | add fractions: like and unlike denominators | |
| | 9 | add fractions: find common denominators | |
| | 10 | subtract fractions: like and unlike denominators | |
| | 11 | subtract fractions: find common denominators | |
| | 12 | reduce fractions to lowest terms | |
| | 13 | cancelling fractions | |
| | 14 | multiply fractions | |
| | 15 | divide fractions | |
| | 16 | use division rule: cancel, invert 2 nd fraction, then multiply | |
| | 17 | change mixed numbers to improper fractions, as appropriate | |
| | 18 | change improper fractions to mixed numbers, as appropriate | |
| | 19 | report answer in lowest terms or mixed numbers, as appropriate | |
| DECIMALS | | | |

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| Terms | 1 | define: decimal, decimal system | |
| | 2 | define mixed decimal | |
| | 3 | define terminating decimals | |
| | 4 | define repeating decimals | |
| | 5 | define lowest common multiple (LCM) | |
| Decimals | 6 | use of the decimal point | |
| | 7 | convert mixed numbers to decimals | |
| | 8 | multiply and divide by powers of 10 | |
| | 9 | zero as a place holder | |
| | 10 | add and subtract decimals | |
| | 11 | place decimal points under each other | |
| | 12 | borrowing and carrying decimals | |
| | 13 | multiply decimals and placement of decimal in final answer | |
| | 14 | divide decimals and placement of decimal in final answer | |
| | 15 | expressing remainders as decimals | |
| | 16 | round off decimals | |
| | 17 | estimate when working with decimals | |
| | 18 | work with money | |
| | 19 | compare decimals and fractions | |
| | 20 | convert decimals to fractions | |
| | 21 | convert fractions to decimals | |
| PERCENT | | | |
| Terms | 1 | define percent | |
| | 2 | use of the “%” sign | |
| Percent | 3 | add and subtract with percents | |
| | 4 | multiply and divide with percents | |
| | 5 | convert fraction to percent | |
| | 6 | convert percent to fraction | |
| | 7 | convert decimals to percents | |
| | 8 | convert percents to decimals | |
| | 9 | convert fractions to decimals to percents | |
| PROBLEM SOLVING WITH FRACTIONS, DECIMALS, PERCENTS | | | |
| Types of Problems | 1 | any combination of math operations involving fractions, decimals, and/or percents | |
| Strategies | 2 | develop good work habits | |
| | 3 | read all parts of question carefully | |
| | 4 | determine what is asked for or required | |
| | 5 | separate information given from question being asked | |
| | 6 | record information given and solution required separately | |
| | 7 | decide what arithmetic process will solve the problem | |
| | 8 | work neatly and arrange work in rows where possible | |

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| | 9 | label the answer in terms of values given in question | |
| | 10 | estimate an answer | |
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| | 12 | compare estimated answer with answer found | |
| | 13 | translate English statements into mathematical expressions | |
| | 14 | draw pictures of problem | |
| | 15 | supply missing information if necessary | |
| | 16 | write full statements to answer questions | |
| | 17 | develop calculator skills | |
| | 18 | use clue words to solve word problems; e.g. total, sum, how much, how many, increased, altogether, less, fewer, more, difference, left, remains, times, at, and each | |
| INTRODUCTION TO RATIO, PROPORTION, AND PERCENT | | | |
| Percent | 1 | definition and calculation of percent | |
| | 2 | use formula " $r/100 = P/W$ " to find percent of a number | |
| | 3 | use formula " $r/100 = P/W$ " to find what percent one number is of another | |
| | 4 | use formula " $r/100 = P/W$ " to find a number when a percent is given | |
| | 5 | discuss other terms: "r" represents Percent rate | |
| | 6 | discuss other terms: "P" represents part of the number | |
| | 7 | discuss other terms: "W" represents the whole (entire) number | |
| Ratio | 8 | define ratio | |
| | 9 | how to write ratios | |
| | 10 | reduce ratios | |
| | 11 | distinguish between equivalent and non-equivalent ratios | |
| | 12 | compare and write equivalent ratios | |
| Proportion | 13 | define proportion | |
| | 14 | explain relation between ratio and proportion | |
| | 15 | how to write proportions | |
| | 16 | discuss proportional | |
| | 17 | discuss mean | |
| | 18 | discuss extreme | |
| | 19 | discuss product | |
| | 20 | discuss true proportion | |
| | 21 | discuss direct proportion | |
| PROBLEM SOLVING WITH PERCENT, RATIO, AND PROPORTION | | | |

