

Grade 1 Mathematics North Gibson School Corporation SY 2022-2023

Grade 1 Mathematics

Units of Study				
Unit 1:	Ways to Add and Subtract to 10	3	29 days	1st quarter
<u>Unit 2:</u>	Add and Subtract to 10	3	21 days	1st-2nd quarter
Unit 3:	Add and Subtract to 20	3	25 days	2nd quarter
Unit 4A:	Counting and Place-Value	3	9 days	2nd quarter
Unit 4B:	Place-Value Computation	3	16 days	3rd quarter
Unit 5A:	Two-Digit Addition and Comparison	3	19 days	3rd quarter
Unit 5B:	Money and Regrouping Tens	3	11 days	3rd-4th quarter
Unit 6A:	Geometry	3	9 days	4th quarter
Unit 6B:	Fractions	(1)	6 days	4th quarter
Unit 7A:	Data and Time	3	18 days	4th quarter
Unit 7B:	Measurement	3	14 days	4th quarter

Appendices

Appendix A: Proficiency Scale Template

Appendix B: Curriculum Refinement Form

Appendix C:_K-12 Math Priority Standards Vertical Articulation

Grade 1 Priority Standards

Priority	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.
	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
	1.CA.5	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 models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.
	1.DA.1	Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.
Standards	1.G.1	Identify objects as two-dimensional or three-dimensional. Classify and sort two-dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three-dimensional objects.
	1.G.4	Partition circles and rectangles into two and four equal parts; describe the parts 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 parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.
	1.M.1	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.
	1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.
	1.M.3	Identify the value of a penny, nickel, dime and a collection of pennies, nickels, and dimes.
	1.NS.1	Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.
	1.NS.4	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
	1.NS.6	Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.

Standards Breakdown

/*: Priority Standards

UNITS 3 4A 4B 5A 6A 6B 7A 1 2 5B 7B 1 \star **Number Sense** 2 • • 3 • 4 \star 5 • 6 \star \star 1 * * * Computation and Algebraic Thinking 2 \star \star * 3 • 4 • **STANDARDS** 5 * \star \star 6 • • 7 • 1 \star Geometry 2 • 3 • 4 \star 1 * 2 Measurement \star 3 \star Data Analysis 1 ★

Supporting Standards

Spiral Standards				
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	
 Counting (1's & 10's) Place-Value Pennies 2-D Shapes 	 Counting (1s & 10's from any given number) Place-Value Pennies, Dimes Add/Sub Word Problems 3-D Shapes 	 Counting (1s, 10's, 5s from any given number) Pennies, Dimes, Nickels Add/Sub Word Problems Clocks Ordinal Numbers 	 Counting (1s, 10's, 5s from any given number Pennies, Dimes, Nickels Add/Sub Word Problems Clocks 	

General Description of the Unit			
In this unit students will continue to learn strategies for adding and subtracting within 10 and making			
connections between addition and su	ubtraction. The focu	s of this unit is on th	e specific strategies that can help
students become fluent with addition	and subtraction fac	ts such as Doubles	and Doubles plus 1. In
kindergarten, students learned to ad	d and subtract within	n 10.	
Priority Standards		Supporting Stands	ards
• 1.CA.1: Demonstrate fluency with ac	dition facts and the	N/A	
corresponding subtraction facts withi	n 20 Use		
strategies such as counting on maki	ng ten (e.g. $8+6$		
= 8 + 2 + 4 = 10 + 4 = 14) decomposi	sing a number		
leading to a 10 (e.g., $13 - 4 = 13 - 3$	-1 = 10 - 1 = 9):		
using the relationship between additi	on and subtraction		
(e.g., knowing that 8 + 4 = 12, one ki	nows 12 – 8 = 4);		
and creating equivalent but easier or	known sums (e.g.,		
adding $6 + 7$ by creating the known e	equivalent 6 + 6 + 1		
= 12 + 1 = 13). Understand the role of	of 0 in addition and		
subtraction.			
• 1.CA.2: Solve real-world problems in	volving addition		
and subtraction within 20 in situation	s of adding to,		
taking from, putting together, taking a	apart, and		
comparing, with unknowns in all part	s of the addition or		
subtraction problem (e.g., by using o	bjects, drawings,		
and equations with a symbol for the	unknown number		
to represent the problem).			
Enduring Understandings		Essential Question	ns
 Computational fluency refers to having 	ng efficiency,	What is your favorite strategy to add numbers? Why?	
accuracy, and flexibility with compute	ational strategies.	 What is your favo 	ns rite strategy to add numbers? Why? rite strategy to subtract numbers? and subtraction alike? How are they
 There are many mental strategies the 	at make adding	Why?How are addition and subtraction alike? How are they	
numbers easier, such as making a te	en and finding		
known sums.		different? Do you	think adding or subtracting numbers
There are many mental strategies the	at make	is easier? Why?	
subtracting numbers easier, such as	decomposing to		
ten, and using the relationship betwee	en addition and		
Subtraction.			
 Adding and subtracting zero does no amount in addition and subtraction 	ot affect the existing		
Key Concepts	Related Concents		Vocabulary
• Lean fluently add within 10 by			
• I can intentity add within To by			
a Loop fluontly add within 10 by			
• I can internity add within 10 by making a group of ten (1 CA 1)			Decompose Difference
• I can fluently add within 10 using			Dillerence Subtraction
the relationship between addition			
and subtraction (1 CA 1)			• Sum
• I can fluently add within 10 by			
creating easier, known sums			
(1 CA 1)			
• I can fluently subtract within 10 by			
counting back. (1.CA.1)			
• I can fluently subtract within 10 by			
decomposing a number leading to			
a ten. (1.CA.1)			
• I can fluently subtract within 10 by			
using the relationship between			
addition and subtraction. (1.CA.1)			

