

MATHEMATICS/Grade

Curriculum Guide

To support strong classroom instruction, the TDOE has created instructional focus documents for mathematics. These documents were developed to target the mathematics standards where statewide data indicated students struggled the most and are optional supplements for educators to consider. The purpose of these documents is to provide teachers with examples of learning across all performance levels to help educators determine the depth of a student's conceptual understanding of the Tennessee mathematics standards. You may access these documents using this link: [Math Standards Crosswalk](#)

Best for All Central is designed to be a one-stop shop for academic needs. <https://bestforall.tnedu.gov/academic-standards/math>

1 st Quarter				
Standard(s)	Learning Objective(s) Essential Understanding	Savvas Alignment	Assessments	Pacing
Topic 1: Understand Addition and Subtraction				
1.OA.A.1 1.OA.D.7	- Solve addition problems involving situations of adding one part to another part. - Understand that adding to is one interpretation of addition. Addition equations can be used to show add to addition situations.	Topic 1: Understand addition and subtraction; Lesson 1: Add to (p. 5-8)	- Informal Questioning Daily Review - Today's Challenge - Solve and Share - Online math games	Lesson 1.1 1 day
1.OA.A.1 1.OA.D.7	- Solve addition problems involving situations of putting two parts together. - Understand that putting two parts together to make a whole is one interpretation of addition. Understand that addition equations can be used to show situations in which two parts are put together.	Topic 1: Understand addition and subtraction; Lesson 2: Put together (p. 9-12)	- Guided and Independent practice workbook pages - Additional practice workbook pages	Lesson 1.2 1 day

1.OA.A.1 1.OA.D.7	- Solve addition word problems by breaking apart a total number of objects. - Understand that decomposing numbers can be used to solve addition word problems in which the total is known, but the parts are unknown. Understand addition equations can be used to show addition situations where both parts are unknown.	Topic 1: Understand addition and subtraction; Lesson 3: Both Addends Unknown (p. 13-16)		Lesson 1.3 1 day
1.OA.A.1 1.OA.D.7	- Solve subtraction problems involving taking from a group. - Understand that taking away one part from a whole is one interpretation of subtraction. Understand that subtraction equations can be used to show subtraction situations in which one part is taken from the whole.	Topic 1: Understand addition and subtraction; Lesson 4: Take From (p. 17-20)		Lesson 1.4 1 day
1.OA.A.1	- Solve problems that involve comparing to find how many more objects are in one group than another group. - Understand that comparing to find how many more is one interpretation of addition and subtraction. Understand that subtraction or addition equations can be used to show situations in which two quantities are compared.	Topic 1: Understand addition and subtraction; Lesson 5: Compare Situations (p. 21-24)		Lesson 1.5 1 day
1.OA.A.1	Model with math to solve a problem that involves adding and subtracting.	Topic 1: Understand addition and subtraction; 3-Act Math, p. 4		1 day (Can be done any time after 1.5)
1.OA.A.1	- Solve problems that involve comparing to find how many more objects are in one group than another group. - Understand that comparing to find how many more is one interpretation of addition and subtraction. Understand that subtraction or addition equations can be used to show situations in which two quantities are compared.	Topic 1: Understand addition and subtraction; Lesson 6: More Compare Situations (p. 25-28)		Lesson 1.6 1 day
1.OA.A.1 1.OA.B.4	- Solve addition problems by finding a missing addend. - Understand that “adding to” is one interpretation of addition. Understand addition equations can be used to show “add to” addition situations.	Topic 1: Understand addition and subtraction; Lesson 7: Change Unknown (p. 29-32)		Lesson 1.7 1 day

1.OA.A.1 1.OA.B.4	- Solve problems involving putting together or taking apart. - Understand that finding a missing part of a whole is an interpretation of both addition and subtraction. Understand that addition or subtraction equations can be used to show situations involving a missing part.	Topic 1: Understand addition and subtraction; Lesson 8: Practice Adding and Subtracting (p. 33-36)		Lesson 1.8 1 day
1.OA.A.1	- Construct math arguments to solve addition and subtraction problems. - Understand that good math thinkers use math to explain why they are right.	Topic 1: Understand addition and subtraction; Lesson 9: Problem solving: Construct arguments (p. 37-40)		Lesson 1.9 1 day
	Students select a project that is most interesting to them.	Topic 1: Understand addition and subtraction; Pick a project, p.3	P-1A, P-1B, P-1C	1 day
1.OA.A.1 1.OA.B.4 1.OA.D.7		Topic 1: Review	- Fluency Review - Vocabulary Review - Reteaching p.43-46 - Assessment practice p. 47-50	1 day
1.OA.A.1 1.OA.B.4 1.OA.D.7		Topic 1 Assessment	- Topic 1 assessment - Performance task p. 51-52	1 day
Topic 2: Fluently Add and Subtract Within 10				
1.OA.C.5 1.OA.C.6 1.OA.A.1	- Add by counting on from a number. - Understand that you can count on to find the sum for addition facts and that a number line can help you count on.	Topic 2: Fluently Add and Subtract within 10, Lesson 1: Count On to Add (p. 57-60)	- Informal Questioning - Daily Review - Today's Challenge - Solve and Share - Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	Lesson 2.1 1day
1.OA.C.5 1.OA.C.6 1.OA.A.1	- Use doubles to solve addition problems. - Understand that doubles facts have the same number for both addends and can be used to solve problems involving real world situations.	Topic 2: Fluently Add and Subtract within 10, Lesson 2: Doubles (p. 61-64)		Lesson 2.2 1 day
1.OA.C.5 1.OA.C.6	- Solve problems using near doubles facts. - Understand that basic addition facts that are near doubles can be found using a related doubles fact	Topic 2: Fluently Add and Subtract within 10, Lesson 3: Near Doubles (p. 65-68)		Lesson 2.3 1 day
1.OA.C.5 1.OA.C.6	- Use a ten-frame to solve addition facts with 5 and 10. - Understand that facts with sums 6 through 10 can be broken into 5 plus some more.	Topic 2: Fluently Add and Subtract within 10, Lesson 4: Facts with 5 on a ten-frame (p. 69-72)		Lesson 2.4 1 day

