

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCES OR HSCEs	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LEARNING STRATEGIES Skills	CONTENT ACTIVITIES Knowledge	VOCABULARY	INSTRUCTIONAL RESOURCES
			FOR LEARNING (Formative)	OF LEARNING (Summative)				
September - November	GEOMETRY							
Create and Describe Shapes	G.GS.01.01 Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.	Two-dimensional Shapes And Three-dimensional Figures	Teacher Observations Student Generated Work	End-of-Year Assessment	Create 2-dimensional and 3-dimensional shapes Describe physical and geometric shapes	Draw 2-dimensional and 3-dimensional shapes	Attributes 2-dimensional Shape 3-dimensional Figure	Scott Foresman Textbook Chapter 5 Lesson 1,2, 3, 4 Chapter 1 Lesson 10 Chapter 7 Lesson s 7, 8 10 Chapter 8 Lesson 9 Investigations: Quilt Squares Inv. 1 Sessions 1-12 Inv. 2 Sessions 1 & 2 Inv. 3 Sessions 1 & 2 Survey Quest Math Journal
	G.LO.01.02 Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.	Relative Positions of Objects	Teacher Observations Student Generated Work	End-of-Year Assessment	Using wooden blocks and/or shapes, physically illustrate the relative position of objects	Show understanding of relative position of objects	Above Below Behind In front of	Investigation Series Quilt Squares & Block Towns Inv. 2 Session s 1-2 ADD Math Workbook Math Pentathlon Games: Hex & Shape Up Grandma's Buttons Math Blaster computer program
Create and Describe Patterns involving Geometric Objects	G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.	Geometric Patterns	Teacher Observations Student Generated Work	End-of-Year Assessment	Create patterns with repeating and growing series	Know the difference between repeating and growing patterns	Repeat Growing	Investigations: Quilt Squares Inv. 1 Sessions 13 – 15 ADD Math Workbook
	G.SR.01.04 Distinguish between repeating and growing patterns.	Geometric Patterns	Teacher Observations Student Generated Work	End-of-Year Assessment	Distinguish between repeating and growing patterns	Display an understanding of repeating and growing patterns	Repeating Patterns Growing Patterns	Investigations: Quilt Squares Inv. 1 Sessions 13 – 15
	G.SR.01.05 Predict the next element in a simple repeating pattern.	Geometric Patterns	Teacher Observations Student Generated Work	End-of-Year Assessment	Predict what comes next on a teacher created pattern	Ability to predict repeating patterns Possibility: to create own repeating patterns	Predict	Scott Foresman Textbook Chapter 5 Lesson 1 ADD Math Workbook

	G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.	Geometric Patterns	Teacher Observations Student Generated Work	End-of-Year Assessment	In Math Journal, write how a child would find the next element	Describe how to get to the next element	Simple repeating patterns	Math Journal Add Math Workbook
September - November	NUMBERS AND OPERATIONS							
Count, Write, and Order Numbers	N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1 st , 2 nd , 3 rd .	Counting	Teacher Observations Student Generated Work	End-of-Year Assessment	Calendar Number Lines 110's Chart	Counting Skip Counting	Greater Fewer Between Less Before After	Scott Foresman Textbook Chapter 2 Lesson 6 Chapter 4 Lesson 8 Chapter 7 Lessons 8 & 9 Chapter 10 Lesson 7 Touch Math Investigations: Building Number Sense Inv. 2 Sessions 1 & 2 Inv. 3 Sessions 1 & 2 Pentathlon: Calla
	N.ME.01.02 Read and write number to 110 and relate them to the quantities they represent.	Read and Write Numbers Understand Quantities	Teacher Observations Student Generated Work	End-of-Year Assessment	Complete 110's Chart	Number Sense	More Less	Scott Foresman Textbook Chapter 8 Lessons 8 & 9 Adding Machine Tape -- create numbers in order 110's chart
	N.ME.01.03 Order numbers to 110; compare using phrases such as "same as", "more than", "greater than", "fewer than", use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest; 21, 16, 35, 8.	Ordering Numbers	Teacher Observations Student Generated Work	End-of-Year Assessment	Use trains with snap cubes	Understand the phrases "same as", "more than", "greater than", and "fewer than" Know the = symbol	Greater Than Less Than Equal to Greatest Least	Scott Foresman Textbook Chapter 2 Lesson 6 Chapter 7 Lesson 4 Chapter 8 Lesson 8 ADD Math Workbook Investigations: Number Games & Story Problems Inv. 3 Sessions 1 -13
	G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.	Number Shapes Size and Patterns	Teacher Observations Student Generated Work	End-of-Year Assessment	Use 110's chart Use bingo chips to count by number patterns 2, 5, 10's Use 100 chart with tiles, Unifix Cubes, and counting bears	Show knowledge of number patterns	Pattern Repeating Pattern	Scott Foresman Textbook Chapter 1 Lesson 10 Chapter 5 Lesson 1 Chapter 7 Lessons 7 & 8 Investigations- Number Sense Inv. 3 Mathematical Thinking, Inv. 3 & 4 Number Games, Inv. 2
	G.SR.01.04 Distinguish between repeating and growing patterns.	Number Shapes Size and Patterns	Teacher Observations Student Generated Work	End-of-Year Assessment	Teach skip counting Use 110's chart and bingo chips Use calendar, 100 chart with tiles, Unifix Cubes, and counting bears	Demonstrate difference between repeating and growing patterns with numbers	Skip Counting Repeating Pattern Growing Pattern	Scott Foresman Textbook Chapter 1 Lesson 8 Chapter 5 Lesson 1 Chapter 7 Lessons 7, 8, 10 Investigations- Number Sense Inv. 3

