

Grade 1 Math

Instructional time focus: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and one; and (3) developing understanding of linear measurement and measuring lengths as iterating length units.

<p>Domain: Operations and Algebraic Thinking Clusters: Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations.</p>						
Standard	Topic	Essential Question	Vocabulary	Skills/Performance Indicators	Assessment	Activities
1.OA.5 1.OA.1 1.OA.6	Count on to Add	What does it mean to add? How do we count on to add?	Add addition sentence Commutative property of addition Count on Number path Tape diagram Total	<p>Relate counting to addition and subtraction.</p> <p>Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p> <p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p>	Lesson 1 Quiz Assessments: Mid-Unit End -of-Unit	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram</p> <p>Counting on Match Center Activity</p> <p>Counting On Cube Train Center Activity</p> <p>DOK3: Real world math stories</p> <p>DOK4: With technology create a video explanation of the counting process</p>

<p>1.OA.6 1.OA.1 1.OA.5</p>	<p>Count on to Subtract</p>	<p>What does it mean to subtract? How do we count on to subtract?</p>	<p>Subtract Subtraction sentence Count on</p>	<p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p> <p>Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p> <p>Relate counting to addition and subtraction.</p>	<p>Lesson 2 Quiz Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths</p> <p>Manipulative games with chips and cubes</p> <p>Count on to Subtract Center Activity</p> <p>DOK3: Real world math stories</p> <p>DOK4: With technology create a video explanation of the counting process</p>
<p>1.OA.1 1.OA.4 1.OA.5 1.OA.6</p>	<p>Add and Subtract in Word Problems</p>	<p>What do we need to do to add and subtract? How do we know when to add? How do we</p>	<p>Addend Number bond Count on</p>	<p>Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and /or comparing, with unknown in all positions.</p> <p>Note: Problems should be</p>	<p>Lesson 3 Quiz Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo</p>

		know when to subtract?		<p>represented using objects, drawings, and equations with a symbol for the unknown number. Problems should be solved using objects or drawings, and equations.</p> <p>Understand subtraction as an unknown-addend problem within 20.</p> <p>Relate counting to addition and subtraction.</p> <p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p>		<p>Turn Around Commutative Property Number paths</p> <p>Manipulative games with chips and cubes</p> <p>Add and Subtract Word Problems Center Activity</p> <p>Deal Out a 10 to Add</p> <p>DOK3: Real world math stories Thinking Tubs: creating patterns, domino games,</p> <p>DOK4: With technology create a video explanation of the addition/subtraction process</p>
<p>1.OA.4 1.OA.6 1.OA.8</p>	<p>Understand Missing Addends</p>	<p>What is a missing addend?</p> <p>How do we find a missing addend?</p>	<p>Addend Total</p>	<p>Understand subtraction as an unknown-addend problem within 20.</p> <p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating</p>	<p>Lesson 4 Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around</p>

				<p>equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p> <p>Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.</p>		<p>Commutative Property Number paths</p> <p>Manipulative games with chips and cubes</p> <p>Missing Addend Trains Center Activity</p> <p>DOK3: Real world math stories</p> <p>DOK4: With technology create a video explanation of the subtraction process</p>
<p>1.OA.1 1.OA.6 1.OA.8</p>	<p>Subtract to Compare in Word Problems</p>	<p>What does it mean to compare?</p> <p>How do we compare numbers?</p> <p>Why do we need to compare numbers?</p>	<p>Compare</p> <p>Fewer</p> <p>More</p> <p>Subtract</p> <p>Subtraction sentence</p>	<p>Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and /or comparing, with unknown in all positions.</p> <p>Note: Problems should be represented using objects, drawings, and equations with a symbol for the unknown number. Problems should be solved using objects or drawings, and equations.</p> <p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading</p>	<p>Lesson 5 Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths</p> <p>Manipulative games with chips and cubes</p> <p>DOK3: Real world math stories</p> <p>DOK4:</p>

