Los Angeles Unified School District
Office of Curriculum, Instruction, and School Support
2013-2014 Elementary Curriculum Maps
First Grade

Introduction to the Document:
Welcome to the Los Angeles Unified School District's Elementary Mathematics CCSS Curriculum Map for First Grade. The Map is intended to be a one-stop tool for teachers, administrators, parents, and other school support personnel. It blends Common Core State Standards in Mathematics, enVisionMATH Topics which address those standards, additional resources and Instructional Blocks into one easy-to-read resource.
The Map is a living document—it is neither set in stone for all time nor is it perfect. Teachers and other users are encouraged to provide on-going feedback as to its accuracy, usability, and content.

Organization of the Document:
This Curriculum Map for Mathematics has been organized in several ways to provide flexibility to teachers in planning instruction. Teachers and other users are encouraged to review the various versions and to choose the one that best fits their instructional planning needs.

Under the section *Organized by Standards*, the Mathematical Content and Practice standards are listed as they are found in the common Core State Standards. In this section, teachers and other users will be able to see at a glance the mathematics domains, clusters, and standards for the grade level, and in which textbook topics (chapters) the standards can be found.

Under the section *Organized by Instructional Block*, the standards are listed in the developmental sequence outlined in the 2013 *Common Core enVision MATH* series. More complex standards are parsed out over multiple IB's to allow students time to develop their understanding of the concept and the essential skills they will need in order to be successful.

Symbols and Footnotes:
Additional key information has been embedded into this guide to assist teachers and others in instructional decision-making.

General Calendar for Instruction and Assessment:
The four Instructional Blocks (IB) and their periodic assessments reflect the standards or portions of the standards as indicated in the Organized by Instructional Block portion of the guide. The guide is designed to ensure full instruction and assessment of the grade level standards by the end of the school year.

Using the Mathematics Curriculum Map:
The guide can be thought of as a menu. It cannot be expected that one would do every lesson and activity from the instructional resources provided. To try to teach every lesson or use every activity would be like ordering everything on a menu for a single meal. It is not a logical option. Nor is it possible given the number of instructional days and the quantity of resources. And, like a menu, teachers select, based on instructional data, which lessons best fit the needs of their students – sometimes students need more time with a concept and at other times, less.

Look at the "Organized by Instructional Block" chart. From there, teachers would map out how much time they feel is needed to teach the concepts within the block based on the data of their students' needs. For example, some classes may need more time devoted to developing addition concepts, while another class at the same grade level may need more focused time on Counting and Cardinality within an Instructional Block.

Then look at the "Organized by Standards" chart. Match the standard to the recommended Whole Group and Center Resources in enVision and the Additional Resources materials.

The starting point for instructional planning is the standards. The textbook resources are just the first tools for teachers in helping to build mathematical understanding. Like going to a restaurant specializing in customer service, there may be times one wishes to order "off-the-menu". There are hundreds of resources available, both publisher- and teacher-created, that may be used to best teach a concept or skill. Collaborative

planning, both within and among grade levels, is strongly encouraged in order to design effective instructional programs for students.

A Guide to the Column Headings:

The **Domains** are the larger groups of related standards and clusters.

The **Clusters** are groups of related standards.

The **Standards for Mathematical Content** define what students should know and be able to do.

The **Standards for Mathematical Practice** describe the varieties of expertise that mathematics educators at all levels should seek to develop in their students. They are the *habits of mind* to be developed, along with the content, in effective mathematics instruction. In any math task, all eight standards may be present, but some practice standards are more naturally paired with some content standards, and those matches are called out here.

The **Whole Group Resources** are meant to be teacher-guided, whole class activities.

The **Center Resources** are independent of the teacher, and can take place in small groups, pairs, or individually.

The **Formative Assessments** are intended to assist the teacher in providing data to guide instruction.

The **Domain Legend** explains the key that sorts the clusters into Major (▲), and Supporting or Additional (s/a), as denoted by the authors of the CCSS, and used by the testing services Smarter Balanced and PARCC. The standards will be assessed with 70% of the assessment on the major clusters, 20% on the supporting clusters, and 10% on the additional clusters. There may be a temptation to minimize instruction of the additional clusters, but it is important to teach all the standards, as this may be the only grade level where the standard is taught.

Additional Support contains:

- **Language Objectives** to assist with English Learners and Standard English Learners
- **Enduring Understandings** which are the Big Ideas in Mathematics
- **Essential Questions** which engage the students with interacting with the Big Ideas
- **Key Vocabulary**

Daily Routines call out the classroom practices within the particular Domain. They may last through the whole year, or only through that Instructional Block or Domain.

Differentiation (📖) falls into three categories:

- **Front Loading:** strategies to make the content more accessible to all students, including EL, SEL and students with special needs.
- **Enrichment:** activities to extend the content for all learners, as all learners can have their thinking advanced, and to support the needs of GATE students.
- **Intervention:** alternative methods of teaching the standards, in which all students can have a second opportunity to connect to the learning, based on their own learning style.

Additional Documents:

An **Appendix** to the Curriculum Maps includes:

- **First Ten Days of School for First Grade** to introduce classroom management and new learning opportunities
- **Developmental Milestones** to explain the new grade level content to parents

Grade 1 Critical Areas:

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Special Thanks: The CCSS-Aligned Curriculum Maps were developed under the auspices of the Assistant Superintendent of Instruction, Dr. Jaime Aquino, the Executive Director of the Office of Curriculum, Instruction and School Support, Gerard Loera, and the Director of the Office of Curriculum, Instruction and School Support, Dr. Susan Tandberg. There are many individuals who participated in the creation of this document, including reviewing and field-testing. We wish to thank everyone, especially:
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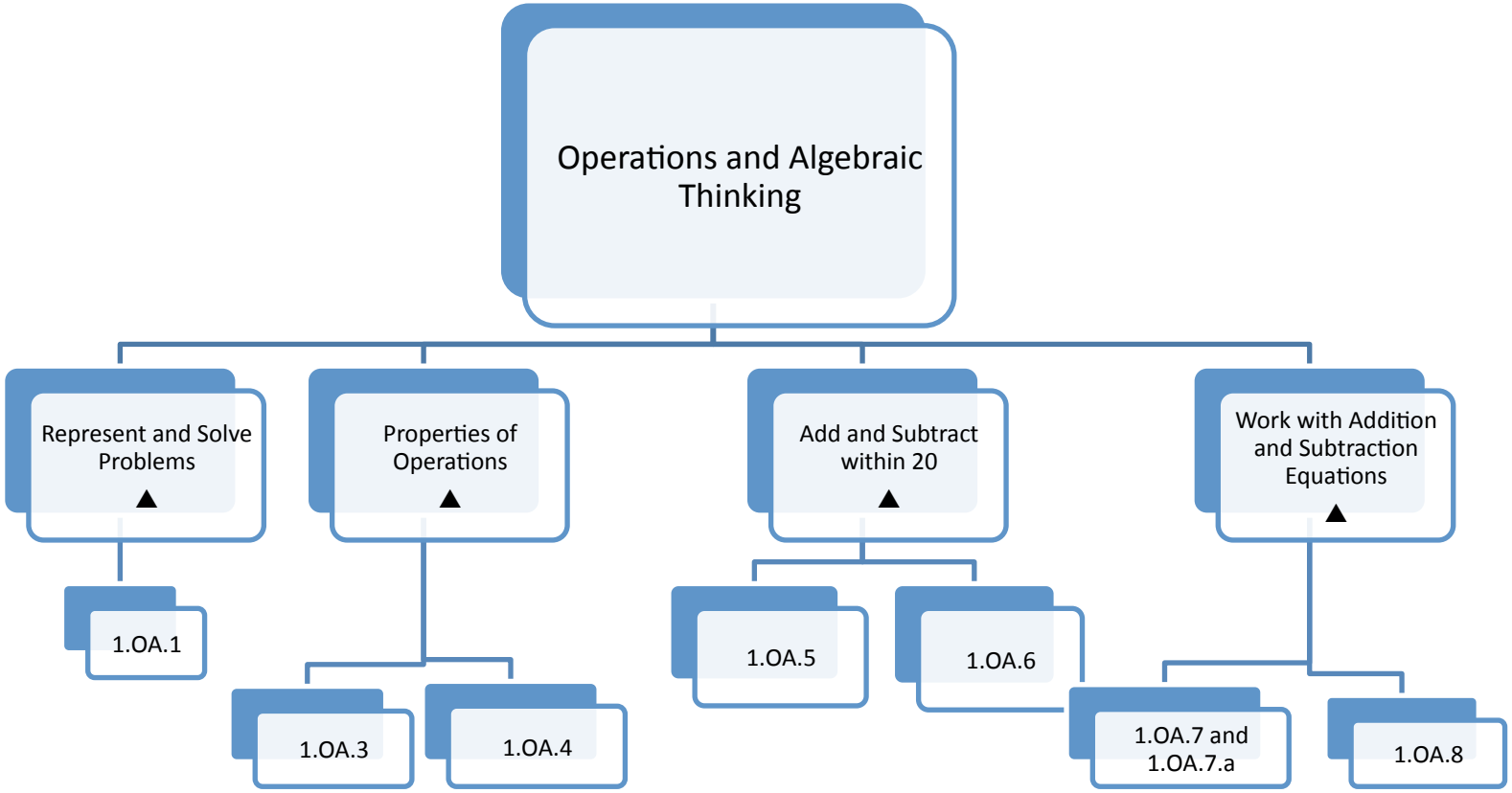
Los Angeles Unified School District

