First Grade Mathematics - Number Corner

Curriculum/Content Area: Mathematics	Course Length: School Year
Course Title: 1st Grade Mathematics - Number Corner	**Date last reviewed: February 2nd, 2016** [Previous First Grade UBD]
Prerequisites: NA	**Board approval date: TBD**
Primary Resource: Bridges in Mathematics	

Desired Results

Course description and purpose: This framework for improving student learning focuses on high-quality math standards. It provides teachers with a clear set of math concepts and skills for students to understand and be able to do by the end of the school year.

Mathematical Practice Standards
The Standards for Mathematical Practice are central to the teaching and learning of mathematics. These practices describe the behaviors and habits of mind that are exhibited by students who are mathematically proficient. Mathematical understanding is the intersection of these practices and mathematics content. It is critical that the Standards for Mathematical Practice are embedded in daily mathematics instruction.

Mathematical Practice Standards		Grade Level/Course Explanation
Habits of Mind	MP.1 Make sense of problems and persevere in solving them	First grade students develop strategies and persevere in their efforts for solving problems. They begin to evaluate whether their answers make sense or not, troubleshooting, if necessary.
	MP.6 Attend to precision.	First grade students learn to attend to and begin to appreciate precision when taking measurements, performing calculations and when communicating their thinking both verbally and in written form.
Reasoning & Explaining	MP.2 Reason abstractly and quantitatively.	First grade students use pictures, objects, and manipulatives and begin writing equations to represent problems and their strategies for solving them. They can think about the problem in context (contextualize) and think about it out of context (decontextualize) when solving problems.
	MP.3 Construct viable arguments and critique the reasoning of others.	First grade students describe their understanding of a problem and their strategies for solving them using pictures, equations, and words. They listen to others

		and ask questions to learn and make connections between others' thinking and their own.
Modeling & Using Tools	MP.4 Model with mathematics.	First grade students use objects, drawings, actions, numbers, tables, and graphs to model mathematical situations and draw connections between the different ways to model.
	MP.5 Use appropriate tools strategically.	First grade students use a variety of tools such as measuring devices, manipulatives, computational strategies, and technological materials and become more proficient in selecting which tool is most helpful and appropriate for a given task.
Seeing Structure & Generalizing	MP.7 Look for and make use of structure.	First grade students look for patterns and structures which contributes to their mathematical learning and development of efficient strategies.
	MP.8 Look for and express regularity in repeated reasoning.	First grade students notice repetition in mathematical concepts or tasks which helps them make generalizations and develop efficient strategies for counting, calculating, and more in-depth problem solving.

Priority Standard Clusters

1.OA.A Represent and solve problems involving addition and subtraction.

- *1.OA.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.
- *1.OA.2* 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.

1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.

- *1.OA.3* Apply properties of operations as strategies to add and subtract. 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.)
- *1.OA.4* Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.

1.OA.C Add and subtract within 20.

- *1.OA.5* Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- *1.OA.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 the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D Work with addition and subtraction equations.

- *1.OA.7* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
- *1.OA.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 = _.

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

- *1.NBT.2* Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- *1.NBT.2.a* 10 can be thought of as a bundle of ten ones — called a "ten."
- *1.NBT.2.b* The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- *1.NBT.2.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).
- *1.NBT.3* Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

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

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

1.MD.A Measure lengths indirectly and by iterating length units.

- *1.MD.1* Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- *1.MD.2* 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.

Supporting Standard Clusters

1.MD.B Tell and write time.

- *1.MD.3* Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.C Represent and interpret Data.

- *1.MD.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.

1.G.A Reason with shapes and their attributes.

- *1.G.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.
- *1.G.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.
- *1.G.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.

September

Unit Overview: The focus this month is on counting and recognizing numbers from 0 to 30. Students will understand that teen numbers are made of 1 ten and some more and review the concept of unitizing (knowing 10 items is a single unit called a ten).

Unit Standards

Priority Standards

1.OA.C Add and subtract within 20.

