



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: Mathematics Grade 1st

Indicates the Curriculum Map

Weeks 1 – 2			Weeks 3 – 6		
<p align="center">Unit/Topic Numbers and Operations</p>			<p align="center">Unit/Topic Operations and Algebraic Thinking</p>		
<p align="center">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <ul style="list-style-type: none"> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (1.NBT.1) <p align="center"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>			<p align="center">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <ul style="list-style-type: none"> Relate counting to addition and subtraction. (1.OA.5) Apply properties of operations as strategies to add and subtract. (1.OA.3) <p align="center"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Counting to 120	Number Patterns to 120	Relate counting to	Apply properties of	Relate counting to	Apply properties of

		addition 1.OA.5	operations as strategies to add 1.OA.3	subtraction 1.OA.5	operations as strategies to subtract 1.OA.3
I CAN STATEMENTS: I can count to 120.	I CAN STATEMENTS: I can read and write numbers to 120.	I CAN STATEMENTS: I can relate counting to addition.	I CAN STATEMENTS: I can use a variety of strategies to solve addition problems.	I CAN STATEMENTS: I can relate counting to subtraction.	I CAN STATEMENTS: I can use a variety of strategies to solve subtraction problems.
Critical Vocabulary Numerals Skip counting	Critical Vocabulary Numerals Skip counting	Critical Vocabulary Addition Sum Equal Plus sign	Critical Vocabulary Add Associative Commutative	Critical Vocabulary Subtraction Difference Equal Minus sign	Critical Vocabulary Subtract Associative Commutative
Suggested Strategies/Activities Complete Envision Math Topic 10 Fill in missing numbers on 100s chart Write numbers to 120 Use number line to count to 120 Skip counting by 2s, 5s,	Suggested Strategies/Activities Complete Envision Math Topic 10 Fill in missing numbers on 100s chart Write numbers to 120 Use number line to count to 120 Skip counting by 2s, 5s, 10s	Suggested Strategies/Activities The student will demonstrate knowledge of addition by using counting skills. Students will use strategies such as counting on, draw it out, act it out, using a number line, and using counters.	Suggested Strategies/Activities The student will demonstrate knowledge of addition by using counting skills. Students will use strategies such as counting on, draw it out, act it out, using a number line, and using counters.	Suggested Strategies/Activities The student will demonstrate knowledge of subtraction by using counting skills. Students will use strategies such as counting back, draw it out, act it out, using a number line, and using counters.	Suggested Strategies/Activities The student will demonstrate knowledge of subtraction by using counting skills. Students will use strategies such as counting back, draw it out, act it out, using a number line, and using counters.

<p>10s</p> <p>Online Math games www.mathplayground.com www.sheppardsoftware.com</p> <p>Brainpop Jr. videos www.brainpopjr.com</p>	<p>Online Math games www.mathplayground.com www.sheppardsoftware.com</p> <p>Brainpop Jr. videos www.brainpopjr.com</p>	<p>Online Math games www.sheppardsoftware.com www.mathplayground.com</p> <p>www.abcya.com</p> <p>Brainpop Jr. videos www.brainpopjr.com</p>	<p>Online Math games www.sheppardsoftware.com www.mathplayground.com</p> <p>www.abcya.com</p> <p>Brainpop Jr. videos www.brainpopjr.com</p>	<p>Online Math games www.sheppardsoftware.com www.mathplayground.com</p> <p>www.abcya.com</p> <p>Brainpop Jr. videos www.brainpopjr.com</p>	<p>Online Math games www.sheppardsoftware.com www.mathplayground.com</p> <p>www.abcya.com</p> <p>Brainpop Jr. videos www.brainpopjr.com</p>
<p>Balanced Assessment: Formative</p> <p>* Informally assess students' ability to orally count to 120 by ones, twos, fives and tens. * Students will play number bingo to demonstrate their recognition of numbers to 120. * Students will complete a performance task where they will count a set of objects and label with the correct numeral. * Students will write numbers to 120 using a blank 120 chart.</p>	<p>Balanced Assessment: Formative</p> <p>* Informally assess students' ability to orally count to 120 by ones, twos, fives and tens. * Students will play number bingo to demonstrate their recognition of numbers to 120. * Students will complete a performance task where they will count a set of objects and label with the correct numeral. * Students will write numbers to 120 using a blank 120 chart.</p>	<p>Balanced Assessment: Formative</p> <p>Students will add and subtract using counting skills.</p> <p>Summative</p> <p>Students will correctly add using counting skills.</p>	<p>Balanced Assessment: Formative</p> <p>Students will add and subtract using counting skills.</p> <p>Students will add and subtract using manipulatives and relate addition to the commutative and associative properties of addition.</p> <p>Summative</p> <p>Students will use manipulatives to add and demonstrate their knowledge of each property of addition.</p>	<p>Balanced Assessment: Formative</p> <p>Students will add and subtract using counting skills.</p> <p>Summative</p> <p>Students will correctly subtract using counting skills.</p>	<p>Balanced Assessment: Formative</p> <p>Students will add and subtract using counting skills.</p> <p>Students will add and subtract using manipulatives and relate subtraction to the commutative and associative properties of addition.</p> <p>Summative</p> <p>Students will use manipulatives to add and subtract and demonstrate their knowledge of each property of addition.</p>

<p style="text-align: center;">Summative</p> <p>* Students will count to 120 by ones, twos, fives, and tens. * Students will write numbers to 120 using a blank 120 chart. * Students will draw lines to match numerals to their corresponding sets of objects.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>* Students will count to 120 by ones, twos, fives, and tens. * Students will write numbers to 120 using a blank 120 chart. * Students will draw lines to match numerals to their corresponding sets of objects.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p> <p style="text-align: center;">Envision Math Topic 10</p> <p style="text-align: center;">100s chart</p> <p style="text-align: center;">Dry erase boards/markers iPad</p>	<p style="text-align: center;">Resources Needed</p> <p style="text-align: center;">Envision Math Topic 10</p> <p style="text-align: center;">100s chart</p> <p style="text-align: center;">Dry erase boards/markers iPad</p>	<p style="text-align: center;">Resources Needed</p> <p style="text-align: center;">Envision Math Topic 3</p> <p style="text-align: center;">Counters Number line Dry erase boards/markers Computer Online games iPad</p>	<p style="text-align: center;">Resources Needed</p> <p style="text-align: center;">Envision Math Topic 6</p> <p style="text-align: center;">Counters Number line Dry erase boards/markers Computer Online games iPad</p>	<p style="text-align: center;">Resources Needed</p> <p style="text-align: center;">Envision Math Topic 4</p> <p style="text-align: center;">Counters Number line Dry erase boards/markers Computer Online games iPad</p>	<p style="text-align: center;">Resources Needed</p> <p style="text-align: center;">Envision Topic 7</p> <p style="text-align: center;">Counters Number line Dry erase boards/markers Computer Online games iPad</p>

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Weeks 7-10	Weeks 11-13
Unit/Topic Operations and Algebraic Thinking	Unit/Topic Numbers and Operations
<p>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>Unit/Topic</p> <ul style="list-style-type: none"> Understand subtraction as an unknown-addend problem. (1.OA.4) Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. (1.OA.8) Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. (1.OA.6) Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (1.OA.7) <p>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</p>	<p>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <ul style="list-style-type: none"> Understand that the two digits of a two digit number represent amounts of tens and ones. Understand the following special cases: <ul style="list-style-type: none"> <i>a. 10 can be thought of as a bundle of ten ones-called a “ten.”</i> <i>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</i> <i>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.2)</i> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count, explain the reasoning used. (1.NBT.5) Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1.NBT.3)

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Identify Sub-Topics</p> <p>Understand subtraction as an unknown-addend problem.</p>	<p>Identify Sub-Topics</p> <p>Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p> <p>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p>	<p>Identify Sub-Topics</p> <p>Add and subtract within 20, demonstrating fluency.</p>	<p>Identify Sub-Topics</p> <p>Understand that the two digits of a two digit number represent amounts of tens and ones.</p>	<p>Identify Sub-Topics</p> <p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count, explain the reasoning used.</p>	<p>Identify Sub-Topics</p> <p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>
<p>I CAN STATEMENTS:</p> <p>I can understand subtraction as an unknown addend problem.</p>	<p>I CAN STATEMENTS:</p> <p>I can determine the unknown whole number in an addition or subtraction equation.</p> <p>I can understand the meaning of the equal sign, and determine if the number sentence is true or false.</p>	<p>I CAN STATEMENTS:</p> <p>I can add and subtract within 20 fluently.</p>	<p>I CAN STATEMENTS:</p> <p>I can understand that two digits represents the tens and ones place.</p>	<p>I CAN STATEMENTS:</p> <p>I can find 10 more or 10 less than a given number.</p>	<p>I CAN STATEMENTS:</p> <p>I can compare two numbers with a greater than($>$), less than ($<$), and equal to sign ($=$).</p>

<p>Critical Vocabulary</p> <p>Add Subtract Sum Difference Addend</p>	<p>Critical Vocabulary</p> <p>Unknown Numbers Whole Numbers Equation True False</p>	<p>Critical Vocabulary</p> <p>Add Subtract Sum Difference Addend</p>	<p>Critical Vocabulary</p> <p>Digit Two-Digit Place Values Ones Tens Hundreds Bundle</p>	<p>Critical Vocabulary</p> <p>More Than Less Than Two- Digit</p>	<p>Critical Vocabulary</p> <p>Whole Numbers Sum Less Than Equal to Tens Ones Comparisons Symbols < , =, ></p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students will use counting cubes or counters to find the missing addend. The students will use triangle flashcards for missing addend. 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students will play Ace of Numbers on Fuel the Brain Educational Games The students will work in pairs as they search for the missing addend that will complete a mathematical sentence. 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students will demonstrate fluency in addition and subtraction by relay racing against peers to solve addition/subtraction problems. 	<p>Suggested Strategies/Activities</p> <p>Envision Math Topic 12</p> <ul style="list-style-type: none"> The student will demonstrate using base ten blocks that ten ones create a bundle of ten ones called "ten." The student will demonstrate using base ten blocks that a ten block (long) plus nine ones (ones cubes) equals 19. The student will demonstrate using base ten blocks that four tens is equal to forty ones. 	<p>Suggested Strategies/Activities</p> <p>Envision Math Topic 12</p> <ul style="list-style-type: none"> The students will play "My Rummy" a counting sense game in which students will count on, or count back to find more than or less than 10 of any number. 	<p>Suggested Strategies/Activities</p> <p>Envision Math Topic 12</p> <ul style="list-style-type: none"> The student will correctly use <, =, > when comparing two numbers. Ex: 29 > 15

<p>Balanced Assessment: Formative</p> <p>The students will use counters or counting cubes to find the missing addend in subtraction.</p> <p>Summative</p> <p>The students will use manipulatives to solve a subtraction problem correctly by finding the missing addend.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>The students will cooperatively work in pairs to find the missing addend that will complete a mathematical sentence and demonstrate knowledge of missing addends in subtraction.</p> <p>Summative</p> <p>The students will solve a subtraction problem correctly by finding the missing addend</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>The students will fluently add and subtract using all strategies acquired.</p> <p>Summative</p> <p>The students will fluently add and subtract using all strategies and manipulatives given.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>* Students will use base ten blocks to represent numbers. * Students will use web based program to use base ten blocks to represent numbers.</p> <p>Summative</p> <p>* Students will use base ten blocks to represent numbers. * Students will use web based program to use base ten blocks to represent numbers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>The students will play a counting sense game to find 10 more or less of any given number.</p> <p>Summative</p> <p>The students will find a number, 10 more or less than any given number</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Students will compare numbers recording the results of comparisons using $<$, $>$, $=$ symbols constructed out of pipe cleaners.</p> <p>Summative</p> <p>* Students will correctly use $>$, $<$, or $=$ when comparing numbers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>EnVision Math Series Software www.educationcity.com www.coolmath.com www.primarygames.com</p>	<p>Resources Needed</p> <p>EnVision Math Series Software www.educationcity.com www.coolmath.com www.primarygames.com</p>	<p>Resources Needed</p> <p>EnVision Math Series Software www.educationcity.com www.coolmath.com www.primarygames.com</p>	<p>Resources Needed</p> <p>EnVision Math Series Software www.educationcity.com www.coolmath.com www.primarygames.com</p>	<p>Resources Needed</p> <p>EnVision Math Series Software www.educationcity.com www.coolmath.com</p>	<p>Resources Needed</p> <p>EnVision Math Series Software www.educationcity.com</p>

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Weeks 14-16	Weeks 17-19
Unit/Topic	Unit/Topic
Operations and Algebraic Thinking	Geometry
In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards	In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards
<ul style="list-style-type: none"> 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 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.1) Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations, with a symbol for the unknown number to represent the problem. (1.OA.2) 	<ul style="list-style-type: none"> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. (1.G.1) Compose two dimensional shapes or three dimensional shapes to create a composite shape, and compose new shapes from the composite shape. (1.G.2) 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.G.3)

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<p>Identify Sub-Topics</p> <p>Use subtraction within 20 to solve word by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p>	<p>Identify Sub-Topics</p> <p>Use addition within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p>	<p>Identify Sub-topics</p> <p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations, with a symbol for the unknown number to represent the problem.</p>	<p>Identify Sub-Topics</p> <p>Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</p>	<p>Identify Sub-topics</p> <p>Compose two dimensional shapes or three dimensional shapes to create a composite shape, and compose new shapes from the composite shape.</p>	<p>Identify Sub-Topics</p> <p>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.</p>
<p>I CAN STATEMENTS:</p> <p>I can use subtraction to solve word problems.</p> <p>I can use addition to solve word problems.</p>	<p>I CAN STATEMENTS:</p> <p>I can use addition to solve word problems I</p>	<p>I CAN STATEMENTS:</p> <p>I can solve word problems with three whole numbers.</p>	<p>I CAN STATEMENTS:</p> <p>I can distinguish between defining attributes and non-defining attributes.</p>	<p>I CAN STATEMENTS:</p> <p>I can compose 2-D shapes or 3-D shapes to create a new shape.</p>	<p>I CAN STATEMENTS:</p> <p>I can partition (cut) different shapes into halves, fourths, and quarters.</p> <p>I can understand that</p>

<p style="text-align: center;">Formative</p> <p>Students will solve subtraction word problems, using different strategies (act it out, draw it out).</p> <p style="text-align: center;">Summative</p> <p>The students will use manipulatives to solve subtraction word problems.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Formative</p> <p>Students will solve subtraction word problems, using different strategies (act it out, draw it out).</p> <p>The students will use manipulatives and drawings to solve addition and subtraction word problems.</p> <p style="text-align: center;">Summative</p> <p>The students will correctly add and subtract within 20 by using manipulatives and illustrating drawings of the word problems given.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Formative</p> <p>Students will solve word problems with 3 whole numbers.</p> <p>The students will use a number line and online interactive games to practice and solve addition and subtraction word problems.</p> <p style="text-align: center;">Summative</p> <p>The students will utilize manipulatives to correctly solve addition and subtraction word problems.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Formative</p> <p>Students will sort shapes according to their attributes.</p> <p style="text-align: center;">Summative</p> <p>Students will recognize plane shapes and sort them into categories according to their attributes.</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Formative</p> <p>Classroom discussion, questioning</p> <p style="text-align: center;">Summative</p> <p>Multiple choice end of topic (8) exam</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Formative</p> <p>Classroom discussion, questioning</p> <p style="text-align: center;">Summative</p> <p>Quiz</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>	<p style="text-align: center;">Resources Needed</p>

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Weeks 20-22	Weeks 23-25
Unit/Topic	Unit/Topic
Measurement and Data	Measurement and Data
<p>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <ul style="list-style-type: none"> 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 in one category than in another. (1.MD.4) <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>	<p>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <ul style="list-style-type: none"> Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1.MD.1) Express the length of an object as whole number of length units, by laying multiple copies of a shorter object 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.2) <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<p>Identify Sub-Topics</p> <p>Graphs</p> <p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category and how many more or less in one category than in another.</p>	<p>Identify Sub-Topics</p> <p>Graphs</p> <p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category and how many more or less in one category than in another.</p>	<p>Identify Sub-Topics</p> <p>Graphs</p> <p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category and how many more or less in one category than in another.</p>	<p>Identify Sub-Topics</p> <p>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>Identify Sub-Topics</p> <p>Express the length of an object as whole number of length units, by laying multiple copies of a shorter object 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.</p>	<p>Identify Sub-Topics</p> <p>Express the length of an object as whole number of length units, by laying multiple copies of a shorter object 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.</p>
<p>I CAN STATEMENTS:</p> <p>I can organize data in a graph with up to three categories and answer questions about it.</p>	<p>I CAN STATEMENTS:</p> <p>I can represent data in a graph with up to three categories and answer questions about it.</p>	<p>I CAN STATEMENTS:</p> <p>I can interpret data in a graph with up to three categories and answer questions about it.</p>	<p>I CAN STATEMENTS:</p> <p>I can order three objects by length.</p> <p>I can compare the length of two objects indirectly by using a third object.</p>	<p>I CAN STATEMENTS:</p> <p>I can express the length of an object by using smaller objects.</p>	<p>I CAN STATEMENTS:</p> <p>I can express the length of an object by using smaller objects.</p>
<p>Critical Vocabulary</p> <p>Organize Represent Interpret Data Graph Chart</p>	<p>Critical Vocabulary</p> <p>Organize Represent Interpret Data Graph Chart</p>	<p>Critical Vocabulary</p> <p>Organize Represent Interpret Data Graph Chart</p>	<p>Critical Vocabulary</p> <p>Order Objects Length Compare Measurement</p>	<p>Critical Vocabulary</p> <p>Length Units Object Measurement</p>	<p>Critical Vocabulary</p> <p>Length Units Object Measurement</p>

Categories More than Less than	Categories More than Less than	Categories More than Less than			
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students will participate in a classroom survey and the data will be organized into a graph on the board. The students will identify the parts of the graph, and determine how many students is in each category, describing which is the most and least. <p>Math Envision Topic 18</p>	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students will construct their own bar graph using fruit loops. They will sort by each color and determine how many of each, describing what color they had the most of and what color they had the least of. <p>Math Envision Topic 18</p>	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students will independently draw a topic for their own survey. The students will then survey their peers to collect their data. The students will take the data collected and create their own graph, label all parts, and describe what they found to be the most selected or least selected out of their survey. Math Envision Topic 18 	<p>Suggested Strategies/Activities</p> <p>Math Envision Topic 14</p> <p>Students will compare lengths of objects in the classroom</p> <p>Students will compare lengths of each other.</p> <p>Watch brainpopjr</p>	<p>Suggested Strategies/Activities</p> <p>Math Envision Topic 14</p> <p>Students will use paper clips and cubes to measure the lengths of objects.</p> <p>Watch brainpopjr</p>	<p>Suggested Strategies/Activities</p> <p>Math Envision Topic 14</p> <p>Students will use paper clips and cubes to measure the lengths of objects.</p> <p>Watch brainpopjr</p>
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative

<p>The students will participate in a class survey and help construct a graph.</p> <p>Summative The students will collect, organize, and interpret the data.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>The students will work independently sorting the colors of fruit loops given and create a colorful graph on the prepared graph.</p> <p>Summative The students will collect, organize, and interpret the data.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>The students will survey their peers and create a graph.</p> <p>Summative The students will collect, organize, and interpret the data.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Classroom discussion, questioning, exit slips</p> <p>Summative Quick Check or Exit Slip</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Classroom discussion, questioning, exit slips</p> <p>Summative Quick Check or Exit Slip</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Classroom discussion, questioning, exit slips</p> <p>Summative Exam at end of Topic 14</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>Board Markers Magnets Survey</p>	<p>Resources Needed</p> <p>Fruit Loops Ziplock Bags Paper Crayons/Colored Pencils Pencil Graph</p>	<p>Resources Needed</p> <p>Paper Pencils Crayons Clip Boards Rulers</p>	<p>Resources Needed</p> <p>Envision Math Series Software Different Size Objects www.brainpopjr.com</p>	<p>Resources Needed</p> <p>Envision Math Series Software Different Size Objects www.brainpopjr.com</p> <p>Paper clips Cubes</p>	<p>Resources Needed</p> <p>Envision Math Series Software Different Size Objects www.brainpopjr.com</p> <p>Paper clips Cubes</p>

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Weeks 26-28	Weeks 29-31
<p align="center">Unit/Topic</p> <p align="center">Measurement and Data</p>	<p align="center">Unit/Topic</p> <p align="center">Numbers and Operations</p>
<p align="center">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <ul style="list-style-type: none"> Tell and write time in hours and half hours using analog and digital clocks. (1.MD.3) <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>	<p align="center">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <ul style="list-style-type: none"> Add within 100, including adding a two digit number and a one digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1.NBT.4) Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1.NBT.6) <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>

<p>I can tell and write time in hours and half hours using analog and digital clocks.</p>	<p>I can tell and write time in hours and half hours using analog and digital clocks.</p>	<p>I can tell and write time in hours and half hours using analog and digital clocks.</p>	<p>I can add within 100 without regrouping.</p>	<p>I can add within 100 without regrouping.</p>	<p>I can subtract multiples of 10 without regrouping.</p>
<p>Critical Vocabulary</p> <p>Time Hours Half hours Analog clock Digital clock Minute hand Hour hand</p>	<p>Critical Vocabulary</p> <p>Time Hours Half hours Analog clock Digital clock Minute hand Hour hand</p>	<p>Critical Vocabulary</p> <p>Time Hours Half hours Analog clock Digital clock Minute hand Hour hand</p>	<p>Critical Vocabulary</p> <p>Two digit One digit Addition Tens Ones</p>	<p>Critical Vocabulary</p> <p>Two digit One digit Addition Tens Ones</p>	<p>Critical Vocabulary</p> <p>Two digit One digit Subtraction Tens Ones Multiples</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Students will be introduced to the features and functions of an analog clock (face, minute hand, hour 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students will review the parts and functions of an analog clock. The students 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students will be given dry erase boards, markers and manipulative clocks. They will be shown analog times and they will write the digital time down and respond to the teacher. Then the students will be shown digital times and they will use their clocks to illustrate analog times for review. 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students may work independently or cooperatively with a partner to complete the Place Values Number Riddles activity: "What 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> The students will independently practice adding a two digit number to a one digit number using the IXL website. The students will use counting cubes or base ten blocks to 	<p>Suggested Strategies/Activities</p> <p>The students will independently practice subtracting multiples of 10 from numbers 10-90</p>

<p>hand, numbers).</p> <ul style="list-style-type: none"> The students will be provided a working clock to allow them to observe parts of the clock in motion. The students will watch the teacher model telling time to the hour and half hour. Using a large manipulative clock showing numerous examples guiding students to understand the concept of "o'clock" and "half past." The students will be given out individual 	<p>will review telling the time to the hour and half hour on analog clocks. (Have students come to the front of the classroom and manipulate the teacher's clock to show a given time.)</p> <ul style="list-style-type: none"> The students will be introduced to a digital clock by showing a real working model. The students may read and observe the numerals on the 	<ul style="list-style-type: none"> The students will then independently work on the computers and use interactive games to practice and reinforce telling and writing time to the hour and half hour. The students will participate in a telling time song in which they will use their bodies as a manipulative to tell time. <p>The students will sing along with a hip hop Jack Hartman song about time</p>	<p>Number and I?"</p> <ul style="list-style-type: none"> The students will use manipulatives such as counting cubes or base ten blocks to subtract multiples of 10 in the range or 10-90. <p>The students will use the learning box, an interactive base ten block website to reinforce subtraction skills.</p> <p>http://learningbox.com/Base10/BaseTen.html</p>	<p>add two digit numbers to one digit numbers up to 100.</p>	
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<p>manipulative clocks and they will practice showing a given time and illustrating a given time. (Show the correct answer on the teacher clock after attempts are made.)</p>	<p>clock to note the way that it shows time to the hour and half hour.</p> <ul style="list-style-type: none">• The students will be guided through several examples to reinforce the two ways to show time to the hour and half hour.• The teacher will show some times in digital format and students will match that time on their analog models.				
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<p>Balanced Assessment: Formative The students will practice showing a given time on their manipulative clocks.</p> <p>Summative The students will illustrate the hands of different times on a blank analog clock.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative The students will model digital times as analog on their manipulative clocks.</p> <p>Summative The students will illustrate the hands on a blank clock to show the digital times given.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative The students will demonstrate their knowledge of analog and digital times by illustrating both examples of time through written work and manipulative clocks.</p> <p>Summative The students will write and illustrate time for digital and analog clocks.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative The students will use interactive websites or manipulatives to add two digit numbers to one digit numbers up to 100.</p> <p>Summative The students will add two digit numbers to one digit numbers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative The students will use interactive websites or manipulatives to add two digit numbers to one digit numbers up to 100.</p> <p>Summative The students will add two digit numbers to one digit numbers.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative The students will use a variety of manipulatives and activities to subtract multiples of 10 in the range of 10-90.</p> <p>Summative The students will subtract multiples of 10 in the range of 10-90.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
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Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Teacher Judy Clock Student Judy Clocks Analog Clock Blank Clocks to Illustrate hands	Teacher Judy Clock Student Judy Clocks Analog Clock Blank Clocks to Illustrate hands	Dry Erase Boards Markers Student Judy Clocks Student Computers <ul style="list-style-type: none"> • http://classroom.jc-schools.net/basic/math-time.html Teacher Computer LCD Projector <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=_SKxayr1_DA • http://www.youtube.com/watch?v=biann2PWqIA 	Riddles Activity Sheet Cubes Base Ten Blocks http://learningbox.com/Base10/BaseTen.html	IXL website Counting Cubes Base Ten Blocks www.worksheetsplus.com www.brainpopjr.com	IXL website Counting Cubes Base Ten Blocks www.worksheetsplus.com www.brainpopjr.com

Weeks 32-36
Unit/Topic Numbers and Operations/ Preview for 2nd grade
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <ul style="list-style-type: none"> • Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1.NBT.6) • (Preview)2nd grade standard: CC-2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and

cents symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

CURRICULUM

Week 31	Week 32	Week 33
Identify Sub-Topics 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.	Identify Sub-Topics Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and cents symbols appropriately	Identify Sub-Topics Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and cents symbols appropriately
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:

<p>I can subtract multiples of 10 without regrouping.</p>	<p>I can identify the coins and their value.</p>	<p>I can solve word problems using money.</p>
<p>Critical Vocabulary</p> <p>Two digit One digit Subtraction Tens Ones Multiples</p>	<p>Critical Vocabulary</p> <p>Money Dollar Cents Value Nickel Dime Penny Quarter</p>	<p>Critical Vocabulary</p> <p>Money Dollar Cents Value Nickel Dime Penny Quarter</p>
<p>Suggested Strategies/Activities</p> <p>The students will independently practice subtracting multiples of 10 from numbers 10-90.</p>	<p>Suggested Strategies/Activities</p> <p>Introduce different coins (penny, nickel, quarter, dime). Sing money songs Watch branipopjr video Introduce values of count coins of the same kind.</p>	<p>Suggested Strategies/Activities</p> <p>Use coins to count different amounts of money.</p>
<p>Balanced Assessment: Formative</p> <p>The students will use a variety of manipulatives</p>	<p>Balanced Assessment: Formative Classroom discussion,questioning,</p>	<p>Balanced Assessment: Formative Classroom</p>

<p>and activities to subtract multiples of 10 in the range of 10-90.</p> <p>Summative The students will subtract multiples of 10 in the range of 10-90.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Math Envision Topic 13</p> <p>Summative Students practice identifying and counting money.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>discussion,questioning, Math Envision Topic 13</p> <p>Summative Students practice counting money.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed IXL website Counting Cubes Base Ten Blocks</p> <p>www.worksheetsplus.com www.brainpopjr.com</p>	<p>Resources Needed Envision Math Series Software Play money www.brainpopjr.com</p>	<p>Resources Needed Envision Math Series Software Play money www.brainpopjr.com</p>