1-Math MLS

Mathematics

Course Description

Students will identify and master number sense, number sense and operations in base ten, relationships and algebraic thinking, geometry and measurement, and data and statistics.

Scope And Sequence

Timeframe	Unit	Instructional Topics
12 Day(s)	Topic 1: Solve Addition and Subtraction Problems to 10	1. Lesson 1.1 Solve Problems: Add To 2. Lesson 1.2 Solve Problems: Put together 3. Lesson 1.3 Solve Problems: Both Addends Unknown 4. Reteaching through Manipulatives 5. Lesson 1.4 Solve Problems: Take From 6. Lesson 1.5 Solve Problems: Compare Situations 7. Lesson 1.6 Continue to Solve Problems: Compare Situations 8. Reteaching through Manipulatives 9. Lesson 1.7 Practice Solving Problems: Add To 10. Lesoon 1.8 Solve Problems: Put Together/Take Apart 11. Review and Practice 12. Assessment
13 Day(s)	Topic 2: Fluently Add and Subtract Within 10	1. Lesson 2.1 Count on to Add 2. Lesson 2.2: Doubles 3. Lesson 2.3: Near Doubles 4. Solve Addition problems to 10 Using Hands-On Learning 5. Lesson: 2.4: Facts with a Ten-Frame 6. Lesson 2.5: Add in Any Order 7. Ways to Make 10 8. Lesson 2.6 Count Back to Subtract 9. Lesson 2.7 Think Addition to Subtract 10. Solve Subtraction Facts to 10 Using Hands-On Learning 11. Lesson 2.8: Continue to Think Addition to Subtract 12. Lesson 2.9: Solve Word Problems With Facts To 10 13. Review and Practice 14. Assessment
12 Day(s)	Topic 3: Addition Facts to 20: Use Strategies	1. Lesson 3.1 Count on to Add 2. Lesson 3.3 Doubles 3. Lesson 3.4 Doubles Plus 1 4. Lesson 3.5 Doubles Plus 2 5. Lesson 3.8 Explain Addition Strategies 6. Lesson 3-9 Solve Addition Word Problems With Facts to 20 7. Review and Practice 8. Assessment
12 Day(s)	Topic 4: Subtraction Facts to 20: Use Strategies	1. Lesson 4.1 Count to Subtract 2. Use ten-frames and counters to subtract 3. Lesson 4.4 Fact Families 4. Lesson 4.5 Use Addition to Subtract 5. Lesson 4.7 Explain Subtraction 6. Lesson 4.8: Solve Word Problems with Facts to 20 7. Review and Practice 8. Assessment
10 Day(s)	Topic 5: Work with Addition and Subtraction Equations	1. Lesson 5.1 Find The Unknown Numbers 2. Lesson 5.2 True Or False Equations 3. Lesson 5.5 Add Three Numbers 4. Lesson 5.4 Word Problems With Three Addends 5. Review and Practice Adding 3 Addends 6. Lesson 5.6 Solve Addition And Subtraction Word Problems 7. Word Problem Review and Practice 8. Review and Practice 9. Assessment

9 Day(s)	Topic 6: Represent and Interpret Data	1. Lesson 6.1 Organize Data into Three Categories 2. Lesson 6.2 Collect and Represent Data 3. Lesson 6.3 Interpret Data 4. Lesson 6.4 Continue to Interpret Data 5. Formative Assessment and Review 6. Review-Gingerbread Graphing 7. Practice and Review 8. Performance Assessment
7 Day(s)	Topic 7: Extend the Counting Sequence	1. Lesson 7.1 Count by 10s to 120 2. Lesson 7.2 Count by 1s to 120 3. Lesson 7.3 Count on a Number Chart to 120 4. Lesson 7.4 Count by 1s or 10s to 120 5. Lesson 7.6 Count and Write Numerals 6. Practice and Review 7. Assessment
10 Day(s)	Topic 8 Understand Place Value	1. Lesson 8.1 Make Numbers 11 to 19 2. Lesson 8.2 Numbers Made with Tens 3. Lesson 8.3 Count with Groups of Tens and Leftovers 4. Review with Manipulatives 5. Topic 8.4 Tens and Ones 6. Review Tens and Ones with Manipulatives 7. Lesson 8.5 Continue with Tens and Ones 8. Review and Practice with Tens and Ones Manipulatives 9. Review 10. Assessment
10 Day(s)	Topic 9 Compare Two-Digit Numbers	1. Lesson 9.1 1 More, 1 Less; 10 More, 10 Less 2. Lesson 9.1 Continued-Review 1 More, 1 Less; 10 More, 10 Less 3. Lesson 9.2 Make Numbers on a Hundred Chart 4. Lesson 9.3 Compare Numbers 5. Introducing greater than, less than, and equal symbols 6. Lesson 9.4 Compare Numbers with Symbols 7. Lesson 9.5 Compare Numbers on a Number Line 8. Quick Check Assessment 9. Reteach and Review 10. Assessment
12 Day(s)	Topic 10 Use Models and Strategies to Add Tens and Ones	1. Lesson 10.1 Add Tens Using Models 2. Lesson 10.2 Mental Math: Ten More Than a Number 3. Lesson 10.3 Add Tens and Ones Using a Hundred Chart 4. Lesson 10.4 Add Tens and Ones Using an Open Number Line 5. Review Using Different Strategies 6. Lesson 10.5 Add Tens and Ones Using Models 7. Lesson 10.6 Make a Ten to Add 8. Lesson 10.7 Add Using Place Value 9. Lesson 10.8 Practice Adding Using Strategies 10. Review Adding Using Place Value 11. Assessment
10 Day(s)	Topic 11 Use Models and Strategies to Subtract Tens	1. Lesson 11.1 Subtract Tens Using Models 2. Lesson 11.2 Subtract Tens Using a Hundred Chart 3. Lesson 11.3 Subtract Tens Using an Open Number Line 4. Lesson 11.4 Use Addition to Subtract Tens 5. Lesson 11.5 Mental Math: Ten Less Than a Number 6. Review Using Different Strategies 7. Lesson 11.6 Use Strategies to Practice Subtraction 8. Lesson 11.7 Model with Math 9. Review Strategies 10. Assessment
8 Day(s)	Topic 12 Measure Lengths	1. Lesson 12.1 Compare and Order By Length 2. Lesson 12.2 Indirect Measurement 3. Lesson 12.3 Use Units to Measure Length 4. Lesson 12.4 Continue to Measure Length 5. Review 6. Performance Assessment

6 Day(s)	Topic 13 Time	1. Lesson 13.1 Understand the Hour and Minute Hands 2. Lesson 13.2 Tell and Write Time to the Hour 3. Lesson 13.3 Tell and Write Time to the Half Hour 4. Review 5. Assessment
11 Day(s)	Topic 14 Reason with Shapes and their Attributes	1. Lesson 14.1 Use Attributes to Define Two-Dimensional (2-D) Shapes 2. Lesson 14.2 Defining and Non-Defining Attributes of 2-D Shapes 3. Lesson 14.3 Build and Draw 2-D Shapes by Attributes 4. Lesson 14.4 Compose 2-D Shapes 5. Lesson 14.5 Compose New 2-D Shapes From 2-D Shapes 6. Lesson 14.6 Use Attributes to Define Three-Dimensional (3-D) Shapes 7. Lesson 14.7 Defining and Non-Defining Attributes of 3-D Shapes 8. Lesson 14.8 Compose with 3-D Shapes 9. Review 3-D Shapes 10. Review 11. Assessment
9 Day(s)	Money Unit	1. Introducing the Penny 2. Working with the Penny 3. Introducing the Nickel 4. Working with the Nickel 5. Introducing the Dime 6. Working with a Dime 7. Introducing the Quarter 8. Working with the quarter 9. Assessment
5 Day(s)	Topic 15 Equal Shares of Circles and Rectangles	1. Lesson 15.1 Make Equal Shares 2. Lesson 15.2 Make Halves and Fourths of Rectangles and Circles 3. Lesson 15.3 Understand Halves and Fourths 4. Lesson 15.4 Model with Math 5. Assessment

Course Instructional Resources/Textbook

Envision Teacher manual, manipulatives, envision skill sheets

Course Details

Unit: Topic 1: Solve Addition and Subtraction Problems to 10

Duration: 12 Day(s)

Unit Description

Topic 1 expands on what students learned in Kindergarten about addition and subtraction. Students develop a deep understanding of addition and subtraction by working on "add on," "put together," "take from," "take apart," and "compare" problems.

Enduring Understandings/Essential Learner Outcomes

I can solve problems by adding one part to another.
I can solve problems by putting two parts together.
I can solve problems by breaking apart a total number of objects.
I can solve problems by taking from a group.
I can solve problems by comparing situations.
I can solve problems by finding a missing addend.
I can solve problems by putting together or taking apart.
I can use manipulatives or games to practice adding and subtracting.

Academic Vocabulary

add
some
plus
equals
equation
part
whole
difference
subtract
minus
fewer
addend

Assessment

Topic 1 Envision Test

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Topic: Lesson 1.1 Solve Problems: Add To	**Duration:** 1 Day(s)

Description
Objective- Solve addition problems involving situations of adding one part to another part.

Academic Vocabulary (What terms will students need to know?)
add, sum, plus, equals, equation

Definition of Mastery
Students will be able to solve addition problems involving situations of adding one part to another part correctly on independent practice page 11 problems 3 and 4.

Learning Targets
Students will be able to add two parts and find the whole and represent the problem by using an addition equation.
    Assessment: Teacher will observe student answers on independent practice page.
            Classroom Observation

I can solve word problems about adding to.

Topic: Lesson 1.2 Solve Problems: Put together	**Duration:** 1 Day(s)

Description
Solve addition problems involving situations of putting two parts together.

Academic Vocabulary (What terms will students need to know?)
parts, whole

Definition of Mastery
Student will be able to solve addition problems involving situation of putting two parts together correctly on independent practice page 17 problems 3 and 4.

Learning Targets
Students will be able to add parts to find the whole.
    Assessment: Classroom Observation

I can solve word problems about putting together.

Topic: Lesson 1.3 Solve Problems: Both Addends Unknown	**Duration:** 1 Day(s)

Description
Solve addition word problems by breaking apart a total number of objects.

Definition of Mastery
Student will be able to solve addition word problems by breaking apart a total number of objects correctly on problems 5 and 6 on the Independent Practice page 23.

Learning Targets
Students will be able to write equations for word problems with both addends unknown.
    Assessment: Classroom Observation

Topic: Reteaching through Manipulatives	**Duration:** 1 Day(s)

Learning Targets
Student will be able to solve addition word problems using manipulatives.
    Assessment: Classroom Observation

Topic: Lesson 1.4 Solve Problems: Take From	**Duration:** 1 Day(s)

Description
Solve subtraction problems involving taking from a group.

Academic Vocabulary (What terms will students need to know?)
difference
subtract
minus

Definition of Mastery
End of unit assessment, observation, one on one performance assessment

Learning Targets
Students will be able to solve subtraction problems involving taking from a group.
    Assessment: Classroom Observation

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Topic: Lesson 1.5 Solve Problems: Compare Situations	**Duration:** 1 Day(s)

Description

Solve subtraction problems that involve comparing to find how many more objects are in one group than another group.

Academic Vocabulary (What terms will students need to know?)

more

Definition of Mastery

End of Topic Assessment, observation, one on one performance assessment

Learning Targets

Students will be able to solve subtraction problems involving comparing to find how many more objects are in one group than another.
Assessment: Classroom Observation

Topic: Lesson 1.6 Continue to Solve Problems: Compare Situations	**Duration:** 1 Day(s)

Description

Solve subtraction problems that involve comparing to find how many fewer objects are in one group than another group.