- *1.OA.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 the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D Work with addition and subtraction equations.

- *1.OA.7* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

- *1.NBT.2* Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- *1.NBT.2.a* 10 can be thought of as a bundle of ten ones — called a "ten."
- *1.NBT.2.b* The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

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

- *1.NBT.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.

Supporting Standards

1.MD.C Represent and interpret Data.

- *1.MD.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.

Learning Targets

1st Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1**	**MP.6** ● Calendar Collector
Reasoning & Explaining	**MP.2**	**MP.3**
Modeling & Tools	**MP.4** ● Calendar Grid ● Days in School ● Computational Fluency	**MP.5**
Seeing Structure & Generalizing	**MP.7** ● Calendar Grid ● Days in School ● Computational Fluency ● Number Line	**MP.8** ● Number Line

1st Grade Priority:

- I use strategies to add and subtract fluently to 20. (1.OA.6)
  - Days in School
  - Computational Fluency
  - Number Line
- I understand the meaning of the equal sign and can tell if an equation is true or false. (1.OA.7)
  - Days in School
- I count by 2s to 20. (supports 1.NBT)
  - Number Line
- I count to 120 starting at any number. (1.NBT.1)
  - Number Line
- I read and write numerals up to 120. (1.NBT.1)
  - Calendar Grid
  - Number Line
- I understand that a bundle of ten ones is called one ten. (1.NBT.2a)
  - Calendar Grid
  - Days in School
  - Computational Fluency
- I understand that the numbers 11-19 have one ten and some ones. (1.NBT.2c)
  - Calendar Grid
  - Days in School
  - Computational Fluency

- Number Line
- I add a two-digit number and a one-digit number. (1.NBT.4)
  - Computational Fluency

1st Grade Supporting:

- I organize, represent, and interpret data. (1.MD.4)
  - Calendar Collector
- I ask and answer questions about the data. (1.MD.4)
  - Calendar Collector

Assessment Evidence

Performance Assessment Options	**Other assessment options**
●	● Baseline Assessment

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

October

Unit Overview: Students will compose and decompose the number 10, practice seeing quantities on ten-frames and learn about “leaps of ten” on the number line.

Unit Standards

Priority Standards

1.OA.A Represent and solve problems involving addition and subtraction.

- *1.OA.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.

1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.

- *1.OA.3* Apply properties of operations as strategies to add and subtract. 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.)

1.OA.C Add and subtract within 20.

- *1.OA.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 the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

- *1.NBT.2* Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- *1.NBT.2.a* 10 can be thought of as a bundle of ten ones — called a "ten."
- *1.NBT.2.b* The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- *1.NBT.2.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).

Supporting Standards

1.MD.C Represent and interpret Data.

- *1.MD.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.

Learning Targets

1st Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1**	**MP.6** ● Calendar Collector
Reasoning & Explaining	**MP.2**	**MP.3**
Modeling & Tools	**MP.4** ● Calendar Grid ● Calendar Collector ● Days in School	**MP.5**
Seeing Structure & Generalizing	**MP.7** ● Calendar Grid ● Calendar Collector ● Days in School ● Computational Fluency ● Number Line	**MP.8** ● Computational Fluency ● Number Line

1st Grade Priority:

- I recognize and describe number patterns. (supports 1.OA)
  - Calendar Grid
- I solve addition and subtraction word problems. (1.OA.1)
  - Calendar Grid
- I identify the unknown number in word problems. (1.OA.1)
  - Calendar Grid
- I group and reorder numbers when I add. (1.OA.3)
  - Calendar Grid
  - Computational Fluency
- I understand I can use addition to solve subtraction problems. (1.OA.4)

