1st Grade Math
Curriculum Resources

Curriculum Overview

The Alabama Course of Study: Mathematics (2019) provides the framework for the K-12 study of Mathematics in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

1st Grade Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
1st	1	Launch Week	**Pre-Assessment**	
1st	3	UNIT 1: Extend the Counting Sequence	**1.10**	**1.11a, 1.11c**
1st	2	UNIT 2: Understand Addition & Subtraction	**1.1**	**1.2, 1.4, 1.6, 1.7**
1st	3	UNIT 3: Fluently Add & Subtract Within 10	**1.6**	**1.1, 1.3, 1.4, 1.5**
2nd	4	UNIT 4: Fluently Add & Subtract Within 20	**1.5**	**1.1, 1.3, 1.4, 1.6**
2nd	2	UNIT 5: Understand Place Value	**1.11**	**1.10**
2nd	2	UNIT 6: Work with Addition & Subtraction Equations	**1.7**	**1.1, 1.2, 1.3, 1.5, 1.8**
3rd	2	UNIT 7: Represent and Interpret Data	**1.16**	**1.1, 1.2, 1.5**
3rd	2	UNIT 8: Compare Two-Digit Numbers	**1.12, 1.14**	**1.10, 1.10d**
3rd	3	UNIT 9: Use Models and Strategies to Add Tens and Ones	**1.13**	**1.9, 1.11, 1.11a-c**
3rd	2	UNIT 10: Use Models and Strategies to Subtract 10	**1.15**	**1.11a, 1.11c**
4th	4	UNIT 11: Measuring Lengths, Time & Money	**1.17, 1.19**	**1.5, 1.10, 1.11, 1.13, 1.18, 1.20**
4th	4	UNIT 12: Shapes & Attributes, Circles and Rectangles	**1.21, 1.23**	**1.10, 1.11, 1.18, 1.22**

UNIT 1: Extend the Counting Sequence	DURATION: 2 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • 1.10 Extend the number sequence from 0 to 120.	SUPPORTING STANDARDS

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Students should be familiar with numbers 1-100.		Understanding		
number/numeral correspondence (from 0-120)		Understanding		
strategies for counting sets of objects (grouping, 1:1 correspondence)		Understanding		
	read numbers from 0 - 120	Applying		
	write numbers from 0 - 120.	Remembering		
	strategically apply counting strategies	Applying		
	Represent numerals with objects from 0 - 120	Applying		

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)
Topic 7
Week 1

- **Day 1: I can understand one-to-one correspondence**
- **Day 2: I can verbally count from 1-120.**
- **Day 3: I can count forward and backward within 120, starting at any given number**
- **Day 4: I can read and write numerals within 120**
- **Day 5: Assess and reteach**

Week 2

- **Day 6: I can represent a number of objects up to 120 with a written numeral**
- **Day 7: I can recognize that the decade numbers from 10 through 120 are composed of groups of 10**
- **Day 8: I can read and write numbers past 100**
- **Day 9: I can use a number chart to count by 1s to 120; I can count by 1s or 10s to 120**
- **Day 10: I can use an open number line to count by 10s and 1s**
- **Day 11: Assess and Reteach**

KEY VOCABULARY

- **Hundred Chart**
- **Tens digit**
- **Row**
- **Ones Digit**
- **Column**
- **Numbers**
- **numeral**

ESSENTIAL QUESTION(S)

- **How can you use what you already know about counting to count past 100?**

PRIOR KNOWLEDGE

- **Count forward to 100 from a number over 50.**
- **Count forward to 100 from a number between 2 and 50.**
- **Count forward to 50 from a given number.**
- **Count to 100 by ones.**
- **Mimic counting to 100 by ones.**
- **Count to 50 by ones.**
- **Mimic counting to 50 by ones.**
- **Mimic counting backwards from 5 to 0 by ones.**
- **Count to 50 by tens.**
- **Count to 20 by ones.**
- **Count to 10 by ones.**
- **Mimic counting by tens.**
- **Mimic counting by ones.**
- **Count to 50 and above.**
- **Mimic counting forward and backward by ones.**
- **Recognize numbers from 1-50.**
- **Become interested in how many objects she/he has.**
- **Continue to have an interest in counting.**
- **Understand the concept of size and amount.**
- **Pair the number of objects counted with "how many".**

