Half Hollow Hills
CENTRAL SCHOOL DISTRICT

A Learning Community
Privileged to Build Futures
One Child at a Time

Math Curriculum Guide

1st Grade

2013 – 2014 School Year

Dear Colleague,

This curriculum guide includes/provides:

Alignment to the New York State Common Core Learning Standards (CCLS)

- A **recommended**, *not strictly required*, pace and sequence to follow while utilizing the enVision program.
  - Adjustments may occur based upon your school's alternate schedules and your particular students' needs.
- Additional resources per topic to further develop student fluency and problem solving development.
  - ***Sprints*** to develop students number sense and mental math skills.
  - ***Performance Tasks*** to provide opportunities for students to think criticially and creatively in non-routine scenarios. Through discussion and writing, students will enhance their ability to communicate mathematically.

Attention to the CCLS Priority Standards

- Standards that are ***Major priorities*** are typed in bold and italics, and shaded in green – recommended as 70% of our time.
- Standards that are *supporting topics* are italics only, and shaded in blue – recommended as 20% of our time.
- Standards that are additional topics are in regular font, and shaded in yellow – recommended as 10% of our time.

Unit/Topic and Lesson Essential Questions

- Consider sharing these questions with your students.
- To assist in providing a focus for the lesson and/or unit as a whole.

Reflection and Revision Opportunities

- A "Teacher Notes" column
  - Past considerations are included to more efficiently uncover these learning objectives.
  - White space is available to include your current notes and plans.

Guidance for Post-Assessment Instruction

- Time to revisit some of the ***Major priority*** standards again.
  - Consider utilizing center activities, ***Sprints***, ***Performance Tasks***, ExamView or other valuable resources.
- The symbol * has been included in the teacher notes column for each lesson that is included in our post-assessment instruction.
- The "Step-Up" resources should only be used as enrichment, or if all grade level concepts are mastered

Have an excellent 2013 – 2014 school year!

HHH MATH PRESENTS:

NEW Materials To Enhance Student Learning...

Math Sprints

Aligned & Hyper-Linked to Units

Sprints

Fluency

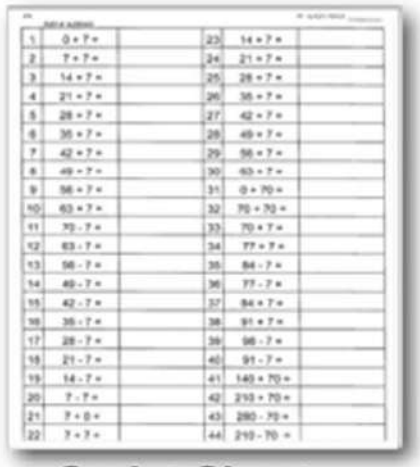
Adrenaline

Mental Math

Click Here For A Sprint Routine

Links found in HHH Math

Shared Folder



Sprint Sheet

Click Here to See Sprints in Action

Performance Tasks

Aligned & Hyper-Linked to Units

Math Practices

Problem Solving

Communication & Reasoning

Real World Problems

Bulletin Board Border

Please help me. I would like to make a geometry bulletin board that has a border of circles, triangles and squares. I know that 20 shapes will fit across the board and that 12 shapes will fit down the board. If I start in the top left-hand corner with a circle, followed by a triangle, then a square, and repeat this pattern all around the board, how many of each shape will I need?

Explain your solution using words and pictures.

Sample Performance Task

Unit/Topic 1: Understanding Addition

What are ways to think about addition?
In what ways can operations affect numbers?
How can different strategies be helpful when solving a problem?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **3- K.OA.3 1.OA.6 Make 6** **5- K.OA.3 1.OA.6 Make 7** **Activities:**	**Recommended Performance Tasks:** **Exemplars 1.OA.4 - Bug Watching** **Exemplars 1.OA.4 - Clay Pots** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
1 – 9/10	***1-1***	***Spatial Patterns for Numbers through 10***	***1.OA.1***	How can the number of objects in patterned arrangements be recognized without counting?	*
2	***1-2***	***Making 6 and 7***	***1.OA.1***	How can numbers be broken into parts of the whole in different ways?	* Key Vocabulary: in all, inside, outside
3	***1-3***	***Making 8***	***1.OA.1***	How can numbers be broken into parts of the whole in different ways?	* Key Vocabulary: part, whole, double
4	***1-4***	***Making 9***	***1.OA.1***	How can numbers be broken into parts of the whole in different ways?	*
5	***1-5***	***Introducing Addition Expressions and Number Sentences***	***1.OA.1***	How can addition number sentences be used to shoe parts of a whole?	* Key Vocabulary: plus, add, sum, addition sentence, equals
6	***1-6***	***Stories About Joining***	***1.OA.1***	How can addition number sentences represent that joining parts together can make a whole?	* Key Vocabulary: join
7	***1-7***	***Adding In Any Order***	***1.OA.3***	Can two numbers be added together in any order?	* Key Vocabulary: order, addend
8	***1-8***	***Problem Solving: Use Objects***	***1.OA.1***	How can using objects to act out the actions in the problem, help to solve addition problems?	*
9 10 11	**Day 1: Review/Assess Topic 1** **Day 2: District-Wide Fall Math Assessment *(Multiple Choice)*** **Day 3: District-Wide Fall Math Assessment *(Performance Tasks)***				**Skip to Topic 3**