1.OA.B.3 1.OA.C.6	- Use the same addends to write two different equations with the same sum. - Understand that two numbers can be added in any order and the sum will stay the same	Topic 2: Fluently Add and Subtract within 10, Lesson 5: Add in any order (p. 73-76)		Lesson 2.5 1 day
1.OA.C.5 1.OA.C.6	- Count back to solve subtraction problems. - Understand that you can count back to find the difference for subtraction facts and a number line can help you count back.	Topic 2: Fluently Add and Subtract within 10, Lesson 6: Count back to subtract (p. 77-80)		Lesson 2.6 1 day
1.OA.B.4 1.OA.C.5 1.OA.C.6	- Use addition facts to 10 to solve subtraction problems. - Understand that addition and subtraction have an inverse relationship and this relationship can be used to solve subtraction facts. Understand that every subtraction fact has a related addition fact.	Topic 2: Fluently Add and Subtract within 10, Lesson 7: Think Addition to Subtract (p. 81-84)		Lesson 2.7 1 day
1.OA.A.1 1.OA.C.5	- Solve word problems by drawing pictures and writing equations. - Understand that drawings and equations can help you solve different types of word problems.	Topic 2: Fluently Add and Subtract within 10, Lesson 8: Solve word problems with Facts to 10 (p. 85-88)		Lesson 2.8 1 day
1.OA.C.6 1.OA.B.3 1.OA.C.5	- Use structure and identify patterns to solve problems. - Understand good math thinkers look for patterns in math to help solve problems.	Topic 2: Fluently Add and Subtract within 10, Lesson 9: Problem Solving: Look for and Use Structure (p. 89-92)		Topic 2.9 1 day
	Students select a project that is most interesting to them.	Topic 2: Fluently Add and Subtract within 10; Pick a project, p.55-56	P-2A, P-2B, P-2C, P-2D	1 day
1.OA.C.6 1.OA.B.3 1.OA.C.5 1.OA.D.7		Topic 2: Review	- Fluency Review Activity, p. 93 - Vocabulary Review, p.94 - Reteaching p.95-98 - Assessment practice p. 99-102	1 day
1.OA.C.6 1.OA.B.3 1.OA.C.5 1.OA.D.7		Topic 2 Assessment	Assessment and Performance Task	1 day

• 2nd Quarter

Standard(s)	• Learning Objective(s)	Savvas Alignment	Assessments	Timeframe
Topic 3: Addition Facts to 20: Use Strategies				
1.OA.C.5 1.OA.B.3 1.OA.C.6	- Count on to add using a number line. - Students can solve an addition problem by using a number line to count on.	Topic 3: Addition Facts to 20: Use strategies; Lesson 1: Count on to Add (p. 109-112)	- Informal Questioning Daily Review - Today's Challenge - Solve and Share - Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	Lesson 3.1 1 day
1.OA.C.5 1.OA.A.1 1.OA.C.6	- Count on to add using an open number line. - Students can solve addition problems by counting on an open number line.	Topic 3: Addition Facts to 20: Use strategies; Lesson 2: Count on to Add Using an Open Number Line (p. 113-116)		Lesson 3.2 1 day
1.OA.C.5 1.OA.A.1 1.OA.C.6	- Memorize doubles facts. - Understand that doubles facts have the same number for both addends and can be used to solve problems involving real world situations.	Topic 3: Addition Facts to 20: Use strategies; Lesson 3: Doubles (p. 117-121)		Lesson 3.3 1 day
1.OA.C.5 1.OA.A.1 1.OA.C.6	- Use doubles facts to help solve doubles-plus facts. - Understand basic addition that are near doubles can be found using a related doubles fact.	Topic 3: Addition Facts to 20: Use strategies; Lesson 4: Doubles Plus (p. 121-124)		Lesson 3.4 1 day
1.OA.C.5 1.OA.C.6	- Make a 10 to add numbers to 20. - Understand that some addition facts can be solved by changing them to an equivalent fact with 10.	Topic 3: Addition Facts to 20: Use strategies; Lesson 5: Make 10 to Add (p. 125-128)		Lesson 3.5 1 day
1.OA.C.5 1.OA.C.6	- Make a 10 to add numbers to 20. - Understand that some addition facts can be solved by changing them to an equivalent fact with 10.	Topic 3: Addition Facts to 20: Use strategies; Lesson 6: Continue to make 10 to Add (p. 129-132)		Lesson 3.6 1 day
1.OA.C.5 1.OA.C.6	- Solve addition problems using different strategies. - Understand there are different ways to solve addition facts. Certain strategies may be easier to use for different facts.	Topic 3: Addition Facts to 20: Use strategies; Lesson 7: Explain addition strategies (p. 133-136)		Lesson 3.7 1 day
1.OA.C.5	Model with math to solve a problem that involves using different ways to make the same sum.	Topic 3: Addition Facts to 20: Use strategies; 3-Act Math, (p. 108)	3-act math recording sheet, teaching tool 47	3-act math 1 day (Can be done any time after 3.7)
1.OA.A.1 1.OA.C.5	- Solve different types of addition word problems. - Understand that objects, drawings, and equations can help you solve different types of word problems.	Topic 3: Addition Facts to 20: Use strategies; Lesson 8: Solve Addition Word Problems with Facts to 20 (p. 137-140)	- Informal Questioning Daily Review - Today's Challenge	Lesson 3.8 1 day

