	o we solve addition and subtract				
21st Century Theme: Business					
21st Century Skills: Critical Th	inking and Problem Solving				
Content:	Operations & Algebraic Thinking	5			
Standards:	1. OA				
A. Represent and solve proble	ms involving addition and subtra	ction.			
Skills	Instructional Procedures	Assessment	Resources	Interdisciplinary	Vocabulary
				Connections	
1. Use addition and	*Solve for results unknown: 6-	Formative Assessment	Flashcard	Art Creating Pictures	Vertical subtraction
subtraction within 20 to solve	2= or 3+=8	Open- ended Problem	Math word wall	depicting adding &	& addition
word problems involving	*Concrete models to introduce	Self Assessment	Counters (variety)	subtracting sentences.	Horizontal addition
situations of adding to, taking	& solve addition & subtraction	Teacher Observation	Connecting Cubes	Writing- Write on	& subtraction
from, putting together, taking	problems. *Picture	Benchmark Assessment	Chalkboard	addition & subtraction	Fact families
apart, and comparing, with	drawings to solve word	Homework Review	Number line	word problems.	Plus
unknowns in all positions, e.g.,	problems/and other addition	Class work Review	Work mats		Sum
by using objects, drawings,	and subtraction problems.	Project-Based Assessment	Computer		Equal
and equations with a symbol	*Creation of art projects to	Timed Drills	Software		In all
for the unknown number to	depict addition & subtraction	End of the Year Benchmark	SmartBoard		Addends
represent the problem.1	sentences.	Assessment	Flannel Board		Difference
		Math Software (ex. Study	Center Games		Minus
		Island) Group &	Math CD songs		Subtract
		cooperative work			Zero
					Add symbols
					How Many
					All together
					Double Facts
					Doubles Plus
					One Facts
					Digits

2. Solve word problems that	* Concrete models to solve	Formative Assessment	Concrete counters	Art-Draw related picture	Count on
call for addition of three	word problems.		and objects	for given word problem.	
whole numbers whose sum is	*Picture drawings to solve 3	Self Assessment		Music- addition or	Sum
less than or equal to 20, e.g.,	digit addition problems. (ex.	Teacher Observation			Equations
by using objects, drawings,	3+2+1=)	Benchmark Assessment		Subtraction songs	Missing number
and equations with a symbol	5+2+1-)	Homework Review			
for the unknown number to		Class work Review			
represent the problem.		Project-Based Assessment			
		Timed Drills			
		End of the Year Benchmark			
		Assessment			
		Math Software (ex. Study			
3. Write numbers from 0 to		Island) Group &			Cata
	*Use concrete objects to	Formative Assessment	Various concrete		Sets
20. Represent a number of	correlate with given number.		items Numeral		Groups
objects with a written	*Modeling of correct numeral		formation		Count
numeral 0-20 (with 0	formation.		Flashcards		
representing a count of no		Benchmark Assessment			
objects).		Homework Review			
		Class work Review			
		Project-Based Assessment			
		Timed Drills			
		End of the Year Benchmark			
		Assessment			
		Math Software (ex. Study			
		Island) Group &			
		cooperative work			

21st Century Theme:					
21st Century Skills:					
Content:	Operations & Algebraic Thinking	5			
Standards:	1. OA				
B. Understand and apply prop	erties of operations and the relat	ionship between addition a	nd subtraction.		
Skills	Instructional Procedures	Assessment	Resources	Interdisciplinary	Vocabulary
				Connections	
Apply properties of	*Concrete models to introduce	Formative Assessment	Counters	Literature: Mission	Fact Families
operations as strategies to	and solve addition and	Open- ended Problem	Connecting Cubes	Addition by: Loreen	(Same as above)
add and subtract.2 Examples:	subtraction sentences.	Self Assessment	Computer	Leedy	
If 8 + 3 = 11 is known, then 3 +	*Picture drawing to solve	Teacher Observation	Software	Subtraction Action by:	
8 = 11 is also known.	various addition and subtraction	Benchmark Assessment	SmartBoard	Loreen Leedy	
(Commutative property of	sentences.	Homework Review	Chalk Board	Elevator Magic by:	
addition.) To add 2 + 6 + 4, the		Class work Review	MiniWhite Boards	Stuart J. Murphy	
second two numbers can be		Project-Based Assessment		Science: Using science	
added to make a ten, so 2 + 6		Timed Drills		related items to count	
+ 4 = 2 + 10 = 12. (Associative		End of the Year Benchmark		(ex. acorns, shells, etc.)	
property of addition.)		Assessment			
		Math Software (ex. Study			
		Island) Group &			
		cooperative work			
		Student produced models			

