1st Grade Math **Mrs. Reichert** **Curriculum Mapping**

Unit 1: Addition Concepts	**Time:** *August-September*

Standards Taught

- **1.OA.A.1 Represent and solve problems involving addition and subtraction.**
  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.B.3 Understand and apply properties of operations and the relationship between additions and subtraction.**
  Apply commutative, associative, and additive identity properties of operations as strategies to add. (Students need not use formal terms for these properties.) 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.) 8 + 0 = 8 (Additive Identity property)
- **1.OA.C.6 Add and Subtract with in 20.**
  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).

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
When children discover that a number can be expressed as a sum in various ways, they notice the structure and patterns that emerge.	- *Addition Sentences* - *Is Equal To* - *Plus* - *Sum* - *Add* - *Zero* - *Addends* - *Order*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***

Essential Questions:

- *How do pictures show adding to?*

- *How do you model adding to a group?*
- *How do you model putting together?*
- *How do you solve addition problems by making a model?*
- *What happens when you add 0 to a number?*
- *Why can you add addends in any order?*
- *How can you show all the ways to make a number?*
- *Why are some addition facts easy to add?*

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Unit 2: Subtraction Concepts	**Time: September**

Standards Taught

- **1.OA.A.1 Represent and solve problems involving addition and subtraction.**
  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.C.6 Add and Subtract with in 20.**
  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.D.8 Work with addition and subtraction equations.**
  Determine the unknown whole number in an addition or subtraction equation relating to 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 = ? .

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
Students need to learn the concept of subtraction and how it applies to word problems and number sentences.	- *Compare* - *Difference* - *Fewer* - *Minus* - *More* - *Subtract* - *Subtraction Sentence*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***

Essential Questions:

- *How can you show taking from with pictures?*
- *How do you model taking from a group?*
- *How do model taking apart?*
- *How do you solve subtraction problems by making a model?*

- *How can you use pictures to compare and subtract?*
- *How can you use models to compare and subtract?*
- *What happens when you subtract 0 from a number?*
- *How can you show all the ways to take apart a number?*
- *Why are some subtraction facts easy to subtract?*

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Unit 3: Addition Strategies	**Time: October**

Standards Taught

- **1.OA.A.2 Represent and solve problems involving addition and subtraction.**
  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.
- **1.OA.B.3 Understand and apply properties of operations and the relationship between additions and subtraction.**
  Apply commutative, associative, and additive identity properties of operations as strategies to add. (Students need not use formal terms for these properties.) 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.) 8 + 0 = 8 (Additive Identity property)
- **1.OA.C.5 Add and Subtract with in 20.**
  Understand counting on as addition and counting back as subtraction e.g. 5, (6,7,8) means 5 + 3 and 5, (4,3,2) means 5-3.
- **1.OA.C.6 Add and Subtract with in 20.**
  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).

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
Students will need to work toward a deeper understanding of addition as they learn different strategies to fun sums to addition facts within 20. This will allow children to become fluent with their addition facts.	- *Count On* - *Doubles* - *Doubles Plus One* - *Doubles Minus One* - *Make a Ten*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***

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Essential Questions:

- *What happens if you change the order of the addends when you add?*
- *How do you count on 1, 2, or 3?*
- *What are double facts?*
- *How ca you use doubles to help you add?*
- *How can you use what you know about doubles to find other sums?*
- *What strategies can you use to solve addition fact problems?*
- *How can you use a ten frame to add 10 and some more?*
- *How do you use the make a ten strategy to add?*
- *How can you make a ten to help you add?*
- *How can you add three addends?*
- *How can you group numbers to add three addends?*
- *How do you solve addition word problems by drawing a picture?*

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Unit 4: Subtraction Strategies	**Time: October**

Standards Taught

- **1.OA.A.1 Represent and solve problems involving addition and subtraction.**
  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.B.4 Understand and apply properties of operations and the relationship between additions and subtraction.**
- Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.**1.OA.C.5 Add and Subtract with in 20.**
  Understand counting on as addition and counting back as subtraction e.g. 5, (6,7,8) means 5 + 3 and 5, (4,3,2) means 5-3.
- **1.OA.C.5 Add and Subtract with in 20.**
  Understand counting on as addition and counting back as subtraction e.g. 5, (6,7,8) means 5 + 3 and 5, (4,3,2) means 5-3.
- **1.OA.C.6 Add and Subtract with in 20.**
  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).