Grade 1

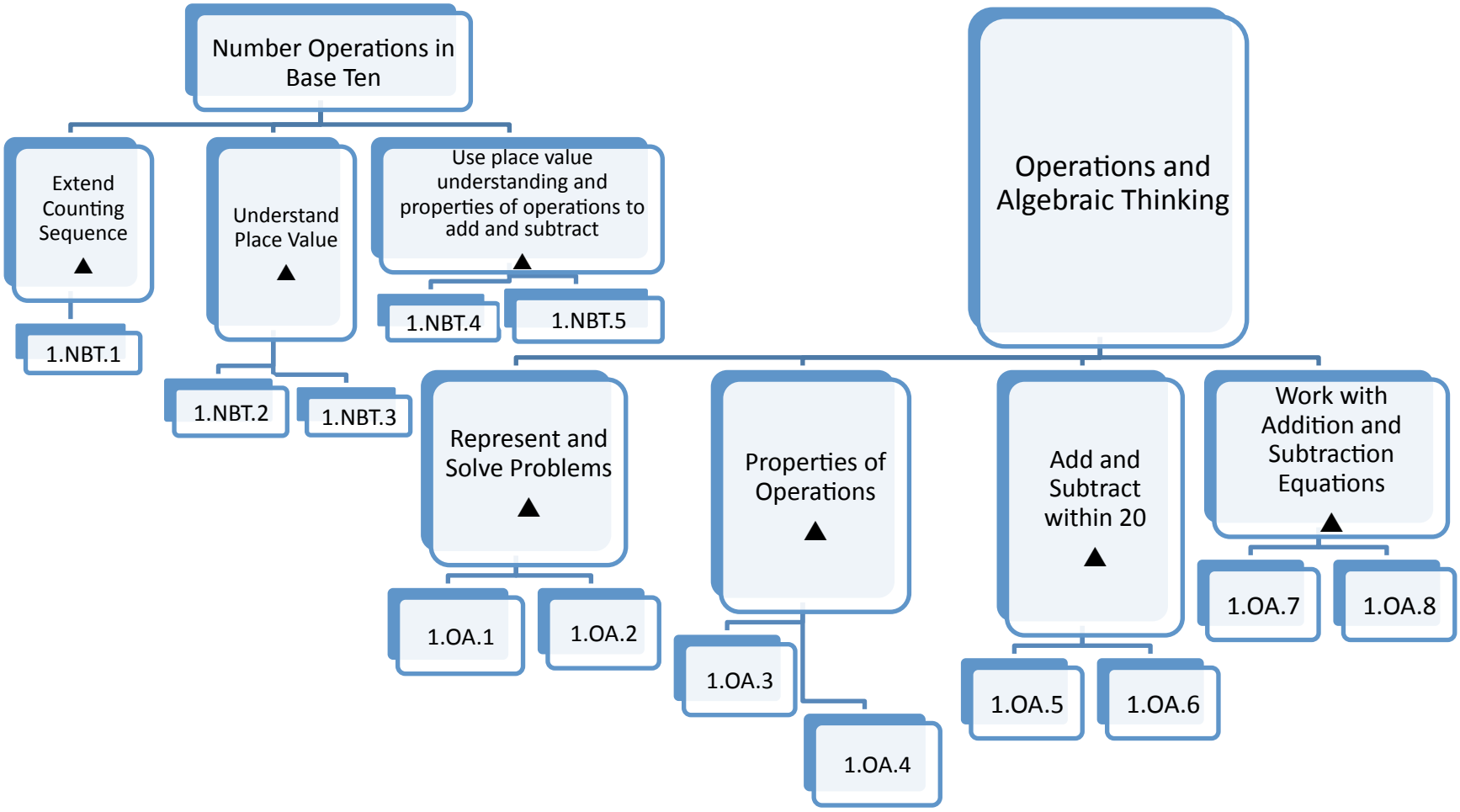
Instructional Block 1



Los Angeles Unified School District

Grade 1

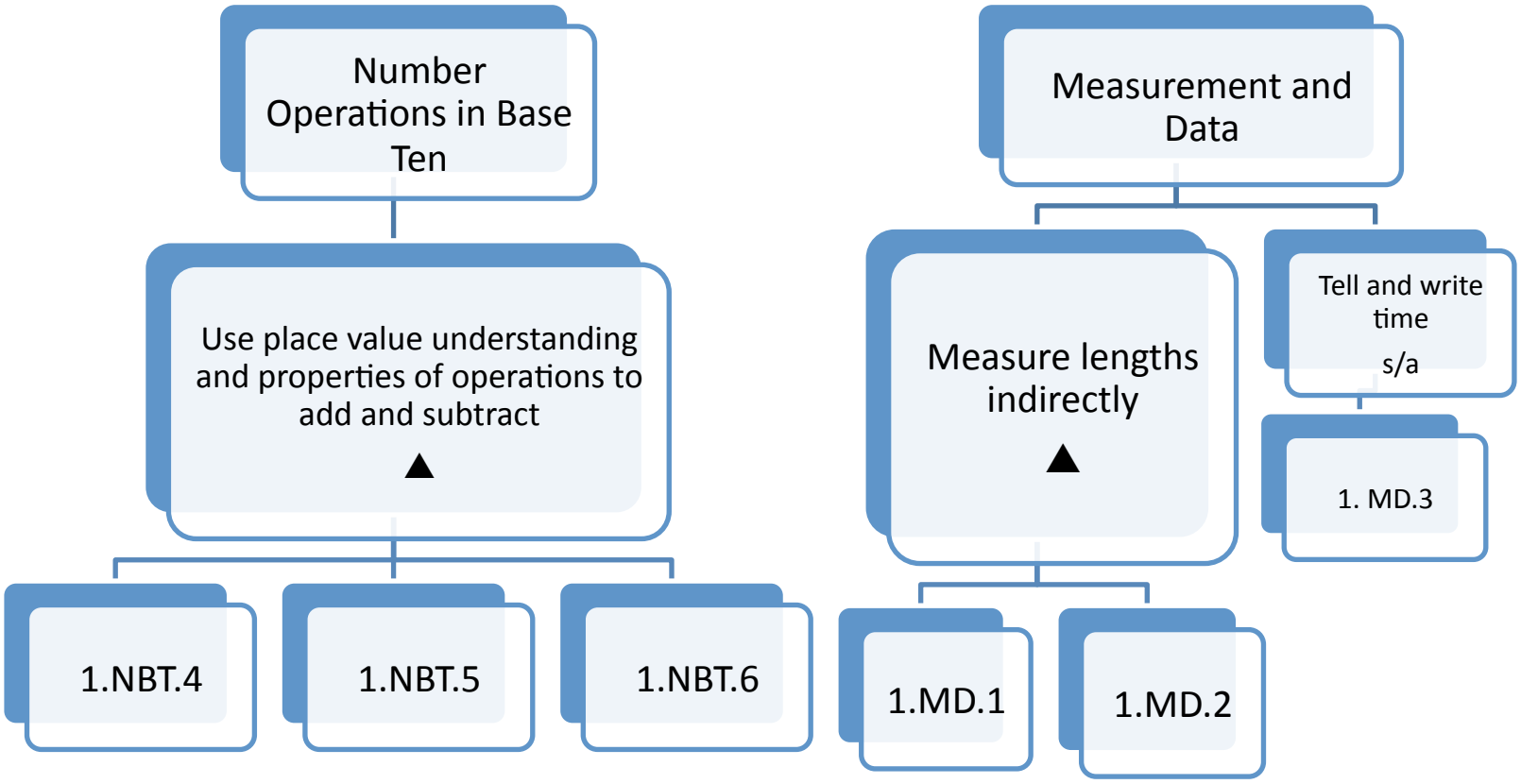
Instructional Block 2



Los Angeles Unified School District

Grade 1

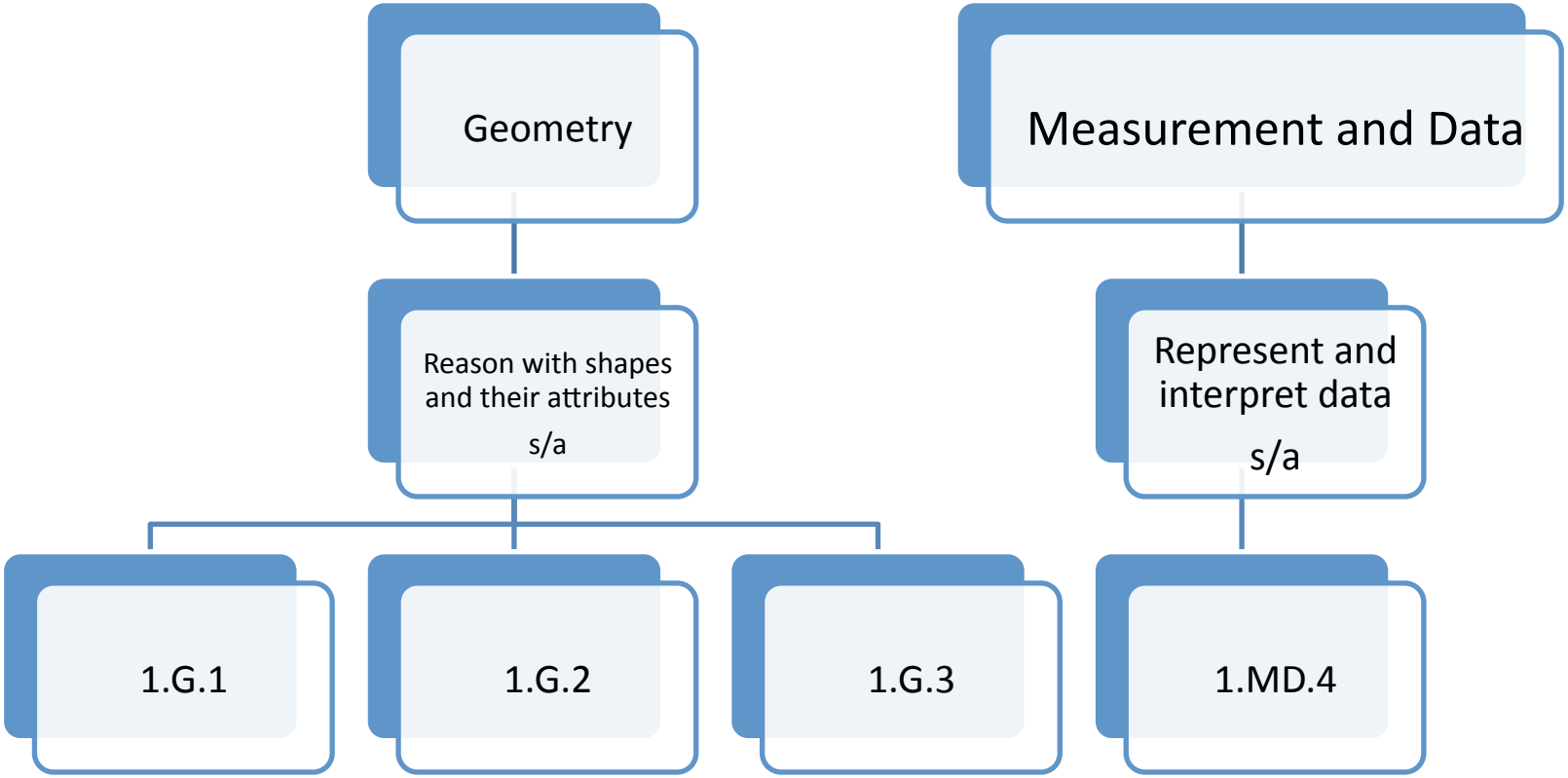
Instructional Block 3



Los Angeles Unified School District

Grade 1

Instructional Block 4



Elementary Mathematics Grade 1 Scope and Sequence 2013-14

	IB1		IB2	IB3	IB4
	8/13 - 10/ 18 Last day to assess: 10/18		10/21 – 12/18 Last day to assess: 12/18	1/13 – 3/28	4/1 – 6/5 Last day to assess: 5/30
1	First 10 Days	1: Understand addition 2: Understand subtraction 3: 5 & 10 4: Add/sub facts to 12	5: Add facts to 20 6: Sub facts to 20 7: Counting to 120 8: 10's and 1's 9: Comparing and ordering to 100	10: Adding with 10's & 1's 11: Sub with 10's & 1's 12: Lengths 13: Time	14: Using data 15: Geometry 16: Fractions of shapes

Los Angeles Unified School District • Grade 1

Instructional Block 1

08/13/13 – 10/18/13

Final Day for Periodic Assessment: October 18, 2013

enVisionMATH TOPIC	CLUSTER	CONTENT STANDARDS
	First Ten Days of School	
1	Represent and solve problems involving addition and subtraction.▲	1.OA.1
1	Understand and apply properties of operations and the relationship between addition and subtraction.▲	1.OA.3
1	Work with addition and subtraction equations.▲	1.OA.7, 1.OA.8
2	Represent and solve problems involving addition and subtraction.▲	1.OA.1, 1.OA.7, 1.OA.8
2	Understand and apply properties of operations and the relationship between addition and subtraction.▲	1.OA.4
2	Add and subtract within 20.▲	1.OA.6
2	Work with addition and subtraction equations.▲	1.OA.7, 1.OA.8
3	Understand and apply properties of operations and the relationship between addition and subtraction.▲	1.OA.4
3	Add and subtract within 20.▲	1.OA.5, 1.OA.6
3	Work with addition and subtraction equations.▲	1.OA.8
4	Represent and solve problems involving addition and subtraction.▲	1.OA.1, 1.OA.7, 1.OA.8
4	Understand and apply properties of operations and the relationship between addition and subtraction.▲	1.OA.3, 1.OA.4
4	Add and subtract within 20.▲	1.OA.5, 1.OA.6
4	Work with addition and subtraction equations.▲	1.OA.7, 1.OA.8

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade (approximately 10%)

Los Angeles Unified School District • Grade 1

Instructional Block 2

10/21/13 – 12/18/13

Final Date for Periodic Assessment: December 18, 2013

enVisionMATH TOPIC	CLUSTER	CONTENT STANDARDS
5	Represent and solve problems involving addition and subtraction.▲	1.OA.1, 1.OA.2
5	Understand and apply properties of operations and the relationship between addition and subtraction.▲	1.OA.3
5	Add and subtract within 20.▲	1.OA.6
5	Work with addition and subtraction equations.▲	1.OA.7, 1.OA.8
6	Represent and solve problems involving addition and subtraction.▲	1.OA.1
6	Understand and apply properties of operations and the relationship between addition and subtraction.▲	1.OA.4
6	Add and subtract within 20.▲	1.OA.6
6	Work with addition and subtraction equations.▲	1.OA.8
7	Extend the counting sequence.▲	1.NBT.1
7	Understand place value.▲	1.NBT.2, 1.NBT.2a 1.NBT.2b, 1.NBT.2c
8	Understand place value.▲	1.NBT.2, 1.NBT.2a, 1.NBT.2c
9	Extend the counting sequence.▲	1.NBT.1
9	Understand place value.▲	1.NBT.2, 1.NBT.3
9	Use place value understanding and properties of operations to add and subtract.▲	1.NBT.4, 1.NBT.5

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade (approximately 10%)