Unit/Topic 3: Five and Ten Relationships

How can numbers to 10 be shown using 5 and some more?
In what ways can operations affect numbers?
How can different strategies be helpful when solving a problem?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **13- K.OA.3 K.OA.4 1.OA.6 Ten Frames** **7- K.OA.3 1.OA.6 Make 8 (Review)** **9- K.OA.3 1.OA.6 Make 9 (Review)** **Activities:**	**Recommended Performance Tasks:** **Exemplars K.OA.4 - Witches Transportation** **Exemplars K-2 Math Practices - Octopus** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
12- 9/25	***3-1***	***Representing Numbers On A Ten-Frame***	***1.OA.5***	How can you represent numbers to 10 on a ten-frame?	
13	***3-2***	***Recognizing Numbers On A Ten-Frame***	***1.OA.5***	How can you recognize numbers on a ten-frame?	
14	***3-3***	***Parts Of 10***	***1.OA.6***	How can the number 10 be broken into parts of the whole, in different ways?	Please note: This lesson is a great opportunity to revisit the concept that the amount on each side of the equal sign is the same. For example, 10 is 4 and 6, or 10=4+6, or 4+6=10
15	***3-4***	***Finding Missing Parts Of 10***	***1.OA.4*** ***1.OA.6*** ***1.OA.8***	How can the missing part of a whole be found, when the whole and the other part are known?	
16	***3-5***	***Problem Solving: Make A Table***	***1.OA.6***	How is making a table one way to organize information to solve a problem?	
17 18	Review and Assess Topic 3				

Unit/Topic 2 : Understanding Subtraction

What are ways to think about subtraction?
In what ways can operations affect numbers?
How can different strategies be helpful when solving a problem?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **19 - 1.OA.5 1.OA.6 Subtract by Counting Backwards** **20 - 1.OA.6 Subtract Within 10** **Activities:**	**Recommended Performance Tasks:** **Exemplars K.OA.1 – Pogs** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
19 10/4	***2-1***	***Finding Missing Parts of 6 and 7***	***1.OA.4 1.OA.6***	How can a missing part of a whole be found when the whole and the other part are known?	Key Vocabulary: missing part
20	***2-2***	***Finding Missing Parts of 8***	***1.OA.4 1.OA.6***	How can a missing part of a whole be found when the whole and the other part are known?	
21	***2-3***	***Finding Missing Parts of 9***	***1.OA.4 1.OA.6***	How can a missing part of a whole be found when the whole and the other part are known?	
22	***2-4***	***Introducing Subtraction Expressions and Number Sentences***	***1. OA.1 1.OA.4 1.OA.6***	How can a subtraction number sentence be used to show a missing part?	* Key Vocabulary: subtract, difference, subtraction sentence, minus sign, equal sign
23	***2-5***	***Stories About Taking Away***	***1.OA.1 1.OA.4***	How can you write a subtraction sentence to represent a story about taking away?	* Key Vocabulary: take away
24	***2-6***	***Stories About Comparing***	***1. OA.1 1.OA.6 1.OA.8***	How can subtraction be used to compare two groups?	* Key Vocabulary: compare
25	***2-7***	***Stories About Missing Parts***	***1. OA.1 1.OA.4 1.OA.6***	How can you find the missing part when one part and the whole are given?	*
26	***2-8***	***All Kinds Of Subtraction Stories***	***1. OA.1 1.OA.4 1.OA.6***	How can you write subtraction sentences to represent different kinds of subtraction stories?	*
27	***2-9***	***Connecting Addition and Subtraction***	***1.OA.6***	How are addition and subtraction related?	
28	***2-10***	***Connecting Models and Symbols***	***1.OA.7 1.OA.8***	What are two ways a subtraction sentence and a number sentence can be written?	Key Vocabulary: same amount **Please note: The objective of the lesson is to build a deeper understanding of same amounts on both sides of the equal sign, however this lesson may confuse students at this time. Teach for exposure. Try to prevent frustration. Don't assess at this time, but be sure to revisit in future units.
29	***2-11***	***Problem Solving: Act It Out***	***1.OA.1 1.OA.6***	How can you use objects to help you solve problems?	*
30 31	Review and Assess Topic 2				