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| Types of Problems | 1 | requiring any combination of mathematical operations involving ratio, percent, and proportion | |
| Strategies | 2 | develop good work habits | |
| | 3 | read all parts of question carefully | |
| | 4 | determine what is asked for or required | |
| | 5 | separate information given from question being asked | |
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| | 16 | write full statements to answer questions | |
| | 17 | develop calculator skills | |
| | 18 | use clue words to solve word problems; e.g. total, sum, how much, how many, increased, altogether, less, fewer, more, difference, left, remains, times, at, divide, and each | |
| LINES AND ANGLES | | | |
| Terms | 1 | define lines: point, line, line segment, ray | |
| | 2 | define lines: vertex, angle, perpendicular, parallel lines | |
| | 3 | define angles: acute, right, obtuse, straight, complete, reflex | |
| | 4 | define transversal lines | |
| | 5 | define alternate angles | |
| | 6 | define corresponding angles | |
| | 7 | define interior angles | |
| | 8 | define angle relations: complementary, supplementary | |
| | 9 | define angle relations: adjacent, vertical, opposite, exterior | |
| | 10 | investigate angle relations when transversal intersects two parallel lines | |
| Construction | 11 | draw perpendicular lines and 90 degree angles | |
| | 12 | construct parallel lines | |
| Angles | 13 | label angles: 3 capital letters, middle one is vertex | |
| | 14 | find relation of angles when transversal cuts parallel lines | |
| | 15 | discuss angles, using circle as a base for measuring angles | |
| | 16 | discuss degree as unit of measure for angles | |
| | 17 | use protractor to measure angles | |
| | 18 | classify angles and angle relation | |
| Protractor | 19 | use three step approach to measuring an angle: center point of protractor on vertex of angle, one arm of angle on base line of protractor, and decide on measurement units/scale | |

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| INTRODUCTION TO GEOMETRIC FIGURES | | | |
| Definition | 1 | define geometry | |
| Circles | 2 | define and/or diagram: circle, radius , diameter | |
| | 3 | define and/or diagram: circumference, chord, arc, segment, sector | |
| | 4 | define and/or diagram: tangent, semi-circle | |
| | 5 | measure radius, diameter, and circumference | |
| | 6 | investigate relation between radius, diameter, circumference | |
| | 7 | explain and use π | |
| | 8 | use compass to construct circle, given radius and diameter | |
| Polygons | 9 | define polygon | |
| | 10 | types of polygons: triangle, quadrilateral, pentagon | |
| | 11 | types of polygons: hexagon, octagons | |
| | 12 | recognize that polygons are named by number of sides | |
| | 13 | distinguish between polygons and non-polygons | |
| | 14 | distinguish between regular and irregular polygons | |
| | 15 | identify concave, convex, and regular polygons | |
| | 16 | types of triangles: scalene, isosceles, equilateral | |
| | 17 | types of triangles: acute, obtuse, right triangles; hypotenuse | |
| | 18 | explain Pythagorean Theorem | |
| | 19 | types of quadrilaterals and characteristics: trapezoid | |
| | 20 | parallelograms (rectangle, square, rhombus) | |
| Three-dimensional | 21 | define polyhedron | |
| | 22 | explain relation between polyhedrons and polygons | |
| | 23 | types: cube, prism, pyramid, cones, spheres, cylinders | |
| Working with Geometric Figures | 24 | circle: find radius/diameter, given circumference | |
| | 25 | circle: find circumference, given radius/diameter | |
| | 26 | triangle: use Pythagorean Theorem to find length of one side of a triangle | |
| | 27 | triangle: use Pythagorean Theorem to confirm that triangle is right triangle | |
| THE METRIC SYSTEM | | | |
| Metric System | 1 | explain metric system and its base of ten | |
| | 2 | explain International System (SI Units) | |
| | 3 | fundamental units: length – metre (m) | |
| | 4 | fundamental units: mass – gram (g) | |
| | 5 | fundamental units: capacity – litre (L) | |
| | 6 | fundamental units: time – second (s) | |
| | 7 | fundamental units: temperature (degrees C) | |
| | 8 | metric prefixes and abbreviations | |
| | 9 | milli, (m) e.g. mm, mg mL | |