Mathematical Processes	Mathematical Processes				
• PS.1 Make sense of problems and pe	ersevere in solving th	nem.			
 PS.6 Attend to precision. 					
	Reso	urces			
Proficiency Scales • <u>1.CA.1</u> • <u>1.CA.2</u>	Digital • IDOE Examples/Tasks 1.CA.1 • IDOE Examples/Tasks 1.CA.2		Manipulatives • Bear Counters • Dice • Marble Jar • Number Line Version 2 • Rekenrek • Ten Frame • Ten Frame Version 2 • Two Color Counters • Unifin Outpee		
	School R	esources	• <u>Ommx Cubes</u>		
Textbook	ochool K	Eormative Assess	ments		
Textbook Name: Ready Math. Second	Edition	I UIIIdiive Assess	inents		
Texibook Name. Ready Main, Second Edition.		1 Day Review			
Notes: Start Lessons on the first Monday of so	chool.	Unit 1 Assessment			
Lessons:					
Lesson 0: Lessons for the First Five Days (3 days- Optional) Lesson 1: Understand Number Partners for 10 (4 days) Lesson 2: Doubles and Doubles Plus 1 (5 days) Lesson 3: Count On to Add (5 days) Lesson 4: Count On to Subtract (5 days) Lesson 5: Missing Addends (5 days)					

General Description of the Unit

In this unit students will apply the strategies they have learned to add and subtract within 10 when solving realworld problems. Students will understand true and false equations and learn the meaning of the equal sign. In kindergarten students learned to solve simple real-world problems involving addition and subtraction within 10.

Priority Standards		Supporting Stand	ards
 1.CA.1: Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (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). Understand the role of 0 in addition and subtraction. 1.CA.2: Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number 		 1.CA.6: Understa determine if equa subtraction are tru following equation 7 = 8 - 1, 5 + 2 = 	and the meaning of the equal sign, and tions involving addition and ue or false (e.g., Which of the ns are true and which are false? $6 = 6$, 2 + 5, $4 + 1 = 5 + 2$).
Enduring Understandings		Essential Questio	ns
 Addition and subtraction are inverse operations. Addition involves adding to and putting together and is used in many real-world situations. Subtraction is used in situations of taking from, taking apart, and comparing and is used in many real-world situations. Equations can be written in different orders and with unknowns in different parts. The equal sign means that the values/equations on both sides of it are equivalent. 		 How do you know when you need to add or subtract with a word problem? Can you give an example of when you would need to add and when you would need to subtract? Does it matter which order you add numbers in; why or why not? Does it matter which order you subtract numbers in; why or why not? What does it mean when two things are equal? What are examples of things that are equal? What are examples of things that are not equal? 	
Key Concepts	Related Concepts	5	Vocabulary
 I can fluently add within 10 by counting on. (1.CA.1) I can fluently add within 10 by making a group of ten. (1.CA.1) I can fluently add within 10 using the relationship between addition and subtraction. (1.CA.1) I can fluently add within 10 by creating easier, known sums. (1.CA.1) I can fluently subtract within 10 by counting back. (1.CA.1) I can fluently subtract within 10 by decomposing a number leading to a ten. (1.CA.1) I can fluently subtract within 10 by decomposing a number leading to a ten. (1.CA.1) I can fluently subtract within 10 by using the relationship between addition and subtraction. (1.CA.1) 	 I can understand sign means. (1.C) I can determine if are true or false. I can determine if problems are true 	what the equal A.6) f addition problems (1.CA.6) f subtraction e or false. (1.CA.6)	 Addend Addition Decompose Difference Equal sign Subtraction Sum

 I can solve real-world problems involving addition within 10. (1.CA.2) I can solve real-world problems involving subtraction within 10. (1.CA.2) I can use objects, drawings, and equations to solve real-world addition and subtraction problems within 10. (1.CA.2) 			
PS.1 Make sense of problems	and persevere in so	lving them.	
PS.6 Attend to precision.	Pasa		
Proficiency Scales	Digital		Manipulatives
• <u>1.CA.1</u>	IDOE Examples	Tasks 1.CA.1	• Bear Counters
• <u>1.CA.2</u>	IDOE Examples IDOE Examples	Tasks 1.CA.2 Tasks 1.CA.6	• <u>Dice</u> • Marble Jar
			Math Balance
			Number Line Version 2 Pan Balance
			• <u>Rekenrek</u>
			• <u>Ten Frame</u>
			Two Color Counters
			<u>Unifix Cubes</u>
	School R	esources	
Textbook		Formative Assess	sments
Lessons:		1 Day Review	
Lesson 6: Add and Subtract in Word P Lesson 7: Subtract to Compare in Wor (5 days) Lesson 8: Facts I Know (5 days) Lesson 9: Understand True and False	roblems (5 days) d Problems Equations (4 days)	Unit 2 Assessment	t

General Description of the Unit

In this unit students will add and subtract within 20. Students will learn to make groups of ten to add and subtract fluently. They will continue to practice strategies they learned in previous units to add and subtract and apply those strategies when solving real-world problems within 20.

