Mathematics to the “Core”

First Grade Instructional Plans
2012-2013
Common Standards ↔ Common Vision

Seminole County Public Schools
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Bear Lake Elementary
Bentley Elementary
Carillon Elementary
Casselberry Elementary
Geneva Elementary
Goldsboro Elementary
Highlands Elementary
Lake Mary Elementary
Layer Elementary
Red Bug Elementary
Spring Lake Elementary
Wekiva Elementary
Wicklow Elementary
**Rationale for Math Instructional Plan**

The organization of the 2012-2013 Math Instructional Plan supports the Common Core State Standards. As a result, some lessons from *Go Math!* have been omitted. New standards have been added to the curriculum and require lessons to be pulled from the *OnCore* supplemental program located on ThinkCentral. Changes have been highlighted in yellow throughout the Instructional Plan. The K-2 instructional plans coupled with the *Go Math!* and *OnCore* series provide the foundation for successful standards-based instruction in mathematics. Teacher input indicated the need for additional time with number sense standards. This change is reflected in the pacing guide.

*The lessons in the Go Math! series have been designed to be taught in sequential order.*

Much of the resource information from this Instructional Plan can also be located in the *Go Math* Teacher’s Edition. The **Chapter Planner** located at the beginning of each chapter’s TE, provides valuable information for available support for instruction. Availability and location of supplemental items such as Destination Math, iTools, Mega Math, Online Florida Intervention, Reteach and Enrich pages, and more can be found in the Chapter Planner. Correlations for Mega Math, iTools, and Online Intervention for each chapter are located in the online TE under *Correlations to Technology.*

**Explanation of *Go Math!* Terminology**

<table>
<thead>
<tr>
<th><strong>Go Math Component</strong></th>
<th><strong>Location In <em>Go Math</em></strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Show What You Know</strong></td>
<td>Beginning of each chapter in Student Edition (SE)</td>
<td>A diagnostic assessment given 1-2 weeks prior to each chapter to determine if a student is lacking prerequisite skills. This allows time to provide intervention before starting the chapter.</td>
</tr>
<tr>
<td><strong>Intervention Quick Checks</strong></td>
<td>In Teacher Edition (TE) on the second page of each lesson.</td>
<td>An “if” “then” statement that allows a teacher to provide additional support to a student that does not master certain questions within the chapter. (Tier I support) i.e. reteach activities, lessons, on-line resources.</td>
</tr>
<tr>
<td><strong>Online Florida Intervention</strong></td>
<td>Available in Think Central. See Intervention Quick Check in TE</td>
<td>Web-based tool for students working on grade level needing help with specific lesson concepts. (Tier 1 support)</td>
</tr>
<tr>
<td><strong>Soar to Success</strong></td>
<td>Available in Think Central. See RtI box in Instructional Plan for list of codes.</td>
<td>Web-based math intervention software to be used following <em>Show What You Know</em> diagnostic assessment. (Tier 2 and 3 support)</td>
</tr>
<tr>
<td><strong>Big Idea Project</strong></td>
<td>Florida Benchmark Practice book under End of Year Resources section Teacher’s Lesson Plan located in Planning Guide – End of Year Resources</td>
<td>Projects to support each Big Idea. Two different projects are available. Mini-projects are located in the Benchmark Practice book at the beginning of each Big Idea and coupled with the Big Idea Math Story in the SE. Additionally, more in-depth projects are found in the End of Year Resources in the Benchmark Practice book.</td>
</tr>
<tr>
<td><strong>Grab and Go Differentiated Centers Kit</strong></td>
<td>Available with teacher materials.</td>
<td>A collection of literature, activities, and games that can be utilized with each chapter.</td>
</tr>
</tbody>
</table>
First Grade Common Core State Standards Overview

Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Geometry
- Reason with shapes and their attributes.

