

# 1st Grade - Chapter 1 - Addition Concepts

Operations and Algebraic Thinking

20 days

September 2 to September 29

<b>September 1</b> <b>HOLIDAY</b>	<b>September 2</b> <b>Welcome Back to School</b>	<b>September 3</b> <b>Am I Ready?</b> Video Introduction My Math Words Foldables Activity Pg 1-10	<b>September 4</b> <b>Lesson 1</b> Addition Stories Pg 11-16	<b>September 5</b> <b>Lesson 2</b> Model Addition Pg 17-22
<b>September 8</b> <b>Lesson 3</b> Addition Number Sentences Pg 23-28	<b>September 9</b> <b>Lesson 4</b> Add 0 Pg 29-34	<b>September 10</b> <b>District Summative Assessment</b> <b>SA-1-F</b>	<b>September 11</b> <b>Check My Progress</b> Pg 35-36	<b>September 12</b> <b>Lesson 5</b> Vertical Addition Pg 37-42
<b>September 15</b> <b>Lesson 6</b> Problem Solving: Write a Number Sentence Pg 43-48	<b>September 16</b> <b>Lesson 7</b> Ways to Make 4 and 5 Pg 49-54	<b>September 17</b> <b>Lesson 8</b> Ways to Make 6 and 7 Pg 55-60	<b>September 18</b> <b>Lesson 9</b> Ways to Make 8 Pg 61-66	<b>September 19</b> <b>Check My Progress</b> Pg 67-68
<b>September 22</b> <b>Lesson 10</b> Ways to Make 9 Pg 69-74 <b>September 29</b> <b>CA-1-1</b>	<b>September 23</b> <b>Lesson 11</b> Ways to Make 10 Pg 75-80	<b>September 24</b> <b>Lesson 12</b> Find Missing Parts of 10 Pg 81-86	<b>September 25</b> <b>Lesson 13</b> True and False Statements Pg 87-92	<b>September 26</b> <b>Review and Reflect</b> Pg 93-96

## Common Core State Standards

### Operations and Algebraic Thinking

**Represent and solve problems involving addition and subtraction.**

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract. 3 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added,  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

### Add and subtract within 20.

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating  $6 + 6 + 1 = 12 + 1 = 13$ ).

### Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

## IXL Alignment

### 1ST GRADE

B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, C.9, C.10

## Chapter 1 - Vocabulary

add  
part  
whole  
addition number sentence  
equals (=)  
plus (+)  
sum  
zero  
false  
true

## What Students Should Be Able To Do

- ☆Join parts to make a whole.
- ☆Use the plus sign (+) and equals sign (=) to join two groups.
- ☆Use zero to add with numbers to find a sum of 10 or fewer.
- ☆Make a sum of 10 in different ways using numbers 0 through 10.
- ☆Tell whether each math statement is true or false.

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively. \*
- 3) Construct viable arguments and critique the reasoning of others. \*
- 4) Model with mathematics. \*
- 5) Use appropriate tools strategically. \*
- 6) Attend to precision. \*
- 7) Look for and make use of structure. \*
- 8) Look for and express regularity in repeated reasoning. \*

## Performance Task

# 1st Grade - Chapter 3 - Addition Strategies to 20

Operations and Algebraic Thinking

13 days

September 30 to October 17

	<b>September 30</b> <b>Am I Ready?</b> Video Introduction My Math Words Foldables Activity Pg 203-210	<b>October 1</b> <b>Lesson 1</b> Count on 1, 2 or 3 Pg 211-216	<b>October 2</b> <b>Lesson 2</b> Count on Using Pennies Pg 217-222	<b>October 3</b> <b>Lesson 3</b> Use a Number Line to Add Pg 223-228
<b>October 6</b> <b>Lesson 4</b> Use Doubles to Add Pg 229-234	<b>October 7</b> <b>Lesson 5</b> Use Near Doubles to Add Pg 235-240	<b>October 8</b> <b>Check My Progress</b> Pg 241-242	<b>October 9</b> <b>Lesson 6</b> Problem Solving: Act It Out Pg 243-248	<b>October 10</b> <b>INSERVICE DAY</b>
<b>October 13</b> <b>Lesson 7</b> Make 10 to Add Pg 249-254	<b>October 14</b> <b>Lesson 8</b> Add In Any Order Pg 255-260	<b>October 15</b> <b>Lesson 9</b> Add Three Numbers Pg 261-266	<b>October 16</b> <b>Review and Reflect</b> Pg 267-272	<b>October 17</b> <b>CA-1-3</b>

## Common Core State Standards

### Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction.

- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Understand and apply properties of operations and the relationship between addition and subtraction.

- Apply properties of operations as strategies to add and subtract.3 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

### Add and subtract within 20.

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating  $6 + 6 + 1 = 12 + 1 = 13$ ).

## IXL Alignment

### 1ST GRADE

B.10, B.11, B.12, B.13, B.14, B.15, B.16, C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, C.9, C.10, F.1, F.2, F.3, F.4, F.5, F.6

## Chapter 3 - Vocabulary

count on  
number line  
addends  
doubles  
doubles minus one  
doubles plus one

## What Students Should Be Able To Do

- ☆Add three numbers to find a sum.
- ☆Use the greater number and count on by the smaller number to find the sum.
- ☆Use a number line when adding. Start with the greater number and move to the right to add the smaller number.
- ☆Add together two of the same addends to find a sum.
- ☆Add together near doubles facts to find the sum.

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively. \*
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics. \*
- 5) Use appropriate tools strategically. \*
- 6) Attend to precision. \*
- 7) Look for and make use of structure. \*
- 8) Look for and express regularity in repeated reasoning. \*

## Performance Task

# 1st Grade - Chapter 2 - Subtraction Concepts

Operations and Algebraic Thinking

22 days

October 20 to November 18

<p><b>October 20</b> <b>Am I Ready?</b> Video Introduction My Math Words Foldables Activity Pg 99-108</p>	<p><b>October 21</b> <b>Lesson 1</b> Subtraction Stories Pg 109-114</p>	<p><b>October 22</b> <b>Lesson 2</b> Model Subtraction Pg 115-120</p>	<p><b>October 23</b> <b>Lesson 3</b> Subtraction Number Sentences Pg 121-126</p>	<p><b>October 24</b> <b>Lesson 4</b> Subtract 0 and All Pg 127-132</p>
<p><b>October 27</b> <b>Lesson 5</b> Vertical Subtraction Pg 133-138</p>	<p><b>October 28</b> <b>Check My Progress</b> Pg 139-140</p>	<p><b>October 29</b> <b>Lesson 6</b> Problem Solving: Draw a Diagram Pg 141-146</p>	<p><b>October 30</b> <b>Lesson 7</b> Compare Groups Pg 147-152</p>	<p><b>October 31</b> <b>Lesson 8</b> Subtract from 4 and 5 Pg 153-158</p>
<p><b>November 3</b> <b>Lesson 9</b> Subtract from 6 and 7 Pg 159-164</p>	<p><b>November 4</b> <b>Check My Progress</b> Pg 165-166</p>	<p><b>November 5</b> <b>Lesson 10</b> Subtract from 8 Pg 167-172</p>	<p><b>November 6</b> <b>Lesson 11</b> Subtract from 9 Pg 173-178</p>	<p><b>November 7</b> <b>Lesson 12</b> Subtract from 10 Pg 179-184</p>
<p><b>November 10</b> <b>TEACHER INSERVICE</b> <b>November 17</b> <b>Review and Reflect</b></p>	<p><b>November 11</b> <b>HOLIDAY</b> <b>November 18</b> <b>CA-1-2</b></p>	<p><b>November 12</b> <b>Lesson 13</b> Relate Addition and Subtraction Pg 185-190</p>	<p><b>November 13</b> <b>Lesson 14</b> True and False Statements Pg 191-196</p>	<p><b>November 14</b> <b>Catch Up Day</b></p>

## Common Core State Standards

### Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract. 3 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added,  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

4. Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

### Add and subtract within 20.

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating  $6 + 6 + 1 = 12 + 1 = 13$ ).

### Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

## IXL Alignment

### 1ST GRADE

D.1, D.2, D.3, D.4, D.5, D.6, D.7, D.8, D.9, D.10, E.1, E.2, E.3, E.4, E.5, E.6, E.7, E.8, E.9, E.10

## Chapter 2 - Vocabulary

subtract  
difference  
minus sign (-)  
subtraction number sentence  
compare  
related facts

## What Students Should Be Able To Do

- ☆Take away one part from the whole to find the difference.
- ☆Find related subtraction facts from an addition fact.
- ☆Write a subtraction number sentence.
- ☆Given two different groups, students will write a subtraction number sentence. Write how many more or fewer.

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively. \*
- 3) Construct viable arguments and critique the reasoning of others. \*
- 4) Model with mathematics. \*
- 5) Use appropriate tools strategically. \*
- 6) Attend to precision. \*
- 7) Look for and make use of structure. \*
- 8) Look for and express regularity in repeated reasoning. \*

## Performance Task

# 1st Grade - Chapter 4 - Subtraction Strategies to 20

Operations and Algebraic Thinking

18 days

November 19 to December 19

		<b>November 19</b> Catch Up Day	<b>November 20</b> Catch Up Day OR Preteach Chapter 4	<b>November 21</b> Catch Up Day OR Preteach Chapter 4
<b>December 1</b> Subtraction Review OR Start Teaching Chapter 4	<b>December 2</b> Am I Ready? Video Introduction My Math Words Foldables Activity Pg 273-280	<b>December 3</b> Lesson 1 Count Back 1, 2 or 3 Pg 281-286	<b>December 4</b> Lesson 2 Use a Number Line to Subtract Pg 287-292	<b>December 5</b> Lesson 3 Use Doubles to Subtract Pg 293-298
<b>December 8</b> Lesson 4 Problem Solving: Write a Number Sentence Pg 299-304	<b>December 9</b> Check My Progress Pg 305-306	<b>December 10</b> Lesson 5 Make 10 to Subtract Pg 307-312	<b>December 11</b> Lesson 6 Use Related Facts to Add and Subtract Pg 313-318	<b>December 12</b> Lesson 7 Fact Families Pg 319-324
<b>December 15</b> Lesson 8 Missing Addends Pg 325-330	<b>December 16</b> Catch Up Day	<b>December 17</b> Review and Reflect Pg 331-336	<b>December 18</b> CA-1-4	<b>December 19</b> MERRY CHRISTMAS!!

## Common Core State Standards

### Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Understand and apply properties of operations and the relationship between addition and subtraction.

4. Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

### Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating  $6 + 6 + 1 = 12 + 1 = 13$ ).

### Work with addition and subtraction equations.

8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = 3 + ?$ ,  $6 + 6 = ?$ .

## IXL Alignment

### 1ST GRADE

D.11, D.12, D.13, D.14, D.17, E.1, E.2, E.3, E.4, E.5, E.6, E.7, E.8, E.9, E.10, F.1, F.2, F.3, F.4, F.5, F.6

## Chapter 4 - Vocabulary

count back  
fact family  
missing addend

## What Students Should Be Able To Do

- ☆Start with the greater number and count back by the smaller number to find the difference.
- ☆Take apart the number being subtracted into two numbers that will result in a 10.
- ☆Solve a subtraction number sentence by using its related addition fact.
- ☆Use the same three numbers to create a fact family. List two addition facts and two subtraction facts for each fact family.

