

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: FIRST

SUBJECT: MATH

DATE: 2016-2107

GRADING PERIOD: QUARTER 1

MASTER COPY 6-6-16

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>• Ones</li> <li>• Fives</li> <li>• Tens</li> <li>• Numerals</li> </ul>	<p><b>1.NS.1:</b> Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Count by ones to 100.</li> <li>• Count by tens to 100.</li> <li>• Count by fives to 50.</li> <li>• Read numbers 0-20.</li> <li>• Write numbers 0-20.</li> <li>• Calculate accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Report card-verbally assess counting skills and written assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Numerals</li> </ul>
<p><b>COMPUTATION AND ALGEBRAIC THINKING</b></p>				
<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Addition facts</li> <li>• Subtraction facts</li> </ul>	<p><b>1.CA.1:</b> Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as <b>counting on</b> ; <b>making ten</b> (e.g., <math>8+6=8+2+4=10+4=14</math>) ; <b>decomposing</b> a number leading to a ten (e.g., <math>13-4=13-3-1=10-1=9</math>); using the <b>relationship between addition and subtraction</b> (e.g., knowing that <math>8+4=12</math>, one knows <math>12-8=4</math>); and <b>creating equivalent but easier or known sums</b> (e.g., adding <math>6+7</math> by creating the known equivalent <math>6+6+1=12+1=13</math> .</p>	<ul style="list-style-type: none"> <li>• Give equivalent names for 10 using manipulatives/objects on a ten frame.</li> <li>• Use 10 pennies to show different combinations of 10.</li> <li>• Find totals using two different colored counters and blocks.</li> <li>• Find totals using pictures and counting on.</li> <li>• Explain to themselves the meaning of a problem-look for entry points to solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Equal</li> <li>• Sum</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
	<p><b>1.CA.1: (cont.)</b>  <b>Understand the role of 0 in addition and subtraction.</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them</p> <p><b>PS.6:</b> Attend to Precision</p>	<ul style="list-style-type: none"> <li>• Plan a path to a solution</li> <li>• Calculate accurately.</li> </ul>		
<ul style="list-style-type: none"> <li>• Real-world problems</li> <li>• Addition</li> <li>• Subtraction</li> </ul>	<p><b>1.CA.2:</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all part of the addition or subtraction (e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>PS.4:</b> Model with mathematics</p>	<ul style="list-style-type: none"> <li>• Tell simple number stories using up to 10 using manipulatives/objects.</li> <li>• Solve one digit addition and subtraction number stories within 10.</li> <li>• Write one digit addition and subtraction number stories within 10 using the symbols +, -, and =.</li> <li>• Write equations to describe a situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seatwork</li> <li>• White boards</li> </ul>	<ul style="list-style-type: none"> <li>• Number model</li> <li>• Number sentence</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
<ul style="list-style-type: none"> <li>• Real-world problems</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Equation</li> </ul>	<p><b>1.CA.3:</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> <li>• Create and solve number stories and equations. Example: *Sam has 8 stickers. He gives 3 to Peg. How many does Sam have left?</li> <li>• Make up a real-world story problem given an addition or subtraction equation.</li> <li>• Distinguish relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Observation of seat work.</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world problems</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Equation</li> </ul>
<ul style="list-style-type: none"> <li>• Equal sign</li> <li>• Equations</li> <li>• Addition</li> <li>• Subtraction</li> <li>• True</li> <li>• False</li> </ul>	<p><b>1.CA.6:</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 = 2</math>).</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>• Identify math statements as true or false.</li> <li>• Apply what they know.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work.</li> </ul>	<ul style="list-style-type: none"> <li>• True</li> <li>• False</li> <li>• Equation</li> <li>• Number model</li> </ul>

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: FIRST

SUBJECT: MATH

DATE: 2016-2017

GRADING PERIOD: QUARTER 2

MASTER COPY 6-6-16

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<p><b>NUMBER SENSE</b></p>				
<ul style="list-style-type: none"> <li>• Ones</li> <li>• Fives</li> <li>• Tens</li> <li>• Numerals</li> </ul>	<p><b>1.NS.1:</b> Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Count by ones to 110.</li> <li>• Count by tens to 110.</li> <li>• Count by fives to 100.</li> <li>• Read numbers 0-50.</li> <li>• Write numbers 0-50.</li> <li>• Calculate accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Report card-verbally assess counting skills and written assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Numeral</li> </ul>