4. Understand subtraction as	Use concrete objects to teach	Formative Assessment	Counters	Literature: Create a	
an unknown-addend problem.	concept.	Open- ended Problem	Connecting Cubes	subtraction number	
For example, subtract 10 – 8	Teach students to count up on	Self Assessment	Computer	story book.	
by finding the number that	the number line. 10-8=	Teacher Observation	Software		
makes 10 when added to 8.	Have students start at 8 and	Benchmark Assessment	SmartBoard		
Add and subtract within 20.	count how many numbers to	Homework Review	Chalk Board		
	10.	Class work Review	MiniWhite Boards		
		Project-Based Assessment	Number Line		
		Timed Drills			
		End of the Year Benchmark			
		Assessment			
		Math Software (ex. Study			
		Island) Group &			
		cooperative work			
		Student produced models			

21st Century Theme:									
Content:	Operations & Algebraic Thinking	5							
Standards:	1. AO								
C. Add and subtract within 20.									
Skills	Instructional Procedures	Assessment	Resources	Interdisciplinary	Vocabulary				
				Connections					
5. Relate counting to addition	*Use drawings to solve addition	Formative Assessment	Number line	Literature: A Bag Full of	Counting on				
and subtraction (e.g., by	and subtraction problems.	Open- ended Problem	Manipulatives	Pups by: Dick	counting back				
counting on 2 to add 2).	*Use models to introduce and	Self Assessment		Gackenbach					
	practice addition & subtraction	Teacher Observation							
	problems.	Benchmark Assessment							
		Homework Review							
		Class work Review							
		Project-Based Assessment							
		Timed Drills							
		End of the Year Benchmark							
		Assessment							
		Math Software (ex. Study							
		Island) Group &							
		cooperative work							

6. Add and subtract within 20,	*Use songs, chants, rhymes	Formative Assessment	Math CD songs	Literature: Have	
demonstrating fluency for	related to addition/ subtraction	Open- ended Problem	Addition charts	students write their	
addition and subtraction	to enhance fluency.	Self Assessment	Adding and	own addition/	
within 10. Use strategies such	*Continue to use concrete	Teacher Observation	subtracting	subtraction rap.	
as counting on; making ten	models, picture drawings to	Benchmark Assessment	website for songs:		
(e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4	solve addition & subtraction	Homework Review	http://songsfortea		
= 14); decomposing a number	problems.	Class work Review	ching.com/math/a		
leading to a ten (e.g., 13 – 4 =		Project-Based Assessment	dditionsubtractions		
13 – 3 – 1 = 10 – 1 = 9); using		Timed Drills	ongs.htm		
the relationship between		End of the Year Benchmark			
addition and subtraction (e.g.,		Assessment			
knowing that 8 + 4 = 12, one		Math Software (ex. Study			
knows 12 – 8 = 4); and		Island) Group &			
creating equivalent but easier		cooperative work			
or known sums (e.g., adding 6					
+ 7 by creating the known					
equivalent 6 + 6 + 1 = 12 + 1 =					
13).					