Priority Standards		Supporting Stand	ards
 1.CA.1: Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (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). Understand the role of 0 in addition and subtraction. 1.CA.2: Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). 		 1.CA.3: Create a given equation in 20. 1.CA.4: Solve rear of three whole nu by using objects, symbol for the un problem). 1.NS.2: Understar group of ten ones numbers from 11 two, three, four, fi Understand that t 80, 90 refer to on eight, or nine tens 	real-world problem to represent a volving addition and subtraction within al-world problems that call for addition mbers whose sum is within 20 (e.g., drawings, and equations with a known number to represent the and that 10 can be thought of as a 6 — called a "ten." Understand that the to 19 are composed of a ten and one, ve, six, seven, eight, or nine ones. he numbers 10, 20, 30, 40, 50, 60, 70, e, two, three, four, five, six, seven, s (and 0 ones).
Enduring Understandings		Essential Questio	ns
 When adding more than two numbers, add the two numbers that are most compatible first. Teen numbers are composed of one ten and some ones and the digits in teen numbers represent the one ten and number of ones. 		 When have you n you think of a wor to solve? When have you n Can you think of a to subtract to solv Does it matter wh why not? How are the num different? 	needed to use addition at home? Can rd problem that you would need to add needed to use subtraction at home? a word problem that you would need re? nich order you add numbers in; why or bers 7 and 17 alike? How are they
Key Concepts	Related Concepts	5	Vocabulary
 I can fluently add within 20 by counting on. (1.CA.1) I can fluently add within 20 by making a group of ten. (1.CA.1) I can fluently add within 20 using the relationship between addition and subtraction. (1.CA.1) I can fluently add within 20 by creating easier, known sums. (1.CA.1) I can fluently subtract within 20 by counting back. (1.CA.1) I can fluently subtract within 20 by decomposing a number leading to a ten. (1.CA.1) I can fluently subtract within 20 by using the relationship between addition and subtract in 20 by not subtract within 20 by decomposing a number leading to a ten. (1.CA.1) 	 I can create a real-world problem involving addition within 20. (1.CA.3) I can create a real-world problem involving subtraction within 20. (1.CA.3) I can add three whole numbers whose sum is within 20 to solve real-world addition problems. (1.CA.4) I can use objects, drawings, and equations to add three whole numbers whose sum is within 20 to solve real-world problems. (1.CA.4) I can understand that 10 ones make a group called a "ten". (1.NS.2) 		 Addend Addition Compose Decompose Difference Equation Ones Subtraction Sum Symbol Tens

 I can demonstrate the role of 0 in addition and subtraction. (1.CA.1) I can solve real-world problems involving addition within 20. (1.CA.2) I can solve real-world problems involving subtraction within 20. (1.CA.2) I can use objects, drawings, and equations to solve real-world addition and subtraction problems within 20. (1.CA.2) 	 I can understand that numbers from 11 to 19 are composed of a ten and 1 to 9 ones. (1.NS.2) I can 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). (1.NS.2) 	
Mathematical Processes		
 PS.7 Look for and make use of struc PS.8 Look for and express regularity 	ture. in repeated reasoning.	
	Resources	
Proficiency Scales	Digital	Manipulatives
• <u>1.CA.2</u>	 IDOE Examples/Tasks 1.CA.2 IDOE Examples/Tasks 1.CA.3 IDOE Examples/Tasks 1.CA.4 IDOE Examples/Tasks 1.NS.2 	 Base Ten Blocks Base Ten Blocks Version 2 Bear Counters Dice Marble Jar Number Line Version 2 Place-Value Discs Place-Value Mat Rekenrek Ten Frame Ten Frame Version 2 Two Color Counters Unifix Cubes

School Resources				
Textbook	Formative Assessments			
Lessons: Lesson 10: Understand Teen Numbers (4 days) Lesson 11: Understand Sums Greater than 10 (4 days) Lesson 12: Make a Ten to Add (5 days) Lesson 13: Add Three Numbers (5 days) Lesson 14: Make a Ten to Subtract (5 days)	1 Day Review Unit 3 Assessment			