<ul style="list-style-type: none"> <li>• Group of 10</li> <li>• Ten</li> <li>• Ones</li> <li>• Numbers</li> </ul>	<p><b>1.NS.2:</b> Understand that 10 can be thought of as a group of ten ones – called a “ten”. Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Count and record the number of longs/tens and cubes/ones.</li> <li>• Use base-10 blocks to model whole numbers less than 100.</li> <li>• Name whole numbers less than 100 modeled by base-10 blocks.</li> <li>• Use correct mathematical terms and language.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of games and seatwork with base-10 blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Base-10 blocks</li> <li>• Ones/Cubes</li> <li>• Tens/Longs</li> <li>• Exchange</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>NUMBER SENSE</b>				
<ul style="list-style-type: none"> <li>Match</li> <li>Ordinal Numbers</li> </ul>	<p><b>1.NS.3:</b> Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>Match 10 items with the ordinal number of their position.</li> <li>Represent a situation symbolically.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of activity</li> </ul>	<ul style="list-style-type: none"> <li>Ordinal numbers</li> </ul>
<ul style="list-style-type: none"> <li>Place value</li> <li>Two-digit numbers</li> <li>Tens digit</li> <li>Ones digit</li> <li>Greater than &gt;</li> <li>Equal =</li> <li>Less than &lt;</li> </ul>	<p><b>1.NS.4:</b> Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparison with the symbols &gt;, =, and &lt;.</p> <p><b>PS.1:</b> Makes sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> <li>Compare pairs of 2-digit numbers based on meanings of the tens and ones digits.</li> <li>Compare two two-digit numbers using symbols &gt;, =, and &lt;.</li> <li>Plan a path to a solution.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of seatwork.</li> </ul>	<ul style="list-style-type: none"> <li>Place value</li> <li>Two-digit numbers</li> <li>Tens digit</li> <li>Ones digit</li> <li>Greater than</li> <li>Equal</li> <li>Less than</li> </ul>
<ul style="list-style-type: none"> <li>10 more</li> <li>10 less</li> <li>Two-digit number</li> </ul>	<p><b>1.NS.5:</b> Find mentally 10 more or 10 less than a given two-digit number without having to count, and explain the thinking process used to get the answer.</p> <p><b>PS.7:</b> Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>Count forward and backward by 10s on a number grid from a given number.</li> <li>Discern a pattern or structure.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of seatwork</li> <li>Observation of games and seatwork with base-10 blocks</li> </ul>	<ul style="list-style-type: none"> <li>Two-digit number</li> </ul>
<ul style="list-style-type: none"> <li>Whole numbers</li> <li>Groups of tens</li> <li>Groups of ones</li> <li>Digits</li> <li>Two-digit number</li> </ul>	<p><b>1.NS.6:</b> Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.</p>	<ul style="list-style-type: none"> <li>Exchange base-10 blocks (cubes/ones and longs/tens) to show different representations of the same number.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of games and seatwork with base-10 blocks.</li> <li>Written test</li> </ul>	<ul style="list-style-type: none"> <li>Exchange</li> <li>Base-10 blocks</li> <li>Cubes/Ones</li> <li>Longs/Tens</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>NUMBER SENSE</b>				
	<b>1.NS.6: (cont.)</b>  <b>PS.2:</b> Reason abstractly and quantitatively.	<ul style="list-style-type: none"> <li>• Represent a situation symbolically.</li> </ul>		
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Addition facts</li> <li>• Subtraction facts</li> </ul>	<b>1.CA.1:</b> Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on ; making ten (e.g., $8+6=8+2+4=10+4=14$ ) ; decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$ ); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$ , one knows $12-8=4$ ; and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$ . Understand the role of 0 in addition and subtraction.	<ul style="list-style-type: none"> <li>• Identify and discuss patterns for easy facts.</li> <li>• Recite easy addition and subtraction facts.</li> <li>• Solve +8 and +9 addition facts by making ten.</li> <li>• Identify pairs of turn-around addition facts.</li> <li>• Use a number line to solve number line addition/ subtraction problems. (Ex: Put your finger on the number 9 and count back up/forward 4 hops.)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work</li> <li>• Written test</li> <li>• Math facts to 10 timed test</li> </ul>	<ul style="list-style-type: none"> <li>• Ten frames</li> <li>• Make 10</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Sum</li> <li>• Difference</li> <li>• Facts</li> <li>• Doubles</li> <li>• Doubles plus</li> <li>• Doubles minus</li> <li>• Fact family</li> <li>• Related facts</li> <li>• Addends</li> <li>• Number line</li> <li>• Count on</li> <li>• Count back</li> </ul>