Unit/Topic 4: Addition and Subtraction Facts to 12

What strategies can be used to find addition and subtraction facts?
In what ways can operations affect numbers?
How can different strategies be helpful when solving a problem?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **14 - 1.OA.6 Add Within 10** **15- 1.OA.5 1.OA.6 Add by Counting On** **Activities:**	**Recommended Performance Tasks:** **Exemplars K.OA.1 - Canoe Trip** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
32-10/24	***4-1***	***Adding With 0, 1, and 2***	***1.OA.3 1.OA.5 1.OA.6 1.OA.7***	What are helpful strategies for addition facts with 0, 1 or 2?	*
33	***4-2***	***Doubles***	***1.OA.6 1.OA.8***	How can you identify and complete doubles facts?	*
34	***4-3***	***Near Doubles***	***1.OA.6 1.OA.8***	How can you use a doubles fact to find the answer to a near doubles fact?	* Key Vocabulary: near double
35	***4-4***	***Facts With 5 on a Ten-Frame***	***1.OA.6 1.OA.8***	How can a ten-frame help simplify addition?	*
36	***4-5***	***Making 10 on a Ten-Frame***	***1.OA.6 1.OA.8***	How can you think of 10, to solve n addition problem with 7, 8 or 9?	*
37	***4-6***	***Subtracting With 0, 1, and 2***	***1.OA.5 1.OA.1 1.OA.6***	How can you use patterns and counting as strategies for remembering subtraction facts with 0, 1 and 2?	* Key Vocabulary: 2 less than, 1 less than, and 0 less than
38	***4-7***	***Thinking Addition***	***1.OA.4 1.OA.8***	How can you use addition with doubles to solve a subtraction fact?	*
39	***4-8***	***Thinking Addition to 8 to Subtract***	***1.OA.4 1.OA.6 1.OA.8***	How can you use addition facts to solve subtraction problems?	*
40	***4-9***	***Thinking Addition to 12 to Subtract***	***1.OA.4 1.OA.6 1.OA.8***	Is there a related addition fact for every subtraction fact?	*
41	***4-10***	***Problem Solving: Draw A Picture and Write A Number Sentence***	***1.OA.1 1.OA.6***	How can drawing a picture help you solve problems and help you check if your answer is correct?	*
42 43 44	**Day 1: Review Topics 1-4** ***(Topic 4 Test is Optional)*** **Day 2: enVision Benchmark Topics 1-4 & Fluency Benchmark Topics 1-4** **Day 3: Exemplars Assessment- 1.NBT.4 - Frog and Toad** ****Use Accessible Version***				