Measurement and Data
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

For more information: http://www.corestandards.org/the-standards/mathematics
**Recommended Go Math! Lesson Components and Time Frames for 60-Minute Math Block**

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Time Frame*</th>
<th>Description of Activities**</th>
</tr>
</thead>
</table>
| **1. Engage**        | 5 minutes   | Homework review – select problems  
|                      |             | Problem of the Day  
|                      |             | Ask Essential Question for the lesson  
|                      |             | Depending on Lesson:  
|                      |             | Introduce manipulative to be used in lesson  
|                      |             | Real World Video  
|                      |             | (For time management purposes, use discretion when selecting activities during Engage portion)  |
| **2. Teach and Talk**| 15-20 minutes | Listen and Draw – Primary  
|                      |             | Unlock the Problem – Intermediate  
|                      |             | Model problem solving and think-alouds to develop automaticity for problem solving skills  |
| **3. Practice**      | 30-40 minutes | Share and Show – Guided instruction  
|                      |             | Differentiate Instruction based on Intervention Quick Check  
|                      |             | On Your Own – Independent practice  
|                      |             | Problem Solving – allow time to share solution strategies  
|                      |             | (Time may not permit for completion of all problems in the lesson. Select problems to assign. Do not neglect Problem Solving section.)  
|                      |             | Grab and Go! activities, Technology components, and RtI activities can be completed during independent practice time  |
| **4. Summarize**     | 2-5 minutes | Write Math – Students reflect on lesson’s essential question  |

*Time frames are approximate depending on the lesson. Some lessons will require more time in certain areas than others.

**Bolded words refer to terminology used in Go Math! series.

See Daily Classroom Management page in TE for additional information.
How do we identify which students need intervention and which students need enrichment?

Analysis of the following assessments will help inform and guide decisions on grouping to differentiate instruction:

- **Prerequisite Test** - given at the beginning of the year helps identify students who are missing concepts and/or skills from previous grades.
- **Show What You Know** - given 1-2 weeks prior to chapter instruction also helps identify students who are missing prerequisite concepts or skills. See the data driven decision making chart in the Teacher’s Edition for suggested interventions to use with students who need to build foundational concepts before beginning the chapter.
- **Intervention Quick Checks** - in each lesson help monitor students’ progress during the lesson. TE provides suggestions for interventions.
- **Mid Chapter Check Point and Chapter Review** - give data about students’ progress on chapter benchmarks. TE gives intervention suggestions.

**Resources for Differentiating Instruction** *(Go Math! provides two options for Tier 1 and Tier 2 interventions—teacher directed and online.)*

<table>
<thead>
<tr>
<th>Tier 1 Students</th>
<th>Tier 2 Students</th>
<th>Tier 3 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working at grade level</td>
<td>Not making adequate progress with core instruction</td>
<td>Not responding to Tier 2 interventions</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td><strong>Resources in addition to core instruction:</strong></td>
<td><strong>Resources in addition to core instruction:</strong></td>
</tr>
<tr>
<td>Go Math! core instruction</td>
<td>Strategic Intervention lessons¹ (Teacher Directed)</td>
<td>Intensive Intervention lessons¹ (Teacher Directed)</td>
</tr>
<tr>
<td>Grab and Go center activities</td>
<td>Online Florida Interventions (On ThinkCentral)</td>
<td>Soar to Success (On ThinkCentral)</td>
</tr>
<tr>
<td>For extra help: Reteach lessons or Online Florida Intervention</td>
<td></td>
<td>Online Florida Interventions from prior grade(s)</td>
</tr>
<tr>
<td>For enrichment: Enrich lessons; Enrichment and Digging Deeper lesson ideas in Teacher’s Edition</td>
<td></td>
<td>Prior grade(s) mini-benchmark assessments can help monitor progress</td>
</tr>
</tbody>
</table>

¹ Note that Strategic and Intensive Intervention lessons were created to fill foundational gaps in students’ math background and teach content that is 1-2 years below grade level. Review lessons carefully before using to see that the content matches the student’s need.
This calendar provides an overview for the year.

