Monroe County Schools
2015 – 2016
First Grade Math

Grade 1 Overview

Operations and Algebraic Thinking [OA]
• 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.

Number and Operations in Base Ten [NBT]
• Extend the counting sequence.
• Understand place value.
• Use place value understanding and properties
   of operations to add and subtract.

Measurement and Data [MD]
• Measure lengths indirectly and by iterating length units.
• Tell and write time.
• Represent and interpret data.

Geometry [G]
• Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	First 9 Weeks				
1st 9 weeks to 15 with objects and drawings **2nd 9 weeks** to 20 with objects and drawings **3rd 9 weeks** to 20 with equations, objects and/or drawings **4th 9 weeks** to 20 with equations only	**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. (See Appendix A, Table 1.) [1-OA1]	Envision Topics 1, 2, 5, 6 4.6, 4.10 Investigations Unit1 3.1 – 3.7; 4.1, 4.3 -4.7 Unit 3 1.1 – 1.9; 2.1 – 2.3,3.1 ; 3.5; 4.8 Investigations Unit 5 1.2; 1.4; 1.8a – 1.8b; 2.1 – 2.2; 2.4 -2.5; 3.1 – 3.8 Investigations Unit 6 1.2 – 1.4; 1.8a – 1.8b; 2.1 – 2.2; 2.4 – 2.5; 3.1 – 3.8 Investigations Unit 7 1.4; 2.1 – 2.7 Investigations Unit 8 1.3a; 2.1-2.7; 3.4	solve adding to taking from putting together taking apart comparing symbol unknown	I can solve addition and subtraction word problems.	
1st – 4th **9 weeks**	3. Apply properties of operations as strategies to add and subtract. [1-OA3] *Examples:* *If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 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.)*	1st Quarter Envisions 1.7; 4.1; 5.5 - 5.9 Investigations Unit 1 3.7; 4.2; 4.6 Unit 3 1.5; 1.7; 2.3; 3.2; 3.3, 3.4	relationship operations add subtract	I can add numbers in any order and get the same answer. I can group numbers together to find the answer.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
1st 9 Weeks (continued)					
1st 9 weeks **2nd 9 weeks**	4. Understand subtraction as an unknown-addend problem. [1-OA4] *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	Envisions 2.1 - 2.5; 2.7; 2.8; 3.4; 4.7- 4.9; 6.3 - 6.6 Investigations Unit 3 1.2 - 1.4; 1.9; 2.3; 3.3 - 3.5; 4.8 ALEX	addend	I can use addition to help me solve subtraction problems.	
1st 9 weeks **2nd 9 weeks**	5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). [1-OA5]	Envisions 3.1; 3.2; 4.1; 4.6 Investigations Unit 1 2.2; 2.5 A - 2.6; 3.3 - 3.7; Unit 3		I can count to add and subtract.	
1st – 4th **9 weeks**	9. 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. [1-NBT1]	Counton.org Use calendar/hundred number chart/days in school Envisions 1.2 – 1.3; 1.5; 2.1; 2.4; 3.2; 3.4; 3.5; 3.7; 7.2; 7.4; 7.5; 7.6; 7.2; 7.4; 7.5; 7.6; 9.5 Investigations Unit 1 1.1 – 1.5; 2.1 – 2.7; 3.1 – 3.2; 3.3; 3.4; 3.7	numeral	I can start at any number and count to 120. I can read and write numerals to 120. I can write the numeral for the number of objects I counted.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
1st 9 Weeks (continued)					
1st 9 weeks **2nd 9 weeks**	10. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: [1-NBT2]	Envisions 7.1 – 7.3; 7.5; 8.1 – 8.6; 9.2 Investigations Unit 6 1.1 – 1.7 Unit 8	two-digit number tens ones	I can explain two digit numbers using tens and ones.	
1st 9 weeks **2nd 9 weeks**	10.a. 10 can be thought of as a bundle of ten ones — called "ten. [1-NBT2a]	bundle		I can bundle ones into groups of ten.	
1st 9 weeks **2nd 9 weeks**	10.b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. [1-NBT2b]	Investigations Unit 8		I can explain how the numbers 11- 19 are made of ten ones and more ones.	