	G.SR.01.05 Predict the next element in a simple repeating pattern.	Number Shapes Size and Patterns	Teacher Observations Student Generated Work	End-of-Year Assessment	Show skip counting 110's chart with bingo chips 100 chart with tiles	Show continuation of a repeating pattern	Prediction Repeating pattern	Scott Foresman Textbook Chapter 1 Lesson 8 Chapter 5 Lesson 1 Chapter 7 Lessons 7, 8, 10 Investigations- Number Sense Inv. 3														
	G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.	Number Shapes Size and Patterns	Teacher Observations Student Generated Work	End-of-Year Assessment	Encourage students to write how they would come up with the next element	Ability to describe a repeating pattern	Repeating Patterns	Math Journal														
November - January	NUMBERS AND OPERATIONS																					
Count, Write, and Order Numbers	N.ME.01.04 Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.	Less Than More Than	Teacher Observations Student Generated Work	End-of-Year Assessment	110's Chart Calendar 100 chart with tiles	Understand the meaning and difference between 'more' and 'less'	Less More	Scott Foresman Textbook Chapter 1 Lesson 7 & 8 Chapter 2 Lesson 6 Chapter 6 Lesson 2 Pentathlon: Star Track														
	N.ME.01.05 Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.	Greater Than Less Than	Teacher Observations Student Generated Work	End-of-Year Assessment	Number Line	Identify numbers that are greater than and less than another number	Bigger Smaller Right Left	Scott Foresman Textbook Chapter 4 Lessons 4 & 8 Touch Math Supplemental material needed														
	N.ME.01.06 Count backwards by 1's starting from any number between 1 and 100.	Counting Backwards	Teacher Observations Student Generated Work	End-of-Year Assessment	Calendar 100's Chart Number Line	Understand number sense	Backwards	Touch Math Adding Machine Tape – create own number line														
Add and Subtract Whole Numbers	N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10, e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.	Number Facts Combinations	Teacher Observations Student Generated Work	End-of-Year Assessment	Calendar Make a T-chart <table style="margin-left: auto; margin-right: auto;"> <tr><td colspan="2" style="text-align: center;">5</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 5px;">0</td><td style="padding: 2px 5px;">5</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 5px;">1</td><td style="padding: 2px 5px;">4</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 5px;">2</td><td style="padding: 2px 5px;">3</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 5px;">3</td><td style="padding: 2px 5px;">2</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 5px;">4</td><td style="padding: 2px 5px;">1</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 5px;">5</td><td style="padding: 2px 5px;">0</td></tr> </table>	5		0	5	1	4	2	3	3	2	4	1	5	0	Recognize number combinations to form addition and subtraction sentences	All numbers 1 – 10 Number Facts Addition Fact Families	Scott Foresman Textbook Chapter 2 Lessons 1, 2, 3, 4, 5, 8, 9, 10 Chapters 3, 4, 6, 12 Investigations: Number Sense Inv. 3 Sessions 1-13 Inv. 4 Sessions 1-10 Investigations: Number Games Inv. 1 Sessions 2-3 Inv. 3 Sessions 6-8 Touch Math ADD Math Workbook <u>Math Their Way</u> Textbook <i>Math Blaster</i> computer program <i>KidPix</i> computer program
5																						
0	5																					
1	4																					
2	3																					
3	2																					
4	1																					
5	0																					

