

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

## Course Description

The first grade mathematics curriculum provides students with process-based, hands-on, concrete level, and beginning thinking experiences. The program introduces students to basic addition and subtraction facts, number sense, problem solving, measurement, telling time, money, graphing, and geometry. Students will begin to see math as a real-life skill, through fun and meaningful activities.

First Grade Priority Standards \*\*\*Students will focus on these throughout the year\*\*\*

### Operations and Algebraic Thinking 1.OA

*Represent and solve problems involving addition and subtraction.*

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

### Number and Operations in Base Ten 1.NBT

*Extend the counting sequence.*

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

*Understand place value.*

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones — called a “ten.”

b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

*Use place value understanding and properties of operations to add and subtract.*

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

### Measurement and Data 1.MD

*Tell and write time.*

3. Tell and write time in hours and half-hours using analog and digital clocks.

### Geometry 1.G

*Reason with shapes and their attributes.*

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Timeframe	Unit	Scope And Sequence Instructional Topics
5 Day(s)	Numbers 0 to 10	1. Count with ten (including the use of zero) 2. Read and write the numerals 0-10 and the corresponding number words 3. Compare numbers within ten 4. Understand the terms more or less 5. Sequence numbers 0-10 6. Count on from a number within ten and count back from 10 to 0
8 Day(s)	Number Bonds	1. Identify parts in a whole 2. Make number stories to correspond to number bonds within ten 3. Divide a set of objects in two parts 4. Find number pairs that make 2, 3, 4, 5, 6, 7, 8, 9 and 10 5. Find the missing parts of number bond
10 Day(s)	Addition	1. use "+" and "=" to write addition sentences 2. write two addition sentences for a given number bond 3. Use the "count on" strategy to add two numbers within ten

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13 Day(s)	Subtraction	<ol style="list-style-type: none"><li>1. Use "-" and "=" to write subtraction sentences</li><li>2. Use the "count-back" strategy to subtract 1, 2, or 3</li><li>3. Find the missing part of a set using subtraction</li><li>4. create number stories for subtraction</li></ol>
4 Day(s)	Ordinal Numbers	<ol style="list-style-type: none"><li>1. Name a position using ordinal numbers 1st through 10th from the right or left</li></ol>
16 Day(s)	Numbers to 20	<ol style="list-style-type: none"><li>1. Count to 20 by building up from 10</li><li>2. Read and write numerals and number words 11 to 20</li><li>3. Compare and order numbers within 20</li><li>4. Add a 2-digit number within 20 and a 1-digit number</li><li>5. Subtract a 1-digit number from a 2-digit number within 20</li><li>6. Add or subtract 1, 2, or 3 to or from a number within 20 by counting on or counting back</li></ol>
7 Day(s)	Shapes	<ol style="list-style-type: none"><li>1. Identify and name the four basic shapes: rectangle, square, triangle, and circle</li><li>2. Classify and sort 2-dimensional shapes according to size, color and shape</li><li>3. Continue a pattern according to one or two attributes such as size, color or shape</li><li>4. Form a basic shape by fitting matching pieces together</li></ol>
4 Day(s)	Length	<ol style="list-style-type: none"><li>1. Compare the length of two or more objects</li><li>2. Estimate and measure length using non-standard units</li></ol>
4 Day(s)	Weight	<ol style="list-style-type: none"><li>1. Compare the weights of 2 or more objects</li><li>2. Estimate and measure weight using non-standard units</li></ol>
7 Day(s)	Comparing Numbers	<ol style="list-style-type: none"><li>1. Use the terms "more than" and "less than"</li><li>2. Compare 2 numbers that differ by one, within 10</li><li>3. Use subtraction to solve picture problems involving comparison</li><li>4. Compare 2 numbers by subtractions</li></ol>
4 Day(s)	Graphing	<ol style="list-style-type: none"><li>1. Make picture graphs using one-to-one representation</li><li>2. Read and interpret data presented in a picture graph</li></ol>
22 Day(s)	Numbers to 40	<ol style="list-style-type: none"><li>1. Count within 29</li><li>2. Count within 40 by making 10s</li><li>3. Understand numbers within 40 as tens and ones</li><li>4. Count on and back 1,2 and 3</li><li>5. Compare and order numbers up to 10</li><li>6. Describe a 2-digit number in terms of tens and ones</li><li>7. Identify a number that is one more than or one less than a given number</li><li>8. Identify a number that is ten more or ten less than a given number</li><li>9. Add a 1-digit number to a 2-digit number without renaming</li><li>10. Use count on strategy to add 2 numbers within 40</li><li>11. Use the count back strategy to subtract</li><li>12. Use the make 10 strategy to add a 2-digit number to a 1-digit number</li><li>13. Use the subtract from ten strategy to subtract a 1-digit number from a 2-digit number</li><li>14. Add 3-single digit numbers together</li></ol>
5 Day(s)	Multiplication	<ol style="list-style-type: none"><li>1. Identify equal groups</li><li>2. Use repeated addition to find the total number in a collection of groups</li><li>3. Use manipulatives to illustrate the meaning of multiplication</li><li>4. Write number sentences coordinate with given multiplication situations</li><li>5. Make number sentences to coordinate with given multiplication situations</li><li>6. Make number stories for a given multiplication sentence</li><li>7. Use rectangular arrays to represent multiplication facts</li><li>8. Understand the term equal groups</li><li>9. Use multiplication to solve picture problems</li><li>10. Use repeated addition to work out multiplication facts within 40</li></ol>
5 Day(s)	Division	<ol style="list-style-type: none"><li>1. Use manipulatives to illustrate the concept of division</li><li>2. Solve picture problems using division</li><li>3. Use manipulatives to illustrate the concept of grouping within division</li></ol>