1st 9 weeks **2nd 9 weeks**	10.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). [1-NBT2c]	Investigations Unit 8		I can tell how many groups of ten are in the numbers I say when skip counting by ten.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	2nd 9 Weeks				
1st 9 weeks to 15 with objects and drawings **2nd 9 weeks** to 20 with objects and drawings **3rd 9 weeks** to 20 with equations, objects and/or drawings **4th 9 weeks** to 20 with equations only	**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. (See Appendix A, Table 1.) [1-OA1]	Envision Topics 1, 2, 5, 6 4.6, 4.10 Investigations Unit1 3.1 – 3.7; 4.1, 4.3 -4.7 Unit 3 1.1 – 1.9; 2.1 – 2.3,3.1 ; 3.5; 4.8 Investigations Unit 5 1.2; 1.4; 1.8a – 1.8b; 2.1 – 2.2; 2.4 -2.5; 3.1 – 3.8 Investigations Unit 6 1.2 – 1.4; 1.8a – 1.8b; 2.1 – 2.2; 2.4 – 2.5; 3.1 – 3.8 Investigations Unit 7 1.4; 2.1 – 2.7 Investigations Unit 8 1.3a; 2.1-2.7; 3.4	solve adding to taking from putting together taking apart comparing symbol unknown	I can solve addition and subtraction word problems.	
1st – 4th 9 weeks	3. Apply properties of operations as strategies to add and subtract. [1-OA3] *Examples:* *If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 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.)*	1st Quarter Envisions 1.7; 4.1; 5.5 - 5.9 Investigations Unit 1 3.7; 4.2; 4.6 Unit 3 1.5; 1.7; 2.3; 3.2, 3.3, 3.4	relationship operations add subtract	I can add numbers in any order and get the same answer. I can group numbers together to find the answer.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
6 **2ⁿᵈ 9 Weeks (continued)**
1ˢᵗ 9 weeks **2ⁿᵈ 9 weeks**	4. Understand subtraction as an unknown-addend problem. [1-OA4] *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	Envisions 2.1 - 2.5; 2.7; 2.8; 3.4; 4.7- 4.9; 6.3 - 6.6 Investigations Unit 3 1.2 - 1.4; 1.9; 2.3; 3.3 - 3.5; 4.8 ALEX	addend	I can use addition to help me solve subtraction problems.	
1ˢᵗ 9 weeks **2ⁿᵈ 9 weeks**	5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). [1-OA5]	Envisions 3.1; 3.2; 4.1; 4.6 Investigations Unit 1 2.2; 2.5 A - 2.6; 3.3 - 3.7; Unit 3		I can count to add and subtract.	
2ⁿᵈ 9 weeks **to 5/no fluency** **3ʳᵈ 9 weeks** **to 20**	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). [1-OA6]	Envisions Topic 2 3.3 - 3.5; 4.1 - 4.1C; 5.1 – 5; , 6.1 - 6.6 Investigations Unit 6 1.1-1.8B; 2.3-2.6A; 3.1 - 3.8,	counting on decomposing equivalent	I can add and subtract numbers to 20. I can fluently add and subtract numbers to 10.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	2nd 9 weeks (continued)				
1st – 4th 9 weeks	9. 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. [1-NBT1]	Counton.org Use calendar/hundred number chart/days in school Envisions 1.2 – 1.3; 1.5; 2.1; 2.4; 3.2; 3.4; 3.5; 3.7; 7.2; 7.4; 7.5; 7.6; 7.2; 7.4; 7.5; 7.6; 9.5	numeral	I can start at any number and count to 120. I can read and write numerals to 120. I can write the numeral for the number of objects I counted.	
1st 9 weeks 2nd 9 weeks	10. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: [1-NBT2]	Envisions 7.1 – 7.3; 7.5; 8.1 – 8.6; 9.2 Investigations Unit 6 1.1 – 1.7 Unit 8	two-digit number tens ones	I can explain two digit numbers using tens and ones.	
1st 9 weeks 2nd 9 weeks	10.a. 10 can be thought of as a bundle of ten ones — called "ten. [1-NBT2a]	bundle		I can bundle ones into groups of ten.	
1st 9 weeks 2nd 9 weeks	10.b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. [1-NBT2b]			I can explain how the numbers 11- 19 are made of ten ones and more ones.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	2nd 9 Weeks (continued)				
1st 9 weeks 2nd 9 weeks	10.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). [1-NBT2c]			I can tell how many groups of ten are in the numbers I say when skip counting by ten.	
First Semester Notes					

