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| **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.**  **I** | Go Math –  **Ch. 1***: Lesson 1.1, 1.2, 1.3, 1.4, 1.7*  **Ch 2**: *Lesson 2.1, 2.2, 2.3, 2.4, 2.6, 2.8*  **Ch 4**: *lesson 4.6*  **Ch 5**: *lesson 5.1, 5.7*  **Grab & Go Kit** | I can solve story problems, using manipulatives, pictures, number sentences and/or words for addition and subtraction within 20. | 2 | Use pictures to add to and show “taking from” and find differences.  Use concrete objects to solve “adding to” addition problems and “taking from subtraction problems.  Use concrete objects to solve “putting together” addition problems and “taking apart subtraction problems.  Model and record all the ways to put together numbers within 10.  Solve taking from and taking apart subtraction problems using the strategy *make a model.*  Model and compare groups to show the meaning of subtraction.  Model and record all of the ways to take apart numbers within 10.  Solve subtraction problem situations using the strategy act it out.  Solve addition and subtraction problem situations using the strategy *make a model.*  Choose an operation and strategy to solve an addition or subtraction word problem. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment  Performance Task | Addition sentences  Is equal to =  Plus +  Sum  Add  Zero  Addends  Order  Minus  Difference  Subtraction sentence  Subtract |
| **1.OA.B .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/or equations with a symbol for the unknown number to represent the problem).** | Go Math –  **Ch. 3**: lesson 3.12  **Grab & Go Kit** | I can solve word problems by adding three numbers whose sum is less than or equal to 20. | 2 | Solve adding to and putting together situations using the strategy *draw a picture.* | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment |  |
| **1.OA.B .3**  **Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract through 20** | Go Math-  **Ch. 1**: Lesson 1.5  **Ch. 3**: Lesson 3.1, 3.10, 3.11  **Grab & Go Kit** | I can use strategies to make it easier to add and subtract. | 2 | Understand and apply the Additive Identity Property for Addition  Explore the Commutative Property of Addition  Understand and apply the Commutative Property of Addition for sums within 20.  Use the Associative Property of Addition to add three addends.  Understand and apply the Associative Property Commutative Property of Addition to add three addends. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Zero  Addends  Order |
| **1.OA.B .4**  **Understand subtraction as an unknown-addend problem within 20 (e.g., subtract 10 - 8 by finding the number that makes 10 when added to 8).** | Go Math-  **Ch. 4**: Lesson 4.2, 4.3  **Grab & Go Kit** | I can use addition facts to solve subtraction problems. | 1 | Recall addition facts to subtract numbers within 20.  Use addition as a strategy to subtract numbers within 20. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment |  |
| **1.OA.B .5**  **Relate counting to addition and subtraction (e.g., by using counting on 2 to add 2).** | Go Math-  **Ch. 3**: Lesson 3.2, 4.1  **Grab & Go Kit** | I can count on to add. I can count back to subtract. | 2 | Use count on 1, 2, or 3 as a strategy to fin d sums within 20.  Use count back 1, 2, or 3 as a strategy to subtract. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Count on  Count back |
| **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 - = 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).**  **I** | Go Math –  **Ch. 1**: lesson 1.8  **Ch 2**: lesson 2.9  **Ch 3**: lesson 3.3,3.4, 3.5,  3.6, 3.7, 3.8, 3.9,  **Ch 4**: lesson 4.4, 4.5,  **Ch 5**: lesson 5.2, 5.3, 5.4, 5.8, 5.10  **Ch 8:** lesson 8.1  **Grab & Go Kit** | I can fluently add and subtract within 10. I can use mental strategies to add and subtract within 20. | 2 | Build fluency for addition within 10.  Build fluency for subtraction within 10.  Use doubles as a strategy to solve addition facts with sums within 20.  Use doubles to create equivalent but easier sums.  Use doubles plus 1 and doubles minus 1 as strategies to find sums within 20.  Use strategies *count on*, *doubles,* *doubles plus 1*, and *doubles minus 1* to practice addition facts within 20.  Use a ten frame to add 10 and an addend less than 10.  Use make a ten as a strategy to find sums within 20.  Use numbers to show how to use the make a ten strategy to add.  Use make a 10 as a strategy to subtract.  Subtract by breaking to apart to make a ten.  Record related facts within 20.  Identify relate addition and subtraction facts within 20.  Apply the inverse relationship of addition and subtraction.  Represent equivalent forms of numbers using sums and differences within 20  Add and subtract facts within 20 and demonstrate fluency for addition and subtraction. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Doubles  Doubles minus one  Doubles plus one  Make a ten  Related facts |
| **1.OA.7**  **Understand the meaning of 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.**  **I** | Go Math –  **Ch 1**: *lesson 1.2*  **Ch 5**: *lesson 5.9*  **Ch 7**: *lesson 7.3*  **Grab & Go Kit** | I can understand the meaning of an equal sign and determine if an addition or subtraction sentence is true or false. | 2 | Determine if equation is true or false. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Addition sentence  Is equal to =  Plus +  Sum |