Los Angeles Unified School District • Grade 1

Instructional Block 3

01/13/14 – 03/28/14

Final Date for Periodic Assessment: March 28, 2014 (Optional, teacher scored)

enVisionMATH TOPIC	CLUSTER	CONTENT STANDARDS
10	Use place value understanding and properties of operations to add and subtract.▲	1.NBT.4, 1.NBT.5
11	Use place value understanding and properties of operations to add and subtract.▲	1.NBT.5, 1.NBT.6
12	Measure lengths indirectly and by iterating length units.▲	1.MD.1, 1.MD.2
13	Tell and write time.s/a	1.MD.3

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade (approximately 10%)

Instructional Block 4

04/01/13 – 06/05/14

Final Day for Performance Assessment: May 30, 2014

enVisionMATH TOPIC	CLUSTER	CONTENT STANDARDS
14	Represent and interpret data.s/a	1.MD.4
15	Reason with shapes and their attributes.s/a	1.G.1, 1.G.2
16	Reason with shapes and their attributes.s/a	1.G.3

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade (approximately 10%)

DOMAIN: Operations and Algebraic Thinking

CLUSTER: Represent and solve problems involving addition and subtraction▲

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**MP1** Make sense of problems and persevere in solving them. **MP2** Reason abstractly and quantitatively. **MP3** Construct viable arguments and critique the reasoning of others. **MP4** Model with mathematics. **MP5** Use appropriate tools strategically. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 3A-6B, Lesson 1-1 • 7A-10B, Lesson 1-2 • 11A-14B, Lesson 1-3 • 15A-18B, Lesson 1-4 • 19A-22B, Lesson 1-5 • 23A-26B, Lesson 1-6 • 31A-34B, Lesson 1-8 • 53A-56B, Lesson 2-4 • 57A-60B, Lesson 2-5 • 61A-64B, Lesson 2-6 • 65A-68B, Lesson 2-7 • 69A-72B, Lesson 2-8 • 81A-84B, Lesson 2-11 • 153A-156B, Lesson 4-10 • 175A-178B, Lesson 5-4 • 229A-232B, Lesson 6-7 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC1-CC2 **Table 1 from CCSS Appendix "Common Addition and Subtraction Situations"** ***Developing Number Concepts, Book 2*** (Richardson, 1999) • Counting Boards: Number-Combination Stories, p. 73 • Finding and Recording Number Combinations, pp. 74-76	***enVisionMATH Common Core*** • Centers 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-8, 2-4, 2-5, 2-6, 2-7, 2-8, 2-11, 4-10, 5-4, 6-7 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-8, 2-4, 2-5, 2-6, 2-7, 2-8, 2-11, 4-10, 5-4, 6-7 • Topic Test, pp. 37, 87 • Performance Assessment, pp. 38, 88 • Topic 1 Alternate Test Master Topic 2 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**MP1** Make sense of problems and persevere in solving them. **MP2** Reason abstractly and quantitatively. **MP3** Construct viable arguments and critique the reasoning of others. **MP4** Model with mathematics. **MP5** Use appropriate tools strategically. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	http://www.illustrativemathematics.org/illustrations/160 • At the Park http://www.illustrativemathematics.org/illustrations/161 • Boys and Girls, Variation 1 http://www.illustrativemathematics.org/illustrations/195 • Boys and Girls, Variation 2 http://www.illustrativemathematics.org/illustrations/1317 • Field Day Scarcity http://www.illustrativemathematics.org/illustrations/194 • Finding a Chair http://www.illustrativemathematics.org/illustrations/162 • Maria's Marbles http://www.illustrativemathematics.org/illustrations/2 • School Supplies http://www.illustrativemathematics.org/illustrations/163 • Sharing Markers		

