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Course: MATH
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1st Grade Math Course of Study

Unit: Counting, Comparison, and Addition Module 1
Suggested Pacing : 25 Lessons / 5 - 6 Weeks
Module 1 Learning and Performance Expectations
In Module 1 , students will work to further their understanding of addition and subtraction. Preliminary work on this began in Kindergarten. Students will work with addition and subtraction within the context of word problems. Students will also begin building fluency with addition and subtraction math facts. The focus of this module includes:
Counting on to find totals provides a foundation for counting on or counting back to find an unknown part.
Reasoning about the meaning of the equal sign and determining whether number sentences are true or false helps prepare students to write true number sentences and find unknowns in various equations.
Systematic study of partners to 6 through partners to 10 supports understanding subtraction equations as unknown addend problems.
While interpreting graphs, students compare categories by using *greater than*, *less than*, and *equal to* language.
In the grid below, there is a listing of "I can…" statements that can be used as you work through the module.

- Essential Questions: How is counting and comparing numbers related to addition and how are these skills essential for developing number sense?
  - Practice and extend skills for counting
  - Work with addition and subtraction problems
  - Represent and solve problems involving addition and subtraction
- Unit Vocabulary: Module 1 Terminology (When new page opens, scroll down to find the terminology)

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Self Awareness 3: Demonstrate awareness of and willingness to seek help for self or others A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation A3. 3.a Describe situations or locations that feel safe
Connection to Vision of a Lakewood Ranger	Critical and creative thinking, collaboration, communication, and growth mindset

Suggested Pacing 25 lessons 5-6 weeks	**Content Standards**	**Learning and Performance Expectations** What must students know and be able to do?	**Assessment of Learning Options** How will we know if they learned this skill?	**Resources Options**
	1.OA.3: Apply properties of operations as strategies to add and subtract. For example, if 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative Property of Addition); to add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (Associative Property of Addition). Students need not use formal terms for these properties.	**Students can add** within 20 by using strategies such as counting on or by creating an equivalent but easier problem.	Students can apply the commutative property of addition as a strategy to add.	BrainPopjr- Addition and Subtraction Videos (You will need to acces BrainPopjr. through Clever in order to sign-in) Splash!- by Ann Jonas (read aloud) *Splash!* can be a fun read aloud and challenges kids to think about **addition and subtraction** as animals get in and out of the pond. You could also have kids **write equations** for each page to show the total. Dinosaur Themed Subtraction Games- No Prep

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				Virtual Interactive 120 Number Chart Virtual Number Line
	1.OA.5 Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.	**Students can** count on or count back from a given number.	Students can count on to find the total number of objects in a set and represent the total as a number sentence. Students can count on from 10 to find totals between 11 - 19	Jack Hartmann- Counting On Song BrainPopjr- Counting On and Counting Back Videos (You will need to acces BrainPopjr. through Clever in order to sign-in) Virtual Interactive 120 Number Chart
	1.OA.6 Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include 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.	Students can apply properties of operations as strategies to add and subtract. Students can use various strategies to add and subtract: Number bonds Partners of ten Doubles Near doubles Students will understand the meaning of the equal sign	Students can add within 20 using strategies from the module. Students can add fluently within 10. Students can fluently decompose totals within 10	BrainPopjr- Fact Family Math Video (You will need to acces BrainPopjr. through Clever in order to sign-in) Monster Musical Chairs- by Stuart Murphy (read aloud) This is an adorable *MathStart* book that's aimed at teaching subtraction for very young children. In the story, some cute partying monsters play the well-known party game 'musical chairs'. With each round, one monster is out and it's face is crossed off the list on the right (making the minus -1 aspect more visual). Bouncy rhymes and silly monsters keep the mood light and fun. If you do use this fun book for teaching subtraction, we suggest you move slowly and point out subtraction problems at the end of each round. Otherwise the fun game aspect of the storyline could completely override the math lesson. :) ABCya- Balloon Pop Subtraction Game Sesame Street- Subtraction Clip Virtual Rekenrek NUMBEROCK- Doubles Song
	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6; 7 = 8 – 1; 5 + 2 = 2 + 5; 4 + 1 = 5 + 2.	Students solve equations when the equal sign is in different positions and understand how to balance the equation.	Students can determine if addition or subtraction sentences are true or false	YouTube Video- Mighty Owl and the Equal Sign Virtual Balance Scale
	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten;” the numbers from 11 to 19 are composed of a ten and one, two,	Students understand that digits within a number have different values depending on their location in the number .	Students can count on from 10 to find totals between 11 - 19 Compare category totals in graphs.	Seesaw Activity- Place Value Seesaw Activity- Place Value: Tens and Ones