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively. \*
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically.
- 6) Attend to precision. \*
- 7) Look for and make use of structure. \*
- 8) Look for and express regularity in repeated reasoning. \*

## Performance Task

# 1st Grade - Chapter 5 - Place Value

Numbers and Operations in Base Ten

20 days

January 6 to January 30

<b>January 5</b> <b>WORK DAY</b>	<b>January 6</b> <b>Am I Ready?</b> Video Introduction My Math Words Foldables Activity <i>Pg 337-346</i>	<b>January 7</b> <b>Lesson 1</b> Numbers 11 to 19 <i>Pg 347-352</i>	<b>January 8</b> <b>Lesson 2</b> Tens <i>Pg 353-358</i>	<b>January 9</b> <b>Lesson 3</b> Count by Tens Using Dimes <i>Pg 359-364</i>
<b>January 12</b> <b>Lesson 4</b> Ten and Some More <i>Pg 365-370</i>	<b>January 13</b> <b>Lesson 5</b> Tens and Ones <i>Pg 371-376</i>	<b>January 14</b> <b>Check My Progress</b> <i>Pg 377-378</i>	<b>January 15</b> <b>Lesson 6</b> Problem Solving: Make a Table <i>Pg 379-384</i>	<b>January 16</b> <b>Lesson 7</b> Numbers to 100 <i>Pg 385-390</i>
<b>January 19</b> <b>HOLIDAY</b>	<b>January 20</b> <b>Lesson 8</b> Ten More, Ten Less <i>Pg 391-396</i>	<b>January 21</b> <b>Lesson 9</b> Count by Fives Using Nickles <i>Pg 397-402</i>	<b>January 22</b> <b>Lesson 10</b> Use Models to Compare Numbers <i>Pg 403-408</i>	<b>January 23</b> <b>Lesson 11</b> Use Symbols to Compare Numbers <i>Pg 409-414</i>
<b>January 26</b> <b>Check My Progress</b> <b>Lesson 12</b> Numbers to 120 <i>Pg 415-422</i>	<b>January 27</b> <b>Lesson 13</b> Count to 120 <i>Pg 423-428</i>	<b>January 28</b> <b>Lesson 14</b> Read and Write Numbers to 120 <i>Pg 429-434</i>	<b>January 29</b> <b>Review and Reflect</b> <i>Pg 435-438</i>	<b>January 30</b> <b>CA-1-5</b>

## Common Core State Standards

### Number and Operations in Base Ten

#### Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

#### Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones — called a “ten.”
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

#### Use place value understanding and properties of operations to add and subtract.

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

## Chapter 5 - Vocabulary

tens  
ones  
regroup  
equal to ( $=$ )  
greater than ( $>$ )  
less than ( $<$ )  
hundred

## What Students Should Be Able To Do

- ☆Read and write numbers up to 120.
- ☆Put 10 ones together to make one ten.
- ☆Gather ones into groups of 10 to make counting tens and ones easier.
- ☆Compare two two-digit numbers or groups of objects and determine if the number or groups are equal.
- ☆Compare two two-digit numbers or groups of objects and determine which number or group is greater.
- ☆Compare two two-digit numbers or groups of objects and determine which number or group is less.
- ☆Find ten more or ten less than a given number.

## IXL Alignment

### 1ST GRADE

G.1, G.2, G.3, G.4, F.7, F.8

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively. \*
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically. \*
- 6) Attend to precision. \*
- 7) Look for and make use of structure. \*
- 8) Look for and express regularity in repeated reasoning. \*