				<p>to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p> <p>Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.</p>		<p>With technology create a video explanation of how we compare numbers</p>
1.OA.6	Doubles and Doubles Plus 1	<p>How do we add doubles?</p> <p>How do we add doubles plus 1?</p>	<p>Doubles</p> <p>Doubles plus one</p>	<p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p>	<p>Lesson 6 Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths</p> <p>Manipulative games with chips and cubes</p> <p>DOK3: Real world math stories Never Ending Story</p> <p>DOK4: With technology create a video explanation of doubles and</p>

						doubles plus one
1.OA.8 1.OA.3 1.OA.6	Number Partners for 6 and 7		Compose Decompose Number Number patterns	Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions. Apply properties of operations as strategies to add and subtract. $8 + 3 = 11$ then $3 + 8 = 11$ (Commutative Property of Addition) $2+6+4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative Property of Addition) Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. Fluently add and subtract within 10.	Lesson 7 Quiz Assessments: Mid-Unit End -of-Unit	DOK1: Finger counting 1:1 correspondence counting DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths Manipulative games with chips and cubes Partners for 6 and 7 Center Activity DOK3: Real world math stories Never Ending puzzle DOK4: Creating pattern quilts with number partners
1.OA.3 1.OA.6 1.OA.8	Number Partners for 8 and 9		Zero Number	Apply properties of operations as strategies to add and subtract.	Lesson 8 Quiz	DOK1: Finger counting 1:1 correspondence counting

			<p>bond</p> <p>Total</p>	<p>8 + 3 = 11 then 3 + 8 = 11 (Commutative Property of Addition)</p> <p>2+6+4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (Associative Property of Addition)</p> <p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p> <p>Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.</p>	<p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths</p> <p>Manipulative games with chips and cubes</p> <p>Number Bonds for 8 and 9 Center Activity DOK3: Real world math stories Never Ending Story</p> <p>DOK4: With technology create a video explanation of number partners</p>
<p>1.OA.6 1.OA.3 1.OA.8</p>	<p>Number Partners for 10</p>		<p>Doubles</p> <p>Number bond</p> <p>Total</p>	<p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but</p>	<p>Lesson 9 Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model</p>

				<p>easier or known sums.</p> <p>Fluently add and subtract within 10.</p> <p>Apply properties of operations as strategies to add and subtract.</p> <p>$8 + 3 = 11$ then $3 + 8 = 11$ (Commutative Property of Addition)</p> <p>$2+6+4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative Property of Addition)</p> <p>Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.</p>		<p>Tape Diagram Switch a Roo Turn Around Commutative Property Number paths</p> <p>Manipulative games with chips and cubes Doubles Rap Song</p> <p>Match to Make Ten Center Activity</p> <p>DOK3: Real world math stories Never Ending Story</p> <p>DOK4: With technology create a video explanation of number partners</p>
<p>1.OA.7 1.OA.6 1.OA.8</p>	<p>Understand the Equal Sign</p>	<p>What does it mean to be equal?</p> <p>How do we use an equal sign?</p>	<p>Equal sign</p> <p>Is the same as</p> <p>Number sentence</p>	<p>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known</p>	<p>Lesson 10</p> <p>Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths</p>

				<p>sums.</p> <p>Fluently add and subtract within 10.</p> <p>Determine the unknown whole number in an addition or subtraction with the unknown in all positions.</p>		<p>Manipulative games with chips and cubes</p> <p>True Number Sentences Center Activity</p> <p>DOK3: Real world math stories Never Ending Story</p> <p>DOK4: With technology create a video explanation of what the equal sign means in math</p>
<p>1.OA.6 1.OA.8</p>	<p>Facts I Know</p>		<p>Addition table</p> <p>Addend</p>	<p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p> <p>Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.</p>	<p>Lesson 11</p> <p>Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths</p> <p>Manipulative games with chips and cubes</p> <p>Number Bond Facts Center Activities</p> <p>DOK3: Real world math stories Never Ending Story</p>

						DOK4:
1.OA.6 1.NBT.2a 1.NBT.2b	Understand Sums Greater than 10	How do we add numbers to 20?	Addend Teen number Total	Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. Fluently add and subtract within 10. Understand 10 can be thought of as a bundle of ten ones, called a "ten". Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Lesson 13 Quiz Assessments: Mid-Unit End -of-Unit	DOK1: Finger counting 1:1 correspondence counting DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths Manipulative games with chips and cubes Partners for Teen Numbers Center Activity DOK3: Real world math stories Never Ending Story DOK4:
1.OA.6 1.OA.3	Make a Ten to Add	How do we make a ten to add? When do we need to make a ten to add? Why do we make a ten to add?	Make a ten	Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. Fluently add and subtract	Lesson 14 Quiz Assessments: Mid-Unit End -of-Unit	DOK1: Finger counting 1:1 correspondence counting DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around

