

### Week 1: August 14 - 18

Assessment: BOY Test 1 (TG) (10 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Foundations and Procedures Skills: Number writing, basic counting	No daily math	Foundations and Procedures	Foundations and Procedures	Foundations and Procedures
<b>Standards: Foundations and Procedures, Social Skills</b> <ul style="list-style-type: none"><li>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.</li></ul>				

### Week 2: August 21 - 22

Assessment: BOY Test 2 (TG) (10 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Launch into Centers & Groups  Model & teach structure of math centers  Start Daily Math Week 1		Foundations and Procedures	Foundations and Procedures	Foundations and Procedures
<b>Standards: Foundations and Procedures, Social Skills</b> <ul style="list-style-type: none"><li>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.</li></ul>				

### Week 3: August 28 - September 1

**Assessment:** Quiz 1 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 1</b> 1.1 Count Forward by Ones to 120 1.2 Count Backward by Ones Within 120 1.3 Skip Count by Twos Review Day  Daily Math 2	<ul style="list-style-type: none"><li>I can use a counting pattern to help me count to 120.</li><li>I can use a counting pattern to help me count backward from 120.</li><li>I can skip count by twos to 20.</li></ul>	Skip count	<ul style="list-style-type: none"><li>Counting</li></ul>	Place Value

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

### Week 4: September 4 - 8 (Mon.-No School)

**Assessment:** Quiz 2 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 1</b> 1.3 Skip Count by Twos 1.4 Skip Count by Fives 1.5 Count by Tens From a Number Review Day  Daily Math 3	<ul style="list-style-type: none"><li>I can skip count by twos to 20.</li><li>I can skip count by fives to 100.</li><li>I can count by tens.</li></ul>	Skip count	<ul style="list-style-type: none"><li>Friends of 10</li></ul>	<ul style="list-style-type: none"><li>Using a ten frame</li></ul>

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



## Week 5: September 11 – 15

**Assessment:** Ch. 1 Test (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 1</b> 1.6 10 More, 10 Less  Chapter Review and Assessment  Daily Math 4	<ul style="list-style-type: none"><li>I can identify the numbers that are 10 more and 10 less than a two-digit number.</li></ul>		<ul style="list-style-type: none"><li>Skip counting sets - 2's, 5's, 10's</li></ul>	<ul style="list-style-type: none"><li>Showing numbers in different ways</li></ul>

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

## Week 6: September 18 - 22 (Wed. 1/2 Day)

**Assessment:** Quiz 3 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 2</b> 2.1 Understand Ten and Ones 2.2 Make Ten and Ones 2.3 Tens 2.4 Tens and Ones to 50  Review on ½ Day  Daily Math 5	<ul style="list-style-type: none"><li>I can use tens and ones to write a number in different ways.</li><li>I can show a number as tens and ones.</li><li>I can model and name groups of ten.</li><li>I can use cubes to represent a number as tens and ones.</li></ul>	hundred	<ul style="list-style-type: none"><li>Using a hundreds chart to find 10 more, ten less</li></ul>	<ul style="list-style-type: none"><li>Expanded form</li></ul>

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

## Week 7: September 25 - 29

### Assessment: Math Fluency Test- Numbers to 120 (WG) (20 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 2</b> 2.5 Tens and Ones to 100 2.6 Show Numbers in Different Ways 2.7 Model, Read, and Write Numbers from 100 to 110 Review Day  Daily Math 6	<ul style="list-style-type: none"> <li>• I can use tens and ones to represent numbers to 100.</li> <li>• I can make models to show a number in different ways.</li> <li>• I can model, read, and write numbers from 100 to 110.</li> </ul>	hundred	Building numbers to 100 using tens & ones	Comparing sets/numbers to 20 using manipulatives

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

## Week 8: October 2 - 6

**Assessment: Ch. 2 Test** (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 2</b> 2.8 Model, Read, and Write Numbers from 110 to 120 2.9 Expanded Form  Chapter 2 Review and Assessment Daily Math 7	<ul style="list-style-type: none"><li>I can model, read, and write numbers from 110-120.</li><li>I can write numbers in expanded form.</li></ul>	greatest, least Addition equation, plus +, sum	<ul style="list-style-type: none"><li>Number sense with Hundreds chart</li></ul>	<ul style="list-style-type: none"><li>Comparing #'s up to 100</li></ul>