Essential Question(s):	How do we determine if number	r sentences are true or false	?							
21st Century Theme:										
Content:	Operations and Algebraic Thinki	ng								
Standards:	1.OA									
D. Work with addition and sub	D. Work with addition and subtraction equations.									
Skills	Instructional Procedures	Assessment	Resources	Interdisciplinary	Vocabulary					
				Connections						
7. Understand the meaning of	Concrete modeling to introduce	Formative Assessment	Concrete	Language Arts: Have	Equal Signs					
the equal sign, and determine	equal/not equal concepts.	Open- ended Problem	objects/manipulati	students create their	True					
if equations involving addition	Picture drawings to show equal	Self Assessment	ve	own problems for	False					
and subtraction are true or	and not equal sets.	Teacher Observation	Number lines	center time.	Correct					
false. For example, which of		Benchmark Assessment	Counting Cubes		Incorrect					
the following equations are		Homework Review	SmartBoart		Equals					
true and which are false? 6 =		Class work Review	Chalkboard		"Equal To"					
6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1		Project-Based Assessment	Computer		Symbol					
= 5 + 2.		Timed Drills	Software		Equal Sets					
		End of the Year Benchmark			Unequal sets					
		Assessment								
		Math Software (ex. Study								
		Island) Group &								
		cooperative work								

8. Determine the unknown	Use concrete models, pictures	Formative Assessment	Math CD songs	Have students write	Missing addends
whole number in an addition	or drawings to solve addition	Open- ended Problem	Center games	addition and subtraction	Vertical
or subtraction equation	and subtraction problems.	Self Assessment	Counting Cubes	equations related to	addition/subtractio
relating three whole numbers.		Teacher Observation	and other	problems in the	n
For example, determine the		Benchmark Assessment	manipulative	classroom. Ex. I have 3	Unknown number
unknown number that makes		Homework Review	counters	pieces of paper and 6	
the equation true in each of		Class work Review		students, how many	
the equations 8 + ? = 11, 5 = _		Project-Based Assessment		more do I need?	
- 3, 6 + 6 =		Timed Drills		3+=6	
		End of the Year Benchmark			
		Assessment			
		Math Software (ex. Study			
		Island) Group &			
		cooperative work			

Essential Question(s): How do	bes place value help us to solve p	roblems using addition and	subtraction?						
21st Century Theme:	Economic Awareness- How mon	ey and objects relate to eco	nomy						
21st Century Skills:	ICT Literacy; Critical Thinking and Problem Solving								
Content:	Number and Operations in Base	Ten							
Standards:	1. NBT								
A. Extend the counting sequence.									
Skills	Instructional Procedures		Resources	Interdisciplinary Connections	Vocabulary				
1. Count to 120, starting at	Model ways to make numbers	Formative Assessment	Ten frame	Literature: Monster	Ones				
any number less than 120. In	up to 120 using ten frames,	Open- ended Problem	Number line	Math by: Anne Miranda	Tens				
this range, read and write	counting on, doubles, grouping,	Self Assessment	Blocks	A Dozen Dogs by:	Grouping				
numerals and represent a	etc.	Teacher Observation	Computer software	Harriet Ziefert	Fact Families				
number of objects with a		Benchmark Assessment	A+Math (website)		Facts				
written numeral.		Homework Review	Study Island		Doubles				
		Class work Review	Calendar		Counting on				
		Project-Based Assessment	Word Wall		Left/ Right				
		Timed Drills	Connecting Cubes						
		End of the Year Benchmark	100 Chart						
		Assessment	Songs						
		Math Software (ex. Study	Poems						
		Island) Group &	Calculators						
		cooperative work	Flash Cards						