	• Understand that the last number name tells the number of objects counted. • Pair a group of objects with a number representing the total number of objects in the group (up to ten objects). • Count objects one-by-one using only one number per object (up to ten objects). • Recognize that numbers have meaning. • Rote count to 50. • Communicate number words. • Recognize before and after. • Trace numerals 1- 20.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources Topic 7	Other Resources	ACAP Resources
RTI	EXTENSION OPPORTUNITIES	

UNIT 2: Understand Addition & Subtraction (Topic 1)	DURATION: 2 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS: ● 1.1 Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.	SUPPORTING STANDARDS: ○ 1.1a Add to with change unknown to solve word problems within 20. ○ 1.1b Take from with change unknown to solve word problems within 20. ○ 1.1c Put together/take apart with addend unknown to solve word problems within 20. ○ 1.1d Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20. ● 1.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem. ● 1.4 Explain subtraction as an unknown-addend problem. ● 1.7 Explain that the equal sign means the same as." Determine whether equations involving addition and subtraction are true or false."

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
addition and subtraction strategies and models		Understanding		
	form an equation	Applying		

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) Topic 1 Week 1	KEY VOCABULARY ● Change unknown ● Put together	

• Day 1: I can solve addition problems using the “add to” strategy • Day 2: I can solve addition problems by using th “put together” strategy • Day 3: I can solve problems involving composing and decomposing numbers • Day 4: Assess and Reteach • Day 5: I can solve problems using the “take from” strategy Week 2 • Day 6: I can solve problems using the “how many more” strategy • Day 7: I can solve problems using the “how many fewer” strategy • Day 8: Assess and reteach • Day 9: I can solve addition problems when one part and the sum is known • Day 10: I can solve word problems using concrete objects, drawings, and equations with symbols. • Day 11: Assess and reteach	• Take apart • compare • Add • Plus • Sum • Equals • Parts • Whole • Equation • Subtract • Minus • Difference • Equation • More • Fewer • Addend	
ESSENTIAL QUESTION(S) • What are ways to think about addition and subtraction?	PRIOR KNOWLEDGE • Define how many, all together, and in all. • Count to 20 by ones. • Demonstrate 1:1 correspondence. • Mimic counting objects in sequential order arranged in a line, circle, or array. • Count no more than 5 objects in a scattered configuration. • Mimic counting no more than 5 objects in a scattered configuration. • Count to 10 by ones. • Count in sequential order. • Mimic counting in sequential order. • Demonstrate one to one correspondence. • Make purposeful marks such as lines and circles. • Understand the amount of words, such as more, less, and another. • Begin to understand that parts of an object can make a whole. • Be interested in who has more or less. • Understand the concept of "less than". • Mimic counting by ones. • Recognize numbers from one to ten.	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources **Topic 1**	**Other Resources**	**ACAP Resources**
RTI	**EXTENSION OPPORTUNITIES**	

UNIT 3: Fluently Add & Subtract Within 10	DURATION: 3 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS ● 1.6 Add and subtract within 20.	SUPPORTING STANDARDS ● 1.1 Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem. ○ 1.1a Add to with change unknown to solve word problems within 20. ○ 1.1b Take from with change unknown to solve word problems within 20. ○ 1.1c Put together/take apart with addend unknown to solve word problems within 20. ○ 1.1d Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20. ● 1.3 Apply properties of operations as strategies to add and subtract. ● 1.4 Explain subtraction as an unknown-addend problem. ● 1.5 Relate counting to addition and subtraction. ○ 1.6a Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on. ○ 1.6b Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten. ○ 1.6c Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Strategies for finding sums and differences within 20.		Understanding		
	Use addition strategies and subtraction	Applying		

	strategies.			

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) **Topic 2** **Week 1:** ● **Day 1: I can demonstrate fluency with addition and subtraction within 5** ● **Day 2: I can demonstrate fluency with addition and subtraction within 10** ● **Day 3: I can count on to add for addition facts to 10** ● **Day 4: I can add and subtract within 20.** ● **Day 5: Assess and reteach** **Week 2:** ● **Day 6: I can recognize and solve near doubles addition facts** ● **Day 7: I can use a ten frame to learn addition facts by relating it to 5 and 10** ● **Day 8: Assess and reteach** ● **Day 9: I can add addends in different order and get the same sum** ● **Day 10: I can count back on a number line to solve subtraction facts to 10** **Week 3:** ● **Day 11: Assess and Reteach** ● **Day 12: I can use bar models and relationships to "think addition" to solve subtraction** ● **Day 13-14: I can use different addition and subtraction strategies to solve word problems** ● **Day 15: Assess and teach**	**KEY VOCABULARY** ● **Fluency** ● **Number line** ● **Doubles fact** ● **Near Doubles fact** ● **Count back**	
ESSENTIAL QUESTION(S) ● **What strategies can you use while adding and subtracting?**	**PRIOR KNOWLEDGE** ● **Identify plus, minus, and equal signs.** ● **Match numerals to objects or drawings.** ● **Identify numerals 0 to 10.** ● **Count 0 to 10.** ● **Understand key words in addition and subtraction word problems.** **Examples: all together, how many more, how many are left, in all.** ● **Represent numbers with objects or drawings.**	