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| | 10 | centi, (c) e.g. cm, cg, cL | |
| | 11 | deci, (d) e.g. dm, dg, dL | |
| | 12 | unit (metre, gram, litre) m, g, L | |
| | 13 | deka, (da) e.g. dam, dag, daL | |
| | 14 | hecto, (h) e.g. hm, hg, hL | |
| | 15 | kilo, (k) e.g. km, kg, kL | |
| | 16 | derived units such as area (square m.) | |
| | 17 | derived units such as volume (cubic cm.) | |
| | 18 | derived units such as capacity (cubic dm) | |
| | 19 | concept of place value | |
| | 20 | convert one metric unit of measure into another | |
| AREA, PERIMETER, AND VOLUME | | | |
| Perimeter | 1 | define perimeter | |
| | 2 | explain that circumference is the perimeter of a circle | |
| | 3 | formula for finding perimeter of polygons: Perimeter (P) = sum of length of all sides | |
| | 4 | formula for finding perimeter of regular polygons: Perimeter (P) = number of sides (n) x length of sides (s) | |
| | 5 | practice finding perimeter of a variety of figures: square, rectangle, pentagon, decagon, equilateral, irregular shapes | |
| Area | 6 | define area | |
| | 7 | measure area in square units | |
| | 8 | formula: area of square: $A = \text{side} \times \text{side} = s^2$ | |
| | 9 | formula: area of a rectangle: $A = \text{length} \times \text{width} = l \times w$ | |
| | 10 | formula: area of triangle: $A = \frac{1}{2} \text{base} \times \text{height} = \frac{1}{2} \times b \times h$ | |
| | 11 | formula: area of parallelogram: $A = \text{base} \times \text{height} = b \times h$ | |
| | 12 | formula: area of circle: $A = \pi \times \text{radius squared} = \pi r^2$ | |
| | 13 | area of irregular shapes | |
| | 14 | surface area of 3-dimensional figures | |
| | 15 | application of area: e.g. flooring coverings, paint, etc. | |
| | 16 | practice finding area of rectangle, square, triangle | |
| | 17 | practice finding area of cube, parallelogram, circle, irregular shapes | |
| Volume | 18 | define volume | |
| | 19 | measure volume in cubic units | |
| | 20 | formula: volume of a cube: $V = \text{side} \times \text{side} \times \text{side} = S^3$ | |
| | 21 | formula: volume of a rectangular prism: $V = \text{length} \times \text{width} \times \text{height} = l \times w \times h$ | |
| | 22 | formula: volume of a cylinder: $V = \pi \times \text{radius squared} \times \text{height} = \pi \times r^2 \times h$ | |
| | 23 | Applications of volume: e.g. amount of gravel to buy, | |

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| | | capacity of fuel tank, etc. | |
| PROBLEM SOLVING INVOLVING MEASUREMENT | | | |
| Types of Problems | 1 | requiring any combination of mathematical operations involving the metric system | |
| | 2 | requiring any combination of mathematical operations involving area, perimeter, and volume | |
| Strategies | 3 | develop good work habits | |
| | 4 | read all parts of question carefully | |
| | 5 | determine what is asked for or required | |
| | 6 | separate information given from question being asked | |
| | 7 | record information given and solution required separately | |
| | 8 | decide what arithmetic process will solve the problem | |
| | 9 | work neatly and arrange work in rows where possible | |
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| | 14 | translate English statements into mathematical expressions | |
| | 15 | draw pictures of problem | |
| | 16 | supply missing information if necessary | |
| | 17 | write full statements to answer questions | |
| | 18 | develop calculator skills | |
| | 19 | use clue words to solve word problems; e.g. total, sum, how much, how many, increased, altogether, less, fewer, more, difference, left, remains, times, at, divide, and each | |
| INTRODUCTION TO INTEGERS | | | |
| Integers | 1 | review of thermometer temperature reading | |
| | 2 | definition of integers | |
| | 3 | using a number line | |
| | 4 | standard form of integers: signs of operation | |
| | 5 | standard form of integers: signs of quantity | |
| | 6 | use of negative and positive integers: + shows gain | |
| | 7 | use of negative and positive integers: - shows loss | |
| | 8 | order integers from least to greatest and vice versa | |
| | 9 | add, subtract, multiply, divide with integers | |
| | 10 | practical applications of integers (golf, banking, etc.) | |
| PROBLEM SOLVING WITH INTEGERS | | | |
| Types of Problems | 1 | requiring any combination of mathematical operations involving integers | |

