Brandon Valley School District
Mathematics
Scope and Sequence
Grade: 1

Quarter 1

Timeline (month/days)	Standard(s)
3 weeks + 3 days (Taught for three weeks and then reviewed throughout the school year) August 19-September 11	**Number and Operations in Base 10 (Review number sense)** **1.NBT.1A** Extend the counting sequence: 1. In the range of 0-120 a. Count on from any given number. b. Read and write numerals. c. Represent a number of objects with a written numeral. **1.NBT.2B** Understand Place Value (Understand that the 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 11-19 are composed of a 10 and 1, 2, 3, 4, 5, 6,7, 8, or 9 ones.
5 Weeks	**Operation and Algebraic Thinking** **1.OA.1** A. 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. **1.OA.3** B. Understand and apply properties of operations and the relationship between additions and subtraction. 3. Apply commutative, associative, and additive identity properties of operations as strategies to add. (Students need not use formal terms for these properties.) 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.) 8 + 0 = 8 (Additive Identity property) **1.OA.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.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 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. **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 +? = 11, 5 = ? – 3, 6 + 6 = ? .

1 Week	**Operation and Algebraic Thinking** **1.OA.1** A. 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. **1.OA.3** B. Understand and apply properties of operations and the relationship between additions and subtraction. 3. Apply commutative, associative, and additive identity properties of operations as strategies to add. (Students need not use formal terms for these properties.) 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.) 8 + 0 = 8 (Additive Identity property) **1.OA.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.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of Then following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

Quarter 2

Timeline (month/days)	Standard(s)
4 Weeks	**Operation and Algebraic Thinking** **1.OA.1** A. 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. **1.OA.3** B. Understand and apply properties of operations and the relationship between additions and subtraction. 3. Apply commutative, associative, and additive identity properties of operations as strategies to add. (Students need not use formal terms for these properties.) 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.) 8 + 0 = 8 (Additive Identity property) **1.OA.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.OA.7** Understand the meaning of the equal sign, and determine if equations

	involving addition and subtraction are true or false. For example, which of Then following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
3 Weeks	**Operation and Algebraic Thinking** **1.OA.1** A. 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. **1.OA.3** B. Understand and apply properties of operations and the relationship between additions and subtraction. 3. Apply commutative, associative, and additive identity properties of operations as strategies to add. (Students need not use formal terms for these properties.) 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.) 8 + 0 = 8 (Additive Identity property) **1.OA.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.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of then following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
2 Weeks	**Operation and Algebraic Thinking** **1.OA.1** A. 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. **1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **1.OA.5** C. Add and Subtract within 20. 5. Understand counting on as addition and counting back as subtraction e.g. 5, (6,7,8) means 5 + 3 and 5, (4,3,2) means 5-3. **1.OA.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).

Quarter 3

Timeline (month/days)	Standard(s)
1 Week	**Operation and Algebraic Thinking**

	1.OA.1 A. 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. **1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **1.OA.5** C. Add and Subtract with in 20. 5. Understand counting on as addition and counting back as subtraction e.g. 5, (6,7,8) means 5 + 3 and 5, (4,3,2) means 5-3. **1.OA.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).
5 Weeks	**Number and Operation in Base Ten** **1.NBT.2B** Understand Place Value (Understand that the 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 11-19 are composed of a 10 and 1, 2, 3, 4, 5, 6,7, 8, or 9 ones. **1.NBT.2c** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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.NBT.1** A. Extend the counting sequence. 1. In the range of 0 - 120 a. Count on from any given number. b. Read and write numerals. c. Represent a number of objects with a written numeral. **1.NBT.2a** 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.” **1NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **1NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <, =, and >. **1.MD.5** Identify nickels and understand that five pennies can be thought of as a nickel. Identify dimes and understand ten pennies can be thought of as a dime. Count the value of a set of coins comprised of pennies, nickels,and dimes.
3 Weeks	**Number and Operations in Base 10** **1.NBT.4** Add and subtract within 100. a. 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. b. Understand that in adding two-digit numbers (sums within 100) add tens and tens, ones and ones; and sometimes it is

	necessary to compose a ten. **1.NBT.6** 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.

