# Delta

Objectives List

Math-U-See

*The checkboxes on the right side below may be used to help you record student progress. For example, you can record quarterly grades, or you can indicate level of skill development (not yet begun, beginning, developing, mastered).*

| Lesson | Number | Objective | ✔ | ✔ | ✔ | ✔ |
|---|---|---|---|---|---|---|
| 1 | DE.1.a | Find the dimensions of a rectangle by counting blocks for the length and width | | | | |
| 1 | DE.1.b | Solve for the area of a given rectangle | | | | |
| 1 | DE.1.c | Solve for an unknown in a simple multiplication equation | | | | |
| 2 | DE.2.a | Identify the different symbols used for division | | | | |
| 2 | DE.2.b | Demonstrate proficiency of basic division facts for 1 and 2 | | | | |
| 2 | DE.2.c | Explain that, when the divisor is 1, the quotient is the same as the dividend | | | | |
| 2 | DE.2.d | Solve division problems when 1 or 2 is the divisor | | | | |
| 2 | DE.2.e | Solve word problems by applying knowledge of basic division facts for 1 and 2 | | | | |
| 3 | DE.3.a | Model the relationship between multiplication and division with blocks | | | | |
| 3 | DE.3.b | Explain why division is not commutative | | | | |
| 3 | DE.3.c | Demonstrate proficiency of basic division facts for 10 | | | | |
| 3 | DE.3.d | Identify the long division symbol | | | | |
| 3 | DE.3.e | Solve division problems when 10 is the divisor | | | | |
| 3 | DE.3.f | Solve word problems by applying knowledge of basic division facts for 10 | | | | |
| 4 | DE.4.a | Identify the divisor, dividend, and quotient in a division problem | | | | |
| 4 | DE.4.b | Fluently divide by 5 and 3 | | | | |
| 4 | DE.4.c | Solve division problems when 4 is the divisor | | | | |
| 4 | DE.4.d | Solve word problems by applying knowledge of division facts for 5 and 3 | | | | |

| Lesson | Number | Objective | ✔ | ✔ | ✔ | ✔ |
|---|---|---|---|---|---|---|
| 5 | *DE.5.a* | Define parallel lines, perpendicular lines, angles and plane | | | | |
| 5 | *DE.5.b* | Identify lines which appear to be parallel to one another | | | | |
| 5 | *DE.5.c* | Identify lines which appear to be perpendicular to one another | | | | |
| 5 | *DE.5.d* | Write the symbols for parallel and perpendicular lines | | | | |
| 5 | *DE.5.e* | Apply knowledge of parallel and perpendicular lines to solve problems | | | | |
| 6 | *DE.6.a* | Fluently divide by 9 | | | | |
| 6 | *DE.6.b* | Solve division problems when 9 is the divisor | | | | |
| 6 | *DE.6.c* | Solve word problems by applying knowledge of division facts for 9 | | | | |
| 7 | *DE.7.a* | Find the area of a parallelogram with known height and known base length | | | | |
| 7 | *DE.7.b* | Apply the formula for calculating area of a parallelogram to solve problems | | | | |
| 8 | *DE.8.a* | Fluently divide by 6 | | | | |
| 8 | *DE.8.b* | Solve division problems when 6 is the divisor | | | | |
| 8 | *DE.8.c* | Solve word problems by applying knowledge of basic division facts for 6 | | | | |
| 9 | *DE.9.a* | Find the area of a triangle with known height and known base length, using the formula 1/2 x b x h | | | | |
| 9 | *DE.9.b* | Solve word problems by using the formula for area of a triangle | | | | |
| 10 | *DE.10.a* | Fluently divide by 4 | | | | |
| 10 | *DE.10.b* | Solve division problems when 4 is the divisor | | | | |
| 10 | *DE.10.c* | Solve word problems by applying knowledge of division facts for 4 | | | | |
| 11 | *DE.11.a* | Find the mean ("average") of a set of positive integers | | | | |
| 11 | *DE.11.b* | Solve word problems by calculating an average | | | | |
| 12 | *DE.12.a* | Fluently divide by 7 and 8 | | | | |
| 12 | *DE.12.b* | Solve division problems when 7 or 8 is the divisor | | | | |
| 12 | *DE.12.c* | Use division facts for 7 and 8 to solve word problems | | | | |