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

## Week 9: October 9 - 13

**Assessment: Quiz 4** (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 3</b> 3.1 Greater Than 3.2 Less Than 3.3 Use Symbols to Compare 3.4 Greater Than or Less Than  Daily Math 8	<ul style="list-style-type: none"><li>I can compare two numbers to find which is greater.</li><li>I can compare two numbers to find which is less.</li><li>I can use symbols to compare numbers.</li><li>I can make a model to compare numbers.</li></ul>	is greater than > Is less than < Is equal to =	Build & model within 100	Ordering numbers (least to greatest, greatest to least)

### Standards:

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

## Week 10: October 16 - 20 (Mon.-Teacher Planning Day) End of Grading Period October 13, 2023

**Assessment:** Quiz 5 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 3</b> 3.4 Greater Than or Less Than 3.5 Order Numbers on an Open Number Line Review Day  Daily Math 9	<ul style="list-style-type: none"> <li>I can make a model to compare numbers.</li> <li>I can order numbers using an open number line.</li> </ul>	is greater than > Is less than < Is equal to =	<ul style="list-style-type: none"> <li>10 more, 10 less</li> </ul>	<ul style="list-style-type: none"> <li>Basic addition with objects</li> </ul>

**Standards:**

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

## Week 11: October 23 - 27 2nd 9 weeks

**Assessment:** Ch. 3 Test (TG) (18 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Review Ch. 3</b> <b>Math Craft</b> <b>Chapter 4</b> <b>(4.1 &amp; 4.2 combined)</b> 4.1 Use Pictures to Add To 4.2 Model Adding To 4.3 Model Putting Together  Daily Math 10	<ul style="list-style-type: none"> <li>I can use pictures to add.</li> <li>I can model adding to a group.</li> <li>I can model putting together.</li> </ul>	greatest, least Addition equation, plus +, sum, Zero, addends, order	<ul style="list-style-type: none"> <li>Intro to addition -writing number sentences,using manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>Value of the underlined digit (place value)</li> </ul>

**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.K.AR.1.3 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

## Week 12: October 30 - November 3 (Halloween Tues. 10/31)

**Assessment:** Quiz 6 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 4</b> 4.3 Model Putting Together <b>(4.4 &amp; 4.5 combined)</b> 4.4 Add Zero 4.5 Add in Any Order <b>(4.5 &amp; 4.6 combined)</b> 4.6 Put Together Numbers to 10 4.7 Compose to 10  Daily Math 11	<ul style="list-style-type: none"> <li>• I can model putting together.</li> <li>• I can add 0 to a number.</li> <li>• I can add addends in any order.</li> <li>• I can show all the ways to make a number.</li> <li>• I can explain why some addition facts are easy to add.</li> </ul>	Zero, addends, order	# card riddles (cross out the numbers less/greater than ____)	Counting on

### 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.2.1 Recall addition facts with sums to 10 and related subtraction facts with automaticity

## Week 13: November 6 - 10 (Fri.-No School)

**Assessment:** Ch. 4 Test (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 4 Review and Assessment</b>  <b>Chapter 5</b> 5.1 Use Pictures to Show Taking From 5.2 Model Taking From  Daily Math 12	<ul style="list-style-type: none"> <li>• I can use pictures to solve subtraction problems.</li> <li>• I can model taking from a group.</li> </ul>	difference, minus, subtraction	<ul style="list-style-type: none"> <li>• Adding 0 or in any order</li> </ul>	<ul style="list-style-type: none"> <li>• Subtraction using objects</li> <li>• Writing subtraction sentences</li> </ul>

### 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 14: November 13-17

**Assessment:** Quiz 7 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 5</b> 5.3 Model Taking Apart 5.4 Model Subtraction 5.5 Use Pictures and Subtraction to Compare <b>(5.6 &amp; 5.7 combined)</b> 5.6 Subtract to Compare 5.7 Take Apart Numbers  Daily Math 13	<ul style="list-style-type: none"> <li>• I can model taking apart.</li> <li>• I can use a bar model to solve subtraction problems.</li> <li>• I can use pictures to compare and subtract.</li> <li>• I can use a bar model to compare and subtract.</li> <li>• I can show all the ways to take apart a number.</li> </ul>	Subtract, compare, fewer, more	Addition within 10 (fluently)	<ul style="list-style-type: none"> <li>• Doubles</li> </ul>