Academic Vocabulary (What terms will students need to know?)

fewer

Definition of Mastery

End of unit assessment, observation, one on one performance assessment

Learning Targets

Students will be able to compare two groups in a story problem by finding how many fewer objects are in one group than another.
Assessment: Classroom Observation

Topic: Reteaching through Manipulatives	**Duration:** 1 Day(s)

Description

Practice solving addition and subtraction problems to 10 using manipulatives.

Learning Targets

I can solve addition and subtraction problems to 10.
Assessment: Quiz

I can find the unknown number in an addition or subtraction problem.
Assessment: Quiz

Topic: Lesson 1.7 Practice Solving Problems: Add To	**Duration:** 1 Day(s)

Description

Objective: Solve addition problems by finding a missing addend.

Academic Vocabulary (What terms will students need to know?)

addend

Definition of Mastery

End of unit assessment, observation, one on one performance assessment

Learning Targets

Students will be able to solve addition problems by finding the missing addend.
Assessment: Classroom Observation

Topic: Lesoon 1.8 Solve Problems: Put Together/Take Apart	**Duration:** 1 Day(s)

Description

Objective: Solve problems involving putting together or taking apart.

Definition of Mastery

End of Unit Assessment, Observation, One on one performance assessment

Learning Targets

Students will be able to solve problems involving putting together or taking apart.
Assessment: Classroom Observation

Topic: Review and Practice	**Duration:** 1 Day(s)

Description

Solving addition and subtraction problems to 10.

Learning Targets

I can find the unknown number in an addition or subtraction problem.
Assessment: Quiz

I can solve addition and subtraction problems to 10.
Assessment: Quiz

Topic: Assessment	**Duration:** 1 Day(s)

Description

Assessing students on solving addition and subtraction problems to 10.

Learning Targets

I can find the unknown number in an addition or subtraction problem.
Assessment: Quiz

I can solve addition and subtraction problems to 10.
Assessment: Quiz

Unit: Topic 2: Fluently Add and Subtract Within 10	**Duration:** 13 Day(s)

Unit Description

Students will use math strategies like counting on to add, doubles, near doubles, facts with 5 on a ten-frame, add in any order, count back to subtract, and think addition to subtract to fluently add and subtract within 10.

Enduring Understandings/Essential Learner Outcomes

I can add by counting on from a number.
I can use doubles to solve problems.
I can solve problems using near doubles facts.
I can use a ten-frame to help solve addition facts with 5 and 10.
I can use the same addends to write two different equations with the same sum.
I can count back to solve subtraction problems.
I can use addition facts I know to help me solve subtraction problems.
I can draw pictures and write equations to help solve word problems.
I can use manipulatives or games to practice adding and subtracting within 10.

Academic Vocabulary

Number Line
Doubles Fact
Near Doubles Fact

Assessment

Topic 2 Teacher Made Assessment

Topic: Lesson 2.1 Count on to Add	**Duration:** 1 Day(s)

Description

In Topic 2, students practice a variety of strategies to find sums and differences through 20. Strategies such as decomposition, doubles and near doubles, think addition to subtract, solve word problems, and properties and relationships will be covered.

Academic Vocabulary (What terms will students need to know?)

number line

Definition of Mastery

Students will be able to count on to add.

Learning Targets

Students will be able to add by counting on from a number.
You can count on to find the sum for addition facts. A number line can help you count on.
Assessment: Teacher observation of student responses on independent practice problems.

Add by counting on from a number.
Description: You can count on to find the sum for addition facts. A number line can help you count on.

Topic: Lesson 2.2: Doubles	**Duration:** 1 Day(s)

Description

Lesson 2.2: Use doubles to solve problems.

Academic Vocabulary (What terms will students need to know?)

doubles fact

Definition of Mastery

Students will be able to identify and solve a doubles fact.

Learning Targets

Use doubles to solve problems.
Doubles facts have the same number for both addends and can be used to solve problems involving real-world situations.
Assessment: Classroom Observation

Use doubles to solve problems. Doubles facts have the same number for both addends and can be used to solve involving real-world situations.

Topic: Lesson 2.3: Near Doubles	**Duration:** 1 Day(s)

Description

Solve problems using near doubles facts.

Academic Vocabulary (What terms will students need to know?)

near doubles fact

Definition of Mastery

Students will be able to identify and solve a near doubles fact.

Learning Targets

Solve problems using near doubles facts.
Basic addition facts that are near doubles can be found using a related doubles fact.
Assessment: Teacher observation of student responses on the independent practice page.
Classroom Observation

Topic: Solve Addition problems to 10 Using Hands-On Learning	**Duration:** 1 Day(s)
Topic: Lesson: 2.4: Facts with a Ten-Frame	**Duration:** 1 Day(s)

Description

Use a ten-frame to solve addition facts with 5 and 10.

Definition of Mastery

Students will be able to use a ten-frame to solve math problems.

Learning Targets

Use a ten-frame to solve addition facts with 5 and 10.
Facts with sums 6 through 10 can be broken into 5 plus some more.
Assessment: Teacher observation of student responses on the independent practice problems.
Classroom Observation

Topic: Lesson 2.5: Add in Any Order	**Duration:** 1 Day(s)

Description

Use the same addends to write two different equations with the same sum.

Definition of Mastery

Students will be able to add 3 addends together to find the sum.

Learning Targets

Use the same addends to write two different equations with the same sum.
Two numbers can be added in any order and the sum will stay the same.
Assessment: Teacher observation of student responses on the independent practice problems.
Classroom Observation

Topic: Ways to Make 10	**Duration:** 1 Day(s)

Description

Students will find all the ways to make 10

Definition of Mastery

Students will be able to identify ways to make 10

Topic: Lesson 2.6 Count Back to Subtract	**Duration:** 1 Day(s)

Description

Count back to solve subtraction problems.

Definition of Mastery

Students will be able to count back to solve a subtraction problem.

Learning Targets

Count back to solve subtraction problems.

You can count back to find the difference for subtraction facts. A number line can help you count back.

Assessment: Teacher will observe student responses on the Independent Practice problems.

Classroom Observation

Topic: Lesson 2.7 Think Addition to Subtract **Duration:** 1 Day(s)

Description

Think Addition to Subtract

Definition of Mastery

Students will use addition facts to 10 to solve subtraction problems.

Learning Targets

Addition and subtraction have an inverse relationship. This relationship can be used to solve subtraction facts; every subtraction fact has a related addition fact.

Assessment: Classroom Observation

Topic: Solve Subtraction Facts to 10 Using Hands-On Learning **Duration:** 1 Day(s)

Topic: Lesson 2.8: Continue to Think Addition to Subtract **Duration:** 1 Day(s)

Description

Using addition to help solve subtraction problems.

Definition of Mastery

Students will be able to use an addition sentence to help them solve a subtraction sentence.

Topic: Lesson 2.9: Solve Word Problems With Facts To 10 **Duration:** 1 Day(s)

Description

Using addition and subtraction skills to solve word math word problems.

Definition of Mastery

Teacher observation from oral questioning and independent work of the math pages.

Learning Targets

Students will solve word problems with facts to 10.

Assessment: Classroom observation of answers to oral questions and student answers of independent practice problems.

Topic: Review and Practice **Duration:** 1 Day(s)

Description

To practice new skills, students will use any one of the taught strategies to solve math facts in a game setting.

Academic Vocabulary (What terms will students need to know?)

add, subtract

Definition of Mastery

Students will be able to solve math facts in order to play the game successfully.

Learning Targets

Students will be able to solve addition and subtraction math problems to 10.

Assessment: Performance

Topic: Assessment **Duration:** 1 Day(s)

Unit: Topic 3: Addition Facts to 20: Use Strategies **Duration:** 12 Day(s)

Unit Description

Students will use strategies such as, counting on to add, doubles, doubles plus one, doubles plus two, and making 10 to add. Students will solve addition word problems with facts to 20.

Enduring Understandings/Essential Learner Outcomes

I can count on to add using a number line.

I can memorize doubles facts.

I can use doubles facts to solve doubles-plus-one facts.

I can use doubles facts to solve doubles-plus-two facts.

I can solve addition problems using different strategies.

I can solve different types of addition word problems.

I can use manipulatives or games to practice using strategies to solve addition facts to 20.

I can review and practice using strategies to solve addition facts to 20.

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Academic Vocabulary
open number line
doubles-plus-1 fact
doubles-plus-2 fact
make 10

Assessment
Topic 3 Teacher Made Assessment

Topic: Lesson 3.1 Count on to Add	**Duration:** 2 Day(s)

Description
Solve addition problems by using a number line.

Academic Vocabulary (What terms will students need to know?)
Number Line
Count on
Addition Equation

Definition of Mastery
Classroom Observation, Adding on number line quick check

Learning Targets
Students will be able to use a number line to count on to add.
 Assessment: Observe students using the number line to see if they are able to count on to add.

Topic: Lesson 3.3 Doubles	**Duration:** 2 Day(s)

Description
Adding with doubles

Academic Vocabulary (What terms will students need to know?)
Doubles fact

Definition of Mastery
Topic 3 Quick Check Solving Doubles Facts

Learning Targets
Students will be able memorize doubles facts
 Assessment: Topic 3 Doubles Quick Check

Topic: Lesson 3.4 Doubles Plus 1	**Duration:** 2 Day(s)

Description
Adding with doubles plus one facts

Academic Vocabulary (What terms will students need to know?)
Doubles plus one facts

Definition of Mastery
Addition Quick Checks

Learning Targets
Students will be able to use doubles facts to solve doubles-plus-one facts.
 Assessment: Common Assessment

Topic: Lesson 3.5 Doubles Plus 2	**Duration:** 2 Day(s)

Description
Adding with doubles plus two facts

Academic Vocabulary (What terms will students need to know?)
doubles-plus-2-facts

Definition of Mastery
Addition Quick Checks

Learning Targets
Students will be able to use doubles facts to solve doubles-plus-2 facts.
 Assessment: Common Assessment

Topic: Lesson 3.8 Explain Addition Strategies	**Duration:** 1 Day(s)

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Description
Explain strategy used to solve an addition equation

Definition of Mastery
Addition Quick Checks

Learning Targets
Students will solve addition problems using different strategies.
Assessment: Common Assessment

Topic: Lesson 3-9 Solve Addition Word Problems With Facts to 20 | **Duration:** 1 Day(s)

Description
Use addition and subtraction within 20 to solve word problems by using objects, drawings and equations with a symbol for the unknown number to represent the problem.

Definition of Mastery
End of Topic Assessment
Classroom Observation

Learning Targets
Students will be able to solve different types of addition word problems.
Assessment: Common Assessment

Topic: Review and Practice | **Duration:** 1 Day(s)

Topic: Assessment | **Duration:** 1 Day(s)

Unit: Topic 4: Subtraction Facts to 20: Use Strategies | **Duration:** 12 Day(s)

Unit Description
This topic introduces students to several key strategies for solving subtraction facts to 20. These strategies include counting to subtract, making 10 to subtract, and using addition to subtract. These strategies will serve students by encouraging a deeper and more conceptual understanding of the relationship of the relationship between addition and subtraction.

Enduring Understandings/Essential Learner Outcomes
I can use a number line to subtract by counting on or counting back.
I can make subtraction easier by making 10 to subtract.
I can make addition and subtraction facts using the same three numbers.
I can create and solve fact families as a strategy to help solve subtraction facts to 20.
I can use counting on as a strategy to help solve subtraction facts to 20.
I can use addition facts to find subtraction facts.
I can explain strategies used to solve subtraction problems.
I can solve different types of addition and subtraction problems with unknowns in different positions.
I can use manipulatives or games to practice using strategies to solve subtraction facts to 20.