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**MP1** Make sense of problems and persevere in solving them. **MP2** Reason abstractly and quantitatively. **MP3** Construct viable arguments and critique the reasoning of others. **MP4** Model with mathematics. **MP5** Use appropriate tools strategically. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 195A-198B, Lesson 5-9 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC3-CC4 http://www.illustrativemathematics.org/illustrations/197 • Measuring Blocks	***enVisionMATH Common Core*** • Centers 5-9 • Mindpoint Quizshow ***Developing Number Concepts, Book3*** (Richardson, 1999) • Building Models of Multiplication Problems, pp. 152-3 (use repeated addition to record) • Building Related Models, pp. 155-156 (use repeated addition to record)	***enVisionMATH Common Core*** • Quick Checks: 5-9 • Topic Test, p. 201 • Performance Assessment, p. 203 • Topic 5 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: if 8+3=11 is known, then 3+8=11 is also known (Commutative property of addition). To add 2+6+4, the second two numbers cam be added to make a ten, so 2+6+4=2+10 (Associative property of addition).	**MP2** Reason abstractly and quantitatively. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 27A-30B, Lesson 1-7 • 117A-120B, Lesson 4-1 • 179A-182B, Lesson 5-5 • 183A-186B, Lesson 5-6 • 187A-190B, Lesson 5-7 • 191A-194B, Lesson 5-8 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC5-CC6 ***Table 1 from CCSS Appendix "Common Addition and Subtraction Situations"*** **Table 3 from CCSS Appendix "The Properties of Operations"** ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • Number Sums, pp. 126-7	***enVisionMATH Common Core*** • Center 1-7, 4-1, 5-5, 5-6, 5-7, 5-8 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 1-7, 4-1, 5-5, 5-6, 5-7, 5-8 • Topic Test, p. 37, 159, 201 • Performance Assessment, p. 38, 160, 202 • Topic 1 Alternate Test Master • Topic 4 Alternate Test Master • Topic 5 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	**MP2** Reason abstractly and quantitatively. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 41A-44B, Lesson 2-1 • 45A-48B, Lesson 2-2 • 49A-52B, Lesson 2-3 • 103A-106B, Lesson 3-4 • 141A-144B, Lesson 4-7 • 145A-148B, Lesson 4-8 • 149A-152B, Lesson 4-9 • 213A-216B, Lesson 6-3 • 217A-220B, Lesson 6-4 • 221A-224B, Lesson 6-5 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC7-CC8	***enVisionMATH Common Core*** • Center 2-1, 2-2, 2-3, 3-4, 4-7, 4-8, 4-9, 6-3, 6-4, 6-5 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 2-1, 2-2, 2-3, 3-4, 4-7, 4-8, 4-9, 6-3, 6-4, 6-5 • Topic Test, pp. 87, 113, 159, 235 • Performance Assessment, pp. 88, 114, 160, 236 • Topic 2 Alternate Test Master • Topic 3 Alternate Test Master • Topic 4 Alternate Test Master • Topic 6 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 91A-94B, Lesson 3-1 • 95A-98B, Lesson 3-2 • 95A-98B, Lesson 4-6 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC9-CC10 ***Lessons for Algebraic Thinking Grades K-2*** (Von Rotz & Burns, 2002) • Chapter 6 "Two of Everything," p. 68-78 ***Developing Number Concepts, Book 2*** (Richardson, 1999) • Developing Strategies for Adding and Subtracting, pp. 99-111 (teacher resource) • Instant Recognition of Number Arrangements, pp. 115-116 ***About Teaching Mathematics, 2nd Ed.*** *(Burns, 2000)* • Number Sums, pp. 126-7 • Making Books with Dots, p. 167	***enVisionMATH Common Core*** • Center 3-1, 3-2, 4-6 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 3-1, 3-2, 4-6 • Topic Test, pp. 113, 159 • Performance Assessment, pp. 114, 160 • Topic 3 Alternate Test Master • Topic 4 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**MP2** Reason abstractly and quantitatively. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 73A-76B, Lesson 2-9 • 99A-102B, Lesson 3-3 • 107A-110B, Lesson 3-5 • 121A-124B, Lesson 4-2 • 125A-128B, Lesson 4-3 • 129A-132B, Lesson 4-4 • 133A-136B, Lesson 4-5 • 163A-166B, Lesson 5-1 • 167A-170B, Lesson 5-2 • 171A-174B, Lesson 5-3 • 205A-208B, Lesson 6-1 • 209A-212B, Lesson 6-2 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC11-CC12 ***Developing Number Concepts, Book 2*** (Richardson, 1999) • Internalizing Number Combinations to 10, pp. 42-55 (teacher resource) • Snap It, pp. 56-57 • The Tub Game, p. 58 • The Wall Game, p. 59 • Bulldozer, p. 60 • The Cave Game, p. 61 • Finger Combinations, p. 63 • Working with Number Shapes, pp. 64-67 • Working with Number Trains, pp. 68-72 • What do you think? Using Grab Bags, pp. 125-126 • What do you think? Using Tubs, pp. 12-128 • Let's Pretend: Grab Bags, p. 129 • Let's Pretend: Counting Boards, p. 129 • Let's Pretend: Number Trains, p. 130 • Let's Pretend: Number Shapes, p. 130 • Number Combinations to 20, p. 151154 • How Do You See It? Adding Number Shapes, pp. 155-156 • Working with Ten-Shapes, pp. 157-159 • A Ten-Shape and More: Subtraction, pp. 160-161 • Exploring Number Relationships with the Magic Box, pp. 161- 166	***enVisionMATH Common Core*** • Center 2-9, 3-3, 3-5, 4-2, 4-3, 4-4, 4-5, 5-1, 5-2, 5-3, 6-1, 6-2 • Mindpoint Quizshow ***Developing Number Concepts, Book 2*** (Richardson, 1999) (1 to 10) • Counting Boards: How Many Ways, p. 131 • Combination Toss, p. 132 • Build-a-Floor Race, pp. 133 • Apartment Buildings, pp. 136-7 • Describing Shape Puzzles, pp. 138 • Addition-and-Subtraction Spin It, pp. 14-142 • Counting Boards: Think and Write: p. 143 • Grab-Bag Addition Station, p. 144 • Grab-Bag Subtractions Station, p. 145 • Two-Color Train, p. 146 • The Tub-Game Station, p. 147 • The Snap-It Station, p. 148 • What's Missing? p. 149 • Comparing Combinations, p. 150 (1 to 20) • Two Ten-Shapes: Addition and Subtraction, pp. 168-169 • A Ten-Shape and More: Subtraction Station, p. 170 • Roll and Double, p. 171 • Wipe Out, p. 172	***enVisionMATH Common Core*** • Quick Checks: 2-9, 3-3, 3-5, 4-2, 4-3, 4-4, 4-5, 5-1, 5-2, 5-3, 6-1, 6-2 • Topic Test, pp. 87, 113, 159, 201, 235 • Performance Assessment, pp. 88, 114, 160, 202, 236 • Topic 2 Alternate Test Master • Topic 3 Alternate Test Master • Topic 4 Alternate Test Master • Topic 5 Alternate Test Master • Topic 6 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.OA.7 Understand the meaning of the equal sign, and determine if equations Involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	**MP2** Reason abstractly and quantitatively. **MP3** Construct viable arg uments and critique the reasoning of others. **MP6** Attend to precision. **MP7** Look for and make use of structure.	***enVisionMATH Common Core*** • 77A-80B, Lesson 2-10 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC12-CC14	***enVisionMATH Common Core*** • Center 2-10 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 2-10 • Topic Test, p. 87 • Performance Assessment, p. 88 • Topic 2 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: 8 + ? = 11, 5 = u – 3, 6 + 6 = u.	**MP2** Reason abstractly and quantitatively. **MP6** Attend to precision. **MP7** Look for and make use of structure.	***enVisionMATH Common Core*** • 225A-228B, Lesson 6-6 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC15-CC16 ***Lessons for Algebraic Thinking Grades K- 2*** (Von Rotz & Burns, 2002), • Chapter 4: Dot Cards Version 1, p. 34-46 • Chapter 11: Two Handfuls, p. 138-156	***enVisionMATH Common Core*** • Center 6-6 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 6-6 • Topic Test, p. 235 • Performance Assessment, p. 236 • Topic 6 Alternate Test Master

Domain Legend

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade (approximately 10%)

***** Students do not need to learn formal names such as "right rectangular prism."

💻 Online resource located at **PearsonSuccessNet.com**, click ***Other Resources***

💻² Online game located at **envisionmathca.com,** click **Teacher Resources**

💻³ Online game located at **PearsonSuccessNet.com**, click ***Premium***, click ***Search***, type keyword "***game***"

ADDITIONAL SUPPORT

LANGUAGE OBJECTIVES	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	KEY VOCABULARY
• The student will answer word problems with complete sentence answers. • The student will explain to a partner, using academic vocabulary, how the problem was solved using pictures, words, numbers, or manipulatives. • The student will use academic language appropriately. • The student will explain both how to best solve an expression with three addends and why it works, using academic vocabulary. • The student will listen carefully and ask clarifying questions to make sense of other's mathematical thinking during math talks. • The student will identify which strategy would be best to use for particular facts and explain, using academic vocabulary, why a model was used. • The student will read mathematical expressions fluently, including inequalities.	• Addition and subtraction sentences can be used to represent various word problem situations. • Diagrams, such as part-part-whole and number bonds, can be used to connect the addition and subtraction situation to the equation. • Flexible methods for computation involve taking apart and combining numbers in a variety of ways. • Addition and subtraction are connected. Addition names the whole in terms of the parts, and subtraction names missing part. • The equal sign does not mean "the answer comes next," "makes," or "results in". Rather, the equal sign always means, "is the same as." • Number relationships provide the foundation for strategies that help students remember basic facts.	• How can we represent this word problem with pictures, numbers, and words to help us understand how to solve it? • How can we match a diagram with an equation/number sentence? • What would be an efficient way to add these three numbers? • How can we rewrite this equation/number sentence to make it easier to solve using the strategies we have learned? • What might be another way to solve this equation? • Given one part of a whole number, how do we find the other part? • Which number is the whole/total in this equation? • How can we find all of the addends for a given number from 1 to 20? • What is the meaning of the equal sign? • How does the left side of this expression/number sentence compare to the right side?	about backward column count count by 10s eight eighteen eleven fewer than fifteen five forward four fourteen greater growing pattern hundred chart less more than nine nineteen none number number line one order row same seven seventeen six sixteen ten thirteen three twelve twenty two zero