#### 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 15: November 20-21 (Thanksgiving Week)

**Assessment:**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Math Craftivity	<ul style="list-style-type: none"> <li>•</li> </ul>			

## Week 16: November 27 - December 1

**Assessment:** Ch. 5 Test (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 5</b> 5.8 Subtract from 10 or Less  Ch. 5 Review & Test  <b>Chapter 6</b> 6.1 Count On Daily Math 14	<ul style="list-style-type: none"><li>• I can explain why some subtraction facts are easy to subtract.</li><li>• I can count on to add 1, 2, 3.</li></ul>		Subtraction Fluency	CUBES strategy
<b>Standards:</b> <ul style="list-style-type: none"><li>• MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.</li><li>• MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.</li></ul>				

## Week 17: December 4-8

**Assessment:** Math Fluency Quiz- Addition 0-10 (Page 5) (WG)(total possible points- 37)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 6</b> 6.2 Add Doubles 6.3 Use Doubles to Add 6.4 Doubles Plus 1 and Doubles Minus 1 6.5 Practice the Strategies 6.6 Add 10 and More  Daily Math 15	<ul style="list-style-type: none"><li>• I can add doubles.</li><li>• I can use doubles facts to solve addition problems.</li><li>• I can use what I know about doubles to find other sums.</li><li>• I can use strategies to add.</li><li>• I can use a ten frame to add ten and some more.</li></ul>	count on, doubles, doubles minus one, doubles plus one	Addition Strategies	<ul style="list-style-type: none"><li>• Related Facts</li></ul>
<b>Standards:</b> <ul style="list-style-type: none"><li>• MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.</li></ul>				

## Week 18: December 11-15

Assessment: Ch. 6 Test (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 6</b> <i>*Skip 6.7 and 6.8</i> 6.9 Real-World Addition Problems 6.10 Add 2-Digit and 1-Digit Numbers  Chapter 6 Review & Test  Daily Math 16	<ul style="list-style-type: none"><li>I can solve real-world addition problems.</li><li>I can make a ten to add 2-digit and 1-digit numbers.</li></ul>	count on, doubles, doubles minus one, doubles plus one, make a ten	Doubles +/- 1	Subtraction Strategies
<b>Standards:</b> <ul style="list-style-type: none"><li>MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.</li><li>MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.</li><li>MA.1.AR.1.1 Apply properties of addition to find a sum of three or more whole numbers.</li></ul>				

## Week 19: December 18 - 21 End of Grading Period December 21, 2023 (No School 12/22)

Assessment:

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Math Craftivities</b>			All previously learned skills	
Standards: N/A				



## Week 19: January 8 - 12 (Mon. - Teacher Planning) 3rd 9 weeks

**Assessment:** Quiz 8 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 7</b> 7.1 Count Back 7.2 Think Addition to Subtract 7.3 Use Think Addition to Subtract 7.4 Use 10 to Subtract Daily Math 17	<ul style="list-style-type: none"> <li>I can count back, 1, 2, and 3.</li> <li>I can use an addition fact I know to find the answer to a subtraction fact.</li> <li>I can use addition to find the answer to a subtraction fact.</li> <li>I can make a ten to subtract.</li> </ul>	count back	2 digit + 1 digit addition (ex: 12 + 4)	Adding 3 numbers

### 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 20: January 15 - 19 (No school Monday- MLK)

**Assessment:** Ch. 7 Test (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 7</b> <i>*Skip Lesson 7.5</i> 7.6 Use Subtraction Strategies 7.7 Real-World Subtraction Problems  Chapter 7 Review and Assessment Daily Math 18	<ul style="list-style-type: none"> <li>I can use subtraction strategies to solve problems.</li> <li>I can solve real-world subtraction problems.</li> </ul>		Adding & Subtraction key words	Coin Identification