1.OA.A.1 1.OA.B.3 1.OA.C.6	• Critique the reasoning of others by using known information about addition and subtraction. • Understand that good math thinkers use math to explain why they are right.	Topic 3: Addition Facts to 20: Use strategies; Lesson 9: Problem Solving: Critique Reasoning (p. 141-144)	• Solve and Share • Online math games • Guided and Independent practice workbook pages • Additional practice workbook pages	Lesson 3.9 1 day
	• Students select a project that is most interesting to them.	Topic 3: Addition Facts to 20: Use strategies; Pick a project, (p. 107)	• P-3A, P-3B, P-3C	1 day
1.OA.C.5 1.OA.B.3 1.OA.C.6 1.OA.A.1		Topic 3 Review	• Fluency Review Activity, p. 145 • Vocabulary Review, p.146 • Reteaching p.147-150 • Assessment practice p. 151-154	1 day
1.OA.C.5 1.OA.B.3 1.OA.C.6 1.OA.A.1		Topic 3 Assessment	• Assessment and Performance Task	1 day
Topic 4: Subtraction Facts to 20: Use Strategies				
1.NBT.A.1	• Count backward by 1's, starting at any number less than 20. • Understand when you count backward, the numbers are 1 less each time you count.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson TN-1: Count backward from 20 (p. TN1-TN4)	• Informal Questioning Daily Review • Today's Challenge • Solve and Share • Online math games • Guided and Independent practice workbook pages • Additional practice workbook pages	Lesson TN-1 1 day
1.OA.C.5 1.OA.A.1 1.OA.C.6	• Use a number line to subtract by counting on or counting back. • Understand when using a number line to subtract, you can count back the number of spaces you are subtracting to find the distance between the two numbers.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson 1: Count to Subtract (p. 161-164)		Lesson 4.1 1 day
1.OA.C.5 1.OA.A.1 1.OA.C.6	• Make subtraction easier by making 10 subtract. • Understand that some subtraction facts can be simplified by making use of the numbers' relationship to 10.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson 2: Make 10 to subtract (p. 165-168)		Lesson 4.2 1 day
1.OA.C.5 1.OA.B.3 1.OA.C.6	• Count on to subtract using 10 as a landmark.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson 3: Continue to make 10 to subtract (p. 169-172)		Lesson 4.3 1 day

	Understand some subtraction facts can be simplified by making use of the numbers' relationships to 10.			
1.OA.B.4 1.OA.C.5 1.OA.C.6	- Make addition and subtraction facts using the same three numbers. - Understand the inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has at least one related addition fact.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson 4: Fact Families (p. 173-176)		Lesson 4.4 1 day
1.OA.B.4 1.OA.C.5 1.OA.C.6	- Use addition facts to find subtraction facts. - Understand the inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has at least one related addition fact.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson 5: Use addition to subtract (p. 177-180)		Lesson 4.5 1 day
1.OA.B.4 1.OA.C.5 1.OA.C.6	- Use addition facts to find subtraction facts. - Understand the inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has at least one related addition fact.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson 6: Continue to use addition to subtract (p. 181-184)		Lesson 4.6 1 day
1.OA.C.6 1.OA.B.4 1.OA.C.5	- Explain strategies used to solve subtraction problems. - Understand there are different ways to solve subtraction facts. Certain strategies may be easier to use for certain facts.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson 7: Explain Subtraction Strategies (p. 185-188)		Lesson 4.7 1 day
1.OA.B.3	- Add and subtract with 0. - Understand that adding a 0 to a number or subtracting a 0 from a number does not change the value of that number.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson TN-2: Zero in Addition and Subtraction (p. TN7-TN10)		Lesson TN-2 1 day
1.OA.A.1 1.OA.C.5	- Solve different types of addition and subtraction problems with unknowns in different positions. - Understand that objects, drawings, and equations can help you solve different types of word problems.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson 8: Solve Word Problems with Facts to 20 (p. 189-192)		Lesson 4.8 1 day
1.OA.A.1	- Use reasoning to write and solve number stories. - Good math thinkers know how to think about words and numbers to solve problems.	Topic 4: Subtraction Facts to 20: Use Strategies; Lesson 9: Problem Solving: Reasoning (p. 193-196)		Lesson 4.9 1 day
	Students select a project that is most interesting to them.	Topic 4: Subtraction Facts to 20: Use Strategies; Pick a project, (p.159-160)	P-4A, P-4B, P-4C, P-4D	1 day

1.OA.C.5 1.OA.A.1 1.OA.B.3 1.OA.B.4 1.OA.C.6		Topic 4: Review	• Fluency Review Activity, p. 197 • Vocabulary Review, p.198 • Reteaching p.199-202 • Assessment practice p. 203-206	1 day
1.OA.C.5 1.OA.A.1 1.OA.B.3 1.OA.B.4 1.OA.C.6		Topic 4: Assessment	• Topic Assessment and Performance Task	1 day
		Topics 1-4 Cumulative Benchmark Assessment	• Topics 1-4 Cumulative Benchmark Assessment	1 day
Topic 5: Work with Addition and Subtraction Equations				
1.OA.D.8 1.OA.C.6	• Find the unknown number in an equation. • Understand that models and the relationship between addition and subtraction can be used to solve equations with an unknown part.	Topic 5: Work with Addition and Subtraction Equations; Lesson 1: Find the unknown numbers. (p. 213-216)	• Informal Questioning Daily Review • Today's Challenge • Solve and Share • Online math games • Guided and Independent practice workbook pages • Additional practice workbook pages	Lesson 5.1 1 day
1.OA.D.7 1.OA.C.6	• Determine if addition and subtraction equations are true or false. • Understand that addition or subtraction equation is true if the values on each side of the equal sign are the same. Understand that an addition or subtraction equation is false if the values on each side of the equal sign are not the same.	Topic 5: Work with Addition and Subtraction Equations; Lesson 2: True or False Equations. (p. 217-220)		Lesson 5.2 1 day
1.OA.D.7 1.OA.C.6 1.OA.D.8	• Find the missing numbers in equations to make them true. • Understand that addition or subtraction equation is true if the values on each side of the equal sign are the same.	Topic 5: Work with Addition and Subtraction Equations; Lesson 3: Make True Equations (p. 221-224)		Lesson 5.3 1 day
1.OA.B.3 1.OA.A.2	• Use different strategies to add three numbers. • Understand that three numbers can be group and added in any order.	Topic 5: Work with Addition and Subtraction Equations; Lesson 4: Add Three Numbers (p. 225-228)		Lesson 5.4 1 day