| **1.OA.B .8**  **Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations 8 + = 11,**  **5 = - 3, 6 + 6 =** ). | Go Math-  **Ch. 2**: *Lesson 2.5, 2.7*  **Ch. 5**: *Lesson 5.5, 5.6* | I can figure out a missing number in an addition or subtraction equation. | 3 | Compare pictorial groups to understand subtraction.  Identify how many are left when subtracting.  Use a related fact to subtract.  Use related facts to determine unknown numbers. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Compare  Fewer  more |
| **1.NBT.A.1**  **Count to 120 by 1's, 2's, and 10's starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral.** | Go Math-  **Ch. 6**: *Lesson 6.1, 6.2, 6.9, 6.10*  **Grab & Go Kit** | I can count from any number to 120. I can read and write numbers up to 120. | 1 | Count by ones to extend a counting sequence up to 120  Count by tens from any number to extend a counting sequence up to 120.  Read and write numerals to represent a number of 100 to 110 objects.  Read and write numerals to represent a number of 110 to 120 objects. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment |  |
| **1.NBT.B.2**  **Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases: a. 10 can be thought of as a group 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).** | Go Math-  **Ch. 6**: *Lesson 6.3, 6.4, 6.5, 6.6, 6.8* | I understand that two-digit numbers contain tens and ones.  I know that 10 is ten ones, or a ten.  I know that numbers 11-19 have ten and some ones.  I can tell how many tens and ones are in the multiples of ten. | 2 | Use models and write to represent equivalent forms of ten and ones.  Use objects, pictures, and numbers to represent a ten and some ones.  Group objects to show numbers to 50 as tens and ones.  Group objects to show numbers to 100 as tens and ones  Solve problems using the strategy *make a model.* | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Digit  Ones  Tens  hundred |
| **1.NBT.B.3**  **Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.** | Go Math-  **Ch. 6**: *Lesson 6.8*  **Ch. 7**: *Lessons 7.1, 7.2, 7.3, 7.4* | I can compare two 2-digit numbers. | 2 | Solve problems using the strategy *make a model.*  Model and compare two –digit numbers to determine which is greater  Model and compare two-digit numbers to determine which is less.  Use symbols for is than <, is greater than >, and is equal to = to compare numbers  Solve problems using the strategy *make a model.* | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Is greater than >  Is less than < |

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| **1.NBT.C.4**  **Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction.** | Go Math-  **Ch. 8**:  *Lessons 8.2, 8.4, 8.5, 8.7, 8.8, 8.9* | I can add a 2-digit number to 1-digit or 2-digit number (multiple of 10) within 100. | 2 | Draw a model to add tens.  Use a hundred chart to find sums.  Use concrete models to add ones or tens to a two-digit number.  Make a ten to add a two-digit number and a one-digit number.  Use tens and ones to add two-digit numbers.  Solve and explain two-digit addition word problems using the strategy *draw a picture.*  Add and subtract within 100, including continued practice with facts within 20. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made 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.**  **I** | Go Math –  **Ch. 7**: *Lesson 7.5* | I can mentally find 10 more or 10 less than a given two-digit number without having to count. | 3 | Identify numbers that are 10 less or 10 more than a given number | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment |  |
| **1.NBT.6**  **Subtract 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.**  **I** | Go Math-  **Ch. 8**: Lesson 8.9 | I can subtract multiples of 10 by using a model or drawings to subtract tens. | 4 | Draw a model to subtract tens.  Add and subtract within 100, including continued practice with facts within 20. | Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment |  |
| **1.MD.A.1**  **Order three objects by length; comparing the lengths of two objects indirectly by using a third object.**  **I** | Go Math –  **Ch. 9:** lessons 9.1, 9.2 | I can put three objects in order by length, from either shortest to longest or longest to shortest while indirectly using a third object. | 2 | Order objects by length.  Use the Transitivity Principle to measure indirecty. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Longest  Shortest |
| **1.MD.A.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 contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.**  **I** | Go Math –  **Ch. 9**: *Lessons 9.3, 9.4, 9.5* | I can measure the length of an object by using a nonstandard measuring tool.  I can measure the length of an object using estimation. | 2 | Measure length using nonstandard units.  Make a nonstandard measuring tool to measure length.  Solve measurement problems using the strategy *act it out.* | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment |  |