Unit/Topic 5: Addition Facts To 20

What other strategies can be used to find addition facts?
In what ways can operations affect numbers?
How can different strategies be helpful when solving a problem?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **17- 1.OA.6 - Add Doubles Within 10** **30 - 1.OA.6 2.OA.2 Sums Between 10 and 20** **Activities:**	**Recommended Performance Tasks:** **Exemplars K-2 Math Practices - Hot Chocolate** **Exemplars 1.NBT.4 – Fishing** **Exemplars 1.NBT.4 - Six-Pack of Soda** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
45-11/13	***5-1***	***Doubles***	***1.OA.1*** ***1.OA.6*** ***1.OA.8***	How can you identify and show a doubles fact?	* Please note: This topic is a great opportunity to revisit the concept that the amount on each side of the equal sign is the same. For example, 10 is 4 and 6, or 10=4+6, or 4+6=10
46	***5-2***	***Double Plus 1***	***1.OA.1*** ***1.OA.7*** ***1.OA.8***	How can you use a doubles fact to find the sum of a doubles-plus-one fact?	* Key Vocabulary: doubles plus one
47	***5-3***	***Doubles Plus 2***	***1.OA.1*** ***1.OA.6*** ***1.OA.7*** ***1.OA.8***	What strategies can be used to find the sums of doubles-plus-2-facts?	* Key Vocabulary: doubles plus 2
48	***5-4***	***Problem Solving: 2 Question Problems***	***1.OA.1***	How can the answer to one problem be used as information needed to solve another problem?	*
49	***5-5***	***Making 10 to Add***	***1.OA.3*** ***1.OA.6*** ***1.OA.8***	How can you make 10 to make addition easier?	*
50	***5-6***	***Making 10 to Add 9***	***1.OA.3*** ***1.OA.6*** ***1.OA.8***	How can you make 10 to add 9?	*
51	***5-7***	***Making 10 to Add 8***	***1.OA.3*** ***1.OA.6*** ***1.OA.8***	How can you make 10 to ad 8?	*
52	***5-8***	***Adding Three numbers***	***1.OA.2*** ***1.OA.3***	How can you add three numbers?	*
53	***5-9***	***Word Problems With Three Numbers***	***1.OA.2*** ***1.OA.3***	How can you solve an addition story problem with three addends?	*
54 55	Review and Assess Topic 5				

Unit/Topic 6: Subtraction Facts to 20

What other strategies can be used to find subtraction facts?
In what ways can operations affect numbers?
How can different strategies be helpful when solving a problem?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **18- 1.OA.3 1.OA.4 1.OA.6 Number Families** **21 - 1.OA.6 Subtract Within 10** **Activities:**	**Recommended Performance Tasks:** **Exemplars K-2 Math Practices - Bowls of Apples** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
56 12/2	***6-1***	***Making 10 to Subtract***	***1.OA.1 1.OA.6 1.OA.7 1.OA.8***	How can you make a 10 to help you subtract?	* Please note: This topic is a great opportunity to revisit the concept that the amount on each side of the equal sign is the same. For example, 10 is 12 minus 2, or 10=12-2, or 12-2=10.
57	***6-2***	***More With Making 10 to Subtract***	***1.OA.1 1.OA.6 1.OA.8***	How can you make a 10 to help you solve a subtraction story problem?	*
58	***6-3***	***Using Related Facts***	***1.OA.4 1.OA.6***	What are related facts?	* Key Vocabulary: related facts
59	***6-4***	***Fact Families***	***1.OA.4 1.OA.6 1.OA.8***	How does the relationship between addition and subtraction create a fact family?	* Key Vocabulary: fact family
60	***6-5***	***Using Addition To Subtract***	***1.OA.4 1.OA.6 1.OA.8***	How can you use addition to solve subtraction?	*
61	***6-6***	***Subtraction Facts***	***1.OA.4 1.OA.6 1.OA.7 1.OA.8***	How can you identify an addition fact that will help you solve a subtraction problem?	*
62	***6-7***	***Problem Solving: Draw a Picture and Write a Number Sentence***	***1.OA.1***	How can drawing a picture and writing a number sentence help you to solve a problem?	*
63, 64	Review and Assess Topic 6				

Unit/Topic 7: Counting and Number Patterns to 120

What number patterns are there when counting to 120?
How does a digit's position affect its value?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **25- 1.NBT.1 Fill in the Missing Number** **24- K.OA.5 1.OA.6 Numbers to 20** **36- 1.OA.6 Skip Count by 2s** **37- 1.NBT.4 2.NBT.2 Skip Count by 5s** **38- 1.NBT.4 1.NBT.5 1.NBT.6 Skip Count by 10s** **Activities:**	**Recommended Performance Tasks:** **Exemplars K-2 Math Practices - Owl Eyes** **Exemplars K.CC.1 - 100th Birthday Celebration** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
65 -12/13	***7-1***	***Making Numbers 11 to 19***	***1.NBT.2.a 1.NBT.2.b***	How can you use ten-frames to show numbers 11 to 19 as a group of 10 and some more?	*
66	***7-2***	***Using Numbers 11 to 19***	***1.NBT.1 1.NBT.2***	How can you express the relationship between two numbers that are 1 or 2 more than or fewer than each other?	*
67	***7-3***	***Counting By Tens to 120***	***1.NBT.2.c***	How can you use groups of 10 to count?	*
68	***7-4***	***Counting On A Hundred Chart***	***1.NBT.1***	What pattern do you notice when you count forward from 1 through 100?	Key Vocabulary: digit, row, column
69	***7-5***	***Using Skip Counting***	***1.NBT.1 1.NBT.2.a***	How can you use skip counting to find a total number of objects?	*
70	***7-6***	***Problem Solving: Look For A Pattern***	***1.NBT.1***	How can finding a number pattern help you solve a problem?	
71 72	Review and Assess Topic 7				