1.OA.A.2	- Use different strategies to solve word problems with 3 addends. - Understand that numbers can be grouped in different ways to solve word problems with addends.	Topic 5: Work with Addition and Subtraction Equations; Lesson 5: Word problems with 3 addends (p. 229- 232)		Lesson 5.5 1 day
1.OA.D.8	Model with math to solve a problem that involves making true equations.	Topic 5: Work with Addition and Subtraction Equations; 3-Act Math, (p.212)	3-Act Math recording sheet, Teaching Tool 47	1 day (Can be done any time after 5.5)
1.OA.A.1	- Solve word problems involving comparisons. - Understand that objects, drawings, models, and equations can help you solve different types of word problems.	Topic 5: Work with Addition and Subtraction Equations; Lesson 6: Solve Addition and Subtraction Word Problems (p. 233-236)	- Informal Questioning Daily Review - Today's Challenge - Solve and Share	Topic 5.6 1 day
1.OA.D.7 1.OA.D.8	- Use precision to determine the missing number of symbols in an equation. - Understand that good math thinkers are careful about what they write and say, so their ideas about math are clear.	Topic 5: Work with Addition and Subtraction Equations; Lesson 7: Problem Solving: Precision (p.237-240)	- Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	Topic 5.7 1 day
	Students select a project that is most interesting to them.	Topic 5: Work with Addition and Subtraction Equations; Pick a project, (p.211)	P-5A, P-5B, P-5C	1 day
1.OA.D.7 1.OA.D.8 1.OA.C.6 1.OA.A.1 1.OA.A.2 1.OA.B.3		Topic 5: Review	- Fluency Review Activity, p. 241 - Vocabulary Review, p.242 - Reteaching p.243-244 - Assessment practice p. 245-246	1 day
		Topic 5: Assessment	Topic Assessment and Performance Task	1 day
Topic 6: Represent and Interpret Data				
1.MD.C.5 1.OA.C.5	- Organize data into categories. - Understand tally charts are useful for recording and organizing some kinds of data.	Topic 6: Represent and Interpret Data; Lesson 1: Organize data into three categories (p. 253-256)		Lesson 6.1 1 day
1.MD.C.5 1.OA.C.5	Collect and organize information using a picture graph.	Topic 6: Represent and Interpret Data; Lesson 2: Collect and Represent Data (p. 257-260)		Lesson 6.2 1 day

	Understand that a picture graph uses pictures to show and organize data.			
1.MD.C.5 1.OA.A.1 1.OA.A.2	- Interpret organized data. - Understand that some problems can be solved by making, reading, and analyzing a tally chart or picture graph.	Topic 6: Represent and Interpret Data; Lesson 3: Interpret Data (p. 261-264)		Lesson 6.3 1 day
1.MD.C.5 1.OA.A.1	- Use a picture graph to interpret data. - Understand some problems can be solved by making, reading, and analyzing a tally chart or picture graph.	Topic 6: Represent and Interpret Data; Lesson 4: Continue to Interpret Data (p. 265-268)		Lesson 6.4 1 day
1.MD.C.5	- Organize, represent, and interpret data using bar graphs. - Understand that a bar graph uses bars of different lengths or heights to show and organize data.	Topic 6: Represent and Interpret Data; Lesson TN-3: Bar Graphs (p. T15-T18)		Lesson TN-3 1 day
1.MD.C.5 1.OA.A.1	- Use perseverance to solve problems about sets of data. - Understand that good math thinkers know what the problem is about. They have a plan to solve it.	Topic 6: Represent and Interpret Data; Lesson 5: Problem Solving: Make sense and predict (p. 269-272)		Lesson 6.5 1 day
	Students select a project that is most interesting to them.	Topic 5: Work with Addition and Subtraction Equations; Pick a project, (p.251-252)	P-6A, P-6B, P-6C, P-6D	1 day
1.MD.C.5 1.OA.A.1 1.OA.A.2 1.OA.C.5		Topic 6: Review	- Fluency Review Activity, p. 273 - Vocabulary Review, p.274 - Reteaching p.275-276-150 - Assessment practice p. 277-278	1 day
1.MD.C.5 1.OA.A.1 1.OA.A.2 1.OA.C.5		Topic 6: Assessment	Topic Assessment and Performance Task	1 day
Topic 7: Extend the Counting Sequence				
1.NBT.B.3	- Count by 10's to 120 - Understand the decade numbers are built on groups of 10. The oral names are similar, but not the same as the number of tens counted.	Topic 7: Extend the Counting Sequence; Lesson 1: Count by 10's to add (p. 285 – 288)	- Informal Questioning Daily Review - Today's Challenge	Lesson 7.1 1 day