	three, four, five, six, seven, eight, or nine ones; and 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).			Virtual Base Ten Blocks
	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Students compare what they see using language such as more than, fewer than, and equal to, and represent these statements numerically. Number paths and tally marks provide students opportunities for counting on from 5.	Compare category totals in graphs.	Seesaw Activity- How Can I Compare Numbers Using Symbols?
	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Students collect data by answering questions, sorting sets, and making observations.	Compare category totals in graphs. Organize and represent data and write how many are in each.	The Great Graph Contest- by Loreen Leedy (read aloud) In *The Great Graph Contest*, best friends Gonk the Toad and Beezy the Lizard compete to see who can make the best graph and in the process, they explore (1) data collection methods like surveys and tallies, as well as (2) graphing methods like line graphs, bar graphs, and more. Seesaw Activity- How Can I Organize, Represent, and Interpret Data?

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Unit: Module 2: Addition and Subtraction Relationships
Suggested Pacing: 23 Lessons / 5 weeks
Module 2 Learning and Performance Expectations
Module 2 introduces 3 interpretations of subtraction
Take from: Move or take objects away from a set to make it smaller.
Part-Whole: Find an unknown part when given a part and a whole.
Comparison: Compare two different sets and identify the difference between the two.
The following types of problems are introduced in this module:

- **Add to with change unknown:** One part and the total are given. An action joins the known part and the unknown part to form the total. (Lessons 9 and 13)
- **Take from with change unknown:** The total and one part are given. An action takes away the unknown part from the total to form the known part. (Lessons 11 and 13)
- **Put together/take apart with addend unknown:** The total and one part are given. No action joins or separates the parts. (Lesson 14)
- **Compare with difference unknown:** Two given quantities are compared to find how many more or how many fewer. (Lessons 21 and 22)

In this module, students extend the understanding of equality and the use of the equal sign to determine an unknown part in an equation and to find how many more one group has than another.
In the grid below, there is a listing of "I can…" statements that can be used as you work through the module.
Essential Questions: Why is it important to understand addition and subtraction relationships?
Big Idea: Represent and solve problems involving addition and subtraction
Big Idea: Understand and apply properties of operations and the relationship between addition and subtraction.
Big Idea: Work with addition and subtraction equations.
Big Idea: Represent and interpret data.
Vocabulary: Module 2 Terminology (When new page opens, scroll down to find the terminology)

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Self Awareness 3: Demonstrate awareness of and willingness to seek help for self or others A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation A3. 3.a Describe situations or locations that feel safe
Connection to Vision of a Lakewood Ranger	Critical and creative thinking, collaboration

Suggested Pacing 23 lessons 5 weeks	**Content Standards**	**Learning and Performance Expectations** What must students know and be able to do?	**Assessment of Learning Options** How will we know if they learned this skill?	**Resources Options**
	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Students can use strategies to add and subtract situational word problems within 20.	Students can **represent** and **solve** word problems within 20	Virtual Interactive 120 Number Chart YouTube- Story Problems
	1.OA.B.4 Understand subtraction as an unknown-addend problem.	Students can use addition facts to help solve	Students can **subtract** by using addition strategies,	Fact Family Work Mat and Practice Sheets

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	For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	subtraction problems.		
	1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Students can count on to add and count back to subtract.	Students can **subtract** within 20 by using strategies such as counting on and counting back.	Virtual Interactive 120 Number Chart
	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Students can fluently add and subtract within 10. Students can use strategies to add and subtract within 20 including: Counting on Number bonds Partners of ten Doubles Near doubles	Students can **subtract** within 20 by using strategies such as counting on and counting back. Students will **subtract fluently** within 10.	Virtual Interactive 120 Number Chart Seesaw Activity- How Can I Add Within 20? Seesaw Activity- How Can I Subtract Within 20? Counting On Addition Game
	1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	Students can understand the meaning of the equal sign and determine if equations are true or false.	Students can **add or subtract** to make groups equal and **write** a true number sentence to match.	Sesame Street- Cookie Monster Helps Prairie Dawn Get Equal Equal Means The Same Song- YouTube
	1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.	Students can figure out a missing number in an addition or subtraction equation.	Students will **find** the unknown in an addition or subtraction equation.	
	1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Students can organize data into three groups or less and ask or answer questions about data.	Students will create and **answer questions** about a graph,	The Best Vacation Ever- Stuart Murphy (read aloud) Girl collects data about where to go on vacation. Seesaw Activity- Robot's Favorite Animals