General Description of the Unit In this unit students will count to 120 and represent numbers to 120. Stude forms of tens and ones. In kindergart numbers 10-20 as tens and ones.	by ones, fives, and ents will build their u en, students learne	tens from any given understanding of pla d to count to 100 by	n number, and learn to read, write, ace value by showing equivalent y ones and tens and to represent
Priority Standards		Supporting Stand	ards
 Priority Standards 1.NS.1: Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NS.6: Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones. 		 1.CA.6: Understated determine if equal subtraction are transformed to the following equation of the subtraction are transformed to the subtraction are transformed to the subtraction of the subtr	and the meaning of the equal sign, and ations involving addition and ue or false (e.g., Which of the ns are true and which are false? $6 = 6$, 2 + 5, $4 + 1 = 5 + 2$). and that 10 can be thought of as a s - called a "ten." Understand that the to 19 are composed of a ten and one, ive, six, seven, eight, or nine ones. the numbers 10, 20, 30, 40, 50, 60, 70, e, two, three, four, five, six, seven, s (and 0 ones).
Enduring Understandings		Essential Questio	ns
 There are number patterns when counting by ones, fives, and tens. Numbers can be represented in many different ways, including with numerals, words, and objects. Two-digit numbers are created using groups of tens and ones and can be constructed in multiple ways. The first digit in a two-digit number represents the number of tens and the second digit represents the number of ones. 		 What patterns do you holice when you could by tens? By fives? By ones? How can those patterns help you while counting? What are all the ways you can think of to represent the number 93? What is an example of 93 when it is a small amount of something? What is an example of 93 when it is a big amount of something? Where do you see numbers in our school? At home? In your neighborhood? How are the numbers 27 and 72 alike? How are they different? How could you represent the number 45 using only ones? How many different ways could you represent the number 45 using only ones? 	
Key Concepts	Related Concepts	5	Vocabulary
 I can count on from any number to 120 by ones. (1.NS.1) I can count on from any number to 120 by fives. (1.NS.1) I can count on from any number to 120 by tens. (1.NS.1) I can read numerals to 120. (1.NS.1) I can write numerals to 120. (1.NS.1) I can represent a group of items with a written number to 120. (1.NS.1) I can show numbers as equal groups of tens and ones. (1.NS.6) I can explain that the digits in a two-digit number represent the amount of tens and ones. (1.NS.6) 	 I can understand sign means. (1.C) I can determine it are true or false. I can determine it problems are true I can understand make a group ca (1.NS.2) I can understand 11 to 19 are com 1 to 9 ones. (1.N) I can understand 10, 20, 30, 40, 50 refer to one, two, six, seven, eight, 0 ones). (1.NS.2) 	what the equal (A.6) f addition problems (1.CA.6) f subtraction e or false. (1.CA.6) that 10 ones lled a "ten". that numbers from posed of a ten and S.2) that the numbers 0, 60, 70, 80, 90 three, four, five, or nine tens (and	 Addition Compose Count on Equal sign Ones Subtraction Tens

PS.2 Reason abstractly and quantitatively.PS.4 Model with mathematics.

Resources					
Proficiency Scales • <u>1.NS.1</u> • <u>1.NS.6</u>	Digital • IDOE Examples, • IDOE Examples, • IDOE Examples, • IDOE Examples,	/Tasks 1.NS.1 /Tasks 1.NS.6 /Tasks 1.CA.6 /Tasks 1.NS.2	Manipulatives • <u>Base Ten Blocks</u> • <u>Base Ten Blocks Version 2</u> • <u>Interactive 120s Chart</u> • <u>Math Balance</u> • <u>Pan Balance</u> • <u>Place-Value Discs</u> • <u>Place-Value Mat</u> • <u>Ten Frame</u> • Ten Frame Version 2		
	School R	esources			
Textbook		Formative Assess	sments		
Notes: Students are counting and practicing te every day (per spiral practice chart) to unit	ens and ones prepare for this	N/A			
Lessons:					
Lesson 15: Understand Tens (4 days) Lesson 16: Counting to 120 (5 days)					

General Description of the Unit In this unit students will learn to mentally add ten more and ten less, moving from concrete to abstract				
understanding. Students will learn to add ten to any number mentally using place value understanding and will explore other addition number patterns. In kindergarten, students learned to add and subtract within ten and				
decompose numbers less than 10 into pairs.				
Priority Standards		Supporting Stand	lards	
 1.CA.5: 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 models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten 		 1.CA.7: Create, extend, and give an appropriate rule for number patterns using addition within 100. 1.NS.5: Find mentally ten more or ten less than a given two-digit number without having to count, and explain the thinking process used to get the answer. 		
Enduring Understandings Essential Questions			ons	
 Addition and subtraction, looking at tens and one values, and number sense can be used to find patterns between numbers within 100. Mentally adding or subtracting ten can be done by using number sense understanding of the digit in the tens-place of a number. 		 How is adding two smaller numbers Why is place-value How can it help y How do you figure more than one rigonal How can you addo counting? Why contact whether the state of th	o-digit numbers similar to adding ? How is it different? ue important when adding numbers? rou? re out a number pattern? Can there be ght answer? d/subtract ten from a number without does your strategy work?	
Key Concepts	Related Concepts	6	Vocabulary	
• I can add a two-digit number and a multiple of 10. (1.CA.5)	 I can mentally find 10 more than a two-digit number. (1.NS.5) I can mentally find 10 less than a two-digit number. (1.NS.5) I can explain how to mentally find 10 more than a two-digit number. (1.NS.5) I can explain how to mentally find 10 less than a two-digit number. (1.NS.5) 		 Addend Addition Compose Number pattern Place value Sum 	

Mathematical Processes

- PS.3 Construct convincing arguments and critique the reasoning of others.PS.8 Look for and express regularity in repeated reasoning.