1.NBT.A.1	- Count by 1's to 120 - Understand that counting forward by 1's to 120 follows that same place value counting rules as counting forward by 1's to two-digit numbers.	Topic 7: Extend the Counting Sequence; Lesson 2: Count by 1's to 120 (p. 289 – 292)	- Solve and Share - Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	Lesson 7.2 1 day
1.NBT.A.1	- Count on a number chart to 120 - Understand that counting and place-value patterns can be seen on a number chart.	Topic 7: Extend the Counting Sequence; Lesson 3: Count on a Number Chart to 120 (p. 293-296)		Lesson 7.3 1 day

3rd Quarter				
Standard(s)	Learning Objective(s)	Savvas Alignment	Assessments	Pacing
Topic 7 continued				
1.NBT.A.1 1.NBT. A.3	- Find number patterns on a number chart. - Counting and place-value patterns can be seen on a number chart.	7-4 Count by 1s or 10s to 120 (p. 297-300)	- Informal Questioning Daily Review - Today's Challenge - Solve and Share - Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	1 day
1.NBT.A.1	- Find patterns when counting by 5s to 120. - Counting by 5s means skipping over consistent groups of numbers when counting. Place-value patterns can be seen when counting by 5s.	TN-4 Count by 5s to 120 (p. T23-T26)		1 day
1.NBT.A.1	- Find patterns when counting by 2s. - Counting by 2s means skipping over every other number when counting. Place-value patterns can be seen when counting by 2s.	TN-5 Count by 2s to 120 (T29-T32)		1 day
1.NBT.A.1	- Count to 120 using an open number line. - An open number line can be used to show counting by tens and ones.	7-5 Count on an Open number line (p. 301-304)		1 day
1.NBT.A.1 1.NBT. A.3	- Write numerals to show how many objects are in a group. - The number of objects in a group is determined by the last number said when they are counted. A written numeral represents the number of objects in a group. Counting objects by tens and then ones can help you count objects faster than counting by just ones.	7-6 Count and write numerals (p.305-308)		1 day
1.NBT.A.2	- Recognize, extend, and create patterns and sequences of numbers. - Number patterns can be created and extended. A rule can be used to describe a number pattern.	TN-6 Number Patterns (T35-T38)		1 day
1.NBT.A.1 1.NBT. A.3	- Find better and faster ways to solve problems. - Good math thinkers look for things that repeat in a problem. They use what they learn from one problem to help them solve other problems.	7-7 Problem solving: Repeated Reasoning (p.309-312)		1 day
1.NBT.A.1 1.NBT.A.2 1.NBT. A.3		Topic 7 Assessment	Topic 7 Assessment and Performance Task	1 day

Topic 8: Understanding Place Value				
1.NBT. B.3	- Read and Write numbers 11 to 19. - Numbers can be used to tell how many. Numbers 11-19 can be shown as a group of 10 and up to 9 more; they can be written as a number word.	8-1 Make numbers 11-19 (p. 325-328)	- Informal Questioning - Daily Review - Today's Challenge - Solve and Share - Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	1 day
1.NBT. B.3 1.NBT. A.1	- Show groups of 10 with connecting cubes - The decade numbers to 100 are built on groups of ten. When there are only tens, counting by 10s can be used to find how many there are in all.	8-2 Numbers made with tens (p. 329- 332)		1 day
1.NBT. B.3 1.NBT. A.1	- Group tens to solve problems. - Count tens and ones to find a two-digit number. - When objects are grouped in sets of tens and leftovers (ones), counting the groups of tens and adding ones tell how many there are in all. Numbers can be used to tell how many. In a standard numeral, the tens are written to the left of the ones.	8-3 Count with groups of tens and ones (p. 333-336) 8-4 Tens and ones (p. 337-340)		2 days
1.NBT. B.3	- Use drawings to solve problems with tens and ones. - In a standard numeral, the tens are written to the left of the ones. A drawing can show how many tens and ones are in a number.	8-5 Continue with tens and ones (341-344)		1 day
1.NBT. B.3	- Decompose numbers in multiple ways. - Numbers can be named in many ways.	8-6 Different Names for the same Number (p.345-348)		1 day
1.NBT. B.3	- Use tens and ones to make numbers in different ways. - Good math thinkers look for patterns in math to help solve problems.	8-7 Problem Solving, look for and use structure (p.349-352)		1 day
1.NBT. B.3 1.NBT. A.1		Topic 8 Assessment	Topic 8 Assessment and Performance Task	1 day
Topic 9: Compare Two-Digit Numbers				
1.NBT.C.6 1.NBT.B.4	- Find numbers that are more or less than a given number. 1 more, 1 less; 10 more, and 10 less express a relationship between 2 numbers	9-1: 1 more, 1 less; 10 more, 10 less (p. 365-368)	- Informal Questioning - Daily Review - Today's Challenge	1 day

1.NBT.C.6 1.NBT.B.4	- Use a hundred chart to find 1 more, 1 less, and 10 more, 10 less. - Place-value relationships can be represented on a hundred chart.	9-2 Find Numbers on a Hundred Chart (p. 369-372)	- Solve and Share - Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	1 day
1.NBT.B.4 1.NBT.A.1	- Use place-value blocks to compare 2 two-digit numbers. - Compare two numbers using a greater than, a less than, or equal to sign. - For 2 two-digit numbers, the number with more tens is greater. If the 2 numbers have an equal number of tens, then the number with more ones is greater.	9-3 Compare Numbers (p. 373-376) 9-4 Compare Numbers with Symbols (<, >, =) (p. 377-380)		2 days
1.NBT.B.4	- Compare and write two-digit numbers that are greater than or less than other two-digit numbers. - For any two-digit number shown on a number line, the numbers to its left are less than the number and the numbers to its right are greater than that number.	9-5 Compare Numbers on a Number Line (p. 381-384)		1 day
1.NBT.B.4	- Make sense of a problem and find the best way to solve it. - Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.	9-6 Problem solving: Make Sense and Persevere (p. 385- 388)		1 day
1.NBT.B.4 1.NBT.B.3	- Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly. - Draw on conceptual understanding of place value and compare numbers to make use of representations and tools.	Topic 9 3-Act math task	3-Act math recording sheet	1 day
1.NBT.B.4 1.NBT.B.6	Students will show understanding by engaging in high-interest contexts. Projects will offer student choice to show and support mathematical modeling.	Topic 9- Pick a Project (p. 363)	Project specific final product	1-2 days
1.NBT.B.3 1.NBT.B.4 1.NBT.C.6		Topic 9 End of Topic	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 day
1.NBT.B.3 1.NBT.B.4 1.NBT.C.6		Topic 9 Assessment	Topic 9 Assessment and Performance Task	1 day