Unit/Topic 8: Tens And Ones

How can numbers 10 and higher be shown, counted, read and written?
How does a digit's position affect its value?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **16- 1.NBT.2 Count Tens and Ones** **17 - 1.NBT.2 1.NBT.4 Place Value Counting to 100** **Activities:**	**Recommended Performance Tasks:** **1.NBT.2- Number Cards** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
73 1/6	***8-1***	***Counting With Groups of 10 and Leftovers***	***1.NBT.2*** ***1.NBT.2.a***	How can a number be broken into groups of 10 and leftover ones?	*
74	***8-2***	***Numbers Made With Tens***	***1.NBT.2*** ***1.NBT.2.c***	How many tens make up each of the decade numbers from 10 through 90?	* Key Vocabulary: tens
75	***8-3***	***Tens and Ones***	***1.NBT.2*** ***1.NBT.2.a*** ***1.NBT.2.c***	When objects are grouped in sets of 10 and leftover ones, how do you write the number for how many there are in all?	* Key Vocabulary: ones, digit
76	***8-4***	***Expanded Form***	***1.NBT.2*** ***1.NBT.2.a***	How does adding the values of digits produce the total value of the number?	*
77	***8-5***	***Ways To Make Numbers***	***1.NBT.2*** ***1.NBT.2.a*** ***1.NBT.2.c***	How can you use tens and ones models to represent a number in different ways?	* Key Vocabulary: break apart a ten
78	***8-6***	***Problem Solving: Make An Organized List***	***1.NBT.2*** ***1.NBT.2.a*** ***1.NBT.2.c***	How can you use an organized list to solve a problem?	*
79 80 81	**Day 1: Review Topics 5-8** ***(Topic 8 Test is Optional)*** **Day 2: enVision Benchmark Topics 5-8 & Fluency Benchmark Topics 5-8** **Day 3: Exemplars Assessment- 1.NBT.4 - License Plates**				

Unit/Topic 9: Comparing and Ordering Numbers to 100

How can numbers to 100 be compared and ordered?
How does a digit's position affect its value?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **26 - 1.NBT.3 Circle the Greatest Number** **27- 1.NBT.3 Circle the Smallest Number** **19- 1.NBT.3 Greater Than Less Than** **Activities:**	**Recommended Performance Tasks:** **Exemplars K-2 Math Practices - Hats and Scarves** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
82 1/17	***9-1***	***1 More, 1 Less; 10 More, 10 Less***	***1.NBT.4*** ***1.NBT.5***	How is a number changed when its ones digit is changed by 1 or its tens digit is changed by 1.	Key Vocabulary- 1 more, 1 less, 10 more, 10 less
83	***9-2***	***Making numbers on a Hundred Chart***	***1.NBT.2*** ***1.NBT.4***	How can a hundreds chart show the relationship of 1 more, 1 less, 10 more, and 10 less?	*
84	***9-3***	***Comparing Numbers with <,>,=***	***1.NBT.3***	For any 2-digit numbers, how can you identify the greater number?	Key vocabulary- greater than, less than
85	***9-4***	***Ordering Three Numbers***	***1.NBT.3***	How is ordering three numbers similar to comparing two numbers?	
86	***9-5***	***Problem Solving Make an Organized List***	***1.NBT.1***	How does listing all the possible ways to do something help to solve a problem?	
87,88	Review & Assess Topic 9				

Unit/Topic 10: Adding With Tens and Ones

What are ways to add with tens and ones?
How does a digit's position affect its value?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **4 - 1.NBT.4 1.NBT.5 More Than** **22- 1.NBT.4 2.NBT.5 Add Multiples of 10** **Activities:**	**Recommended Performance Tasks:** **Exemplars K-2 Math Practices - Ten Feet Apartment** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
89 1/29	***10-1***	***Adding Groups of 10***	***1.NBT.4***	How is adding groups of 10 similar to adding numbers less than 10?	*
90	***10-2***	***Adding Tens On A Hundred Chart***	***1.NBT.4*** ***1.NBT.5***	What changes when you add tens to a two-digit number?	*
91	***10-3***	***Adding Tens To Two-Digit numbers***	***1.NBT.4*** ***1.NBT.5***	How do two-digit numbers change when multiples of 10 are added to them?	*
92	***10-4***	***Using Mental Math To Add Tens***	***1.NBT.4*** ***1.NBT.5***	How can you use mental math to add multiples of 10 to a two-digit number?	*
93	***10-5***	***Adding To a Two-Digit Number***	***1.NBT.4***	How do you know when to regroup when adding to a two-digit number?	* Key Vocabulary: regroup
94	***10-6***	***Problem Solving: Draw a Picture and Write a Number Sentence***	***1.NBT.4***	How can you solve a problem by drawing a picture and writing a number sentence?	*
95 96	Review and Assess Topic 10				