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| | 3 | read all parts of question carefully | |
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| | 7 | decide what arithmetic process will solve the problem | |
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| | 10 | estimate an answer | |
| | 11 | check every step and compare with estimated answer | |
| | 12 | compare estimated answer with answer found | |
| | 13 | translate English statements into mathematical expressions | |
| | 14 | draw pictures of problem | |
| | 15 | supply missing information if necessary | |
| | 16 | write full statements to answer questions | |
| | 17 | develop calculator skills | |
| | 18 | use clue words to solve word problems; e.g. total, sum, how much, how many, increased, altogether, less, fewer, more, difference, left, remains, times, at, divide, and each | |
| INTRODUCTION TO EQUATIONS: EQUALITIES AND INEQUALITIES | | | |
| Terms | 1 | define equation | |
| | 2 | use and understand: variable, constant | |
| | 3 | use and understand: algebraic expressions, term, factors, coefficient | |
| | 4 | use and understand: replacement and solution | |
| | 5 | order of operations (BEDMAS) | |
| | 6 | symbols: +, -, x, ÷, =, and $\sqrt{\quad}$ | |
| | 7 | symbols: (), [], { } | |
| | 8 | equality and inequality | |
| | 9 | use of “·” in place of “x” for multiplying | |
| Equations | 10 | use letters to represent numbers | |
| | 11 | order of operations | |
| | 12 | solve equations | |
| | 13 | use opposite operations to isolate the variable | |
| | 14 | Principle of Equations: doing same thing on both sides | |
| | 15 | use distributive property | |
| | 16 | build equations | |
| | 17 | solve equations with integers | |
| | 18 | combine like terms to solve equations | |
| | 19 | translate English statements into mathematical statements | |
| | 20 | use mathematical symbols appropriate to grade level | |
| PROBLEM | | | |

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| SOLVING WITH EQUATIONS AND EQUALITIES | | | |
| Types of Problems | 1 | requiring any combination of mathematical operations involving equations (equalities) | |
| Strategies | 2 | develop good work habits | |
| | 3 | read all parts of question carefully | |
| | 4 | determine what is asked for or required | |
| | 5 | separate information given from question being asked | |
| | 6 | record information given and solution required separately | |
| | 7 | decide what arithmetic process will solve the problem | |
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| | 11 | check every step and compare with estimated answer | |
| | 12 | compare estimated answer with answer found | |
| | 13 | translate English statements into mathematical expressions | |
| | 14 | draw pictures of problem | |
| | 15 | supply missing information if necessary | |
| | 16 | write full statements to answer questions | |
| | 17 | develop calculator skills | |
| | 18 | use clue words to solve word problems; e.g. total, sum, how much, how many, increased, altogether, less, fewer, more, difference, left, remains, times, at, divide, and each | |
| INTRODUCTION TO GRAPHS | | | |
| Types of Graphs | 1 | bar graph, line graph, pictograph | |
| | 2 | circle graphs, co-ordinate graphs | |
| Steps to Creating Good Graphs | 3 | determine what type of graph to use | |
| | 4 | collect and organize information | |
| | 5 | prepare graph outline, name horizontal and vertical scales | |
| | 6 | name the graph and interpret graph | |
| | 7 | good use of space, scales accurate, neatness | |
| | 8 | descriptive titles, data expressed accurately with tally | |
| Line Graphs | 9 | define line graph | |
| | 10 | shows changes and relationships between quantities | |
| | 11 | construct line graph: determine scale | |
| | 12 | construct line graph: draw and label lines, name the graph | |
| | 13 | interpret line graphs | |
| | 14 | practical applications: e.g. comparing retail sales by month | |
| Bar Graphs | 15 | define bar graph | |
| | 16 | length of solid vertical bars shows its value | |
| | 17 | construct bar graph: determine scale | |
| | 18 | construct bar graph: draw and label "x" and "y" axis, plot | |

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| | | the data | |
| | 19 | construct bar graph: draw bars (equal width), label and name graph | |
| | 20 | interpret bar graphs | |
| | 21 | practical applications: e.g. comparing profits by year | |
| Circle Graphs | 22 | define circle graph | |
| | 23 | emphasizes relative size of parts to whole | |
| | 24 | construct circle graph: make table showing facts given, convert facts to %, calculate % of 360 degrees, then construct circle with compass; use protractor to construct number of degrees in each central angle, label parts and name graph | |
| Co-ordinate Graphs | 25 | define co-ordinate graph | |
| | 26 | define coordinate axes, origin, quadrants, grid | |
| | 27 | define ordered pairs, table of values | |
| | 28 | choose scale, plot points, find co-ordinates of a point | |
| | 29 | Practical applications: textile design, longitude/latitude | |
| PROBLEM SOLVING USING GRAPHS | | | |
| Types of Problems | 1 | requiring any combination of mathematical operations involving graphs | |
| | 2 | read and produce bar graphs and line graphs | |
| | 3 | read and produce circle graphs and co-ordinate graphs | |
| Strategies | 4 | develop good work habits | |
| | 5 | read all parts of question carefully | |
| | 6 | determine what is asked for or required | |
| | 7 | separate information given from question being asked | |
| | 8 | record information given and solution required separately | |
| | 9 | decide what arithmetic process will solve the problem | |
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