

	Name of Course: iReady Mathematics Team Members:	
Unit	1: Reading Addition and Subtraction	
Essential Questions	<p>How can I find the number partners for 10?</p> <p>How can I solve word problems by adding or subtracting within 10?</p> <p>How can I represent addition and subtraction problems within 10?</p> <p>How can addition help me subtract?</p> <p>How can I understand what is being asked in a story problem?</p>	
Content Standards	1.OA.A.1, 1.OA.B.3.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8	
Concepts and Subskills	<p>Students will understand:</p> <ul style="list-style-type: none"> ● The number partners for 10 ● Counting on to add ● Counting back to subtract 	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> ● Finding missing number partners for 10 ● Counting on to add ● Counting back to subtract ● Using addition to subtract ● Solving word problems to 10
Content Objectives (Student Friendly Language)	<p>Lesson 1:</p> <ul style="list-style-type: none"> ● Recognize number partners for 10 and show them on models, such as 10-frames and number bonds ● Find the missing number partner for 10 when one number is known ● Connect equations to physical or visual representations of number partners for 10 ● Observe that order of addends does not change the total of 10 <p>Lesson 2:</p> <ul style="list-style-type: none"> ● Understand the meaning of actions described in addition and subtraction problems ● Show and describe the actions in word problems using physical models, visuals models and symbols ● Connect the meaning of models and symbols to contexts of word problems ● Analyze word problems to determine how to solve them 	

	<p>Lesson 3:</p> <ul style="list-style-type: none"> ● Use objects, drawings, and equations to represent and solve addition and subtraction problems within 10 ● Use the count on strategy to add ● Use the count back strategy to subtract <p>Lesson 4:</p> <ul style="list-style-type: none"> ● Understand the relationship between addition and subtraction ● When efficient, use a counting-on strategy to solve a subtraction problem. ● Identify, write and use related addition and subtraction equations to solve subtraction problems. <p>Lesson 5:</p> <ul style="list-style-type: none"> ● Generate groups of related addition and subtraction equations, called fact families. ● Make sense of stories being told in problems and use equations to represent problems. ● Work with change-unknown word problems. ● Choose strategies and tools with efficiently solve word problems within 10.
<p>Content Vocabulary</p>	<p>Mathematical Vocabulary</p>
	<p>Addition, count back, count on, fact family, subtraction</p>
	<p>Academic Vocabulary</p>
	<p>Model, represent</p>
	<p>Additional Vocabulary</p>
<p>Number partner, equal sign, equation, plus sign, total, equal/equal to, minus sign</p>	
<p>Assessments, Products, Projects</p>	<p>End of lesson quizzes End of unit assessment</p>
<p>Text, Materials, and</p>	<p>Lesson 1: pattern blocks, number cards deck, spinner, masking tape, triangle and square cards, paper clips, paper bags, bond with counts workmat, number dot row cards, counters Lesson 2: number cubes, chairs, on or off spinner cards and spinners, number cards deck, add and color game board</p>

Resources	workmat, subtract and color game board workmat, two-color counters, 10-frames workmat Lesson 3: paper, spinners, number cards deck, numbers 1 to 3 spinner cards, number path 1 to 10 workmat, number cubes, connecting cubes Lesson 4: whiteboards and markers, numbers 0 to 9 spinner cards and spinners, labeled number bonds workmat, counters, number cards deck, numbers 1 to 3 spinner cards and spinners, number path 1 to 10 workmat, index cards Lesson 5: connecting cubes, equation cards, number bond workmat, number cubes, number path 1 to 10 workmat, counters
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	Name of Course: iReady Mathematics Team Members:	
Unit	2: Addition and Subtraction Within 20	
Essential Questions	How can I show teen numbers? How can I efficiently add three numbers? How can making a ten help me add? How can breaking apart a number to get to 10 help me subtract? How can doubles facts help me solve near doubles facts?	
Content Standards	1.NBT.A.1, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.C.6, 1.OA.D.7	
Concepts and Subskills	Students will understand: <ul style="list-style-type: none"> ● Teen numbers are composed of a ten and some ones ● Addition strategies: make a ten, doubles and near doubles ● Subtraction strategies: use a ten 	Students will be skilled at: <ul style="list-style-type: none"> ● Showing a teen number as a ten and some ones ● Adding 3 numbers ● Make a ten to add ● Use a ten to subtract ● Use doubles and near doubles to add