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
3rd 9 Weeks					
1st 9 weeks to 15 with objects and drawings **2nd 9 weeks** to 20 with objects and drawings **3rd 9 weeks** to 20 with equations, objects and/or drawings **4th 9 weeks** to 20 with equations only	**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. (See Appendix A, Table 1.) [1-OA1]	Envision Topics 1, 2, 5, 6 4.6, 4.10 Investigations Unit1 3.1 – 3.7; 4.1, 4.3 -4.7 Unit 3 1.1 – 1.9; 2.1 – 2.3,3.1 ; 3.5; 4.8 Investigations Unit 5 1.2; 1.4; 1.8a – 1.8b; 2.1 – 2.2; 2.4 -2.5; 3.1 – 3.8 Investigations Unit 6 1.2 – 1.4; 1.8a – 1.8b; 2.1 – 2.2; 2.4 – 2.5; 3.1 – 3.8 Investigations Unit 7 1.4; 2.1 – 2.7 Investigations Unit 8 1.3a; 2.1-2.7; 3.4	solve adding to taking from putting together taking apart comparing symbol unknown	I can solve addition and subtraction word problems.	
1st – 4th 9 weeks	3. Apply properties of operations as strategies to add and subtract. [1-OA3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 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.)*	1st Quarter Envisions 1.7; 4.1; 5.5 - 5.9 Investigations Unit 1 3.7; 4.2; 4.6 Unit 3 1.5; 1.7; 2.3; 3.2, 3.3, 3.4	relationship operations add subtract	I can add numbers in any order and get the same answer. I can group numbers together to find the answer.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	**3rd 9 Weeks (continued)**				
2nd 9 weeks to 5/no fluency **3rd 9 weeks** to 20	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). [1-OA6]	Envisions Topic 2 3.3 - 3.5; 4.1 - 4.1C; 5.1 – 5; , 6.1 - 6.6 Investigations Unit 6 1.1-1.8B; 2.3-2.6A; 3.1 - 3.8	counting on decomposing equivalent	I can add and subtract numbers to 20. I can fluently add and subtract numbers to 10.	
3rd 9 weeks	8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. [1-OA8] *For example, determine the unknown number that makes the equation true in each of the equations 8 + ?= 11,* *5 = ☐3, 6 + 6 =☐ .*	Envisions 1.5; 2.6; 2.10; 3.4; 4.2 - 4.9; 5.1 - 5.7; 6.1-6.6 Investigations Unit 6 1.6; 1.8A; 1.8B; 2.6A; 3.7 Unit 7 1.4; 2.1; 2.2; 2.4 Unit 8 1.3A; 2.3; 3.1; 3.4; 3.5		I can solve equations with missing numbers.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	3rd 9 Weeks (continued)				
1st– 4th 9 weeks	9. 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. [1-NBT1]	Counton.org Use calendar/hundred number chart/days in school Envisions 1.2 – 1.3; 1.5; 2.1; 2.4; 3.2; 3.4; 3.5; 3.7; 7.2; 7.4; 7.5; 7.6; 7.2; 7.4; 7.5; 7.6; 9.5 Investigations Unit 1 1.1 – 1.5; 2.1 – 2.7; 3.1 – 3.2; 3.3; 3.4; 3.7	numeral	I can start at any number and count to 120. I can read and write numerals to 120. I can write the numeral for the number of objects I counted.	
End of 2nd 9 weeks **3rd 9 weeks** --NBT2 must be mastered first--	11. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. [1-NBT3]	Envisions 9.3 - 9.4 Investigations Unit 1 - 2.4 – 2.7; 3.1 Unit 3 – 4.7 Unit 4 – 1.3 Unit 5 – 2.4 Unit 8	compare		