Quarter 4

Timeline (month/days)	Standard(s)
2 Weeks	**Measurement and Data** **1.MD.4** 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.
2 Weeks	**Measurement and Data** **1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **1.MD.2** 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. **1.MD.3** Tell and write about time in hours and half-hours using analog and digital clocks.
3 Weeks	**Geometry** **1.G.1** 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.G.2** Compose and Identify regular and irregular two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and compose three-dimensional shapes (cubes, spheres, 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 master formal names such as “right rectangular prism.”) **1.G.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.
1 Week	**Geometry** **1.G.1** 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.G.2** Compose and Identify regular and irregular two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and compose three-dimensional shapes (cubes, spheres, 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 master formal names such as “right rectangular prism.”)

*Pink-priority, Yellow-supporting, Green-supplementary; *60 minute class periods.

Notes Q1

- Number Sense Review Packet (we need to find the packets yet!)
- Do NOT tear pages out of workbooks ahead of time.
- Leave all unused pages in the workbook.
- Use Common Assessment (Chapter Tests and Benchmark)
- **Week 1 - August 19-21**
  - Back to School
- **Week 2 - August 24-28**
  - Number Sense Review
- **Week 3 - August 31-September 4**
  - Number Sense Review
- **Week 4 - September 7-11**
  - Number Sense
- **Week 5 - September 14-18**
  - Chapter 1: Addition Concepts
    - Lesson 1: Addition Stories
    - Lesson 2: Model Addition
    - Lesson 3: Addition Number Sentences
    - Lesson 4: Add 0
- **Week 6 - September 21-25**
  - Chapter 1: Addition Concepts
    - Check My Progress pg. 35
    - Lesson 5: Vertical Addition
    - Lesson 6: Problem Solving - Write a Number Sentence
    - Lesson 7: Ways to Make 4 and 5
- **Week 7 - September 28-October 2**
  - Chapter 1: Addition Concepts
    - Lesson 8: Ways to Make 6 and 7
    - Lesson 9: Ways to Make 8
    - Check My Progress pg. 67
    - Lesson 10: ways to Make 9
- **Week 8 - October 5-9**
  - Chapter 1: Addition Concepts
    - Lesson 11: Ways to Make 10
    - Lesson 12: Find Missing Parts of 10
    - Lesson 13: True and False Statements
    - Ch. 1 Review pg. 95
    - Chapter 1 Test
- **Week 9 - October 12-16**
  - Chapter 2: Subtraction Concepts
    - Lesson 1: Subtraction Stories
    - Lesson 2: Model Subtraction
    - Lesson 3: Subtraction Number Sentences
    - Lesson 4: Subtract 0 and All
- **Week 10 - October 19-23**
  - Chapter 2: Subtraction Concepts
    - Lesson 5: Vertical Subtraction
    - Check My Progress
    - Lesson 6: Problem-Solving Strategy: Draw a Diagram
    - Lesson 7: Compare Groups

- **Operation and Algebraic Thinking**
  - Chapter 1 McGraw Hill: Addition Concepts (student pages 11-98)

- Common Summative Assessment - Chapter Test Form 2A
- Chapter 2 McGrawHill: Subtraction Concepts--Student pages 109-202

