Standard 1:

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

Second grade students will:

 using objects and pictures, represent whole numbers including odds and evens from 0 to 1,000

 apply equalities and inequalities with whole numbers from 0 to 1,000 using the symbols
=, •, <, >

 using concrete materials, demonstrate the meanings of fractions, including halves, thirds, fourths, eighths, and tenths of sets and wholes

 demonstrate equivalencies of coins (*for example, 5 nickels = 1 quarter)*

 combine coins up to $1.00 (*for example, 20¢ = 2 dimes = 1 dime + 2 nickels = 4 nickels*)

Third grade students will:

 using objects and pictures, represent whole numbers including odds and evens from 0 to 10,000

 apply equalities and inequalities with whole numbers from 0 to 10,000 using the symbols =, •, <, >

 using concrete materials (*for example, fraction strips*), compare and order fractions with like denominators, such as halves, thirds, fourths, eighths, and tenths

 demonstrate different combinations of coins for change (*for example, 52¢ = 2 quarters and 2 pennies*)

 using concrete materials, make change up to $1.00

Fourth grade students will:

 using objects and pictures, represent whole numbers including odds and evens from 0 to 1,000,000

 apply equalities and inequalities with whole numbers from 0 to 1,000,000 using the symbols =, •, <, >

 using concrete materials (*for example, fraction strips*), compare and order fractions with like and unlike denominators, such as halves, thirds, fourths, eighths, and tenths

 using concrete materials (*for example, base ten blocks*), represent the decimal fractions of tenths and hundredths

 using concrete materials, equate terminating decimals to their common fraction equivalents (*for example, 0.25 = 1/4)*

 demonstrate different combinations of currency and coins for change (*for example, $2.39 = 2 dollar bills, 1 quarter, 1 dime, and 4 pennies*)

 using concrete materials, count change from the cost of the item, where the item costs no more than $10.00, up to the amount of money received

1.2 Reading and writing whole numbers and knowing place-value concepts and numeration through their relationships to counting, ordering, and grouping.

Second grade students will:
 read and write numerals from 0 to 1,000 in meaningful contexts
 read and write the number words for zero to one hundred
 group objects by ones, tens, and hundreds
 order according to place value (*for example, given 9 ones, 5 tens, and 4 hundreds, the student can write the number 459; given the number 459, the student can show 4 hundreds, 5 tens, and 9 ones*)
 write three-digit numbers in expanded form (*for example, 459 = 400 + 50 + 9*)
Third grade students will:
 read and write numerals from 0 to 10,000 in meaningful contexts
 read and write the number words for selected numbers from zero to one thousand
 order according to place value (*for example, given 9 ones, 5 tens, 4 hundreds, and 7 thousands, the student can write the number 7,459; given the number 7,459, the student can show 7 thousands, 4 hundreds, 5 tens, and 9 ones*)
 identify place value through ten thousands (*for example, in 86,243, '6' is in the thousands place)*
 write four-digit numbers in expanded form (*for example, 7,459 = 7,000 + 400 + 50 + 9*)
Fourth grade students will:
 read and write numerals from 0 to 1,000,000 in meaningful contexts
 read the number words for selected numbers from zero to one million
 write the number words for selected numbers from zero to one hundred thousand
 order according to place value (*for example, given 9 ones, 5 tens, 4 hundreds, 7 thousands, and 8 hundred thousands, the student can write the number 807,459; given the number 807,459, the student can show 8 hundred thousands, 7 thousands, 4 hundreds, 5 tens, and 9 ones*)
 identify place value through hundred thousands (*for example, in 807,459, '8' is in the hundred thousands place*)
 write six-digit numbers in expanded form (*for example, 807,459 = 800,000 + 7,000 + 400 + 50 + 9*)
 relate decimals and fractions (that is, tenths and hundredths) to one another using objects and pictures