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	3rd 9 Weeks (continued)				
3rd 9 weeks with concrete **4th 9 weeks** without concrete	12. 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. [1-NBT4]	Envisions 9.1; 9.2; 10.1-10.6 Investigations Unit 8 4A.1 - 4A.5 4th Quarter Envisions 9.1, 9.2, 10.1-10.6 Investigations Unit 8 4A.1; 4A.2 4A.3; 4A.5	place value strategy	I can show and explain how to add one-digit and two-digit numbers up to 100.	
3rd 9 weeks	13. Given a two-digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning used. [1-NBT5]	Envisions 9.1; 10.2; 10.3; 10.4; 11.2; 11.3; 11.4 Investigations Unit 8 4A.2; 4A.5	mentally	I can find ten more or ten less than a number in my head. I can explain how I found ten more or 10 less than a number.	
3rd 9 weeks	15. Order three objects by length; compare the lengths of two objects indirectly by using a third object. [1-MD1]	Envisions 12.1; 12.2 Investigations Unit 5 1.4; 1.5A; 2.1; 2.3; 2.4; 2.5		I can put three objects in order by length. I can use an object to compare the length of two other objects. (If a is longer than b…)	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	Fourth 9 Weeks				
1st 9 weeks to 15 with objects and drawings **2nd 9 weeks** to 20 with objects and drawings **3rd 9 weeks** to 20 with equations, objects and/or drawings **4th 9 weeks** to 20 with equations only	**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. (See Appendix A, Table 1.) [1-OA1]	Envision Topics 1, 2, 5, 6 4.6, 4.10 Investigations Unit1 3.1 – 3.7; 4.1, 4.3 -4.7 Unit 3 1.1 – 1.9; 2.1 – 2.3,3.1 ; 3.5; 4.8 Investigations Unit 5 1.2; 1.4; 1.8a – 1.8b; 2.1 – 2.2; 2.4 -2.5; 3.1 – 3.8 Investigations Unit 6 1.2 – 1.4; 1.8a – 1.8b; 2.1 – 2.2; 2.4 – 2.5; 3.1 – 3.8 Investigations Unit 7 1.4; 2.1 – 2.7 Investigations Unit 8 1.3a; 2.1-2.7; 3.4	solve adding to taking from putting together taking apart comparing symbol unknown	I can solve addition and subtraction word problems.	
4th 9 weeks Word problems with 3 addends whose sum is equal to or less than 20	2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. [1-OA2]	Envisions 5.8 - 5.9 Investigations Unit 7 1.4, 2.1, 2.4 Unit 8 1.3A, 2.3, 3.4	sum less than equal to equations	I can add three numbers to solve word problems.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	4th 9 Weeks (continued)				
1st – 4th 9 weeks	3. Apply properties of operations as strategies to add and subtract. [1-OA3] *Examples:* *If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 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.)*	1st Quarter Envisions 1.7; 4.1; 5.5 - 5.9 Investigations Unit 1 3.7; 4.2; 4.6 Unit 3 1.5; 1.7; 2.3; 3.2; 3.3, 3.4 4th Quarter Envisions 1.7; 4.1; 5.5 -5.9 Investigations Unit 6 1.3 - 1.4; 1.6 - 1.7; 2.1; 2.6A; 3.1 - 3.3; 3.6 - 3.8; Unit 8 3.3 - 3.5	relationship operations add subtract	I can add numbers in any order and get the same answer. I can group numbers together to find the answer.	
4th 9 weeks	7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. [1-OA7] *For example, which of the following equations are true and which are false?* *6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*	Envisions 1.5, 1.8, 2.10, 4.1 Investigations Unit 3 Unit 6		I can decide if equations are true or false.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	4th 9 Weeks (continued)				