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

## Week 21: January 22 - 26

**Assessment:** Quiz 9 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 8</b> 8.1 Add in Any Order 8.2 Use Properties to Add 3 Numbers 8.3 Practice Adding 3 Numbers 8.4 Use Addition Strategies Review Day  Daily Math 19	<ul style="list-style-type: none"> <li>I can add addends in any order.</li> <li>I can add three addends.</li> <li>I can group numbers to add three addends.</li> <li>I can draw a picture to solve addition word problems.</li> </ul>		<ul style="list-style-type: none"> <li>Mixed addition &amp; subtraction fluency</li> </ul>	Money - identify and name coins
<b>Standards:</b> <ul style="list-style-type: none"> <li>MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.</li> <li>MA.1.AR.1.1 Apply properties of addition to find a sum of three or more whole numbers.</li> </ul>				

## Week 22: January 29 - February 2

**Assessment:** Ch. 8 Test (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 8 Assessment</b>  <b>Math Craftivity</b>  <b>Money Preview- Skip Counting &amp; Coin Sorting</b>  Daily Math 20	<ul style="list-style-type: none"> <li>I can skip count by twos to 20.</li> <li>I can skip count by fives to 100.</li> <li>I can count by tens.</li> </ul>	Skip count	<ul style="list-style-type: none"> <li>Skip Counting</li> </ul>	<ul style="list-style-type: none"> <li>Per class</li> </ul>
<b>Standards:</b> <ul style="list-style-type: none"> <li>MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.</li> <li>MA.1.AR.1.1 Apply properties of addition to find a sum of three or more whole numbers.</li> <li>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.</li> </ul>				

## Week 23: February 5-9

**Assessment:** Quiz 10 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 9</b> 9.1 Pennies, Nickels, and Dimes 9.2 Count Collections of Coins 9.3 Quarters  Daily Math 21	<ul style="list-style-type: none"><li>I can tell the value of a penny, a nickel, and a dime.</li><li>I can find the value of a group of pennies, nickels, and dimes.</li><li>I can find the total value of a group of coins.</li></ul>	penny, cent, ¢ symbol, nickel, dime, quarter	Compose & Decompose #'s	<ul style="list-style-type: none"><li>Identifying dollar bills &amp; values</li><li>Using \$ symbol</li></ul>
<b>Standards:</b> <ul style="list-style-type: none"><li>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.</li><li>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</li></ul>				

## Week 24: February 12-16

**Assessment:** Quiz 11 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 9</b> 9.4 Equal Amounts 9.5 One, Five, and Ten Dollar Bills 9.6 Spend and Save Money  Daily Math 22	<ul style="list-style-type: none"><li>I can solve a problem by acting it out.</li><li>I can name the values of \$1, \$5, and \$10 bills.</li><li>I can explain the difference between saving money and spending money.</li></ul>	one-dollar bill, five-dollar bill, ten-dollar bill, \$ symbol, save, spend	Counting same coins to make \$1 (100 pennies, 10 dimes, etc)	Fact families - number arrangement
<b>Standards:</b> <ul style="list-style-type: none"><li>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.</li><li>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</li></ul>				

## Week 25: February 19 - 23 (Mon. No School- Presidents Day)

**Assessment: Ch. 9 Test** (TG) (15 Points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 9</b> Review and Assessment <b>Chapter 10</b> 10.1 Record Related Facts 10.2 Identify Related Facts Daily Math 23	<ul style="list-style-type: none"> <li>I can use related facts to complete equations with missing numbers.</li> <li>I can identify related addition and subtraction facts.</li> </ul>	related facts	<ul style="list-style-type: none"> <li>Counting groups of mixed coins (to \$1)/bills (to \$100)</li> </ul>	Using addition or subtraction to solve for an unknown number

### 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.

## Week 26: February 26 - March 2

**Assessment: Math Fluency Quiz- Subtraction 0-10 (Page 69)** (WG) (total possible points- 37)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 10</b> <b>(10.3 &amp; 10.4 combined)</b> 10.3 Use Addition to Check Subtraction 10.4 Unknown Numbers 10.5 Use Related Facts 10.6 Choose an Operation <i>*Skip Lesson 10.7</i> 10.8 Equal and Not Equal Daily Math 24	<ul style="list-style-type: none"> <li>I can use addition to check subtraction.</li> <li>I can use a related fact to find an unknown number.</li> <li>I can use an addition fact to find a related subtraction fact.</li> <li>I can choose which operation to use to solve a problem.</li> <li>I can add and subtract to find if an equation is true or false.</li> </ul>	Related facts	<ul style="list-style-type: none"> <li>Ways to make the same value in coins (5 pennies = 1 nickel)</li> </ul>	Balanced equations