	• Separate sets with nine or fewer objects. • Combine objects to form sets up to nine. • Define addition as combining groups of objects. • Define subtraction as separating groups of objects. • Represent numbers with objects or drawings. • Separate sets with nine or fewer objects. • Combine objects to form sets up to nine. • Add and subtract numbers within 10 using objects, pictures and fingers. • Pair "taking away" with subtraction. • Take a smaller set out of a larger set. • Pair putting together with adding. • Combine two sets to make a larger set up to twenty. • Separate from a larger group to make 2 smaller groups. • Count items in a set up to twenty.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources Topic 2	Other Resources	ACAP Resources
RTI	EXTENSION OPPORTUNITIES	

UNIT 4: Fluently Add & Subtract Within 20	DURATION: 4 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • 1.5 Relate counting to addition and subtraction.	SUPPORTING STANDARDS • 1.1 Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.

	○ **1.1a** Add to with change unknown to solve word problems within 20. ○ **1.1b** Take from with change unknown to solve word problems within 20. ○ **1.1c** Put together/take apart with addend unknown to solve word problems within 20. ○ **1.1d** Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20. ● **1.3** Apply properties of operations as strategies to add and subtract. ● **1.4** Explain subtraction as an unknown-addend problem. ● **1.6** Add and subtract within 20. ○ **1.6a** Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on. ○ **1.6b** Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten. ○ **1.6c** Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten. ○ **1.6d** Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction. ○ **1.6e** Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
	count on or count back from a given number within 20.	Remembering		
The relationship between addition and subtraction.		Understanding		
how to explain subtraction as an unknown addend.		Understanding		

	Explain counting strategies for addition and subtraction.	**Applying**		
	Use symbols such as blanks, boxes, or letters to represent unknown quantities in equations.	**Applying**		
	Communicate the connections between subtraction and addition.	**Analyzing**		
	Use the inverse relationship between addition and subtraction to find differences.			
	Choose and apply addition and subtraction strategies to accurately determine sums and differences within 20.			

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) **Topics 3 and 4** **Week 1** ● **Day 1: I can use a number line to count on to add to 20** ● **Day 2: I can use an open number line to count on to 20** ● **Day 3: Assess and Reteach** ● **Day 4: I can recognize and solve doubles addition facts to 20** ● **Day 5: I can solve problems by finding the sum of a related doubles fact, and then adding 1 or 2 to that sum** **Week 2** ● **Day 6: Assess and Reteach** ● **Day 6-7: I can solve addition facts by breaking apart one addend in order to make a 10**	**KEY VOCABULARY** ● **Number paths** ● **Open number line** ● **Doubles-plus facts** ● **Make 10** ● **Related facts** ● **Fact Family**	

- Day 8-9: I can use a number line to break apart an addend to make 10
- Day 10: Assess and reteach

Week 3

- Day 111: I can choose a strategy (counting on, doubles, or near doubles) to make 10 to add
- Day 12-13: I can solve addition word problems with writing equations
- Day 14: Assess and reteach
- Day 15: I can count back or count on to subtract

Week 4

- Day 16: I can countback to make 10 to subtract
- Day 17: I can count on to make 10 to subtract
- Day 18: Assess and Reteach
- Day 19: I can use part-part-whole diagrams to solve addition and subtraction problems
- Day 19: I can use addition to subtract
- Day 20: I can use solve word problems with facts to 20
- Day 21: Assess and Reteach

ESSENTIAL QUESTION(S)

- What strategies can you use for adding to 20?
- What strategies can you use while subtracting?

