Focus Topic: OA – Operations and Algebraic Thinking   TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
• TSW 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 (*For example: by using objects, drawings, and equations with a symbol for the unknown number to represent the problem*)	1.OA.1	How does knowing basic facts make problem solving easier?	Measurement can be used to compare and describe.	Ongoing observation & questioning during class discussions
- TSW solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 *(For example: by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)*	1.OA.2	What is a number's purpose?	Some of the information given in a problem may not be needed in order to solve the problem.	Performance tasks
- TSW 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 can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	1.OA.3	How much is enough?	Writing a number sentence is one strategy that can be used to solve a problem.	Self-Assessment
• TSW understand subtraction as an unknown-addend problem. (*For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20)*	1.OA.4	How are numbers used in daily life?		Literature Connections
• TSW relate counting to addition and subtraction (For example: by counting on 2 to add 2)	1.OA.5	How can addition and subtraction solve problems?		Projects
• TSW 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)	1.OA.6	How can I use the plus and minus symbols to help find the sum and difference of a group of numbers?		Multiple Choice

Objective(s)			
• TSW 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.7		
• TSW 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.8		

Focus Topic: NBT– Number & Operations in Base Ten

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
• TSW 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.1	What happens when you put objects together?	• Patterns can be represented in a variety of ways.	Ongoing observation & questioning during class discussions
• TSW understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: - 10 can be thought of as a bundle of ten ones — called a "ten" - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones - 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.2	Why do we need to know big numbers?	The decade numbers to 100 are built on groups of ten with oral names similar to, but not the same as, the number of tens counted.	Performance tasks
• TSW 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.3	What things are called one-hundred? What do we do with things named one-hundred?	When the objects are conveniently grouped, skip counting can be used to find out how many there are in all.	

• TSW 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.4			
• TSW 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.5			
• TSW 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	1.NBT.6			

Focus Topic: MD – Measurement and Data

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
• TSW order three objects by length; compare the lengths of two objects indirectly by using a third object	1.MD.1	Why do we need standard units of measurement?	The longer the unit of measure, the fewer units it takes to measure the length of an object.	Ongoing observation & questioning during class discussions
• TSW 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	1.MD.2	What things would be impossible without measurement?	The capacity of a container can be described by comparing it to that of a defined unit of capacity.	Performance tasks

• TSW 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*)	1.MD.2		There are many ways to measure an object, and each way uses am different tool.	Self-Assessment
• TSW tell and write time in hours and half-hours using analog and digital clocks	1.MD.3			Literature Connections
• TSW 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	1.MD.4			

Focus Topic:G –Geometry

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
• TSW distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size)	1.G.1	What is the best shape? Why?	Many everyday objects closely approximate standard geometric solids.	Ongoing observation & questioning during class discussions
• TSW build and draw shapes to possess defining attributes	1.G.1	How would the world look with / without certain shapes?	A shape can be divided into any number of equal parts in a variety of ways.	Performance tasks
• TSW 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.2	Why are shapes important?	Groups can be divided into equal parts in the same way that shapes can be divided into equal parts.	Self-Assessment

• TSW 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	1.G.3	What story does a shape tell?		

Focus Topic: Mathematical Practices

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Objective(s)
• TSW make sense of problems and persevere in solving them.
- TSW reason abstractly and quantitatively.
• TSW construct viable arguments and critique the reasoning of others.
• TSW model with mathematics.
• TSW use appropriate tools strategically.
• TSW attend to precision.
• TSW look for and make use of structure
• TSW look for and express regularity in repeated reasoning.