**Domain: Operations and Algebraic Thinking (Aligns to NGSSS Big Idea 1)**
- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

**Domain: Number and Operations in Base Ten (Aligns to NGSSS Big Idea 2)**
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

**Domain: Geometry (Aligns to NGSSS Big Idea 3)**
- Reason with shapes and their attributes.

**Domain: Measurement and Data (Aligns to NGSSS Big Idea 3)**
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.
### Common Core State Standards

**Domain: Operations and Algebraic Thinking** (Aligns to NGSSS Big Idea 1)
- Represent and solve problems by involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

<table>
<thead>
<tr>
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<th>STANDARD</th>
<th>UNPACKING THE STANDARD</th>
<th>TEXTBOOK CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Represent and solve problems by involving addition and subtraction</strong></td>
<td>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</td>
<td>Teachers should understand the four types of addition and subtraction problems—join, separate, compare, and part-part-whole. Problems could ask students to solve for various unknowns (start, change or result for join and separate problems; difference, smaller or larger set for compare problems; and part or whole for part-part-whole problems). Use informal language (and, minus/subtract, the same as) to describe joining situations (putting together) and separating situations (breaking apart). Use the addition symbol (+) to represent joining situations, the subtraction symbol (−) to represent separating situations, and the equal sign (=) to represent a relationship regarding quantity between one side of the equation and the other.</td>
<td>Chapter 1: Lessons 1, 2, 3, 4, 8</td>
</tr>
<tr>
<td></td>
<td>1.OA.2 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.</td>
<td>This standard does address multi-step word problems that ask students to add (join) three numbers whose sum is less than or equal to 20, using a variety of mathematical representations.</td>
<td>Chapter 1: Lessons 5, 6</td>
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<tr>
<td></td>
<td>1.OA.3 Apply properties of operations as strategies to add and subtract. <em>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. (Associative property of addition.)</em></td>
<td>Students will apply properties of operations as strategies to add and subtract. Students do not need to use formal terms for these properties. Students should use mathematical tools, such as cubes and counters, and representations such as the number line and a 100 chart to model these ideas.</td>
<td>Chapter 1: Lessons 5, 6</td>
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<td></td>
<td>1.OA.4 Understand subtraction as an unknown-addend problem. <em>Ex: subtract 10 − 8 by finding the number that makes 10 when added to 8.</em></td>
<td>Students will use subtraction in the context of unknown addend problems.</td>
<td>Chapter 4: Lessons 5, 6</td>
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<td></td>
<td>Chapter 5: Lessons 1, 2, 3, 4, 5</td>
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</tbody>
</table>

**OnCore Lesson 15**
<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>STANDARD</th>
<th>UNPACKING THE STANDARD</th>
<th>TEXTBOOK CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add and subtract within 20.</td>
<td>1.OA.5</td>
<td>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</td>
<td>Chapter 3: Lessons 3, 4</td>
</tr>
<tr>
<td></td>
<td>1.OA.6</td>
<td>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).</td>
<td>Chapter 4: Lessons 2, 3</td>
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<td>This standard calls for students to move beyond counting all and become comfortable at counting on and counting back. The counting all strategy requires students to count an entire set. The counting on and counting back strategies occur when students are able to hold the start number in their head and count on or back from that number.</td>
<td>Chapter 11: Lessons 6, 7, 8</td>
</tr>
<tr>
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<td></td>
<td>This standard mentions the word fluency when students are adding and subtracting within 10. Fluency means accuracy (correct answer), efficiency (within 4-5 seconds), and flexibility (using strategies such as making 10). This standard also calls for students to use a variety of strategies when adding or subtracting numbers within 20. Students should have ample experiences modeling these operations before working on fluency.</td>
<td>Chapter 1: Lesson 7</td>
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<tr>
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<td></td>
<td>Students need to understand that the equal sign does not mean answer comes next, but rather that the equal sign signifies a relationship between the left and right side of the equation (Ex: 5+8=13, 13=5+8, 6=6, 5+2=4+3, 14 = ___+5, 3 + ___ = 4 + 1, ___ = 10 - 3 ). The number sentence 4+5=9 can be read as “four plus five is the same amount as nine”. Students need many opportunities to model using cubes, counters, drawings, etc.</td>
<td>Chapter 2: Lesson 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This standard builds upon the “think addition” for subtraction problems.</td>
<td>Chapter 3: Lesson 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OnCore Lesson 34                                                                -documents-1286520516331-1536035883.png</td>
<td>Chapter 5: Lesson 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 5: Lesson 8 OnCore Lesson 45</td>
<td>Chapter 5: Lesson 8 OnCore Lesson 45</td>
</tr>
<tr>
<td>Work with addition and subtraction equations.</td>
<td>1.OA.7</td>
<td>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 6=6, 7=8-1, 5+2=2+5, 4+1=5+2.</td>
<td>Chapter 5: Lesson 8 OnCore Lesson 45</td>
</tr>
<tr>
<td></td>
<td>1.OA.8</td>
<td>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. EX. Determine the unknown number that makes the equation true in each of the equations 8+?=11, 5=?-3, 6+6=?</td>
<td>Chapter 5: Lesson 8 OnCore Lesson 45</td>
</tr>
</tbody>
</table>
# Getting Ready to Teach Domain Operations and Algebraic Thinking