1.3 Using numbers to count, to measure, to label, and to indicate location.
Second grade students will:
 count by 1's, 2's, 5's, and 10's
 count from 1 to 1,000 by 100's
 starting with any whole number less than 1,000, count forward to 1,000
 use ordinal positions for first through thirty-first
 sequence selected whole numbers from 0 to 1,000
 locate and label the halfway point between whole numbers on the number line
 locate and label a point in the first quadrant of the coordinate plane (*for example,*

locates the point (4,1))
Third grade students will:
 count forward from any even number by 2's; and from any number by 10's and 100's (*for example, 216, 316, 416, 516, ...)*
 use ordinal positions for selected whole numbers greater than thirty-first
 sequence selected whole numbers form 0 to 10,000
 locate and label 1/2's and multiples of 1/4's between whole numbers on the number line
 locate and label a point in the first quadrant of the coordinate plane (*for example, locates the point (11,15)*)
Fourth grade students will:
 count forward from any number by 2's, 3's, 5's, 10's, and 100's
 sequence selected whole numbers from 0 to 100,000
 locate and label 1/2's and multiples of 1/4's and 1/3's between whole numbers on the number line
 locate and label a point in the first quadrant of the coordinate plane (*for example, locates the point (27,15)*) and on a city map (*for example, (E23, 11)*)

1.4 Developing, testing and explaining conjectures about properties of whole numbers, and commonly used fractions and decimals (for example, 1/3, 3/4, 0.5, 0.75).
Second grade students will:
 verify the commutative and associative properties of addition of whole numbers
 verify that subtraction of whole numbers is not commutative
Third grade students will:
 verify the commutative and associative properties of addition and multiplication of whole numbers
 verify the multiplication properties of zero and one with whole numbers
Fourth grade students will:
 verify division of whole numbers is not commutative
 continue to verify number properties from previous grades

1.5 Using number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly used fractions and decimals (for example, 1/3, 3/4,0.5, 0.75).
Second grade students will:
 estimate sums and differences first by rounding to the nearest ten prior to performing the operation, and then using the estimate to determine the reasonableness of the solution
Third grade students will:
 estimate sums and differences first by rounding to the nearest ten and hundred prior to performing the operation and, then, using the estimate to determine the reasonableness of the solution
 estimate products first by rounding to the nearest ten prior to performing the operation, and then using the estimate to determine the reasonableness of the solution

Fourth grade students will:

 estimate sums and differences first by rounding to the nearest ten, hundred, and thousand prior to performing the operation, and then using the estimate to determine the reasonableness of the solution

 estimate products first by rounding to the nearest ten and hundred prior to performing the operation and, then, using the estimate to determine the reasonableness of the solution

Standard 2:

Students use algebraic methods to explore, model and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

Second grade students will:

 verbally describe patterns

 create and extend patterns using symbols, such as words and numbers

 find missing elements of a repeating pattern (for example, 1,3, __,7)

Third grade students will:

 reproduce, extend, create, and describe patterns, such as in common fractions, geometric shapes, money, measurement, addition, subtraction, and multiplication facts

 find missing elements of patterns of multiples

Fourth grade students will:

 reproduce, extend, create, and describe patterns, such as in common fractions, geometric shapes, measurement, addition, subtraction, multiplication, and division facts

 find missing elements of a complex repeating pattern (for example, 1,1,2,3,5,__,13,…)

2.2 Describing patterns and other relationships using tables, graphs, and open sentences.

Second grade students will:

 match tables and graphs of points on a coordinate plane

Third grade students will:

 given data, extend a table and plot points on a coordinate plane

Fourth grade students will:

 match tables, graphs, and open sentences that represent the same numerical pattern

***2.3** Recognizing when a pattern exists and using that information to solve a problem.*

Second grade students will:

 verbally describe the relationship between a graph and a table

Third grade students will:

 identify a rule using addition or subtraction and solve a problem using the rule

Fourth grade students will:

 identify a rule using addition, subtraction, or multiplication, and solve a problem using the rule

2.4 *Observing and explaining how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).*

Second grade students will:

 using concrete or pictorial patterns, determine how the change in one variable affects the change in another (for example, how changing the number of hands changes the number of fingers)

Third grade students will:

 determine how the change in one variable affects the change in the other by addition or subtraction

Fourth grade students will:

 determine how the change in one variable affects the change in the other by addition, subtraction, or multiplication

Standard 3:

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes used in solving these problems.