    - Computational Fluency
- I use strategies to add and subtract fluently to 20. (1.OA.6)
    - Calendar Grid
    - Computational Fluency
- I understand the meaning of the equal sign and can tell if an equation is true or false. (1.OA.7)
    - Days in School
- I solve for the unknown number in addition and subtraction. (1.OA.8)
    - Computational Fluency
- I count to 120 starting at any number. (1.NBT.1)
    - Days in School
    - Number Line
- I read and write numerals up to 120. (1.NBT.1)
    - Calendar Collector
    - Days in School
    - Number Line
- I understand that a bundle of ten ones is called one ten. (1.NBT.2)
    - Number Line
- I understand that the numbers 11-19 have one ten and some ones. (1.NBT.2)
    - Days in School
    - Number Line
- I understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 have some tens and 0 ones. (1.NBT.2)
    - Number Line
- I compare two two-digit numbers. (1.NBT.3)
    - Calendar Collector
- I use <, >, and = to compare numbers. (1.NBT.3)
    - Number Line
- I use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to add within 100. (1.NBT.4)
    - Days in School
- I use number models to show my math thinking/reasoning. (1.NBT.4)
    - Days in School

First Grade Supporting:

- I organize, represent, and interpret data. (1.MD.4)
    - Calendar Collector
- I ask and answer questions about the data. (1.MD.4)
    - Calendar Collector
- I use two-dimensional shapes to create a new shape. (1.G.2)
    - Calendar Collector

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
●	● Number Corner Checkup 1

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

November

Unit Overview: This focus this month is on fractions (wholes, halves and fourths) and telling time to the hour.

Unit Standards

Priority Standards

1.OA.C Add and subtract within 20.

- *1.OA.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 the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D Work with addition and subtraction equations.

- *1.OA.7* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

- *1.NBT.2* Understand that the two digits of a two-digit number represent amounts of tens and ones.

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

- *1.NBT.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.

Supporting Standards

1.G.A Reason with shapes and their attributes.

- *1.G.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.

1.MD.B Tell and write time.

- *1.MD.3* Tell and write time in hours and half-hours using analog and digital clocks.

Learning Targets

1st Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1**	**MP.6** ● Calendar Collector
Reasoning & Explaining	**MP.2** ● Calendar Grid ● Computational Fluency	**MP.3**
Modeling & Tools	**MP.4** ● Calendar Collector ● Days in School	**MP.5**
Seeing Structure & Generalizing	**MP.7** ● Calendar Grid ● Days in School ● Computational Fluency ● Number Line	**MP.8** ● Number Line

First Grade Priority:

- I understand I can use addition to solve subtraction problems. (1.OA.4)
    - Computational Fluency
- I use strategies to add and subtract fluently to 20. (1.OA.6)
    - Computational Fluency
- I understand the meaning of the equal sign and can tell if an equation is true or false. (1.OA.7)
    - Days in School
- I count by 5s and 10s within 100. (supports 1.NBT)
    - Days in School
    - Number Line
- I count to 120 starting at any number. (1.NBT.1)
    - Days in School
    - Number Line
- I read and write numerals up to 120. (1.NBT.1)
    - Calendar Grid
    - Number Line
- I tell which digits show the number of ones and tens. (1.NBT.2)
    - Days in School
    - Number Line
- I understand that a bundle of ten ones is called one ten. (1.NBT.2)
    - Number Line
- I understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 have some tens and 0 ones. (1.NBT.2)
    - Number Line
- I use <, >, and = to compare numbers. (1.NBT.3)
    - Number Line
- I use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to add within 100. (1.NBT.4)
    - Days in School

- I use number models to show my math thinking/reasoning. (1.NBT.4)
    - Days in School

First Grade Supporting:

- I tell and write time to the hour using analog and digital clocks. (1.MD.3)
    - Calendar Collector
- I identify and name two-dimensional shapes including circles and squares (supports 1.G)
    - Calendar Grid
- I divide circles and rectangles into two and four equal shares. (1.G.3)
    - Calendar Grid
    - Calendar Collector
- I describe the whole as all of the equal shares. (1.G.3)
    - Calendar Grid
    - Calendar Collector
- I describe equal shares using the words: halves, half of, fourths, fourth of, quarters and quarter of. (1.G.3)
    - Calendar Grid
    - Calendar Collector
- I understand that when a shape is divided into more pieces, the size of the pieces gets smaller. (1.G.3)
    - Calendar Grid

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
●	●

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

December

Unit Overview: Students learn to describe defining attributes of three-dimensional shapes.