1st – 4th 9 weeks	9. 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. [1-NBT1]	Counton.org Use calendar/hundred number chart/days in school Envisions 1.2 – 1.3; 1.5; 2.1; 2.4; 3.2; 3.4; 3.5; 3.7; 7.2; 7.4; 7.5; 7.6; 7.2; 7.4; 7.5; 7.6; 9.5 Investigations Unit 1 1.1 – 1.5; 2.1 – 2.7; 3.1 – 3.2; 3.3; 3.4; 3.7	numeral	I can start at any number and count to 120. I can read and write numerals to 120. I can write the numeral for the number of objects I counted.	
3rd 9 weeks with concrete **4th 9 weeks** without concrete	12. 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. [1-NBT4]	Envisions 9.1; 9.2; 10.1-10.6 Investigations Unit 8 4A.1 - 4A.5 4th Quarter Envisions 9.1, 9.2, 10.1-10.6 Investigations Unit 8 4A.1; 4A.2 4A.3; 4A.5	place value strategy	I can show and explain how to add one-digit and two-digit numbers up to 100.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	4th 9 Weeks (continued)				
4th 9 weeks	14. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used. [1-NBT6]	Envisions 11.1 - 11.6 Investigations Unit 8 4A.4; 4A.5	explain	I can subtract bundles of ten from other bundles of ten.	
4th 9 weeks	16. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. [1-MD2]*	Envisions 12.3 - 12.6 Investigations Unit 5 1.1 - 2.5	length	I can use an object to measure the length of another object.	
4th 9 weeks	17. Tell and write time in hours and half-hours using analog and digital clocks. [1-MD3]	Envisions 13.1; 13.2; 13.3; 13.4 Investigations Units 5 & 6 1.1; 1.3H; 1.6; 3A.1(5); 1.8A; 1.8B; 2.6A(6)	time hours half-hours analog digital	I can tell time to the nearest half hour. I can write time to the nearest half hour.	
4th 9 weeks with mastery of OA.1 and OA.2	18. 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. [1-MD4]	Envisions 14.1 - 14.7 Investigations Unit 4	organize represent interpret data category more less	I can create a graph or table. I can ask and answer questions about data.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
**4th 9 Weeks (continued)**				
3rd 9 weeks	19. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. [1-G1]	Envisions 15.1; 15.3; 15.6; 15.7; 15.8; 15.10 Investigations Unit 2	shapes attributes distinguish	I can tell the difference between attributes that make a shape a shape and those that do not. I can build and draw shapes.	
3rd 9 weeks	20. 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. (Students do not need to learn formal names such as "right rectangular prism.") [1-G2]	Envisions 15.2; 15.4; 15.5; 15.9 Investigations Unit 2 1.4-1.7; 3.4 Unit 9 1.2; 2.2; 2.3A.; 2.8		I can put shapes together to make other shapes.	
4th 9 weeks	21. 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. [1-G3]	Envisions 16.1 - 16.4 Investigations Unit 5 3A1 - 3A.4	shares halves fourths quarters half of fourth of quarter of whole two of four of equal shares	I can divide circles and rectangles into equal parts. I can describe equal parts as part of a whole.	

Monroe County Schools
2015 – 2016
First Grade Math

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
2nd Semester Notes:					
Notes for the Year:					

Monroe County Schools
2015 – 2016
First Grade Math
Formative Assessment Schedule

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
AL CCRS Standards	AL CCRS Standards	AL CCRS Standards	AL CCRS Standards
1.OA.1 (to 15 with objects or drawings) 1.OA.3 1.OA.4 1.OA.5 (with objects or drawings) 1.NBT.1	1.OA.1 (to 20 with objects or drawings) 1.OA.3 1.OA.4 1.OA.5 1.OA.6 (to 5 no fluency) 1.NBT.2	1.OA.1 (to 20 with objects and drawings) 1.OA.6 (to 20) 1.NBT.3 1.NBT.5 1.MD.1 1.MD.2 1.MD.3	1.OA.1 1.OA.2 1.OA.3 1.OA.7 1.OA.8 1.NBT.1 1.NBT.4 1.NBT.6 1.G.1 1.G.2 1.G.3 MD.4