Academic Vocabulary
fact family
related facts

Assessment
Topic 4 Envisions Assessment

Topic: Lesson 4.1 Count to Subtract | **Duration:** 2 Day(s)

Description
Students demonstrate a way to use a number line in order to solve a subtraction problem.

Academic Vocabulary (What terms will students need to know?)
Number Line
Subtract
Count back
Count on

Definition of Mastery
Students should be able to use a number line to demonstrate both counting back and counting on to find the difference.

Learning Targets
Students will use a number line to subtract by counting on or counting back.
Assessment: Classroom Observation

Topic: Use ten-frames and counters to subtract | **Duration:** 1 Day(s)

Description

Solve subtraction facts by using ten-frames and counters to subtract. Use 237-240 in math book topic 4.2.

Academic Vocabulary (What terms will students need to know?)
ten-frame
subtraction fact

Definition of Mastery
Classroom Observation

Learning Targets
Students will make subtraction easier by making 10 to subtract.
   Assessment: Classroom Observation

Students will make subtraction easier by making 10 to subtract.
   Assessment: Classroom Observation

Topic: Lesson 4.4 Fact Families   **Duration:** 2 Day(s)

Description
The relationship between addition and subtraction can be used to find subtraction facts. Every subtraction fact has at least one related addition fact.

Academic Vocabulary (What terms will students need to know?)
related facts
fact family

Definition of Mastery
Classroom Observation
End of Topic Assessment

Learning Targets
Students will make addition and subtraction facts using the same three numbers.
   Assessment: Exit Slip

Topic: Lesson 4.5 Use Addition to Subtract   **Duration:** 1 Day(s)

Description
Every subtraction fact has at least one related addition fact that can be used to help solve it.

Academic Vocabulary (What terms will students need to know?)
related fact
difference

Definition of Mastery
classroom observation
End of Topic Assessment

Learning Targets
Students will use addition facts to solve related subtraction facts.
   Assessment: Classroom Observation

Students will use addition facts to solve related subtraction facts to increase fluency.
   Assessment: Classroom Observation

Topic: Lesson 4.7 Explain Subtraction   **Duration:** 1 Day(s)

Description
There are different ways to solve subtraction facts.

Academic Vocabulary (What terms will students need to know?)
difference

Definition of Mastery
classroom observation

Learning Targets
Students will solve subtraction facts using a related addition fact where applicable.
   Assessment: Classroom Observation

Students will use addition facts to solve related subtraction facts to increase fluency.
   Assessment: Classroom Observation

Topic: Lesson 4.8: Solve Word Problems with Facts to 20   **Duration:** 2 Day(s)

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Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

Description
Solve word problems with facts to 20

Academic Vocabulary (What terms will students need to know?)
equation

Definition of Mastery
classroom observation

Learning Targets
Students will solve addition and subtraction problems within 20.
  Assessment: Classroom Observation

Students will solve different types of addition and subtraction problems with unknowns in different positions.
  Assessment: Classroom Observation

Topic: Review and Practice	**Duration:** 1 Day(s)
Topic: Assessment	**Duration:** 1 Day(s)

Unit: Topic 5: Work with Addition and Subtraction Equations

Duration: 10 Day(s)

Unit Description
Topic 5 focuses on the understanding that the equal sign indicates that both sides of an equation represent the same value. Student determine whether addition and subtraction equations are true or false, and they find the missing number in addition and subtraction equations. The Associative Property of Addition is also introduced as a way to group numbers flexibility to solve problems with three addends.

Enduring Understandings/Essential Learner Outcomes
I can find the unknown number in an equation.
I can determine if addition and subtraction equations are true or false.
I can use different strategies to solve word problems with three addends.
I can use different strategies to add three numbers.
I can solve word problems involving comparisons.
I can review and practice solving word problems and equations with unknown addends and three addends.

Academic Vocabulary
True
False
Equals
Equation
Addend

Assessment
Topic 5 Envisions test

Topic: Lesson 5.1 Find The Unknown Numbers	**Duration:** 1 Day(s)

Description
This lesson focuses on students finding an unknown number in an addition or subtraction equation that relates to three whole numbers.

Academic Vocabulary (What terms will students need to know?)
Equation

Definition of Mastery
Students will successfully be able to find the unknown number in an equation.

Learning Targets
Students will be able to find the unknown number in an equation.

Topic: Lesson 5.2 True Or False Equations	**Duration:** 2 Day(s)

Description
This lesson focuses on determining true and false equations. Example 4+2 = 6+1

Academic Vocabulary (What terms will students need to know?)
True
False
Equals

Definition of Mastery
Students will be able to successfully complete problems on the Independent Practice Page.

Learning Targets
Students will be able to determine if addition and subtraction equations are true and false.

Assessment: Teacher will check to see that students are successfully completing the Independent Practice problems.

Topic: Lesson 5.5 Add Three Numbers   **Duration:** 1 Day(s)

Description
In this lesson, students use different strategies for adding three numbers.

Academic Vocabulary (What terms will students need to know?)
addends

Definition of Mastery
Students will be able to successfully add three numbers.

Learning Targets
Students will be able to use different strategies for adding three numbers.
Assessment: Classroom Observation

Topic: Lesson 5.4 Word Problems With Three Addends   **Duration:** 1 Day(s)

Academic Vocabulary (What terms will students need to know?)
Addend

Learning Targets
Students will be able to solve word problems with three addends.
Assessment: Classroom Observation

Topic: Review and Practice Adding 3 Addends   **Duration:** 1 Day(s)

Description
Students will use manipulatives and/or games to practice adding three numbers.

Academic Vocabulary (What terms will students need to know?)
addends

Definition of Mastery
Students will be able to add three numbers.

Learning Targets
Students will be able to use strategies to solve problems with three addends.
Assessment: Successful engagement and use of manipulatives and or games.
Classroom Observation

Topic: Lesson 5.6 Solve Addition And Subtraction Word Problems   **Duration:** 1 Day(s)

Description
In this lesson, students solve comparison problems in which the smaller amount is unknown.

Academic Vocabulary (What terms will students need to know?)
Basic word problem vocabulary to indicate addition or subtraction. (in all, together, left, etc.)

Definition of Mastery
Students will be able to solve addition and subtraction comparison word problems.

Learning Targets
Students will be able to solve word problems involving comparisons.
Assessment: Classroom Observation

Topic: Word Problem Review and Practice   **Duration:** 1 Day(s)

Description
Students will apply strategies to solve addition and subtraction word problems.

Academic Vocabulary (What terms will students need to know?)
Basic addition and subtraction word problem vocabulary (left, take away, all together, etc.)

Definition of Mastery
Students will be able to solve addition and subtraction word problems.

Learning Targets
Students will be able to solve addition and subtraction word problems.
Assessment: Classroom Observation

Topic: Review and Practice   **Duration:** 1 Day(s)

Description
Students will use manipulatives and/or games to practice adding and subtracting.

Academic Vocabulary (What terms will students need to know?)
subtract

Definition of Mastery
Students will show mastery by successfully solving addition problems in the game.

Learning Targets
Students will practice addition and subtraction problems to increase fluency.
    Assessment: Successful participation in the game.
                Classroom Observation

Topic: Assessment	**Duration:** 1 Day(s)

Description
Assessing students on working with addition and subtraction equations.

Unit: Topic 6: Represent and Interpret Data	**Duration:** 9 Day(s)

Unit Description
Students explore concepts of data analysis involving up to three categories of data.

Enduring Understandings/Essential Learner Outcomes
I can organize data into categories.
I can collect and organize information using a picture graph.
I can interpret organized data.
I can use a picture graph to interpret data.
I can review and practice interpreting, collecting and organizing data.

Academic Vocabulary
tally marks
data
tally chart
picture graph
survey

Assessment
Topic 6 Teacher Made Assessment
Performance Assessment

Topic: Lesson 6.1 Organize Data into Three Categories	**Duration:** 1 Day(s)

Description
Students organize data into categories using tally charts.

Academic Vocabulary (What terms will students need to know?)
tally marks
data
tally chart

Definition of Mastery
Students will organize data into three categories using tally marks. Teachers will observe how students do on page 356, number 8.

Learning Targets
I can organize data into three categories.
    Assessment: Common Assessment

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
    Assessment: Common Assessment

Topic: Lesson 6.2 Collect and Represent Data	**Duration:** 1 Day(s)

Description
Collect and organize information using a picture graph.

Learning Targets
I can collect and organize information from a picture graph.
    Assessment: Classroom Observation

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
    Assessment: Classroom Observation

1-Math MLS

Mathematics

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

| **Topic:** Lesson 6.3 Interpret Data | **Duration:** 1 Day(s) |

Description
Interpret organized data.

Learning Targets
I can interpret organized data.
Assessment: Classroom Observation

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
Assessment: Classroom Observation

| **Topic:** Lesson 6.4 Continue to Interpret Data | **Duration:** 1 Day(s) |

Description
Using picture graphs to interpret data.

Learning Targets
I can use picture graphs to interpret data.
Assessment: Classroom Observation

I can draw conclusions from object graphs, picture graphs, t-charts and tallies.
Assessment: Classroom Observation

| **Topic:** Formative Assessment and Review | **Duration:** 1 Day(s) |

Learning Targets
I can collect, interpret, and organize data into three categories.
Assessment: Quiz

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
Assessment: Quiz

| **Topic:** Review-Gingerbread Graphing | **Duration:** 1 Day(s) |

Description
Using information from others to create a graph and use it to draw conclusions.

Learning Targets
I can collect, interpret, and organize data into three categories.
Assessment: Classroom Observation

I can draw conclusions from graphs.
Assessment: Classroom Observation

| **Topic:** Practice and Review | **Duration:** 1 Day(s) |

Description
Reading and interpreting graphs, t-charts, and tallies.

Learning Targets
I can organize data into three categories.
Assessment: Classroom Observation

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
Assessment: Classroom Observation

| **Topic:** Performance Assessment | **Duration:** 2 Day(s) |

Description
Collecting data from others to create a graph and draw conclusions from that graph.

Learning Targets
I can collect, organize, and represent data with up to three categories.
Assessment: Performance

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
Assessment: Performance

| **Unit:** Topic 7: Extend the Counting Sequence | **Duration:** 7 Day(s) |

Unit Description

1-Math MLS

Mathematics

Topic 7 focuses on counting to 120 by tens and ones, reading and writing numbers to 120, and representing a number of objects with a written numeral for quantities to 120. Counting by tens and ones builds understanding about 2 digit numbers that will prove useful in upcoming topics involving place value.

Enduring Understandings/Essential Learner Outcomes

I can count by 10s to 120.
I can count by 1s to 120.
I can count by 5s to 100.
I can count on a number chart to 120.
I can find number patterns on a number chart.
I can write numerals to show how many objects are in a group.
I can review and practice counting number.

Academic Vocabulary

hundred chart
tens digit
row
ones digit
column

Assessment

Topic 7 Teacher Made Assessment
Individual Performance Counting Assessment

Topic: Lesson 7.1 Count by 10s to 120	**Duration:** 1 Day(s)

Description

Count by 5s and 10s to 120.

Learning Targets

I can count by 10s to 120.
Assessment: Classroom Observation

I can count by 5s to 100 starting at any multiple of five.
Assessment: Classroom Observation

Topic: Lesson 7.2 Count by 1s to 120	**Duration:** 1 Day(s)

Learning Targets

I can count to 120, starting at any number.
Assessment: Classroom Observation

Topic: Lesson 7.3 Count on a Number Chart to 120	**Duration:** 1 Day(s)

Description

Using a number chart to count to 120.

Learning Targets

I can use a number chart to count to 120.
Assessment: Classroom Observation

Topic: Lesson 7.4 Count by 1s or 10s to 120	**Duration:** 1 Day(s)

Description

Using a number chart to find patterns.