Resources				
Proficiency Scales • <u>1.CA.5</u>	Resources Digital • IDOE Examples/Tasks 1.CA.5 • IDOE Examples/Tasks 1.CA.7	Manipulatives • Base Ten Blocks • Base Ten Blocks Version 2 • Interactive 120s Chart • Place-Value Discs • Place-Value Mat		

School Resources			
Textbook	Formative Assessments		
Notes: Goal to move from concrete to abstract with 10 more 10 less	1 Day Review Unit 4 Assessment		
Lessons:			
Lesson 17: Understand 10 More and 10 Less (4 days) Lesson 18: Add Tens to Any Number (5 days) Lesson 19: Addition Number Patterns (5 days)			

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In this unit students learn ways to make numbers. Students will understand that when adding two-digit numbers				
it is sometimes necessary to compose a ten. Students will then learn to compare two-digit numbers using				
comparison symbols. Last, students will learn to add a two-digit number with a one-digit number and to add a				
two-digit number with a multiple of te	n.			
Priority Standards		Supporting Stand	ards	
• 1 CA 5: Add within 100 including add	ding a two-digit	N/A		
number and a one-digit number, and	adding a two-digit			
number and a multiple of 10 using m	odels or drawings			
and strategies based on place value	properties of			
operations and/or the relationship be	tween addition			
and subtraction: describe the strategy	and explain the			
reasoning used. Understand that in a	dding two-digit			
numbers one adds tens and tens or	hes and ones and			
that sometimes it is necessary to con	nose a ten			
• 1 NS 4: Use place value understandi	ng to compare two			
two-digit numbers based on meaning	is of the tens and			
ones digits recording the results of c	omparisons with			
the symbols $> =$ and $<$				
• 1 NS 6: Show equivalent forms of wh	ole numbers as			
groups of tens and ones, and unders	tand that the			
individual digits of a two-digit number	represent			
amounts of tens and ones	represent			
Enduring Understandings		Ecceptic Questie	no.	
When adding two-digit numbers, all o	of the tens and all	 How is adding tw 	o-digit numbers similar to adding	
of the ones are combined.		smaller numbers	? How is it different?	
When adding larger numbers, it is so	metimes	• Why is place-valu	ie important when adding numbers?	
necessary to compose a new ten, de	pending on how	How can it help y	OU?	
many ones you have.		What examples can you think of when you would need to add logge growth and 2		
Numbers can be compared using number sense		to add larger num	hbers?	
		to add larger flam		
understanding of tens and ones. Syr	nbols like <, >, and	How can you quie	ckly compare the value of two	
understanding of tens and ones. Syr = are used to show comparisons of n	nbols like <, >, and umbers.	 How can you quid numbers? What 	ckly compare the value of two is the most important digit when	
understanding of tens and ones. Syr = are used to show comparisons of n • Two-digit numbers are created using	nbols like <, >, and umbers. groups of tens	How can you quid numbers? What comparing numbers	ckly compare the value of two is the most important digit when ers; why?	
 understanding of tens and ones. Syr are used to show comparisons of n Two-digit numbers are created using and ones and can be constructed in r 	nbols like <, >, and umbers. groups of tens multiple ways.	How can you quid numbers? What comparing numbers	ckly compare the value of two is the most important digit when ers; why?	
 understanding of tens and ones. Syr are used to show comparisons of n Two-digit numbers are created using and ones and can be constructed in r The first digit in a two-digit number re 	nbols like <, >, and umbers. groups of tens multiple ways. presents the	 How can you quid numbers? What comparing numbers 	ckly compare the value of two is the most important digit when ers; why?	
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 understanding of tens and ones. Syr are used to show comparisons of n Two-digit numbers are created using and ones and can be constructed in r The first digit in a two-digit number re number of tens and the second digit number of ones. 	nbols like <, >, and umbers. groups of tens multiple ways. epresents the represents the Related Concepts	How can you quid numbers? What comparing numbers?	ckly compare the value of two is the most important digit when ers; why? Vocabulary	
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 understanding of tens and ones. Syr = are used to show comparisons of n Two-digit numbers are created using and ones and can be constructed in r The first digit in a two-digit number re- number of tens and the second digit r number of ones. Key Concepts I can add within 100. (1.CA.5) I can add a two-digit number and a one-digit number. (1.CA.5) I can add a two-digit number and a multiple of 10. (1.CA.5) I can use models, drawings, and various other strategies to add within 100. (1.CA.5) I can explain strategies used to add within 100. (1.CA.5) I can explain that when adding two- digit numbers within 100, I add ones to ones and tens to tens. (1.CA.5) 	nbols like <, >, and umbers. groups of tens multiple ways. presents the represents the Related Concepts N/A	How can you quid numbers? What comparing numbers?	 ckly compare the value of two is the most important digit when ers; why? Vocabulary Addend Addition Compose Equal Greater than Less than Ones Place value Sum Tens 	
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 understanding of tens and ones. Syr = are used to show comparisons of n Two-digit numbers are created using and ones and can be constructed in r The first digit in a two-digit number re number of tens and the second digit r number of ones. Key Concepts I can add within 100. (1.CA.5) I can add a two-digit number and a one-digit number. (1.CA.5) I can add a two-digit number and a multiple of 10. (1.CA.5) I can use models, drawings, and various other strategies to add within 100. (1.CA.5) I can explain strategies used to add within 100. (1.CA.5) I can explain that when adding two- digit numbers within 100, I add ones to ones and tens to tens. (1.CA.5) I can make a new group of ten when there are more than 10 ones 	nbols like <, >, and umbers. groups of tens multiple ways. presents the represents the Related Concepts N/A	How can you quid numbers? What comparing numbers?	 ckly compare the value of two is the most important digit when ers; why? Vocabulary Addend Addition Compose Equal Greater than Less than Ones Place value Sum Tens 	