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Unit: 3 Properties of Operations to Make Easier Problems
Suggested Pacing: 26 Lessons / 5 -6 weeks
Module 3 Learning and Performance Expectations
Module 3 introduces three addend problems in which two of the addends equal 10. Students will group the addends of 10 so that the problem becomes the same as 10+n. Students will also work with two addends that do not make 10. They will apply the make 10 strategy by first thinking of one of the addends partner to 10 and then decomposing the other addend to make that number 10 and finally adding the remaining part to the 10 to answer the equation. Students will use a number path to represent addend equations by finding 10 on the number path and hopping up to show the equation answer. They will practice hopping one larger hop rather than using single hops. Students will learn to recognize 10 as a unit by building, drawing, and visualizing quantities. They will group units as a ten and some ones and apply this work with addition and subtraction using teen numbers. Students will use strategies such as take from 10, counting on by using 10, and counting back by using 10 to make equations easier to solve.
In the grid below, there is a listing of "I can…" statements that can be used as you work through the module.
Essential Questions: Why is understanding properties of operations in base ten an essential skill?
How can students use place value to help create easier problems?
Big Idea: Represent and solve problems involving addition and subtraction.
Big Idea: Extend the counting sequence
Big Idea: Understand place value and use it along with properties of operations to add and subtract.
Vocabulary: Module 3 Terminology (When new page opens, scroll down to find the terminology)

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Self Awareness 3: Demonstrate awareness of and willingness to seek help for self or others A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation A3. 3.a Describe situations or locations that feel safe
Connection to Vision of a Lakewood Ranger	Critical and creative thinking, collaboration, communication, and growth mindset

Suggested Pacing 26 lessons 5-6 weeks	**Content Standards**	**Learning and Performance Expectations** What must students know and be able to do?	**Assessment of Learning Options** How will we know if they learned this skill?	**Resources Options**
	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Students can use strategies to add and subtract situational word problems within 20.	Students can **represent** and **solve** word problems within 20.	
	1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Students can solve word problems by adding three numbers whose sum is less than or equal to 20.	Students can **represent** word problems by using drawings and a number sentence and **solve** word problems within 20 involving three addends.	
	1.OA.B.3 Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.	**Students can add** within 20 by using strategies such as counting on or by creating an equivalent but easier problem.	Students can **represent** word problems by using drawings and a number sentence and **solve** word problems within 20 involving three addends.	

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			Students can **add** within 20 with equations that have more than two addends. Students can **add** within 20 by using strategies such as applying the commutative and associative properties to make 10 or by counting on to 10.	
	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Students can fluently add and subtract within 10. Students can use strategies to add and subtract within 20 including: Counting on Number bonds Partners of ten Doubles Near doubles	Students can **add** within 20 with equations that have more than two addends. Students can **add** within 20 by using strategies such as applying the commutative and associate properties to make 10 or by counting on to 10. Students can **subtract** within 20 by using strategies such as counting on to 10, counting back to 10, or taking from 10. Students can **add** within 20 by decomposing a teen addend to add the ones first. Students can **subtract** within 20 by using tens and ones to take from the ones.	
	1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Students can count from any number to 120. Students can read and write numbers to 120.	Students can verbally count and read numbers to 120. Students can write numbers to 120.	Seesaw Activity- How Can I Practice Counting to 120?
	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: ● **1.NBT.B.2.a**10 can be thought of as a bundle of ten ones — called a “ten.” ● **1.NBT.B.2.b**The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. ● **1.NBT.B.2.c**The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Students understand that two-digit numbers contain tens and ones. Student know that 10 is ten ones, or a “ten” Students can show that the numbers between 11 and nineteen have a ten and some ones. Students can tell how many tens and ones are in multiples of ten.	Students can **represent** a set of up to 50 objects with a two-digit number by composing tens. Students can **represent** two-digit numbers within 50 as tens and ones.	ABCya- Base Ten Fun Math Game Virtual Base Ten Blocks