<p>Content Objectives (Student Friendly Language)</p>	<p>Lesson 6:</p> <ul style="list-style-type: none"> ● Understand that 10 ones can be thought of as a group of 10, called a ten. ● Compose and decompose teen numbers into a ten and some ones with concrete objects and other visual representations, as well as with words and numbers <p>Lesson 7:</p> <ul style="list-style-type: none"> ● Find the total of three addends using strategies such as finding number partners for 10 and using doubles facts by group any two addends ● Use the associative and commutative properties to group addends strategically in order to use addition strategies or known facts ● Write addition equations with three addends to represent the problem <p>Lesson 8:</p> <ul style="list-style-type: none"> ● Understand that breaking apart numbers and putting them together in a new way does not change the value. ● Understand that 10 is a useful benchmark that makes adding easier. ● Consider making a ten when choosing a strategy to add. ● Begin to think of a make a ten as a mental math strategy. <p>Lesson 9:</p> <ul style="list-style-type: none"> ● Understand and apply the strategy of decomposing a single-digit number to get to 10 when subtracting it from a teen number. ● Use 10 as a benchmark number when subtracting from teen numbers in parts. ● Use and articulate mental math strategies to subtract, based on familiar addition strategies <p>Lesson 10:</p> <ul style="list-style-type: none"> ● Show doubles as two equal groups, and how near doubles are related to doubles ● Find totals for doubles facts within 20. ● Use doubles facts to solve near doubles facts within 20. ● Choose strategies to use when adding within 20.
<p>Content Vocabulary</p>	<p>Mathematical Vocabulary</p> <p>Addend, compose, decompose, make a ten, teen numbers</p> <p>Academic Vocabulary</p>

	Explain, strategy
	Additional Vocabulary
	Add, count on, doubles, equal, equation, fact family, ones, plus, tens, total
Assessments, Products, Projects	End of lesson quizzes End of unit assessment
Text, Materials, and Resources	Lesson 6: connecting cubes, counters, pennies, 10-frames workmat, number cubes 0-5, number cubes 1-6, transparent counters, roll and break apart workmat Lesson 7: connecting cubes, number cards deck, crayons, number cubes 1-6, number cubes 4-9, paper or plastic cups, counters, 10-frame workmat Lesson 8: counters, number cubes 1-6, chairs, 10-frames workmat, number cubes 4-9, 10-frame cards 6-9, number bonds workmat Lesson 9: connecting cubes, ball, plastic or paper cups, spinners, numbers 7 to 9 spinner, numbers 11 to 16 spinner cards, number cards deck, number path 1 to 20 workmat, blank number bonds workmat Lesson 10: paper, scissors or holepunch, doubles cards, dominoes, number path 1 to 20 workmat, connecting cubes, spinners, numbers 4 to 8 spinner cards, doubles and doubles plus 1 spinner cards, two color counters

	Name of Course: iReady Mathematics Team Members:
Unit	3: Solving Word Problems and Making Comparisons
Essential Questions	How can I understand addition and subtraction word problems? How can I solve compare problems? How can I collect data and make sense of it? How can I determine if equations are true or false?

Content Standards	1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8 1.MD.C.4 1.NBT.A.1	
Concepts and Subskills	<p>Students will understand:</p> <ul style="list-style-type: none"> ● How to solve word problems to 20 ● Some problems compare quantities ● Data can be collected and organize 	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> ● Solving word problems to 20 ● Solving compare problems ● Collecting and organizing data ● Telling if equations are true or false ● Finding a missing number in an equation
Content Objectives (Student Friendly Language)	<p>Lesson 11:</p> <ul style="list-style-type: none"> ● Relate stories to known and missing value. Represent them using equations ● Choose strategies to solve equations. ● Use related equations to help check work. <p>Lesson 12:</p> <ul style="list-style-type: none"> ● Use concrete and visual models to represent compare situations ● Solve difference-unknown compare problems to find how many more or fewer. ● Solve bigger-unknown and smaller-unknown compare problems to find an unknown quantity. ● Use related addition and subtraction equations to solve compare word problems. <p>Lesson 13:</p> <ul style="list-style-type: none"> ● Collect and organize data and represent the data with charts and graphs. ● Analyze data set to make sense of it and ask and answer questions about it. <p>Lesson 14:</p> <ul style="list-style-type: none"> ● Understand that the equal sign connects two quantities with the same value. ● Determine if equations are true or false. ● Find the unknown number in any position in an addition or subtraction equation. 	
Content Vocabulary	Mathematical Vocabulary	
	Compare, data, difference, equation, sort	

	Academic Vocabulary
	Organize, survey
	Additional Vocabulary
	Addend, addition, fact family, minus, picture graph, plus, quantity, subtraction, tally chart, total
Assessments, Products, Projects	Lesson quizzes Unit assessments
Text, Materials, and Resources	Lesson 11: small objects, number cards deck, two color counters, spinners, numbers 4 to 9 spinner cards, sheets of paper Lesson 12: part and whole cards, crayons, scissors, glue sticks, paper bag, two-color counters, number cards deck, numbers 1 to 10, more and fewer spinner cards and spinners, whiteboards and markers, numbers 4 to 8 spinner cards and spinners, two color counters Lesson 13: assorted buttons, scissors, glue sticks, paper, stamp cards, collect and graph workmat, survey and graph workmat, transparent counters Lesson 14: connecting cubes, equal quantity cards, number cube, missing number equation cards, number bond workmat

	Name of Course: iReady Mathematics Team Members:
Unit	4: Using Tens and Ones to Organize and Count
Essential	How can tens and ones help me understand numbers to 100?