| Lesson | Number | Objective | ✔ | ✔ | ✔ | ✔ |
|---|---|---|---|---|---|---|
| 13 | *DE.13.a* | Calculate the area of a trapezoid given the base length and height | | | | |
| 13 | *DE.13.b* | Substitute values into the formula $(b_1 + b_2)/2 \times h$ to find the area of a trapezoid | | | | |
| 14 | *DE.14.a* | Read numbers to the millions and thousands place in words | | | | |
| 14 | *DE.14.b* | Write numbers to the thousands and millions place using standard notation | | | | |
| 14 | *DE.14.c* | Write numbers to the thousands and millions place using place-value notation | | | | |
| 15 | *DE.15.a* | Use a place value chart to model numbers to the billions and trillions | | | | |
| 15 | *DE.15.b* | Read numbers in standard notation to the billions and trillions | | | | |
| 15 | *DE.15.c* | Write numbers to the billions and trillions | | | | |
| 15 | *DE.15.d* | Write numbers in expanded notation to the billions and trillions | | | | |
| 16 | *DE.16.a* | Solve division-with-remainder problems with a divisor of 1-9 | | | | |
| 16 | *DE.16.b* | Write a remainder as "r. (the number)" | | | | |
| 16 | *DE.16.c* | Solve word problems using long division | | | | |
| 17 | *DE.17.a* | Model traditional multiplication with blocks | | | | |
| 17 | *DE.17.b* | Use blocks to model "upside down" multiplication | | | | |
| 17 | *DE.17.c* | Solve multiplication problems using place value notation | | | | |
| 17 | *DE.17.d* | Solve multiplication problems using "upside down" multiplication | | | | |
| 17 | *DE.17.e* | Use patterns to break division problems into smaller ones | | | | |
| 18 | *DE.18.a* | Solve double-digit division problems with remainders with a divisor of 1-9 | | | | |
| 18 | *DE.18.b* | Verify answers by using upside down multiplication | | | | |
| 18 | *DE.18.c* | Solve word problems using long division | | | | |
| 19, 21 | *DE.19.a* | Solve three-digit division problems with remainders with a divisor of 1-9 | | | | |
| 19, 23, 24, 25 | *DE.19.b* | Multiply to check a division problem | | | | |
| 20, 23 | *DE.20.a* | Solve division problems with remainders with a divisor of 1-9 | | | | |

| Lesson | Number | Objective | ✔ | ✔ | ✔ | ✔ |
|---|---|---|---|---|---|---|
| 20, 22 | DE.20.b | Express a remainder as a fraction | | | | |
| 20, 22 | DE.20.c | Use division to convert inches to feet and ounces to pounds | | | | |
| 21 | DE.21.a | Identify the symbol for "approximately equal to" | | | | |
| 21, 23, 24, 25 | DE.21.b | Estimate quotients by rounding the dividend to the greatest place value and then dividing | | | | |
| 21, 23, 24, 25 | DE.21.c | Compare the approximate quotient with the exact quotient to verify that it is reasonable | | | | |
| 21 | DE.21.d | Apply knowledge of division and estimating quotients to solve word problems | | | | |
| 22, 24 | DE.22.a | Solve division-with-remainder problems with a one- or two-digit divisor | | | | |
| 23, 24 | DE.23.b | Apply knowledge of division and estimating quotients to solve word problems | | | | |
| 25 | DE.25.a | Solve division-with-remainder problems where the divisor has up to three digits | | | | |
| 26 | DE.26.a | Use models to demonstrate that volume is measured in three dimensions | | | | |
| 26 | DE.26.b | Explain why cubic units are used to measure volume | | | | |
| 26 | DE.26.c | Find the volume of a rectangular prism by multiplying given dimensions using the formula V=bxh | | | | |
| 26 | DE.26.d | Label answers to volume problems with cubic units | | | | |
| 26 | DE.26.e | Substitute the rounded values 7 gallons of water in a cubit foot of water and 1 gallon of water weighing 8 lbs to solve word problems. | | | | |
| 26 | DE.26.f | Use multiplication to convert cubic feet to gallons | | | | |
| 27 | DE.27.a | Use blocks or drawings to find a fraction of a positive integer when the integer is a multiple of the denominator | | | | |
| 27 | DE.27.b | Express a fraction of a fraction | | | | |
| 27 | DE.27.c | Multiply to calculate a fraction of a fraction | | | | |
| 28 | DE.28.a | Interpret the values for Roman numerals composed of I, V, X, L, and/or C | | | | |
| 28 | DE.28.b | Rewrite Roman numerals composed of I, V, X, L, and/or C as Arabic numerals | | | | |
| 28 | DE.28.c | Rewrite Arabic numerals as Roman numerals | | | | |
| 28, 30 | DE.28.d | Use knowledge of Roman numerals and Arabic numbers to solve problems | | | | |
| 29 | DE.29.a | Use models to determine a fraction of one | | | | |

| Lesson | Number | Objective | ✔ | ✔ | ✔ | ✔ |
|---|---|---|---|---|---|---|
| 29 | DE.29.b | Express the shaded regions of a rectangle in fraction notation | | | | |
| 29 | DE.29.c | Use models to represent a given proper fraction | | | | |
| 29 | DE.29.d | Apply knowledge of determining a fraction of one to solve word problems | | | | |
| 30 | DE.30.a | Interpret Roman numerals composed of I, V, X, L, C, D, M, with or without an overbar | | | | |
| 30 | DE.30.b | Rewrite Roman numerals composed of I, V, X, L, C, D, M, with or without an overbar as Arabic numerals in expanded form | | | | |
| 30 | DE.30.c | Rewrite Arabic numerals as Roman numerals | | | | |