Second grade students will:

 design a survey and collect data

 display data using tallies, bar graphs, pictographs, or tables

 transfer the same set of data to different displays (for example, from a table to a bar graph)

Third grade students will:

 select the appropriate type of graph to use in various problem-solving situations

 collect and display data using surveys, tallies, bar graphs, dot plots, pictographs, or tables

 use a computer to create bar and circle graphs

 use a timeline to display a sequence of events

Fourth grade students will:

 select the appropriate type of graph to use in various problem-solving situations

 collect and display data using line, dot plots, circle, or bar graphs

 use graph paper using the horizontal and vertical axes appropriately

 explain the basic concepts of sample bias and sample size when designing a survey

3.2 Interpreting data using the concepts of largest, smallest, most often, and middle.

Second grade students will:

 interpret and compare data from displays, using the terms "least often," "most often", and "how much more" or "how much less"

Third grade students will:

 determine the median and mode from a data set

 using various displays of data, interpret and draw conclusions

Fourth grade students will:

 choose between median and mode to best describe the "middle" of a data set
 transfer the use of median and mode to other curricular areas
 using various displays of data, formulate questions, interpret, and draws conclusions

3.3 Generating, analyzing, and making predictions based on data obtained from surveys and chance devices.

Second grade students will:

 use survey data to make predictions about a larger similar population (for example, from a class survey make a prediction about all second graders in the school)
 roll a number cube to generate and record results
 analyze the results (including likely, more likely, less likely, and unlikely outcomes) of spinning a spinner
 recognize if different spinners are fair or unfair

Third grade students will:

 use survey data to make a prediction from various displays of data
 analyze the results of rolling a number cube
 predict the most likely outcome from spinners
 analyze the fairness of different spinners

Fourth grade students will:

 uses survey data to make and justify a real-world decision
 compare the outcomes of flipping a coin, spinning a spinner with four congruent sectors, and rolling a number cube
 analyze and predict which outcome is more likely from several events such as obtaining
"heads" when flipping a coin, the spinner landing in one of the sectors, or rolling a "1" on a number cube analyze the fairness of various chance devices

3.4 Solving problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).

Second grade students will:

 determine the number of outcomes when spinning a spinner
 using manipulatives or pictures, determine the possible combinations of matching a set containing two elements with a different set containing two elements

Third grade students will:

 determine the number of outcomes when rolling a number cube
 using manipulatives or pictures, determine the possible combinations of matching a set containing two elements with a set containing three elements

Fourth grade students will:

 determine the number of outcomes obtained from a variety of chance devices
 using paper-and-pencil techniques (for example, tree diagrams), display the possible combinations of matching two sets of elements

Standard 4:

Students use geometric concepts, properties, and relationships in problem solving situations and communicate the reasoning used in solving these problems.

4.1 Recognizing shapes and their relationships (for example, symmetry and congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).

Second grade students will:

 identify congruent figures from a selection of similar figures

 slide, flip, and turn concrete materials such as tangrams and pattern blocks to create and reproduce simple designs

 describe symmetry

 identify lines of symmetry of squares and rectangles

Third grade students will:

 compare similarities and differences between the concepts of similarity and congruence

 make a pattern by rotating, flipping, and sliding a two-dimensional figure

 identify lines of symmetry of regular hexagons, pentagons, and octagons

Fourth grade students will:

 define similarity and congruence

 identify the transformation that occurs when a figure is translated, reflected, or rotated

 identify the lines of symmetry of an equilateral triangle, parallelogram, and rhombus

4.2 Identifying, describing, drawing, comparing, classifying, and building physical models of geometric figures.

 describe the attributes of circles, triangles, and quadrilaterals such as squares and rectangles

 identifies right angles and not-right angles

 recognize the three-dimensional figures: cubes, spheres, cylinders, cones, and pyramids

 draw right angles and not-right angles

Third grade students will:

 identify points, lines, line segments, and rays

 recognize and identify hexagons, pentagons, and octagons

 classify angles as obtuse, acute, or right

 draw obtuse, acute, and right angles

 compare what is the same and what is different between two-dimensional figures and three-dimensional figures

 draw rectangles and squares on a coordinate plane and identify the vertices with coordinates

 identify cubes, spheres, cylinders, cones, and pyramids

 build cubes (for example, with marshmallows and toothpicks) and spheres (for example, soap bubbles)