 I can compare two, two-digit numbers using place value understanding based on meaning of the tens and ones digits. (1.NS.4) I can use greater than, less than, and equal to symbols to compare two-digit numbers. (1.NS.4) I can show numbers as equal groups of tens and ones. (1.NS.6) I can explain that the digits in a two- digit number represent the amount of tens and ones. (1.NS.6) 			
Namematical Processes S 4 Model with mathematics			
 PS 7 Look for and make use of struct 	ure		
	Reso	urces	
Proficiency Scales	Digital		Manipulatives
• 1.CA.5	IDOE Examples	Tasks 1.CA.5	Base Ten Blocks
• 1.NS.4- template	IDOE Examples/	Tasks 1.NS.4	Base Ten Blocks Version 2
• <u>1.NS.6</u>	IDOE Examples/	Tasks 1.NS.6	Interactive 120s Chart
			Place-Value Discs
			Place-Value Mat
			Ien Frame Top Frame Version 2
	School P	ASOURCAS	
Taythaak	School K		smonto
		Formative ASSes	Smenus
Notes:		N/A	
Supplement Lesson 22			
l essons:			
Lesson 20: Understand Ways to Make Numbers (4 days)			
Lesson 21: Compare Numbers (5 days)			
Lesson 22: Add Tens and Add Ones (1	u days)		

General Description of the Unit			
n this unit students will learn to identify the value of individual and a collection of coins including pennies, nickels, and dimes. Students will also learn to add where composing a ten is necessary.			
Priority Standards		Supporting Stand	lards
• 1.M.3: Identify the value of a penny, i	nickel, dime and a	N/A	
collection of pennies, nickels, and din	nes. ding o two digit		
• 1.CA.5: Add within 100, including add	aing a two-digit		
number and a multiple of 10 using m	odels or drawings		
and strategies based on place value,	properties of		
operations, and/or the relationship be	tween addition		
and subtraction; describe the strategy	y and explain the		
reasoning used. Understand that in a	dding two-digit		
numbers, one adds tens and tens, or	ies and ones, and		
Enduring Understandings		Eccontial Questia	and the second se
The United States uses manay that it	aludaa aalaa ayah		niskala and dimaa alika? How are
• The United States uses money that in	loudes coins such	• How are pennies	, nickels, and dimes alike? How are
money and this money can be used	to buy things	Why is it importate	nt to be able to find the value of a
Coins look different and have different	nt values.	collection of coins	s?
Patterns in counting by tens, fives, ar	nd ones can be	How do you find	the value of a collection of coins?
used to help count dimes, nickels, an	d pennies. It is		
easiest to count coins by descending	value.		
Key Concepts	Related Concepts	5	Vocabulary
 I can make a new group of ten 	N/A		Addend
when there are more than 10 ones.			Addition
(1.CA.5)			Collection
• I can identify the value of a penny.			• Compose
• I can identify the value of a nickel			
(1.M.3)			Penny
• I can identify the value of a dime.			Place value
(1.M.3)			• Sum
• I can find the value of groups of			Value
coins that include pennies, nickels,			
Mathematical Processo			
• DS 1 Make conce of problems and pr	arcovere in colving t	hom	
PS 6 Attend to precision	eisevere in solving i	nem.	
	Raso	urces	
Proficiency Scales	Digital		Maninulatives
		Tasks 1 CA 5	Base Top Blocks
• <u>1.0A.5</u> • 1 M 3	IDOE Examples	/Tasks 1.CA.5	Base Ten Blocks Version 2
<u></u>		14383 1.11.5	Digital Coins Version 2
			Digital Coins- Heads and Tails
			Interactive 120s Chart
			Place-Value Discs
			Place-Value Mat

School Resources			
Textbook	Formative Assessments		
Lessons:	1 Day Review		
Lesson 23: Money (4 days) Lesson 24: Add and Regroup (5 days)	Unit 5 Assessment		