21st Century Theme:									
Content:	Numbers & Operations in Base 1	ſen							
Standards:	1. NBT								
B. Understand place value.									
Skills	Instructional Procedures	Assessment	Resources	Interdisciplinary Connections	Vocabulary				
2. Understand that the two	*Understand that the two digits	Formative Assessment	Ten frame	Literature: Monster	Ones				
digits of a two-digit number	of a two digit number represent	Open- ended Problem	Number line	Math by: Anne Miranda	Tens				
represent amounts of tens	amounts of tens and ones.	Self Assessment	Blocks	A Dozen Dogs by:	Grouping				
and ones. Understand the	*Write number sentences to	Teacher Observation	Computer software	Harriet Ziefert	Fact Families				
following as special cases:	represent the place value.	Benchmark Assessment	A+Math (website)		Facts				
10 can be thought of as a	*Use money to represent place	Homework Review	Study Island		Doubles				
bundle of ten ones — called a	value.	Class work Review	Calendar		Counting on				
"ten."		Project-Based Assessment	Word Wall		Left/ Right				
The numbers from 11 to 19		Timed Drills	Connecting Cubes		Vertical				
are composed of a ten and		End of the Year Benchmark	100 Chart		Horizontal				
one, two, three, four, five, six,		Assessment	Songs		Columns				
seven, eight, or nine ones.		Math Software (ex. Study	Poems		Alignment				
The numbers 10, 20, 30, 40,		Island) Group &	Calculators						
50, 60, 70, 80, 90 refer to one,		cooperative work	Flash Cards						
two, three, four, five, six,									
seven, eight, or nine tens (and									
0 ones).									
3. Compare two -digit	*Compare and order whole	Same as previous	Coins	Literature: Just Enough	More				
numbers based on meanings	numbers to 100.	standard.	Money	Carrots by: Stuart J.	Greater Than				
of the tens and ones digits,	*Use <, >, = to compare whole		Counters	Murphy	Less Than				
recording the results of	numbers.				Equal				
comparisons with the symbols					Estimate				
>, =, and <.									

Essential Question(s	:			
21st Century Theme				
Content:	Numbers & Operations in Base Ten			
Standards:	1.NBT			
C. Use place value understanding and properties of operations to add and subtract.				

Skills	Instructional Procedures	Assessment	Resources	Interdisciplinary Connections	Vocabulary
4. 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.	*Solve multi-digit addition and subtraction problems using models and number sentences. *Use fact families and related facts to illustrate the properties. *Teach the relationship between number sentences through ordinary objects.	Formative Assessment Open- ended Problem Self Assessment Teacher Observation Benchmark Assessment Homework Review Class work Review Project-Based Assessment Timed Drills End of the Year Benchmark Assessment Math Software (ex. Study Island) Group & cooperative work	Flash Cards Counters Available Objects	Social Studies: Relate fact families to students' families	Sum Difference Carry on (move it over) Math Fact Flip Digits Fact Families Selected Facts
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Use mental strategies to add and subtract.				

6. Subtract multiples of 10 in	Using concrete models or		
the range 10-90 from	drawings and strategies based		
multiples of 10 in the range 10-	on place value, properties of		
90 (positive or zero	operations, and/or the		
differences), using concrete	relationship between addition		
models or drawings and	and subtraction; relate the		
strategies based on place	strategy to a written method		
value, properties of	and explain the reasoning used.		
operations, and/or the			
relationship between addition			
and subtraction; relate the			
strategy to a written method			
and explain the reasoning			
used.			

Essential Question(s): How can	n measurements be used to solve problems?	
21st Century Theme: Global A	wareness	
21st Century Skills: Critical Thinking and Problem Solving		
Content:	Measurement and Data	
Standards:	1.MD	

an unit and the number of units. Class work Review *Students will organize Project-Based Assessment classroom objects. Timed Drills End of the Year Benchmark Assessment Math Software (ex. Study	Skills	Instructional Procedures	Assessment	Resources	Interdisciplinary Connections	Vocabulary
cooperative work	1. Order three objects by length; compare the lengths of two objects indirectly by	*Using SmartBoard or models students will order objects from short to shortest and long to longest. *Understand the inverse relationship between the size of an unit and the number of units. *Students will organize	Formative Assessment Open- ended Problem Self Assessment Teacher Observation Benchmark Assessment Homework Review Class work Review Project-Based Assessment Timed Drills End of the Year Benchmark Assessment Math Software (ex. Study Island) Group &	SmartBoard Assorted measuring tools	Connections Literature: How Big is a Foot? By: Rolf Myller Language Arts: Grammar lesson on the use or er and est endings. Students can write stories using words with these	Length Inch Foot Yard