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4 Day(s)	Halves and Quarters	<ol style="list-style-type: none"><li>1. Identify and name one half of a whole</li><li>2. Identify and name one fourth of a whole</li><li>3. Recognize halves and quarters</li><li>4. Identify patterns</li></ol>
4 Day(s)	Time	<ol style="list-style-type: none"><li>1. Tell time to the hour on digital and analog clock</li><li>2. Sequence events according to time</li><li>3. Tell time to the half hour using digital and analog clocks</li></ol>
22 Day(s)	Numbers to 100	<ol style="list-style-type: none"><li>1. Tens and Ones</li><li>2. 10 More and 10 Less</li><li>3. Problem Solving</li><li>4. 2 digit numbers without regrouping</li></ol>
5 Day(s)	Money	<ol style="list-style-type: none"><li>1. Identify and name coins</li><li>2. Count coins</li><li>3. Trade a coin for an equal set of coins using smaller denominations</li><li>4. Identify bills and count</li><li>5. Trade a bill for an equal amount using smaller denominations</li><li>6. Compare the amount of money in 2 or 3 sets of coins or bills</li><li>7. Read the price of an object and assemble the payment</li><li>8. Solve picture problems involving money within \$20</li></ol>
174 Day(s)	Lisa Carter 2015	<ol style="list-style-type: none"><li>1. 1.OA.1-Use addition and subtraction within 20.</li><li>2. 1.OA.2-Solve word problems whose sum is less than or equal to 20.</li><li>3. 1.OA.3-Apply properties of operations to add and subtract.</li><li>4. 1.OA.4-Understand subtraction as an unknown-addend problem.</li><li>5. 1.OA.5-Relate counting to addition and subtraction.</li><li>6. 1.OA.6-Add and subtract within 20.</li><li>7. 1.OA.7-Understand the meaning of the equal sign</li><li>8. 1.OA.8-Determine unknown whole number in addition or subtraction</li><li>9. 1.NBT.1 - Count to 120, starting at any number.</li><li>10. 1.NBT.2.A - 10 can be thought of as a bundle of a ten.</li><li>11. 1.NBT.2.B - the numbers 11-19 are composed of a ten and one, two, three, etc.</li><li>12. 1.NBT.2.C - the multiples of 10 refer to one, two, three, four , etc. tens and zero ones</li><li>13. 1.NBT.3 - Compare two-digit numbers based on tens and ones</li><li>14. 1.NBT.4 - Add within 100</li><li>15. 1.NBT.5 - mentally find 10 more or 10 less of a two-digit number</li><li>16. 1.NBT.6 - Subtract multiples of 10 in range from 10-90.</li><li>17. 1.MD.1 - Order 3 objects by length</li><li>18. 1.MD..2 - Express the length of objects as whole number of unit lengths.</li><li>19. 1.MD.3 - Tell and write time to hour and half-hour.</li><li>20. 1.MD.4 - Organize, represent and interpret data.</li><li>21. 1.G.1 - Distinguish between defining attributes.</li><li>22. 1.G.2 - Compose 2-D shapes or 3-D shapes.</li><li>23. 1.G.3 - Divide shapes into 2 and 4 equal parts and use the terms halves, fourths and quarters.</li></ol>

## Course Rationale/Goals

In alignment with Common Core State Standards and the ever-changing 21st century, it is imperative for students to have a proficient understanding of Mathematics to succeed in everyday life. K-5th grades will continue to build a strong foundation for future mathematical learning. This will enable the students to grow as life long mathematical problem-solvers.

## Prerequisites

Kindergarten Priority Standards:

- K.CC.3
- K.CC.4
- K.CC.7
- K.OA.5-fluency with addition and subtraction facts to 10\*\*\*\*
- K.NBT.1
- K.MD.3
- K.G.3
- K.G.4

## Materials and Resources

- Singapore Math
- Common Core State Standards

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## Course Details

**Unit:** Numbers 0 to 10

**Duration:** 5 Day(s)

### Unit Description/Transfer Goal

In the numbers unit students will count, read, write and represent any number to 10. Students will be able to independently use their learning to extend the counting sequence, identify number words, and write their numbers correctly.

### Enduring Understandings

- Count within ten (including the use of zero)
- Read and write the numerals 0-10 and the corresponding number words
- Compare numbers within ten
- Understand the terms more and less
- Sequence numbers 0-10
- Count on from a number within ten and count back from 10 to 0

### Essential Skills

How does finding common characteristics among similar numbers help me to be a more efficient problem solver?

### Essential Vocabulary

more  
less  
fewer  
zero  
one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten  
penny

**Topic:** Count with ten (including the use of zero)

**Duration:** 5 Day(s)

### Student Learning Plan

Numbers and Operations in Base Ten

### Learning Targets

TSW count zero through ten; Count to 120; read, write and represent numbers to 120.

**Topic:** Read and write the numerals 0-10 and the corresponding number words

**Duration:** 5 Day(s)

### Student Learning Plan

Numbers and Operations in Base Ten

### Learning Targets

TSW read numbers 0-10 and number words zero through ten

**Topic:** Compare numbers within ten

**Duration:** 5 Day(s)

### Student Learning Plan

Numbers and Operations in Base Ten

### Learning Targets

TSW compare numbers zero through ten

**Topic:** Understand the terms more or less

**Duration:** 5 Day(s)

### Student Learning Plan

Numbers and Operations in Base Ten

### Learning Targets

TSW identify and use the vocabulary words more or less than to describe numbers

**Topic:** Sequence numbers 0-10

**Duration:** 5 Day(s)

### Student Learning Plan

Numbers and Operations in Base Ten

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## Learning Targets

TSW put numbers in ascending and descending order

**Topic:** Count on from a number within ten and count back from 10 to 0

**Duration:** 5 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW count to and from 10 at a given number

## Unit: Number Bonds

**Duration:** 8 Day(s)

### Unit Description/Transfer Goal

In the addition unit, manipulatives, drawings, and mental math will be used to recall addition facts to sums of 10. Students will identify the missing number in a number sentence and identify the numbers in a fact family to create equations.