Unit Standards

Priority Standards

1.OA.C Add and subtract within 20.

- *1.OA.5* Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- *1.OA.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 the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D Work with addition and subtraction equations.

- *1.OA.7* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

- *1.NBT.2* Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- *1.NBT.2.a* 10 can be thought of as a bundle of ten ones — called a "ten."
- *1.NBT.2.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).

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

- *1.NBT.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.

Supporting Standards

1.MD.B Tell and write time.

- *1.MD.3* Tell and write time in hours and half-hours using analog and digital clocks.

1.G.A Reason with shapes and their attributes.

- *1.G.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.
- *1.G.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.

Learning Targets

1st Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1**	**MP.6** ● Calendar Collector
Reasoning & Explaining	**MP.2** ● Computational Fluency	**MP.3** ● Calendar Grid
Modeling & Tools	**MP.4** ● Days in School	**MP.5**
Seeing Structure &	**MP.7** ● Calendar Collector	**MP.8** ● Calendar Grid

Generalizing	• Days in School • Computational Fluency • Number Line	• Number Line

1st Grade Priority:

- I recognize and describe shape patterns (supports 1.OA)
    - Calendar Grid
- I understand that counting on is adding and counting back is subtracting. (1.OA.5)
    - Number Line
- I use strategies to add and subtract fluently to 20. (1.OA.6)
    - Days in School
    - Computational Fluency
- I understand the meaning of the equal sign and can tell if an equation is true or false. (1.OA.7)
    - Days in School
- I count by 5s and 10s within 100. (supports 1.NBT)
    - Days in School
    - Number Line
- I count by 2s to 20. (supports 1NBT)
    - Days in School
- I count to 120 starting at any number. (1.NBT.1)
    - Days in School
    - Number Line
- I read and write numerals up to 120. (1.NBT.1)
    - Calendar Grid
    - Days in School
    - Number Line
- I tell which digits show the number of ones and tens. (1.NBT.2)
    - Number Line
- I understand that a bundle of ten ones is called one ten. (1.NBT.2a)
    - Days in School
    - Number Line
- I understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 have some tens and 0 ones. (1.NBT.2c)
    - Number Line
- I compare two two-digit numbers. (1.NBT.3)
    - Number Line
- I use <, >, and = to compare numbers. (1.NBT.3)
    - Number Line
- I use number models to show my math thinking/reasoning. (1.NBT.4)
    - Days in School

First Grade Supporting:

- I tell and write time to the hour using analog and digital clocks. (1.MD.3)
    - Calendar Collector
- I tell the difference between defining and non-defining attributes of a shape. (1.G.1)
    - Calendar Grid
- I use three-dimensional shapes to create a new shape. (1.G.2)

○ Calendar Grid
Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ●	**Other assessment options** *May include, but are not limited to the following:* ●

Digital Tools & Supplementary Resources
Bridges Intervention Dreambox

January
Unit Overview: The students will tell and solve single equations and story problems with missing addends, minuends, or subtrahends using various strategies.
Unit Standards

Priority Standards

1.OA.A Represent and solve problems involving addition and subtraction.

- *1.OA.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.

1.OA.C Add and subtract within 20.

- *1.OA.5* Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- *1.OA.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 the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D Work with addition and subtraction equations.

- *1.OA.7* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
- *1.OA.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 = _.

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

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

- *1.NBT.2.a* 10 can be thought of as a bundle of ten ones — called a "ten."
- *1.NBT.2.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).
- *1.NBT.3* Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Supporting Standards

1.MD.C Represent and interpret Data.