								Pentathlon: Star Tracks and Shape Up
	N.MR.01.09 Compare two or more sets in terms of the difference in number of elements.	Comparing Sets of Numbers	Teacher Observations Student Generated Work	End-of-Year Assessment	Create different sets and compare elements	Match objects of sets that are the same, greater than, and less than	Compare Set Quantity More Than Less Than	
	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.	Addition and Subtraction Models	Teacher Observations Student Generated Work	End-of-Year Assessment	Use Unifix Cubes, counters, and base ten blocks	Understand the concept of addition and subtraction	Addition Subtraction Plus Minus Sum Altogether Difference Equals Number Sense	Scott Foresman Textbook Chapter 3 Chapter 4 Lessons 1 – 11 Chapter 6 Lesson 1 Math Journal Touch Math ADD Math Workbook Number Line
January - March	NUMBERS AND OPERATIONS							
Add and Subtract Whole Numbers	N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction “undoes” addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining “taking away”, or comparing can be solved by either operation.	Inverse Relationships Of Addition And Subtraction	Teacher Observations Student Generated Work	End-of-Year Assessment	Calendar – relate to fact families Build a house Act It Out Take turns – whose first	Ability to turn around a fact family/relationship	Relationship Fact Family Addend Sum Subtrahend Difference	Scott Foresman Textbook Chapter 6 Lessons 3, 4, 6, 7, 8, 9 Chapter 12 Lessons 10 & 11 Math Journal Touch Math ADD Math Workbook Number Line
	N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.	Addition and Subtraction Facts	Teacher Observations Student Generated Work	End-of-Year Assessment	Touch Math Timed Math Assessment Flash Card Games www.funbrain.com	Display automatic recall	Addition Facts Sum Differences Relationship	Flashcards Internet Computer Activities Bure Book – mastering math facts
	N.MR.01.13 Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as $__ + 2 = 7$ and $10 - __ = 6$.	Fact Families For Addition and Subtraction	Teacher Observations Student Generated Work	End-of-Year Assessment	Touch Math Puzzler Act It Out	First understanding of algebra concepts; algorithms	Addend Sum Subtrahend Difference	Scott Foresman Textbook Chapter 6 Lesson 8 Chapter 12 Lesson 3 Touch Math ADD Math Workbook

	M.PS.01.08 Solve one-step word problems using addition and subtraction of length, money and time, including “how much more/less”, without mixing units.	Addition and Subtraction Using Real World Situations	Teacher Observations Student Generated Work	End-of-Year Assessment	Use of number line Look for a 10 or a double	Correctly calculate addition and subtraction exercises	Addend Sum Subtrahend Difference Column	Scott Foresman Textbook Chapter 12 Lesson 3 Investigations: Number Games Inv. 1 Sessions 2, 3, 7, 9 ADD Math Workbook
Explore Place Value	N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 2, and 24 ones.	Compose and Decompose Numbers Place Value	Teacher Observations Student Generated Work	End-of-Year Assessment	Base Ten Blocks	Identify ones and tens Know place value	Compose Decompose Ones Tens Estimation	Scott Foresman Textbook Chapter 8 All Lessons Investigations: Building Number Sense Inv. 2 Sessions 6, 7, & 8 ADD Math Workbook
Double digit Addition and Subtraction	N.FL.01.15 Calculate mentally sums and differences involving a two-digit number and a one-digit number without regrouping; a two-digit number and multiple of 10.	Sum and Difference Mental Calculations	Teacher Observations Student Generated Work	End-of-Year Assessment	Separate ones and tens; add and subtract	Demonstrate ability to add and subtract	Double digit	Scott Foresman Textbook Chapter 12 Lesson 6 ADD Math Workbook
	N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.	Number Fact Strategies	Teacher Observations Student Generated Work	End-of-Year Assessment	Illustrate how to add and subtract using manipulatives, e.g. base 10 blocks or popsicle sticks	Understand the concept of sums and differences through 30	Sums Differences	Scott Foresman Textbook Chapter 12 Lessons 1, 2, 7, 8 Chapter 13 Lesson 1 Base 10 Blocks Touch Math Popsicle Sticks
	N.FL.01.12 Know all the addition facts up to 10 + 10, and solve the related subtraction problems fluently.	Addition And Subtraction Facts	Teacher Observations Student Generated Work	End-of-Year Assessment	Touch Math Timed Math Assessment Flash Card Games www.funbrain.com	Display automatic recall of addition and subtraction facts	Fluently Sums Differences	Flashcards Internet Computer Activities Bure Book – mastering math facts
<i>March - June</i>	MEASUREMENT							
Estimate and Measure Length	M.UN.01.01 Measure the lengths of objects in non-standard units, e.g., pencil lengths, shoe lengths, to the nearest whole unit.	Length Measurements	Teacher Observations Student Generated Work	End-of-Year Assessment	Use different objects to show measurements	Compare lengths of objects in non-standard measurements	Measure Non-standard Unit	Scott Foresman Textbook Chapter 11 Lessons 1-2 AIMS Activities
	M.UN.01.02 Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.	Compare Length Measurements	Teacher Observations Student Generated Work	End-of-Year Assessment	Compare different objects Start at beginning of an object – show same starting point	Understand concept of measurement	Shorter Shortest Longer Longest Taller Tallest	Scott Foresman Textbook Chapter 11, Lessons 3, 4, 5 Investigation Series Bigger, Taller, Heavier, Smaller Inv. 3 Sessions 1 - 5 Number Games & Story Problems Inv. 2 Session 3