PRIOR KNOWLEDGE

- Mimic counting backwards from 5 to 0 by ones.
- Count to 50 by ones.
- Count to 50 by tens.
- Count to 20 by ones.
- Count to 10 by ones.
- Mimic counting by tens.
- Mimic counting by ones.
- Add and subtract numbers within 20 using objects, pictures and fingers.
- Pair "taking away" with subtraction.
- Take a smaller set out of a larger set.
- Pair putting together with adding.
- Combine two sets to make a larger set up to twenty.
- Separate from a larger group to make 2 smaller groups.
- Count items in a set up to twenty.
- Establish one-to-one correspondence between numbers and objects.
- Understand one less than a number 2 through 20.
- Understand one more than a number 1 through 20.
- Rote count to 20.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources **Topics 3 and 4**	**Other Resources**	**ACAP Resources**
RTI	**EXTENSION OPPORTUNITIES**	

UNIT 5: Understand Place Value	DURATION: 2 weeks

CONTENT STANDARDS	
PRIORITY STANDARDS • 1.11 Explain that the two digits of a two-digit number represent amounts of tens and ones.	SUPPORTING STANDARDS • 1.10 Extend the number sequence from 0 to 120. • 1.10d Represent a number of objects from 0 to 120 with a written numeral. • 1.11a Identify a bundle of ten ones as a ten. • 1.11b Identify the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • 1.11c Identify the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
• how to decompose numbers 10-19.				
	• Use place value models or mental strategies to decompose numbers.			

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) Topic 8 Week 1 • Day 1: I can Identify the tens and ones of a two digit numbers. • Day 2: I understand that numbers from 11 to 19 are composed of a ten and ones digit • Day 3: I understand that the tens digit is always on the left and	KEY VOCABULARY • Tens • Ones • Break apart	

the ones digit is always on the right ● Day 4: Assess and reteach ● Day 5-6: I use models to show the number of tens and ones in two-digit numbers Week 2 ● Day 7-8: I can use objects to break apart two-digit numbers ● Day 9: Assess and reteach		
ESSENTIAL QUESTION(S) ● How can you count and add using tens and ones?	**PRIOR KNOWLEDGE** ● Define ones and tens. ● Match the number in the ones and tens position to a pictorial representation or manipulative of the value. ● Add numbers 1-9 to ten to create teen numbers using manipulatives or place value blocks. ● Count objects up to 10. ● Notice same/different and some/all. ● Recognize numbers from 1-50. ● Add one to a set of objects (up to 10 objects). ● Given small groups of objects, create larger groups by combining the small groups. ● Understand ten and 1 (ten 1's =10). ● Put together two small groups of objects to create a larger group. ● Understand number words. ● Establish one-to-one correspondence between numbers and objects when given a picture, a drawing or objects. ● Rote count to 10.	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
<u>Envision Resources</u> Topic 8	<u>Other Resources</u>	<u>ACAP Resources</u>
RTI	**EXTENSION OPPORTUNITIES**	

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UNIT 6: Work with Addition & Subtraction Equations	DURATION: 2 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • 1.7 Explain that the equal sign means the same as." Determine whether equations involving addition and subtraction are true or false."	SUPPORTING STANDARDS • 1.1 Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem. • 1.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem. • 1.3 Apply properties of operations as strategies to add and subtract. • 1.5 Relate counting to addition and subtraction. • 1.8 Solve for the unknown whole number in various positions in an addition or subtraction equation, relating three whole numbers that would make it true.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The definition of equal involving addition and subtraction		Remembering		
How to determine true and false math equations. Ex fact family and related fact		Understanding		
	Model addition and subtraction to solve equations using the same numbers (ex 5+2=7 ; 2+5=7; 7-2=5; and 7-5=2	Applying		
	Use related facts and fact families to solve and prove equations to be true or false.	Applying		

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)
Topic 5
Week 1

- **Day 1: I understand that the equal sign means “is the same amount as” or “has the same value as”; I can explain that the equal sign means the same as.**
- **Day 2: I can determine whether equations involving addition and subtraction are true or false.**
- **Day 3-4: I can find the missing number in an equation in order to make the equation true**
- **Day 5: Assess and Reteach**

Week 2

- **Day 6-7: I can use different strategies for adding three numbers (making 10, using doubles, and counting on); I know that you can add any two numbers first**

KEY VOCABULARY

- **Equation**
- **Meaning of the equal sign**

ESSENTIAL QUESTION(S)

- **How can adding and subtracting help you solve or complete equations?**

PRIOR KNOWLEDGE

- **Identify plus, minus, and equal signs.**
- **Match numerals to objects or drawings.**
- **Identify numerals 1 to 10.**
- **Count 0 to 10.**
- **Add and subtract numbers within 20 using objects, pictures and fingers.**
- **Understand true, false, same (equal).**
- **Take a smaller set out of a larger set.**
- **Combine two sets to make a larger set up to twenty.**
- **Count items in a set up to twenty.**
- **Establish one-to-one correspondence between numbers and objects.**
- **Using counting, find one less than a number 2 through 20.**
- **Using counting, find one more than a number 1 through 20.**
- **Rote count to 20.**
- **Understand adding numbers up and down is the same as side by side.**