Fourth grade students will:

 identify parallel, perpendicular, and intersecting lines

 identify attributes of closed curves

 recognize and identify polygons including quadrilaterals such as trapezoids,

parallelograms, and rhombuses
 draw geometric polygons including quadrilaterals such as trapezoids, parallelograms, and rhombuses
 describe squares as rectangles
 describe a right angle as having a measure of 90o
 classify triangles by their angles (obtuse, acute, right)
 draw obtuse, acute, and right triangles on a coordinate plane and identify the vertices with coordinates
 compare what is the same and what is different between two-dimensional figures and three-dimensional figures
 identify rectangular prisms
 recognize and identify in three-dimensional figures the vertices, edges, and faces
 build cubes, prisms, and pyramids (for example, using straws and string)

4.3 Relating geometric ideas to measurement and number sense.
Second grade students will:
 measure the lengths of the sides of triangles, squares, and rectangles to the nearest half inch and centimeter
 measures the perimeter of triangles, squares, and rectangles using non-standard and standard units
Third grade students will:
 measure the sides and perimeters of geometric shapes to the nearest half inch and centimeter
 measure the area of geometric figures using nonstandard units
Fourth grade students will:
 measure the sides and perimeters of geometric shapes to the nearest fourth inch and centimeter
 measure the area of geometric figures using standard units

4.4 Solving problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects).
Second grade students will:
 draw a picture or diagram to solve a problem (for example, draw a map of the room to show how to get from a desk to the reading area; draw a map of the neighborhood)
 investigate and predict which pattern block shapes can be formed from the pattern block triangles
 investigate and predict the geometric shapes that result from cutting along a line of symmetry
Third grade students will:
 draw a picture or diagram to solve a problem (for example, use a number line to locate one half)
 investigate and predict geometric shapes by combining and subdividing groups of pattern blocks
 investigate and predict the result of changing the lengths of sides of polygons

 investigate and predict the geometric figures that result from cutting along a line of symmetry

Fourth grade students will:

 draw a picture or diagram to solve a problem (for example, uses triangular pattern blocks to create a star; uses pattern blocks to tile a plane)
 investigate and predict the changing of angles (for example, those made from the hands of a clock over time)
 investigate and predict what must occur for similar figures to become congruent figures
 investigate and predict the geometric figures that result from cutting along a line of symmetry

Standard 5:

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

5.1 Knowing, using, describing, and estimating measures of length, perimeter, capacity, weight, time, and temperature; and
5.3 Demonstrating the process of measuring and explaining the concepts related to units of measurement.

Second grade students will:

 tell time to the nearest fifteen minutes, using an analog and digital clock
 use AM and PM
 estimate and measure the length of objects to the nearest half inch, foot, yard, centimeter, and meter
 estimate and measure the perimeter of a figure using non-standard and standard units
 estimate and measure the capacity of a container in cups, pints, quarts and gallons
 estimate and weigh an object on a balance with a non-standard unit and use a scale to measure an object to the nearest pound
 measures temperature to the nearest 2^{o} and 10^{o}F
 describe the units for measuring time, length, capacity, weight, and temperature
 know the number of hours in a day, months in a year, inches in a foot, feet in a yard, and cups in a pint

Third grade students will:

 tell time to the nearest five minutes, using an analog and digital clock
 estimate how long a minute is
 estimate and measure the length of objects
 estimate and measure the perimeter of an object with a string measured in U.S. customary and metric units
 estimate and measure areas using non-standard units
 estimate and measure the capacity of a container in cups, pints, quarts, gallons, and liters
 estimate and weigh an object on a balance or scale to the nearest ounce

 measure temperatures in both Fahrenheit and Celsius
 describe the units for measuring time, length, area, capacity, and temperature
 know the number of seconds in a minute, hours in a day, days in a month, days in a year, pints in a quart, quarts in a gallon, and centimeters in a meter