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
Students will need to learn how to use ten to subtract and how to break apart to subtract in order to apply it and solve subtraction word problems.	- *Count back*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***
Essential Questions:		

- *How can you count back 1, 2 or 3?*
- *How can you use an addition fact to find the answer to a subtraction fact?*
- *How can you use addition to help you find the answer to a subtraction fact?*
- *How can you make a ten to subtract?*
- *How do you break apart a number to subtract?*
- *How can acting out a problem help you solve the problem?*

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Unit 5: Addition & Subtraction Relationships	**Time: November**

Standards Taught

- **1.OA.A.1 Represent and solve problems involving addition and subtraction.**
  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.C.6 Add and Subtract with in 20.**
  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.D.7 Work with addition and subtraction equations**
  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.D.8 Work with addition and subtraction equations**
  Determine the unknown whole number in an addition or subtraction equation relating to 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 = ? .

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
Related addition and subtraction facts help children solve problems with unknown numbers in addition and subtraction equations.	- *Related facts*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***

Essential Questions:

- *How can making a model help you solve a problem?*

- *How do related facts help you find missing numbers?*
- *How do you know if addition and subtraction facts are related?*
- *How can you use addition to check subtraction?*
- *How can you use related facts to find an unknown number?*
- *How do you choose when to add and when to subtract to solve a problem?*
- *How can you add and subtract in different ways to make the same number?*
- *How can you decide if a number sentence is true or false?*
- *How can addition and subtraction strategies help you find sums and differences?*

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Unit 6: Count and Model Numbers	**Time: November**

Standards Taught

- **1.NBT.A.1 Extend the counting sequence.**
  In the range of 0 - 120
- **1.NBT.B.2 Understand place value**
  Understand that the two digits of a two-digit number represent amounts of tens and ones.
  Understand the following as special cases:
  a. 10 can be thought of as a bundle of ten ones — called a "ten." 16 South Dakota State Standards for Mathematics
  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).
- **1.NBT.B.3 Understand place value**
  Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols .

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
To become proficient with numbers greater than 10, children learn to group by tens and represent numbers using the place value or base-ten positional system.	- *Digit* - *Hundred* - *Ones* - *Tens*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***

Essential Questions:

- *How can knowing a counting pattern help you count to 120?*
- *How do numbers change as you count by tens to 120?*
- *How can you use different ways to write a number as tens and ones?*
- *How can you show a number as ten and ones?*
- *How can you model and name groups of tens?*
- *How can you group cubes to show a number as tens and ones?*

- *How can you show numbers to 100 as tens and ones?*
- *How can making a model help you show a number in different ways?*
- *How can you model, read, and write numbers 100-110?*
- *How can you model, read and write numbers 110-120?*

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<table>
<tr><td colspan="2">Unit 7: Compare Numbers</td><td>Time: December</td></tr>
<tr><td colspan="3">Standards Taught</td></tr>
<tr><td colspan="3">1.NBT.B.3 Understand place value
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols.
1.NBT.C.5 Use place value understanding and properties of operations to add and subtract
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</td></tr>
<tr><td>Differentiation/Assessment:</td><td>Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.</td><td>To practice the various math skills students completed:
Assignments which corresponded with the lesson.
Assessments
Math Journals
Basic Fact Fluency for Addition & Subtraction
Daily Math Centers</td></tr>
<tr><td>Relevance</td><td>Vocabulary</td><td>Assessments</td></tr>
<tr><td>Students need to identify the greater and lesser of two numbers.</td><td>- Is greater than >
- Is less than <</td><td>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests</td></tr>
<tr><td colspan="3">Essential Questions:
How can you compare two numbers to find which is greater?
How can you compare two numbers to find which is less?
How can you use symbols to show how numbers compare?
How can making a model help you compare numbers?
How can you identify numbers that are 10 less or 10 more than a number?</td></tr>
</table>

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Unit 8: Two- Digit Addition & Subtraction	**Time: January**

Standards Taught

- **1.OA.C.6 Add and Subtract with in 20.**
  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.NBT.C.4 Use place value understanding and properties of operations to add and subtract**
  a. 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.
  b. Understand that in adding two-digit numbers (sums within 100) add tens and tens, ones and ones; and sometimes it is necessary to compose a ten
- **1.NBT.C.6 Use place value understanding and properties of operations to add and subtract**
  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.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
When children model with mathematics they are building a capacity for deeper and meaningful understanding.	- *Ones* - *Ten*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***

Essential Questions:

- *What strategies can you use to add and subtract?*
- *How can you add tens?*

- *How can you subtract tens?*
- *How can you use a hundred chart to count on by ones or tens?*
- *How can models help you add ones or tens to a two-digit number?*
- *How can making a ten help you add a two-digit number and a one-digit number?*
- *How can you model tens and ones to help you add two-digit numbers?*
- *How can drawing a picture help you explain how to solve an addition problem?*
- *How can you use a hundred chart to show the relationship between addition and subtraction?*
- *What different ways can you use to add and subtract?*