Learning Targets

I can count by 1s or 10s to 120, using a number chart to find patterns.
Assessment: Classroom Observation

I can count by 1s or 10s to 120.
Assessment: Classroom Observation

Topic: Lesson 7.6 Count and Write Numerals	**Duration:** 1 Day(s)

Description

Write using numerals to show how many objects there are in a group.

Learning Targets

I can read and write numerals and represent a number of objects with a written numeral.
Assessment: Classroom Observation

Topic: Practice and Review	**Duration:** 1 Day(s)

1-Math MLS

Mathematics

<div style="text-align:right">

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

</div>

Description
   Counting and writing numbers by 1s, 5s, and 10s.

Learning Targets
   I can count by 10s to 120, starting at any number less than 120.
      Assessment: Classroom Observation

   I can count to 120, starting at any number.
      Assessment: Classroom Observation

   I can read and write numerals and represent a number of objects with a written numeral.
      Assessment: Classroom Observation

   I can count by 5s to 100 starting at any multiple of five.
      Assessment: Classroom Observation

Topic: Assessment	**Duration:** 1 Day(s)

Description
   Counting on by 1s, 5s, and 10s and writing numerals to represent objects.

Learning Targets
   I can count by 10s to 120, starting at any number less than 120.
      Assessment: Common Assessment

   I can count to 120, starting at any number.
      Assessment: Common Assessment

   I can read and write numerals and represent a number of objects with a written numeral.
      Assessment: Common Assessment

   I can count by 5s to 100, starting at any multiple of five.
      Assessment: Common Assessment

Unit: Topic 8 Understand Place Value

Duration: 10 Day(s)

Unit Description
   This unit will strengthen students' understanding of the place-value system and prepare them for 2 digit addition and subtraction. This unit will develop the concept of tens and ones. Students will develop an understanding that 2 digit numbers can be decomposed as groups of tens and a group of ones.

Enduring Understandings/Essential Learner Outcomes
   I can read and write numbers 11 to 19.
   I can show groups of 10 with connecting cubes.
   I can group tens to solve problems.
   I can use manipulatives and games to practice place value.
   I can count tens and ones to find a two-digit number.
   I can use drawings to solve problems with tens and ones.
   I can review and practice tens and ones.

Academic Vocabulary
   ten
   ones

Assessment
   Teacher Made Assessment

Topic: Lesson 8.1 Make Numbers 11 to 19	**Duration:** 1 Day(s)

Description
   Read and write numbers 11 to 19.

Learning Targets
   I can read and write numbers 11 to 19.
      Assessment: Classroom Observation

Topic: Lesson 8.2 Numbers Made with Tens	**Duration:** 1 Day(s)

Description
   Make numbers using groups of ten.

Learning Targets
   I can show groups of with connecting cubes to represent a number.
      Assessment: Classroom Observation

1-Math MLS

Mathematics

| **Topic:** Lesson 8.3 Count with Groups of Tens and Leftovers | **Duration:** 1 Day(s) |

Description
Grouping tens to solve problems.

Learning Targets
I can group tens together to solve problems.
Assessment: Classroom Observation

| **Topic:** Review with Manipulatives | **Duration:** 1 Day(s) |

Description
Reviewing to understand that the two digits of two-digit numbers represent tens and ones.

Learning Targets
I can group objects into bundles of ten.
Assessment: Classroom Observation

I can compose and decompose numbers using tens and ones.
Assessment: Classroom Observation

| **Topic:** Topic 8.4 Tens and Ones | **Duration:** 1 Day(s) |

Description
Counting tens and ones to find two-digit numbers.

Learning Targets
I can count tens and ones to find two-digit numbers.
Assessment: Classroom Observation

| **Topic:** Review Tens and Ones with Manipulatives | **Duration:** 1 Day(s) |

Description
Using manipulatives to make two-digit numbers.

Learning Targets
I can use tens and ones cubes to make two-digit numbers.
Assessment: Classroom Observation

| **Topic:** Lesson 8.5 Continue with Tens and Ones | **Duration:** 1 Day(s) |

Description
Using drawings to solve problems with tens and ones.

Learning Targets
I can use drawings to solve problems with tens and ones.
Assessment: Classroom Observation

| **Topic:** Review and Practice with Tens and Ones Manipulatives | **Duration:** 1 Day(s) |

Description
Using manipulatives to make two-digit numbers.

Learning Targets
I can make two-digit numbers using tens and ones.
Assessment: Classroom Observation

| **Topic:** Review | **Duration:** 1 Day(s) |

Description
Review place value.

Learning Targets
I can group a bundle of ones to make a ten.
Assessment: Classroom Observation

I can find the number of tens and ones in a two-digit number.
Assessment: Classroom Observation

| **Topic:** Assessment | **Duration:** 1 Day(s) |

Description

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Mathematics

Students are assessed on place value.

Learning Targets
I can group a bundle of 10 ones to make a ten.
Assessment: Common Assessment

I can find the number of tens and ones in a two-digit number.
Assessment: Common Assessment

Unit: Topic 9 Compare Two-Digit Numbers | **Duration:** 10 Day(s)

Unit Description
Students will use place-value concepts to compare numbers.

Enduring Understandings/Essential Learner Outcomes
I can find numbers that are more or less than a given number.
I can use a hundred chart to find 1 more, 1 less, and 10 more, 10 less.
I can use place-value blocks to compare two-digit numbers.
I can compare two numbers using a greater than, a less than, or an equal to sign.
I can compare and write two-digit numbers that are greater than or less than other two-digit numbers.
I can use manipulatives or games to practice comparing numbers.
I can review and practice comparing numbers.

Academic Vocabulary
less
compare
greater than >
less than<

Assessment
Topic 9 Teacher Made Assessment

Topic: Lesson 9.1 1 More, 1 Less; 10 More, 10 Less | **Duration:** 1 Day(s)

Description
Using manipulatives to find numbers that are more or less than a given number.

Learning Targets
I can find numbers that are more or less than a given number using place value blocks.
Assessment: Classroom Observation

Topic: Lesson 9.1 Continued-Review 1 More, 1 Less; 10 More, 10 Less | **Duration:** 1 Day(s)

Description
Using place value blocks to find 10 more, 10 less, 1 more, 1 less of a given number.

Learning Targets
I can find numbers that are more or less than a given number using place value blocks.
Assessment: Classroom Observation

I can count backwards from a number between 20 and 1.
Assessment: Classroom Observation

Topic: Lesson 9.2 Make Numbers on a Hundred Chart | **Duration:** 1 Day(s)

Description
Using a hundred chart to find more or less of a number.

Learning Targets
I can use a hundred chart to find 10 more, 10 less or 1 more, 1 less of a given number.
Assessment: Classroom Observation

Topic: Lesson 9.3 Compare Numbers | **Duration:** 1 Day(s)

Description
Using place-value blocks to compare 2 two-digit numbers.

Learning Targets
I can compare 2 two-digit numbers using place value blocks.
Assessment: Classroom Observation

Topic: Introducing greater than, less than, and equal symbols | **Duration:** 1 Day(s)

1-Math MLS

Mathematics

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

Description

Learning the meaning of >, <, = signs.

Learning Targets

I can use symbols to compare 2 two-digit numbers.
Assessment: Exit Slip

Topic: Lesson 9.4 Compare Numbers with Symbols	**Duration:** 1 Day(s)

Description

Comparing 2 two-digit numbers using >, <, = symbols.

Learning Targets

I can compare 2 two-digit number using symbols.
Assessment: Exit Slip

Topic: Lesson 9.5 Compare Numbers on a Number Line	**Duration:** 1 Day(s)

Description

Using a number line to compare and two-digit numbers.

Learning Targets

I can compare and write two-digit numbers that are greater or less than other two-digit numbers.
Assessment: Classroom Observation

Topic: Quick Check Assessment	**Duration:** 1 Day(s)

Description

Assessment on comparing two-digit numbers.

Learning Targets

I can compare 2 two-digit numbers using symbols.
Assessment: Quiz

Topic: Reteach and Review	**Duration:** 1 Day(s)

Description

Practice finding more or less than a given number and comparing two-digit numbers.

Learning Targets

I can find more or less than a given number.
Assessment: Classroom Observation

I can compare 2 two-digit numbers using symbols.
Assessment: Classroom Observation

Topic: Assessment	**Duration:** 1 Day(s)

Description

Assessment of place value and comparing

Learning Targets

I can find more or less than a given number.
Assessment: Common Assessment

I can compare 2 two-digit numbers using symbols.
Assessment: Common Assessment

Unit: Topic 10 Use Models and Strategies to Add Tens and Ones
Duration: 12 Day(s)

Unit Description

Topic 10 focuses on adding a 2-digit number to a 1-digit or 2-digit number with the sum less than 100.

Enduring Understandings/Essential Learner Outcomes

I can add multiples of 10.
I can use mental math to add tens to two-digit numbers.
I can use a hundred chart to add tens and ones.
I can use a number line to solve addition problems.
I can solve addition problems by using blocks or drawings.
I can make a ten to help solve addition problems.
I can add two-digit numbers.
I can solve addition problems using different strategies.

I can use manipulatives or games to add tens and ones.

Academic Vocabulary

None

Assessment

Topic 10 Envisions Test

Topic: Lesson 10.1 Add Tens Using Models | **Duration:** 1 Day(s)

Description

Work with models of ten while adding decade numbers.

Learning Targets

I can add 2 multiples of ten.
Assessment: Classroom Observation

Topic: Lesson 10.2 Mental Math: Ten More Than a Number | **Duration:** 1 Day(s)

Description

Using mental math when adding tens to two-digit numbers.

Learning Targets

I can use mental math to add tens to two digit numbers.
Assessment: Classroom Observation

Topic: Lesson 10.3 Add Tens and Ones Using a Hundred Chart | **Duration:** 1 Day(s)

Description

Using a hundred chart to add 10 to a one or two-digit number and to add a one-digit number two a two-digit number.

Learning Targets

I can use a hundred chart to add tens and ones.
Assessment: Classroom Observation

Topic: Lesson 10.4 Add Tens and Ones Using an Open Number Line | **Duration:** 1 Day(s)

Description

Adding tens and ones by using an open number line.

Learning Targets

I can use a number line to solve an addition problem.
Assessment: Classroom Observation

Topic: Review Using Different Strategies | **Duration:** 1 Day(s)

Description

Adding tens and ones using a variety of strategies.

Learning Targets

I can add tens and ones to a two-digit number.
Assessment: Quiz

I can use mental math to add ten more or ten less.
Assessment: Classroom Observation

Topic: Lesson 10.5 Add Tens and Ones Using Models | **Duration:** 1 Day(s)

Description

Using place-value blocks and drawings to add tens and ones.

Learning Targets

I can add tens and ones using place value blocks.

Topic: Lesson 10.6 Make a Ten to Add | **Duration:** 1 Day(s)

Description

Adding two-digit numbers to one-digit numbers by drawing pictures of blocks and determining if they need to a make a 10 to add.

Learning Targets

I can make a ten to solve addition problems.
Assessment: Classroom Observation

Topic: Lesson 10.7 Add Using Place Value | **Duration:** 1 Day(s)

Description
Using place value to add two-digit numbers.

Learning Targets
I can add two-digit numbers.
Assessment: Classroom Observation

Topic: Lesson 10.8 Practice Adding Using Strategies | **Duration:** 1 Day(s)

Description
Adding two-digit numbers by choosing a strategy.

Learning Targets
I can solve addition problems using a variety of strategies.
Assessment: Classroom Observation

Topic: Review Adding Using Place Value | **Duration:** 2 Day(s)

Description
Continued practice of add tens and ones to two-digit numbers.

