

**First Week: August 10 - 12**

Assessment:

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
Foundations and Procedures Skills:	No daily math	Foundations and Procedures	Foundations and Procedures *Launch into Place Value	Foundations and Procedures *Launch into Place Value

**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.

**Week 1: August 15 - 19**

Assessment: Math Fluency +0

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	<ul style="list-style-type: none"> <li>• I can use a counting pattern to help me count to 120.</li> </ul>	skip count	<ul style="list-style-type: none"> <li>• Writing numbers</li> <li>• Counting by 1's</li> </ul>	Composing numbers to 10 using

1.3 Skip Count by Twos 1.4 Skip Count by Fives	<ul style="list-style-type: none"> <li>● I can use a counting pattern to help me count backward from 120.</li> <li>● I can skip count by two's to 20.</li> <li>● I can skip count by fives to 100.</li> </ul>		to 20	manipulatives
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**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 2: August 22 - 26**

**Assessment: Ch. 1 Test & Supplement (15 points), Math Fluency +1 (for practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 1</b> 1.5 Count by Tens From a Number 1.6 10 More, 10 Less  Chapter Review and Assessment	<ul style="list-style-type: none"> <li>● I can count by tens.</li> <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>● Writing numbers</li> <li>● Counting by 1's to 20</li> </ul>	Identifying, Composing, & decomposing teen numbers to 20 (or beyond) using 10's and 1's

**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 3: August 29 - September 2

Assessment: Math Fluency +2

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	<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>		<ul style="list-style-type: none"> <li>• Skip counting sets - 2's, 5's, 10's</li> <li>• Using a hundreds chart to find 10 more, ten less</li> </ul>	<ul style="list-style-type: none"> <li>• Showing numbers in different ways</li> <li>• Writing larger numerals</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 4: September 5 - 9 (Mon.-No School)

Assessment: Math Fluency +3

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

<p><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  2.8 Model, Read, and Write Numbers from 110 to 120</p>	<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> <li>● I can model, read, and write numbers from 110-120.</li> </ul>	<p>hundred</p>	<p>Building numbers to 100 using tens &amp; ones</p>	<p>Comparing sets/numbers to 20 using manipulatives</p>
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**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.

<p><b>Week 5: September 12 – 16 (Wed.-Half day/teacher planning)</b></p>				
<p><b>Assessment: Ch. 2 Test &amp; Supplement (15 points), Math Fluency +4 (for practice)</b></p>				
<p><b>Math Skills Covered:</b></p>	<p><b>I Can Statements</b></p>	<p><b>Vocabulary</b></p>	<p><b>Review:</b></p>	<p><b>Preview:</b></p>
<p><b>Chapter 2</b>  2.9 Expanded Form   Chapter 2 Review and Assessment</p>	<p>I can write numbers in expanded form.</p>		<ul style="list-style-type: none"> <li>● Count higher than 100</li> <li>● Build, write, &amp; represent a given number</li> </ul>	<ul style="list-style-type: none"> <li>● Greater than, less than, equal to - symbols, vocab, numbers to 20</li> <li>● Putting numbers in order</li> </ul>

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**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.

**Week 6: September 19 - 23**

Assessment: Math Fluency +5

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	<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 =	Using a 120 chart to find a given number	Using a numberline

**Standards:**  
 ● MA.1.NSO.1.4 Plot, order and compare whole numbers up to 100.

**Week 7: September 26 - 30**

Assessment: Ch. 3 Test & Supplement (15 points), Math Fluency +6 (for practice)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<p><b>Chapter 3</b> 3.5 Order Numbers on an Open Number Line Chapter 3 Review and Assessment</p> <p><b>Chapter 4</b> 4.1 Use Pictures to Add To 4.2 Model Adding To</p>	<ul style="list-style-type: none"> <li>● I can order numbers using an open number line.</li> <li>● I can use pictures to add.</li> <li>● I can model adding to a group.</li> </ul>	<p>greatest, least Addition equation, plus +, sum</p>	<ul style="list-style-type: none"> <li>● Use symbols to compare numbers to 120</li> <li>● Launch into addition</li> </ul>	<ul style="list-style-type: none"> <li>● Addition using pictures</li> <li>● Writing equations</li> <li>● Launch Into addition</li> </ul>