Unit: 4 Comparison and Composition of Length Measurements
Suggested pacing: 14 lessons 3 weeks
Module 4 Learning and Performance Expectations
Module 4 introduces the measurement comparison of objects by aligning the endpoints. They will compare 3 to 6 objects by length to put them in order. Students come to understand that each object is longer than the object that came before it and shorter than those that come after it when ordering from shortest to tallest. Students will come to understand the transitivity of measurement when they compare the lengths of two objects that can not be directly compared by comparing them both to a third object. Students

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will measure height or length by using centimeter cubes alongside an object end to end without gaps or overlaps. They consider ways to represent total lengths in terms of tens and ones. They will compare objects using < = > to record relationships. They will work with length situations in word problems using the following:

- **Compare with difference unknown:** Two given lengths are compared to find how much longer or how much shorter one is than the other. (Lesson 10, 11)

  The frog is 10 centimeters long. The snake is 14 centimeters long. How much longer is the snake than the frog? How much shorter is the frog than the snake?
- **Compare with bigger quantity (or longer length) unknown:** The smaller length and the difference between the lengths are given to find the longer length. (Lesson 12)

  The frog is 10 centimeters long. The snake is 4 centimeters longer than the frog. How long is the snake?
- **Compare with smaller quantity (or shorter length) unknown:** The longer length and the difference between the lengths are given to find the shorter length. (Lesson 13)

In the grid below, there is a listing of "I can…" statements that can be used as you work through the module.
Essential Questions: Why is measurement an important life skill?
Big Idea: Measurement of lengths through nonstandard units.
Big Idea: Comparison of lengths using < = >
Vocabulary: Module 4 Terminology (When new page opens, scroll down to find the terminology)

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Self Awareness 3: Demonstrate awareness of and willingness to seek help for self or others A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation A3. 3.a Describe situations or locations that feel safe
Connection to Vision of a Lakewood Ranger	Critical and creative thinking, collaboration, communication, and growth mindset

Suggested Pacing 14 lessons 3 weeks	**Content Standards**	**Learning and Performance Expectations** What must students know and be able to do?	**Assessment of Learning Options** How will we know if they learned this skill?	**Resources Options**
	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Students can use strategies to add and subtract situational word problems within 20.	Students will **represent** and **solve** word problems within 20 in grade 1 addition and subtraction comparison problem types involving represented lengths.	
	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: • **1.NBT.B.2.a**10 can be thought of as a bundle of ten ones — called a "ten." • **1.NBT.B.2.b**The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Students can identify the numbers between 11 and 19 and know that they have a ten and some ones.	Students will **draw or write** to represent lengths greater than 10 centimeters as tens and ones by using a linear drawing, number bond or number sentence.	BrainPopjr- Place Value (You will need to acces BrainPopjr. through Clever in order to sign-in)

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	1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Students can compare 2-digit numbers.	Students will **measure and compare** the lengths of two objects.	ABCya- Comparing Number Values Math Game BrainPopjr- Comparing Numbers (You will need to acces BrainPopjr. through Clever in order to sign-in)
	1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Students can put objects in order by length. Students can use one object to compare the lengths of two other objects.	Students will **measure and compare** the lengths of two objects Students will **order** three objects by length using direct comparison. Students will **compare lengths** of two objects by indirectly using a third object. Students will **measure** and **order** lengths of three or more objects.	BrainPopjr- Nonstandard Measurement (You will need to acces BrainPopjr. through Clever in order to sign-in)
	1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Students can measure objects with nonstandard units.	Students will **measure and compare** the lengths of two objects. Students will **measure** and **order** lengths of three or more Students will **measure** the length of an object and **write** the length as a whole number of centimeters.	Seesaw Activity- How Can I Use Tools To Measure Objects? (Some parts of this lesson introduce using a ruler to measure…this part can be skipped) Seesaw Activity- Nonstandard Measurement Practice