General Description of the Unit				
In this unit students will identify, classify, and sort two- and three-dimensional objects by their attributes.				
Students will describe how two-dimer	nsional shapes mak	te up the faces of the	ree-dimensional shapes and will use	
ten items. In kindergarten, students le	arned to compare	describe and com	nose simple shapes	
Priority Standards	barrioù to comparo,	Supporting Stand	lards	
 1.G.1: Identify objects as two-dimensional. Classify and sort two-directs three-dimensional objects by shape, so and other attributes. Describe how two shapes make up the faces of three-direction objects. 	ional or three- mensional and size, roundness ro-dimensional mensional	 1.G.2: Distinguist and three-dimensional closed and three- (e.g., color, orien two-dimensional 1.G.3: Use two-disquares, trapezo circles) or three-orient circular cylinders compose new shing rade 1, students such as "right reorient" 1.NS.3: Match the etc., with an order 	n between defining attributes of two- sional shapes (e.g., triangles are -sided) versus non-defining attributes tation, overall size). Create and draw shapes with defining attributes. imensional shapes (rectangles, ids, triangles, half-circles, and quarter- dimensional shapes (cubes, right ns, right circular cones, and right) to create a composite shape, and apes from the composite shape. [In s do not need to learn formal names ctangular prism."] e ordinal numbers first, second, third, ared set up to 10 items.	
Enduring Understandings		Essential Questio		
 Enduring Understandings Two-dimensional objects have length three-dimensional objects have length height. Two- and three-dimensional objects of classified, and sorted by their shape, and other attributes. Two-dimensional shapes make up the dimensional objects. Two- and three-dimensional shapes make up the dimensional objects. Two- and three-dimensional shapes hopen or closed, number of sides, numetc.) and non-defining attributes (i.e. overall size, etc.) Complex shapes can be made by corr dimensional and three-dimensional slapes. When objects are placed in an order, are used to designate which position 	and width, and h, width, and can be described, size, roundness, e faces of three- nave defining (i.e. nber of corners, color, orientation, mbining two- hapes. The the attributes of ordinal numbers something is in.	 Essential Questio How are two-dim shapes alike? He What are real-wor rectangles, and o What are real-wor rectangular prism How could you de circle, sphere, cu and/or pyramid) i couldn't see the se How many ways smaller shapes? How is it different When have you of Why are they hel 	ensional and three-dimensional ow are they different? orld examples of triangles, squares, circles? orld examples of spheres, cubes, ns, cones, cylinders, and pyramids? escribe a (triangle, square, rectangle, be, rectangular prism, cone, cylinder, n enough detail that someone who shape could draw it? can you make a rectangle from How is it like the original shapes? t? used ordinal numbers in your life? pful?	
Key Concepts	Related Concepts	5	Vocabulary	
 I can identify objects as two or three-dimensional. (1.G.1) I can classify and sort two and three dimensional objects by shape, size, roundness, and other attributes. (1.G.1) I can describe how two-dimensional shapes make up the faces of three- dimensional objects. (1.G.1) 	 I can describe whand three-dimensional three-dimensional shape I can combine two shapes to create shapes. (1.G.3) I can combine threshapes to create shapes. (1.G.3) I can compose to create shapes. (1.G.3) 	hat makes a two sional shape. draw two- bes. (1.G.2) o-dimensional new, composite ree-dimensional new, composite ew shapes from ss. (1.G.3)	 Compose Composite Faces Ordinal Three-dimensional Two-dimensional 	

	 I can match numbers with their ordinals in a set with up to 10 items. (1.NS.3) 		
Mathematical Processes			
PS.2 Reason abstractly and quantitation	tively.		
• PS.8 Look for and express regularity	in repeated reasoning	ng.	
	Reso	urces	
Proficiency Scales	Digital		Manipulatives
• 1.G.1	IDOE Examples	/Tasks 1.G.1	Bear Counters
	IDOE Examples	/Tasks 1.G.2	Geoboards
	IDOE Examples	/Tasks 1.G.3	Geometric Solids
	IDOE Examples	/Tasks 1.NS.3	Interactive Cone
			Interactive Cylinder
			Interactive Prisms
			Interactive Spheres
			Interactive Triangular/
			Rectangular Pyramids
			Pattern Blocks
			Pattern Blocks Version 2
			Shape Counters
			• Tangrams
			Unifix Cubes
	School R	esources	
Textbook		Formative Asses	sments
Notes:		N/A	
Condensed Lessons 26-28, combine materials for the Lesson (Consider accelerating past the introductory Lesson- could use during math talks)			
Lessons:			
Lesson 26: Three- and Two-Dimensional Objects (3 days) Lesson 27: Understand Shapes (3 days) Lesson 28: Understand Putting Shapes Together (3 days)			

General Description of the Unit				
In this unit students will be introduced to fractions through partitioning of circles and rectangles into two and four				
equal parts. Students will learn to describe the parts using fraction vocabulary such as halves, fourths, and				
quarters.			_	
Priority Standards		Supporting Stand	ards	
• 1.G.4: Partition circles and rectangles	into two and four	N/A		
equal parts; describe the parts using	the words halves,			
fourths, and quarters; and use the ph	rases hair of,			
or four of the parts. Understand for p	artitioning circles			
and rectangles into two and four equa	al parts that			
decomposing into equal parts creates	s smaller parts.			
Enduring Understandings		Essential Questio	ns	
A shape can be broken apart into equ	al-sized parts	What does a circl	e look like when it has been partioned	
known as partitions.	•	into two pieces?	Four pieces? How can you describe	
• When a shape is partitioned into two	equal-sized parts,	those partitions?		
those parts are called halves. It takes	s two halves to	 What does a rect 	angle look like when it has been	
make a whole.		partitioned into tw	o pieces? Four pieces? How can	
 when a shape is partitioned into four these parts are selled fourthe compared 	equal-sized parts,	you describe those	se partitions?	
those parts are called fourths or quar	ters. It takes four	• Can you partition	snapes in more than one way?	
Key Concents	Related Concents		Vocabulary	
• L can broak circles into two and four				
equal pieces (1 G 4)			Equal parts	
 I can break rectangles into two and 			• Fourth	
four equal pieces. (1.G.4)			Fraction	
 I can describe equal pieces of 			• Half	
circles and rectangles using the			Partition	
words halves, fourths, and quarters.			Quarter	
(1.G.4)			Rectangle	
I can describe a whole circle or				
that make up that shape $(1 G A)$				
• I can understand that decomposing				
circles and rectangles creates				
smaller parts. (1.G.4)				
Mathematical Processes				
• PS.2 Reason abstractly and quantitat	ively.			
PS.4 Model with mathematics.				
	Reso	urces		
Proficiency Scales	Digital		Manipulatives	
• <u>1.G.4</u>	IDOE Examples/	Tasks 1.G.4	<u>Circle and Rectangle Partitions</u>	
			Fraction Circles	