DAILY ROUTINES	
• Create a Number of the Day equation to match the date. Students create as many equations as possible to match the number of the day, with the goal of showing balanced equations, with multiple addends on both sides of the equal sign.	• "Guess My Number" game, using the 100s chart or a number line as a support, to reinforce number relationships. • Problem Solving Notebook

LITERATURE CONNECTIONS	
• *Leaping Lizards* by Stuart J. Murphy • *How Many Feet in the Bed?* by Dianne Johnston Hamn • *Little Bear's New Year's Party* by Janice Brustlein • *Elevator Magic* by Stuart J. Murphy • *Sea Sums* by Joy N. Hulme • *Under the Picnic Tree* by Rozanne Lanczak Williams	• *Ten Black Dots* by Donald Crew • *Two Ways to Count to Ten* by Ruby Dee • *From One to One Hundred* by Teri Sloat • *What Comes in 2's, 3's, and 4's* by Suzanne Aker • *The King's Commissioners* by Aileen Friedman

DIFFERENTIATION 🕮

FRONT LOADING	ENRICHMENT	INTERVENTION
enVisionMATH Common Core • The Language of Math – Topic 1, p. 1D – Topic 2, p. 39D – Topic 3, p. 89D – Topic 4, p. 115D – Topic 5, p. 161D – Topic 6, p. 203D • Interactive Math Story – Topic 1, pp. 1E-1F – Topic 2, pp. 39E-39F – Topic 3, p. 89E-89F – Topic 4, p. 115E-115F – Topic 5, p. 161E-161F – Topic 6, p. 203E-203F • Review What You Know, Home-School Connection, My New Math Words – Topic 1, p. 1	***enVisionMATH Common Core*** • Adding Three Numbers 💻³ • Addition Facts 2 💻³ • Addition Facts to 12 💻³ • Applying Subtraction Fact Strategies 💻³ • Basic Facts 💻³ • Computation Games: Addition 💻³ • Computation Games: Addition and Subtraction 💻³ • Computation Games: Subtraction 💻³ • Fact Families 💻³ • Addition Facts 2 💻³ • Math Facts Practice 💻³ • Subtraction 💻³ • Subtraction Facts to 12 💻³ • Understanding Addition 💻³ • Using Addition Facts to Subtract 💻³ • Using Numbers to Add 💻³ • Using Numbers to Subtract 💻³ • Ways to Make Numbers 💻³	***enVisionMATH Common Core*** • Universal Access – Topic 1, p. 1C – Topic 2, p. 39C – Topic 3, p. 89C – Topic 4, p. 115C – Topic 5, p. 161C – Topic 6, p. 203C • Step 4 Intervention – Topic 1, pp. 6B, 10B, 14B, 18B, 22B, 26B, 30B, 34B – Topic 2, pp. 44B, 48B, 52B, 56B, 60B, 64B, 68B, 72B, 76B, 80B, 84B – Topic 3, pp. 94B, 98B, 102B, 106B, 110B – Topic 4, pp. 120B, 124B, 128B, 132B, 136B, 140B, 144B, 148B, 152B, 156B – Topic 5, pp. 166B, 170B, 174B, 178B, 182B, 186B, 190B, 194B, 198B – Topic 6, pp. 212B, 216B, 220B, 224B, 228B, 232B

FRONT LOADING	ENRICHMENT	INTERVENTION
– Topic 2, p. 39 – Topic 3, p. 89 – Topic 4, p. 115 – Topic 5, p. 161 – Topic 6, p. 203 • Making Numbers!, Topic 1, p. 2 • How Many Cats and Dogs?, Topic 2, p. 40 • Parts of a Whole, Topic 3, p. 90 • Number Match Game, Topic 4, p. 116 • Doubles Game, Topic 5, p. 162 • Fruity Facts, Topic 6, p. 204	• Differentiated Instruction – Topic 1, p. 1C – Topic 2, p. 39C – Topic 3, p. 89C – Topic 4, p. 115C – Topic 5, p. 161C – Topic 6, p. 203C • Step 4 Enrichment – Topic 1, pp. 6B, 10B, 14B, 18B, 22B, 26B, 30B, 34B – Topic 2, pp. 44B, 48B, 52B, 56B, 60B, 64B, 68B, 72B, 76B, 80B, 84B – Topic 3, pp. 94B, 98B, 102B, 106B, 110B – Topic 4, pp. 120B, 124B, 128B, 132B, 136B, 140B, 144B, 148B, 152B, 156B – Topic 5, pp. 166B, 170B, 174B, 178B, 182B, 186B, 190B, 194B, 198B – Topic 6, pp. 212B, 216B, 220B, 224B, 228B	• Math Diagnosis and Intervention System: Booklet B Grades K-3 • Reteaching Sets A-D, pp. 35-36 • Reteaching Sets A-D, pp. 85-86 • Reteaching Sets A-D, pp. 111-114 • Reteaching Sets A-D, pp. 157-158 • Reteaching Sets A-D, pp. 199-200 • Reteaching Sets A-D, pp. 233-234

DOMAIN: Number and Operations in Base Ten

CLUSTER: Extend the counting sequence▲

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	**MP2** Reason abstractly and quantitatively. **MP6** Attend to precision. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 243A-246B, Lesson 7-2 • 251A-254B, Lesson 7-4 • 255A-258B, Lesson 7-5 • 259A-262B, Lesson 7-6 • 315A-318B, Lesson 9-5 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC17-CC18 ***Developing Number Concepts, Book 3*** (Richardson, 1999) • Plus One Game, pp. 15-19 ***Lessons for Algebraic Thinking Grades K-2*** (von Rotz & Burns, 2002) • Chapter 3: Birthday Candles, pp. 24-33 • Chapter 11: Two Handfuls, pp. 138-156 http://illustrativemathematics.org/illustrations/679 • Counting Circle II http://illustrativemathematics.org/illustrations/678 • Choral Counting II (children keep counting on floor) http://illustrativemathematics.org/illustrations/680 • Hundred chart digit game http://illustrativemathematics.org/illustrations/681 • Start/Stop Counting II http://illustrativemathematics.org/illustrations/1078 • Number of the Day	***enVisionMATH Common Core*** • Centers 7-2, 7-4, 7-5, 7-6, 9-5 • Mindpoint Quizshow ***About Teaching Mathematics*** (Burns, 2000) • How Many Pockets, p. 174 • Fill the Cube, pp. 178, 190 • Five Tower Game, p. 179 • Spill and Compare, p. 169 • Trace and Compare, p. 169 ***50 Problem Solving Lessons*** (Burns, 1996) • Hand and Beans, pp. 37-39 • Trace and Compare, pp. 41-42 ***Developing Number Concepts, Book 3*** (Richardson, 1999) • Creating a 0-99 Chart, p. 36 • The 0-99 Chart Puzzles, p. 54 • Think About the Symbols, p. 75 • Paper Shapes, pp. 81-82 ***Lessons for Algebraic Thinking Grades K-2*** (von Rotz & Burns, 2002) • Chapter 3: Birthday Candles, pp.24-33 • Chapter 11: Two Handfuls, pp. 138-156	***enVisionMATH Common Core*** • Quick Checks: 7-2, 7-4, 7-5, 7-6, 9-5 • Topic Test, p. 265 • Performance Assessment, p. 266 • Topic 7 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases. a. 10 can be thought of as a bundle of ten ones – called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**MP2** Reason abstractly and quantitatively. **MP6** Attend to precision. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 239A-242B, Lesson 7-1 • 247A-251B, Lesson 7-3 • 269A-272B, Lesson 8-1 • 273A-276B, Lesson 8-2 • 277A-280B, Lesson 8-3 • 281A-284B, Lesson 8-4 • 285A-288B, Lesson 8-5 • 289A-292B, Lesson 8-6 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC19-CC20	***enVisionMATH Common Core*** • Centers 7-1, 7-2, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6 • Mindpoint Quizshow ***A Collection of Math Lessons from Grades 1 through 3*** (Burns & Tank, 1988) • Chapter 6: Making Tens and Ones, pp. 63-70 • Chapter 7: A Place-Value Menu, pp. 71-82 • Chapter 8: Activities with Base Ten Blocks, pp.83-95 ***Developing Number Concepts, Book 3*** (Richardson, 1999) • Introducing Grouping by Tens, pp. 32-33 • Writing Base-Ten Patterns on a Strip, p. 34-35 • Creating a 0-99 Chart, p. 36 • The 0-99 Chart Puzzles, p. 54 • Rearrange It: Finding All the Ways, pp. 70-71 • Think About the Symbols, p. 75 • Paper Shapes, pp. 81-82 • Containers, pp. 86-87 • Building Stacks, pp. 96-97	***enVisionMATH Common Core*** • Quick Checks: 7-1, 7-2, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6 • Topic Test, p. 295 • Performance Assessment, p. 296 • Topic 8 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.NBT.3 Compare two two-digit numbers based on meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, <.	**MP2** Reason abstractly and quantitatively. **MP6** Attend to precision. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 307A-310B, Lesson 9-3 • 311A-314B, Lesson 9-4 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC21-CC22	***enVisionMATH Common Core*** • Centers 9-3, 9-4 • Mindpoint Quizshow ***50 Problem Solving Lessons*** (Burns, 1996) • Hand and Beans, pp. 37-39 • Trace and Compare, pp. 41-42 ***Developing Number Concepts, Book 3*** (Richardson, 1999) • Containers, pp. 86-87 • Building Stacks, pp. 96-97	***enVisionMATH Common Core*** • Quick Checks: 9-3, 9-4 • Topic Test, p. 321 • Performance Assessment, p. 322 • Topic 9 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	**MP2** Reason abstractly and quantitatively. **MP3** Construct viable arguments and critique the reasoning of others. **MP4** Model with mathematics. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 303A-306B, Lesson 9-2 • 325A-328B, Lesson 10-1 • 329A-332B, Lesson 10-2 • 333A-336B, Lesson 10-3 • 337A-340B, Lesson 10-4 • 341A-344B, Lesson 10-5 • 345A-348B, Lesson 10-6 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC23-CC24 ***Developing Number Concepts, Book 3*** (Richardson, 1999) • Adding and Subtracting two-Digit Numbers, pp. 104-108. • Addition and Subtraction of Two-Digit Numbers, pp. 109-115 • Story Problems, p. 115	***enVisionMATH Common Core*** • Centers 9-2, 10-1, 10-2, 10-3, 10-4, 10-5, 10-6 • Mindpoint Quizshow ***Developing Number Concepts, Book 3*** (Richardson, 1999) • Partner Add-It, pp. 118-119 • Partner Take-Away, p. 120 • Roll and Add, pp. 121-122 • Roll and Subtract, p. 123 • Add 'Em Up: Lots of Lines, p. 124 • Add 'Em Up: Paper Shapes, p. 125 • Solving Story Problems, p. 131	***enVisionMATH Common Core*** • Quick Checks: 9-2, 10-1, 10-2, 10-3, 10-4, 10-5, 10-6 • Topic Test, p. 351 • Performance Assessment, p. 352 • Topic 10 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**MP2** Reason abstractly and quantitatively. **MP3** Construct viable arguments and critique the reasoning of others. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 299A-302B, Lesson 9-1 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC25-CC26 ***Developing Number Concepts, Book 3*** (Richardson, 1999) • Figure It Out, pp. 116-117	***enVisionMATH Common Core*** • Centers 9-1 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 9-1 • Topic Test, p. 321 • Performance Assessment, p. 322 • Topic 9 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**MP2** Reason abstractly and quantitatively. **MP3** Construct viable arguments and critique the reasoning of others. **MP4** Model with mathematics. **MP5** Use appropriate tools strategically. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 355A-358B, Lesson 11-1 • 359A-362B, Lesson 11-2 • 363A-366B, Lesson 11-3 • 367A-370B, Lesson 11-4 • 371A-374B, Lesson 11-5 • 375A-378B, Lesson 11-6 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC27-CC28	***enVisionMATH Common Core*** • Centers 11-1, 11-2, 11-3, 11-4, 11-5, 11-6 • Mindpoint Quizshow ***Developing Number Concepts, Book 3*** (Richardson, 1999) • Roll and Subtract, p. 123	***enVisionMATH Common Core*** • Quick Checks: 11-1, 11-2, 11-3, 11-4, 11-5, 11-6 • Topic Test, p. 381 • Performance Assessment, p. 382 • Topic 11 Alternate Test Master