Fourth grade students will:

 tell time to the nearest minute, using an analog and digital clock
 tell the number of minutes in a day, days in a year and when a leap year occurs
 describes the units for measuring time
 estimate the perimeters of similarly-sized figures (for example, trapezoids, parallelograms and rectangles), measure the sides, and determine the perimeters
 measure the lengths of the sides of squares and rectangles and determine the areas
 measure the lengths of the sides of cubes and determine the volumes
 estimate and measure the capacity of containers
 estimate and weigh objects on a balance to the nearest ounce and gram
 compare the relationship between the temperature in Fahrenheit and Celsius
 determine the distance between points on vertical and horizontal line segments on a coordinate plane
 given a distance, find pairs of points on the coordinate plane separated by that distance
 describe the units for measuring length, area, volume, capacity, and temperature in U.S. customary and metric units
 know the number of years in a decade and a century, feet in a mile, millimeters and centimeters in a meter, ounces in a pound, and pounds in a ton

5.2 Comparing and ordering objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).

Second grade students will:

 compare objects according to the measurable attributes of length, capacity, weight, and temperature
 order objects according to the measurable attributes of length, capacity, weight and temperature
 compare and order various times

Third grade students will:

 compare objects according to the measurable attributes of length, area, capacity, weight, and temperature
 order objects according to the measurable attributes of length, area, capacity, weight and temperature
 compare and order various times

Fourth grade students will:

 compare objects according to the measurable attributes of length, area, volume, capacity, weight, and temperature in U.S. customary and metric units
 order objects according to the measurable attributes of length, area, volume, capacity, weight and temperature in U.S. customary and metric units
 compare and order various times

5.4 Using the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.

Second grade students will:

 use familiar objects as referents for measurement (for example, a second grader is a little taller than a meter)

Third grade students will:

 use familiar objects as referents for measurement (for example, the width of the index fingernail equals approximately one centimeter; ten pennies weigh approximately an ounce)

Fourth grade students will:

 use familiar objects as referents for measurement (for example, one paper clip equals one gram; the length of the arm span equals approximately one meter)

5.5 Selecting and using appropriate standard and non-standard units of measurement in problem-solving situations.

Second grade students will:

 select the appropriate units of measurement of time, length, capacity, weight, and temperature

Third grade students will:

 select the appropriate units of measurement of time, length, area, capacity, weight, and temperature

Fourth grade students will:

 select the appropriate units of measurement of time

 select the appropriate units of measurement of length, area, volume, capacity, weight, and temperature in U.S. customary and metric units

Standard 6:

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

6.1 Demonstrating conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.

Second grade students will:

 using concrete materials, demonstrate and verbally explain addition of whole numbers with regrouping for two-digit numbers

 using concrete materials, demonstrate and verbally explain subtraction of whole numbers without regrouping for two-digit numbers

 using concrete materials or pictures, demonstrate multiplication without regrouping of whole numbers (for example, using arrays or grouping sets of objects)

 using concrete materials or pictures, demonstrate division of whole numbers without

remainders as partitioning of sets
 using concrete materials or pictures, demonstrate the inverse relationship of addition and subtraction of whole numbers
 using concrete materials or pictures, demonstrate multiplication of whole numbers as repeated addition
Third grade students will:
 using concrete materials, demonstrate and verbally explain addition and subtraction of whole numbers with regrouping for up to four-digit numbers
 using concrete materials or pictures, demonstrate multiplication with regrouping of whole numbers
 using concrete materials, demonstrate division of whole numbers with remainders as partitioning of sets
 using paper-and-pencil, demonstrate the inverse relationship of addition and subtraction
of whole numbers
 using paper-and-pencil, demonstrate multiplication of whole numbers as repeated addition
Fourth grade students will:
 explain in writing what addition, subtraction, multiplication, and division of whole numbers means
 demonstrate the inverse relationship of multiplication and division of whole numbers
 demonstrate division of whole numbers as repeated subtraction

6.2 Adding and subtracting commonly used fractions and decimals using physical models (for example, 1/3, 3/4, 0.5, 0.75).