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
	<p><b>1.CA.2: (cont.)</b></p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>• Use a number line to solve addition/ subtraction problems in number stories. Ex: Lisa had 4 cookies and ate 2. Use the number line to find the answer.</li> <li>• Write equations to describe a situation.</li> </ul>		
<ul style="list-style-type: none"> <li>• Real-world problems</li> <li>• Addition</li> <li>• 3 whole numbers</li> </ul>	<p><b>1.CA.4:</b> Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Find sums of 3 numbers within 10 using dice and manipulatives.</li> <li>• Add three numbers in different combinations- finding and circling doubles or sums of 10 first and then adding the third whole number.</li> <li>• Represent a situation symbolically.</li> <li>• Calculate accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation during games</li> </ul>	<ul style="list-style-type: none"> <li>• Sum</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
<ul style="list-style-type: none"> <li>• Equal sign</li> <li>• Equations</li> <li>• Addition</li> <li>• Subtraction</li> <li>• True</li> <li>• False</li> </ul>	<p><b>1.CA.6:</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>).</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>• Show “thumbs-up” for true or “thumbs-down” for false when shown a number model.</li> <li>• Explain why a number model is true or false.</li> <li>• Label number models as true or false using addition and subtraction fact strategies.</li> <li>• Write true and false number models.</li> <li>• Apply what we know.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Seat work</li> </ul>	<ul style="list-style-type: none"> <li>• True</li> <li>• False</li> <li>• Equation</li> <li>• Number model</li> </ul>
<ul style="list-style-type: none"> <li>• Rule</li> <li>• Number patterns</li> <li>• Addition</li> </ul>	<p><b>1.CA.7:</b> Create, extend, and give an appropriate rule for number patterns using addition within 100.</p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> <li>• Identify and extend patterns using a number grid counting by 5’s and 10’s to 100.</li> <li>• Identify numbers that are ten more and ten less than a given number.</li> <li>• Identify rules in problems.</li> <li>• Identify and describe simple numerical patterns.</li> <li>• Plan a path to a solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work</li> </ul>	<ul style="list-style-type: none"> <li>• Rule</li> <li>• Pattern</li> <li>• Tens</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>MEASUREMENT</b>				
<ul style="list-style-type: none"> <li>• Value</li> <li>• Collection</li> <li>• Pennies</li> <li>• Nickels</li> <li>• Dimes</li> </ul>	<p><b>1.M.3:</b> Find the value of a collection of pennies, nickels, and dimes.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Count the value of a collection of pennies, nickels and dimes.</li> <li>• Calculate accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Penny</li> <li>• Nickel</li> <li>• Dime</li> <li>• Coins</li> <li>• Cents</li> <li>• Value</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>NUMBER SENSE</b>				
<ul style="list-style-type: none"> <li>Ones</li> <li>Fives</li> <li>Tens</li> <li>Numeral</li> </ul>	<p><b>1.NS.1:</b> Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>Count by ones to 115.</li> <li>Count by tens to 115.</li> <li>Count by fives to 110.</li> <li>Read numbers 0-100.</li> <li>Write numbers 0-100.</li> <li>Calculate accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Report cards-verbally assess counting skills and written assessment</li> </ul>	<ul style="list-style-type: none"> <li>Numerals</li> </ul>
<ul style="list-style-type: none"> <li>Group of 10</li> <li>Ten</li> <li>Ones</li> <li>Numbers</li> </ul>	<p><b>1.NS.2:</b> Understand that 10 can be thought of as a group of ten ones – called a “ten”. Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>Count and record the number of longs (tens) and cubes (ones).</li> <li>Use base-10 blocks to model whole numbers less than 100.</li> <li>Name whole numbers less than 100 modeled by base-10 blocks.</li> <li>Use correct mathematical terms and language.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of games and seatwork with base-10 blocks.</li> <li>Written test</li> </ul>	<ul style="list-style-type: none"> <li>Base-10 blocks</li> <li>Ones</li> <li>Tens</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>NUMBER SENSE</b>				