## Professional Development Resources
- Professional Development Videos - Algebraic Thinking: Segments 1, 4, 7; Problem Solving: Segments 1, 2, 5;
- Professional Development Videos - Number Sense: Segments 4, 5, 6, 7; Meaning of Addition and Subtraction: Segments 2, 3, 4, 5
- 1st Grade Big Idea 1 Podcast
- Teaching for Depth Chapter 1, Teacher Edition page 1E
- Teaching for Depth Chapter 2, Teacher Edition page 41E
- Teaching for Depth Chapter 3, Teacher Edition page 85E
- Teaching for Depth Chapter 4, Teacher Edition page 141C
- Teaching for Depth Chapter 5, Teacher Edition page 173E

Be sure to read "About the Math" found in the Teacher Edition before each lesson!

## Review Prerequisite Skills
- Chapter 1 TE page 1G
- Chapter 2 TE page 41G
- Chapter 3 TE page 85G
- Chapter 4 TE page 141E
- Chapter 5 TE page 173G

## Student ThinkCentral Resources
- Megamath
- iTools
- Real World Video--Chapter 1, 1.1
- Real World Video--Chapter 2, 2.1
- Real World Video--Chapter 3, 3.1
- Real World Video--Chapter 4, 4.1
- Real World Video--Chapter 5, 5.1

## Manipulatives
- Two-color counters
- Workmat 10
- Number lines
- MathBoard
- Connecting cubes
- Crayons
- Workmat 7

## Instructional Language/Vocabulary

<table>
<thead>
<tr>
<th>Instead of . . .</th>
<th>Say this . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer</td>
<td>The Sum (+)</td>
</tr>
<tr>
<td>Dimensions</td>
<td>The Difference (-)</td>
</tr>
<tr>
<td>&quot;0&quot;</td>
<td>zero</td>
</tr>
<tr>
<td>Count down</td>
<td>Count back</td>
</tr>
<tr>
<td>Equal (also say)</td>
<td>is the same amount as</td>
</tr>
</tbody>
</table>

## Standards At a Glance

<table>
<thead>
<tr>
<th>1.OA.1</th>
<th>1.OA.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.2</td>
<td>1.OA.6</td>
</tr>
<tr>
<td>1.OA.3</td>
<td>1.OA.7</td>
</tr>
<tr>
<td>1.OA.4</td>
<td>1.OA.8</td>
</tr>
</tbody>
</table>

## Helpful Hint

Show What You Know is best given two weeks prior to chapter instruction, in order to better plan for differentiation.
**Domain: Operations and Algebraic Thinking** (Aligns to NGSSS Big Idea 1)
- Represent and solve problems by involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Instructional Language: adding to, taking from, putting together, taking part, comparing, unknown, sum, less than, equal to, minus, subtract, the same amount as, true, false, counting on, counting back