2. Express the length of an	Model measuring a desk with a	Formative Assessment	Funbrain.com	Literature: The Biggest	Measure
object as a whole number of	pencil or other available	Open- ended Problem	(website)	Fish by: Shelia Keenan	end to end
length units, by laying	nonstandard use of	Self Assessment			
multiple copies of a shorter	measurement.	Teacher Observation			
object (the length unit) end to	*Demonstrate the need for	Benchmark Assessment			
end; understand that the	exactness. *Discuss how	Homework Review			
length measurement of an	and why measurements differ.	Class work Review			
object is the number of same-	*Introduce standard units of	Project-Based Assessment			
size length units that span it	measurement.	Timed Drills			
with no gaps or overlaps.	*If students are ready introduce	End of the Year Benchmark			
Limit to contexts where the	rulers.	Assessment			
object being measured is		Math Software (ex. Study			
spanned by a whole number		Island) Group &			
of length units with no gaps or		cooperative work			
overlaps.					

Essential Question(s): Why do	we need to tell time?				
21st Century Theme: Health Li	iteracy				
21st Century Skill: Life and Car	reer Skills				
Content:	Measurement & Data				
Standards:	1.MD				
B. Tell and write time.					
Skills	Instructional Procedures	Assessment	Resources	Interdisciplinary	Vocabulary
				Connections	
3. Tell and write time in hours	*Use the Judy Clock or	Formative Assessment	Judy Clocks	Literature: The Grouchy	Hour
and half-hours using analog	SmartBoard to demonstrate	Open- ended Problem	Smart Boards	Ladybug by: Eric Carle	Minute
and digital clocks.	telling time to the hour and half	Self Assessment	Small Clocks for the	Social Studies: Create a	Second
	hour. Model how to write time	Teacher Observation	students	time line of the students	Half Hour
	properly using both analog and	Benchmark Assessment	Time Bingo Game	day.	Clock Face
	digital units.	Homework Review	Digital Clock	Science: Sun rise and	Minute hand
	*Play bingo game match analog	Class work Review	Analog Clock	sun set	Hour Hand
	to digital time.	Project-Based Assessment		Health: How much	Second Hand
	*Have children practice telling	Timed Drills		sleep is needed?	Analog
	time in small groups using small	End of the Year Benchmark		Physical Education: Use	Digital
	clocks. *Survey	Assessment		of the stopwatch.	
	class to gather data about times	Math Software (ex. Study			
	they eat dinner, go to sleep,	Island) Group			
	wake up, etc.	& cooperative work			
	1				

vareness nking and Problem Solving, Infor Measurement & Data 1.MD a. Instructional Procedures	·			
Measurement & Data 1.MD a.	·			
1.MD a.				
a.				
Instructional Procedures				
	Assessment	Resources	Interdisciplinary	Vocabulary
			Connections	
*Guide students to collect data	Formative Assessment	Graph Pocket Chart	Science: Graph the	Graph
and discuss how to represent as	Open- ended Problem	Clipboards	weather	-picture
a graph. Crate class graph. In	Self Assessment	Math Journals	Language Arts- Journal	-bar
journal, write a sentence that	Teacher Observation		results into sentences	Most
describes the data.	Benchmark Assessment		Health: Graph Healthy	Greatest
*Ask students questions about	Homework Review		Foods	Least
data, or have students	Class work Review		Physical Education:	More
formulate their own questions	Project-Based Assessment		Graph number of	Less
in their journals to ask their	End of the Year Benchmark		jumping jack, how far	
classmates.	Assessment		can everyone kick a ball,	
	Math Software (ex. Study		etc.	
	Island) Group			
	& cooperative work			
				l
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i i i	and discuss how to represent as a graph. Crate class graph. In ournal, write a sentence that describes the data. *Ask students questions about data, or have students formulate their own questions n their journals to ask their	and discuss how to represent as a graph. Crate class graph. In ournal, write a sentence that describes the data. *Ask students questions about data, or have students formulate their own questions n their journals to ask their classmates.	and discuss how to represent as a graph. Crate class graph. In ournal, write a sentence that describes the data. *Ask students questions about data, or have students rormulate their own questions n their journals to ask their classmates.	*Guide students to collect dataFormative AssessmentGraph Pocket ChartScience: Graph the weatherand discuss how to represent as a graph. Crate class graph. In ournal, write a sentence that describes the data.Self Assessment Teacher Observation Benchmark AssessmentMath JournalsLanguage Arts- Journal results into sentences Health: Graph Healthy Foods*Ask students questions about data, or have students rormulate their own questions n their journals to ask their classmates.Class work Review Project-Based Assessment End of the Year Benchmark Assessment Math Software (ex. Study Island)Graph Pocket Chart ClipboardsScience: Graph the weather Language Arts- Journal results into sentences Health: Craph Healthy Foods Physical Education: Graph number of jumping jack, how far can everyone kick a ball, etc.