Learning Targets
I can add tens and ones to a two-digit number.
Assessment: Classroom Observation

I can use mental math to add 10 more or 10 less to a number.
Assessment: Classroom Observation

Topic: Assessment | **Duration:** 1 Day(s)

Description
Assessment on adding tens and ones to two-digit numbers.

Learning Targets
I can add tens and ones to two-digit numbers.
Assessment: Common Assessment

Unit: Topic 11 Use Models and Strategies to Subtract Tens | **Duration:** 10 Day(s)

Unit Description
Topic 11 focuses on subtracting multiples of ten less than 100.

Enduring Understandings/Essential Learner Outcomes
I can use models to subtract tens.
I can use a hundred chart to subtract a multiple of 10 from another multiple of 10.
I can use an open number line to solve subtraction problems.
I can use addition to subtract 10.
I can use mental math to subtract 10 from a two-digit number.
I can use different strategies to subtract.
I can model thinking to solve problems.
I can use manipulatives or games to practice subtracting tens.
I can review and practice subtracting tens.

Academic Vocabulary
None

Assessment
Topic 11 Envisions Assessment

Topic: Lesson 11.1 Subtract Tens Using Models | **Duration:** 1 Day(s)

Description
Subtracting a multiple of 10 from another multiple of 10 using models.

Learning Targets
I can use models to subtract tens and justify the reasoning used.
Assessment: Classroom Observation

I can subtract tens using models.
Assessment: Classroom Observation

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Mathematics

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

| **Topic:** Lesson 11.2 Subtract Tens Using a Hundred Chart | **Duration:** 1 Day(s) |

Description

Subtracting a multiple of 10 from another multiple of ten using a hundred chart.

Learning Targets

I can subtract tens on a hundred chart.
   Assessment: Classroom Observation

I can use concrete models to subtract tens and explain the reasoning used.
   Assessment: Classroom Observation

| **Topic:** Lesson 11.3 Subtract Tens Using an Open Number Line | **Duration:** 1 Day(s) |

Description

Using an open number line to subtract tens.

Learning Targets

I can use an open number line to subtract tens.
   Assessment: Classroom Observation

I can use a variety of strategies to subtract tens and justify the solution.
   Assessment: Classroom Observation

| **Topic:** Lesson 11.4 Use Addition to Subtract Tens | **Duration:** 1 Day(s) |

Description

Thinking addition to subtract tens.

Learning Targets

I can justify the solution when subtracting tens.
   Assessment: Classroom Observation

| **Topic:** Lesson 11.5 Mental Math: Ten Less Than a Number | **Duration:** 1 Day(s) |

Description

Subtracting tens from a two-digit number using mental math.

Learning Targets

I can subtract ten from a two-digit number using mental math.
   Assessment: Classroom Observation

| **Topic:** Review Using Different Strategies | **Duration:** 1 Day(s) |

Description

Using different strategies when subtracting tens.

Learning Targets

I can subtract tens from a two-digit number.
   Assessment: Quiz

I can subtract tens from a two-digit number using mental math.
   Assessment: Classroom Observation

| **Topic:** Lesson 11.6 Use Strategies to Practice Subtraction | **Duration:** 1 Day(s) |

Description

Using different strategies to subtract tens.

Learning Targets

I can subtract tens from a two-digit number.
   Assessment: Classroom Observation

I can subtract tens from a two-digit number using mental math.
   Assessment: Classroom Observation

| **Topic:** Lesson 11.7 Model with Math | **Duration:** 1 Day(s) |

Description

Modeling subtraction problems by drawing pictures and using pictures to write and solve equations.

Learning Targets

I can subtract tens from a two-digit numbers.

Assessment: Classroom Observation

Topic: Review Strategies	**Duration:** 1 Day(s)

Description

Using a variety of strategies when subtracting tens from a two-digit number.

Learning Targets

I can subtract tens from a two-digit number.
Assessment: Classroom Observation

I can subtract tens using mental math.
Assessment: Classroom Observation

I can justify my solution for solving a subtraction problem.
Assessment: Classroom Observation

Topic: Assessment	**Duration:** 1 Day(s)

Description

Assessment on subtracting tens from two-digit numbers.

Learning Targets

I can subtract tens from two-digit numbers.
Assessment: Common Assessment

Unit: Topic 12 Measure Lengths	**Duration:** 8 Day(s)

Unit Description

Topic 12 focuses on just one measurable attribute of an object: length. Students develop and understanding of length by comparing objects to determine which is shortest and longest. Students also measure the length of objects using nonstandard units, such as pieces of string, cubes, and paper clips.

Enduring Understandings/Essential Learner Outcomes

I can order objects by length.
I can indirectly compare objects by length.
I can use objects to measure length.
I can use cubes and other units to compare lengths and heights of objects.
I can review and practice measuring and comparing objects by length.

Academic Vocabulary

length
longer
longest
shorter
shortest
measure
length unit

Assessment

Topic 12 Teacher Made Assessment
Performance Assessment?

Topic: Lesson 12.1 Compare and Order By Length	**Duration:** 2 Day(s)

Description

Students will learn that objects can be compared and ordered by length.

Academic Vocabulary (What terms will students need to know?)

longest
shortest
length
longer
shorter

Learning Targets

I can order objects by length.
Assessment: Classroom Observation

Topic: Lesson 12.2 Indirect Measurement	**Duration:** 1 Day(s)

Description

Comparing the lengths of two objects by using a third object as indirect measurement.

1-Math MLS

Mathematics

Academic Vocabulary (What terms will students need to know?)
Length

Definition of Mastery
Student can indirectly compare objects by length- Independent Practice page 3-6.

Learning Targets
I can compare objects by length using a third object.
Assessment: Classroom Observation

Topic: Lesson 12.3 Use Units to Measure Length — **Duration:** 1 Day(s)

Description
Using objects like cubes to measure other objects.

Learning Targets
I can use objects to measure length.
Assessment: Classroom Observation

Topic: Lesson 12.4 Continue to Measure Length — **Duration:** 1 Day(s)

Description
Using measurements given as a certain number of cubes to order a group of objects from longest to shortest.

Learning Targets
I can order three or more objects by length.
Assessment: Classroom Observation

I can use cubes to measure the length of an object.
Assessment: Classroom Observation

Topic: Review — **Duration:** 1 Day(s)

Description
Using objects to measure and order length.

Learning Targets
I can order three or more objects by length.
Assessment: Classroom Observation

I can compare the lengths of two objects indirectly using a third object.
Assessment: Classroom Observation

I can measure length using objects.
Assessment: Classroom Observation

Topic: Performance Assessment — **Duration:** 3 Day(s)

Description
Students will complete a performance assessment for measurement.

Learning Targets
I can order three or more objects by length.
Assessment: Performance

I can compare the lengths of two objects indirectly by using a third object.
Assessment: Performance

I can measure length using objects.
Assessment: Performance

Unit: Topic 13 Time — **Duration:** 6 Day(s)

Unit Description
In Topic 13 students use both analog and digital clocks to tell time to the hour and half hour. Students write the time to the hour shown on the analog clock, learn how time to the hour is shown on a digital clock, and connect telling time to the half hour on an analog clock with how the time is shown on a digital clock.

Enduring Understandings/Essential Learner Outcomes
I can tell time tell time to the hour.
I can tell time to the hour using analog and digital clocks.
I can tell time to the half hour.
I can review and practice telling time to the hour and half hour.

1-Math MLS

Mathematics

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

Academic Vocabulary
   hour
   hour hand
   minute
   minute hand
   o'clock
   half hour

Assessment
   Topic 13 Teacher Made Assessment

Topic: Lesson 13.1 Understand the Hour and Minute Hands	**Duration:** 2 Day(s)

Description
   Learning the parts of the clock.

Learning Targets
   I can tell time to the hour.
      Assessment: Classroom Observation

Topic: Lesson 13.2 Tell and Write Time to the Hour	**Duration:** 1 Day(s)

Description
   Using digital and analog clocks to tell time to the hour.

Learning Targets
   I can tell time to the hour using analog and digital clocks.
      Assessment: Classroom Observation

Topic: Lesson 13.3 Tell and Write Time to the Half Hour	**Duration:** 1 Day(s)

Description
   Telling and writing time to the half hour using analog and digital clocks.

Learning Targets
   I can tell time to the half hour.
      Assessment: Classroom Observation

Topic: Review	**Duration:** 1 Day(s)

Description
   Reviewing telling time to the hour and half hour using digital and analog clocks.

Learning Targets
   I can tell time to the hour and half hour.
      Assessment: Classroom Observation

Topic: Assessment	**Duration:** 1 Day(s)

Description
   Assess telling time to the hour and half hour.

Learning Targets
   I can tell time to the hour and half hour.
      Assessment: Classroom Observation

Unit: Topic 14 Reason with Shapes and their Attributes | **Duration:** 11 Day(s)

Unit Description
   Topic 14 deepens students' understanding of defining and non-defining attributes of two-dimensional and three-dimensional shapes. Students put together various shapes to create composite shapes, and then use the composite shapes to create new shapes.

Enduring Understandings/Essential Learner Outcomes
   I can use attributes to match shapes.
   I can define 2-D shapes by their attributes.
   I can use materials to build and draw 2-D shapes.
   I can combine 2-D shapes to make another 2-D shape.
   I can define 3-D shapes by their number of edges, vertices, and faces or flat surfaces.
   I can choose defining attributes of 3-D shapes.
   I can combine 3-D shapes to make another 3-D shape.
   I can identify 3-D shapes.
   I can review and practice reasoning with shapes and their attributes.

Course Summary
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1-Math MLS

Mathematics

Academic Vocabulary
  2-D shapes
  sides
  vertices
  edges
  faces
  flat surface
  rectangular prism
  3-D shapes

Assessment
  Topic 14 Teacher Made Assessment

Topic: Lesson 14.1 Use Attributes to Define Two-Dimensional (2-D) Shapes	**Duration:** 1 Day(s)

Description
  Defining attributes of two-dimensional shapes.

Academic Vocabulary (What terms will students need to know?)
  2-D shapes
  sides
  vertices

Definition of Mastery
  Students will be able to draw a shape based on their attributes as evidenced by problems 4, 5, 6 on page 749.

Learning Targets
  I can use attributes to match shapes.
    Assessment: Classroom Observation

Topic: Lesson 14.2 Defining and Non-Defining Attributes of 2-D Shapes	**Duration:** 1 Day(s)

Description
  Finding attributes that define two-dimensional shapes and those that do not.

Academic Vocabulary (What terms will students need to know?)
  2-D shapes

Definition of Mastery
  Students will match 2-D shapes with words that describe it, number 7 on page 756.

Learning Targets
  I can define 2-D shapes by their defining and non-defining attributes.
    Assessment: Classroom Observation

  I can recognize 2-D shapes from different perspectives and orientations.
    Assessment: Classroom Observation

Topic: Lesson 14.3 Build and Draw 2-D Shapes by Attributes	**Duration:** 1 Day(s)

Description
  Students will draw or build 2-D shapes based on attributes given.

Academic Vocabulary (What terms will students need to know?)
  2-D shapes

Definition of Mastery
  Students will draw a shape when given defining attributes. Independent practice #'s 5-6, on page 762.

Learning Targets
  I can use materials to build and draw 2-D shapes.
    Assessment: Classroom Observation

Topic: Lesson 14.4 Compose 2-D Shapes	**Duration:** 1 Day(s)

Description
  Using knowledge of 2-D shapes in order to create larger composite shapes.

Academic Vocabulary (What terms will students need to know?)
  2-D shapes

Definition of Mastery
Students will use smaller 2-D shapes to make another 2-D shape on pages 737-768, numbers 3, 5, and 6.