<ul style="list-style-type: none"> <li>Place value</li> <li>Two-digit numbers</li> <li>Tens digit</li> <li>Ones digit</li> <li>Greater than &gt;</li> <li>Equal =</li> <li>Less than &lt;</li> </ul>	<p><b>1.NS.4:</b> Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols &gt;, =, and &lt;.</p>	<ul style="list-style-type: none"> <li>Compare pairs of 2-digit numbers based on meanings of the tens and ones digits.</li> <li>Write number models using &gt;, = and &lt;.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of seat work.</li> </ul>	<ul style="list-style-type: none"> <li>Place value</li> <li>Two-digit numbers</li> <li>Tens digit</li> <li>Ones digit</li> <li>Greater than</li> <li>Equal</li> <li>Less Than</li> </ul>
<ul style="list-style-type: none"> <li>10 more</li> <li>10 less</li> <li>Two-digit number</li> </ul>	<p><b>1.NS.5:</b> Find mentally 10 more or 10 less than a given two-digit number without having to count, and explain the thinking process used to get the answer.</p> <p><b>PS.7:</b> Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>Find the number that is 10 more or 10 less than a given number on a number grid.</li> <li>Discern a pattern or structure.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of seat work.</li> <li>Written test</li> <li>Oral assessment</li> </ul>	<ul style="list-style-type: none"> <li>Two-digit number</li> </ul>
<ul style="list-style-type: none"> <li>Whole numbers</li> <li>Groups of tens</li> <li>Groups of ones</li> <li>Two-digit number</li> </ul>	<p><b>1.NS.6:</b> Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>Show and compare that dimes and pennies are equivalent to tens and ones in two-digit numbers.</li> <li>Show a 2-digit number in 2 different ways using base-10 blocks, drawings and other manipulatives.</li> <li>Represent a situation symbolically.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of seat work with manipulatives and white boards.</li> </ul>	<ul style="list-style-type: none"> <li>Tens</li> <li>Ones</li> <li>Two-digit numbers</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Addition facts</li> <li>• Subtraction facts</li> </ul>	<p><b>1.CA.1:</b> Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on ; making ten (e.g., <math>8+6=8+2+4=10+4=14</math>) ; decomposing a number leading to a ten (e.g., <math>13-4=13-3-1=10-1=9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8+4=12</math>, one knows <math>12-8=4</math>; and creating equivalent but easier or known sums (e.g., adding <math>6+7</math> by creating the known equivalent <math>6+6+1=12+1=13</math> . Understand the role of 0 in addition and subtraction.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Recite and write fact families and fact triangles to see the relationship between addition and subtraction.</li> <li>• Use a variety of strategies to add and subtract with 2 digit numbers.</li> <li>• Explain strategies used to solve problems involving the addition and subtraction of 2-digit by 2-digit numbers.</li> <li>• Recite easy addition and subtraction facts.</li> <li>• Solve addition and subtraction facts to 20 with flash cards.</li> <li>• Solve facts through games.</li> <li>• Recite doubles facts to 20.</li> <li>• Solve near doubles facts (doubles plus-1 and doubles plus-2).</li> <li>• Solve addition and subtraction problems with and without manipulatives and tools.</li> <li>• Calculate accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work</li> <li>• Written test</li> <li>• Math facts to 20 timed test</li> </ul>	<ul style="list-style-type: none"> <li>• Fact families</li> <li>• Addition facts</li> <li>• Subtraction facts</li> <li>• Doubles facts</li> <li>• Strategies</li> <li>• Sum</li> <li>• Difference</li> <li>• Doubles plus 1</li> <li>• Doubles minus 1</li> <li>• Related facts</li> <li>• Fact family</li> <li>• Addends</li> <li>• Make 10</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
<ul style="list-style-type: none"> <li>• Real-world problems</li> <li>• Addition</li> <li>• Subtraction</li> </ul>	<p><b>1.CA.2:</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all part of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>• Make up and solve number stories.</li> <li>• Use counters to model number stories.</li> <li>• Write number sentences to match solution strategies.</li> <li>• Write addition and subtraction number sentences using +, -, and =.</li> <li>• Write equations to describe a situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work.</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Number model</li> <li>• Number sentence</li> <li>• Equation</li> <li>• Difference</li> <li>• Sum</li> <li>• Plus</li> <li>• Minus</li> <li>• Equals</li> </ul>
<ul style="list-style-type: none"> <li>• Real-world problems</li> <li>• Addition</li> <li>• 3 whole numbers</li> </ul>	<p><b>1.CA.4:</b> Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>	<ul style="list-style-type: none"> <li>• Find sums of 3 numbers within 20 using dice and manipulatives.</li> <li>• Add three number in different combinations- finding and circling doubles or sums of 10 first and then adding the third whole number.</li> <li>• Solve the following type story problems using objects, drawings or a written equation: *Alex has 5 blocks. Tristan has 3 blocks. Stacy has 4 blocks. How many blocks do they have together?</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Sum</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