Unit/Topic 11: Subtracting With Tens And Ones

What are ways to subtract two digit numbers?
How does a digit's position affect its value?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **3 - 1.NBT.2 Place Value Counting** **5 - 1.NBT.5 1.NBT.6 Less Than** **22- K.OA.5 1.OA.6 Add and Subtract Within 10 (Review)** **Activities:**	**Recommended Performance Tasks:** **1.NBT.6 - Tadpole Ten-Frames** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
97 2/10	***11-1***	***Subtracting Groups Of 10***	***1.NBT.6***	How is subtracting groups of 10 from groups of 10 similar to subtracting 1 from numbers less than 10?	*
98	***11-2***	***Subtracting Tens on a Hundred Chart***	***1.NBT.5 1.NBT.6***	How can you use a hundred chart to subtract tens from two-digit numbers?	*
99	***11-3***	***Subtracting Tens From Two-Digit Numbers***	***1.NBT.5 1.NBT.6***	How do two-digit numbers change when multiples of 10 are subtracted from them?	*
100	***11-4***	***Using Mental Math To Subtract Tens***	***1.NBT.5 1.NBT.6***	Why does only the tens digit change when subtracting tens from a two-digit number?	*
101	***11-5***	***Subtracting From A Two-Digit Number***	***1.NBT.6***	How do you know when to regroup when you subtract from a two-digit number?	* Key Vocabulary: regroup
102	***11-6***	***Problem Solving: Draw A Picture and Write A Number Sentence***	***1.NBT.6***	How can you draw a picture and write number sentence to solve a problem?	*
103 104	Review and Assess Topic 11				

Unit/Topic 12: Length

How can objects be measured, compared and ordered by length?
Why does "what" we measure influence "how" we measure?
Why display data in different ways?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **25- PK.MD.1 K.MD.1 Length** **33 - 1.OA.6 2.OA.2 Sums Between 10 and 20 (6) (Review)** **Activities:**	**Recommended Performance Tasks:** **Exemplars 1.OA.6 - Marshmallow Peeps All In A Row** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
105 2/27	***12-1***	***Comparing and Ordering By Length***	***1.MD.1***	How can you compare and then order concrete objects according to length?	Key Vocabulary: longest, shortest
106	***12-2***	***Indirect Measurement***	***1.MD.1***	How can you compare the lengths of two objects when they are in different places?	Key Vocabulary: taller, shorter
107	***12-3***	***Using Units To Estimate and Measure Length***	***1.MD.2***	How can you estimate and measure length with nonstandard units?	Key Vocabulary: estimate, measure
108	***12-4***	***More Measuring Length***	***1.MD.2***	How can you use a nonstandard unit such as a connecting cube to measure and compare the lengths and heights of objects?	
109	***12-5***	***Problem Solving: Use Reasoning***	***1.MD.2***	How does the length of the unit of measure affect the number of units needed to measure an object's length?	
110	***12-6***	***Measuring Using Different Units***	***1.MD.2***	How can you measure length using cubes and straws?	
111 112 113	**Day 1: Review Topics 9-12** ***(Topic 12 Test is Optional)*** **Day 2: enVision Benchmark Topics 9-12 & Fluency Benchmark Topics 9-12** **Day 3: Exemplars Assessment- K-2 Math Practices - Snail Trails**				