Learning Targets
I can combine 2-D shapes to make another 2-D shape.
   Assessment: Classroom Observation

Topic: Lesson 14.5 Compose New 2-D Shapes From 2-D Shapes	**Duration:** 1 Day(s)

Description
Composing two-dimensional shapes to build pictures of real-world items.

Academic Vocabulary (What terms will students need to know?)
2-D shapes

Definition of Mastery
Students will use 2-D shapes to make other 2-D shapes on pages 773-774, numbers 2 and 3.

Learning Targets
I can combine 2-D shapes to make another 2-D shape.
   Assessment: Classroom Observation

Topic: Lesson 14.6 Use Attributes to Define Three-Dimensional (3-D) Shapes	**Duration:** 1 Day(s)

Description
Using attributes to define 3-D shapes.

Academic Vocabulary (What terms will students need to know?)
3-D shapes
flat surface
edges
faces
rectangular prism

Definition of Mastery
Students will identify 3-D shapes by their attributes, page 780, number 10.

Learning Targets
I can define 3-D shapes by their number of edges, vertices, faces, or other attributes.
   Assessment: Classroom Observation

Topic: Lesson 14.7 Defining and Non-Defining Attributes of 3-D Shapes	**Duration:** 1 Day(s)

Description
Looking at attributes that do and do not define a 3-D shape.

Academic Vocabulary (What terms will students need to know?)
3-D shapes

Definition of Mastery
Students will match 3-D shapes with words that describe them on page 786, number 7.

Learning Targets
I can choose defining attributes of 3-D shapes.
   Assessment: Classroom Observation

Topic: Lesson 14.8 Compose with 3-D Shapes	**Duration:** 1 Day(s)

Description
Examining how to combine 3-D shapes in order to make larger shapes and objects.

Academic Vocabulary (What terms will students need to know?)
3-D shapes

Definition of Mastery
Students will choose 3-D shapes to put together and make other 3-D shapes. Independent practice p. 795, numbers 1-3.

Learning Targets
I can combine 3-D shapes to make another 3-D shape.
   Assessment: Classroom Observation

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Mathematics

Grade(s) 1st, Duration 1 Year, 1 Credit
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Topic: Review 3-D Shapes	**Duration:** 1 Day(s)

Description

Review of 3-D shapes including how they look different from different perspectives and orientations.

Academic Vocabulary (What terms will students need to know?)

3-D shapes
cylinder
sphere
cube
rectangular prism
cone

Learning Targets

I can distinguish between defining and non-defining attributes of 3-D shapes and draw shapes that possess those attributes.
  Assessment: Classroom Observation

I can use 3-D shapes to make other 3D shapes.
  Assessment: Classroom Observation

I can recognize 3-D shapes from different perspectives and orientations.
  Assessment: Classroom Observation

Topic: Review	**Duration:** 1 Day(s)

Description

Reviewing 2-D and 3-D shapes.

Learning Targets

I can use defining attributes to describe shapes.
  Assessment: Classroom Observation

I can use shapes to build other shapes.
  Assessment: Classroom Observation

I can recognize shapes from different perspectives and orientations.
  Assessment: Classroom Observation

Topic: Assessment	**Duration:** 1 Day(s)

Description

Assessing students on knowledge of 2-D and 3-D shapes.

Academic Vocabulary (What terms will students need to know?)

2-D shapes
sides
vertices
edges
faces
flat surface
rectangular prism
3-D shapes

Definition of Mastery

Students will show their ability to identify 2-D and 3-D shapes based on their defining attributes.
Students will use pattern blocks to compose new shapes.

Learning Targets

I can define and draw shapes based on their attributes.
  Assessment: Common Assessment

I can use shapes to build other shapes.
  Assessment: Common Assessment

I can recognize 2-D and 3-D shapes from different perspectives and orientations.
  Assessment: Common Assessment

Unit: Money Unit	**Duration:** 9 Day(s)

Unit Description

1-Math MLS

Mathematics

Students will be able to identify a penny, nickel, dime and quarter and know the value of each coin.

Enduring Understandings/Essential Learner Outcomes

I can identify a penny.
I can tell the value of a penny,
I can identify a nickel.
I can tell the value of a nickel.
I can identify a dime.
I can tell the value of a dime.
I can identify a quarter.
I can tell the value of a quarter.

Academic Vocabulary

penny
nickel
dime
quarter
value
cents

Assessment

Coin Identification and Value Assessment

Topic: Introducing the Penny	**Duration:** 1 Day(s)

Description
Identifying the name and value of a penny.

Learning Targets
I can identify the name and value of a penny.
Assessment: Classroom Observation

Topic: Working with the Penny	**Duration:** 1 Day(s)

Description
Identifying the name and value of a penny.

Learning Targets
I can identify the name and value of a penny.
Assessment: Classroom Observation

Topic: Introducing the Nickel	**Duration:** 1 Day(s)

Description
Identifying the name and value of a nickel.

Learning Targets
I can identify the name and value of a nickel.
Assessment: Classroom Observation

Topic: Working with the Nickel	**Duration:** 1 Day(s)

Description
Identifying the name and value of a nickel.

Learning Targets
I can identify the name and value of a nickel.
Assessment: Classroom Observation

Topic: Introducing the Dime	**Duration:** 1 Day(s)

Description
Identifying the name and value of a dime.

Learning Targets
I can identify the name and value of a nickel.
Assessment: Classroom Observation

Topic: Working with a Dime	**Duration:** 1 Day(s)

Description
Identifying the name and value of a dime.

Learning Targets

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Mathematics

I can identify the name and value of a dime.
Assessment: Classroom Observation

| **Topic:** Introducing the Quarter | **Duration:** 1 Day(s) |

Description
Identifying the name and value of a quarter.

Learning Targets
I can identify the name and value of a quarter.
Assessment: Classroom Observation

| **Topic:** Working with the quarter | **Duration:** 1 Day(s) |

Description
Identifying the name and value of a quarter.

Learning Targets
I can identify the name and value of a quarter.
Assessment: Classroom Observation

| **Topic:** Assessment | **Duration:** 1 Day(s) |

Description
Assessing knowledge of the names and values of pennies, nickels, dimes, and quarters.

Learning Targets
I can identify the name and value of pennies, nickels, dimes, and quarters.
Assessment: Common Assessment

| **Unit:** Topic 15 Equal Shares of Circles and Rectangles | **Duration:** 5 Day(s) |

Unit Description
Topic 15 begins a conceptual foundation for fractions. It focuses on partitioning circles and rectangles into 2 or 4 equal squares.

Enduring Understandings/Essential Learner Outcomes
I can determine whether shapes are divided into equal shares.
I can divide shapes into 2 and 4 equal shares and use words to describe those shares.
I can understand that more equal shares of the same whole create smaller shares.
I can make a drawing a diagram to show a problem about equal shares.

Academic Vocabulary
equal shares
halves
fourths
quarters

Assessment
Topic 15 Teacher Made Assessment

| **Topic:** Lesson 15.1 Make Equal Shares | **Duration:** 1 Day(s) |

Description
Identifying equal shares and dividing circles and rectangles into equal shares.

Learning Targets
I can decide if shapes are divided into equal shares.
Assessment: Classroom Observation

| **Topic:** Lesson 15.2 Make Halves and Fourths of Rectangles and Circles | **Duration:** 1 Day(s) |

Description
Dividing circles and rectangles into halves and fourths and name the equal shares as halves and fourths.

Learning Targets
I can divide shapes into halves and fourths and use those words to describe the shares.
Assessment: Classroom Observation

| **Topic:** Lesson 15.3 Understand Halves and Fourths | **Duration:** 1 Day(s) |

Description
Comaparing equal shares of the same whole to understand the relationship between the number and size of equal shares.

Learning Targets
I can understand that more equal shares of the same whole create smaller shares.
Assessment: Classroom Observation

Topic: Lesson 15.4 Model with Math	**Duration:** 1 Day(s)

Description
Using math you know to show and solve problems.

Learning Targets
I can make drawings or diagrams to show problems about equal shares.
Assessment: Classroom Observation

Topic: Assessment	**Duration:** 1 Day(s)

Description
Assessing students on equal shares.

Learning Targets
I can divide circles into two or four equal shares and describe the shares.
Assessment: Classroom Observation

Activities (Lesson Plans)

Topic 1: Solve Addition and Subtraction Problems to 10

Lesson 1.1 Solve Problems: Add To

Peas in a pod
Students watch video showing the number of peas in a small, medium and large pod. Students estimate how many peas in each pod, then how many in all pods. Show work and explain how they got their answers.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Solve and Share Problem Using Cubes
Use manipulatives to model an addition problem in which one part is added to another part, and write the addition equation that shows the problem.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 1.2 Solve Problems: Put together

Adding two different color cubes
Students will grab cubes from one bag and cubes from another bag, then add the cubes together.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 1.3 Solve Problems: Both Addends Unknown

Lesson 1.3 Solve Problems: Both Addends Unknown
Students will place five pencils in two cups. Then write an addition equation to show how they placed the pencils in the two cups. Compare equation with a partner's.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Reteaching through Manipulatives

Vocabulary Poster
Generate a class poster stating key vocabulary addition word problem words (all together, add, join, how many now)
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Vocabulary & Using Cubes to Solve Addition Stories
Students will use cubes or other manipulatives to solve addition stories.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 1.4 Solve Problems: Take From

1.4 Solve Problems: Take From
Use a part-part-whole diagram to find the difference between the whole and the part you know.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

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Ducks in a Pond
Students use cubes and a pond picture to show the relationship between parts and wholes in a subtraction situation.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 1.5 Solve Problems: Compare Situations

Compare red and blue cars
Students will use connecting cubes to find the difference between red and blue cars.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 1.5 Solve Problems: Compare Situations
Use information from a story problem to write a subtraction equation and solve the problem.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 1.6 Continue to Solve Problems: Compare Situations

Comparing Stickers
Students use cubes or pictures to find out how many fewer.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 1.6 Compare Situations
Students compare two groups to find how many fewer.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 1.7 Practice Solving Problems: Add To

Train Cars on the Track
Students will join connecting cubes to solve problems.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesoon 1.8 Solve Problems: Put Together/Take Apart

Pebbles by the Lake
Students will use connecting cubes to put together and take apart to solve problems.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Topic 2: Fluently Add and Subtract Within 10

Lesson 2.1 Count on to Add

Humpty Dumpty
Students will use problem solving to find out how many eggs broke in a carton. Students will construct an argument to explain how they know how many eggs broke in the carton.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 2.1: Count on to add
Add by counting on from a number.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Lesson 2.2: Doubles

Lesson 2.2: Doubles
Use doubles to solve problems.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Lesson 2.3: Near Doubles

Near doubles
Solve problems using near doubles facts.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Lesson: 2.4: Facts with a Ten-Frame

Grab and Add
Students will use a ten frame to solve addition facts with 5 and 10.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 2.5: Add in Any Order

Lesson 2.5: Add in any order
Use the same addends to write two different equations with the same sum.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Ways to Make 10

Shake and Spill 10 Counters
Students use counters to find ways to make 10
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 2.6 Count Back to Subtract

Count Back to Subtract
Count back to solve subtraction problems.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Lesson 2.7 Think Addition to Subtract

Think Addition to Subtract
Addition and subtraction have an inverse relationship. This relationship can be used to solve subtraction facts; every subtraction fact has a related addition fact.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Lesson 2.8: Continue to Think Addition to Subtract

Continue to Think Addition to Subtract
Use addition known addition facts to help solve subtraction problems.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Lesson 2.9: Solve Word Problems With Facts To 10

Lesson 2.9: Solve Word Problems With Facts To 10
Students will use the strategy of drawing pictures to help solve different types of word problems.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Review and Practice

Enrichment: Game
To practice new skills, students will use any one of the taught strategies to solve math facts in a game setting.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Topic 3: Addition Facts to 20: Use Strategies

Lesson 3.1 Count on to Add

Adding Counters on a Number Line
Using a number line to add
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 3.3 Doubles

Matching Cubes and Adding
Students make a cube train with 1-10 cubes and find a partner with the same amount and add.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 3.4 Doubles Plus 1

Matching cubes and add one
Students partner up to add doubles + 1 using cubes
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 3.5 Doubles Plus 2

Find a double add two
Guided practice using manipulatives to add two to a doubles fact
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 3.8 Explain Addition Strategies

Fact Sort
Materials Needed: Index cards with strategies listed, Make 10, Doubles, Doubles + 1, Index cards with facts 9 + 3, 8 + 7,
8 + 9, 5 + 4, 6 + 6, 8 + 8

Whole group hand out index cards with facts to students, students sort the facts by putting them under the strategy they would use to solve.

