Key Statements

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| **Addition** | In a sum, only one digit can be written in each place value. |
| When a ones digit is larger than 9, regroup to the tens. |
| Numbers can be broken apart to add and subtract. |
| When adding we put ones with ones, tens with tens and hundreds with hundreds. |
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| **Fact Families** | Addition and subtraction are related. |
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| **Division** | Multiplication and division are inverse operations. |
| Division can be repeated subtraction. |
| Division is a process in which a quantity is made into equivalent smaller groups. |
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| **Division with Remainder** | The use of a remainder is determined by its context. |
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| **Equal Sign Equations (True/False Equations)** | The equal sign means “the same amount as”. |
| Equations can be used to represent problem situations. |
| In the equation, the expressions on the two sides of the equal sign are equivalent. |
| Equations with equal signs must be balanced. |
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| **Order of Operations** | PEMDAS (Parenthesis, Exponents, x, ÷,+, -) tells us in what order to solve the parts of the expression/equation. |
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| **Variables** | A variable is a symbol that stands for a number. |
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| **Associative Property**  **Ex. (3 + 4) + 5 = 3 + (4 + 5)** | When adding (3 or more numbers) changing the groupings of addends does not change the sum. |
| When multiplying (3 or more numbers) changing the groupings the factors does not change the products. |
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| **Commutative Property** | When adding (2 numbers) changing the order of addends does not change the sum. |
| When multiplying, (2 numbers) changing the order of factors does not change the product. |
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| **Distributive Property** | Numbers can be broken apart to make multiplication easier. |
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| **Estimation/Rounding** | When rounding to the nearest ten, the number in the ones place determines which ten it is closest to. |
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| **Fractions**  **(adding unlike)** | Equivalent fractions are different ways of showing the same quantity. |
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| **Geometry** | Shapes are classified by their attributes. |
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| **Measurement** | Different measurement tools are used to measure different sized objects. |
| Inches, feet and yards measure distance. |
| Perimeter is the distance around a shape expressed in linear units. |
| Area is a measure of covering expressed in square units. |
| Area measures the space in a two dimensional shape. |

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| **Multiplication** | Multiplication and division are inverse operations. |
| Multiplication is repeated addition. |
| A rectangular array can help solve a multiplication problem. |
| Multiplication: number of groups x number in each group. |
| Partial products can help determine an answer to a multiplication problem. |

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| **Money** | The decimal point separates dollars and cents. |
| Counting coins involves skip counting by 1s, 5s, 10s and 25s. |
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| **Subtraction** | Addition and subtraction are related operations. |
| Numbers can be decomposed to subtract. |
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| **Place Value** | Place value is based on groups of 10. |
| Numbers can be decomposed based on place value. |
| If the first number is larger than the second number use greater than (>). |
| If the first number is smaller than the second number use less than (<). |
| Every digit has a value determined by its place. |

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| **Time** | The colon separates the hour from the minutes. |
| The small hand tells the hour. |
| The large hand tells the minutes. |
| We count by 1s and/or 5s when telling time by the minutes. |
| The hour hand determines the number that comes first when writing time. |
| Each number on a clock represents a group of 5 minutes. |
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This list, created by Jan Christensen, was adapted DMPS Math Coaches. If you have Key Statements to add to the list, please email Anna Taggart, Elementary Math Coordinator. This is a living document.