21st Century Theme: Global A	wareness						
21st Century Skills: Communic	cation and Collaboration, Critical	Thinking and Problem Solvi	ng, Creativity and In	novation			
Content:	Geometry						
Standards:	1.G						
A. Reason with shapes and their attributes.							
Skills	Instructional Procedures	Assessment	Resources	Interdisciplinary	Vocabulary		
				Connections			
1. Distinguish between	*Identify real world two	Formative Assessment	Tangrams	Literature &	Triangles		
defining attributes (e.g.,	dimensional shapes.	Open- ended Problem	Geometric Shapes	Engineering: Read the	Quadrilaterals		
triangles are closed and three-	*Identify and describe	Self Assessment	Geo-Board	Three Little Pigs then	Pentagons		
sided) versus non-defining	attributes and properties of two	Teacher Observation	District Specific	have students build	Hexagons		
attributes (e.g., color,	dimensional shapes	Benchmark Assessment	Texts Computer	houses in small groups,	Cubes		
orientation, overall size);	*Sort and classify two	Homework Review	Software	using different shapes.	Sort		
build and draw shapes to	dimensional shapes	Class work Review	Attribute Blocks	They are building	Classify		
possess defining attributes.	*Identify real world three	Project-Based Assessment	Craft Sticks	houses for the little pigs	Alike		
	dimensional shapes	Timed Drills	Blocks	that the wolf can't blow	Different		
	*Sort and classify three	End of the Year Benchmark	Wiki-Sticks	down. (Teachers can use	Rectangular Prism		
	dimensional shapes	Assessment	Pattern Blocks	the blow dryer to	Cone		
	*Recognize shapes from	Math Software (ex. Study		simulate the wolf	Cylinder		
	different perspectives	Island) Group		blowing.)	Sphere		
	*Tally shapes in the	& cooperative work			Pyramid		
	neighborhood				Face (How many		
					faces does the		
					shape have?)		
					Two-dimensional		
					Three-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 cones, three dimensional shapes are made up of two dimensional shapes. Teacher Observation three dimensional shapes are made up of two dimensional shapes. Teacher Observation three dimensional shapes. Teacher Observation three dimensional shapes. Trage are made up of two dimensional shapes. Trage are made three dimensional shapes. Trage are made three dimensional shapes. Thought the dimensional shapes. Trage are made three dimensional shapes. The dime						
trapezoids, triangles, half- circles, and quarter-circles) or three-dimensional shapes"Compose and decompose two dimensional shapes."Self Assessment Teacher Observation Benchmark Assessment Homework ReviewGeoboards Three-dimensional Shapesdimensional transportation using recyclable materials in Sight Rectangular prisms, right circular colinders) to trade dimensional shapes are made up off two dimensional shapes.Self Assessment Teacher Observation Benchmark Assessment Homework ReviewGeoboards Three-dimensional Shapesdimensional transportation using recyclable materials in Sight Rectangular prisms, right circular colinders) to trade dimensional shapes.Trapezoid Half Circle Quarter Circle Name Class work Reviewdimensional Shapesdimensional transportation using recyclable materials in Sight Rectangular prismsTrapezoid Half Circle Quarter Circle Name Class work Review3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halvess, that are equal size.Formative Assessment Open- ended Problem Self Assessment Teacher Observation Benchmark Assessment Homework ReviewFraction Tiles SmartBoard Science: Explore Bar ModelingArt: Lines of Symmetry Quarter of Halves Quarter of Halves Quarter of Halves Quarters Fourth of Cut into3. Partition circles and rectangles hares using the words halves,<	2. Compose two-dimensional			Blocks	, 0 - 0	Make