Domain Legend

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade (approximately 10%)

***** Students do not need to learn formal names such as "right rectangular prism."

💻 Online resource located at **PearsonSuccessNet.com**, click ***Other Resources***

💻² Online game located at **envisionmathca.com,** click **Teacher Resources**

💻³ Online game located at **PearsonSuccessNet.com**, click ***Premium***, click ***Search***, type keyword "***game***"

ADDITIONAL SUPPORT

LANGUAGE OBJECTIVES	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	KEY VOCABULARY
• Student will use correct number words when counting. • Student will use comparative adjectives to compare numbers (greater/ more/less/fewer than/equal to).	• Sets of ten (and tens of tens) can be perceived as single entities. These sets can be counted and used as a means of describing quantities. • The position of digits in numbers determines what they represent – which size group they count. • The grouping of ones and tens and hundreds can be taken apart in different ways.	• How can the number _____ be represented? • How can objects be counted? • How can numbers be sequenced? • How can we understand place value? • How can we understand the two digits of a two-digit number? • How can we use place value understanding to find ten more and ten less? • How can we compare two digit numbers? • How can the number _____ be represented? • How can we compare and classify numbers? • How do you know if your answer makes sense?	compare data equal fewer graph greater than less than more number numeral ones place value same sequence strategy tens two digit number unknown

DAILY ROUTINES

- Number of the Day
- http://illustrativemathematics.org/illustrations/1078
- Problem Solving Notebook

LITERATURE CONNECTIONS	
• *Six Dinner Sid* by Ingra Moore • *Freddy Gets Dressed* by Jonathan London • *Spunky Monkeys on Parade* by Stuart J. Murphy • *A Fair Bear Share* by Stuart J. Murphy	• *The Biggest Fish* by Sheila Keenan • *Count and See* by Tana Hoban • *100 Days of Cool* by Stuart J. Murphy

DIFFERENTIATION 🕮

FRONT LOADING	ENRICHMENT	INTERVENTION
enVisionMATH Common Core • The Language of Math – Topic 7, p. 237D – Topic 8, p. 267D – Topic 9, p. 297D – Topic 10, p. 323D – Topic 11, p. 323D • Interactive Math Story – Topic 7, pp. 237E-237F – Topic 8, pp. 267E-267F – Topic 9, pp. 297E-297F – Topic 10, p. 323E-323F – Topic 11, p. 353E-353F • Review What You Know, Home-School Connection, My New Math Words – Topic 7, p. 237 – Topic 8, p. 267 – Topic 9, p. 297 – Topic 10, p. 323 – Topic 11, p. 353 • Counting Apples!, Topic 7, p. 238 • Tens on the Hundred Chart, Topic 8, p. 268 • Compare and Climb, Topic 9, p. 298 • Hundred Chart Hop, Topic 10, p. 324 • Subtraction Facts, Topic 11, p. 354	***enVisionMATH Common Core*** • Adding Groups of Ten 💻3 • Adding Tens to Two-Digit Numbers 💻3 • Adding Two-Digit Numbers 💻3 • Compare and Order Numbers 💻3 • Comparing Numbers: Greater Than, Less Than, Equal 💻3 • Computation Games: Addition 💻3 • Computation Games: Addition and Subtraction 💻3 • Computation Games: Subtraction 💻3 • Counting 10 Less 💻3 • Counting 10 More 💻3 • Numbers to 100 💻3 • Subtracting Groups of Ten 💻3 • Subtracting on a Hundreds Chart 💻3 • Subtracting Tens from Two-Digit Numbers 💻3 • Differentiated Instruction – Topic 7, p. 237C – Topic 8, p. 267C – Topic 9, p. 297C – Topic 10, p. 323C – Topic 11, p. 353C • Step 4 Enrichment – Topic 7, pp. 242B, 246B, 250B, 254B, 258B, 262B – Topic 8, pp. 272B, 276B, 280B, 284B, 288B, 292B – Topic 9, pp. 302B, 306B, 310B, 314B, 318B	***enVisionMATH Common Core*** • Universal Access – Topic 7, p. 237C – Topic 8, p. 267C – Topic 9, p. 297C – Topic 10, p. 323C – Topic 11, p. 353C • Step 4 Intervention – Topic 7, pp. 242B, 246B, 250B, 254B, 258B, 262B – Topic 8, p. 272B, 276B, 280B, 284B, 288B, 292B – Topic 9, pp. 302B, 306B, 310B, 314B, 318B – Topic 10, pp. 328B, 332B, 336B, 340B, 344B, 348B – Topic 11, pp. 358B, 362B, 366B, 370B, 374B, 378B • Math Diagnosis and Intervention System: Booklet A, C Grades K-3 • Reteaching Sets A-D, pp. 263-264 • Reteaching Sets A-D, pp. 293-294 • Reteaching Sets A-D, pp. 319-320 • Reteaching Sets A-D, pp. 349-350 • Reteaching Sets A-D, pp. 379-380

FRONT LOADING	ENRICHMENT	INTERVENTION
	– Topic 10, pp. 328B, 332B, 336B, 340B, 344B, 348B – Topic 11, pp. 358B, 362B, 366B, 370B, 374B, 378B http://illustrativemathematics.org/illustrations/6 - • Ordering Numbers	