Notes Q2

- **Week 11 - October 26-30**
  - Chapter 2: Subtraction Concepts
    - Lesson 8: Subtract from 4 and 5
    - Lesson 9: Subtract from 6 and 7
    - Check My Progress
    - Lesson 10: Subtract from 8
    - Lesson 11: Subtract from 9
- **Week 12 - November 2-6**
  - Chapter 2: Subtraction Concepts
    - Lesson 12: Subtract from 10
    - Lesson 13: Relate Addition and Subtraction
    - Lesson 14: True and False Statements
    - Ch. 2 Review pg. 199
    - Ch. 2 Test
- **Week 13 - November 9-13**
  - Chapter 3: Addition Strategies to 20
    - Lesson 1: Count on 1, 2, or 3
    - Lesson 2: Count On Using Pennies
    - Lesson 3: Use a Number Line to Add
    - Lesson 4: Use Doubles to Add
- **Week 14 - November 16-20**
  - Chapter 3: Addition Strategies to 20
    - Lesson 5: Use Near Doubles to Add
    - Check My Progress pg. 241
    - Lesson 6: Problem-Solving Strategy: Act It Out
    - Lesson 7: Make 10 to Add
    - Lesson 8: add in Any Order
- **Week 15 - November 23-24 (Thanksgiving)**
  - Chapter 3: Addition Strategies to 20
    - Lesson 9: Add Three Numbers
    - Ch. 3 Test
- **Week 16 - November 30-December 4**
  - Chapter 4: Subtraction Strategies to 20
    - Lesson 1: Count Back 1, 2, or 3
    - Lesson 2: Use a number Line to Subtract
    - Lesson 3: Use Doubles to Subtract
    - Lesson 4: Problem-Solving Strategy: Write a Number Sentence
    - Check My Progress pg. 299
- **Week 17 - December 7-11**
  - Chapter 4: Subtraction Strategies to 20
    - Lesson 5: Make 10 to Subtract
    - Lesson 6: Use Related Facts to Add and Subtract
    - Lesson 7: Fact Families
    - Lesson 8: Missing Addends
- **Week 18 - December 14-18**
  - Chapter 4: Subtraction Strategies to 20
    - Ch. 4 Review pg. 333
    - Ch. 4 Test
- **Week 19 - December 21-23**

- Chapter 5: Place Value
  - Lesson 1: Numbers 11 to 19
  - Lesson 2: Tens
- **Week 20 - January 4-8**
  - Chapter 5: Place Value
    - Lesson 3: Count by Tens Using Dimes
    - Lesson 4: Ten and Some More
    - Lesson 5: tens and Ones
    - Check My Progress

- **Operation and Algebraic Thinking**
  - Chapter 2 McGraw Hill: Subtraction Concepts--Student page
  - 23 pgs 109-202
  - Common Summative Assessment - Chapter Test Form 2A
  - Chapter 3 McGraw Hill: Addition Strategies--Student pages 211-272
  - Common Summative Assessment - Chapter Test Form 2A
  - Chapter 4 McGraw Hill: Subtraction Strategies--Student pages 281-336
  - Common Summative Assessment - Chapter Test Form 2A

Notes Q3

- **Week 21 - January 11-15**
  - Chapter 5: Place Value
    - Lesson 6: Problem Solving: Make a Table
    - Lesson 7: Numbers to 100
    - Lesson 8: Ten More, Ten Less
    - Lesson 9: Count by Fives Using Nickels
- **Week 22 - January 18-22**
  - Chapter 5: Place Value
    - Lesson 10: Use Models to Compare Numbers
    - Lesson 11: Use Symbols to Compare Numbers
    - Check My Progress pg. 415
    - Lesson 12: Numbers to 120
- **Week 23 - January 25-29**
  - Chapter 5: Place Value
    - Lesson 13 Count to 120
    - Lesson 14: Read and Write Numbers to 120
    - Ch. 5 Review pg. 435
    - Ch. 5 Test
- **Week 24 - February 1-5**
  - Chapter 6: Two-Digit Addition and Subtraction
    - Lesson 1: Add Tens
    - Lesson 2: Count On Tens and Ones
    - Lesson 3: Add Tens and Ones
    - Lesson 4: Problem Solving Strategy - Guess, Check, Revise
- **Week 25 - February 8-12**
  - Chapter 6: Two-Digit Addition and Subtraction
    - Lesson 5: Add Tens and Ones with Regrouping
    - Check My Progress: Lessons 1-5
    - Lesson 6: Subtract Tens
    - Lesson 7: Count Back By Tens
- **Week 26 - February 15-19**
  - Chapter 6: Two-Digit Addition and Subtraction
    - Lesson 8: Relate Addition and Subtraction of Tens