Topic 10: Use Models and Strategies to Add Tens and Ones

1.NBT.C.5 1.NBT.B.3	- Add 2 multiples of 10. - Adding groups of 10 is similar to adding numbers to 10.	10-1 Add tens using models. (p. 401-404)	- Informal Questioning - Daily Review - Today's Challenge - Solve and Share - Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	1 day
1.NBT.C.6 1.NBT.B.3	- Use mental math to add tens to two-digit numbers. - When adding tens to a two-digit number, the tens digit changes. The ones digit remains unchanged.	10-2 Mental Math: Ten more than a number. (p. 405-408)		1 day
1.NBT.C.5 1.NBT.C.6 1.NBT.B.3	- Use a hundred chart to add tens and ones. - Use a number line to solve addition problems. - Solve addition problems by using blocks or drawings. - When a two-digit number is added to a one-digit number, the ones are added to the ones. When a two-digit number is added to a multiple of ten, the tens are added to the tens.	10-3 Add tens and ones using a hundred chart. (p. 409-412) 10-4 Add tens and ones using an open number line. (p. 413-416) 10-5 Add tens and ones using models. (p. 417-420)		3 days
1.NBT.C.5 1.NBT.B.3	- Make a ten to help solve addition problems. - Add 2 two-digit numbers.) - When a two-digit number is added to a one-digit number, the ones are added to the ones and sometimes it is necessary to compose a ten. The tens are added to the tens.	10-6 make a ten to add. (p. 421-424) 10-7 Add using place value/ (p. 425-428)		2 days
1.NBT.C.5 1.NBT.C.6	- Solve addition problems using different strategies. - You can use different strategies to solve addition problems.	10-8 Practice adding using strategies. (p. 429- 432)		1 day
1.NBT.C.5 1.NBT.B.3	- Model and solve problems by drawing a picture and writing an equation. - Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.	10-9 Problem solving: model with math. (p. 433- 436)		1 day
1.NBT.B.3 1.NBT.C.5 1.NBT.C.6		Topic 10 Assessment	Topic 10 Assessment and Performance Task	1 day

Topic 11: Use Models and Strategies to Subtract Tens

1.NBT.C.7 1.NBT.B.3 1.NBT.C.6	- Use models to subtract tens. - Subtracting a multiple of 10 from another multiple of 10 is similar to subtracting numbers less than 10.	11-1 Subtract tens using models. (p. 453- 456)	- Informal Questioning - Daily Review - Today's Challenge - Solve and Share - Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	1 day
1.NBT.C.7 1.NBT.B.3 1.NBT.C.6	- Use a hundred chart to subtract a multiple of 10. From another multiple of 10. - Use an open number line to solve subtraction problems. - Subtracting multiples of 10 is like counting back by 10s. you can show how to subtract a multiple of 10 from another multiple of 10 on a hundred chart.	11-2 Subtracts tens using a hundred chart. (p.457- 460) 11-3 Subtract tens using a number line. (p. 461-464)		2 days
1.NBT.C.7 1.NBT.B.3	- Use addition to subtract tens. - Addition and Subtraction have an inverse relationship. This relationship can be used to solve subtraction equations; every subtraction equation has a related addition equation.	11-4 Use addition to subtract tens (p. 465- 468)		1 day
1.NBT.C.6 1.NBT.B.3	- Use mental math to subtract ten from a two-digit number. - When subtracting ten from a two-digit number, the tens digit changes. The ones digit remains unchanged.	11-5 Mental Math: Ten less than a number (p. 469- 472)		1 day
1.NBT.C.7	- Subtract multiples of ten from two-digit numbers. - Subtracting tens is the same as counting back by tens.	TN-7 Subtract tens from two-digit numbers (p.T43- T46)		1 day
1.NBT.C.7 1.NBT.C.6	- Use different strategies to subtract. - You can use different strategies to solve subtraction problems.	11-6 Use strategies to practice subtraction (p. 473-476)		1 day
1.NBT.C.7 1.NBT.C.6	- Model thinking to solve problems. - Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.	11-7 Problem Solving: Model with Math (P. 477- 480)		1 day
1.NBT.C.7 1.NBT.C.6 1.NBT.B.3		Topic 11 Assessment	Topic 11 Assessment and Performance Task	1 day