circles, and quarter-circles) or three-dimensional shapes.Teacher Observation Benchmark Assessment Homework ReviewThree-dimensional Shapes (kik-Sticks)Transportation using recyclable materials in small groups. Have SmartBoardsHalf Circle Quarter Circle Right Rectangular prisms, right circular cones, and right circular cylinders) to *Compose and decompose *Compose and decompose *Compose and decompose there dimensional shapes.Teacher Observation Benchmark Assessment Timed Drills End of the Year Benchmark Assessment Math Software (ex. Study Island)Three-dimensional Shapes smatBoardsHalf Circle Quarter Circle Right Rectangular prisms Right Circular Cones Right Circular Cones 		•	· ·	-		•
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 3. Partition circles and percongles into two and four equal shares, and quarters, and use shares. Understand for these screates smaller shares. (cubes, right rectangular prisms, right circular cylinders) to the composite shape.1 *Develop initial understanding for ongruence and symmetry. fourths, and quarters, and use shares. Understand for these screates smaller shares. (cubes, right rectangular) (cubes, right rectangular) (cubes, right rectangular) *Develop initial understanding of congruence and symmetry. fourths, and quarters, and use shares. (cubes, right rectangular) fourths, and quarters, and use shares. (cubes, right rectangular) (cubes, right circular) (cubes, right circular) (cube	trapezoids, triangles, half-	*Compose and decompose two		Geoboards		· ·
(cubes, right rectangular prisms, right circular cones, and right circul	circles, and quarter-circles) or	dimensional shapes.	Teacher Observation	Three-dimensional	transportation using	Half Circle
prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 1 3. Partition circles and rectanges into two and four equal shares, describe the shares using the words halves, and quarters, and use shares. Understand for these swamples that decomposing into more equal shares. 1. Partition circles and rectanges in the composite shape, and the dimensional shapes. 1. Partition circles and rectanges into two and four estimate arectanges into two and four equal shares. Half of, fourth of, the children use the shares sund quarters, and use shares. Understand for these examples that decomposing into more equal shares. 1. Partition circles and rectanges into two and four estimates and rectanges in the school and quarters. 1. Partition circles and rectanges into two and four estimates and rectanges in the school shares. 1. Partition circles and rectanges into two and four estimates and rectanges in the school shares. 1. Partition circles and rectanges into two and four estimates and rectanges in the school shares. 1. Partition circles and rectanges into two and four estimates and use the phrases half of, fourth of, them sin halves and quarters. 1. Partition circles and rectanges into two and four the school and shares. 1. Partition circles and rectanges into two and four the phrases half of, fourth of, them sin halves and quarters. 1. Partition circles and shares. 1. Partition circles and rectanges into two and four the phrases half of, fourth of, them sin halves and quarters. 1. Partition circles and shares. 1. Partition circles and shares and the school and shares. 1. Partition circles and shares and quarters. 1. Partition circles and shares and phrases and shares creates smaller shares. 1. Partition circles and shares and phrases and shares and shares and shares and shares and shares and shares and shares and sha	three-dimensional shapes	*Understand that three	Benchmark Assessment	Shapes	recyclable materials in	Quarter Circle
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