

Bridges Unit 2

Learning Targets

These learning targets are based on the daily lessons created by the MLC and used in the Bridges curriculum. They are intended to be used in conjunction with MLC's curriculum and resources, and are not developed, approved, or endorsed by MLC.

Four red and white target icons are positioned at the corners of the page. Each target has a yellow pencil with a black eraser and a sharp lead tip pointing towards the center bullseye. The entire page is enclosed in a hand-drawn black border with small loops at the corners.

Introduction to Multiplication



I can examine groups of items in a group or array and use an efficient strategy to find out how many items are in total.



I can use and explain repeated addition and skip-counting.



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I can look at groups of stamps and find the total cost of each group.



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I can look at groups of stamps and find the total cost of each group.



I can use and explain repeated addition and skip-counting to find the value of a group or array.



I can identify and use a doubling pattern to help me find the total value of a group or array.



I can use a clownfish as a basic unit of measure to figure out how much longer & taller other species are when compared to the clownfish.



I can write a multiplication equation for groups.



I can use my academic language to explain multiplication.



I can write multiplication equations based on my explanation of what I notice.



I can skip count by 3s, 6s,
and 9s to 90.



I can discover patterns in
multiples.



I can skip count by 2s, 4s,
and 8s.



I can use a number line to
discover relationships in
multiples.



I can use an array as a visual and figure out how many there are in all.



I can use doubling as an efficient multiplicative strategy.



I can use what I know about multiplying by 5 and 10 to help me solve problems efficiently.



I can use a number line to discover relationships in multiples.



I can use 5s facts and doubling as an efficient strategy to find the total in an array.



I can represent multiplication within 100 using arrays.



I can use doubling on a number line to find the product of a multiplication equation.



I can use my multiplication strategies to solve story problems



I can use a ratio table to help me solve multiplication equations.



I can use my 10s facts and doubling to help me find patterns in a ratio table.



I can use an array to show how doubling can help me multiply by 3, 4, and 8.



I can locate collections of related facts on the multiplication table.



I can use my times-10 facts to help my multiply by 5, 6, and 9.



I can find patterns in multiplication facts by using my multiplication table.



I can represent class data on a scaled picture graph.



I can create meaning from a scaled picture graph to create a scaled bar graph.



I can represent class data on a scaled picture graph and transfer the data to a scaled bar graph.



I can compare scaled picture and bar graphs.



I can use a bar graph to help me solve multi-step story problems.



I can write equations to represent my thinking.



I can solve multi-step story problems using all four operations. (+ - x ÷)



I can use my strategies to help me solve multi-digit addition and subtraction.



I can show what I know about multiplication on my assessment.



I can use excellent test-taking strategies.