Questions	What patterns do I see with numbers to 120? How can I compare two-digit numbers?	
Content Standards	1.NBT.A.1, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.B.3, 1.NBT.C.5 1.OA.D.7,	
Concepts and Subskills	Students will understand: <ul style="list-style-type: none"> ● You can count using tens and ones ● Numbers can be written as tens and ones ● Numbers can be compared 	Students will be skilled at: <ul style="list-style-type: none"> ● Using tens and ones to count ● Writing numbers as tens and ones ● Counting and writing number to 120 ● Finding 10 more or 10 less ● Comparing two-digit numbers
Content Objectives (Student Friendly Language)	Lesson 15: <ul style="list-style-type: none"> ● Organize concrete objects by tens and ones. ● After organizing objects, count them by counting by 10s, and then counting by 1s. ● Make connections between concrete objects and visual representations of tens and ones. ● Recognize that in a two-digit number, the digit in then tens place represents the number of tens. Lesson 16: <ul style="list-style-type: none"> ● Read, write and count on from any number up to 120. ● Recognize patterns in the 120 chart that show relationships between numbers; in particular, notice how the counting patterns repeat after 100 ● Understand that 10 more or 10 less than a number results in a change in the tens digit, but the ones digit remains the same. ● Mentally identify 10 more or 10 less than any two-digit number Lesson 17: <ul style="list-style-type: none"> ● Use place value to compare two-digit numbers. ● Understand the meaning of the symbols $<$ and $>$. ● Write the symbols $<$, $>$, and $=$ to compare two-digit numbers. 	
Content Vocabulary	Mathematical Vocabulary	
	Column, compare, digit, place value, row	

	Academic Vocabulary
	Example, predict
	Additional Vocabulary
	Greater than, greater than symbol, less than, less than symbol, ones, tens
Assessments, Products, Projects	Lesson quizzes Unit assessment
Text, Materials, and Resources	Lesson 15: large blank 100s chart workmat, number cards deck, connecting cubes, spinners, numbers 10 to 90 spinner cards Lesson 16: Incomplete 120s chart workmat, number cards, 100 or 110 spinner cards and spinners, transparent counters, crayons, 100 chart workmat, connecting cubes, 10 more or 10 less spinner cards and spinners Lesson 17: base-ten blocks, connecting cubes, transparent counters, numbers 0 to 9 spinner cards and spinners, 100 chart workmat, number card place-value chart workmat

	Name of Course: iReady Mathematics Team Members:
Unit	5: Operations with Tens and Ones
Essential Questions	How can I add and subtract 10s? How can I use place value to help me add to a two-digit number? How can breaking apart and putting together numbers help me add? What happens when I combine ones and get more than 10?

Content Standards	1.NBT.B.2, 1.NBT.B.2c, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6, 1. OA.B.3	
Concepts and Subskills	Students will understand: <ul style="list-style-type: none"> ● Tens can be used to add and subtract ● Strategies, like make a ten can help when adding two-digit numbers 	Students will be skilled at: <ul style="list-style-type: none"> ● Adding and subtracting tens. ● Adding a two-digit number and a one-digit number ● Adding two-digit numbers. ● Making ten to add two-digit numbers
Content Objectives (Student Friendly Language)	Lesson 18: <ul style="list-style-type: none"> ● Describe the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as a number of groups of ten and 0 ones. ● Add and subtract multiples of 10 to and from other multiples of 10. ● Add multiples of 10 to any two-digit number Lesson 19: <ul style="list-style-type: none"> ● Apply familiar models and addition strategies to add two -digit number ● Decompose a number into tens and ones ● Add a one-digit number to a two-digit number within 100, where the ones combine to make a total less than 10 ● Add a two-digt number to a two-digit number within 100, where the ones combine to make a total less than 10 Lesson 20: <ul style="list-style-type: none"> ● Cross to the next ten when adding ones that total 10 or more ● Develop strategies to add two-digit numbers and one-digit numbers and explain the reasoning used ● Solve problems involving adding two-digit and one-digit numbers, including crossing a ten as needed Lesson 21 <ul style="list-style-type: none"> ● Apply and extend previously learned models and addition strategies to add two-digit numbers ● Understand that to add two-digit numbers, you can add the tens with tens and the ones with ones ● Use equations showing composition and decomposition to add two-digit numbers, and explain the reasoning used 	
Content Vocabulary	Mathematical Vocabulary	