## Performance Task

# 1st Grade - Chapter 6 - Two-Digit Addition and Subtraction

Numbers and Operations in Base Ten

16 days

February 2 to February 24

<p><b>February 2</b> <b>Performance Task 1</b> Geometry Task <i>*Lesson Plan, Task &amp; Rubric are on the wiki</i></p>	<p><b>February 3</b> <b>Performance Task 1</b> Geometry Task <i>*Lesson Plan, Task &amp; Rubric are on the wiki</i></p>	<p><b>February 4</b> <b>Am I Ready?</b> Video Introduction My Math Words Foldables Activity <i>Pg 439-446</i></p>	<p><b>February 5</b> <b>Lesson 1</b> Add Tens <i>Pg 447-452</i></p>	<p><b>February 6</b> <b>Lesson 2</b> Count on Tens and Ones <i>Pg 453-458</i></p>
<p><b>February 9</b> <b>Lesson 3</b> Add Tens and Ones <i>Pg 459-464</i></p>	<p><b>February 10</b> <b>Lesson 4</b> Problem Solving: Guess, Check and Revise <i>Pg 465-470</i></p>	<p><b>February 11</b> <b>Lesson 5</b> Add Tens and Ones with Regrouping <i>Pg 471-476</i></p>	<p><b>February 12</b> <b>Check My Progress</b> <i>Pg 477-478</i></p>	<p><b>February 13</b> <b>Lesson 6</b> Subtract Tens <i>Pg 479-484</i></p>
<p><b>February 16</b> <b>HOLIDAY</b></p>	<p><b>February 17</b> <b>Lesson 7</b> Count Back by 10s <i>Pg 485-490</i></p>	<p><b>February 18</b> <b>Lesson 8</b> Relate Addition and Subtraction of Tens <i>Pg 491-496</i></p>	<p><b>February 19</b> <b>Catch Up Day</b></p>	<p><b>February 20</b> <b>Catch Up Day</b></p>
<p><b>February 23</b> <b>Review and Reflect</b> <i>Pg 497-500</i></p>	<p><b>February 24</b> <b>CA-1-6</b></p>			

## Common Core State Standards

### Number and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## Chapter 6 - Vocabulary

All Review Vocabulary!

### What Students Should Be Able To Do

- ☆Add groups of tens to find how many tens there are in all. Then find the sum.
- ☆Count on groups of tens or ones to find a sum.
- ☆Use models to show how to regroup when adding.
- ☆Subtract to find how many tens are left. Then find the difference.
- ☆Use a number line to subtract.

## IXL Alignment

### 1ST GRADE

B.17, B.18, D.15, D.16, F.7, F.8

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively. \*
- 3) Construct viable arguments and critique the reasoning of others. \*
- 4) Model with mathematics. \*
- 5) Use appropriate tools strategically. \*
- 6) Attend to precision. \*
- 7) Look for and make use of structure. \*
- 8) Look for and express regularity in repeated reasoning. \*

## Performance Task

# 1st Grade - Chapter 7 - Organize and Use Graphs

Measurement and Data

10 days

February 25 to March 13

		<b>February 25</b> <b>Am I Ready?</b> Video Introduction My Math Words Foldables Activity Pg 501-508	<b>February 26</b> <b>Lesson 1</b> Tally Charts Pg 509-514	<b>February 27</b> <b>Lesson 2</b> Problem Solving: Make A Table Pg 515-520
<b>March 2</b> <b>Lesson 3</b> Make Picture Graphs Pg 521-526	<b>March 3</b> <b>Lesson 4</b> Read Picture Graphs Pg 527-532	<b>March 4</b> <b>GRADING DAY</b>	<b>March 5</b> <b>CONFERENCES</b>	<b>March 6</b> <b>CONFERENCES</b>
<b>March 9</b> <b>Check My Progress</b> Pg 533-534	<b>March 10</b> <b>Lesson 5</b> Make Bar Graphs Pg 535-540	<b>March 11</b> <b>Lesson 6</b> Read Bar Graphs Pg 541-546	<b>March 12</b> <b>Review and Reflect</b> Pg 547-550	<b>March 13</b> <b>CA-1-7</b>

## Common Core State Standards

### Measurement and Data

#### Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## Chapter 7 - Vocabulary

tally chart  
survey  
data  
graph  
picture graph  
bar graph

## What Students Should Be Able To Do

- ☆Use tally marks to collect information in a tally chart.
- ☆Use pictures to show information in a graph.
- ☆Use bar lines to show information on a graph.

## IXL Alignment

### 1ST GRADE

L.1, L.2, L.3, L.4

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively. \*
- 3) Construct viable arguments and critique the reasoning of others. \*
- 4) Model with mathematics. \*
- 5) Use appropriate tools strategically. \*
- 6) Attend to precision.
- 7) Look for and make use of structure. \*
- 8) Look for and express regularity in repeated reasoning.