- *1.MD.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.

Learning Targets

1st Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Calendar Grid	**MP.6** ● Calendar Collector
Reasoning & Explaining	**MP.2**	**MP.3**
Modeling & Tools	**MP.4** ● Calendar Grid ● Days in School ● Computational Fluency	**MP.5**
Seeing Structure & Generalizing	**MP.7** ● Calendar Collector ● Days in School ● Computational Fluency ● Number Line	**MP.8** ● Number Line

First Grade Priority:

- I recognize and describe number patterns. (supports 1.OA)
  - Calendar Grid
- I solve addition and subtraction word problems. (1.OA.1)
  - Calendar Grid
- I identify the unknown number in word problems. (1.OA.1)
  - Calendar Grid
- I understand that counting on is adding and counting back is subtracting. (1.OA.5)
  - Computational Fluency
  - Number Line
- I fluently add and subtract facts to 10. (1.OA.6)
  - Computational Fluency
- I use strategies to add and subtract fluently to 20. (1.OA.6)
  - Calendar Grid
- I understand the meaning of the equal sign and can tell if an equation is true or false. (1.OA.7)
  - Calendar Grid

- I solve for the unknown number in addition and subtraction. (1.OA.8)
    - Calendar Grid
- I count to 120 starting at any number. (1.NBT.1)
    - Number Line
- I read and write numerals up to 120. (1.NBT.1)
    - Calendar Grid
    - Number Line
- I tell which digits show the number of ones and tens. (1.NBT.2)
    - Number Line
- I understand that a bundle of ten ones is called one ten. (1.NBT.2a)
    - Number Line
- I understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 have some tens and 0 ones. (1.NBT.2c)
    - Number Line
- I compare two two-digit numbers. (1.NBT.3)
    - Number Line
- I use <, >, and = to compare numbers. (1.NBT.3)
    - Number Line

First Grade Supporting:

- I organize, represent, and interpret data. (1.MD.4)
    - Calendar Collector
- I ask and answer questions about the data. (1.MD.4)
    - Calendar Collector

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
●	● Number Corner Checkup 2

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

February

Unit Overview: The focus this month is on the tenth decade, the 100th day of school. The students will be introduced to multiple addends and use a variety of efficient strategies to compose groups flexibly.

Unit Standards

Priority Standards

1.OA.A Represent and solve problems involving addition and subtraction.

- *1.OA.2* 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.

1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.

- *1.OA.3* Apply properties of operations as strategies to add and subtract. 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.)

1.OA.C Add and subtract within 20.

- *1.OA.5* Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- *1.OA.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 the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D Work with addition and subtraction equations.

- *1.OA.7* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

- *1.NBT.2* Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- *1.NBT.2.a* 10 can be thought of as a bundle of ten ones — called a "ten."
- *1.NBT.2.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).
- *1.NBT.3* Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

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

- *1.NBT.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.

Supporting Standards

1.MD.C Represent and interpret Data.

- *1.MD.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.

1.G.A Reason with shapes and their attributes.

- *1.G.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.

Learning Targets

1st Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Calendar Grid	**MP.6**
Reasoning & Explaining	**MP.2** ● Calendar Collector ● Computational Fluency	**MP.3** ● Calendar Grid
Modeling & Tools	**MP.4** ● Days in School ● Computational Fluency	**MP.5** ● Calendar Grid
Seeing Structure & Generalizing	**MP.7** ● Calendar Collector ● Days in School ● Computational Fluency ● Number Line	**MP.8** ● Calendar Collector ● Number Line

First Grade Priority:

- I solve addition word problems with three numbers. (1.OA.2)
    - Computational Fluency
- I group and reorder numbers when I add. (1.OA.3)
    - Calendar Collector
    - Computational Fluency
- I understand that counting on is adding and counting back is subtracting. (1.OA.5)
    - Number Line
- I use strategies to add and subtract fluently to 20. (1.OA.6)
    - Computational Fluency
- I understand the meaning of the equal sign and can tell if an equation is true or false. (1.OA.7)
    - Days in School
- I count to 120 starting at any number. (1.NBT.1)
    - Days in School
    - Number Line
- I read and write numerals up to 120. (1.NBT.1)
    - Calendar Grid
    - Days in School
    - Number Line
- I tell which digits show the number of ones and tens. (1.NBT.2)
    - Calendar Collector
    - Number Line
- I understand that a bundle of ten ones is called one ten. (1.NBT.2a)
    - Days in School
- I understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 have some tens and 0 ones. (1.NBT.2c)
    - Days in School

- I compare two two-digit numbers. (1.NBT.3)
    - Calendar Collector
    - Number Line
- I use <, >, and = to compare numbers. (1.NBT.3)
    - Number Line
- I use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to add within 100. (1.NBT.4)
    - Calendar Collector
    - Days in School
- I add two-digit numbers by adding tens and tens and ones and ones. (1.NBT.4)
    - Calendar Collector

First Grade Supporting:

- I organize, represent, and interpret data. (1.MD.4)
    - Calendar Collector
- I ask and answer questions about the data. (1.MD.4)
    - Calendar Collector
- I tell the difference between defining and non-defining attributes of a shape. (1.G.1)
    - Calendar Grid
- I build and draw shapes to possess defining attributes. (1.G.1)
    - Calendar Grid

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
●	●

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

March

Unit Overview: The focus this month is telling time to the hour and half-hour on both digital and analog clocks as well as exploring elapsed time. The students will practice counting mixed sets of dimes, nickels, and pennies to determine their value. Students will review strategies for solving equations within 20 and learn how to “think ten” when adding numbers with sums greater than 10.

Unit Standards

Priority Standards

1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.

- *1.OA.3* Apply properties of operations as strategies to add and subtract. 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.)
- *1.OA.4* Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.

1.OA.C Add and subtract within 20.

- *1.OA.5* Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- *1.OA.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 the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D Work with addition and subtraction equations.

- *1.OA.7* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

- *1.NBT.2* Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- *1.NBT.3* Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

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

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

Supporting Standards

1.MD.B Tell and write time.

- *1.MD.3* Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.C Represent and interpret Data.

- *1.MD.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.

1.G.A Reason with shapes and their attributes.

- *1.G.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.

Learning Targets

1st Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1**	**MP.6** ● Calendar Grid ● Calendar Collector
Reasoning & Explaining	**MP.2** ● Calendar Collector ● Computational Fluency	**MP.3**
Modeling & Tools	**MP.4** ● Days in School ● Computational Fluency	**MP.5**
Seeing Structure & Generalizing	**MP.7** ● Calendar Grid ● Calendar Collector ● Days in School ● Computational Fluency ● Number Line	**MP.8** ● Days in School ● Number Line

1st Grade Priority:

- I recognize, describe, and extend number patterns. (supports 1.OA)
  - Calendar Grid
- I group and reorder numbers when I add. (1.OA.3)
  - Computational Fluency
- I understand I can use addition to solve subtraction problems. (1.OA.4)
  - Computational Fluency
- I fluently add and subtract facts to 10. (1.OA.6)
  - Computational Fluency
- I use strategies to add and subtract fluently to 20. (1.OA.6)
  - Computational Fluency
- I understand the meaning of the equal sign and can tell if an equation is true or false. (1.OA.7)
  - Computational Fluency
- I count by 5s and 10s within 100. (supports 1.NBT)
  - Calendar Collector
  - Days in School
  - Number Line
- I group and count objects by 5s and 10s. (supports 1.NBT)
  - Calendar Collector
- I count to 120 starting at any number. (1.NBT.1)
  - Days in School
  - Number Line
- I read and write numerals up to 120. (1.NBT.1)
  - Calendar Grid
  - Calendar Collector
  - Days in School
  - Number Line