**Standards:**

- MA.1.NSO.1.4 Plot, order and compare whole numbers up to 100.
- 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 8: October 3 - 7**

Assessment: Math Fluency +7

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 4</b> 4.3 Model Putting Together 4.4 Add Zero 4.5 Add in Any Order 4.6 Put Together Numbers to 10	<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> </ul>	Zero, addends, order	Ordering a group of numbers from least to greatest/greatest to least	Adding to 10 (or using manipulatives, drawings/pictures, equations)
<b>Standards:</b> 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 9: October 10 - 14**

Assessment: Ch. 4 Test & Supplement (15 points), Math Fluency Mixed Addition (for practice)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 4</b> 4.7 Compose to 10  Chapter 4 Review and Assessment  <b>Chapter 5</b> 5.1 Use Pictures to Show Taking From 5.2 Model Taking From	<ul style="list-style-type: none"> <li>● I can explain why some addition facts are easy to add.</li> <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>● Ways to make 10</li> <li>● Adding 0</li> </ul>	<ul style="list-style-type: none"> <li>● Subtraction using pictures</li> <li>● Writing subtraction sentences</li> </ul>

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**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 10: October 17 - 21 (Mon.-Teacher Planning Day) End of Grading Period October 14, 2022**

**Assessment: Math Fluency -1**

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	<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> </ul>	Subtract, compare, fewer, more	Addition within 10 (fluently)	<ul style="list-style-type: none"> <li>• Taking apart numbers to 10 using manipulatives or drawings.</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 11: October 24 - 28 2nd 9 weeks**

**Assessment: Ch. 5 Test & Supplement (15 points), Math Fluency -2 (for practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<p><b>Chapter 5</b>                      5.6 Subtract to Compare                      5.7 Take Apart Numbers                      5.8 Subtract from 10 or Less                       Chapter 5 Review and Assessment</p>	<ul style="list-style-type: none"> <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> <li>● I can explain why some subtraction facts are easy to subtract.</li> </ul>		Using pictures or manipulatives to show subtraction	Making a double using manipulatives or pictures

**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.

**Week 12: October 31 - November 4**

**Assessment: Math Fluency -3**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 6</b> 6.1 Count On 6.2 Add Doubles 6.3 Use Doubles to Add 6.4 Doubles Plus 1 and Doubles Minus 1	<ul style="list-style-type: none"> <li>● I can count on to add 1, 2, 3.</li> <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> </ul>	count on, doubles, doubles minus one, doubles plus one	Subtracting from 10 (fluently)	Using 10 frames & counters/ drawings to make a ten to add
<b>Standards:</b> MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.				

Week 13: November 7 - 11 (Fri.-No School)				
Assessment: Math Fluency -4				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 6</b> 6.5 Practice the Strategies 6.6 Add 10 and More 6.7 Make a 10 to Add 6.8 Use Make a 10 to Add	<ul style="list-style-type: none"> <li>● I can use strategies to add.</li> <li>● I can use a ten frame to add ten and some more.</li> <li>● I can use the make a ten strategy to add.</li> <li>● I can make a ten to solve addition problems.</li> </ul>	Make a ten	Doubles facts	Word problems to add

<b>Standards:</b> 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.				

<b>Week 14: November 14 - 18 (Funday Friday 11/18)</b>				
<b>Assessment: Ch. 6 Test &amp; Supplement (15 points), Math Fluency -5 (for practice)</b>				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 6</b> 6.9 Real-World Addition Problems 6.10 Add 2-Digit and 1-Digit Numbers  Chapter 6 Review and Assessment	<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>		Addition strategy review	Using addition to show subtraction (turn-around facts)
<b>Standards:</b> 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.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.				