	<p><b>1.CA.4: (cont.)</b></p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p>	<p>*There were 4 children in the first row, 2 children in the second row, and 5 children in the third row. How many children are there all together?</p> <ul style="list-style-type: none"> <li>• Represent a situation symbolically.</li> </ul>		
<ul style="list-style-type: none"> <li>• Two-digit number</li> <li>• Multiple of 10</li> <li>• Models</li> <li>• Drawings</li> <li>• Strategies</li> <li>• Place Value</li> <li>• Properties of Operation</li> <li>• Relationship</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Reasoning</li> <li>• Tens</li> <li>• Ones</li> </ul>	<p><b>1.CA.5:</b> Add within 100, including adding a two-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.</p> <p><b>PS.8:</b> Look for and express regularity in repeated reasoning.</p>	<ul style="list-style-type: none"> <li>• Add tens within 100.</li> <li>• Count on by tens and ones to find sums within 100.</li> <li>• Add tens and ones to find sums within 100.</li> <li>• Add tens and ones to find the sum with regrouping.</li> <li>• Notice a pattern that repeats.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seatwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Tens</li> <li>• Ones</li> <li>• Count on</li> <li>• Regroup</li> <li>• Sum</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
<ul style="list-style-type: none"> <li>• Rule</li> <li>• Number patterns</li> <li>• Addition</li> </ul>	<p><b>1.CA.7:</b> Create, extend, and give an appropriate rule for number patterns using addition within 100.</p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> <li>• Find the missing numbers in a problem given a rule. Examples of rules: Plus or minus 1, 2, 3, 5, 10, or doubles.</li> <li>• Apply what they know.</li> </ul>	<ul style="list-style-type: none"> <li>• Written and Oral Test</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Rule</li> </ul>
<b>MEASUREMENT</b>				
<ul style="list-style-type: none"> <li>• Direct comparison</li> <li>• Nonstandard unit</li> <li>• Objects</li> <li>• Length</li> <li>• Area</li> <li>• Capacity</li> <li>• Weight</li> <li>• Temperature</li> </ul>	<p><b>1.M.1:</b> Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Compare lengths of objects using indirect measurement.</li> <li>• Compare and order lengths of objects.</li> <li>• Measure the lengths of objects using nonstandard units.</li> <li>• Calculate accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seatwork</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Unit</li> <li>• Length</li> <li>• Weight</li> <li>• Shorter</li> <li>• Longer</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>MEASUREMENT</b>				
<ul style="list-style-type: none"> <li>• Time</li> <li>• Half-hour</li> <li>• Events</li> <li>• Analog clocks</li> <li>• Digital clocks</li> <li>• Hours</li> <li>• Minutes</li> </ul>	<p><b>1.M.2:</b> Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.</p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> <li>• Tell and write time to the hour on an analog clock.</li> <li>• Tell and write time to the hour on a digital clock.</li> <li>• Tell time to the half hour on an analog clock.</li> <li>• Tell and write time to the half hour on a digital clock.</li> <li>• Determine events such as the following: *Breakfast comes before lunch. *It takes longer to read a book than write their name.</li> <li>• Explain to themselves the meaning of a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation during seatwork and when using clocks and whiteboards</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Minute hand</li> <li>• Hour hand</li> <li>• Half-hour</li> <li>• Analog clock</li> <li>• Digital clock</li> <li>• Before</li> <li>• After</li> <li>• Shorter</li> <li>• Longer</li> </ul>
<ul style="list-style-type: none"> <li>• Value</li> <li>• Collection</li> <li>• Pennies</li> <li>• Nickels</li> <li>• Dimes</li> </ul>	<p><b>1.M.3:</b> Find the value of a collection of pennies, nickels, and dimes.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Count and find the value of a collection of pennies, nickels and dimes.</li> <li>• Calculate accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Penny</li> <li>• Nickel</li> <li>• Dime</li> <li>• Coins</li> <li>• Cents</li> <li>• Value</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>DATA ANALYSIS</b>				