### Suggested Sequence of Go Math! and OnCore Lessons: (OnCore resources found on ThinkCentral)

**Chapter 1: Lessons 1.1 – 1.8**
**Chapter 2: Lessons 2.1 – 2.9**
**Chapter 3: Lessons 3.1 – 3.9, OnCore Lesson 34 and 15, Lessons 3.11, 3.12 (Omit 3.10)**
**Chapter 4: Lessons 4.1 - 4.6**
**Chapter 5: Lessons 5.1 – 5.3, OnCore Lesson 42, Lessons 5.4-5.8, OnCore Lesson 45, Lessons 5.9, 5.10**

**OnCore Lesson 34 and 15, Lessons 3.11, 3.12 (Omit 3.10)**

**Destination Math:** Can be accessed online via SE and TE for each chapter

**Online Florida Intervention:** See Chapter Planner in TE for related skills

### How Do We Teach It?

**What If It Is Not Mastered?**

**RTI**

**Prior to Instruction:**
- Administer **Show What You Know Diagnostic** 1-2 weeks before beginning each chapter to allow time for interventions as needed:
  - Tier 2 Resources: Florida Strategic Intervention/Soar to Success (Online)
  - Tier 3 Resources: Math Intensive Book/Soar to Success (Online)

**During Instruction:**
- Use the **Intervention Quick Checks** for each lesson:
  - Tier I: Florida Reteach

### Soar to Success Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.01</td>
<td>Explore numbers 1 to 4</td>
</tr>
<tr>
<td>2.02</td>
<td>Explore numbers 1 to 4</td>
</tr>
<tr>
<td>2.04</td>
<td>Zero</td>
</tr>
<tr>
<td>2.06</td>
<td>Numbers 1-10</td>
</tr>
<tr>
<td>10.03</td>
<td>Model addition</td>
</tr>
<tr>
<td>10.07</td>
<td>Use symbols to add</td>
</tr>
<tr>
<td>10.09</td>
<td>Use pictures to subtract</td>
</tr>
<tr>
<td>10.10</td>
<td>Subtract all or zero</td>
</tr>
<tr>
<td>10.11</td>
<td>Count on</td>
</tr>
<tr>
<td>10.13</td>
<td>Count back</td>
</tr>
</tbody>
</table>

### Domain Operations and Algebraic Thinking

**68 days (Including Reviews/Assessments)**

Ch.1- Approximately 11 days  
Ch. 2- Approximately 14 days  
Ch. 3- Approximately 17 days  
Ch.4- Approximately 11 days  
Ch. 5- Approximately 15 days

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**Mega Math:**
- Chapter 1: Lessons 1-8
- Chapter 2: Lessons 1-3 and 5-9
- Chapter 3: Lessons 2-12
- Chapter 4: Lessons 1-6
- Chapter 5: Lessons 1-10

**iTools:**
- Addition Chart
- Base-Ten Blocks
- Counters
- Number Charts
- Number Lines

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**SCPS Grade 1 Mathematics**

Curriculum Services 2012
### Technology Connections

- [http://www.abc.net.au/countusin/games/game7.htm](http://www.abc.net.au/countusin/games/game7.htm)
- [http://www.bbc.co.uk/schools/laac/numbers/ch3.shtml](http://www.bbc.co.uk/schools/laac/numbers/ch3.shtml)
- [http://www.mathcats.com/storyproblems.html](http://www.mathcats.com/storyproblems.html)
- [http://www.bbc.co.uk/schools/numbertime/games/test.shtml](http://www.bbc.co.uk/schools/numbertime/games/test.shtml)