### Standards:

- 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 27: March 4 - 8****Assessment: Ch. 10 Test** (TG) (24 points)

<b>Math Skills Covered:</b>	<b>I Can Statements</b>	<b>Vocabulary</b>	<b>Review:</b>	<b>Preview:</b>
<b>Chapter 10</b> 10.8 Equal and Not Equal 10.9 Facts Practice to 20  Chapter 10 Review and Test Math Craftivity  Daily Math 25	<ul style="list-style-type: none"><li>• I can add and subtract to find if an equation is true or false.</li><li>• I can use addition and subtraction strategies to help me find sums and differences.</li></ul>		<ul style="list-style-type: none"><li>• 3D shapes</li></ul>	Even & Odd numbers
<b>Standards:</b> <ul style="list-style-type: none"><li>• MA.1.NSO.2.1 Recall addition facts with sums to 10 and related subtraction facts with automaticity.</li><li>• MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.</li><li>• MA.1.AR.1.1 Apply properties of addition to find a sum of three or more whole numbers.</li><li>• MA.1.AR.2.2 Determine and explain if equations involving addition or subtraction are true or false</li></ul>				

**Week 28: March 11-14 (Planning Day Thursday)****(March 19-23 SPRING BREAK) March 13 - End of Grading Period****Assessment:**

<b>Math Skills Covered:</b>	<b>I Can Statements</b>	<b>Vocabulary</b>	<b>Review:</b>	<b>Preview:</b>
<b>Review Week</b>  <b>Intro to Time &amp; Clocks</b>		<b>Analog, digital, time, half past, hour</b>		Clocks - parts of a clock, writing the time
<b>Standards:</b> <ul style="list-style-type: none"><li>• MA.1.M.2.1 Using analog and digital clocks, tell and write time in hours and half-hours.</li></ul>				

## Week 29: March 25 - 29 4th 9 weeks

**Assessment:** Quiz 12 (WG)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 15</b> 15.1 Time to the Hour 15.2 Time to the Half Hour 15.3 Time to the Hour and Half Hour 15.4 Practice Time to the Hour and Half Hour  Daily Math 26	<ul style="list-style-type: none"> <li>I can tell time to the hour on a clock that has only an hour hand.</li> <li>I can tell time to the hour on a clock that has only an hour hand.</li> <li>I can use the minute hand and hour hand to tell time to the hour and half hour.</li> <li>I can draw and write to show times to the hour and half hour.</li> </ul>	hour hand hour, half hour, minutes, minute hand	2D Shapes	Double Digit addition (no regrouping)
<b>Standards:</b> <ul style="list-style-type: none"> <li>MA.1.M.2.1 Using analog and digital clocks, tell and write time in hours and half-hours.</li> </ul>				

## Week 30: April 1 - 5

**Assessment:** Ch. 15 Test (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 15 Review &amp; Test</b>  <b>Chapter 11</b> 11.1 Three-Dimensional Shapes <b>(11.2 &amp; 11.3 Combined)</b> 11.2 Combine ThreeDimensional Shapes 11.3 Make New ThreeDimensional Shapes 11.4 Take Apart ThreeDimensional Shapes  Daily Math 27	<ul style="list-style-type: none"> <li>I can identify and describe three-dimensional shapes.</li> <li>I can combine three-dimensional shapes to make new shapes.</li> <li>I can build new shapes from combined shapes.</li> <li>I can take apart a combined shape.</li> </ul>	cone, cube, curved surface, cylinder, flat surface, rectangular prism, sphere	Even & Odd	Double Digit subtraction (no regrouping)