| **1.MD.B.3a**  **Tell and write time in hours and half-hours using analog and digital clocks.** | Go Math-  **Ch. 9**: *Lessons 9.6, 9.7, 9.8, 9.9* | I can tell and write time to the hour and the half hour.  I can tell and write time using analog and digital clocks. | 1 | Write times to the hour shown on analog clocks.  Write times to the half hour shown on analog clocks.  Tell times to the hour and half hour using analog and digital clocks.  Use the hour to draw and write times on analog and digital clocks. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Hour hand  Hour  Half hour  Minute hand  minutes |
| **1.MD.B.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.** | Go Math-  **Ch. 10**: *Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7* | I can organize data into three groups or less. I can ask and answer questions about data. | 2 | Analyze and compare data shown in a picture graph where each symbol represents one.  Make a picture graph where each symbol represents one and interpret the information.  Analyze and compare data shown in a bar graph.  Make a bar graph and interpret the information.  Analyze and compare data shown in a tally chart.  Make a tally chart and interpret the information.  Solve problem situations using the strategy *make a graph.* | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Picture graph  Bar graph  Tally chart  Tally mark |
| **1.G.A.1**  **Distinguish between defining attributes (triangles are closed and 3 sided) versus non-defining attributes (color, orientation, overall size) for two-dimensional shapes; build and draw shapes that possess defining attributes.** | Go Math-  **Ch. 11**: *Lessons 11.1, 11.5*  **Ch. 12:** *Lessons 12.1, 12.2* | I know the difference between attributes that define a shape and attributes that describe a shape.  I can build and draw shapes with certain attributes. | 3 | Identify and describe three-dimensional shapes according to defining attributes.  Identify two-dimensional shapes on three-dimensional shapes.  Use defining attributes to sort shapes.  Describe attributes of two-dimensional shapes. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Cone  Cube  Curved surface  Cylinder  Flat surface  Rectangular prism  Sphere  Circles  Rectangles  Sides  Square  Triangles  Vertices  Hexagon  trapezoid |
| **1.G.A.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. (Students do not need to learn formal names such as “right rectangular prism.”)**  **I** | Go Math –  **Ch. 11**: *Lessons 11.2, 11.3, 11.4*  **Ch 12**: *Lessons 12.3, 12.4, 12.5, 12.6, 12.7* | I can compose two- or –three dimensional shapes to create a composite shape.  I can compose new shapes from a composite shape. | 3 | Compose a new shape by combining three-dimensional shapes.  Identify three-dimensional shapes used to build a composite shape using the strategy *act it out*.  Use composite three-dimensional shapes to build new shapes.  Use objects to compose new two-dimensional shapes.  Compose a new shape by combining two-dimensional shapes.  Make new shapes from composite two-dimensional shapes using the strategy *act it out.*  Decompose combine shapes into shapes.  Decompose two-dimensional shapes into parts | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment |  |
| **1.G.A.3**  **Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters. Describe the whole as two of, or four of the shares. Understand that decomposing into more equal shares creates smaller shares.** | Go Math-  **Ch.12**: *Lessons 12.8, 12.9 12.10* | I can divide circles and rectangles into two or four equal parts.  I can name the smaller parts. | 3 | Identify equal and unequal parts (or shares) in two-dimensional shapes.  Partition circles and rectangles into two equal shares.  Partition circles and rectangles into four equal shares. | Mid-Chapter Assessment  Chapter Test (multiple choice or mixed response)  Teacher-made Assessment | Equal parts  Equal shares  Unequal parts  Unequal and shares  Half of  Halves  Fourth of  Fourths  Quarter of  Quarters |
| **1.MP.1** Make sense of problems and persevere in solving them.  **I** |  | I can make sense of problems and keep trying even when problems are challenging. | 4 | Go Math –  Ch. 8, 11 |  |  |
| **1.MP.2** Reason abstractly and quantitatively.  **I** |  | I can use numbers to describe situations. | 4 | Go Math –  Ch. 1, 2, 4, 9 |  |  |
| **1.MP.3** Construct viable arguments and critique the reasoning of others.  **I** |  | I can justify my strategies and listen to see if other people’s ideas are logical. | 4 | Go Math – Ch. 5, 8, 10  Grab & Go Kit |  |  |
| **1.MP.4** Model with mathematics.  **I** |  | I can make models of situations. | 2 | Go Math – Ch. 1, 4, 5, 12  Grab & Go Kit |  |  |
| **1.MP.5** Use appropriate tools strategically.  **I** |  | I can use a variety of tools. | 2 | Go Math – Ch. 2, 6 |  |  |
| **1.MP.6** Attend to precision.  **I** |  | I can try to be accurate and revise my thinking when I make an error. | 4 | Go Math – 3, 5, 7, 10 |  |  |
| **1.MP.7** Look for and make use of structure.  **I** |  | I can use the structure of a problem to find answers. | 2 | Go Math – 1, 6, 11, 12 |  |  |
| **1.MP.8** Look for and express regularity in repeated reasoning.  **I** |  | I can look for and use patterns. | 2 | Go Math – Ch. 3, 4, 7, 9 |  |  |