School Resources			
Textbook	Formative Assessments		
Lessons: Lesson 29: Understand Breaking Shapes into Parts (4 days)	1 Day Review Unit 6 Assessment		

General Description of the Unit

In this unit students will organize and interpret data with up to three choices and ask and answer questions about the data. Then students will learn to tell and write time to the nearest half hour and relate time to events. In kindergarten, students learned the concept of time such as morning and afternoon and that clocks and calendars are tools that measure time.

Priority Standards		Supporting Stand	ards
 1.DA.1: Organize and interpret data we choices (What is your favorite fruit? a oranges); ask and answer questions a number of data points, how many in e how many more or less in one choice another. 1.M.2: Tell and write time to the near relate time to events (before/after, she analog clocks. Understand how to reaminutes using digital clocks. 	with up to three pples, bananas, about the total each choice, and compared to est half-hour and orter/longer) using ad hours and	N/A	
Enduring Understandings		Essential Questio	ns
 Many questions can be answered by interpreting data. Representing data with graphs helps interpreting data easier. There are multiple types of graphs that represent data, including bar and pict. On an analog clock, the long hand, kr minute hand, tells the minute, while the known as the hour hand, tells the hout. On an analog clock, when the minute 6, that means it is 30 minutes, or half. The hour hand moves as the minute hour. 	analyzing and to make at can be used to ure graphs. nown as the ne short hand, ur. hand points to the past, the hour. nand moves, and a number for the	 What types of quanswered by colle How can you organize collected? How would you d hands work on a How many real-w where knowing has 	estions can you think of that could be ecting data? anize different pieces of data that you Which is your favorite way, why? escribe how minute hands and hour clock? vorld examples can you come up with ow to tell time can be important?
Key Concepts	Related Concepts		Vocabulary
 I can organize data with up to three choices. (1.DA.1) I can interpret data with up to three choices. (1.DA.1) I can ask questions about data points. (1.DA.1) I can answer questions about data points. (1.DA.1) I can tell time to the nearest halfhour using an analog clock. (1.M.2) I can write time to the nearest halfhour using an analog clock. (1.M.2) I can understand how to read hours and minutes on digital clocks. (1.M.2) 	N/A		 Analog clock Data Digital clock

Mathematical Processes

- PS.3 Construct convincing arguments and critique the reasoning of others.
- PS.6 Attend to precision.

Resources						
Proficiency Scales	Digital		Manipulatives			
• <u>1.DA.1</u>	IDOE Examples/Tasks 1.DA.1		Analog Clock			
• <u>1.M.2</u>	IDOE Examples/Tasks 1.M.2		<u>Clock Version 2</u>			
			<u>Color Bar Graphs</u>			
			<u>Color In Graph</u>			
			• <u>Pictographs</u>			
			• <u>Two-Clocks</u>			
School Resources						
Textbook		Formative Assess	sments			
Lessons:		N/A				
Lesson 30: Sort and Count (4 days) Lesson 31: Compare Data (4 days) Lesson 35: Tell and Write Time (10 days)						

General Description of the Unit In this unit students will explore measurement by learning to use nonstandard units to compare and order					
objects according to length, area, capacity, weight, and temperature.					
Priority Standards		Supporting Standards			
• 1.M.1 : Use direct comparison or a nonstandard unit to compare and order objects according to length, area.		N/A			
capacity, weight, and temperature.					
Enduring Understandings		Essential Questions			
• Length, area, capacity, weight, and temperature are all		What are different ways you can describe the size of			
different types of measurements.		 How would you describe the size of this watermelon (or 			
standard, non-standard, and comparative		other classroom object) to someone who couldn't see			
measurements.		it? How could we measure it to make our description			
• Estimation and precision can both be used in		even better?			
measurement and each has their own purpose.		 when do you need to measure things at nome? How do you measure them? 			
Key Concepts	Related Concepts	.	Vocabulary		
• I can compare and order objects by	N/A		• Area		
length. (1.M.1)			• Capacity		
• I can compare and order objects by area (1 M 1)			• Compare		
• I can compare and order objects by			Temperature		
capacity. (1.M.1)			Weight		
• I can compare and order objects by					
• L can compare and order objects by					
temperature. (1.M.1)					
Mathematical Processes					
PS.4 Model with mathematics.					
PS.5 Use tools appropriately.					
Profisionay Saalaa	Resources		Manipulatives		
a 1 M 1	Digital		Manipulatives		
Textbook	SCHOOLK	Esources	monts		
TEXIDOOK		Formative Assessments			
Notes: Combine Lesson 25 concepts with Lesson 34 if needed		1 Day Review			
		Unit 7 Assessment			
Lessons:					
Lesson 32: Order Objects by Length (4 days)					
Lesson 33: Understand Length Measurement (4 days)					
Lesson 34: Compare and Order Measurements (4 days)					