### Literature

- **Fish Eyes: A Book You Can Count On** by Lois Ehlert
- **Domino Addition** by Lynette Long
- **Ten Black Dots** by Donald Crews
- **The Napping House** by Audrey Wood
- **Anno’s Counting Book** by Mitsumasa Anno
- **One Stuck Duck** by Phyllis Root
- **Look Who’s Counting** by Suse MacDonald
- **Pigs Plus: Learning Addition** by Paul Buringham
- **Mission Addition** by Loreen Leedy
- **Two of Everything: A Chinese Folktale** by Lily T. Hong
- **If You Were a Plus Sign** by Trisha Speed Shaskan
- **If You Were a Minus Sign** by Trisha Speed Shaskan

### How Do We Assess?

- Show What You Know
- Mid-Chapter Checkpoint
- Chapter/Review Test
- Chapter Test
- Big Idea Test
- Big Idea Project
- OnCore Assessments

### Journal Ideas

1.OA.1.2
Write an addition story and draw a picture to go with it.
Write a subtraction story and draw a picture to go with it.

1.OA.1.4
Draw a picture to show an addition fact, then draw a picture to show the related subtraction fact.
Have children list some facts with the sum of 12. Then have them switch the order of the facts to show the inverse operations.

1.OA.1.3
Draw a picture to show 8+7, then draw a picture to show 7+8. Write about the similarities and differences.
Solve 12 - 2 = ___. Which subtraction strategy did you use and why?

1.OA.5 and 1.OA.6
Show 2 different ways to find the number 12.
Have students write 5+6=____. Ask children to write a doubles fact that they can use to find the sum.

Online Journals: [www.calicookie.com/mathjournal.html](http://www.calicookie.com/mathjournal.html)
### Common Core State Standards

**Domain: Number and Operations in Base Ten** (Aligns to NGSSS Big Idea 2)
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

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| Extend the counting sequence. | 1.NBT.1 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. | First grade students rote count forward to 120 by counting on from any number less than 120. First graders develop accurate counting strategies that build on the understanding of how the numbers in the counting sequence are related—each number is one more (or one less) than the number before (or after). In addition, first grade students read and write numerals to represent a given amount. | Chapter 6: Lesson 5  
Chapter 8: Lesson 1  
*OnCore Lesson 47, 48, 49, 50* |
| Understand place value. | 1.NBT.2 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."  
  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). |  
  a. Students will recognize that a bundle of ten ones is called "a ten" (known as unitizing). When students unitize a group of ten ones as a whole unit, they are able to count groups as though they were individual objects. Students will move through several stages in understanding grouping. These include counting by ones (1, 2, 3, ... 42), counting by groups and singles (4 groups and 2 left over), and counting by tens and ones (4 groups of tens and 2 ones makes 42).  
  b. Students explore the idea that ten numbers (11-19) can be expressed as one ten and some leftover ones. Students begin to understand that a numeral can stand for different amounts depending on its position or place in a number. Example: Are 17 and 71 the same or different?  
  c. Students apply their understanding of groups of ten to decade numbers (10, 20, 30,...). They understand that these numbers are made up of groups of ten with none left over. | Chapter 6: Lessons 1, 2, 3, 4, 6  
Chapter 7: Lessons 1, 2, 3, 4, 5, 7, 8, 9 |
<p>| | 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols &gt;, =, &lt;. | Students use their understanding of groups and order of digits to compare two numbers by examining the amount of tens and ones in each number. Students will verbally compare two sets of objects using comparison vocabulary (i.e., 42 is more than 31, 23 is less than 54, 34 is the same amount as 34). Vocabulary connects to the symbols &gt;, &lt;, and =. |</p>
<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>STANDARD</th>
<th>UNPACKING THE STANDARD</th>
<th>TEXTBOOK CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use place value understanding and properties of operations to add and subtract.</td>
<td>1.NBT.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.</td>
<td>Students will use concrete materials, models, drawings and place value strategies to add within 100 and explain their reasoning. Students do this by working flexibly with numbers as they use the base-ten system to solve problems. Students can use ten frames, number lines, friendly numbers, making ten, hundreds chart, etc.</td>
<td>Chapter 9: Lessons 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</td>
<td>Students mentally find ten more and ten less than any number less than 100 and explain their reasoning. Ten frames and hundreds charts can be used initially to help students use patterns found in the tens place to solve these types of problems mentally. Students are not expected to compute differences of two-digit numbers other than multiples of ten.</td>
<td>Chapter 8: Lessons 2, 3, 4, 5, 6</td>
<td>OnCore Lesson 48, 49, 50, 67</td>
</tr>
<tr>
<td>1.NBT.6 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.</td>
<td>Students use concrete models, drawings and place value strategies to subtract multiples of 10 from decade numbers (i.e., 30, 40, 50). Strategies may initially include number lines or hundreds charts to help students use patterns found in the tens place to solve.</td>
<td>Chapter: 9 Lesson 8</td>
<td></td>
</tr>
</tbody>
</table>
### Getting Ready to Teach Domain Number and Operations in Base Ten