4 th Quarter				
Standard(s)	Learning Objective(s)	Savvas Alignment	Assessments	Timeframe
Topic 12 Measure Lengths				
1.MD.A.1	- Order objects by length. - Objects can be compared and ordered by length.	12-1 Compare and order by length (p. 493-496)	- Informal Questioning Daily Review - Today's Challenge - Solve and Share - Online math games - Guided and Independent practice workbook pages - Additional practice workbook pages	1 day
1.MD.A.1	- Indirectly compare objects by length. - Two objects can be compared indirectly by comparing both to a third object.	12-2 Indirect Measurement (p. 497-500)		1 day
1.MD.A.2	- Use small same-size objects to measure length. - Measurement is a process of comparing a unit to the object being measured. The length of any object can be used as a measurement unit for length.	12-3 Use Units to Measure Length (p. 501- 504)		1 day
1.MD.A.1 1.MD.A.2	- Choose an appropriate tool and use it to measure the length of a given object. - Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.	12-4 Problem Solving: Use Appropriate Tools (p. 505- 508)		1 day
1.MD.A.1 1.MD.A.2	Students will show understanding by engaging in high-interest contexts. Projects will offer student choice to show and support mathematical modeling.	Topic 12 Pick a Project (p. 491)	Project specific final product	1-2 days
1.MD.A.1 1.MD.A.2		Topic 12 End of Topic	- Fluency - Vocabulary Review - Reteaching Assessment Practice	1 day
1.MD.A.1 1.MD.A.2		Topic 12 Assessment	Topic 12 Assessment and Performance Task	1 day
Topic 13 Time and Money				
1.MD.B.4 1.NBT.A.1 1.NBT.B.3	- Tell the value of penny, nickel, dime, quarter. - The value of each coin varies. Each coin has a different value. The different values mean that it takes a different combination of each coin to make one dollar.	13-1 Tell the value of coins (p. 521-524)	- Informal Questioning Daily Review - Today's Challenge - Solve and Share	1 day

1.MD.B.4	- Find the value of a group of like coins. - Specific coins each have a unique value. Counting on or skip counting can be used to find the value of a group of like coins.	TN-8 Count the Value of like coins (p. T51- T54)	- Online math games - Guided and Independent practice workbook pages	1 day
1.MD.B.4 1.NBT.A.1 1.NBT.B.3	- Tell how much a group of coins is worth. - The value of a group of pennies and dimes can be found by counting on by 10s and 1s.	13-2 Find the Value of a Group of Coins (p. 525- 528)	Additional practice workbook pages	1 day
1.MD.B.3 1.OA.C.5 1.NBT.B.3	- Tell time to the hour. - The hour hand tells the hour, and the minute hand tells the number of minutes before or after the hour when telling time on a clock.	13-3 Understand the Hour and Minute Hands (p. 529- 532)		1 day
1.MD.B.3 1.OA.C.5 1.NBT.B.3	- Tell time to the hour using analog and digital clocks. - Time to the hour can be shown on an analog clock or on a digital clock and can be written in two ways: ____ o'clock or ____: 00	13-4 Tell and Write Time to the Hour (p. 533- 536)		1 day
1.MD.B.3 1.OA.C.5 1.NBT.B.3	- Tell time to the half hour. - Time can be given to the half hour.	13-5 Tell and Write Time to the Half Hour p. (537- 540)		1 day
1.MD.B.3	- Use reasoning to tell and write time. - Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.	13-6 Problem Solving: Reasoning (p. 541- 544)		1 day
1.MD.B.4 1.NBT.A.1 1.NBT.B.3 1.OA.C.5		Topic 13 End of Topic	- Fluency - Vocabulary Review - Reteaching Assessment Practice	1 day
1.MD.B.4 1.NBT.A.1 1.NBT.B.3 1.OA.C.5		Topic 13 Assessment	Topic 13 Assessment and Performance Task	1 day
Topic 14 Reason with Shapes and Their Attributes				
1.G.A.1 1.MD.A.2	- Use attributes to describe shapes. - Define 2-D shapes by their attributes. - Two-dimensional shapes have attributes that define them and make them different from one another.	14-1 Use Attributes to Define two-dimensional (2-D) shapes (p. 557- 560) 14-2 Defining and Non-Defining Attributes of 2-D Shapes (p. 561- 564)	- Informal Questioning Daily Review - Today's Challenge - Solve and Share - Online math games	2 days

1.G.A.1 1.MD.A.2	- Use different materials to make shapes. - Two-dimensional shapes have attributes that define them and make them different from one another. These properties can be used to create shapes.	14-3 Build and Draw 2-D Shapes by Attributes (p. 565-568)	- Guided and Independent practice workbook pages - Additional practice workbook pages	1 day
1.G.A.2 1.OA.A.2 1.NBT.B.3	- Put shapes together to make another shape. - Use shapes to make different shapes. - Two-dimensional shapes can be combined to make new two-dimensional shapes.	14-4 Compose 2-D Shapes (p. 569-572) 14-5 Compose new 2-D Shapes from 2-D shapes (p. 573-576)		2 days
1.G.A.2 1.NBT.A.1 1.MD.A.2	- Define 3-D shapes by their number of edges, vertices, and faces or flat surfaces. - Choose the defining attributes of 3-D shapes. - Three-dimensional shapes have attributes that define them and make them different from one another.	14-6 Use Attributes to Define Three-Dimensional (3-D) Shapes (p. 577-580) 14-7 Defining and Non-Defining Attributes of 3-D Shapes (p. 581-584)		2 days
1.G.A.2 1.NBT.A.1	- Put 3-D shapes together to make another 3-D shape. - Three-dimensional shapes can be combined to form other three-dimensional shapes or the shapes of common everyday objects.	14-8 Compose with 3-D Shapes (p. 585- 588)		1 day
1.G.A.1 1.G.A.2	- Find differences among shapes. - Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.	14-9 Problem Solving: Make Sense and Persevere (p. 589- 592)		1 day
1.G.A.1 1.G.A.2 1.MD.A.2 1.OA.A.2 1.NBT.A.1 1.NBT.B.3		Topic 14 End of Topic	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 day
1.G.A.1 1.G.A.2 1.MD.A.2 1.OA.A.2 1.NBT.A.1 1.NBT.B.3		Topic 14 Assessment	Topic 14 Assessment and Performance Task	1 day