<b>Week 15: November 28 - December 2</b>				
<b>Assessment: Math Fluency -6</b>				

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	<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	Real world math story problems	

**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 16: December 5 - 9**

**Assessment: Ch. 7 Test & Supplement (15 points), Math Fluency -8 (for practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 7</b> 7.5 Break Apart to Subtract 7.6 Use Subtraction Strategies 7.7 Real-World Subtraction Problems  Chapter 7 Review and Assessment	<ul style="list-style-type: none"> <li>● I can break apart a number to subtract.</li> <li>● I can use subtraction strategies to solve problems.</li> <li>● I can solve real-world subtraction problems.</li> </ul>		Counting back to subtract	<ul style="list-style-type: none"> <li>● Adding 3 numbers</li> <li>● Rearranging numbers to add</li> </ul>

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**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 17: December 12 - 16**

**Assessment: Math Fluency -10**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<p><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            Chapter 8 Review</p>	<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>● Subtraction strategy review</li> <li>● Story problems (subtraction)</li> </ul>	Money - identify and name coins

**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 18: December 19 - 23 End of Grading Period December 23,2022**

Assessment: Ch. 8 Test & Supplement (15 points) (Monday), Math Fluency Mixed Subtraction (for practice)

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<p><b>Chapter 8</b> Assessment</p> <p>REVIEW of 1st half of 1st Grade skills</p>			All previously learned skills	<ul style="list-style-type: none"><li>● Money - identify coins &amp; their values.</li><li>● Using the ¢ symbol</li></ul>

Standards: N/A

**Week 19: January 9 - 13 (Mon. - Teacher Planning) 3rd 9 weeks**

**Assessment: Math Fluency Mixed Level 1-10**

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	<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	Mixed addition & subtraction review	<ul style="list-style-type: none"> <li>● Identifying dollar bills &amp; values</li> <li>● Using \$ symbol</li> </ul>

**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 20: January 16 - 20 (no school Monday)**

**Assessment: Math Fluency Mixed Level 1-10**

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	<ul style="list-style-type: none"> <li>● I can solve a problem by acting it out.</li> </ul>	one-dollar bill, five-dollar bill, ten-	Counting same coins to make \$1 (100 pennies, 10	Fact families - number arrangement

9.6 Spend and Save Money	<ul style="list-style-type: none"> <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>	dollar bill, \$ symbol, save, spend	dimes, etc)	
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**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 21: January 23 - 27**

**Assessment: Ch. 9 Test & Supplement (15 points), Math Fluency Mixed Level 1-10 (for practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<p><b>Chapter 9</b> Review and Assessment</p> <p><b>Chapter 10</b> 10.1 Record Related Facts 10.2 Identify Related Facts</p>	<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> <li>● Writing values using symbols</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 22: January 30 - February 3**

**Assessment: Math Fluency Mixed Level 1-10**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 10</b> 10.3 Use Addition to Check Subtraction 10.4 Unknown Numbers 10.5 Use Related Facts 10.6 Choose an Operation	<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> </ul>		<ul style="list-style-type: none"> <li>● Identifying related facts</li> <li>● Finding the unknown</li> </ul>	True or false equations (up to 20)

**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 23: February 6 - 10**

**Assessment: Ch. 10 Test & Supplement (15 points), Math Fluency Mixed Level 10-20 (for practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 10</b> 10.7 Ways to Make Numbers to 20 10.8 Equal and Not Equal	<ul style="list-style-type: none"> <li>● I can add and subtract in different ways to make the same number.</li> </ul>		Launch into shapes & figures	Launch into shapes & figures

10.9 Facts Practice to 20

Chapter 10 Review and Test

- I can add and subtract to find if an equation is true or false.
- I can use addition and subtraction strategies to help me find sums and differences.