DOMAIN: Measurement and Data

CLUSTER: Measure lengths indirectly and by iterating length units▲

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**MP5** Use appropriate tools strategically. **MP6** Attend to precision.	***enVisionMATH Common Core*** • 385A-388B, Lesson 12-1 • 389A-392B, Lesson 12-2 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC29-CC30 ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • Measurement Introduction, pp. 46-48 (teacher resource)	***enVisionMATH Common Core*** • Centers 12-1, 12-2 • Mindpoint Quizshow ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • Foot Cutout, p. 53 Foot Figuring, p. 53 Developing Number Concepts, Book 3 (Richardson, 1999) • Add 'Em Up: Measuring Thing in the Room, p. 126 • Add 'Em Up: Yarn, p. 127 • Add 'Em Up: Yarn Shapes, p. 128 • Add 'Em Up: Containers, p. 129 • Add 'Em Up: Cover It Up, p. 130	***enVisionMATH Common Core*** • Quick Checks: 12-1, 12-2 • Topic Test, p. 411 • Performance Assessment, p. 412 • Topic 12 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to context where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	**MP5** Use appropriate tools strategically. **MP6** Attend to precision.	***enVisionMATH Common Core*** • 393A-396B, Lesson 12-3 • 397A-400B, Lesson 12-4 • 401A-404B, Lesson 12-5 • 405A-408B, Lesson 12-6 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC31-CC32	***enVisionMATH Common Core*** • Centers 12-3, 12-4, 12-5, 12-6 • Mindpoint Quizshow ***Developing Number Concepts, Book 1*** (Richardson, 1999) • Comparing Lengths, p. 164 • Comparing Line Puzzles, p. 167 http://www.illustrativemathematics.org/standards/k8 • How Long • Measure Me	***enVisionMATH Common Core*** • Quick Checks: 12-3, 12-4, 12-5, 12-6 • Topic Test, p. 411 • Performance Assessment, p. 412 • Topic 12 Alternate Test Master

CLUSTER: Tell and write time[s/a]

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	**MP6** Attend to precision. **MP7** Look for and make use of structure.	***enVisionMATH Common Core*** • 415A-418B, Lesson 13-1 • 419A-422B, Lesson 13-2 • 423A-426B, Lesson 13-3 • 427A-430B, Lesson 13-4 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC33—CC34 http://www.illustrativemathematics.org/standards/k8 • Making a Clock	***enVisionMATH Common Core*** • Centers 13-1, 13-2, 13-3, 13-4 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 13-1, 13-2, 13-3, 13-4 • Topic Test, p. 433 • Performance Assessment, p. 434 • Topic 13 Alternate Test Master

CLUSTER: Represent and interpret data[s/a]

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**MP2** Reason abstractly and quantitatively. **MP7** Look for and make use of structure. **MP8** Look for and express regularity in repeated reasoning.	***enVisionMATH Common Core*** • 437A-440B, Lesson 14-1 • 441A-444B, Lesson 14-2 • 445A-448B, Lesson 14-3 • 449A-452B, Lesson 14-4 • 453A-456B, Lesson 14-5 • 457A-460B, Lesson 14-6 • 461A-464B, Lesson 14-7 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC35-CC36 ***50 Problem-Solving Lessons (Burns, 1996)*** • Counting Cats, pp. 13-14 • Planting Bulbs, pp. 19-20 • The Name Graph, pp. 69-72 http://www.illustrativemathematics.org/standards/k8 • Favorite Ice Cream Flavor	***enVisionMATH Common Core*** • Centers 14-1, 14-2, 14-3, 14-4, 14-5, 14-6, 14-7 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 14-1, 14-2, 14-3, 14-4, 14-5, 14-6, 14-7 • Topic Test, p. 467 • Performance Assessment, p. 468 • Topic 14 Alternate Test Master

Domain Legend

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade (approximately 10%)

***** Students do not need to learn formal names such as "right rectangular prism."

💻 Online resource located at **PearsonSuccessNet.com**, click ***Other Resources***

💻² Online game located at **envisionmathca.com,** click **Teacher Resources**

💻³ Online game located at **PearsonSuccessNet.com**, click ***Premium***, click ***Search***, type keyword "***game***"

ADDITIONAL SUPPORT

LANGUAGE OBJECTIVES	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	KEY VOCABULARY
• The student will use academic language appropriately. • When comparing objects, the student will use comparative and superlative adjectives correctly, such as shorter and shortest. • Using concrete materials as necessary, the student will explain in complete sentences how an object was measured. • The student will ask and answer questions with complete sentences about the data shown on a picture or bar graph. • The student will make observations about the data shown on a picture or bar graph such as, "The most people chose blue as their favorite color." • Student will relate time to events using prepositional phrases. Example: Math is after lunch. • Student will critique a peer's explanation using learned phrases of "I agree because…" or "I disagree because…"	• Objects can be compared and ordered by size. • The smaller the units used the more units are needed to equal a given length. • Measurement is a process of comparing a unit to the object being measured. The length of an object can be used a measurement for length. • The lengths of two or more objects can be directly compared if the end points are aligned. • When comparing the lengths of three of more objects, they can be ordered from longest to shortest. • When it is not possible to place two objects together to directly compare their lengths, a third object, such as a length of string, may be used to make the comparison (transitivity). • Multiple units of the same size may be placed end to end without gaps or overlaps to measure the length of objects. • Measurement includes the number of units and the type of unit used. • The duration of an event, from its beginning to end, is measured by time. • Time is measured by hours and minutes, and can be written two	• How can you compare and then order concrete objects according to length? • How can you estimate and measure length with non-standard units? • How does the length of the unit of measure affect the measurement of the object's length? • How do you choose the right tool to measure an object? • How do the hours on a clock show time? • How do you tell or write time to the half hour? • What are the different ways you can write and see time on clocks? • What does data say about me? Children are interested in data about themselves. Begin data collection and sorting by asking children for personal information such as, "What is your favorite season of the year?" or " What sorts of pets do you have at home?" • Every graph tells a story, what story does this graph tell?	analog clock clock clock face data digital clock fewer than graph great than horizontal graph hour(s) hour hand least length long longer longest measure minute hand minute(s) most pictograph picture short shorter shortest tally marks T-chart time unit vertical graph

LANGUAGE OBJECTIVES	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	KEY VOCABULARY
	ways: ___ o'clock or ___:00. • The hour hand tells the hour and the minute hand tells the number after the hour. • The numbers to 12 on a clock face equate to a number line to 12. • Fractional wholes and halves apply to telling time to the hour and to the half hour. • Data can be collected and sorted into categories according to shared attributes. • Graphs are a way to represent data after it is sorted so it can be interpreted in meaningful ways. • Graphs have a title, scale labels, and category labels. They may also have a legend.		

DAILY ROUTINES

- Quick-Graph: Students enter classroom and respond to a posted question/data collection in one of several ways. For example: "How did you get to school today?" and students put a post-it above the listed options (walk, car, bus). A posted equation: 10= 6+5, and students transfer their name card in a pocket chart under "True" or "False." For "What's your favorite color?" students can pick a cube from a tub and attach it to a train. Teacher guides discussion on results. Examples with pocket chart at: http://www.illustrativemathematics.org/standards/k8,
- Problem Solving Notebook

LITERATURE CONNECTIONS	
• *Inch by Inch* by Leo Lionni • *How Big is a Foot* by Rolf Myller • *Actual Size* by Steve Jenkins • *Super Sand Castle Saturday* by Stuart Murphy	• *Measuring Penny* by Loreen Leedy • *Chrysanthemum* by Kevin Henkes • *Lemonade for Sale* by Stuart J. Murphy

DIFFERENTIATION 🕮

FRONT LOADING	ENRICHMENT	INTERVENTION
enVisionMATH Common Core • The Language of Math ≠ Topic 12, p. 383D ≠ Topic 13, p. 413D ≠ Topic 14, p. 435D • Interactive Math Story ≠ Topic 12, pp. 383E-383F ≠ Topic 13, pp. 413E-413F ≠ Topic 14, pp. 435E-435F • Review What You Know, Home-School Connection, My New Math Words ≠ Topic 12, p. 383 ≠ Topic 13, p. 413 ≠ Topic 14, p. 435 • Measure Up!, Topic 12, p. 384 • Time Counts, Topic 13, p. 414 • Treasure Sort, Topic 14, p. 436	***enVisionMATH Common Core*** • Dino Zoo Data 💻[3] • Make a Picture Graph 💻[3] • Make a Tally Mark 💻[3] • Telling and Writing Time to the Half Hour 💻[3] • Telling and Writing Time to the Hour 💻[3] • Using Units to Estimate and Measure Length 💻[3] • Differentiated Instruction ≠ Topic 12, p. 383C ≠ Topic 13, p. 413C ≠ Topic 14, p. 435C • Step 4 Enrichment ≠ Topic 12, pp. 382B, 392B, 396B, 400B, 404B, 408B ≠ Topic 13, pp. 418B, 422B, 426B, 430B ≠ Topic 14, pp. 440B, 444B, 448B, 452B, 456B, 460B, 464B	***enVisionMATH Common Core*** • Universal Access ≠ Topic 12, p. 383C ≠ Topic 13, p. 413C ≠ Topic 14, p. 435C • Step 4 Intervention ≠ Topic 12, pp. 382B, 392B, 396B, 400B, 404B, 408B ≠ Topic 13, pp. 418B, 422B, 426B, 430B ≠ Topic 14, pp. 440B, 444B, 448B, 452B, 456B, 460B, 464B • Math Diagnosis and Intervention System: Booklet D, E Grades K-3 • Reteaching Sets A-D, pp. 409-410 • Reteaching Sets A-D, pp. 431-432 • Reteaching Sets A-C, pp. 465-466

DOMAIN: Geometry

CLUSTER: Reason with shapes and their attributes[s/a]