Author: Stephanie Perry	Shared: Yes	Type: Educator Submitted

Lesson 3-9 Solve Addition Word Problems With Facts to 20

Solving by Acting Out Problems with Facts to 20
Use word problem stories on page 204 and 205. Read aloud the stories whole group and solve by acting out the stories. Have students draw and record equations.

Author: Stephanie Perry	Shared: Yes	Type: Educator Submitted

Topic 4: Subtraction Facts to 20: Use Strategies

Lesson 4.1 Count to Subtract

Solve and Share: Marc's Erasers
Pose the problem to students. Marc has 13 erasers. He gives 5 of them to Troy. How many erasers does Marc have now? Use the number line to show your thinking.

Author: Stephanie Perry	Shared: Yes	Type: Educator Submitted

Use ten-frames and counters to subtract

Make 10 to Subtract
Some subtraction facts can be simplified by making use of the numbers' relationships to 10.

Author: Angela Winkelmann	Shared: Yes	Type: Educator Submitted

Lesson 4.4 Fact Families

Lesson 4.4 Fact Families
The relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has at least one related addition fact.

Author: Angela Winkelmann	Shared: Yes	Type: Educator Submitted

Topic 5: Work with Addition and Subtraction Equations

Lesson 5.1 Find The Unknown Numbers

Lesson 5.1 Work With Add And Subtract Equations
Models and the relationship between addition and subtraction can be used to solve equations with an unknown part.

Author: Susie Mazzei	Shared: Yes	Type: Educator Submitted

Lesson 5.2 True Or False Equations

Lesson 5.2 True Or False Equations
An addition or subtraction equation is true if the values on each side of the equal sign are the same. An addition or subtraction equation is false if the values on each side of the equal sign are not the same.

Author: Susie Mazzei	Shared: Yes	Type: Educator Submitted

Lesson 5.5 Add Three Numbers

Lesson 5.5 Add Three Numbers
In this lesson, students will use different strategies for adding three numbers.

Author: Susie Mazzei	Shared: Yes	Type: Educator Submitted

Lesson 5.4 Word Problems With Three Addends

Lesson 5.4 Word Problems With Three Addends
In this lesson, students solve addition word problems that involve three addends by grouping the addends in different ways.

Author: Susie Mazzei	Shared: Yes	Type: Educator Submitted

Review and Practice Adding 3 Addends

Possible Activity: Three Dice
Students will either independently or in partners use three dice to make 3 addend problems to solve.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Possible Activity: Look & See Activity 5.4
Students will practice using different strategies to solve addition problems with 3 addends.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Lesson 5.6 Solve Addition And Subtraction Word Problems

Lesson 5.6 Solve Add And Subtract Word Problems
In this lesson, students solve comparison word problems in which the smaller amount is known.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Word Problem Review and Practice

Possible Activity: Look and See Activity 5.6
Students pick two titles and place those numbers in two sentences on the activity sheet. Then they solve two word problems using those sentences.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Possible Activity: Play a Game 1.2
Students will apply addition and subtraction solving strategies and word problem vocabulary knowledge to engage in a game.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Possible Activity: Word Problem Practice
Students will be given more time and opportunity to practice solving addition and subtraction word problems with the support of whole class utilizing "I Do, We Do, You Do" methods.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Review and Practice

Possible Activity: Fluency Practice Game p. 341
Students practice fluency adding and subtracting within 10 during a partner activity that reinforces mathematical practices.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Possible Activity: Basic Facts - Timed Math Test
Students will use strategies to complete addition or subtraction timed math fact tests.
Author: Susie Mazzei   Shared: Yes   Type: Educator Submitted

Topic 12 Measure Lengths

Lesson 12.1 Compare and Order By Length

Order Objects
Students will need classroom objects of varying lengths. Ask students to look at the objects side-by-side and tell which one is the longest. Encourage them to notice that the ends of the objects need to be lined up so that they can be compared accurately. Have students tell which object is the shortest. Encourage students to compare the lengths of the two remaining objects. Have students order their objects from longest to shortest and share their results.
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Lesson 12.2 Indirect Measurement

Length Around the Classroom
1. Partner Students and give each pair a piece of yarn.
2. Partners walk around the room and compare the piece of yarn to classroom objects. Partners find one object that is longer than the piece of yarn and one object that is shorter than the piece of yarn.
3. One partner glues the piece of yarn in the middle of a piece of paper. Draw the object that is longer above and the object that is shorter below.
4. Visual Learning video 12.2
5. Guided Practice p. 674 whole group
6. Independent practice p.675
Author: Stephanie Perry   Shared: Yes   Type: Educator Submitted

Learning Targets

1-Math MLS

Mathematics

Add by counting on from a number.
Description: You can count on to find the sum for addition facts. A number line can help you count on.

Addition and subtraction have an inverse relationship. This relationship can be used to solve subtraction facts; every subtraction fact has a related addition fact.
Assessment: Classroom Observation

Count back to solve subtraction problems.
You can count back to find the difference for subtraction facts. A number line can help you count back.
Assessment: Teacher will observe student responses on the Independent Practice problems.
Classroom Observation

I can add 2 multiples of ten.
Assessment: Classroom Observation

I can add tens and ones to a two-digit number.
Assessment: Quiz

I can add tens and ones to a two-digit number.
Assessment: Classroom Observation

I can add tens and ones to two-digit numbers.
Assessment: Common Assessment

I can add tens and ones to two-digit numbers.
Assessment: Common Assessment

I can add tens and ones using place value blocks.

I can add two-digit numbers.
Assessment: Classroom Observation

I can choose defining attributes of 3-D shapes.
Assessment: Classroom Observation

I can choose defining attributes of 3-D shapes.
Assessment: Classroom Observation

I can collect and organize information from a picture graph.
Assessment: Classroom Observation

I can collect, interpret, and organize data into three categories.
Assessment: Quiz

I can collect, interpret, and organize data into three categories.
Assessment: Classroom Observation

I can collect, organize, and represent data with up to three categories.
Assessment: Performance

I can combine 2-D shapes to make another 2-D shape.
Assessment: Classroom Observation

I can combine 2-D shapes to make another 2-D shape.
Assessment: Classroom Observation

I can combine 3-D shapes to make another 3-D shape.
Assessment: Classroom Observation

I can compare 2 two-digit number using symbols.
Assessment: Exit Slip

I can compare 2 two-digit numbers using place value blocks.
Assessment: Classroom Observation

I can compare 2 two-digit numbers using symbols.
Assessment: Quiz

I can compare 2 two-digit numbers using symbols.
Assessment: Classroom Observation

1-Math MLS

Mathematics

I can compare 2 two-digit numbers using symbols.
  Assessment: Common Assessment

I can compare and write two-digit numbers that are greater or less than other two-digit numbers.
  Assessment: Classroom Observation

I can compare objects by length using a third object.
  Assessment: Classroom Observation

I can compare the lengths of two objects indirectly by using a third object.
  Assessment: Performance

I can compare the lengths of two objects indirectly using a third object.
  Assessment: Classroom Observation

I can compose and decompose numbers using tens and ones.
  Assessment: Classroom Observation

I can count backwards from a number between 20 and 1.
  Assessment: Classroom Observation

I can count by 10s to 120, starting at any number less than 120.
  Assessment: Classroom Observation

I can count by 10s to 120, starting at any number less than 120.
  Assessment: Common Assessment

I can count by 10s to 120.
  Assessment: Classroom Observation

I can count by 1s or 10s to 120, using a number chart to find patterns.
  Assessment: Classroom Observation

I can count by 1s or 10s to 120.
  Assessment: Classroom Observation

I can count by 5s to 100 starting at any multiple of five.
  Assessment: Classroom Observation

I can count by 5s to 100 starting at any multiple of five.
  Assessment: Classroom Observation

I can count by 5s to 100, starting at any multiple of five.
  Assessment: Common Assessment

I can count tens and ones to find two-digit numbers.
  Assessment: Classroom Observation

I can count to 120, starting at any number.
  Assessment: Common Assessment

I can count to 120, starting at any number.
  Assessment: Classroom Observation

I can count to 120, starting at any number.
  Assessment: Classroom Observation

I can decide if shapes are divided into equal shares.
  Assessment: Classroom Observation

I can define 2-D shapes by their defining and non-defining attributes.
  Assessment: Classroom Observation

I can define 3-D shapes by their number of edges, vertices, faces, or other attributes.
  Assessment: Classroom Observation

I can define and draw shapes based on their attributes.
  Assessment: Common Assessment

I can distinguish between defining and non-defining attributes of 3-D shapes and draw shapes that possess those attributes.
  Assessment: Classroom Observation

1-Math MLS

Mathematics

<div align="right">Grade(s) 1st, Duration 1 Year, 1 Credit
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I can divide circles into two or four equal shares and describe the shares.
   Assessment: Classroom Observation

I can divide shapes into halves and fourths and use those words to describe the shares.
   Assessment: Classroom Observation

I can draw conclusions from graphs.
   Assessment: Classroom Observation

I can draw conclusions from object graphs, picture graphs, t-charts and tallies.
   Assessment: Classroom Observation

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
   Assessment: Common Assessment

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
   Assessment: Classroom Observation

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
   Assessment: Classroom Observation

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
   Assessment: Performance

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
   Assessment: Quiz

I can draw conclusions from object graphs, picture graphs, t-charts, and tallies.
   Assessment: Classroom Observation

I can find more or less than a given number.
   Assessment: Classroom Observation

I can find more or less than a given number.
   Assessment: Common Assessment

I can find more or less to a given number.
   Assessment: Classroom Observation

I can find numbers that are more or less than a given number using place value blocks.
   Assessment: Classroom Observation

I can find numbers that are more or less than a given number using place value blocks.
   Assessment: Classroom Observation

I can find the number of tens and ones in a two-digit number.
   Assessment: Classroom Observation

I can find the number of tens and ones in a two-digit number.
   Assessment: Common Assessment

I can find the unknown number in an addition or subtraction problem.
   Assessment: Quiz

I can find the unknown number in an addition or subtraction problem.
   Assessment: Quiz

I can group a bundle of 10 ones to make a ten.
   Assessment: Common Assessment

I can group a bundle of ones to make a ten.
   Assessment: Classroom Observation

I can group objects into bundles of ten.
   Assessment: Classroom Observation

I can group tens together to solve problems.
   Assessment: Classroom Observation

I can identify the name and value of a dime.
   Assessment: Classroom Observation

1-Math MLS

Mathematics

I can identify the name and value of a nickel.
  Assessment: Classroom Observation

I can identify the name and value of a nickel.
  Assessment: Classroom Observation

I can identify the name and value of a nickel.
  Assessment: Classroom Observation

I can identify the name and value of a penny.
  Assessment: Classroom Observation

I can identify the name and value of a penny.
  Assessment: Classroom Observation

I can identify the name and value of a quarter.
  Assessment: Classroom Observation

I can identify the name and value of a quarter.
  Assessment: Classroom Observation

I can identify the name and value of pennies, nickels, dimes, and quarters.
  Assessment: Common Assessment

I can interpret organized data.
  Assessment: Classroom Observation

I can justify my solution for solving a subtraction problem.
  Assessment: Classroom Observation

I can justify my solution when adding or subtracting a multiple of 10 from a two-digit number.
  Assessment: Classroom Observation

I can justify the solution when subtracting tens.
  Assessment: Classroom Observation

I can make a ten to solve addition problems.
  Assessment: Classroom Observation

I can make drawings or diagrams to show problems about equal shares.
  Assessment: Classroom Observation

I can make two-digit numbers using tens and ones.
  Assessment: Classroom Observation

I can measure length using objects.
  Assessment: Classroom Observation

I can measure length using objects.
  Assessment: Performance

I can order objects by length.
  Assessment: Classroom Observation

I can order objects by length.
  Assessment: Classroom Observation

I can order three or more objects by length.
  Assessment: Classroom Observation

I can order three or more objects by length.
  Assessment: Performance

I can order three or more objects by length.
  Assessment: Classroom Observation

I can organize data into three categories.
  Assessment: Classroom Observation

I can organize data into three categories.
  Assessment: Common Assessment

Grade(s) 1st, Duration 1 Year, 1 Credit
Required Course

I can read and write numbers 11 to 19.
  Assessment: Classroom Observation

I can read and write numerals and represent a number of objects with a written numeral.
  Assessment: Classroom Observation

I can read and write numerals and represent a number of objects with a written numeral.
  Assessment: Classroom Observation

I can read and write numerals and represent a number of objects with a written numeral.
  Assessment: Common Assessment

I can recognize 2-D and 3-D shapes from different perspectives and orientations.
  Assessment: Common Assessment

I can recognize 2-D shapes from different perspectives and orientations.
  Assessment: Classroom Observation

I can recognize 3-D shapes from different perspectives and orientations.
  Assessment: Classroom Observation

I can recognize shapes from different perspectives and orientations.
  Assessment: Classroom Observation

I can show groups of with connecting cubes to represent a number.
  Assessment: Classroom Observation

I can solve addition and subtraction problems to 10.
  Assessment: Quiz

I can solve addition and subtraction problems to 10.
  Assessment: Quiz

I can solve addition problems using a variety of strategies.
  Assessment: Classroom Observation

I can solve word problems about adding to.

I can solve word problems about putting together.

I can subtract ten from a two-digit number using mental math.
  Assessment: Classroom Observation

I can subtract tens from a two-digit number using mental math.
  Assessment: Classroom Observation

I can subtract tens from a two-digit number using mental math.
  Assessment: Classroom Observation

I can subtract tens from a two-digit number.
  Assessment: Classroom Observation

I can subtract tens from a two-digit number.
  Assessment: Classroom Observation

I can subtract tens from a two-digit number.
  Assessment: Quiz

I can subtract tens from a two-digit numbers.
  Assessment: Classroom Observation

I can subtract tens from two-digit numbers.
  Assessment: Common Assessment

I can subtract tens on a hundred chart.
  Assessment: Classroom Observation

I can subtract tens using mental math.
  Assessment: Classroom Observation

1-Math MLS

Mathematics

I can subtract tens using models.
  Assessment: Classroom Observation

I can tell time to the half hour.
  Assessment: Classroom Observation

I can tell time to the hour and half hour.
  Assessment: Classroom Observation

I can tell time to the hour and half hour.
  Assessment: Classroom Observation

I can tell time to the hour using analog and digital clocks.
  Assessment: Classroom Observation

I can tell time to the hour.
  Assessment: Classroom Observation

I can understand that more equal shares of the same whole create smaller shares.
  Assessment: Classroom Observation

I can use 3-D shapes to make other 3D shapes.
  Assessment: Classroom Observation

I can use a hundred chart to add tens and ones.
  Assessment: Classroom Observation

I can use a hundred chart to find 10 more, 10 less or 1 more, 1 less of a given number.
  Assessment: Classroom Observation

I can use a number chart to count to 120.
  Assessment: Classroom Observation

I can use a number line to solve an addition problem.
  Assessment: Classroom Observation

I can use a variety of strategies to subtract tens and justify the solution.
  Assessment: Classroom Observation

I can use an open number line to subtract tens.
  Assessment: Classroom Observation

I can use attributes to match shapes.
  Assessment: Classroom Observation

I can use concrete models to subtract tens and explain the reasoning used.
  Assessment: Classroom Observation

I can use cubes to measure the length of an object.
  Assessment: Classroom Observation

I can use defining attributes to describe shapes.
  Assessment: Classroom Observation

I can use drawings to solve problems with tens and ones.
  Assessment: Classroom Observation

I can use materials to build and draw 2-D shapes.
  Assessment: Classroom Observation

I can use mental math to add 10 more or 10 less to a number.
  Assessment: Classroom Observation

I can use mental math to add ten more or ten less.
  Assessment: Classroom Observation

I can use mental math to add tens to two digit numbers.
  Assessment: Classroom Observation

I can use models to subtract tens and justify the reasoning used.
  Assessment: Classroom Observation

1-Math MLS

Mathematics

I can use objects to measure length.
   Assessment: Classroom Observation

I can use picture graphs to interpret data.
   Assessment: Classroom Observation

I can use shapes to build other shapes.
   Assessment: Classroom Observation

I can use shapes to build other shapes.
   Assessment: Common Assessment

I can use symbols to compare 2 two-digit numbers.
   Assessment: Exit Slip

I can use tens and ones cubes to make two-digit numbers.
   Assessment: Classroom Observation

Solve problems using near doubles facts.
   Basic addition facts that are near doubles can be found using a related doubles fact.
   Assessment: Teacher observation of student responses on the independent practice page.
            Classroom Observation

Student will be able to solve addition word problems using manipulatives.
   Assessment: Classroom Observation

Students can solve addition problems by counting on an open number line.
   Assessment: Common Assessment

Students will be able memorize doubles facts
   Assessment: Topic 3 Doubles Quick Check

Students will be able to add and subtract within 20
   Assessment: Topic 2 Assessment

Students will be able to add by counting on from a number.
   You can count on to find the sum for addition facts. A number line can help you count on.
   Assessment: Teacher observation of student responses on independent practice problems.

Students will be able to add parts to find the whole.
   Assessment: Classroom Observation

Students will be able to add two parts and find the whole and represent the problem by using an addition equation.
   Assessment: Teacher will observe student answers on independent practice page.
            Classroom Observation

Students will be able to compare two groups in a story problem by finding how many fewer objects are in one group than another.
   Assessment: Classroom Observation

Students will be able to construct math arguments in order to solve addition and subtraction problems.
   Assessment: Classroom Observation

Students will be able to count on to add using a number line.
   Assessment: Classroom Observation

Students will be able to critique the reasoning of others by using known information about addition and subtraction.
   Assessment: Classroom Observation

Students will be able to determine if addition and subtraction equations are true and false.
   Assessment: Teacher will check to see that students are successfully completing the Independent Practice problems.

Students will be able to find the missing numbers in equations to make them true.
   Assessment: Classroom Observation

Students will be able to find the unknown number in an equation.

Students will be able to identify ways to make 10
   Assessment: Class Response System

Students will be able to make 10 to add numbers to 20.
   Assessment: Common Assessment

1-Math MLS

Mathematics

Students will be able to make 10 to add numbers to 20.
  Assessment: Common Assessment

Students will be able to memorize doubles facts
  Assessment: Topic 3 Doubles Quick Check

Students will be able to solve addition and subtraction math problems to 10.
  Assessment: Performance

Students will be able to solve addition and subtraction word problems.
  Assessment: Classroom Observation

Students will be able to solve addition problems by finding the missing addend.
  Assessment: Classroom Observation

Students will be able to solve different types of addition word problems.
  Assessment: Common Assessment

Students will be able to solve problems involving putting together or taking apart.
  Assessment: Classroom Observation

Students will be able to solve subtraction problems involving comparing to find how many more objects are in one group than another.
  Assessment: Classroom Observation

Students will be able to solve subtraction problems involving taking from a group.
  Assessment: Classroom Observation

Students will be able to solve word problems involving comparisons.
  Assessment: Classroom Observation

Students will be able to solve word problems with three addends.
  Assessment: Classroom Observation

Students will be able to use a number line to count on to add.
  Assessment: Observe students using the number line to see if they are able to count on to add.

Students will be able to use different strategies for adding three numbers.
  Assessment: Classroom Observation

Students will be able to use doubles facts to solve doubles-plus-2 facts.
  Assessment: Common Assessment

Students will be able to use doubles facts to solve doubles-plus-one facts.
  Assessment: Common Assessment

Students will be able to use strategies to solve problems with three addends.
  Assessment: Successful engagement and use of manipulatives and or games.
           Classroom Observation

Students will be able to write equations for word problems with both addends unknown.
  Assessment: Classroom Observation

Students will count on to subtract using 10 as a landmark.
  Assessment: Classroom Observation

Students will count on to subtract using 10 as a landmark.
  Assessment: Classroom Observation

Students will make addition and subtraction facts using the same three numbers.
  Assessment: Exit Slip

Students will make addition and subtraction facts using the same three numbers.
  Assessment: Exit Slip

Students will make subtraction easier by making 10 to subtract.
  Assessment: Classroom Observation

Students will make subtraction easier by making 10 to subtract.
  Assessment: Classroom Observation

1-Math MLS

Mathematics

Students will practice addition and subtraction problems to increase fluency.
  Assessment: Successful participation in the game.
                Classroom Observation

Students will solve addition and subtraction problems within 20.
  Assessment: Classroom Observation

Students will solve addition problems using different strategies.
  Assessment: Common Assessment

Students will solve different types of addition and subtraction problems with unknowns in different positions.
  Assessment: Classroom Observation

Students will solve facts fluently by making 10 to subtract.
  Assessment: Classroom Observation

Students will solve subtraction facts using a related addition fact where applicable.
  Assessment: Classroom Observation

Students will solve word problems by drawing pictures and writing equations.
  Assessment: Pick one:
                Teacher observation of completing the workbook pages correctly.
                Collect and check the Independent Practice page of the lesson.

Students will solve word problems with facts to 10.
  Assessment: Classroom observation of answers to oral questions and student answers of independent practice problems.

Students will use a number line to subtract by counting on or counting back.
  Assessment: Classroom Observation

Students will use addition facts to find related subtraction facts.
  Assessment: Classroom Observation

Students will use addition facts to solve related subtraction facts to increase fluency.
  Assessment: Classroom Observation

Students will use addition facts to solve related subtraction facts to increase fluency.
  Assessment: Classroom Observation

Students will use addition facts to solve related subtraction facts.
  Assessment: Classroom Observation

Students will use addition facts to solve subtraction facts to increase fluency.
  Assessment: Classroom Observation

Use a number line to count on to add

Use a ten-frame to solve addition facts with 5 and 10.
  Facts with sums 6 through 10 can be broken into 5 plus some more.
  Assessment: Teacher observation of student responses on the independent practice problems.
                Classroom Observation

Use doubles to solve problems.
  Doubles facts have the same number for both addends and can be used to solve problems involving real-world situations.
  Assessment: Classroom Observation

Use doubles to solve problems. Doubles facts have the same number for both addends and can be used to solve involving real-world situations.

Use the same addends to write two different equations with the same sum.
  Two numbers can be added in any order and the sum will stay the same.
  Assessment: Teacher observation of student responses on the independent practice problems.
                Classroom Observation