	Addend, make a ten, ones, tens, total
	Academic Vocabulary
	Combine, solution
	Additional Vocabulary
	Add, count on, decompose, digit, subtract
Assessments, Products, Projects	Lesson quizzes Unit assessment
Text, Materials, and Resources	Lesson 18: transparent counters, spinners, 100s chart workmat, add and subtract tens spinner cards, number cubes 1 to 6, add up the ladder game board Lesson 19: base-ten blocks, transparent counters, blank 100 chart workmat, number cards deck, blank equation workmat, two digit blank equation workmat Lesson 20: 100 chart workmat, base-ten blocks, number cards deck, trading ones for tens workmat, two-color counters, number cubes 4 to 9, 10-frame fill-up cards Lesson 21: base-ten blocks, number cubes, paper bags, tens and ones workmat, number cubes 1 to 4 and 4 to 9, 100 chart workmat, number cards deck, transparent counters

	Name of Course: iReady Mathematics Team Members:
Unit	6: Geometry and Measurement

Essential Questions	<p>How can I define shapes?</p> <p>How can I divide a shape into equal parts?</p> <p>How can I tell time on an analog and digital clock?</p> <p>How can I compare the lengths of objects?</p> <p>How can I measure objects?</p> <p>What are the different coins and what are their values?</p>	
Content Standards	<p>1.G.A.1, 1.G.A.2, 1.G.A.3</p> <p>1. MD. A.1, 1.MD.A.2, 1.MD.B.3</p>	
Concepts and Subskills	<p>Students will understand:</p> <ul style="list-style-type: none"> ● Shapes can be described by their attributes ● How to tell time on an analog clock ● Objects can be compared by their length ● Different coins have different values 	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> ● Describing shapes and putting them together ● Breaking shapes into equal parts ● Telling and writing time ● Comparing and measuring lengths ● Finding the value of coins
Content Objectives (Student Friendly Language)	<p>Lesson 22:</p> <ul style="list-style-type: none"> ● Distinguish between defining attributes and non-defining attributes. ● Analyze, describe, and name shapes, according to attributes. ● Build and draw new shapes with a given set of defining attributes. ● Use two or more shapes to make a new composite shape. <p>Lesson 23:</p> <ul style="list-style-type: none"> ● Draw lines and partition circles, squares and rectangles into two or four equal parts. ● Describe equal parts using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe a whole shape as a number of equal parts. ● Understand the relationship between the number and the size of equal parts of the same shape. <p>Lesson 24:</p> <ul style="list-style-type: none"> ● Read the time on an analog and digital clock to the hour and half hour. ● Draw the hour hand and minute hand on an analog clock to show a given time to the hour and half hour. ● Write the digits on a digital clock to show a a given time to the hour and half hour. <p>Lesson 25:</p> <ul style="list-style-type: none"> ● Directly compare lengths of three objects and order the objects by length. 	

	<ul style="list-style-type: none"> • Describe lengths of three objects as they relate to each other. • Indirectly compare lengths of two objects by using a third reference object. • Use reasoning to indirectly compare lengths of objects and recognize that indirect comparison can be helpful when it is not possible to compare objects directly. <p>Lesson 26:</p> <ul style="list-style-type: none"> • Measure the length of an object using a whole number of nonstandard units of measure. • Understand that the number of iterated units from end to end is a measure of length. • Iterate units with no gaps or overlaps. <p>Lesson 27:</p> <ul style="list-style-type: none"> • Identify pennies, nickels, dimes and quarters. • Know the values of pennies, nickels, dimes and quarters. • Count on and/or add to find the value of a collection of coins.
<p>Content Vocabulary</p>	<p>Mathematical Vocabulary</p>
	<p>Halves, hour, rhombus, vertex, whole</p>
	<p>Academic Vocabulary</p>
	<p>Describe, prove</p>
	<p>Additional Vocabulary</p>
<p>Cicle, equal parts, length, longer, minute, rectangle, shorter, square</p>	
<p>Assessments, Products, Projects</p>	<p>Lesson quizzes Unit assessment</p>
<p>Text, Materials, and Resources</p>	<p>Lesson 22: counters, scissors, tape, shape headband workmat, sold and flat shape cards, pattern blocks, geometric solids, castle workmat Lesson 23: paper shapes, scissors, glue sticks, coffee stirrers or straws, squares and rectangles workmat, crayons, half, fourth and quarter cards</p>

	Lesson 24: demonstration clock, digital clock, number cards deck, exact hour clock cards, split pin, clocks workmat
	Lesson 25: classroom objects, crayons, string
	Lesson 26: Measurement units, ball of string, scissors, classroom objects, cups or bags, base-ten blocks, 1 inch square tiles, paper clips
	Lesson 27: opaque bag, play money, coin clue cards, coins workmat, coin clue grid workmat, 100 chart workmat