<ul style="list-style-type: none"> <li>Data</li> </ul>	<p><b>1.DA.1:</b> Organize and interpret data with up to three choices (What is your favorite fruit? Apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Create and read a tally chart.</li> <li>Create a table to solve problems.</li> <li>Make a picture graph.</li> <li>Interpret data on a picture graph.</li> <li>Use data to make a bar graph.</li> <li>Read a bar graph.</li> <li>Analyze relationships and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Written test</li> </ul>	<ul style="list-style-type: none"> <li>Tally chart</li> <li>Survey</li> <li>Table</li> <li>Graph</li> <li>Picture graph</li> <li>Data</li> <li>Bar graph</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>NUMBER SENSE</b>				
<ul style="list-style-type: none"> <li>Ones</li> <li>Fives</li> <li>Tens</li> <li>Numeral</li> </ul>	<p><b>1.NS.1:</b> Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>Count by ones to 120.</li> <li>Count by tens to 120.</li> <li>Count by fives to 120.</li> <li>Read numbers to 120.</li> <li>Write numbers 0-120.</li> <li>Calculate accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Report cards-verbally assess counting skills and written assessment</li> </ul>	<ul style="list-style-type: none"> <li>Numerals</li> </ul>
<ul style="list-style-type: none"> <li>Place value</li> <li>Two-digit numbers</li> <li>Tens digit</li> <li>Ones digit</li> <li>Greater than &gt;</li> <li>Equal =</li> <li>Less than &lt;</li> </ul>	<p><b>1.NS.4:</b> Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols &gt;, =, and &lt;.</p> <p><b>PS.1:</b> Makes sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> <li>Compare pairs of 2-digit numbers based on meanings of the tens and ones digits.</li> </ul> <p>Examples:                      * 52 &gt; 34 because 52 has more tens than 34.                      * 21 &lt; 43 because 21 has fewer tens than 43.                      * 12 = 12 because both numbers have the same number of tens and ones.</p> <ul style="list-style-type: none"> <li>Plan a path to a solution.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of seatwork.</li> <li>Written assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Place value</li> <li>Two-digit numbers</li> <li>Tens digit</li> <li>Ones digit</li> <li>Greater than</li> <li>Equal</li> <li>Less Than</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>NUMBER SENSE</b>				
<ul style="list-style-type: none"> <li>• 10 more</li> <li>• 10 less</li> <li>• Two-digit number</li> </ul>	<p><b>1.NS.5:</b> Find mentally 10 more or 10 less than a given two-digit the number without having to count, and explain the thinking process used to get the answer.</p> <p><b>PS.7:</b> Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>• Add and subtract 10s from 2-digit numbers by changing the tens digit to determine the answer.</li> </ul> <p>Examples:  * 45 + 10 = 55 because you are adding 1 ten and 0 ones.  * 45 – 10 = 35 because you are subtracting 1 ten and 0 ones.</p> <ul style="list-style-type: none"> <li>• Explain the process used to get the answer.</li> <li>• Discern a pattern or structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work with white boards.</li> <li>• Oral assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Two-digit number</li> </ul>
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Addition facts</li> <li>• Subtraction facts</li> </ul>	<p><b>1.CA.1:</b> Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on ; making ten (e.g., <math>8+6=8+2+4=10+4=14</math>) ; decomposing a number leading to a ten (e.g., <math>13-4=13-3-1=10-1=9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8+4=12</math>, one knows <math>12-8=4</math>); and creating equivalent but easier or known sums</p>	<ul style="list-style-type: none"> <li>• Add or subtract and verbally express the strategy used to find the answer.</li> <li>• Examples:  *5 + 8  “5 + 8 = 5+5+3 = 10+3 = 13”  *7 + 9  “7 + 9 = 6+1+9 = 6+10= 16”</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work.</li> <li>• Written test</li> <li>• Math facts to 20 timed test.</li> </ul>	<ul style="list-style-type: none"> <li>• Fact families</li> <li>• Addition facts</li> <li>• Subtraction facts</li> <li>• Doubles facts</li> <li>• Strategies</li> <li>• Related facts</li> <li>• Make 10</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
	<p><b>1.CA.1: (cont.)</b>            (e.g., adding <math>6+7</math> by creating the known equivalent <math>6+6+1=12+1=13</math>). Understand the role of 0 in addition and subtraction.</p>	<p>Examples (cont.)  <math>*12 - 8</math>  <math>"12 - 8 = 12-2-6 = 10-6 = 4"</math></p>		