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources Topic 5	**Other Resources**	**ACAP Resources**
RTI	EXTENSION OPPORTUNITIES	

UNIT 7: Represent and Interpret Data	DURATION: 2 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS ● **1.16** Organize, represent, and interpret data with up to three categories.	SUPPORTING STANDARDS ● 1.1 Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem. ● 1.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem. ● 1.5 Relate counting to addition and subtraction. ● 1.16a Ask and answer questions about the total number of data points in organized data. ● 1.16b Summarize data on Venn diagrams, pictographs, and yes-no" charts using real objects symbolic representations or pictorial representations." ● 1.16c Determine how many" in each category using up to three categories of data." ● 1.16d Determine how many more" or "how many less" are in one category than in another using data organized into two or three categories."

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

objects can be grouped into categories based on like characteristics		Understanding		
gain information from graphs		Understanding		
	Create, analyze, and interpret data.	Analyzing		

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) Topic 6 Week 1 Day 1-3: I can organize data with up to three categories. Day 4: Assess and reteach Week 2 Day 5-7: I can represent data with up to three categories. Day 8-9: I can interpret data with up to three categories. Day 10: Assess and Reteach	KEY VOCABULARY ● Tally marks ● Data ● Tally chart ● Picture graph ● Survey ● Venn Diagram ● Bar graphs ● Yes/No Charts	
ESSENTIAL QUESTION(S) ● What are some ways you can collect, show, and understand data?	PRIOR KNOWLEDGE ● Identify more and less when given two groups of objects. ● Identify object attributes. Examples: color, shape, size, texture, use. ● Count objects up to ten. ● Count to 10 by ones. ● Understand different types of graphs (ex. Venn diagram, bar graphs and pictograph). ● Identify more and less when given two groups of objects of 10 or fewer. ● Count objects up to 10. ● Count to 10 by ones. ● Understand categories. ● Identify object attributes. Examples: color, shape, size, texture, purpose. ● Count to 1-20. ● Mimic counting by ones. ● Recognize numerals from 0-20.	

	• Understand the concept of amount. • Pair the number of objects counted with "how many?" • Understand that the last number name tells the number of objects counted. • Pair a group of objects with a number representing the total number of objects in the group (up to ten objects).

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources Topic 6	Other Resources	ACAP Resources
RTI	EXTENSION OPPORTUNITIES	

UNIT 8: Compare Two-Digit Numbers	DURATION: 2 weeks

CONTENT STANDARDS	
PRIORITY STANDARDS • 1.12 Compare pairs of two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < and orally with the words is greater than is equal to and is less than. • 1.14 Given a two-digit number, mentally find 10 more or 10 less than the number without having to count, and explain the reasoning used.	SUPPORTING STANDARDS • 1.10 Extend the number sequence from 0 to 120. • 1.10d Represent a number of objects from 0 to 120 with a written numeral.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
how to compare quantities using the terminology "greater than", "equal to", and "less than".		Analyzing		
How to identify Ten more and Ten less of a number		Applying		
	Compare 2-digit numbers.	Analyzing		
	Mentally identify 10 more and 10 less of a given number without counting	Applying		

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) Topic 9 Week 1:	KEY VOCABULARY • Equalities • Inequalities	

Day 1 -2: I can compare pairs of two-digit numbers based on the values of the tens and ones digits, **Day 3-4: I can document the results of comparisons with the symbols >, =, and <** **Day 5: Assess and Reteach** **Week 2** **Day 6-7: I can orally express with the words greater than, equal to, and less than to compare two digit numbers.** **Day 8: Assess and Reteach** **Day 9: I can give a two-digit number and mentally find 10 more or 10 less than the number without having to count, and explain the reasoning used.** **Day 10: Assess and Reteach**	• **Less** • **Compare** • **Greater than >** • **Less than <**	

ESSENTIAL QUESTION(S)

- What are ways to compare numbers to 120?