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes	**MP1** Make sense of problems and persevere in solving them **MP3** Construct viable arguments and critique the reasoning of others **MP4** Model with mathematics **MP6** Attend to precision **MP7** Look for and make use of structure	***enVisionMATH Common Core*** • 471A–474B, Lesson 15-1 • 479A–482B, Lesson 15-3 • 491A–494B, Lesson 15-6 • 495A–498B, Lesson 15-7 • 499A–502B, Lesson 15-8 • 507A–510B, Lesson 15-10 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC 37-38 ***50 Problem Solving Lessons*** (Burns, 1996) • Lessons with Geoboards, pp. 33-35 ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • Explorations Using the Geoboard, p. 94 • Sorting Shapes on the Geoboard, p. 96 ***A Collection of Math Lessons from Grades 1 through 3*** (Burns & Tank, 1988) • Chapter 11: Box Sorting, pp. 117-128	***enVisionMATH Common Core*** • Center: 15-1, 15-3, 15-6, 15-7, 15-8, 15-10 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 15-1, 15-3, 15-6, 15-7, 15-8, 15-10 • Topic Test, p. 513 • Performance Assessment, p. 514 • Topic 15 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape*	**MP1** Make sense of problems and persevere in solving them **MP4** Model with mathematics **MP5** Use appropriate tools strategically **MP6** Attend to precision **MP7** Look for and make use of structure	***enVisionMATH Common Core*** • 475A–478B, Lesson 15-2 • 483A–486B, Lesson 15-4 • 487A–490B, Lesson 15-5 • 503A–506B, Lesson 15-9 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC 39-40 ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • A Sample Activity – Pentominoes, p. 80 • The Four-Triangle Problem, p. 93 • The Tangram Puzzle, p. 83 ***A Collection of Math Lessons from Grades 1 through 3*** (Burns & Tank, 1988) • Chapter 9: The Four-Triangle Problem, pp. 99-105 http://www.illustrativemathematics.org/illustrations/756 • Make Your Own Puzzle	***enVisionMATH Common Core*** • Center: 15-2, 15-4, 15-5, 15-9 ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • The Pentomino Game, p. 82 • Geometry Building, p. 85 • Introductory Exploration with Pattern Blocks, p. 90 • Hexagon Fill-In Puzzle, p. 90 • Hexiamonds, p. 91	***enVisionMATH Common Core*** • Quick Checks: 15-2, 15-4, 15-5, 15-9 • Topic Test, p. 513 • Performance Assessment, p. 514 • Topic 15 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters,* and use the phrases *half of, fourth of,* and *quarter of.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares	**MP4** Model with mathematics **MP5** Use appropriate tools strategically **MP6** Attend to precision **MP7** Look for and make use of structure **MP8** Look for and express regularity in repeated reasoning	***enVisionMATH Common Core*** • 517A–520B, Lesson 16-1 • 521A–524B, Lesson 16-2 • 525A–528B, Lesson 16-3 • 529A–532B, Lesson 16-4 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC 41-42 ***50 Problem-Solving Lessons Grades 1-6*** (Burns, 1996) • Sharing an Apple, pp. 43-45 (*Adaptation: Share one apple with two or four students instead of three students)* • Exploring Halves, pp. 53-54 • Dividing Cakes, pp. 55-56 • Cutting Cake, pp. 97-98	***enVisionMATH Common Core*** • Mindpoint Quizshow • Pizza Eater 💻² • Cuckoo for Symmetry 💻² ***enVisionMATH Common Core*** • Center: 16-1, 16-2, 16-3, 16-4	***enVisionMATH Common Core*** • Quick Checks: 16-1, 16-2, 16-3, 16-4 • Topic Test, p. 535 • Performance Assessment, p. 536 • Topic 16 Alternate Test Master

Domain Legend

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade (approximately 10%)

***** Students do not need to learn formal names such as "right rectangular prism."

💻 Online resource located at **PearsonSuccessNet.com**, click ***Other Resources***

💻² Online game located at **envisionmathca.com,** click **Teacher Resources**

💻³ Online game located at **PearsonSuccessNet.com**, click ***Premium***, click ***Search***, type keyword "***game***"

ADDITIONAL SUPPORT

LANGUAGE OBJECTIVES	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	KEY VOCABULARY
• Students will be able to describe plane shapes and solid figures by their attributes to a partner. • Students will be able to construct a Double Bubble Map to compare and contrast one geometric figure to another. • Students will be able to describe pieces using the words *halves, fourths,* and *quarters* to a partner. • Student will be able to use the phrases *half of, fourth of,* and *quarter of* when describing models.	• Plane shapes have many properties that make them different from one another. • Attributes can be used to sort plane shapes. • Attributes can be used to sort solid figures. Many sets of solids can be sorted in more than one way. • Plane shapes can be combined to make new plane shapes. • Solid figures can be combined to make other solid figures. • Shapes can be divided into equal parts called halves and quarters or fourths. • Decomposing shapes into equal shares creates smaller shares.	• How can identifying the properties of plane shapes help in sorting the shapes? • How can attributes be used to sort solid figures? • How can plane shapes be combined to make new plane shapes? • How can solid figures be combined to make new solid figures? • How can shapes be divided into equal halves and fourths? • How does decomposing shapes into equal shares affect the size of the shares?	circle cone corner cube cylinder equal parts fair sharing flat surface fourth of four of fourths fraction half of halves plane shape pyramid quarter of quarters rectangle rectangular prism side solid figure sort sphere square three-dimensional triangle two of two-dimensional vertex (vertices) whole

DAILY ROUTINES

- Students bring in magazine and newspaper cutouts that represent the shape/figure of the day. Classmates describe the object: "I know this is a ___, because…" Students agree or disagree with support.
- Students name real-world objects matching the shape/figure of the day. Record responses on class Tree Map. Students look for examples of the shape/figure in their community during and outside of the school day.
- Students reach into a bag and try to guess the concealed shape/figure. "I know this is a ___, because…"
- A student lists attributes as the class tries to guess the shape/figure. Clues can be recorded on index cards ahead of time by students or teacher.
- Problem Solving Notebook

LITERATURE CONNECTIONS	
• *Eating Fractions* by Bruce MacMillan	• *The Greedy Triangle* by Marilyn Burns
• *Fraction Action* by Loreen Leedy	• *Shape Up!* by David A. Adler
• *Fraction Fun* by David A. Adler	• *The Village of Round and Square Houses* by Ann Grifalconi

DIFFERENTIATION 🕮

FRONT LOADING	ENRICHMENT	INTERVENTION
enVisionMATH Common Core • The Language of Math ≠ Topic 15, p. 469D ≠ Topic 16, p. 515D • Interactive Math Story ≠ Topic 15, pp. 469E-469F ≠ Topic 16, pp. 515E-515F • Review What You Know, Home-School Connection, My New Math Words ≠ Topic 15, p. 469 ≠ Topic 16, p. 515 • Shape Hunt, Topic 15, p. 470 • Picnic in the Park, Topic 16, p. 516	***enVisionMATH Common Core*** • Fractions 💻3 • Geometry 💻3 • Shape (Grade 2) 💻3 • Differentiated Instruction ≠ Topic 15, p. 469C ≠ Topic 16, p. 515C • Step 4 Enrichment ≠ Topic 15, pp. 474B, 478B, 482B, 486B, 490B, 494B, 498B, 502B, 506B, 510B ≠ Topic 16, pp. 520B, 524B, 528B, 532B ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • Sharing Brownies, p. 230 • The Tangram Puzzle, p. 83 • That's Just Half the Story, p. 84 http://www.illustrativemathematics.org/illustrations/1164 • Counting Squares	***enVisionMATH Common Core*** • Universal Access ≠ Topic 15, p. 469C ≠ Topic 16, p. 515C • Step 4 Intervention - Topic 15, pp. 474B, 478B, 482B, 486B, 490B, 494B, 498B, 502B, 506B, 510B - Topic 16, pp. 520B, 524B, 528B, 532B • Math Diagnosis and Intervention System: Booklet D, Grades K-3 • Reteaching Sets A, D, pp. 511–512 • Reteaching Sets B, C, pp. 511–512 • Reteaching Sets A–D, pp. 533–534

Los Angeles Unified School District
1st Grade Developmental Milestones
Common Core State Standards

MATHEMATICS YOUR CHILD SHOULD KNOW IN 1ST GRADE

Standard/Skill	When your child should master these standard(s) by:
Add & Subtract within # 0 - 20 5 + 8 = 13, 20 – 17 = 3	
Solve Word Problems with # 0 - 20 There are 10 cats and 6 dogs. How many animals in all?	
Solve Word Problems of three numbers that add up to 20 4 + 5 + 3 = 12	
Understand addition and subtraction strategies If 8 + 3 = 11, then 3 + 8 = 11 and 11 – 8 = 3 or 11 – 3 = 8	
Add & Subtract by Making Ten 8 + 6 → 8 + 2 (= 10) + 4 → 10 + 4 = 14	
Understand the meaning of the equal (=) sign 6 + 6, 7 = 8 – 1, 5 + 2 = 2 + 5	
Add and subtract with missing numbers **8 + ? = 11, 5 = ? – 3, 6 + 6 = ?, 9 + ? = ? + 9**	
Count and write to 120, starting from any number 108, 109, 110…	
Understand Tens (10s) and Ones (1s) 20 = Two (2) Tens, 18 = 10 + 8; 18 is 1 ten and 8 ones	
Compare two-digit numbers – greater than, less than, equal to 17 < 25, 115 > 82, 91 = 91	
Add within 100 (2-digit with 1-digit) draw and/or model 34 + 5 = ? , 81 + 8 = ?	
Know 10 more or 10 less of a two-digit number 89 → 79 or 99, 23 → 13 or 33	
Put three objects in order by length 	
Know time in hours & half hours (analog & digital clock) 12:00 AM, 5:30 PM	
Know and describe shape Triangles are closed shapes with 3 sides	
Make 2 dimensional (2D) or 3 dimensional shapes (3D) Rectangle (2D), triangle (2D), Cube (3D), cone (3D)	
Know halves ½, fourths ¼, quarters ¼	