Students will be able to independently use their learning to represent and solve problems involving addition.

### Enduring Understandings

Students will understand that... The sum is larger than the addends.

Addition is putting two or more groups together.

### Essential Vocabulary

Whole

Part

Number bond

Number sentence

**Topic:** Identify parts in a whole

**Duration:** 8 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW identify parts in a whole

**Topic:** Make number stories to correspond to number bonds within ten

**Duration:** 8 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW create stories using number bonds within ten

**Topic:** Divide a set of objects in two parts

**Duration:** 3 Day(s)

## Student Learning Plan

Separate manipulatives or pictures into two groups

## Learning Targets

TSW divide pictures or manipulatives into two groups

**Topic:** Find number pairs that make 2, 3, 4, 5, 6, 7, 8, 9 and 10

**Duration:** 3 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking 6 and 8

## Learning Targets

TSW identify two addends that make a sum of 2, 3, 4, 5, 6, 7, 8, 9 or 10

**Topic:** Find the missing parts of number bond

**Duration:** 8 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW determine the unknown whole number in a number bond

## Unit: Addition

**Duration:** 10 Day(s)

### Unit Description/Transfer Goal

In the addition stories unit, manipulatives, drawings, and mental math will be used to recall addition facts to sums of 10. Students will identify

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the missing number in a number sentence.

Students will be able to independently use their learning to represent and solve problems involving addition.

## Enduring Understandings

Students will understand that...

The sum is larger than the addends.

Addition is putting two or more groups together.

## Essential Skills

How do addition and subtraction relate to each other?

## Essential Vocabulary

Addition

Sum

Number sentence

Number bond

Altogether, in all

More

**Topic:** use "+" and "=" to write addition sentences

**Duration:** 9 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW use plus sign and equal sign to solve addition sentences

**Topic:** write two addition sentences for a given number bond

**Duration:** 13 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW write two addition sentences related to a given number bond using the commutative property of addition

**Topic:** Use the "count on" strategy to add two numbers within ten

**Duration:** 4 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking 5 and 6

## Learning Targets

TSW the count on strategy to add numbers within ten

## Unit: Subtraction

**Duration:** 13 Day(s)

### Unit Description/Transfer Goal

In the subtraction unit, manipulatives, drawings, and mental math will be used to recall their subtraction facts from 10 or less. Students will identify the missing number in a number sentence and identify the numbers in a fact family to create equations.

Students will be able to independently use their learning to represent and solve problems involving subtraction.

### Enduring Understandings

Students will understand that... Subtraction is taking apart two or more groups.

Addition and subtraction have an inverse relationship.

### Essential Skills

How do addition and subtraction relate to each other?

### Essential Vocabulary

taking away

number sentence

minus

equals

**Topic:** Use "-" and "=" to write subtraction sentences

**Duration:** 13 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW use the minus sign and equal sign to write subtraction sentences

**Topic:** Use the "count-back" strategy to subtract 1, 2, or 3

**Duration:** 10 Day(s)

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## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW use the "count back" strategy to solve subtraction sentences by counting back 1, 2 or 3

**Topic:** Find the missing part of a set using subtraction

**Duration:** 5 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW determine the unknown whole number in an addition or subtraction equation

**Topic:** create number stories for subtraction

**Duration:** 3 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

Solve subtraction problems within 20

## Unit: Ordinal Numbers

**Duration:** 4 Day(s)

### Unit Description/Transfer Goal

In the ordinal numbers unit students will identify the position of the ordinal number.

Students will be able to independently identify the position of an object in a series.

### Enduring Understandings

Students will understand that... numbers can be used for different purposes.  
numbers can be classified and represented in different ways.

### Essential Skills

How does finding common characteristics among similar numbers help me to be a more efficient problem solver?

### Essential Vocabulary

First  
Second  
Third  
Fourth  
Fifth  
Sixth  
Seventh  
Eighth  
Ninth  
Tenth  
1st  
2nd  
3rd  
4th  
5th  
6th  
7th  
8th  
9th  
10th  
Left  
Right

**Topic:** Name a position using ordinal numbers 1st through 10th from the right or left

**Duration:** 3 Day(s)

## Student Learning Plan

Number and Operations in Base Ten

## Learning Targets

TSW name ordinal positions using first, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth from the right or left

## Unit: Numbers to 20

**Duration:** 16 Day(s)

### Unit Description/Transfer Goal

In the addition unit, manipulatives, drawings, and mental math will be used to recall addition facts to sums of 20. Students will identify the

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missing number in a number sentence and identify the numbers in a fact family to create equations. Manipulatives and knowledge of place value will be used to find the sums of 2-digit addition problems.

Students will be able to independently use their learning to represent and solve problems involving addition.

## Enduring Understandings

Students will understand that... The sum is larger than the addends.  
Addition is putting two or more groups together.

## Essential Skills

How do addition and subtraction relate to each other?

## Essential Vocabulary

11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
Eleven  
Twelve  
Thirteen  
Fourteen  
Fifteen  
Sixteen  
Seventeen  
Eighteen  
Nineteen  
Twenty  
Digit  
Greater  
Smaller  
Greatest  
Smallest

**Topic:** Count to 20 by building up from 10 **Duration:** 16 Day(s)

### Student Learning Plan

Numbers and Operations in Base Ten

### Learning Targets

TSW understand that two digit numbers are composed of ten and one, two, three, four, five, six, seven, eight, or nine ones

**Topic:** Read and write numerals and number words 11 to 20 **Duration:** 2 Day(s)

### Student Learning Plan

Number and Operations in Base Ten

### Learning Targets

TSW read and write numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 and number words eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen and twenty