PRIOR KNOWLEDGE

- Define ones and tens.
- Match the number in the ones and tens position to a pictorial representation or manipulative of the value.
- Add numbers 1-9 to ten to create teen numbers using manipulatives or place value blocks.
- Count objects up to 10.
- Define greater than, less than, and equal to.
- Count to 20 by ones.
- Count objects up to ten.
- Understand the amount of words, such as more, less, and another.
- Begin to understand that parts of an object can make a whole.
- Become more interested in the concept of some and all.
- Be interested in who has more or less.
- Understand the concept of "less than."
- Mimic counting by ones.
- Recognize numbers from one to ten.
- Become interested in how many objects she/he has.
- Understand the concept of size and amount.
- Given a set number of objects one through ten, answer the question "how many?"
- Pair the number of objects counted with "how many?"
- Understand that the last number name tells the number of objects counted.
- Define ones and tens.
- Match the number in the ones and tens position to a pictorial representation or manipulative of the value.
- Add numbers 1-9 to ten to create teen numbers using manipulatives or place value blocks.
- Count objects up to 10.
- Count to 50 and above.
- Mimic counting by ones.
- Recognize numbers from 1-50.
- Understand the concept of amount.
- Pair the number of objects counted with "how many?"
- Understand that the last number name tells the number of objects counted.
- Pair a group of objects with a number representing the total number of objects in the group (up to ten objects).
- Count objects one-by-one using only one number per object (up to ten objects).
- Recognize that numbers have meaning.
- Recognize numbers 1-10.

	• Rote count to 50. • Communicate number words. • Add one to a set of objects (up to 10 objects). •

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources **Topic 9**	**Other Resources**	**ACAP Resources**
RTI	**EXTENSION OPPORTUNITIES**	

UNIT 9: Use Models and Strategies to Add Tens and Ones	DURATION: 3 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS ● 1.13 Add within 100, using concrete models or drawings and strategies based on place value.	SUPPORTING STANDARDS ● 1.9 Reproduce, extend, and create patterns and sequences of numbers using a variety of materials. ● 1.11 Explain that the two digits of a two-digit number represent amounts of tens and ones. ○ 1.11a Identify a bundle of ten ones as a ten. ○ 1.11b Identify the numbers from 11 to 19 as composed of ten and one, two, three, four, five, six, seven, eight, or nine ones. ○ 1.11c Identify the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). ● 1.13a Add a two-digit number and a one-digit number. ● 1.13b Add a two-digit number and a multiple of 10. ● 1.13c Demonstrate that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose a ten. ● 1.13d Relate the strategy for adding a two-digit number and a one-digit number to a written method and explain the reasoning used.

	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The concept of adding single and 2 digit numbers within 100		Applying		
Use models to add with in 100		Applying		
Place value strategies		Applying		
	Add within 100	Applying		

	Model addition within 100 using models or drawing, and strategies based on place value	**Appying**		

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) **Topic 10** **Week 1:** **Day 1-3: I can use models to add decade numbers** **Day 4: Assess and reteach** **Day 5: I can find numbers that are 10 more than a given two digit number by using models, mental math and addition equations** **Week 2** **Day 6: Assess and reteach** **Day 7: I can use a hundred chart to add 10 to a one- or two-digit number** **Day 8-9: I can add ten and ones using an open number line** **Day 10: Assess and reteach** **Week 3** **Day 11: I can use place-value models and drawings to continue adding tens and ones** **Day 12: I can use place value to add 2-digit numbers** **Day 13: I can use a strategy (blocks, drawings, or open number line) to add two-digit numbers** **Day 14: Assess and reteach**	**KEY VOCABULARY** ● **Compose** ● **Multiple of 10**	
ESSENTIAL QUESTION(S) ● **What are ways to use tens and ones to add?**	**PRIOR KNOWLEDGE** ● **Define ones and tens.** ● **Match the number in the ones and tens position to a pictorial representation or manipulative of the value.** ● **Add numbers 0-9 to ten to create teen numbers using manipulatives or place value blocks.** ● **Count objects up to 10.** ● **Recognize numbers from 0-10.** ● **Become interested in how many objects she/he has.** ● **Understand the concept of size and amount.** ● **Given a set number of objects one through ten, answer the question "how many?"** ● **Pair the number of objects counted with "how many?"** ● **Understand that the last number name tells the number of objects counted.**	

	• Understand that 10 1's = 10. • Establish one-to-one correspondence between numbers and objects when given a picture, a drawing or objects. • Pair a group of objects with a number representing the total number of objects in the group. • Count objects one-by-one using only one number per object. • Recognize that numbers and numerals have meaning. • Rote count to 10. • Communicate number words.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
<u>Envision Resources</u> Topic 10	<u>Other Resources</u>	<u>ACAP Resources</u>
RTI	EXTENSION OPPORTUNITIES	