Second grade students will:
 using concrete materials or pictures, add and subtract halves, thirds, and fourths
 find the total value of coins not to exceed $1.00
Third grade students will:
 using concrete materials, demonstrate addition and subtraction of proper fractions with common denominators of ten or less
 using coins as models, add and subtract decimals in which sums and differences may exceed $1.00
Fourth grade students will:
 using concrete materials, demonstrate addition and subtraction of proper fractions with common denominators of twelve or less without regrouping
 using concrete materials, demonstrate addition and subtraction of mixed numerals with common denominators of twelve or less
 add and subtract decimals to the one-hundredths
 compute the total cost of items to $10.00
 determine change received for $10.00 or less

6.3 Demonstrating understanding of and proficiency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.

Second grade students will:

 demonstrate understanding of basic addition and subtraction facts

 demonstrate automatic recall of basic addition and subtraction facts

 use sums on an addition facts table to locate all addends for a particular sum (for example, 7 = 0 + 7, 7 = 1 + 6, . . .)

Third grade students will:

 demonstrate understanding of basic multiplication and division facts of 1's, 2's, 3's, 5's, and 10's

 demonstrate automatic recall of basic multiplication facts of 1's, 2's, 3's, 5's, and 10's

 continue automatic recall of basic addition and subtraction facts

 use a multiplication facts table to locate all factors for a particular product (for example,
6 = 1 x 6, 6 = 2 x 3, . . .)

Fourth grade students will:

 demonstrate understanding of basic multiplication and division facts through 100

 demonstrate automatic recall of basic multiplication and division facts through 100

 continue automatic recall of basic addition and subtraction facts

6.4 Constructing, using, and explaining procedures to compute and estimate with whole numbers.

Second grade students will:

 use estimation techniques such as rounding and compatible numbers (numbers whose sum is 10) before performing operations

 using paper-and-pencil, demonstrate addition of two-digit whole numbers with and without regrouping

 using paper-and-pencil, demonstrate subtraction of two-digit whole numbers without regrouping

Third grade students will:

 use estimation techniques such as front-end rounding, rounding, and compatible numbers (numbers whose sum is 10, 100, 1,000..) before performing operations

 using paper-and-pencil, demonstrate the four basic operations of whole numbers including

a) addition and subtraction of four digits

b) multiplication of two digits by one digit, regrouping included

c) division of two digits by a one-digit divisor obtaining one-digit quotients

Fourth grade students will:

 use estimation techniques such as front-end rounding, rounding, compatible numbers (numbers whose sum is 10, 100, 1,000...) and clustering (for example, 27 + 28 + 30 + 31 equals approximately 4 x 30 = 120) before performing operations

 using paper-and-pencil, demonstrate the four basic operations of whole numbers including

a) multiplication of two digits by two digits and three digits by one digit with regrouping

b) division of two digits by a one-digit divisor

6.5 Selecting and using appropriate methods for computing with whole numbers in problem solving situations from among mental arithmetic, estimation, paper-and-pencil, calculator and computer methods.

Second grade students will:

 given a real-world problem-solving situation, use the correct operation (addition or subtraction) and appropriate method (mental arithmetic, estimation, paper-and-pencil, calculator, or computer) to solve the problem

 determine from real-world problems whether an estimated or exact sum or difference is acceptable

Third grade students will:

 given a real-world problem-solving situation, use the correct operation (addition, subtraction, or multiplication) and appropriate method (mental arithmetic, estimation, paper-and-pencil, calculator, or computer) to solve the problem

 determine from real-world problems whether an estimated or exact sum, difference, or product is acceptable

Fourth grade students will:

 given a real-world problem-solving situation, use the correct operation (addition, subtraction, multiplication, or division) and appropriate method (mental arithmetic, estimation, paper-and-pencil, calculator, or computer) to solve the problem

 determine from real-world problems whether an estimated or exact sum, difference, product, or quotient is acceptable