        - Chapter 6 Review
        - Chapter 6 Assessment
- **Week 27 - February 22-26**
    - Chapter 7: Organize and Use Graphs
        - Lesson 1: Tally Charts
        - Lesson 2: Problem Solving Strategy - Make a Table
        - Lesson 3: Make a Picture Graph
        - Lesson 4: Read a Picture Graph
- **Week 28 - March 1-5**
    - Chapter 7: Organize and Use Graphs
        - Check My Progress: Lessons 1-4
        - Lesson 5: Make a Bar Graph
        - Lesson 6: Read a Bar Graph
        - Chapter 7 Review
        - Chapter 7 Assessment
- **Week 29 - March 8-12**
    - Chapter 8: Measurement and Time
        - Lesson 1: Compare Lengths
        - Lesson 2: Compare and Order Lengths
        - Lesson 3: Nonstandard Units of Length
        - Lesson 4: Problem Solving Strategy - Guess, Check, Revise

- **Number and Operations in Base Ten**
    - Chapter 5 McGraw Hill: Place Value--Student pages 347-438
    - Common Summative Assessment - Chapter Test Form 2A
    - Chapter 6 McGraw Hill: Two-digit Addition and Subtraction--Student pages 447-500
    - Common Summative Assessment - Chapter Test Form 2A

Notes Q4

- **Week 30 - March 15-19**
    - Chapter 8: Measurement and Time
        - Check My Progress: Lessons 1-4
        - Lesson 5: Time to the Hour: Analog
        - Lesson 6: Time to the Hour: Digital
- **Week 31 - March 22-26**
    - Chapter 8: Measurement and Time
        - Lesson 7: Time to the Half Hour: Analog
        - Lesson 8: Time to the Half Hour: Digital
        - Lesson 9: Time to the Hour and Half Hour
        - Chapter 8 Review
        - Chapter 8 Test
- **Week 32 - March 29-April 2**
    - Chapter 9: Two-Dimensional Shapes and Equal Shares
        - Lesson 1: Squares and Rectangles
        - Lesson 2: Triangles and Trapezoids
        - Lesson 3: Circles
        - Lesson 4: Compare Shapes
- **Week 33 - April 5-9**
    - Chapter 9: Two-Dimensional Shapes and Equal Shares
        - Check My Progress: Lessons 1-4
        - Lesson 5: Composite Shapes
        - Lesson 6: More Composite Shapes

        - Lesson 7: Problem Solving Strategy - Use Logical Reasoning
        - Check My Progress: Lessons 5-7
- **Week 34 - April 12-16**
    - Chapter 9: Two-Dimensional Shapes and Equal Shares
        - Lesson 8: Equal Parts
        - Lesson 9: Halves
        - Lesson 10: Quarters and Fourths
        - Chapter 9 Review
        - Chapter 9 Assessment
- **Week 35 - April 19-23**
    - Chapter 10: Three-Dimensional Shapes
        - Lesson 1: Cubes and Prisms
        - Lesson 2: Cones and Cylinders
        - Check My Progress: Lessons 1-2
        - Lesson 3: Problem Solving Strategy - Look for a Pattern
- **Week 36 - April 26-30**
    - Chapter 10: Three-Dimensional Shapes
        - Lesson 4: Combine 3-Dimensional Shapes
        - Chapter 10 Review
        - Chapter 10 Assessment
- **Week 37 - May 3-7**
    - Money: Pennies, Nickels, Dimes
        - Lesson 1: Pennies
        - Lesson 2: Nickels
        - Lesson 3: Dimes
        - Lesson 4: Coin Combinations
        - Money Assessment
- **Week 38 - May 10-14**
    - Review; Testing
- **Week 39 - May 17-19**
    - End of the Year; Review

- **Measurement and Data**
    - Chapter 7 McGraw Hill: Organize and Use Graphs--Student pages 509-550
    - Common Summative Assessment - Chapter Test Form 2A
    - Chapter 8 McGraw Hill: Measurement and Time--Student pages 563-622
    - Common Summative Assessment - Chapter Test Form 2A
- **Geometry**
    - Chapter 9 McGraw Hill: Two-Dimensional Shapes and Equal Shares--Student pages 635-702
    - Common Summative Assessment - Chapter Test Form 2A
    - Chapter 10 McGraw Hill: Three-Dimensional Shapes--Student pages 711-740
    - Common Summative Assessment - Chapter Test Form 2A