**Topic:** Compare and order numbers within 20 **Duration:** 2 Day(s)

### Student Learning Plan

Numbers and Operations in Base Ten

### Learning Targets

TSW put numbers in order from zero through twenty

**Topic:** Add a 2-digit number within 20 and a 1-digit number **Duration:** 4 Day(s)

### Student Learning Plan

Numbers and Operations in Base Ten & Operations and Algebraic Thinking

### Learning Targets

TSW add a two digit number within twenty and a one digit number

**Topic:** Subtract a 1-digit number from a 2-digit number within 20 **Duration:** 5 Day(s)



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## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW subtract a one digit number from a two digit number with and without renaming (regrouping)

**Topic:** Add or subtract 1, 2, or 3 to or from a number within 20 by counting on or counting back

**Duration:** 3 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking & Numbers and Operations in Base Ten

## Learning Targets

TSW count on or back 1, 2, or 3 from a number to add or subtract

## Unit: Shapes

**Duration:** 7 Day(s)

### Unit Description/Transfer Goal

In the geometry unit, 2-dimensional and 3-dimensional shapes will be composed. Shapes will be built and drawn according to their attributes. Shapes will be broken into equal parts and their fractional parts identified. The line of symmetry will be defined and identified on a symmetrical shape or design.

Students will be able to independently use their learning to reason with shapes and their attributes.

### Enduring Understandings

Students will understand that... Everyday objects are closely related to standard geometric solids. Some shapes can be reflected across lines passing through the shape so the shape folds onto itself. Decomposing a shape into more equal shares creates smaller shares.

### Essential Skills

How do shapes effect our world?  
Why do I need to know the different shapes?  
How do shapes relate to one another?

### Essential Vocabulary

shapes  
square  
triangle  
circle  
rectangle  
hexagon  
trapezoid  
pyramid  
rhombus  
3-D shapes  
cube  
sphere  
rectangular prism  
cylinder  
cone  
flip  
slide  
turn  
symmetry  
congruent  
dime

**Topic:** Identify and name the four basic shapes: rectangle, square, triangle, and circle

**Duration:** 2 Day(s)

## Student Learning Plan

Geometry

## Learning Targets

TSW identify the four basic shapes: rectangle, square, triangle, and circle

**Topic:** Classify and sort 2-dimensional shapes according to size, color and shape

**Duration:** 2 Day(s)

## Student Learning Plan

Geometry

## Learning Targets

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TSW sort shapes according to size, color and shape

TSW sort shapes according to size, color and shape

**Topic:** Continue a pattern according to one or two attributes such as size, color or shape

**Duration:** 1 Day(s)

**Student Learning Plan**

Finish patterns using attributes of shapes

**Topic:** Form a basic shape by fitting matching pieces together

**Duration:** 1 Day(s)

**Student Learning Plan**

Geometry

**Learning Targets**

TSW complete shapes by matching missing pieces together

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**Unit:** Length

**Duration:** 4 Day(s)

**Unit Description/Transfer Goal**

In the length unit standard and non-standard tools will be used to measure length of objects.

Students will be able to independently use their learning to select the appropriate tool to measure the length of an object.

**Enduring Understandings**

Students will understand that...

People use a variety of ways to measure.

Objects can be compared and ordered by size (length).

**Essential Skills**

How would the world be different if we measured with non-standard units?

Why do I measure?

**Essential Vocabulary**

longer

shorter

taller

longest

shortest

tallest

length

**Topic:** Compare the length of two or more objects

**Duration:** 2 Day(s)

**Student Learning Plan**

Measurement and Data

**Learning Targets**

TSW order two or more objects by length

**Topic:** Estimate and measure length using non-standard units

**Duration:** 2 Day(s)

**Student Learning Plan**

Measurement and Data

**Learning Targets**

TSW estimate objects and measure objects using non-standard units

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**Unit:** Weight

**Duration:** 4 Day(s)

**Unit Description/Transfer Goal**

In the weight unit a balance will be used to measure weight.

Students will be able to independently use their learning to use a balance to measure and compare the weight of two objects.

**Enduring Understandings**

Students will understand that...

People use a variety of ways to measure weight.

Objects can be compared and ordered by size (weight).

**Essential Skills**

How would the world be different if we measured with non-standard units?

Why do I measure?

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## Essential Vocabulary

heavy  
light  
heavier  
lighter  
as heavy as...  
as light as...  
weighs  
weight

**Topic:** Compare the weights of 2 or more objects

**Duration:** 2 Day(s)

## Student Learning Plan

Compare the weights of 2 or more objects

## Learning Targets

TSW compare the weights of two or more objects

**Topic:** Estimate and measure weight using non-standard units

**Duration:** 4 Day(s)

## Student Learning Plan

Estimate and measure weight using non-standard units

## Learning Targets

TSW estimate and measure weight using non-standard units

## Unit: Comparing Numbers

**Duration:** 7 Day(s)

### Unit Description/Transfer Goal

In the comparing numbers unit students will compare two numbers using subtraction and one less/one more.

### Enduring Understandings

Students will understand that...

numbers can be used for different purposes.

numbers can be classified and represented in different ways.

### Essential Skills

How does finding common characteristics among similar numbers help me to be a more efficient problem solver?

### Essential Vocabulary

more  
less  
fewer  
odd  
even  
count by 2's  
count by 5's  
count by 10's

**Topic:** Use the terms "more than" and "less than"

**Duration:** 7 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW use the vocabulary terms more than and less than to identify and describe numbers.

**Topic:** Compare 2 numbers that differ by one, within 10

**Duration:** 7 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW compare 2 numbers that differ by one, within ten

**Topic:** Use subtraction to solve picture problems involving comparison

**Duration:** 7 Day(s)

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Operations and Algebraic Thinking

## Learning Targets

TSW use subtraction to solve picture problems involving comparison

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**Topic:** Compare 2 numbers by subtractions

**Duration:** 7 Day(s)

## Learning Targets

SW compare two numbers by subtraction

## Unit: Graphing

**Duration:** 4 Day(s)

### Unit Description/Transfer Goal

In the graphing unit students will read, analyze and create bar graphs and picture graphs.

Students will be able to independently use their learning to expand their knowledge to create more complex graphs for example pie and line graphs.