				<p>within 10.</p> <p>Apply properties of operations as strategies to add and subtract.</p> <p>$8 + 3 = 11$ then $3 + 8 = 11$ (Commutative Property of Addition)</p> <p>$2+6+4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative Property of Addition)</p>		<p>Commutative Property Number paths Ten Frames Games</p> <p>Manipulative games with chips and cubes</p> <p>Make 10 to add Center Activity</p> <p>DOK3: Real world math stories Never Ending Story Ten Frame Games</p> <p>DOK4: With technology create a video explanation of making a ten</p>
<p>1.OA.2 1.OA.3 1.OA.6</p>	<p>Add Three Numbers</p>	<p>How do we add three numbers?</p>	<p>Associative Property of Addition</p> <p>Addend</p>	<p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</p> <p>Apply properties of operations as strategies to add and subtract.</p> <p>$8 + 3 = 11$ then $3 + 8 = 11$ (Commutative Property of Addition)</p> <p>$2+6+4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative Property of Addition)</p> <p>Add and subtract within 20.</p>	<p>Lesson 15</p> <p>Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths</p> <p>Manipulative games with chips and cubes</p> <p>Add Three Numbers Center Activity</p>

				<p>Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p>		<p>Three Addends Center Activity</p> <p>DOK3: Real world math stories Never Ending Story</p> <p>DOK4: With technology create a video explanation of how to add three numbers</p>
<p>1.OA.6 1.OA.3</p>	<p>Make a Ten to Subtract</p>	<p>How do we make a ten to subtract? When do we need to make a ten to subtract?</p>	<p>Make a ten Teen number</p>	<p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p> <p>Apply properties of operations as strategies to add and subtract.</p> <p>$8 + 3 = 11$ then $3 + 8 = 11$ (Commutative Property of Addition)</p> <p>$2+6+4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative Property of Addition)</p>	<p>Lesson 16 Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Finger counting 1:1 correspondence counting</p> <p>DOK2: Put 3 in your head... Cover the number Bar Model Tape Diagram Switch a Roo Turn Around Commutative Property Number paths</p> <p>Manipulative games with chips and cubes</p> <p>Make a Ten to Subtract Center Activity</p> <p>DOK3: Real world math stories Never Ending Story</p> <p>DOK4:</p>

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Domain: Number and Operations in Base Ten						
Cluster: Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract.						
Standard	Topic	Essential Question	Vocabulary	Skills/Performance Indicators	Assessment	Activities
1.NBT.2a 1.NBT.2b	Understand Teen Numbers	What are teen numbers? How do we make a teen number?	Ones Teen numbers Tens	Understand 10 can be thought of as a bundle of ten ones, called a “ten”. Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Lesson 12 Quiz Assessments: Mid-Unit End -of-Unit	DOK1: Calendar Activities: Days in school ones, tens, hundreds DOK2: Songs for the teens: Youtube: Jack Hartmann Making Teen Numbers Winter Theme Make Teen Numbers Center Activity DOK3: DOK4:
1.NBT.2a 1.NBT.2c	Understand Tens	What are “tens”? How do we	Ones Tens	Understand 10 can be thought of as a bundle of ten ones, called a “ten”.	Lesson 17 Quiz	DOK1: Calendar Activities: Days in school ones, tens, hundreds

		make a “ten”?		Understand that 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).	Assessments: Mid-Unit End -of-Unit	DOK2: Hidden Picture Math Groups of 10 Center Activity Roll the Dice to Make a Ten DOK3: Creating their own Hidden Picture DOK4:
1.OA.5 1.NBT.1 1.OA.6	The 120 Chart	What is a number chart? Why do we use a number chart? How do we use a number chart? How do we count to 120?	120 chart Row Column Tens	Relate counting to addition and subtraction. 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. Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. Fluently add and subtract within 10.	Lesson 18 Quiz Assessments: Mid-Unit End -of-Unit	DOK1: Calendar Activities: Days in school ones, tens, hundreds DOK2: Hidden Picture Math Count to 120 Center Activity Counting Vocabulary Center Activity DOK3: Creating their own Hidden Picture DOK4: With technology create a video explanation of number charts and how we use them