## Performance Task

# 1st Grade - Chapter 8 - Measurement and Time

Measurement and Data

16 days

March 16 to April 14

<p><b>March 16</b> <b>Am I Ready?</b> Video Introduction My Math Words Foldables Activity Pg 551-562</p>	<p><b>March 17</b> <b>Lesson 1</b> Compare Lengths Pg 563-568</p>	<p><b>March 18</b> <b>Lesson 2</b> Compare and Order Lengths Pg 569-574</p>	<p><b>March 19</b> <b>Lesson 3</b> Nonstandard Units of Length Pg 575-580</p>	<p><b>March 20</b> <b>Lesson 4</b> Problem Solving: Guess, Check and Revise Pg 581-586</p>
<p><b>March 30</b> <b>WORK DAY</b></p>	<p><b>March 31</b> <b>Catch Up Day</b> Reteach Lessons 1-4</p>	<p><b>April 1</b> <b>Check My Progress</b> Pg 587-588</p>	<p><b>April 2</b> <b>Lesson 5</b> Time to the Hour: Analog Pg 589-594</p>	<p><b>April 3</b> <b>Lesson 6</b> Time to the Hour: Digital Pg 595-600</p>
<p><b>April 6</b> <b>Lesson 7</b> Time to the Half Hour: Analog Pg 601-606</p>	<p><b>April 7</b> <b>Catch Up Day</b> Bonus Time Lesson</p>	<p><b>April 8</b> <b>Lesson 8</b> Time to the Half Hour: Digital Pg 607-612</p>	<p><b>April 9</b> <b>Lesson 9</b> Time to the Hour and Half Hour Pg 613-618</p>	<p><b>April 10</b> <b>Catch Up Day</b> Bonus Time Lesson</p>
<p><b>April 13</b> <b>Review and Reflect</b> Pg 619-622</p>	<p><b>April 14</b> <b>CA-1-8</b></p>			

## Common Core State Standards

### Measurement and Data

#### Measure lengths indirectly and by iterating length units.

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

#### Tell and write time.

- Tell and write time in hours and half-hours using analog and digital clocks.

## Chapter 8 - Vocabulary

length	
long	short
measure	
unit	
hour hand	hour
minute hand	minute
o' clock	
analog clock	digital clock
half hour	

## What Students Should Be Able To Do

- ☆ Compare objects by length from longest to shortest.
- ☆ Measure an object using nonstandard units.
- ☆ Use an analog clock to tell time on the hour and half hour.
- ☆ Use a digital clock to read and tell time.

## IXL Alignment

### 1ST GRADE

R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.8, R.9, M.2

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively. \*
- 3) Construct viable arguments and critique the reasoning of others. \*
- 4) Model with mathematics. \*
- 5) Use appropriate tools strategically. \*
- 6) Attend to precision. \*
- 7) Look for and make use of structure. \*
- 8) Look for and express regularity in repeated reasoning. \*

## Performance Task



# 1st Grade - Chapter 9 - Two-Dimensional Shapes & Equal Shares

Geometry

20 days

April 15 to May 8

		<b>April 15</b> <b>Am I Ready?</b> Video Introduction My Math Words Foldables Activity Pg 623-634	<b>April 16</b> <b>Lesson 1</b> Squares and Rectangles Pg 635-640	<b>April 17</b> <b>Lesson 2</b> Triangles and Trapezoids Pg 641-646
<b>April 20</b> <b>Lesson 3</b> Circles Pg 647-652	<b>April 21</b> <b>Lesson 4</b> Compare Shapes Pg 653-658	<b>April 22</b> <b>Check My Progress</b> Pg 659-660	<b>April 23</b> <b>Catch Up Day</b>	<b>April 24</b> <b>Lesson 5</b> Composite Shapes Pg 661-666
<b>April 27</b> <b>Lesson 6</b> More Composite Shapes Pg 667-672	<b>April 28</b> <b>Lesson 7</b> Problem Solving: Use Logical Reasoning Pg 673-678	<b>April 29</b> <b>Check My Progress</b> Pg 679-680	<b>April 30</b> <b>Catch Up Day</b>	<b>May 1</b> <b>Lesson 8</b> Equal Parts Pg 681-686
<b>May 4</b> <b>Lesson 9</b> Halves Pg 687-692	<b>May 5</b> <b>Lesson 10</b> Quarters and Fourths Pg 693-696	<b>May 6</b> <b>Catch Up Day</b>	<b>May 7</b> <b>Review and Reflect</b> Pg 699-702	<b>May 8</b> <b>CA-1-9</b>