### Enduring Understandings

Students will understand that...

Certain kinds of data can be best represented on a specific type of graph.

### Essential Skills

When is it appropriate to record data on a graph?

### Essential Vocabulary

picture graph  
bar graph  
tally marks  
more  
fewer

**Topic:** Make picture graphs using one-to-one representation

**Duration:** 4 Day(s)

### Student Learning Plan

Measurement and Data

### Learning Targets

TSW create picture graphs using one-to-one representation

**Topic:** Read and interpret data presented in a picture graph

**Duration:** 4 Day(s)

### Student Learning Plan

Measurement and Data

### Learning Targets

TSW read and interpret data presented in a graphs

## Unit: Numbers to 40

**Duration:** 22 Day(s)

### Unit Description/Transfer Goal

In the numbers to 40 unit the use of base ten blocks to represent the tens and ones of a two-digit number will be used. Students will compare two-digit numbers and identify the numbers in the tens and ones place. Students will also use inequality symbols to compare numbers. Students will mentally find 10 more and 10 less than a given number.

Students will independently use their learning to identify numbers in the tens and ones place. Students will independently use their learning to correctly use the inequality symbols to compare numbers. Students will independently find a number that is 10 more and 10 less than a given number.

### Enduring Understandings

The students will understand that...

Numbers can be used to tell how many.

### Essential Skills

What do numbers represent?

### Essential Vocabulary

number words 20-40  
greater  
smaller  
greatest  
smallest  
tens  
ones  
place value

**Topic:** Count within 29

**Duration:** 22 Day(s)

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW count, read and write the numerals and number words 21-29

**Topic:** Count within 40 by making 10s

**Duration:** 22 Day(s)

## Student Learning Plan

Number and Operations in Base Ten

## Learning Targets

TSW count within 40 by making 10s

**Topic:** Understand numbers within 40 as tens and ones

**Duration:** 22 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW understand numbers within 40 as tens and ones

**Topic:** Count on and back 1,2 and 3

**Duration:** 22 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW count on and back 1, 2 and 3

**Topic:** Compare and order numbers up to 10

**Duration:** 22 Day(s)

## Student Learning Plan

Number and Operation in Base Ten

## Learning Targets

TSW compare and order numbers up to 10

**Topic:** Describe a 2-digit number in terms of tens and ones

**Duration:** 22 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW describe 2 digit numbers using tens and ones

**Topic:** Identify a number that is one more than or one less than a given number

**Duration:** 22 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW identify numbers that are one more than or one less than a given number.

**Topic:** Identify a number that is ten more or ten less than a given number

**Duration:** 22 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW identify a number than is ten more or ten less than a given number.

**Topic:** Add a 1-digit number to a 2-digit number without renaming

**Duration:** 22 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW add a 1-digit number to a 2-digit number without renaming

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

**Topic:** Use count on strategy to add 2 numbers within 40

**Duration:** 22 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW use the count on strategy to add 2 numbers within 40 with one of addends being 1, 2 or 3

**Topic:** Use the count back strategy to subtract

**Duration:** 22 Day(s)

## Student Learning Plan

Numbers and Operation in Base Ten

## Learning Targets

TSW use the count back strategy to subtract 1, 2 or 3 from a number within 40

**Topic:** Use the make 10 strategy to add a 2-digit number to a 1-digit number

**Duration:** 22 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

TSW use make 10 strategy to add a 2-digit number to a 1-digit number

**Topic:** Use the subtract from ten strategy to subtract a 1-digit number from a 2-digit number

**Duration:** 22 Day(s)

## Learning Targets

TSW use the subtract from ten strategy to subtract a 1-digit number from a 2-digit number

**Topic:** Add 3-single digit numbers together

**Duration:** 22 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

TSW add 3 single digit numbers together

## Unit: Multiplication

**Duration:** 5 Day(s)

### Unit Description/Transfer Goal

In the multiplication unit manipulatives, pictures, and/or repeated addition will be used to solve multiplication problems to the product of 40.

Students will be able to independently use their learning to understand that multiplication is putting together equal groups.

This unit covers standard 2.OA.4.

### Enduring Understandings

Students will understand that...

Multiplication is putting together equal groups.

### Essential Skills

How can we use multiplication in everyday life?

How can we use the multiplication facts we already know to learn new facts?

### Essential Vocabulary

"x" means "times" or to "multiply"

multiplication

equal groups

**Topic:** Identify equal groups

**Duration:** 11 Day(s)

## Learning Targets

TSW identify equal groups

**Topic:** Use repeated addition to find the total number in a collection of groups

**Duration:** 11 Day(s)

## Learning Targets

TSW use repeated addition to find the total number in a collection of groups.

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

**Topic:** Use manipulatives to illustrate the meaning of multiplication

**Duration:** 11 Day(s)

**Learning Targets**

TSW use manipulatives to illustrate the meaning of multiplication

**Topic:** Write number sentences coordinate with given multiplication situations

**Duration:** 11 Day(s)

**Learning Targets**

TSW write a number sentence to coordinate with a given multiplication situation

**Topic:** Make number sentences to coordinate with given multiplication situations

**Duration:** 11 Day(s)

**Learning Targets**

TSW write number sentences to coordinate with given multiplication situations

**Topic:** Make number stories for a given multiplication sentence

**Duration:** 11 Day(s)

**Learning Targets**

TSW make number stories for a given multiplication sentence

**Topic:** Use rectangular arrays to represent multiplication facts

**Duration:** 1 Day(s)

**Student Learning Plan**

Use rectangular arrays to represent multiplication facts

**Learning Targets**

TSW use rectangular arrays to represent multiplication

**Topic:** Understand the term equal groups

**Duration:** 11 Day(s)

**Learning Targets**

TSW understand the term equal groups

**Topic:** Use multiplication to solve picture problems

**Duration:** 1 Day(s)

**Student Learning Plan**

Use multiplication to solve picture problems

**Learning Targets**

TSW use multiplication to solve picture problems

**Topic:** Use repeated addition to work out multiplication facts within 40

**Duration:** 11 Day(s)

**Student Learning Plan**

Operations and Algebraic Thinking

**Learning Targets**

TSW use repeated addition to work out multiplication facts within 40

**Unit:** Division

**Duration:** 5 Day(s)

**Unit Description/Transfer Goal**

In the division unit, manipulatives, pictures, and/or repeated subtraction will be used to solve division problems.