<p>1.NBT.5 1.NBT.2a 1.NBT.2c</p>	<p>Understand 10 More and 10 Less</p>	<p>What does it mean to have 10 more? What does it mean to have 10 less?</p>	<p>10 less 10 more</p>	<p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Understand 10 can be thought of as a bundle of ten ones, called a “ten”.</p> <p>Understand that 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).</p>	<p>Lesson 19 Quiz Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Calendar Activities: Days in school ones, tens, hundreds</p> <p>DOK2: Hidden Picture Math</p> <p>Ten More, Ten Less Center Activity</p> <p>DOK3: Creating their own Hidden Picture</p> <p>DOK4: With technology create a video explaining what it means to have 10 more or 10 less</p>
<p>1.NBT.6 1.NBT.2a 1.NBT.2b 1.NBT.2c 1.NBT.4</p>	<p>Add and Subtract Tens</p>	<p>How do we add tens? How do we subtract tens?</p>	<p>Tens</p>	<p>Subtract multiples of 10 from multiples of 10 in the range 10-90 using: concrete models or drawings, and strategies based on place-value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Relate the strategy used to a written representation (words, pictures, or numbers) and explain the reasoning.</p> <p>Understand 10 can be thought of as a bundle of ten ones, called a</p>	<p>Lesson 20 Quiz Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Calendar Activities: Days in school ones, tens, hundreds</p> <p>DOK2: Hidden Picture Math</p> <p>Add and Subtract Tens Center Activity</p> <p>Subtract Tens Bingo Center Activity</p> <p>DOK3: Creating their own Hidden Picture</p>

				<p>“ten”.</p> <p>Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Understand that 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).</p> <p>Add within 100, including:</p> <ul style="list-style-type: none"> • a two-digit number and a one-digit number; • a two-digit number and a multiple of 10. <p>Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and tens, and sometimes it is necessary to compose a ten.</p> <p>Relate the strategy used to a written representation (words, pictures, or numbers) and explain the reasoning.</p>		<p>DOK4: With technology create a video explaining how we add and subtract in tens</p>
<p>1.NBT.2a 1.NBT.2c</p>	<p>Understand Tens and</p>	<p>What are tens?</p>	<p>Digit</p>	<p>Understand 10 can be thought of as a bundle of ten ones,</p>	<p>Lesson 21 Quiz</p>	<p>DOK1: Calendar Activities: Days in</p>

	Ones	<p>What are ones?</p> <p>How do we make tens?</p> <p>Why do we make a ten?</p>	<p>Place value</p> <p>Ones</p> <p>Tens</p>	<p>called a “ten”.</p> <p>Understand that 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).</p>	<p>Assessments: Mid-Unit End -of-Unit</p>	<p>school ones, tens, hundreds</p> <p>DOK2: Hidden Picture Math</p> <p>Tens and Ones Match Center Activity</p> <p>Tens and Ones Center Activity</p> <p>DOK3: Creating their own Hidden Picture</p> <p>DOK4:</p>
<p>1.NBT.3 1.NBT.2a 1.NBT.2b 1.NBT.2c</p>	Compare Numbers	How do we use place value to compare numbers?	<p>>, < symbols</p> <p>Greater than Less than More than</p> <p>Compare</p> <p>Equal sign</p> <p>Fewer</p> <p>More</p>	<p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.</p> <p>Understand 10 can be thought of as a bundle of ten ones, called a “ten”.</p> <p>Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Understand that 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).</p>	<p>Lesson 22 Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Calendar Activities: Days in school ones, tens, hundreds</p> <p>DOK2: Hidden Picture Math</p> <p>Compare Numbers Center Activity</p> <p>DOK3: Creating their own Hidden Picture</p> <p>DOK4:</p>

