1.OA Operations and Algebraic Thinking

- ☐ Use addition and subtraction within 20 to solve word problems 10. (1.OA.A.1)
- ☐ Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (1.OA.A.2)
- ☐ Apply properties of operations as strategies to add and subtract. (1.OA.B.1)
- ☐ Understand subtraction as an unknown-addend problem. (1.OA.B.2)
- ☐ Relate counting to addition and subtraction. (1.OA.C.5)
- ☐ Add and subtract within 20. (1.OA.C.6)
- ☐ Understand the meaning of the equal sign. (1.OA.D.7)
- ☐ Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. (1.OA.D.8)

Essential Questions	Enduring Understandings
How does knowing basic facts make problem solving easier? What is a number's purpose? How much is enough?	Measurement can be used to compare and describe; Some of the information given in a problem may not be needed in order to solve the problem; Writing a number sentence is one strategy that can be used to solve a problem.
Suggested Activities and Resources (in addition to guided reading and leveled materials) Play *Empty Set Hunt*: Spread cards, face down on a table. Students turn over cards & only keep the ones where zero would name how many are in the set; Provide opportunities for students to solve a problem using more than one computational method; Play "Number Match" – Pupil selects a number card then counts out that amount of items—or vice versa	**Suggested Assessments** Perform a concrete sequence of joining or separating sets and see if students can identify the type of action performed and what resulted; Show students two sets & ask them to compare them in relation to quantity & write an appropriate number sentence

1.NBT　Number and Operations in Base Ten

- ☐ Count to 120, starting at any number less than 120. (1.NBT.A.1)
- ☐ Understand that the two digits of a two-digit number represent amounts of tens and ones. (1.NBT.B.2)
- ☐ Compare two two-digit numbers based on meanings of the tens and ones digits. (1.NBT.B.3)
- ☐ Add within 100. (1.NBT.C.4)
- ☐ Given a two-digit number, mentally find 10 more or 10 less than the number. (1.NBT.C.5)
- ☐ Subtract multiples of 10 in the range 10-90. (1.NBT.C.6)

Essential Questions	**Enduring Understandings**
What happens when you put objects together? Why do we need to know big numbers?	Patterns can be represented in a variety of ways; 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.
Suggested Activities and Resources **(in addition to guided reading and leveled materials)** Model the terms "odd" and" even" while having students attempt to pair up sets of items; Use physical models to help students build some strategies before beginning mental/timed basic facts drills	**Suggested Assessments** Give students a set of items & have them explain their rationale for determining if an odd or even number is being represented.

1.MD Measurement and Data

- ☐ Order three objects by length. (1.MD.A.1)
- ☐ Express the length of an object as a whole number of length units. (1.MD.A.2)
- ☐ Tell and write time in hours and half-hours using analog and digital clocks. (1.MD.B.3)
- ☐ Organize, represent, and interpret data with up to three categories. (1.MD.C.4)

Essential Questions	**Enduring Understandings**
Why do we need standard units of measurement? What things would be impossible without measurement?	The longer the unit of measure, the fewer units it takes to measure the length of an object; The capacity of a container can be described by comparing it to that of a defined unit of capacity.
Suggested Activities and Resources **(in addition to guided reading and leveled materials)** Linear measurement experiences should involve standard & non-standards measuring units & tools (ex.- a paper clip or a series of paper clips strung together; a ruler with inch markings only); Have students make clay snakes then (a) determine their lengths using non-standard/standard units and (b) compare their lengths	**Suggested Assessments** Observe students in length/height measurement activities in order to ascertain the degree of their understanding of the attribute as well as their awareness of the inch/cm as length/height measurement units; During hands-on measuring activities, ask students to explain such things as…What type of measurement unit are you using? Why did you choose that measurement tool to measure that item? Do people always get the same answer when they measure things with paper clips? Why?

1.G   Geometry

- ☐ Distinguish between defining attributes. (1.G.A.1)
- ☐ Build and draw shapes to possess defining attributes. (1.G.A.1)
- ☐ Compose two-dimensional shapes. (1.G.A.2)
- ☐ Partition circles and rectangles into two and four equal shares. (1.G.A.3)
- ☐ Describe the shares using the words halves, fourths, and quarters. (1.G.A.3)

Essential Questions	**Enduring Understandings**
What is the best shape? How would the world look if there were only (insert any shape)? Why are shapes important?	Many everyday objects closely approximate standard geometric solids; A shape can be divided into any number of equal parts in a variety of ways; Groups can be divided into equal parts in the same way that shapes can be divided into equal parts.

Suggested Activities and Resources (in addition to guided reading and leveled materials)	**Suggested Assessments**
Make a *Geometry to Real-Life Connection Chart* & add items when found; Students to draw simple 2-D shapes based on the teacher's description of their orientation/direction; Pass around & discuss models of each shape, name them, then ask students to find real-life examples of them	Use direction/orientation vocabulary to direct students where to place the book; Have students pick a specific #D shape out of a collection