**Standards:**

- 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.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.1.1 Apply properties of addition to find a sum of three or more whole numbers.
- MA.1.AR.2.2 Determine and explain if equations involving addition or subtraction are true or false

**Week 24: February 13 - 17**

**Assessment: Math Fluency Mixed Level 10-20**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<p><b>Chapter 11</b></p> <p>11.1 Three-Dimensional Shapes</p> <p>11.2 Combine ThreeDimensional Shapes</p> <p>11.3 Make New ThreeDimensional Shapes</p> <p>11.4 Take Apart ThreeDimensional Shapes</p> <p>11.5 Two-Dimensional Shapes on Three-Dimensional Shapes</p>	<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> <li>● I can find two-dimensional shapes on three-dimensional shapes.</li> </ul>	<p>cone, cube, curved surface, cylinder, flat surface, rectangular prism, sphere</p>	<p>Making equations equal</p>	<p>2D shape names</p>
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● MA.1.GR.1.2 Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares, and hexagons.</li> <li>● 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.</li> <li>● 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.</li> </ul>				

**Week 25: February 20 - 24 (Mon. No School)**

**Assessment: Ch. 11 Test & Supplement (15 points), Math Fluency Mixed Level 10-20 (for practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 11</b> Review and Assessment  <b>Chapter 12</b> 12.1 Classify and Sort Two-Dimensional Shapes 12.2 Attributes of Two– Dimensional Shapes	<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> </ul>	circle, side, square, rectangle, triangle, vertices, hexagon, trapezoid	3D shapes	Composing new shapes using 2D/3D shapes

**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 26: February 27 - March 3**

**Assessment: Ch. 12 Test & Supplement (10 points), Math Fluency Mixed Level 10-20 (for practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 12</b> 12.3 Create Two– Dimensional Shapes 12.4 Compose More Shapes	<ul style="list-style-type: none"> <li>● I can put two-dimensional shapes together to make a new two-dimensional shape.</li> </ul>		Attributes of 2D/3D shapes	Fractions (using real world examples)

<p>12.5 Create New Two– Dimensional Shapes</p> <p>Chapter 12 Review and Assessment</p>	<ul style="list-style-type: none"> <li>● I can combine two-dimensional shapes to make new shapes.</li> <li>● I can combine shapes to make new shapes, then use the new shapes to make other shapes.</li> </ul>			
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**Standards:**  
 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.

**Week 27: March 6 - 10**

**Assessment: Ch. 13 Test, Math Fluency Mixed Operations pg 2 (practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<p><b>Chapter 13</b></p> <p>13.1 Equal or Unequal Parts</p> <p>13.2 Halves</p> <p>13.3 Fourths</p> <p>Chapter 13 Review and Assessment</p>	<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>	<p>equal parts, equal shares, unequal parts, unequal shares, halves, half of, fourths, quarters</p>	<p>Composing new shapes</p>	<p>Measurement tools - rulers</p>

**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 28: March 13-17 (Planning Day Friday) (March 20-24 SPRING BREAK) March 16 - End of Grading Period**

**Assessment: Math Fluency Mixed Operations pg 3**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Review Week</b>  View "Launch into Measurement" Lesson			Launch into measurement	Launch into measurement

**Standards:**

- 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.