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<table>
<tr><td colspan="2">Unit 9: Measurement</td><td>Time: February</td></tr>
<tr><td colspan="3">Standards Taught</td></tr>
<tr><td colspan="3">• 1.MD.A.1-2 Measure lengths indirectly and by iterating length units.
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
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.
• 1.MD.B.3 Work with time and money
Tell and write about time in hours and half-hours using analog and digital clocks.</td></tr>
<tr><td>Differentiation/Assessment:</td><td>Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td>Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.</td><td>To practice the various math skills students completed:
• Assignments which corresponded with the lesson.
• Assessments
• Math Journals
• Basic Fact Fluency for Addition & Subtraction
• Daily Math Centers</td></tr>
<tr><td>Relevance</td><td>Vocabulary</td><td>Assessments</td></tr>
<tr><td>Measuring objects offers children many opportunities to use appropriate tools strategically.</td><td>- Half-hour
- Hour
- Hour hand
- Longest
- Minute
- Minute hand
- shortest</td><td>Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests</td></tr>
<tr><td colspan="3">Essential Questions:
• How do you order objects by length?
• How can you compare lengths of three objects to put them in order?
• How do you measure length using nonstandard units?
• How do you use a nonstandard measuring tool to measure length?
• How can acting it out help you solve measurement problems?
• How do you tell time to the hour on a clock that has only an hour hand?
• How do you tell time to the half hour on a clock that has only an hour hand?
• How are the minute hand and hour hand different for the time to the hour and time to the half hour?
• How do you know whether to draw and write time to the hour or half hour?</td></tr>
</table>

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Unit 10: Represent Data	**Time: March**	
Standards Taught		
• **1.MD.C.4 Represent and interpret Data** 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.		
Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
Graphs will further student's understanding of how pictures and models can help them understand number relationships.	- *Bar graph* - *Picture graph* - *Tally chart* - *Tally mark*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***
Essential Questions: • *What do the pictures in a picture graph show?* • *How do you make a picture graph to answer a question?* • *How can you read a bar graph to find the number that a bar shows?* • *How does a bar graph help you compare information?* • *How do you count the tallies on a tally chart?* • *Why is a tally chart a good way to show information that you have collected?* • *How can showing information in a graph help you solve problems?*		

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Unit 12: Two-Dimensional Geometry	**Time: May**

Standards Taught

- **1.G.A.1-2-3 Reason with shapes and their attributes**
  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.
  2. Compose and Identify regular and irregular two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and compose three-dimensional shapes (cubes, spheres, 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 master formal names such as "right rectangular prism.")
  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.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
Children use counting to sort two-dimensional shapes by their number of sides and vertices.	- *Equal Parts* - *Equal Shares* - *Fourth of* - *Fourths* - *Half of* - *Halves* - *Quarter of* - *Quarters* - *Sides* - *Unequal parts* - *Unequal shares* - *Vertices*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***

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Essential Questions:

- *How can you use attributes to classify and sort two-dimensional shapes?*
- *What attributes can you use to describe two-dimensional shapes?*
- *How can you put two-dimensional shapes together to make new two-dimensional shapes?*
- *How can you combine two-dimensional shapes to make new shapes?*
- *How can acting it out help you make new shapes from combined shapes?*
- *How can you find shapes in other shapes?*
- *How can you take apart two-dimensional shapes?*
- *How can you identify equal and unequal parts in two-dimensional shapes?*
- *How can a shape be separated into two equal shares?*
- *How can a shape be separated into four equal shares?*

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Unit 11: Three Dimensional Geometry	**Time: April**

Standards Taught

- **1.G.A.1-2 Reason with shapes and their attributes**
  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.
  2. Compose and Identify regular and irregular two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and compose three-dimensional shapes (cubes, spheres, 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 master formal names such as "right rectangular prism.")

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion. There is collaboration in groups during Daily Math Centers.*	*To practice the various math skills students completed:* • *Assignments which corresponded with the lesson.* • *Assessments* • *Math Journals* • *Basic Fact Fluency for Addition & Subtraction* • *Daily Math Centers*
Relevance	**Vocabulary**	**Assessments**
Describing and defining attributes of three-dimensional shapes allows students to look for and make use of a structure in geometry as well as in the physical world.	- *Cone* - *Cube* - *Curved surface* - *Cylinder* - *Flat surface* - *Rectangular prism* - *sphere*	***Daily Workbook Sheets, Class Discussion, Teacher Observation, DIBELS, Math Journals, Chapter Tests, Math Centers, Fact Fluency Tests***

Essential Questions:

- *How can you identify and describe three-dimensional shapes?*
- *How can you combine three-dimensional shapes to make new shapes?*
- *How can you use a combined shape to build new shapes?*
- *How can acting it out help you take apart combined shapes?*
- *What two-dimensional shapes do you see on the flat surfaces of three-dimensional shapes?*