UNIT 10: Use Models and Strategies to Subtract 10	DURATION: 2 weeks

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• **1.15 Subtract multiples of 10 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.**	• **1.11a** Identify a bundle of ten ones as a ten. • **1.11c** Identify the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
place value models for adding and subtracting numbers less than 100.		Understanding		
Strategies for adding and subtracting multiples of 10.		Understanding		
	use models and strategies to find and record solutions to problems where a multiple of 10 is subtracted.	Applying		
	Explain their strategies.	Analyzing		

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	
Topic 11 Day 1: I can use models to subtract tens Day 2: I can subtract tens using a hundreds chart Day 3: I can subtract tens using an open number line	• Multiple of 10 •	

Day 4: Assess and reteach **Day 5: I can use addition to subtract tens** **Week 2** **Day 6: I can I can use mental math and ten frames to subtract tens** **Day 7: I can use different strategies to subtract ten** **Day 8: Assess and reteach** **Day 9: I can solve word problems using different models (drawings and open number line)** **Day 10: Assess and reteach**		

ESSENTIAL QUESTION(S)	PRIOR KNOWLEDGE
● **How can I use what I know about subtraction to subtract tens?**	● **Define subtraction as separating groups of objects.** ● **Represent numbers with objects or drawings.** ● **Separate sets with nine or fewer objects.** ● **Combine objects to form sets up to nine.** ● **Notice same/different and some/all.** ● **Subtract one from a set of objects (up to five objects).** ● **Given a group of objects (ten or less), divide the group into smaller groups in various ways.** ● **Take away objects from a large group to create two smaller groups.** ● **Establish one-to-one correspondence between numbers and objects when given a picture a drawing or objects.** ● **Understand number words.** ● **Understand that 10 1's = 10.** ● **Count forward to 50 by tens.** ● **Count backwards from 50 by tens.** ● **Mimic counting to 50 by tens.**

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources **Topic 11**	**Other Resources**	**ACAP Resources**

RTI	EXTENSION OPPORTUNITIES

UNIT 11: Measuring Lengths, Time & Money	DURATION: 4 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • 1.17 Order three objects by length; compare the lengths of two objects indirectly by using a third object. • 1.19 Tell and write time to the hours and half hours using analog and digital clocks.	SUPPORTING STANDARDS • 1.5 Relate counting to addition and subtraction. • 1.10 Extend the number sequence from 0 to 120. • 1.11 Explain that the two digits of a two-digit number represent amounts of tens and ones. • 1.13 Add within 100, using concrete models or drawings and strategies based on place value. • 1.18 Determine the length of an object using non-standard units with no gaps or overlaps, expressing the length of the object with a whole number. • 1.20 Identify pennies and dimes by name and value.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Order three objects by length		Understanding		
Compare two length of measurement		Analyzing		
Identify hours and half hour		Understanding		
Identify analog and digital clock		Understanding		
	Use direct and indirect comparison to order objects by length.	Analyzing		
	Compare the length of object	Analyzing		

	Read time to the hour and half hour on a digital and analog clock	Analyzing		

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) **Topics 12 and 13** **Week 1** **Day 1-2: I can order three objects by length; compare the lengths of two objects indirectly by using a third object (Shorter, Linger, shortest, longest)** **Day 3-4: I can use cubes and paper clips to measure the lengths of objects** **Day 5: Assess and reteach** **Week 2** **Day 6: I can tell time to the hour using an analog clock; I can use the word o'clock; I can identify the functions of the clock hands** **Day 7: I can tell time to the hour using a digital clock** **Day 8: Assess and reteach** **Day 9-10: I can tell time to the half hour using both digital and analog clocks** Week 3 Day 11: Assess and reteach Day 12: I can solve problems involving telling time Day 13: Assess and reteach	**KEY VOCABULARY** • Analog • Digital • Measurable attributes • Length • Longer • Longest • Shorter • Shortest • Measure • Cent • Dime • Dollar • Nickel • Quarter • Penny • Hour • Hour hand • Minute • O'clock • Half hour	
ESSENTIAL QUESTION(S) • What are ways to measure how long an object is? • What are the values of coins, and what are some different ways to tell them?	**PRIOR KNOWLEDGE** • Use vocabulary related to length and weight. Example: longer, shorter, heavier, lighter. • Identify objects by length and weight. Example: shortest pencil, heaviest rock. • Sort objects according to measurable attributes. • Define length and weight. • Explore objects in relationship to length and weight. • Define more, less, length. • Use vocabulary related to length. Examples: longer, shorter. • Identify objects by length. Examples: shortest pencil, heaviest rock.	