Students will be able to independently use their learning to understand that division is breaking an amount into equal parts.

This unit covers state standard 3.OA.2

**Enduring Understandings**

Students will understand that... division is breaking an amount into equal parts.

**Essential Skills**

How can we use division in everyday life?

How can we use the division facts we already know to learn new facts?

**Essential Vocabulary**

quarter

dollar

divide

equal groups

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

division

**Topic:** Use manipulatives to illustrate the concept of division

**Duration:** 3 Day(s)

**Student Learning Plan**

Use manipulatives to show division

**Learning Targets**

TSW use manipulatives to show the division concept

**Topic:** Solve picture problems using division

**Duration:** 2 Day(s)

**Student Learning Plan**

Solve picture problems using division

**Learning Targets**

TSW solve picture problems using division

**Topic:** Use manipulatives to illustrate the concept of grouping within division

**Duration:** 2 Day(s)

**Student Learning Plan**

use manipulatives to show groups to show division

**Learning Targets**

TSW use manipulatives to illustrate the concept of grouping within division

## Unit: Halves and Quarters

**Duration:** 4 Day(s)

**Unit Description/Transfer Goal**

In the fractions unit, shapes will be broken into equal parts and their fractional parts identified.

Students will be able to independently use their learning to reason with shapes and their attributes.

**Enduring Understandings**

Students will understand that... Decomposing a shape into more equal shares creates smaller shares.

**Essential Skills**

Why do I need to know halves?

Why do I need to know quarters?

**Essential Vocabulary**

Halves

Quarters

Whole

Fourths

Equal parts

**Topic:** Identify and name one half of a whole

**Duration:** 1 Day(s)

**Student Learning Plan**

Geometry

**Learning Targets**

TSW identify and name one half of a whole

**Topic:** Identify and name one fourth of a whole

**Duration:** 1 Day(s)

**Student Learning Plan**

Geometry

**Learning Targets**

TSW identify and name one fourth of a whole

**Topic:** Recognize halves and quarters

**Duration:** 1 Day(s)

**Student Learning Plan**

Geometry

**Learning Targets**

TSW recognize 1/2's and 1/4's

TSW recognize 1/2's and 1/4's

**Topic:** Identify patterns

**Duration:** 1 Day(s)



# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

## Student Learning Plan

Identify patterns

## Learning Targets

TSW identify and complete patterns

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### Unit: Time

Duration: 4 Day(s)

#### Unit Description/Transfer Goal

In the telling time unit, digital and analog clocks will be used for students to read and record the correct time to the nearest hour and half hour.

Students will be able to independently use their learning to read a clock to identify the starting and ending time of an activity.

#### Enduring Understandings

Students will understand that...

Different situations call for different degrees of time precision.

People measure time in a variety of ways.

#### Essential Skills

How precise do we need to be (in a given situation)?

How do we know what time it is?

#### Essential Vocabulary

O'clock

Half past

Time

Analog clock

Digital clock

**Topic:** Tell time to the hour on digital and analog clock

**Duration:** 1 Day(s)

## Student Learning Plan

Measurement and Data

## Learning Targets

TSW tell time using analog and digital clocks to the hour

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**Topic:** Sequence events according to time

**Duration:** 1 Day(s)

## Student Learning Plan

put events in order according to time

## Learning Targets

TSW sequence events according to length of time

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**Topic:** Tell time to the half hour using digital and analog clocks

**Duration:** 2 Day(s)

## Student Learning Plan

Measurement and Data

## Learning Targets

TSW tell and write time to the half hour using analog and digital clocks

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### Unit: Numbers to 100

Duration: 22 Day(s)

#### Unit Description/Transfer Goal

In the numbers to 100 unit the use of base ten blocks to represent the tens and ones of a two-digit number will be used. Students will identify the numbers in the tens and ones place. Students will mentally find 10 more and 10 less than a given number.

Students will independently use their learning to identify numbers in the tens and ones place. Students will independently find a number that is 10 more and 10 less than a given number.

#### Enduring Understandings

The students will understand that... Numbers can be used to tell how many.

#### Essential Skills

What do numbers represent?

#### Essential Vocabulary

Tens

Ones

Ten

Twenty

Thirty

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

Forty  
Fifty  
Sixty  
Seventy  
Eighty  
Ninety  
One Hundred  
10  
20  
30  
40  
50  
60  
70  
80  
90  
100

**Topic:** Tens and Ones **Duration:** 6 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

Represent a two-digit number as tens and ones.

Practice standards for this learning target will include model with mathematics.

Assessment: Proficient students will correctly identify the number of tens and ones in a model.

Common Formative Assessment

The students will count by tens and ones. The students will make tens to count within 100. The students will read and write numerals and number words for tens within 100.

**Topic:** 10 More and 10 Less **Duration:** 4 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

Mentally find 10 more or 10 less than a given number.

Practice standard for this learning target will include model with mathematics.

Assessment: Proficient students will be able to write a number that is 10 more and/or 10 less of a given number.

Observation

The students will use a given number within ten and state the number that is one more/less and ten more/less.

**Topic:** Problem Solving **Duration:** 2 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking

## Learning Targets

Solve word problems that use 3 whole numbers whose sum is less than or equal to 20.

Practice standards for this learning target will include look for and make use of structure and model with mathematics.

Assessment: Proficient students will apply the mathematic strategies they know to correctly solve problems.