Topic 15: Equal Shares of Circles and Rectangles

1.G.A.3	- Determine whether shapes are divided into equal shares. - A shape can be divided into equal-sized shares	15-1 Make Equal Shares (p. 609- 612)	- Informal Questioning Daily Review - Today's Challenge	1 day
1.G.A.3	- Divide shapes into 2 and 4 equal shares called halves and quarters, or fourths. - Shapes can be divided into equal parts called halves and quarters or fourths.	15-2 Make Halves and Fourths of Rectangles and Circles (p. 613-616)	- Solve and Share - Online math games - Guided and Independent practice workbook pages	1 day
1.G.A. 3	- Understand that more equal shares of the same whole create smaller shares. - When dividing a whole into equal pieces, the smaller the pieces, the greater the number of pieces. The larger the pieces, the fewer the number of pieces.	15-3 Understand Halves and Fourths (p. 617-620)	Additional practice workbook pages	1 day
1.G.A.3	- Make a drawing or diagram to show a problem about equal shares. - Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.	15-4 Problem Solving: Model with Math (p. 621-624)		1 day
1.G.A.3	- Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly. - Draw on conceptual understanding of place value and compare numbers to make use of representations and tools.	Topic 15 3-Act math task	3-Act math recording sheet	1 day
1.G.A.3	Students will show understanding by engaging in high-interest contexts. Projects will offer student choice to show and support mathematical modeling.	Topic 15- Pick a Project (p. 607)	Project specific final product	1-2 days
1.G.A.3		Topic 15 End of Topic	- Fluency - Vocabulary Review - Reteaching - Assessment Practice	1 day
1.G.A.3		Topic 15 Assessment	Topic 15 Assessment and Performance Task	1 day

Topic 16: Step up to Grade 2

	Numbers can be classified as even or odd by showing numbers as two equal parts.	16-1 Even and Odd Numbers	- Class discussion - Visual learning - Practice and problem solving	1 day
	An array shows equal groups, so you can write equations using repeated addition to find the total number of objects in an array.	16-2 Use Arrays to Find Totals		1 day
	Patterns on a hundred chart can be used to add numbers and to develop mental math strategies and number sense.	16-3 Add Tens and Ones on a Hundred chart		1 day
	Two-digit numbers can be broken apart using tens and ones and added in different ways.	16-4 Break Apart Numbers to Add		1 day
	Patterns on a hundred chart can be used to subtract numbers and to develop mental math strategies and number sense.	16-5 Subtract Tens and Ones on a Hundred Chart		1 day
	- Break apart 1-digit numbers to make it easier to subtract. - One-digit numbers can be broken apart to make it easier to subtract them mentally.	16-6 Break Apart Numbers to Subtract		1 day
	- Solve problems with coins. - Each kind of coin has a specific value unrelated to its physical size.	16-7 Solve Problems with Coins		1 day

Grade 1 Tennessee Standards

TENNESSEE MATHEMATICS STANDARDS

DOMAIN 1.OA: Operations and Algebraic Thinking

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

1.OA.A.1 Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade.

1.OA.A.2 Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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

1.OA.B.3 Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)

1.OA.B.4 Understand the relationship between addition and subtraction by representing subtraction as an unknown-addend problem. *For example, to solve $10 - 8 = \underline{\hspace{1cm}}$, a student can use $8 + \underline{\hspace{1cm}} = 10$.*

CLUSTER 1.OA.C Add and subtract within 20.

1.OA.C.5 Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (*e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ or adding $6 + 7$ by creating the known equivalent $6 + 4 + 3 = 10 + 3 = 13$ OR $6 + 6 + 1 = 12 + 1$*).

1.OA.C.6 Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

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

1.OA.D.7 Understand the meaning of the equal sign (*e.g., $6 = 6$; $5 + 2 = 4 + 3$; $7 = 8 - 1$*). Determine if equations involving addition and subtraction are true or false.

1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (*e.g., $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$*).

DOMAIN 1.NBT: Number and Operations in Base Ten

CLUSTER 1.NBT.A Extend the counting sequence.

1.NBT.A.1 Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

1.NBT.A.2 Recognize, describe, extend, and create patterns when counting by ones, twos, fives, and tens and use those patterns to predict the next number in the counting sequence up to 120 through counting or building with concrete materials. *For example: 1, 3, 5, ...; 2, 4, 6, ...; 5, 10, 15, ...; etc.*

CLUSTER 1.NBT.B Understand place value.

1.NBT.B.3 Know that the digits of a two-digit number represent groups of tens and ones (*e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones*).

1.NBT.B.4 Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.

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

1.NBT.C.5 Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.

1.NBT.C.6 Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.

1.NBT.C.7 Subtract multiples of 10 from any number in the range of 10–99 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

DOMAIN 1.MD: Measurement and Data

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

1.MD.A.1 Order three objects by length. Compare the lengths of two objects indirectly by using a third object. *For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.*

1.MD.A.2 Measure the length of an object using non-standard units (paper clips, cubes, etc.) and express this length as a whole number of units.

CLUSTER 1.MD.B Work with time and money.

1.MD.B.3 Recognize a clock as a measurement tool. Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.B.4 Count the value of a set of like coins less than one dollar using the ¢ symbol only.

CLUSTER 1.MD.C Represent and interpret data.

1.MD.C.5 Organize, represent, and interpret data with up to three categories using pictographs, bar graphs, and tally charts. 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.

DOMAIN 1.G: Geometry

CLUSTER 1.G.A Reason about shapes/solids and their attributes.

1.G.A.1 Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.

1.G.A.2 Create a composite figure and use the composite figure to make new figures by using two-dimensional shapes (rectangles, squares, hexagons, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional solids (cubes, spheres, rectangular prisms, cones, and cylinders).

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 partitioning into more equal shares creates smaller shares.