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LAKEWOOD CITY SCHOOLS

Unit: 5 Place Value Concepts to Compare, Add, and Subtract
Suggested pacing: 24 lessons 5 - 6 weeks
Module 5 Learning and Performance Expectations
Module 5 builds on and increases the complexity of work with tens and ones. Students will represent two -digit totals in different ways to show how many tens and ones there are when a number is expressed. Students will compare using place value. They will represent the comparison using < = > and will explain why a number sentence is true. Students will add a one-digit number to a two-digit number by using place value to make the problem easier. They will solve problems using a variety of tools including cubes, drawings, number bonds, and number paths. Students will decompose a two-digit addend into tens and ones in an equation to combine ones and then add the tens. Students will learn three skills for adding and subtracting equations which are add tens to a multiple of ten, add tens to any two-digit number, and subtract tens from a multiple of ten. Students will practice three strategies which are add the tens first, add the ones first (if the ones will make an additional ten), and add like units in order to make easier addition problems.
In the grid below, there is a listing of "I can…" statements that can be used as you work through the module.
Essential Questions: How can understanding place value enable you to solve more difficult 2-digit addition and subtraction problems?
Big Idea: Use place value understanding and properties of operations to add and subtract.
Vocabulary: Module 5 Terminology (When new page opens, scroll down to find the terminology)

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Self Awareness 3: Demonstrate awareness of and willingness to seek help for self or others A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation A3. 3.a Describe situations or locations that feel safe
Connection to Vision of a Lakewood Ranger	Critical and creative thinking, collaboration, communication, and growth mindset

Suggested Pacing 24 lessons 5 weeks	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	Students can decide if an equation is true or false.	Students can determine if if addition and subtraction resources are true or false.	
	1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Students can count from any number to 120. Students can read and write numbers to 120.	Students can represent a set of objects with a two digit number.	Counting Collections Article With Tips and Suggestions Counting Collections Recording Sheet
	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: • **1.NBT.B.2.a**10 can be thought of as a bundle of ten ones — called a "ten." • **1.NBT.B.2.b**The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • **1.NBT.B.2.c**The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Students can identify the numbers between 11 and 19 and know that they have a ten and some ones.	Students can represent a set of objects with a two digit number. Students can represent a two digit number as 10's and 1's Students can determine the value represented by a two digit number as tens/ ones	

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	1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Students can compare 2-digit numbers	Students can compare 2 digit numbers using < > =	
	1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Students can add a 2-digit number to a 1-digit number (multiple of ten) within 100.	Students can add or subtract multiples of 10 Students can add a 2 digit number with a multiple of 10 Students can add a 2 digit number that has a sum within 50 using concrete models, drawings, strategies based on place value	
	1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Students can explain how to find ten more or ten less than a two digit number.	Students can find 10 more or ten less than a 2 digit number	
	1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Students can explain how to subtract multiples of ten from other multiples of ten up to 90.	Students can add or subtract multiples of 10 Students can add a 2 digit number with a multiple of 10	ABCya Math Game- Skip Counting by 10's Jack Hartmann Song- Adding and Subtracting by 10
	1.MD.B.3Tell and write time in hours and half-hours using analog and digital clocks.	Students can tell and write time using analog and digital clocks.	Students can tell time to the hour and half hour on analog and digital clock	The Clock Struck One: A Time-Telling Tale- by Trudy Harris (read aloud)

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Unit: 6 Attributes of Shapes- Advancing Place Value, Addition, and Subtraction
Suggested pacing: Part 1 Attributes of Shapes

Module 6 Part 1 Attributes of Shapes Learning and Performance Expectations
Students begin their study of geometry by describing and naming two dimensional shapes and their defining attributes. They will sort into categories of triangles, quadrilaterals, pentagons, and hexagons. Students will draw, name and describe shapes such as triangles, rectangles, squares, rhombuses, trapezoids, and hexagons. They will define attributes such as square corners, parallel sides, and side lengths Students will describe and name three dimensional shapes including cubes, cones, cylinders, rectangular prisms, triangular prisms, and pyramids. They will identify a solids attributes such as faces, edges, and corners as well as how the attributes impact the solids' functionality (ie. stacking, rolling) Students will compose and decompose flat and solid shapes to:

- Identify shapes within a composite shape.
- Name composite shapes using defining attributes.
- Create composite shapes by combining shapes.

Students partition shapes in a variety of ways and determine if the parts are equal shares of the whole. They conclude that equal parts (or shares) are the same shape and size.