## Common Core State Standards

### Geometry

#### Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

## Chapter 9 - Vocabulary

two-dimensional shapes  
side  
vertex/vertices  
square  
rectangle  
triangle  
trapezoid  
circle  
composite shape  
whole  
equal part  
halves  
fourths

## What Students Should Be Able To Do

- ☆Use defining attributes to determine the correct shape.
- ☆Put pattern blocks together to make a composite shape.
- ☆Divide two-dimensional shapes equally into halves or fourths.

## IXL Alignment

### 1ST GRADE

I.1, I.2, I.4, J.1, J.5, J.7, J.9, J.12

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively. \*
- 3) Construct viable arguments and critique the reasoning of others. \*
- 4) Model with mathematics. \*
- 5) Use appropriate tools strategically. \*
- 6) Attend to precision. \*
- 7) Look for and make use of structure. \*
- 8) Look for and express regularity in repeated reasoning. \*

## Performance Task

# 1st Grade - Chapter 10 - Three-Dimensional Shapes

Geometry

10 days

May 11 to June 3

<b>May 11</b> <b>Am I Ready?</b> Video Introduction My Math Words Foldables Activity Pg 703-710	<b>May 12</b> <b>Lesson 1</b> Cubes and Prisms Pg 711-716	<b>May 13</b> <b>Lesson 2</b> Shapes and Position Pg 717-722	<b>May 14</b> <b>Check My Progress</b> Pg 723-724	<b>May 15</b> <b>Catch Up Day</b>
<b>May 18</b> <b>Lesson 3</b> Problem Solving: Look For a Pattern Pg 725-730	<b>May 19</b> <b>Lesson 4</b> Combine Three- Dimensional Shapes Pg 731-736	<b>May 20</b> <b>Catch Up Day</b>	<b>May 21</b> <b>Catch Up Day</b>	<b>May 22</b> <b>GRADING DAY</b>
<b>May 26</b> <b>HOLIDAY</b>	<b>May 26</b> <b>Review and Reflect</b> Pg 737-740	<b>May 27</b> <b>CA-1-10</b>	<b>May 28</b> <b>Catch Up Day</b>	<b>May 29</b> <b>Catch Up Day</b>
<b>June 1</b> <b>Prep for the SA</b>	<b>June 2</b> <b>Prep for the SA</b>	<b>June 3</b> <b>District Summative Assessment</b> <b>SA-1-S</b>	<b>June 4</b> <b>Catch Up Day</b>	<b>June 5</b> <b>Catch Up Day</b>

## Common Core State Standards

### Geometry

#### Reason with shapes and their attributes.

- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

## Chapter 10 - Vocabulary

three-dimensional shape  
 cube  
 rectangular prism  
 face  
 cone  
 cylinder

## What Students Should Be Able To Do

- ☆Use defining attributes to identify a cube.
- ☆Use defining attributes to identify a rectangular prism.
- ☆Use defining attributes to identify a cylinder.
- ☆Use defining attributes to identify a cone.
- ☆Use three-dimensional shapes to make a composite shape.

## IXL Alignment

### 1ST GRADE

J.2, J.3, J.4, J.6, J.8

## Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. \*
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others. \*
- 4) Model with mathematics. \*
- 5) Use appropriate tools strategically.
- 6) Attend to precision. \*
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning. \*

## Performance Task