**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 31: April 8 - 12****Assessment: Ch. 11 Test** (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 11</b> Review and Assessment  <b>Chapter 12</b> <b>(12.1 &amp; 12.2 combined)</b> 12.1 Classify and Sort Two-Dimensional Shapes 12.2 Attributes of Two– Dimensional Shapes 12.3 Create Two– Dimensional Shapes <b>(12.4 &amp; 12.5 combined)</b> 12.4 Compose More Shapes 12.5 Create New Two– Dimensional Shapes  Daily Math 28	<ul style="list-style-type: none"><li>• I can classify and sort two-dimensional shapes by attributes.</li><li>• I can put two-dimensional shapes together to make a new two-dimensional shape.</li><li>• I can put two-dimensional shapes together to make a new two-dimensional shape.</li><li>• I can combine two-dimensional shapes to make new shapes.</li></ul>	circle, side, square, rectangle, triangle, vertices, hexagon, trapezoid	Shape Attributes	Fractions

**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.

**Week 32: April 15 - 19****Assessment: Ch. 12 Test** (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Ch. 12 Assessment</b> <b>Chapter 13</b> 13.1 Equal or Unequal Parts 13.2 Halves 13.3 Fourths Chapter 13 Review Daily Math 29	<ul style="list-style-type: none"><li>• I can identify equal and unequal parts in two-dimensional shapes.</li><li>• I can separate a shape into two equal shares.</li><li>• I can separate a shape into four equal shares.</li></ul>	equal parts, equal shares, unequal parts, unequal shares, halves, half of, fourths, quarters	Mixed Double Digit addition/subtraction (no regrouping)	Measurement
<b>Standards:</b> <ul style="list-style-type: none"><li>• 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</li></ul>				

**Week 33: April 22 - 26 (24th is a ½ day)****Assessment: Ch. 13 Test** (TG) (15 points)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Ch. 13 Assessment</b> <b>Chapter 14</b> <b>(14.1 &amp; 14.2 combined)</b> 14.1 Estimate Lengths Using Inches 14.2 Measure to the Nearest Inch <b>(14.3 &amp; 14.4 combined)</b> 14.3 Estimate Lengths Using Centimeters 14.4 Measure to the Nearest Centimeter 14.5 Order Length  Daily Math 30	<ul style="list-style-type: none"><li>• I can use 1-inch tiles to estimate lengths.</li><li>• I can use a ruler to measure the length of an object to the nearest inch.</li><li>• I can use an object with a known length to estimate the length of another object.</li><li>• I can measure length to the nearest centimeter using a centimeter ruler.</li><li>• I can order objects by length.</li></ul>	estimate, inch, inch ruler, centimeter, centimeter ruler longest, shortest	Clocks	Pictographs



**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 29- May 3****Assessment: Ch. 14 Test** (TG) (15 points)

<b>Math Skills Covered:</b>	<b>I Can Statements</b>	<b>Vocabulary</b>	<b>Review:</b>	<b>Preview:</b>
<b>Chapter 14</b> Assessment <b>Chapter 16</b> 16.1 Read Pictographs 16.2 Make Pictographs 16.3 Tally Marks  Daily Math 31	<ul style="list-style-type: none"><li>• I can read and answer questions about pictographs. &amp;</li><li>• I can collect data and represent it in a pictograph.</li><li>• I can count the tallies on a tally chart and answer questions about the tally chart.</li></ul>	Pictograph, tally graph, data	Measurement	Regrouping

**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 6 - 10****Assessment: Ch. 16 Test** (TG) (15 points),**Math Fluency Quiz- Mixed Addition & Subtraction 0-20 (Page 165)** (WG) (total points possible- 37)

<b>Math Skills Covered:</b>	<b>I Can Statements</b>	<b>Vocabulary</b>	<b>Review:</b>	<b>Preview:</b>
<b>Chapter 16</b> 16.4 Make Tally Charts  Chapter 16 Review and Assessment Daily Math 32	<ul style="list-style-type: none"><li>• I can count the tallies on a tally chart and answer questions about the tally chart.</li></ul>	Tally mark, Tally chart	Mixed Review	

<b>Standards:</b> <ul style="list-style-type: none"> <li>MA.1.DP.1.1 Collect data into categories and represent the results using tally marks or pictographs.</li> <li>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</li> </ul>				

Week 36: May 13 - 17				
Assessment: EOY Test (NO Grade)				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Prepare for 2nd Grade  Daily Math 33		All 1st grade vocabulary	All 1st grade math skills and standards	2nd grade skills
Standards:				

Week 37: May 20 - 24 (24th 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:				