- I write a numeral to tell how many objects. (1.NBT.1)
    - Days in School
- I tell which digits show the number of ones and tens. (1.NBT.2)
    - Days in School
    - Number Line
- I understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 have some tens and 0 ones. (1.NBT.2c)
    - Number Line
- I compare two two-digit numbers. (1.NBT.3)
    - Number Line
- I use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to add within 100. (1.NBT.4)
    - Days in School
- I can mentally find 10 more or 10 less than a given number and explain the reasoning used. (1.NBT.5)
    - Days in School

1st Grade Supporting:

- I determine the value of a collection of coins totaling less than $1.00. (supports 1.MD)
    - Calendar Collector
- I tell and write time to the hour using analog and digital clocks. (1.MD.3)
    - Calendar Grid
- I organize, represent, and interpret data. (1.MD.4)
    - Calendar Collector
- I ask and answer questions about the data. (1.MD.4)
    - Calendar Collector
- I describe equal shares using the words: halves, half of, fourths, fourth of, quarters and quarter of. (1.G.3)
    - Calendar Grid

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
●	● Number Corner Checkup 3

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

April

Unit Overview: Students will review fractions and define shapes by attributes. Line of symmetry is introduced. Place value is reviewed. Students will learn that computational

strategies for adding single-digit numbers can also be used to solve equations with double-digit decade numbers.

Unit Standards

Priority Standards

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

- *1.NBT.2* Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- *1.NBT.2.a* 10 can be thought of as a bundle of ten ones — called a "ten."
- *1.NBT.2.b* The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- *1.NBT.2.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).
- *1.NBT.3* Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

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

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

1.MD.A Measure lengths indirectly and by iterating length units.

- *1.MD.1* Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- *1.MD.2* 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.

Supporting Standards

1.G.A Reason with shapes and their attributes.

- *1.G.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.
- *1.G.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.

Learning Targets

1st Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1**	**MP.6** ● Calendar Grid ● Calendar Collector
Reasoning & Explaining	**MP.2** ● Computational Fluency	**MP.3**
Modeling & Tools	**MP.4** ● Days in School ● Computational Fluency	**MP.5** ● Calendar Collector
Seeing Structure & Generalizing	**MP.7** ● Calendar Grid ● Days in School ● Computational Fluency ● Number Line	**MP.8** ● Days in School ● Number Line

1st Grade Priority:

- I count to 120 starting at any number. (1.NBT.1)
    - Days in School
    - Number Line
- I read and write numerals up to 120. (1.NBT.1)
    - Calendar Grid
    - Days in School
    - Computational Fluency
    - Number Line
- I write a numeral to tell how many objects. (1.NBT.1)
    - Days in School
    - Number Line
- I tell which digits show the number of ones and tens. (1.NBT.2)
    - Days in School
    - Computational Fluency
    - Number Line
- I understand that a bundle of ten ones is called one ten. (1.NBT.2a)
    - Calendar Collector
- I understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 have some tens and 0 ones. (1.NBT.2c)
    - Computational Fluency
- I compare two two-digit numbers. (1.NBT.3)
    - Computational Fluency
- I add a two-digit number and a multiple of ten. (1.NBT.4)
    - Number Line
- I use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to add within 100. (1.NBT.4)
    - Computational Fluency
- I use number models to show my math thinking/reasoning. (1.NBT.4)

    - Days in School
    - Number Line
- I can mentally find 10 more or 10 less than a given number and explain the reasoning used. (1.NBT.5)
    - Computational Fluency
    - Number Line
- I use models or drawings to subtract groups of ten. (1.NBT.6)
    - Computational Fluency
    - Number Line
- I order three objects by length. (1.MD.1)
    - Calendar Collector
- I order three objects by length and compare the lengths of two objects indirectly by using a third object. (1.MD.1)
    - Calendar Collector
- I measure an object using a shorter object. (1.MD.2)
    - Calendar Collector
- I use same size objects to measure with no gaps or overlaps. (1.MD.2)
    - Calendar Collector
- I express the length of an object as a whole number of units. (1.MD.2)
    - Calendar Collector