**Week 29: March 27 - 31 4th 9 weeks**

**Assessment: Math Fluency Mixed Operations pg 4**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 14</b> 14.1 Estimate Lengths Using Inches 14.2 Measure to the Nearest Inch	<ul style="list-style-type: none"> <li>• I can use 1-inch tiles to estimate lengths.</li> </ul>	estimate, inch, inch ruler, centimeter,	Identifying fractions in various forms	Clocks - parts of a clock, writing the time

14.3 Estimate Lengths Using Centimeters 14.4 Measure to the Nearest Centimeter 14.5 Order Length	<ul style="list-style-type: none"> <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>	centimeter ruler longest, shortest	(circle, triangle, square, real world)	
<b>Standards:</b> <ul style="list-style-type: none"> <li>● 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.</li> <li>● MA.1.M.1.2 Compare and order the length of up to three objects using direct and indirect comparison.</li> </ul>				

<b>Week 30: April 3 - 7</b>				
<b>Assessment: Ch. 14 Test &amp; Supplement (10 points) Math Fluency Mixed Operations pg 5 (For Practice)</b>				
<b>Math Skills Covered:</b>	<b>I Can Statements</b>	<b>Vocabulary</b>	<b>Review:</b>	<b>Preview:</b>
<b>Chapter 14</b>		hour hand	Measuring objects	Pictographs

<p>Review and Assessment</p> <p><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</p>	<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> </ul>	hour, half hour, minutes, minute hand	in inches & centimeters using a ruler.	
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**Standards:**

- MA.1.M.2.1 Using analog and digital clocks, tell and write time in hours and half-hours.

**Week 31: April 10 - 14**

**Assessment: Ch. 15 Test & Supplement (15 points) Math Fluency Mixed Operations pg 6 (For Practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<p><b>Chapter 15</b>  15.4 Practice Time to the Hour and Half Hour</p> <p>Chapter 15 Review and Assessment</p> <p><b>Chapter 16</b>  16.1 Read Pictographs  16.2 Make Pictographs</p>	<ul style="list-style-type: none"> <li>● I can draw and write to show times to the hour and half hour.</li> <li>● I can read and answer questions about pictographs. &amp;</li> <li>● I can collect data and represent it in a pictograph.</li> </ul>		Telling & writing time to the hour & ½ hour	Tally charts & graphs

**Standards:**

MA.1.M.2.1 Using analog and digital clocks, tell and write time in hours and half-hours.

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 32: April 17 - 21**

**Assessment: Ch. 16 Test & Supplement (15 points) Math Fluency Mix pg 7 (For Practice)**

Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
<b>Chapter 16</b> 16.3 Tally Marks 16.4 Make Tally Charts  Chapter 16 Review and Test	I can sound the tallies on a tally chart and answer questions about the tally chart.	Tally mark, Tally chart	Making & reading graphs	2nd grade skills

**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 33: April 24 - 28 (26th is a ½ day)**

**Assessment: Math Fluency Mixed Operations pg 8**

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

1st Grade Math Skills Review		All 1st grade vocabulary	All 1st grade math skills and standards	2nd grade skills
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Standards:

Week 34: May 1 - 5				
Assessment: Math Fluency Mixed Operations pg 9				
Math Skills Covered:	I Can Statements	Vocabulary	Review:	Preview:
1st Grade Math Skills Review		All 1st grade vocabulary	All 1st grade math skills and standards	2nd grade skills

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Standards:

**Week 35: May 8 - 12**

**Assessment: Math Fluency Mixed Operations pg 10**

<b>Math Skills Covered:</b>	<b>I Can Statements</b>	<b>Vocabulary</b>	<b>Review:</b>	<b>Preview:</b>
Prepare for 2nd Grade		All 1st grade vocabulary	All 1st grade math skills and standards	2nd grade skills

Standards:

**Week 36: May 15 - 19**

**Assessment:**

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

Week 37: May 22 - 26 (26th is a planning 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:

**\*\* Testing Rationale:** In order to include rigor/depth of knowledge questioning, a collective decision was made to give the Chapter Review Test as the main unit testing piece along with the addition of a Chapter Supplement. This will also allow for increased question/point count for grading purposes, more alignment with the Go Math! lessons, and cover all Math B.E.S.T standards. Total points per test are noted.

**\*\*Math Fluency quizzes will be given weekly, but only count as a math grade on the weeks there aren't any Chapter Tests given.**