	• Sort objects according to measurable attributes. • Use comparative language (longer/shorter, taller/shorter) for the attributes of objects related to length. • Communicate long, tall, short. • Recognize the length attributes of objects (long/short, tall/short). • Recognize length as the measurement of something from end to end. • Identify numbers 1 to 12. • Count by 5s. • Identify activities on a daily schedule that come before, next, after other activities. • Know before, next and after. • Use a daily schedule containing times (in hours) and activities (in pictures). • Tell time in hours on an analog clock. • Demonstrate an understanding of yesterday, today, tomorrow, morning, afternoon, day, and night. • Recognize yesterday, today, tomorrow. • Recognize morning, afternoon, evening/night. • Recognize day and night. • Understand the concept of time. •

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources Topic 12 and 13	Other Resources	ACAP Resources
RTI	EXTENSION OPPORTUNITIES	

UNIT 12: Shapes, Attributes, Circles and Rectangles	DURATION: 4 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • 1.21 Build and draw shapes which have defining attributes. • 1.23 Partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.	SUPPORTING STANDARDS • 1.10 Extend the number sequence from 0 to 120. • 1.11 Explain that the two digits of a two-digit number represent amounts of tens and ones. • 1.18 Determine the length of an object using non-standard units with no gaps or overlaps, expressing the length of the object with a whole number. • 1.22 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
• Defining attributes of shapes • How to partition circles and rectangle shapes				
	• Build and draw shapes with defined attributes • Partition circles and rectangle shapes into halves , fourths and quarters			

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) Topics 14 and 15 Week 1	KEY VOCABULARY • Defining attribute • Non defining attribute	

Day 1-3: I can define the attributes of shapes (squares, circles, and triangles) **Day 4-5: I can build and draw shapes which have defining attributes.** **Week 2** **Day 6: Assess and reteach** **Day 7-9: I can partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.** **Day 10: I can I can compare equal shares of the same whole** **Day 11: Assess and reteach**	• **Closed** • **Triangle** • **Hexagon** • **2-D Shapes** • **Attributes** • **Sides** • **Vertices** • **Rectangle** • **Square** • **Three-Dimensional (3-D Shapes)** • **Flat surfaces** • **Cylinder** • **Cone** • **Cube** • **Rectangular Prism** • **Edges** • **Faces** • **Sphere** • **partition**	
ESSENTIAL QUESTION(S) • **How can you define shapes and compose new shapes?** • **What are some different names for equal shares?**	**PRIOR KNOWLEDGE** • **Recognize attributes of shapes.** • **Identify cubes, cones, cylinders, and spheres.** • **Identify squares, circles, triangles, rectangles, and hexagons.** • **Identify shapes in the environment.** • **Trace shapes.** • **Make purpose marks such as lines and circles.** • **Notice same/different and some/all.** • **Begin to name and match sizes and shapes.** • **Enjoy playing with all kinds of objects.** • **Point to matching or similar objects.** • **Understand that words can label sameness and differences.** • **Sort objects on the basis of shape or color.** • **Understand and point to a triangle, a circle, a square and rectangle.** • **Understand the concept of same shape and size.** • **Understand that some have more, and some have less.** • **Name and match primary colors.** • **Sort objects on the basis of both color and shape.** • **Sort a variety of objects in a group that have one thing in common.** • **Recognize and sort familiar objects with the same color, shape, or**	

	size. ● Combine shapes to fill the area of a given shape. ● Decompose pictures made of simple shapes. ● Match shapes. ● Match pieces by color, image, or shape to complete a puzzle. ● Define similar and different. ● Use vocabulary related to two-dimensional shapes and three-dimensional figures. Examples: vertices (corners), faces (flat surfaces), edges, sides, angles. ● Recognize vocabulary related to two-dimensional shapes and three-dimensional figures. ● Identify two-dimensional shapes and three-dimensional figures. ● Identify shapes. ● Notice same/different and some/all. ● Begin to name and match sizes and shapes. ● Enjoy playing with all kinds of objects. ● Point to matching or similar objects. ● Understand that words can label sameness and differences. ● Sort objects on the basis of shape. ● Recognize and sort familiar objects with the same shape or size. ●

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
<u>Envision Resources</u> Topic 14 and 15	<u>Other Resources</u>	<u>ACAP Resources</u>
RTI	EXTENSION OPPORTUNITIES	