<p>1.NBT.4 1.NBT.2a 1.NBT.2c 1.NBT.3</p>	<p>Add Tens to Any Number</p>	<p>How do we add tens to any number?</p>	<p>Ones Tens</p>	<p>Add within 100, including:</p> <ul style="list-style-type: none"> • a two-digit number and a one-digit number; • a two-digit number and a multiple of 10. <p>Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.</p> <p>Relate the strategy used to a written representation (words, pictures, or numbers) and explain the reasoning.</p> <p>Understand 10 can be thought of as a bundle of ten ones, called a “ten”.</p> <p>Understand that 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).</p> <p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the</p>	<p>Lesson 23 Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Calendar Activities: Days in school ones, tens, hundreds</p> <p>DOK2: Hidden Picture Math</p> <p>Add Tens to a Number Center Activity</p> <p>Roll the Dice to make a Ten</p> <p>DOK3: Creating their own Hidden Picture</p> <p>DOK4:</p>
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				results of comparisons with the symbols $>$, $=$, and $<$.		
1.NBT.4 1.OA.2	Add Tens and Add Ones	How do we add tens and ones?	Ones Tens	<p>Add within 100, including:</p> <ul style="list-style-type: none"> • a two-digit number and a one-digit number; • a two-digit number and a multiple of 10. <p>Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.</p> <p>Relate the strategy used to a written representation (words, pictures, or numbers) and explain the reasoning.</p>	Lesson 24 Quiz Assessments: Mid-Unit End -of-Unit	<p>DOK1: Calendar Activities: Days in school ones, tens, hundreds</p> <p>DOK2: Hidden Picture Math</p> <p>Add Tens to a Number Center Activity</p> <p>Roll the Dice to make a Ten</p> <p>DOK3: Creating their own Hidden Picture</p> <p>DOK4:</p>
1.NBT.4	Add and Regroup	How do we add? How do we regroup? When do we need to regroup?	Make a ten	<p>Add within 100, including:</p> <ul style="list-style-type: none"> • a two-digit number and a one-digit number; • a two-digit number and a multiple of 10. <p>Use concrete models or drawings and strategies based on place value, properties of operations, and/or the</p>	Lesson 25 Quiz Assessments: Mid-Unit End -of-Unit	<p>DOK1: Calendar Activities: Days in school ones, tens, hundreds</p> <p>DOK2: Hidden Picture Math</p> <p>Add and Regroup Center Activity</p>

				<p>relationship between addition and subtraction.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and tens, and sometimes it is necessary to compose a ten.</p> <p>Relate the strategy used to a written representation (words, pictures, or numbers) and explain the reasoning.</p>		<p>Roll the Dice to Make a Ten</p> <p>DOK3: Creating their own Hidden Picture</p> <p>DOK4: With technology create a video explanation of addition with regrouping</p>
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Domain: Geometry						
Clusters: Reason with shapes and their attributes.						
Standard	Topic	Essential Question	Vocabulary	Skills/Performance Indicators	Assessment	Activities
1.G.1 1.MD.4	Understand Shapes	<p>What are shapes?</p> <p>How do we describe shapes?</p> <p>How do we sort shapes?</p>	<p>Corner</p> <p>Hexagon</p> <p>Rectangle</p> <p>Rhombus</p> <p>Side</p> <p>Square</p> <p>Trapezoid</p> <p>Triangle</p>	<p>Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.</p> <p>e.g.,</p> <ul style="list-style-type: none"> • A defining attribute 	<p>Lesson 26</p> <p>Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Recognize shapes</p> <p>DOK2: Foam shapes</p> <p>Pattern Blocks</p> <p>Shape Attributes</p>

				<p>may include, but is not limited to: triangles are closed and three-sided.</p> <ul style="list-style-type: none"> Non-defining attributes include, but are not limited to: color, orientation, and overall size. <p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>		<p>Center Activity</p> <p>DOK3: Making shapes from common materials Finding shapes around the building/classroom/playground</p> <p>Design a room or playground with different shapes</p> <p>Draw or build a shape robot</p> <p>DOK4: Create a shape project to share with Kindergarten</p>
1.G.2	Understand Putting Shapes Together	<p>How do we put shapes together?</p> <p>When do we put shapes together?</p>	<p>Circle</p> <p>Compose</p> <p>Composite shape</p> <p>Decompose</p> <p>Half-circle</p> <p>Quarter-circle</p> <p>REVIEW: Corner Hexagon Rectangle Rhombus Side</p>	<p>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.</p> <p>Note: Students do not need to learn the formal names such as “right rectangular prism”.</p>	<p>Lesson 27</p> <p>Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Recognize shapes</p> <p>DOK2: Foam shapes Put Shapes Together Center Activity</p> <p>Shape Match Center Activity</p> <p>DOK3: Making shapes from common materials Finding shapes around the building/classroom/playground</p>

			<p>Square Trapezoid Triangle</p>			<p>Design a room or playground with different shapes</p> <p>Draw or build a shape robot</p> <p>DOK4: Create a shape project to share with Kindergarten</p>
1.G.3	<p>Understand Breaking Shapes into Parts</p>	<p>How do we break shapes apart?</p> <p>When do we break shapes apart?</p>	<p>Equal parts</p> <p>Fourths Fourth</p> <p>Halve Half</p> <p>Quarters Quarter</p> <p>Unequal parts</p> <p>Whole</p>	<p>Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves, fourths, and quarters</i>, and use the phrases <i>half of, fourth of, and quarter of the shares</i>. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>Lesson 28</p> <p>Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>DOK1: Recognize shapes</p> <p>DOK2: Foam shapes Pattern block task cards Play Doh press the shape</p> <p>Parts of Shapes Match Center Activity</p> <p>Draw to Show Parts Center Activity</p> <p>DOK3: Making shapes from common materials Finding shapes around the building or classroom or playground</p> <p>Design a room or playground with different shapes</p> <p>Draw or build a shape robot</p>