**Topic:** 2 digit numbers without regrouping **Duration:** 10 Day(s)

## Student Learning Plan

Numbers and Operations in Base Ten

## Learning Targets

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10. Understand that in adding two-digit numbers, one adds tens and tens and ones and ones.

Practice standards for this learning target will include make sense of problems and persevere in solving them and reason abstractly and quantitatively.

Assessment: Proficient students will create number sentences and accurately find the sums.

Common Formative Assessment

Subtract 2 digit numbers without regrouping to find the difference.

The students will add and subtract 2 digit numbers without regrouping.

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

Unit: Money

Duration: 5 Day(s)

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## Unit Description/Transfer Goal

In the money unit, the name and value of the coins and bills will be identified. Coins will be grouped together for students to count to the value of a dollar.

Students will be able to independently use their learning to count change in order to make a purchase.

## Enduring Understandings

Students will understand that... Money is used to meet basic needs.  
Each coin has a different value.

## Essential Skills

Why do we have money?  
Why are there different forms of money?

## Essential Vocabulary

Value  
Cost  
Coins  
Bills  
Penny  
Nickel  
Dime  
Quarter  
Half-Dollar  
One Dollar  
Five Dollars  
Ten Dollars  
Twenty Dollars

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**Topic:** Identify and name coins

**Duration:** 7 Day(s)

## Student Learning Plan

Identify and name coins

## Learning Targets

TSW identify and name a penny, nickel, dime, quarter, and half dollar

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**Topic:** Count coins

**Duration:** 7 Day(s)

## Student Learning Plan

Count coins

## Learning Targets

The students will count groups of coins, including pennies, nickels, dimes, quarters, and half dollars..

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**Topic:** Trade a coin for an equal set of coins using smaller denominations

**Duration:** 7 Day(s)

## Student Learning Plan

Trade a coin for an equal set of coins using smaller denominations

## Learning Targets

The students will trade a coin for an equal set of coins using smaller denominations.

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**Topic:** Identify bills and count

**Duration:** 7 Day(s)

## Student Learning Plan

Identify bills and count

## Learning Targets

The students will identify bills and coins.

---

**Topic:** Trade a bill for an equal amount using smaller denominations

**Duration:** 7 Day(s)

## Student Learning Plan

Trade a bill for an equal amount using smaller denominations

## Learning Targets

The students will use smaller denominations to trade a bill for an equal amount.

---

**Topic:** Compare the amount of money in 2 or 3 sets of coins or bills

**Duration:** 7 Day(s)

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

## Student Learning Plan

Compare the amount of money in 2 or 3 sets of coins or bills

## Learning Targets

The students will compare the amount of money in 2 or 3 sets of coins or bills.

**Topic:** Read the price of an object and assemble the payment

**Duration:** 7 Day(s)

## Student Learning Plan

Read the price of an object and assemble the payment

## Learning Targets

The student will read the price of an object and assemble the payment.

**Topic:** Solve picture problems involving money within \$20

**Duration:** 7 Day(s)

## Student Learning Plan

Solve picture problems involving money within \$20

## Learning Targets

The students will solve picture problems involving money within \$20.

**Unit:** Lisa Carter 2015

**Duration:** 174 Day(s)

**Topic:** 1.OA.1-Use addition and subtraction within 20.

**Duration:** Ongoing

## Student Learning Plan

Operations and Algebraic Thinking - Represent and solve problems involving addition and subtraction.

## Learning Targets

- Kindergarten students can represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (DOK 1)
- Kindergarten students can solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (DOK 4)
- Kindergarten students can count forward beginning from a given number within the known sequence (instead of having to begin at 1). (DOK 1)
- Kindergarten students can write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (DOK 1)
- Students will add two parts together (within 20) when presented with a word problem using objects then move to drawings/pictures then to the equations. (DOK 4)
- Students will subtract by starting with a whole and taking a part away (within 20) when presented with a word problem using objects then move to drawings/pictures then to the equations. (DOK 4)
- Students will compare two amounts by telling how many more or how many fewer when presented with a word problem using objects then move to drawings/pictures then to the equations. (DOK 2)
- Students will find missing parts (addends, subtrahends, minuends) and missing wholes (sums, differences) when presented with a word problem using objects then move to drawings/pictures then to the equations. (DOK 4)
- Students will use objects to solve word problems. (DOK 3)
- Students will use drawings to solve word problems. (DOK 3)
- Students will use equations with a symbol (e.g. ?, \_\_\_\_, (square), etc.) to solve word problems. (DOK 4)
- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (DOK 4)

**Topic:** 1.OA.2-Solve word problems whose sum is less than or equal to 20.

**Duration:** Ongoing

## Student Learning Plan

Operations and Algebraic Thinking- Represent and solve problems involving addition and subtraction.

## Learning Targets

- Students will solve addition and subtraction with objects, mental images, drawings, sounds, acting out situations, verbal expressions or equations. (DOK 1)
- Students will add three numbers (within 20) when presented with a word problem. (DOK 4)
- Students will use objects to solve word problems. (DOK 3)
- Students will use drawings to solve word problems. (DOK 3)
- Students will use equations with a symbol (e.g. ?, \_\_\_\_, (square), etc.) to solve word problems. (DOK 4)
- Students will add two numbers together, and then add the third to that first sum (associative property of addition) to solve a word problem. (DOK 2)

**Topic:** 1.OA.3-Apply properties of operations to add and subtract.

**Duration:** Ongoing

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

## Student Learning Plan

Operations and Algebraic Thinking- Understand and apply properties of operations and the relationship between addition and subtraction.

### Learning Targets

- Students will represent add and subtraction with objects, fingers, drawings, expressions or equations. (DOK 1)
- Students will decompose numbers less than or equal to 10 into pairs in more than one way. (DOK 3)
- Students will find a number to make 10 with any number 1 to 9. (DOK 1)
- Students understand that the order in which they add numbers doesn't affect the sum. (DOK 2)
- Students understand that if they know an addition fact, they know the "turn-around fact" as well. (DOK 2)
- Students will find known facts (i.e. shortcuts like +1 facts, doubles, complements of 10, etc.) first to help them solve three-addend problems. (DOK 2)

**Topic:** 1.OA.4-Understand subtraction as an unknown-addend problem.

**Duration:** 80 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking- Understand and apply properties of operations and the relationship between addition and subtraction.