Then students partition circles and rectangles into 2 and 4 equal parts and name the shares as halves, fourths, and quarters. They identify 1 share as 1 half or 1 fourth of the whole and verbalize how many equal shares compose the whole (2 shares or 4 shares).

Students also determine that the more shares you partition a shape into, the smaller the shares get.

Finally, students connect their understanding of halves to telling time. They reason about the phrase *half past* and relate it to a half-circle. They recognize that half past can also be stated as a time, such as 2:30, because the minute hand has gone halfway around the clock. In optional lesson 15, students also analyze the movement and location of the hour hand, noting that it will be halfway between the 2 and the 3 at 2:30.

Module 6 Part 2 Advancing Place Value, Addition, and Subtraction

Students work with three-digit numbers from 100 to 120 in the following ways: counting, reading numerals, writing totals, and representing numbers.

Students count 100 or more objects by making groups of tens and ones. They represent the same total by using different combinations of tens and ones and reason about why it is possible to compose numbers in different ways.

Students add 2 two-digit numbers that have sums within 100. They use models such as ten-sticks and cubes, drawings, and number bonds. They make easier problems by decomposing one or both addends and combining the remaining parts. Students recognize that when composing the parts, it is sometimes necessary to compose a ten. They also recognize that when they have 10 tens, the total is 100. Students show how they made an easier problem by using a written method and through explaining their work.

In the grid below, there is a listing of "I can…" statements that can be used as you work through the module.
Essential Questions: How is identification of 2-D and 3-D shapes and their attributes an essential life skill?
Big Idea: Reason with shapes and their attributes.
Big Idea: Divide shapes into 2 or 4 equal parts.
Vocabulary: Module 6 Terminology (When new page opens, scroll down to find the terminology)

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Self Awareness 3: Demonstrate awareness of and willingness to seek help for self or others A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation A3. 3.a Describe situations or locations that feel safe
Connection to Vision of a Lakewood Ranger	Critical and creative thinking, collaboration, communication, and growth mindset

Grade: 1
Course: MATH
Year: 2023

Suggested Pacing 31 lessons 6-7 weeks	Content Standards	Learning and Performance Expectation What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Students can use strategies to add and subtract situational word problems within 20.	Students can represent and solve word problems within 20 involving all addition and subtraction problems types by using drawings and an equation with a symbol for the unknown.	
	1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Students can count from any number to 120. Students can read and write numbers to 120.	Students can represent a set of up to 120 objects with a written numeral by composing tens. Represent three-digit numbers within 120 as tens and ones. Write missing numbers in a sequence within 120.	
	1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Students can add a 2-digit number to a 1-digit number (multiple of ten) within 100.	Students can add a two-digit number and a one-digit number that have a sum within 100, relate the strategy used to a written method, and explain the reasoning used. Use concrete models, drawings, strategies based on place value, and/or properties of operations.	
	1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	Students can tell and write time using analog and digital clocks.	Students can tell time to the half hour, including using the term half past.	
	1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Students can identify attributes of a shape. Students can build or draw shapes with certain attributes.	Students can identify the defining attributes of two-dimentional shapes and three-dimentional shapes. Students can draw two-dimentional shapes that have certain defining attributes.	Shape by Shape- by Suse MacDonald BrainPopjr- Solid Shapes (You will need to acces BrainPopjr. through Clever in order to sign-in) Virtual Pattern Block Manipulatives Virtual Geoboard Manipulative
	1.G.A.2 Compose two-dimensional shapes	Students can build 2wo dimensional and three dimensional figures	Students can compose two-dimentional and three-dimentional	

	(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. Students do not need to learn formal names such as "right rectangular prism."	from other figures.	shapes to create a composite shape.	
	1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Students can divide circles and rectangles into two or four equal parts.	Students can partition circles and rectangles into 2 or 4 equal shares and describe the shares by using the words halves, fourths, or quarters. Students can draw or write to show that decomposing the same whole into more equal shares creates smaller shares.	BrainPopjr- Basic Parts of a Whole (You will need to acces BrainPopjr. through Clever in order to sign-in) Whole-y Cow: Fractions are Fun!- by Taryn Souders (read aloud) With the guidance of a likeable cow, readers are guided in the basics of fractions, like parts of a group, parts of a whole... Each spread shows the cow in a different scenario and asks related fraction questions (ie: "What fraction of the cow is white?"). Seesaw Activity- Color the Fractions