						DOK4: Create a shape project to share with Kindergarten
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Domain: Measurement and Data						
Clusters: Measure lengths indirectly and by iterating length units. Tell time and money. Represent and interpret data.						
Standard	Topic	Essential Question	Vocabulary	Skills/Performance Indicators	Assessment	Activities
1.MD.4 1.G.1 1.G.2	Sort and Count	What is data? How do we sort data? Why do we need to count data?	Data Picture graph Sort Tally chart Tally marks	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. Distinguish between defining	Lesson 29 Quiz Assessments: Mid-Unit End -of-Unit	DOK1: DOK2: Make a Tally Chart Center Activity DOK3:

				<p>attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.</p> <p>e.g.,</p> <ul style="list-style-type: none"> • A defining attribute may include, but is not limited to: triangles are closed and three-sided. • Non-defining attributes include, but are not limited to: color, orientation, and overall size. <p>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.</p> <p><u>Note:</u> Students do not need to learn the formal names such as “right rectangular prism”.</p>		DOK4:
<p>1.MD.4 1.OA.1 1.OA.6</p>	<p>Compare Data</p>	<p>How do we compare data? When do we compare data?</p>	<p>Compare Data Picture graph</p>	<p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and</p>	<p>Lesson 30 Quiz Assessments: Mid-Unit</p>	<p>DOK1: DOK2: Picture Graph Questions Center Activity</p>

			Sort Tally chart Tally marks	<p>how many more or less are in one category than in another.</p> <p>Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknown in all positions.</p> <p>Add and subtract within 20. Use strategies such as: counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>Fluently add and subtract within 10.</p>	End -of-Unit	DOK3: DOK4:
1.MD.1	Order Objects by Length	How do we order objects by length? When do we need to order objects by length?	Length Longer Longest Shorter Shortest Taller Tallest	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Lesson 31 Quiz Assessments: Mid-Unit End -of-Unit	DOK1: DOK2: DOK3: DOK4:
1.MD.1	Compare Lengths	How do we compare	Compare	Order three objects by length; compare the lengths of two	Lesson 32 Quiz	DOK1:

		lengths? Why do we compare lengths?	Length	objects indirectly by using a third object.	Assessments: Mid-Unit End -of-Unit	DOK2: DOK3: DOK4:
1.MD.2	Understand Length Measurement	How do we measure length? How do we express the length in units?	Measure Unit Length	Measure the length of an object using same-size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units”. Note: “Length units” could include cubes, paper clips, etc.	Lesson 33 Quiz Assessments: Mid-Unit End -of-Unit	DOK1: DOK2: DOK3: DOK4:
1.MD.3a	Tell Time	How do we tell time to the hour? How do we tell time to the half hour? How do we write time to the hour? How do we write time to the half hour? Why do we need to tell	Analog clock Digital clock Half hour Half past Hour Hour hand Minute Minute hand o’clock	Tell Time and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, o’clock and half past.	Lesson 34 Quiz Assessments: Mid-Unit End -of-Unit	DOK1: DOK2: Tell Time Center Activity DOK3: DOK4:

		time?				
1.MD.3b 1.MD.3c	Money	<p>What are the coins we use?</p> <p>How do we know which coin is which?</p> <p>How much is each coin worth?</p> <p>What is the cent symbol?</p> <p>How do we use the cent symbol?</p>	<p>Dime</p> <p>Nickel</p> <p>Quarter</p> <p>Penny</p> <p>Value</p>	<p>Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol appropriately.</p> <p>Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).</p>	<p>Lesson 35</p> <p>Quiz</p> <p>Assessments:</p> <p>Mid-Unit</p> <p>End -of-Unit</p>	<p>DOK1:</p> <p>DOK2:</p> <p>Coin Combinations</p> <p>Center Activity</p> <p>Mondy Match</p> <p>Center Activity</p> <p>DOK3:</p> <p>DOK4:</p>