Unit/Topic 13: Time

How can clocks and schedules be read and used?
Why does "what" we measure influence "how" we measure?
Why display data in different ways?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **34- 1.MD.3 Tell Time** **36 - 1.OA.6 2.OA.2 Sums Between 10 and 20 (2 & 3) (Review)** **Activities:**	**Recommended Performance Tasks:** **Exemplars K-2 Math Practices - Eggsactly** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
114 3/11	13-1	Understanding the Hour and Minute Hands	1.MD.3	How do the hands on a clock show time?	Key Vocabulary: hour hand, hour, minute hand, minute, o'clock
115	13-2	Telling and Writing Time to the Hour	1.MD.3	What are the different ways that you can write and see times on clocks?	
116	13-3	Telling and Writing Time to the Half Hour	1.MD.3	How can you tell and write time to the half hour?	Key Vocabulary: half hour
117	13-4	Use Data From the Table	1.MD.3	How can you use information in a table to solve problems?	Key Vocabulary: schedule
118 119	Review and Assess Topic 13				

Unit/Topic 14: Using Data To Answer Questions

How can graphs be used to show data and answer questions?
Why does "what" we measure influence "how" we measure?
Why display data in different ways?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **45- 1.OA.4 1.OA.6 2.OA.2 Add and Subtract Crossing the 10 (Review)** **43 - 1.OA.4 1.OA.6 Subtract by Counting Backwards (Review)** **Activities:**	**Recommended Performance Tasks:** **Exemplars 1.MD.4 – Worms** **Exemplars K-2 Math Practices - Easter Baskets** **Exemplars K-2 Math Practices - Space Creatures** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
120 3/19	14-1	Using Data From Real Graphs	1.MD.4	What questions can you answer by looking at a real-object graph?	
121	14-2	Using Data From Picture Graphs	1.MD.4	What questions can you answer by looking at a picture graph?	Key Vocabulary: picture graph
122	14-3	Using Data From Bar Graphs	1.MD.4	What questions can you answer by looking at a bar graph?	Key Vocabulary: bar graph
123	14-4	Collecting Data Using Tally Marks	1.MD.4	How can tally marks be used to record information?	Key Vocabulary: tally mark, data
124	14-5	Making Real Graphs	1.MD.4	How can connecting tubes be used to make a real graph?	
125	14-6	Making Picture Graphs	1.MD.4	How can you create a picture graph to show information and to answer questions?	
126	14-7	Problem Solving: Make a Graph	1.MD.4	How can you use information in a tally chart to make a bar graph and answer questions?	
127 128	Review and Assess Topic 14				

Unit/Topic 15: Geometry **How can shapes and solids be described, compared, and used to make other shapes? How does geometry better describe objects?**

Fluency Development	*Problem Solving Development*
Recommended Sprints: **31 - 1.OA.6 2.OA.2 Sums Between 10 and 20 (8) (Review)** **39- 1.OA.6 2.OA.2 Subtract from 10 (Review)** **Activities:**	**Recommended Performance Tasks:** **Exemplars 1.G.1 – Geometry** **Exemplars 1.G.1 - Pig Pens** **Exemplars 1.G.1 - Seats and Tables** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
129 -4/1	*15-1*	*Identifying Plane Shapes*	*1.G.1*	How are many everyday objects close approximations of standard plane shapes?	Key Vocabulary: plane shapes, hexagon, trapezoid
130	*15-2*	*Problem Solving: Make An Organized List*	*1.G.2*	How does writing down all they ways of doing something help to solve the problem?	
131	*15-3*	*Properties of Plane Shapes*	*1.G.1*	How can identifying the properties of plane shapes help you sort the shapes?	Key Vocabulary: sort, side, corner
132	*15-4*	*Building With Shapes*	*1.G.2*	How can you combine plane shapes to make different pictures?	
133	*15-5*	*Making New Shapes From Shapes*	*1.G.2*	How can plane shapes be combined to make new plane shapes?	
134	*15-6*	*Identifying Solid Figures*	*1.G.1*	What are some everyday objects that are close approximations of geometric solids?	Key Vocabulary: solid figure, cube, rectangular prism, sphere, cylinder, cone
135	*15-7*	*Flat Surfaces and Vertices*	*1.G.1*	How does the number of flat surfaces and vertices (corners) help you describe solid figures?	Key Vocabulary: flat surface, vertex (vertices)
136	*15-8*	*Sorting Solids Figures*	*1.G.1*	How can attributes be used to sort solid figures?	
137	*15-9*	*Building With Solid Figures*	*1.G.2*	How can solid figures be combined to make new solid figures?	Key Vocabulary: pyramid
138	*15-10*	*Problem Solving: Using Reasoning*	*1.G.1*	How do you know the name of a plane shape or a solid figure?	
139 140	Review and Assess Topic 15				

Unit/Topic 16: Fractions of Shapes

How can fractions be used to name a part of a whole object?
How does geometry better describe objects?

Fluency Development	*Problem Solving Development*
Recommended Sprints: **6- 1.NBT.4 1.NBT.5 More Than (Review)** **40 - 1.OA.6 2.OA.2 Take from the 10 (Review)** **Activities:**	**Recommended Performance Tasks:** **Exemplars 1.G.3 - Pieces of Pizza** **Exemplars 1.G.3 - Pizza Party** **Activities:**

Day /Date	Lesson Number and Title		Common Core State Standard(s)	Essential Question(s)	Teacher Notes Indicate ***Fluency & Performance Task*** Used
141 4/29	*16-1*	*Making Equal Parts*	*1.G.3*	How can you divide a shape into equal parts?	Key Vocabulary: equal parts
142	*16-2*	*Describing Equal Parts Of Whole Objects*	*1.G.3*	How can you describe equal parts of a whole?	
143	*16-3*	*Making Halves and Fourths of Rectangles and Circles*	*1.G.3*	How can a shape that is divided into halves/fourths be described?	Key Vocabulary: halves, fourths, quarters, half of, fourth of, quarter of, two of, four of
144	*16-4*	*Problem Solving: Draw a Picture*	*1.G.3*	How can drawing a picture help you solve problems relating to parts of a whole?	
145 146 147	**Day 1: Review Topics 13-16** ***(Topic 16 Test is Optional)*** **Day 2: enVision Benchmark Topics 13-16 & Fluency Benchmark Topics 13-16** **Day 3: Exemplars Assessment- K-2 Math Practices – Flags** ****Use Accessible Version***				

Grade Level Priorities

Fluency Development	*Problem Solving Development*
Recommended Sprints:	**Recommended Performance Tasks:**
Activities:	**Activities:**

Day /Date	Lessons	Common Core State Standard(s)	Essential Understandings	Teacher Notes Indicate ***Fluency & Performance Task*** Used
148 5/8	***6-1, 6-2***	***1.OA.1***	Represent and Solve Problems Using Addition and Subtraction	
149	***5-8, 5-9***	***1.OA.2***	Represent and Solve Problems Involving Addition and Subtraction	
150	***5-8, 5-9***	***1.OA.3***	Understand and Apply Properties of Operations and the Relationship Between Addition and Subtraction (Apply properties of operations as strategies to add and subtract.)	
151	***4-7, 4-8, 4-9, 6-3, 6-4, 6-5, 6-6***	***1.OA.4***	Understand and Apply Properties of Operations and the Relationship Between Addition and Subtraction (Understand subtraction as an unknown-addend problem.)	
152	***4-8, 4-9 6-1, 6-2, 6-3, 6-4, 6-5, 6-6***	***1.OA.6***	Add and Subtract Within 20.	
153	***6-1, 6-6***	***1.OA.7***	Work With Addition and Subtraction Equations (Understand the meaning of the equals sign and determine if equations involving addition and subtraction are true or false.)	
154	***4-7, 4-8, 4-9 6-1, 6-2, 6-4, 6-5, 6-6***	***1.OA.8***	Work With Addition and Subtraction Equations	
155	***8-1, 8-2, 8-3, 8-4, 8-5, 8-6***	***1.NBT.2***	Understand Place Value	
156	***8-1, 8-3, 8-4, 8-5, 8-6***	***1.NBT.2.a***	Understand Place Value (Ten can be thought of as a bundle of 10 ones-called a "ten."	
157	***8-2, 8-3, 8-5, 8-6***	***1.NBT.2.c***	Understand Place Value (The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine tens.)	
158	***10-1, 10-2, 10-3, 10-4, 10-5***	***1.NBT.4***	Use place value understanding and properties of operations to add subtract. (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.)	
160	***10-2, 10-3, 10-4 ,11-2, 11-3, 11-4***	***1.NBT.5***	Use place value understanding and properties of operations to add subtract. (Given a two digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
161	***11-1, 11-2, 11-3 11-4, 11-5***	***1.NBT.6***	Use place value understanding and properties of operations to add subtract. (Subtract multiples of 10 in the range of 10-90, from multiples of 10 in the range of 10-90, using concrete models or drawings.	
161 162	**Day 1: District-Wide Spring Math Assessment *(Multiple Choice)*** **Day 2: District-Wide Spring Math Assessment *(Performance Tasks)***			
	Use Step Up To Second Grade ***ONLY*** *a*s Enrichment and/or After All First Grade Concepts Are ***Mastered***			