<ul style="list-style-type: none"> <li>• Real-world problems</li> <li>• Addition</li> <li>• Subtraction</li> </ul>	<p><b>1.CA.2:</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all part of the addition or subtraction (e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>• Use objects, drawings or equations to answer story problems.</li> <li>• Solve the two following types of problems:  <math>*\text{Sam has 3 trucks and Bob has 6 trucks. How many more trucks does Bob have than Sam?}</math>  <math>6 - 3 = \underline{\quad}</math>.</li> <li><math>*\text{Jane bought 3 new shirts. She now has 9. How many did she start with?}</math>  <math>\underline{\quad} + 3 = 9</math>.</li> <li>• Write equations to describe situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work.</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Number model</li> <li>• Number sentence</li> <li>• Equation</li> <li>• More than</li> <li>• Less than</li> </ul>



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
<ul style="list-style-type: none"> <li>• Two-digit number</li> <li>• Multiple of 10</li> <li>• Models</li> <li>• Drawings</li> <li>• Strategies</li> <li>• Place Value</li> <li>• Properties of Operation</li> <li>• Relationship</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Reasoning</li> <li>• Tens</li> <li>• Ones</li> </ul>	<p><b>1.CA.5:</b> Add within 100, including adding a two-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.</p> <p><b>PS.8:</b> Look for and express regularity in repeated reasoning.</p>	<ul style="list-style-type: none"> <li>• Complete the following types of problems and orally explain the strategy used to find the answer: Examples: *<math>36 + 3 = 39</math> *<math>36 + 30 = 66</math> *<math>37 + 5 = 42</math>  *<math>17 + 20 + 12 + 6 =</math> *<math>(17 + 20) + (12 + 6) =</math> *<math>37 + 18 =</math> *<math>37 + 10 + 8 = 47 + 8 = 55.</math></li> <li>• Notice a pattern that repeats.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Two-digit number</li> <li>• Models</li> <li>• Drawing</li> <li>• Strategies</li> <li>• Place Value</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Tens</li> <li>• Ones</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>COMPUTATION AND ALGEBRAIC THINKING</b>				
<ul style="list-style-type: none"> <li>• Rule</li> <li>• Number patterns</li> <li>• Addition</li> </ul>	<p><b>1.CA.7:</b> Create, extend, and give an appropriate rule for number patterns using addition within 100.</p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> <li>• Create skip counting patterns using rules such as the following: plus 1, 2, 3, 5, 10 or doubles.</li> <li>• Complete patterns and tell the rule.</li> </ul> <p>Examples:  *22, 24, 26, ____, ____, ____.  Rule: "Add 2"</p> <p>*51, 54, 57, ____, ____, ____, 69.  Rule: "Add 3"</p> <ul style="list-style-type: none"> <li>• Apply what they know.</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Rule</li> <li>• Add</li> </ul>
<b>GEOMETRY</b>				
<ul style="list-style-type: none"> <li>• Two-dimensional objects</li> <li>• Three-dimensional objects</li> <li>• Shape</li> <li>• Size</li> <li>• Roundness</li> <li>• Attributes</li> <li>• Faces</li> </ul>	<p><b>1.G.1:</b> Identify objects as two-dimensional or three-dimensional. Classify and sort two-dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three-dimensional objects.</p>	<ul style="list-style-type: none"> <li>• Identify and describe all two-dimensional shapes using defining attributes.</li> <li>• Compare and sort two-dimensional shapes using attributes (e.g., size, shape, roundness, flat sides).</li> <li>• Identify and describe all three-dimensional shapes using defining attributes.</li> <li>• Compare and sort three-dimensional shapes using attributes.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work.</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Two-dimensional shapes (rectangle, square, triangle, trapezoid, circle, hexagon, and rhombus)</li> <li>• Attributes</li> <li>• Vertex</li> <li>• Side</li> <li>• Face</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>GEOMETRY</b>				
	<p><b>1.G.1: (cont.)</b></p> <p><b>PS.7:</b> Look for and make sense of structure.</p>	<ul style="list-style-type: none"> <li>• Name the two-dimensional shapes that make up the faces of three-dimensional objects.</li> <li>• Discern a pattern or structure.</li> </ul>		<ul style="list-style-type: none"> <li>• Three-Dimensional shapes (cube, rectangular prism, cone, cylinder, sphere, pyramid)</li> </ul>
<ul style="list-style-type: none"> <li>• Defining attributes</li> <li>• Non-defining attributes</li> <li>• Two-dimensional shapes</li> <li>• Three-dimensional shapes</li> </ul>	<p><b>1.G.2:</b> Distinguish between defining attributes of two-and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.</p> <p><b>PS.7:</b> Look for and make sense of structure.</p>	<ul style="list-style-type: none"> <li>• Look for a pattern to solve problems.</li> <li>• Sort two-dimensional shapes into two groups of defining attributes versus non-defining attributes (e.g., color &amp; size).</li> <li>• Sort three-dimensional shapes into two groups of defining attributes versus non-defining attributes.</li> <li>• Create two-dimensional shapes using pattern blocks.</li> <li>• Draw two-dimensional shapes with and without a shape template.</li> <li>• Discern a pattern of structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Defining attributes</li> <li>• Non-defining attributes</li> <li>• Two-dimensional shapes</li> <li>• Three-dimensional shapes</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>GEOMETRY</b>				