First Grade Supporting:

- I organize, represent, and interpret data. (1.MD.4)
    - Calendar Collector
- I ask and answer questions about the data. (1.MD.4)
    - Calendar Collector
- I identify, name, describe, and compare two-dimensional shapes, including circles, ovals, triangles, rectangles, squares, rhombuses, trapezoids, parallelograms, pentagons, hexagons,and decagons. (supports 1.G)
    - Calendar Grid
- I tell the difference between defining and non-defining attributes of a shape. (1.G.1)
    - Calendar Grid
- I divide circles and rectangles into two and four equal shares. (1.G.3)
    - Calendar Grid
- I describe the whole as all of the equal shares. (1.G.3)
    - Calendar Grid
- I describe equal shares using the words: halves, half of, fourths, fourth of, quarters and quarter of. (1.G.3)
    - Calendar Grid
- I understand that when a shape is divided into more pieces, the size of the pieces gets smaller. (1.G.3)
    - Calendar Grid

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
●	●

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

May

Unit Overview: The focus this month is on numbers up to 120. Students will practice counting forward and backward by 10s off the decade. Quarters (fractions and money) are introduced.

Unit Standards

Priority Standards

1.NBT.A Extend the counting sequence.

- *1.NBT.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.

1.NBT.B Understand place value.

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

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

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

Supporting Standards

1.G.A Reason with shapes and their attributes.

- *1.G.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.

Learning Targets

1st Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1**	**MP.6**
Reasoning &	**MP.2**	**MP.3**

Explaining	• Calendar Grid • Computational Fluency	
Modeling & Tools	**MP.4** • Calendar Grid • Calendar Collector • Days in School • Computational Fluency	**MP.5** • Calendar Collector
Seeing Structure & Generalizing	**MP.7** • Calendar Grid • Calendar Collector • Days in School • Computational Fluency • Number Line	**MP.8** • Calendar Grid • Days in School • Computational Fluency • Number Line

1st Grade Priority:

- I count to 120 starting at any number. (1.NBT.1)
    - Days in School
    - Number Line
- I read and write numerals up to 120. (1.NBT.1)
    - Number Grid
    - Days in School
    - Computational Fluency
    - Number Line
- I write a numeral to tell how many objects. (1.NBT.1)
    - Days in School
- I tell which digits show the number of ones and tens. (1.NBT.2)
    - Days in School
    - Number Line
- I add a two-digit number and a one-digit number. (1.NBT.4)
    - Calendar Grid
    - Computational Fluency
    - Number Line
- I add a two-digit number and a multiple of ten. (1.NBT.4)
    - Calendar Grid
    - Computational Fluency
    - Number Line
- I use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to add within 100. (1.NBT.4)
    - Calendar Grid
    - Days in School
    - Computational Fluency
    - Number Line
- I use number models to show my math thinking/reasoning. (1.NBT.4)
    - Calendar Grid
    - Computational Fluency
    - Number Line
- I understand that sometimes I need to make a ten when adding two-digit numbers. (1.NBT.4)

- Calendar Grid
- Computational Fluency
- Number Line

- I can mentally find 10 more or 10 less than a given number and explain the reasoning used. (1.NBT.5)
  - Calendar Grid
  - Computational Fluency
  - Number Line
- I use models or drawings to subtract groups of ten. (1.NBT.6)
  - Calendar Grid
  - Computational Fluency
- I use number models to show my math thinking/reasoning. (1.NBT.6)
  - Calendar Grid
  - Computational Fluency

First Grade Supporting:

- I describe the whole as all of the equal shares. (1.G.3)
  - Calendar Collector
- I describe equal shares using the words: halves, half of, fourths, fourth of, quarters and quarter of. (1.G.3)
  - Calendar Collector

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
●	● Number Corner Checkup 4

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox