

Week 1: August 12 - 16				
Assessment: BOY Test 1 (Test Grade) 10 Points				
No Daily Math				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Foundations and Procedures Skills: Number writing, basic counting	Kindergarten Review	Foundations and Procedures	Foundations and Procedures	Finding numbers on a 100's chart.
K Review Standards: Foundations and Procedures, Social Skills MA.K.NSO.2.2 Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations. Ma.K.NSO.1.1 Given a group of up to 20 objects, in that group and represent the number of objects with a written numeral. State the number of objects in rearrangement of that group without recounting. MA.K.NSO.1.4 Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to, or greater than. MA.K.NSO.1.3 Identify positions of objects within a sequence using the words first, second, third, fourth or fifth. MA.K.NSO.2.1 Recite the number of names to 100 by ones and tens. Starting at a given number, count forward within 100 and backward within 20. MA.K.NSO.2.2 Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.				

Week 2: August 19 - 23

Assessment: [BOY Test 2 \(Test Grade\)](#) 10 points

Daily Math 1

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Launch into Centers & Groups Model & teach structure of math centers		Foundations and Procedures	Foundations and Procedures	Counting numbers on a hundreds chart.

K Review Standards: Foundations and Procedures, Social Skills

MA.K.M.1.1 Identify the attributes of a single object that can be measured such as length, volume, or weight.

MA.K.M.1.2 Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.

MA.K.M.1.3 Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.

MA.K.GR.1.4 Find real-world objects that can be modeled by a given two-or-three dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones, and cylinders.

MA.K.GR.1.5 Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles, and squares.

MA.K.DP.1.1 Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with a drawing.

Week 3: August 26 - August 30

Assessment: [Quiz 1](#) (Classwork Grade)

[Daily Math 2](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 4 4.1 Use Pictures to Add To 4.2 Model Adding To 4.3 Model Putting Together 4.4 Add Zero	<ul style="list-style-type: none">• I can use pictures to add.• I can model adding to a group.• I can model putting together.• I can add 0 to a number.	Addition equation, plus (+), sum, zero, addends, order	1 to 1 Counting (Within 10)	Identifying the Part, Part, and Whole (Addend, Addend, Sum) (Example: In $2 + 3 = 5$ two is a part, 3 is a part and 5 is a whole.)

Chapter 4 Standards:

MA.1.NSO.2.1 Recall addition facts with sums to 10 and related subtraction facts with automaticity.

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

Week 4: September 2 - 6 (Mon.-No School)

Assessment: [Quiz 2](#) (Classwork Grade)

[Daily Math 3](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 4 4.5 Add in any order 4.6 Put together numbers to 10 4.7 Compose to 10	<ul style="list-style-type: none">• I can add addends in any order.• I can show all the ways to make a number.• I can explain why some addition facts are easy to add.	Addition equation, plus (+), sum, zero, addends, order	Ways to make 10 (6+4, 7+3)	Using a Ten Frame

Chapter 4 Standards:

MA.1.NSO.2.1 Recall addition facts with sums to 10 and related subtraction facts with automaticity.

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

Week 5: September 9 - 13

Assessment: [Chapter 4 Test \(Test Grade\)](#) 15 points

[Daily Math 4](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 4 Review Chapter 5 Lesson 5.1 Use pictures to show taking from Lesson 5.2 Model taking from Lesson 5.3 Model taking apart	<ul style="list-style-type: none">• I can use pictures to solve subtraction problems.• I can model taking from a group.• I can model taking apart.	Difference, minus(-), subtraction, subtract, compare, fewer, more	Count a picture and write the number (within 20)	Part, Part, and Whole- Bar Model
Chapter 5 Standards: MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability. MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem. MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.				

Week 6: September 16 - 20 (Wed. 1/2 Day)

Assessment: [Quiz 3](#) (Classwork Grade)

Daily Math 5

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 5 Lesson 5.4 Model Subtraction Lesson 5.5 (2-days) Use pictures and subtraction to compare ½ Day Review	<ul style="list-style-type: none"> • I can use a bar to model to solve subtraction problems. • I can use pictures to compare and subtract. 	Difference, minus(-), subtraction, subtract, compare, fewer, more	Write a number sentence to match a picture. (5 dogs, 2 crossed off= $5-2=3$)	Comparing two groups of objects. (Previewing vocab-fewer, more, compare)
Chapter 5 Standards: MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability. MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem. MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.				

Week 7: September 23 - 27

Assessment: [Chapter 5 Test \(Test Grade\)](#) 15 points

Daily Math 6

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 5 Combine 5.6 & 5.7 Lesson 5.6 Subtract to compare Lesson 5.7 take apart numbers Combine 5.8 & Chapter 8 Review Lesson 5.8 Subtract from 10 or less Chapter 5 Review Chapter 1 Lesson 1.1 Count forward by ones to 120 Lesson 1.2 Count backward by ones within 120	<ul style="list-style-type: none"> I can use a bar model to compare and subtract. I can show all the ways to take apart a number. I can explain why some subtraction facts are easy to subtract. I can use a counting pattern to help me count to 120. I can use a counting pattern to help me count backward from 120. 	Difference, minus(-), subtraction, subtract, compare, fewer, more Chapter 1: skip count	Subtraction sentence written vertically.	Counting backwards or forwards.

Chapter 5 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.

Chapter 1 Standards:

MA.1.NSO.1.1 Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.

MA.1.NSO.1.3 Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings, and expressions or equations.

MA.1.NSO.2.3 Identify the number that is one more, one less, ten more and ten less than a given two-digit number.

Week 8: September 30 - October 4

Assessment: [Fluency Quiz 1 \(Classwork Grade\)](#)

[Daily Math 7](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 1 Lesson 1.3 (2-days) Skip counting by 2's Lesson 1.4 (2-days) Skip counting by 5's	<ul style="list-style-type: none">• I can skip count by twos to 20.• I can skip count by fives to 100.	Skip count	Counting forwards and backwards by ones.	Place value (Tens and ones)

Chapter 1 Standards:

MA.1.NSO.1.1 Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.

MA.1.NSO.1.3 Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings, and expressions or equations.

MA.1.NSO.2.3 Identify the number that is one more, one less, ten more and ten less than a given two-digit number.

Week 9: October 7 - 11 End of Grading Period October 11, 2024

Assessment: [Chapter 1 Test \(Test Grade\)](#) 15 points *This grade is the first grade of quarter 2*

Total Math Grades for Quarter 1:
Tests- 4 (BOY 1, BOY 2, Chapter 4, Chapter 5)
Quizzes- 4 (Quiz 1, 2, 3, Fluency Quiz 1)

[Daily Math 8](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:

Chapter 1 Lesson 1.5 Count by 10's from a number Lesson 1.6 (2-Days) 10 more, 10 less Chapter 1 Review Chapter 1 Test (Quarter 2 grade)	<ul style="list-style-type: none"> • I can count by tens. • I can identify the numbers that are 10 more and 10 less than a two-digit number. 	Skip count	Skip counting by 2's and 5's.	Making a model of two digit numbers. (2 tens and 3 ones can be used to show the number 23).
Chapter 1 Standards: MA.1.NSO.1.1 Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100. MA.1.NSO.1.3 Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings, and expressions or equations. MA.1.NSO.2.3 Identify the number that is one more, one less, ten more and ten less than a given two-digit number.				
Week 10: October 14 - 18 (Mon.-Teacher Planning Day)				
Assessment: Quiz 4 (Classwork Grade)				
Daily Math 9				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 2 Lesson 2.1 Understand tens and ones Lesson 2.2 Make tens and ones Lesson 2.3 Tens	<ul style="list-style-type: none"> • I can use tens and ones to write a number in different ways. • I can show a number by tens and ones. • I can model and name groups of ten. 	Digit, ten, ones, hundred	Ten more, ten less.	Expanded form 0-100
Chapter 2 Standards: MA.1.NSO.1.2 Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form. MA.1.NSO.1.3 Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations. MA.1.NSO.1.4 plot, order, and compare whole numbers up to 100. MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.				

Week 11: October 21 - 25 2nd 9 weeks

Assessment: [Quiz 5](#) (Classwork Grade)

Daily Math 10

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 2 Lesson 2.4 Tens and ones to 50 Lesson 2.5 Tens and ones to 100 Lesson 2.6 Show numbers in different ways Lesson 2.7 Model, read, and write numbers from 100-110	<ul style="list-style-type: none"> I can use cubes to represent a number as tens and ones. I can use tens and ones to represent numbers to 100. I can make models to show a number in different ways. I can model, read, and write numbers from 100 to 110. 	Digit, ten, ones, hundred	Count by tens starting at a given number. (22, 32, 42, 52)	Expanded form 100-120

Chapter 2 Standards:

MA.1.NSO.1.2 Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.

MA.1.NSO.1.3 Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

MA.1.NSO.1.4 plot, order, and compare whole numbers up to 100.

MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.

Week 12: October 28 - November 1 (Halloween Thur. 10/31)

Assessment: [Chapter 2 Test \(Test Grade\)](#) 18 points

Daily Math 11

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 2 Lesson 2.7 Model, read, and write numbers from 100-110 Lesson 2.8 Model, read, and write numbers	<ul style="list-style-type: none"> I can model, read, and write numbers from 100 to 110. I can model, read, and write numbers from 110 to 120. 	Digit, ten, ones, hundred	Write and model tens and ones. (Example: How	What is a number that is greater than a given number?

from 110-120 Lesson 2.9 Expanded form (2-days) Combine 2.9 and Chapter 2 Review Chapter 2 Review	<ul style="list-style-type: none"> I can write numbers in expanded form. 		much is 4 tens + 5 ones?)	
Chapter 2 Standards: MA.1.NSO.1.2 Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form. MA.1.NSO.1.3 Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations. MA.1.NSO.1.4 plot, order, and compare whole numbers up to 100. MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.				

Week 13: November 4 - 8				
Assessment: Quiz 6 (Classwork Grade)				
Daily Math 12				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 3 Lesson 3.1 Greater than Lesson 3.2 Less than Lesson 3.3 Use Symbols to Compare Lesson 3.4 Greater than or less than	<ul style="list-style-type: none"> I can compare two numbers to find which is greater. I can compare two numbers to find which is less. I can use symbols to compare numbers. I can make a model to compare numbers. 	Is greater than (>), is less than (<), is equal to (=) greatest, least	One more, one less.	Order a group of numbers.
Chapter 3 Standards:				

MA.1.NSO.1.4 Plot, order and compare whole numbers up to 100.

Week 14: November 11-15 (Mon.-No School)

Assessment: [Chapter 3 Test \(Test Grade\)](#) 18 points

[Daily Math 13](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 3 Lesson 3.5 (2-days) Order numbers on an open number line Chapter 3 Review	<ul style="list-style-type: none">I can order numbers using an open number line.	Is greater than ($>$), is less than ($<$), is equal to ($=$) greatest, least	Addition within 10 (fluently)	What number is missing on the number line?

Chapter 3 Standards:

MA.1.NSO.1.4 Plot, order and compare whole numbers up to 100.

Week 15: November 18-22 (Next week Thanksgiving Break)

Assessment: [Quiz 7](#) (Classwork Grade)

[Daily Math 14](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 6 Lesson 6.1 Count on Lesson 6.2 Add doubles Lesson 6.3 Use doubles to add Lesson 6.4 Doubles plus 1 and Doubles minus	<ul style="list-style-type: none">I can count on to add 1, 2, or 3.I can add doubles.I can use double facts to solve addition.	Count on, doubles, doubles minus one, doubles plus one, make a ten	Add in any order.	Adding two two-digit numbers.

	<ul style="list-style-type: none"> ● I can use what I know about doubles to find other sums. 			
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Chapter 6 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.

MA.1.AR.1.1 Apply properties of addition to find a sum of three or more whole numbers.

Week 16: December 2 - 6

Assessment: [Fluency Quiz 2 \(Classwork Grade\)](#)

[Daily Math 15](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 6 Lesson 6.5 Practice the strategies Lesson 6.6 Add 10 More *skip 6.7 & 6.8* Lesson 6.9 Real world addition problems Lesson 6.10 Add 2 digit and 1 digit numbers	<ul style="list-style-type: none"> ● I can use strategies to add. ● I can use a ten frame to add ten and some more. ● I can solve real-world addition problems. 	Count on, doubles, doubles minus one, doubles plus one, make a ten	Subtraction fluency within 10. (Fluently)	CUBES/CUBS strategy

Chapter 6 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.

MA.1.AR.1.1 Apply properties of addition to find a sum of three or more whole numbers.

Week 17: December 9-13

Assessment: [Chapter 6 Test \(Test Grade\)](#) 16 points

Daily Math 16

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 6 Review Intro to Double digit addition (3-days)	<ul style="list-style-type: none"> I can add doubles. I can use doubles facts to solve addition problems. I can use what I know about doubles to find other sums. I can use strategies to add. I can use a ten frame to add ten and some more. 		Addition Strategies	Related Facts/Fact Families

Chapter 6 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.

Week 18: December 16-20 (End of grading period 12/20/24)

Assessment: No Assessment

Total Math Grades for Quarter 2:

Tests- 4 (Chapters 1, 2, 3, 6)

Quizzes- 5 (Quiz 4, 5, 6, 7, Fluency Quiz 2)

Daily Math 17

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Math Craftivities (All week)	<ul style="list-style-type: none"> I can solve real-world addition problems. 		Counting forwards and backwards	Missing number/ part,

	<ul style="list-style-type: none"> I can make a ten to add 2-digit and 1-digit numbers. 		within 120.	part, whole.
Review standards as needed				

Week 19: January 6 - 10 (Mon Planning Day) 3rd 9 weeks				
Assessment: Quiz 8 (Classwork Grade)				
Daily Math 18				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 7 Lesson 7.1 Count back Lesson 7.2 Think addition to subtract Lesson 7.3 Use think addition to subtract	<ul style="list-style-type: none"> I can count back 1, 2, and 3. I can use an addition fact I know to find the answer to a subtraction fact. I can use addition to find the answer to a subtraction fact. 	Count back	Mixed operation word problems.	Adding 3 numbers.
Chapter 7 Standards: MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability. MA.1.NSO.2.5 Explore subtraction of a one-digit number from a two-digit number. MA.1.AR.2.1 Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.				

Week 20: January 13-17

Assessment: [Chapter 7 Test \(Test Grade\)](#) 15 points

Daily Math 19

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 7 7.4 Use 10 to subtract *skip 7.5* 7.6 Use Subtraction Strategies 7.7 Real-World Subtraction Problems Chapter 7 Review	<ul style="list-style-type: none"> I can make a ten to subtract. I can use subtraction strategies to solve problems. I can solve real-world subtraction problems. 	count back	Ten more, ten less.	True or False (Equal or not equal) (Example: $5+2=7$ True, $3+3=10$ False)

Chapter 7 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

MA.1.NSO.2.5 Explore subtraction of a one-digit number from a two-digit number.

MA.1.AR.2.1 Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.

MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.

Week 21: January 20 - 24 (No school Monday- MLK)

Assessment: [Quiz 9](#) (Classwork Grade)

Daily Math 20

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 8 Lesson 8.1 Add in any order Lesson 8.2 Use properties to add 3 numbers Lesson 8.3 Practice adding 3 numbers	<ul style="list-style-type: none"> I can add addends in any order. I can add three addends. I can group numbers to add three addends. 		Doubles	Related Facts/Fact family. (Provide 3 numbers, students fill out related facts).

Chapter 8 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.
 MA.1.AR.1.1 Apply properties of addition to find a sum of three or more whole numbers.

Week 22: January 27 - 31

Assessment: [Chapter 8 Test \(Test Grade\)](#) 15 points

[Daily Math 21](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 8 8.4 Use Addition Strategies Chapter 8 Review Chapter 10 Lesson 10.1 Record related facts Lesson 10.2 Identify related facts	<ul style="list-style-type: none"> I can draw a picture to solve addition word problems. I can use related facts to complete equations with missing numbers. I can identify related addition and subtraction facts. 	Ch. 10: related facts	Place value 0-120	Identifying names of coins.

Chapter 8 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.
 MA.1.AR.1.1 Apply properties of addition to find a sum of three or more whole numbers.

Chapter 10 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.
 MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.
 MA.1.AR.2.1 Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.
 MA.1.AR.2.2 Determine and explain if equations involving addition or subtraction are true or false.

Week 23: February 3 - 7

Assessment: [Quiz 10](#) (Classwork Grade)

[Daily Math 22](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:

Chapter 10 Lesson 10.3 Use addition to check subtraction Lesson 10.4 (2-days) unknown numbers Lesson 10.5 Use related facts Fact Families (All Week)	<ul style="list-style-type: none"> I can use addition to check subtraction. I can use a related fact to find an unknown number. I can use an addition fact to find a related subtraction fact. 	Related facts	Expanded form 100-120	Identifying values of coins.
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Chapter 10 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.

MA.1.AR.2.1 Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.

MA.1.AR.2.2 Determine and explain if equations involving addition or subtraction are true or false.

Week 24: February 10-14

Assessment: [Chapter 10 Test \(Test Grade\)](#) 25 points

[Daily Math 23](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 10 Lesson 10.6 Choose an operation Lesson 10.7 Ways to make numbers to 20 Lesson 10.8 Equal and not equal Lesson 10.9 & Chapter 10 Review Combined Lesson 10.9 Facts practice to 20	<ul style="list-style-type: none"> I can choose which operation to use to solve a problem. I can add and subtract in different ways to make the same number. I can use addition and subtraction strategies to help me find sums and differences. 	Related facts	Mixed operation word problems	Identifying dollar bills & values

Chapter 10 Standards:

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.

MA.1.AR.2.1 Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.

MA.1.AR.2.2 Determine and explain if equations involving addition or subtraction are true or false.

Week 25: February 17-21 (Mon. No School- Presidents Day)

Assessment: [Quiz 11](#) (Classwork Grade)

[Daily Math 24](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Skip Counting Review	<ul style="list-style-type: none">I can skip count.		Counting base ten blocks 0-120.	Counting groups of dimes and pennies ONLY.

Review standard:

MA.1.NSO.1.1 Starting at a given number count forward and backwards within 120 by ones. Skip count by 2s to 20 and 5s to 100.

Week 26: February 24-28

Assessment: [Fluency Quiz 3 \(Classwork Grade\)](#)

[Daily Math 25](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 9 Lesson 9.1 Pennies, Nickels, and Dimes Lesson 9.2 Count collections of coins Lesson 9.3 Quarters	<ul style="list-style-type: none">I can tell the value of a penny, a nickel, and a dime.I can find the value of a group of pennies, nickels, and dimes.	Penny, cent, ¢, nickel, dime, quarter, one-dollar bill, five-dollar bill,	Skip counting by 5's	Graphing (pictograph)

Lesson 9.4 Equal amounts	<ul style="list-style-type: none"> I can find the total value of a group of coins I can solve a problem by acting it out. 	ten-dollar bill, , save, spend		
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Chapter 9 Standards:

MA.1.M.2.2 Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.

MA.1.M.2.3 Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately

Week 27: March 3 - 7

Assessment: [Chapter 9 Test \(Test Grade\)](#) 15 points

Daily Math 26

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 9 Lesson 9.5 One, five, and ten dollar bills Lesson 9.6 Spend and save money Chapter 9 Review Math Craftivity	<ul style="list-style-type: none"> I can name the values of \$1, \$5, and \$10 bills. I can explain the difference between saving money and spending money. 	Penny, cent, ¢, nickel, dime, quarter, one-dollar bill, five-dollar bill, ten-dollar bill, , save, spend	How many of each coin makes one dollar.	Graphing (tally graphs)

Chapter 9 Standards:

MA.1.M.2.2 Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.

MA.1.M.2.3 Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately

Week 28: March 10 - 14 March 14- End of Grading Period Spring Break March 17-21

Assessment: No Assessment

Total Math Grades for Quarter 3:
Tests- 4 (Chapters 7, 8, 10, 9)
Quizzes- 5 (Quiz 8, 9, 10, 11, Fluency Quiz 3)

[Daily Math 27](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 15 Lesson 15.1 Lesson 15.2 (2-days) Review day Time Math Craftivity	<ul style="list-style-type: none">I can tell time to the hour on a clock that has only an hour hand.I can tell time to the half hour on a clock that has only an hour hand.	Hour hand, hour, half hour, minutes, minute hand	Ways to make the same value in coins (5 pennies = 1 nickel)	2D & 3D Shapes
Chapter 15 Standards: MA.1.M.2.1 Using analog and digital clocks, tell and write time in hours and half-hours.				

Week 29: March 24 - 28 (Mon 24th Planning Day) 4th 9 weeks

Assessment: [Quiz 12](#) (Classwork Grade)

[Daily Math 28](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 15 Review 15.1 & 15.2 Combined 15.1 Time to the Hour 15.2 Time to the Half Hour 15.3 Time to the Hour and Half Hour	<ul style="list-style-type: none">I can tell time to the hour on a clock that has only an hour hand.I can tell time to the hour on a clock that has only an hour hand.	hour hand hour, half hour, minutes, minute hand	2D Shapes (circles, semi circles, triangles, rectangles, squares,	Even & Odd

15.4 Practice Time to the Hour and Half Hour	<ul style="list-style-type: none"> I can use the minute hand and hour hand to tell time to the hour and half hour. I can draw and write to show times to the hour and half hour. 		trapezoids, and hexagons)	
Chapter 15 Standards: MA.1.M.2.1 Using analog and digital clocks, tell and write time in hours and half-hours.				

Week 30: March 31 - April 4				
Assessment: Chapter 15 Test (Test Grade) 15 points				
Daily Math 29				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 15 Review Chapter 11 11.1 Three-Dimensional Shapes (11.2 & 11.3 Combined) 11.2 Combine ThreeDimensional Shapes 11.3 Make New ThreeDimensional Shapes 11.4 Take Apart ThreeDimensional Shapes	<ul style="list-style-type: none"> I can identify and describe three-dimensional shapes. I can combine three-dimensional shapes to make new shapes. I can build new shapes from combined shapes. I can take apart a combined shape. 	cone, cube, curved surface, cylinder, flat surface, rectangular prism, sphere	Time on a clock to the hour or half hour	Measurement (non standard & standard)
Chapter 11 Standards: MA.1.GR.1.1 Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. MA.1.GR.1.2 Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares, and hexagons. MA.1.GR.1.3 Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders. MA.1.GR.1.4 Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles,				

squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.

Week 3!: April 7-11

Assessment: [Chapter 11 Test \(Test Grade\)](#) 15 points

[Daily Math 30](#)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 11 Lesson 11.5 Two dimensional shapes on Three dimensional shapes Chapter 12 (12.1 & 12.2 combined) 12.1 Classify and Sort Two-Dimensional Shapes 12.2 Attributes of Two– Dimensional Shapes 12.3 Create Two– Dimensional Shapes (12.4 & 12.5 combined) 12.4 Compose More Shapes 12.5 Create New Two– Dimensional Shapes	<ul style="list-style-type: none"> • I can classify and sort two-dimensional shapes by attributes. • I can put two-dimensional shapes together to make a new two-dimensional shape. • I can put two-dimensional shapes together to make a new two-dimensional shape. • I can combine two-dimensional shapes to make new shapes. 	circle, side, square, rectangle, triangle, vertices, hexagon, trapezoid	Even and Odd numbers	Fractions - equal/unequal & halves and fourths

Chapter 12 Standards:

MA.1.GR.1.1 Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.

MA.1.GR.1.2 Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares, and hexagons.

MA.1.GR.1.3 Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.

MA.1.GR.1.4 Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.

Week 32: April 14-18

Assessment: [Chapter 12 Test Quiz](#) 17 points (Classwork Grade)

****This assessment will be entered as a quiz (classwork) grade instead of a test grade****

Daily Math 31

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Ch. 12 Chapter 12 Review Math Craftivity Chapter 13 13.1 Equal or Unequal Parts 13.2 Halves	<ul style="list-style-type: none"> • I can identify equal and unequal parts in two-dimensional shapes. • I can separate a shape into two equal shares. • I can separate a shape into four equal shares. 	equal parts, equal shares, unequal parts, unequal shares, halves, half of, fourths, quarters	Using a ruler to the nearest inch or centimeter	Double Digit addition (no regrouping)

Chapter 13 Standards:

MA.1.FR.1.1 Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths

Week 33: April 21 -25 (23rd is a ½ day)

Assessment: [Chapter 13 Test Quiz](#) 15 points (Classwork Grade)

****This assessment will be entered as a quiz (classwork) grade instead of a test grade****

Daily Math 32

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 13 13.3 Fourths Chapter 14 (14.1 & 14.2 combined) 14.1 Estimate Lengths Using Inches 14.2 Measure to the Nearest Inch (14.3 & 14.4 combined) 14.3 Estimate Lengths Using Centimeters 14.4 Measure to the Nearest Centimeter	<ul style="list-style-type: none"> • I can use 1-inch tiles to estimate lengths. • I can use a ruler to measure the length of an object to the nearest inch. • I can use an object with a known length to estimate the length of another object. • I can measure length to the nearest centimeter using a centimeter ruler. • I can order objects by length. 	estimate, inch, inch ruler, centimeter, centimeter ruler longest, shortest	Equal and unequal parts and halves	Double digit subtraction (no regrouping)
Chapter 14 Standards: MA.1.M.1.1 Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter. MA.1.M.1.2 Compare and order the length of up to three objects using direct and indirect comparison.				

Week 34: April 28- May 2				
Assessment: Chapter 14 Test (Test Grade) 16 points				
Daily Math 33				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 14 14.5 Order Length Chapter 14 Review Chapter 16 16.1 Read Pictographs 16.2 Make Pictographs	<ul style="list-style-type: none"> • I can read and answer questions about pictographs. & • I can collect data and represent it in a pictograph. • I can count the tallies on a tally chart and answer questions about the tally chart. 	Pictograph, tally graph, data	Represent a number by drawing a picture of tens and ones using numbers 0-120	2nd Grade Skills

Chapter 16 Standards: MA.1.DP.1.1 Collect data into categories and represent the results using tally marks or pictographs. MA.1.DP.1.2 Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories				

Week 35: May 5 - 9				
Assessment: Chapter 16 Test (Test Grade) 15 points				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Chapter 16 16.3 Tally Marks 16.4 Make Tally Charts Chapter 16 Review Math Craftivity	<ul style="list-style-type: none"> I can count the tallies on a tally chart and answer questions about the tally chart. 	Tally mark, Tally chart	Mixed Review	2nd Grade Skills
Chapter 16 Standards: MA.1.DP.1.1 Collect data into categories and represent the results using tally marks or pictographs. MA.1.DP.1.2 Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories				

Week 36: May 12 - 16				
Assessment: Fluency Quiz 4 (Classwork Grade) and End of the Year Test (Test Grade) 25 points				
Total Math Grades for Quarter 4:				

Tests- 5 (Chapters 15, 11, 14, 16, End of Year)
Quizzes- 4 (Quiz 12, Chapter 12, Chapter 13, Fluency Quiz 4)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Review		All 1st grade vocabulary	All 1st grade math skills and standards	2nd grade skills
Standards:				

Week 37: May 19 - 23

Assessment:

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
End of Year Celebrations	End of Year Celebrations	End of Year Celebrations	End of Year Celebrations	End of Year Celebrations
Standards:				

Week 38: May 26 - 28 (28th LAST DAY)

Assessment:

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
End of Year Celebrations	End of Year Celebrations	End of Year Celebrations	End of Year Celebrations	End of Year Celebrations
Standards:				