<ul style="list-style-type: none"> <li>• Two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circle, quarter-circle)</li> <li>• Three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinder)</li> <li>• Composite shape</li> </ul>	<p><b>1.G.3:</b> Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (In grade 1, students do not need to learn formal names such as “right rectangular prim”.)</p> <p><b>PS.7:</b> Look for and make sense of structure.</p>	<ul style="list-style-type: none"> <li>• Use two-dimensional shapes (e.g., pattern blocks) to make a composite shape.</li> <li>• Use two-dimensional shapes to make a composite shape and compose new shapes from the composite shape.</li> <li>• Combine three-dimensional shapes to make a composite shape.</li> <li>• Discern a pattern of structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Composite shape</li> <li>• Two-dimensional shape</li> <li>• Pattern blocks</li> <li>• Three-dimensional shape</li> </ul>
<ul style="list-style-type: none"> <li>• Circles</li> <li>• Rectangles</li> <li>• Two equal parts, halved, half of, two of</li> <li>• Four equal parts, fourths, fourth of, four of</li> <li>• Quarters, quarter of</li> <li>• Circles</li> <li>• Rectangles</li> </ul>	<p><b>1.G.4:</b> Partition circles and rectangles into two and four equal parts describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.</p>	<ul style="list-style-type: none"> <li>• Find objects divided into equal parts.</li> <li>• Count equal parts of wholes.</li> <li>• Divide shapes into two equal parts/halves.</li> <li>• Divide shapes into four equal parts/fourths.</li> <li>• Identify shapes divided into halves and fourths.</li> <li>• Record the number of equal parts in a whole and label each part with a fraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work.</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Circles</li> <li>• Rectangles</li> <li>• Two equal parts, halves, half of, two of</li> <li>• Four equal parts, fourths, fourth of, four of</li> <li>• Quarters, quarter of</li> <li>• Circles</li> <li>• Rectangles</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>GEOMETRY</b>				
	<p><b>1.G.4: (cont.)</b></p> <p><b>PS.7:</b> Look for and make sense of structure.</p>	<ul style="list-style-type: none"> <li>• Discern a pattern of structure.</li> </ul>		
<b>MEASUREMENT</b>				
<ul style="list-style-type: none"> <li>• Time</li> <li>• Half-hour</li> <li>• Events</li> <li>• Analog clocks</li> <li>• Digital clocks</li> <li>• Hours</li> <li>• Minutes</li> </ul>	<p><b>1.M.2:</b> Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.</p> <p><b>PS.1:</b> Makes sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> <li>• Show and write the time to the nearest half-hour using digital and analog clocks.</li> <li>• Explain to themselves the meaning of a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of seat work.</li> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Half-hour</li> <li>• Events</li> <li>• Analog clocks</li> <li>• Digital clocks</li> <li>• Hours</li> <li>• Minutes</li> </ul>
<ul style="list-style-type: none"> <li>• Value</li> <li>• Collection</li> <li>• Pennies</li> <li>• Nickels</li> <li>• Dimes</li> </ul>	<p><b>1.M.3:</b> Find the value of a collection of pennies, nickels, and dimes.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Count and find the value of a collection of pennies, nickels, and dimes.</li> <li>• Calculate accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> </ul>	<ul style="list-style-type: none"> <li>• Penny</li> <li>• Nickel</li> <li>• Dime</li> <li>• Coins</li> <li>• Cents</li> <li>• Value</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>DATA ANALYSIS</b>				
<ul style="list-style-type: none"> <li>Data</li> </ul>	<p><b>1.DA.1:</b> Organize and interpret data with up to three choices (What is your favorite fruit? Apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.</p>	<ul style="list-style-type: none"> <li>Use a line plot and a table to organize data.</li> <li>Ask and answer questions about the following:             <ul style="list-style-type: none"> <li>Total number of data points</li> <li>How many items in each choice</li> <li>How many more or less in one choice compared to another</li> </ul> </li> </ul> <p>Example: Choose 3 pets and ask 10 friends which is their favorite. Then organize data in a graph. Record votes, compare two of the categories and determine how many more or less in one category than another.</p>	<ul style="list-style-type: none"> <li>Observation of seat work.</li> </ul>	<ul style="list-style-type: none"> <li>Table</li> <li>Line plot</li> <li>Data</li> </ul>