Tell Time	M.UN01.03 Tell time on a twelve-hour clock face to the hour and half-hour.	Time Expressions	Teacher Observations Student Generated Work	End-of-Year Assessment	Write agenda on board Use Judy clocks Relate to real life situations AM = at morning PM = past morning	Ability to tell time	Minutes Hours Seconds Big Hand Little Hand AM PM	Scott Foresman Textbook Chapter 10 Lessons 2, 3, 4, 5 ADD Math Workbook Large Judy Clock Bunny Clock <i>KidPix</i> computer program Clocks with Gears Compass Learning
Work with Money	M.UN.01.04 Identify the different denominations of coins and bills.	Denominations of Money	Teacher Observations Student Generated Work	End-of-Year Assessment	Calendar / relate to day of school Explain cents and dollars	Knowledge of money	Penny Nickel Dime Quarter Half Dollar Dollar	Scott Foresman Textbook Chapter 9 Lessons 1, 2, 3, 4, 6, 7, 8 Two-sided plastic coins Dr. Jean's CD – song; Penny, Nickel, Dime Money Poem
	M.UN.01.05 Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.	Money Equivalence	Teacher Observations Student Generated Work	End-of-Year Assessment	Daily calendar Show equivalent Explain cents and dollar symbols	Relating value of coins	Penny Nickel Dime Quarter Half Dollar Dollar Value Symbol	Scott Foresman Textbook Chapter 9 Lessons 1 & 2 Plastic Coins / Real Coins
	M.UN.01.06 Tell the amount of money; in cents up to \$1, in dollars up to \$100. Use symbols for dollars and cents.	Identifying Money Amounts	Teacher Observations Student Generated Work	End-of-Year Assessment	Count to 100 Explain cents and dollar symbols	Identify coin money denominations to one dollar	Cents Dollar	Plastic Coins / Real Coins
	M.PS.01.07 Add and subtract money in dollars only or in cents only.	Add and Subtract Money	Teacher Observations Student Generated Work	End-of-Year Assessment	Add money together; label as dollar and cents Subtract money; label as dollar and cents	Addition and subtraction of money, including the cents and dollar symbol	Cents Dollar Spent	Plastic Coins / Real Coins
Solve Problems	M.PS.01.08 Solve one-step word problems using addition and subtraction of length, money and time, including "how much more/less", without mixing units.	Word Problems	Teacher Observations Student Generated Work	End-of-Year Assessment	Draw pictures Counting on Number lines Manipulatives Touch Math Reading Graphs and Charts	Show problem solving using length, money, and time	Length Money Time How much How less	Scott Foresman Textbook Chapter 9 Lessons 2, 3, 4 Chapter 10 Lessons 5, 6, 7 Chapter 11 Lessons 2, 3, 4, 5, 7 Chapter 12 Lesson 6 ADD Math Workbook
<i>March - June</i>	DATA AND PROBABILITY							
Use Pictographs	D.RE.01.01 Collect and organize data to use in pictographs.	Collecting and Organizing Data	Teacher Observations	End-of-Year Assessment	Collect pictures and observe commonality, patterns	Display knowledge of collection of data	Data Pictograph Organize	Scott Foresman Textbook Chapter 1 Lessons 11, 12, 14 Chapter 7 Lesson 6 Investigations Inv. 4 Sessions 2 & 3
	D.RE.01.02 Read and interpret pictographs.	Interpreting Data in Pictographs	Teacher Observations	End-of-Year Assessment	Demonstrate ways to read a pictograph	Ability to interpret a pictograph	Pictograph	Scott Foresman Textbook Chapter 1 Lessons 11, 12, 13, 14 Investigation Series Inv. 3 Sessions 1 - 5 Inv. 4 Sessions 1 - 3

	<p>D.RE.01.03 Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, e.g., ☺ represents one child.</p>	<p>Creating Pictographs</p>	<p>Teacher Observations Student Generated Work</p>	<p>End-of-Year Assessment</p>	<p>Create a class pictograph</p>	<p>Understand the concept of a pictograph</p>	<p>Symbol Pictograph Create Horizontal Vertical</p>	<p>ADD Math Workbook "How many are in our class?" "How we get to school?" "What is our favorite color?" "Our class birthdays!" Investigations Inv. 3 Sessions 1 – 5 Inv. 4 Sessions 1 - 3</p>
--	--	-----------------------------	---	-------------------------------	----------------------------------	---	---	--