### Learning Targets

- In a subtraction problem, students will connect addition to subtraction. (DOK 2)
- Students will use multiple strategies such as counting on, fact families, finding the distance on a number line, objects, drawings, etc. to understand subtraction as an unknown-addend problem. (DOK 4)

**Topic:** 1.OA.5-Relate counting to addition and subtraction.

**Duration:** 40 Day(s)

## Student Learning Plan

Operations and Algebraic Thinking - Add and subtract within 20.

### Learning Targets

- Students will count forward beginning from a given number. (DOK 1)
- Students will count on to add. (DOK 1)
- Students will start at the smaller minuend and count up to subtract. (DOK 2)
- Students will count back from the larger minuend to subtract. (DOK 2)

Rote counting, difference between adding and subtracting

**Topic:** 1.OA.6-Add and subtract within 20.

**Duration:** Ongoing

## Student Learning Plan

Operations and Algebraic Thinking-Add and subtract within 20.

### Learning Targets

- Students will decompose numbers less or equal to 10 into pairs in more than one way. (DOK 2)
- Students will make 10 with another numbers 1 to 9. (DOK 1)
- Students will fluently add and subtract within 5. (DOK 1)
- Students will add fluently within 10. (DOK 1)
- Students will subtract fluently within 10. (DOK 1)
- Students will use strategies to add and subtract within 20. Strategies include: (DOK 1)
  - Counting on
  - Making ten
  - Decomposing a number to lead to a 10
  - Relating addition to subtraction
  - Using known facts and changing them slightly

**Topic:** 1.OA.7-Understand the meaning of the equal sign

**Duration:** Ongoing

## Student Learning Plan

Operations and Algebraic Thinking - Work with addition and subtraction equations.

### Learning Targets

- Students will identify the number of objects is greater than, less than or equal to. (DOK 2)
- Students will compare two numbers between 1 and 10 as written numerals. (DOK 2)
- Students will understand that an equal sign means that both sides of the equation have the same value.
- Students will solve for the value on each side of the equal sign.
- Students will compare those values to determine whether they are equal or unequal.
- Students will show equivalent values using an equal sign.
- Students will show values that are not equal.

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

**Topic:** 1.OA.8-Determine unknown whole number in addition or subtraction **Duration:** Ongoing

**Student Learning Plan**

Operations and Algebraic Thinking - Work with addition and subtraction equations.

**Topic:** 1.NBT.1 - Count to 120, starting at any number. **Duration:** Ongoing

**Student Learning Plan**

Number and Operations in Base Ten - Extend the counting sequence.

**Topic:** 1.NBT.2.A - 10 can be thought of as a bundle of a ten. **Duration:** Ongoing

**Student Learning Plan**

Number and Operations in Base Ten - Understand place value.

**Topic:** 1.NBT.2.B - the numbers 11-19 are composed of a ten and one, two, three, etc. **Duration:** Ongoing

**Student Learning Plan**

Number and Operations in Base Ten - Understand place value.

**Topic:** 1.NBT.2.C - the multiples of 10 refer to one, two, three, four , etc. tens and zero ones **Duration:** Ongoing

**Student Learning Plan**

Numbers and Operations in Base Ten - Understand place value.

**Topic:** 1.NBT.3 - Compare two-digit numbers based on tens and ones **Duration:** 80 Day(s)

**Student Learning Plan**

Numbers and Operations in Base Ten - Understand place value

**Topic:** 1.NBT.4 - Add within 100 **Duration:** 55 Day(s)

**Student Learning Plan**

Numbers and Operations in Base Ten - Use place value understanding and properties of operations to add and subtract.

**Topic:** 1.NBT.5 - mentally find 10 more or 10 less of a two-digit number **Duration:** 80 Day(s)

**Student Learning Plan**

Number and Operations in Base Ten - Use place value understanding and properties of operations to add and subtract.

**Topic:** 1.NBT.6 - Subtract multiples of 10 in range from 10-90. **Duration:** 50 Day(s)

**Student Learning Plan**

Numbers and Operations in Base Ten - Use place value understanding and properties of operations to add and subtract.

**Topic:** 1.MD.1 - Order 3 objects by length **Duration:** 7 Day(s)

**Student Learning Plan**

Measurement and Data - Measure lengths indirectly and by iterating length units.

**Topic:** 1.MD.2 - Express the length of objects as whole number of unit lengths. **Duration:** 7 Day(s)

**Student Learning Plan**

Measurement and Data - Measure lengths indirectly and by iterating length units.

**Topic:** 1.MD.3 - Tell and write time to hour and half-hour. **Duration:** 7 Day(s)

**Student Learning Plan**

Measurement and Data - Tell and write time.

**Topic:** 1.MD.4 - Organize, represent and interpret data. **Duration:** 10 Day(s)

**Student Learning Plan**

Measurement and Data - Represent and interpret data.

**Topic:** 1.G.1 - Distinguish between defining attributes. **Duration:** 5 Day(s)

**Student Learning Plan**

Geometry - Reason with shapes and their attributes.

**Topic:** 1.G.2 - Compose 2-D shapes or 3-D shapes. **Duration:** 5 Day(s)

# 1st Grade Mathematics

Mathematics

Grade(s) 1st, Duration 1 Year  
Required Course

## Student Learning Plan

Geometry - Reason with shapes and their attributes.

**Topic:** 1.G.3 - Divide shapes into 2 and 4 equal parts and use the terms halves, fourths and quarters.

**Duration:** 5 Day(s)

## Student Learning Plan

Geometry - Reason with shapes and their attributes.