Unit 1
Counting

Standards Covered:

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.

1.NBT.2:a. 10 can be thought of as a bundle of ten ones — called a “ten.”

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on to add 2).

Concepts covered:

-count to 120 starting anywhere read, write, & represent
-bundle 10
- counting on, counting back

Unit 2
Into to Addition

Standards Covered:

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.

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=–3,6+6 = .

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.)

Concepts covered:

-know the meaning of the equal sign
-true/false
-make it true
-Commutative property of addition

Unit 3
Number Stories

Standards Covered:

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.

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.

Concepts covered:

-All word problems types up to 20
- 3 digits addition word problems

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Concepts covered:

-All word problems types up to 20
- 3 digits addition word problems

Unit 4
Add within 20

Standards Covered:

1.NBT.2:b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on and making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14)

Concepts covered:

-eleven to nineteen are composed of a ten 10 and ___=
-counting on to make 10
-decompose to make 10
-doubles

Length:
1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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 numberof same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Measurement:
1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.

Data Analysis:
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.

Geometry:
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.
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. 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.

Unit 5
Place Value

Standards Covered:

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:

1.NBT.2:c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6: Subtract multiples of 10 in the range 10- 90 from multiples of 10 in the range 10-90

Concepts covered:

-2 digit number as 10s and 1s
-groups of 10
-place value
-compare <, >, =
-10 more, 10 less
-subtracting multiples of 10

Unit 6
Add and Subtract within 20

Standard(s) Covered:

1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as: 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).

Concepts covered:

-fact family addition and subtraction relationship
-decomposing a number leading to a 10
-doubles plus 1

Unit 7
Subtract within 20

Standards Covered:

1.OA.4: Understand subtraction as an unknown- addend problem. For example, subtract 10 – 8 by finding the number that makes10 when added to 8.

1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as: 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).

Concepts covered:

-related facts, minus as a plus
-fact family addition and subtraction relationship
-decomposing a number leading to a 10

Unit 8
2-digit Addition and Subtraction

Standards Covered:

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.

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.

Concepts covered:

-2 digit + multiple of ten
-using a strategy
-being able to show and explain your reasoning
-when adding 2 digit numbers add 10s to 10s and ones to ones
*might compose a ten
-10 more, 10 less

Unit 8
2-digit Addition and Subtraction and Review

Standards Covered:

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.

REVIEW ALL STANDARDS

Concepts covered:

-subtract multiples of 10 from multiples of 10

-REVIEW ALL CONCEPTS

Length:
-Compare 3 lengths
-non-standard whole number

Time:
-Compare 3 lengths
-time to the hour and half hour

Data Analysis:
-Organize, represent, and interpret data

Geometry:
-defining attributes of shapes
-build and draw
-make 2D and 3D shapes
-make new shapes
-halves and quarters