#### Professional Development Resources
- Professional Development Videos - Number Sense: Segments 4, 6, 7
- 1st Grade Big Idea 2 Podcast
- Teaching for Depth Chapter 6 Teacher Edition page 221C
- Teaching for Depth Chapter 7 Teacher Edition page 253E
- Teaching for Depth Chapter 8 Teacher Edition page 297C
- Teaching for Depth Chapter 9 Teacher Edition page 329E
- Be sure to read "About the Math" found in the Teacher Edition before each lesson!

#### Review Prerequisite Skills
- Chapter 6 Teacher Edition page 221E
- Chapter 7 Teacher Edition page 253G
- Chapter 8 Teacher Edition page 297E
- Chapter 9 Teacher Edition page 329G

#### Student ThinkCentral Resources
- Megamath
- iTools
- Real World Video -- Chapter 6, 6.1
- Real World Video -- Chapter 7, 7.1
- Real World Video -- Chapter 8, 8.1
- Real World Video -- Chapter 9, 9.1

#### Manipulatives
- MathBoard
- Connecting Cubes
- Workmat 3, 4, 7, 8
- Base-ten blocks
- Orange and Blue Connecting Cubes
- Stair Steps
- Hundred Chart
- Two-color counters

#### Instructional Language/Vocabulary

<table>
<thead>
<tr>
<th>Instead of . . .</th>
<th>Say this . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>bigger</td>
<td>greater than</td>
</tr>
<tr>
<td>smaller</td>
<td>less than</td>
</tr>
<tr>
<td>count backward</td>
<td>count back</td>
</tr>
<tr>
<td>count forward</td>
<td>count on</td>
</tr>
<tr>
<td>the answer</td>
<td>sum (+) or difference (-)</td>
</tr>
</tbody>
</table>

#### Standards At a Glance

| 1.NBT.1  |
| 1.NBT.2  |
| 1.NBT.3  |
| 1.NBT.4  |
| 1.NBT.5  |
| 1.NBT.6  |

#### Helpful Hint

*Show What You Know* is best given two weeks prior to chapter instruction, in order to better plan for differentiation.

#### Additional Vocabulary

ones, tens, hundreds, part, whole
**Domain: Number and Operations in Base Ten** (Aligns to NGSSS Big Idea 2)

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

**Instructional Language:** tens, ones, bundle, left-overs, singles, groups, greater/less than, equal to

**When Do We Do This?**

**Suggested Pacing Guide**

<table>
<thead>
<tr>
<th>DEC 2012</th>
<th>JAN 2013</th>
<th>FEB 2013</th>
<th>MAR 2013</th>
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</thead>
<tbody>
<tr>
<td>S M T W TH F S</td>
<td>S M T W TH F S</td>
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<td>12</td>
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<td>18</td>
<td>19</td>
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<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
</tbody>
</table>

**Domain Number and Operations in Base Ten**

56 days (Including Reviews/Assessments)

Ch. 6 – Approximately 11 days  
Ch. 7 – Approximately 14 days  
Ch. 8 – Approximately 11 days  
Ch. 9 – Approximately 20 days

**How Do We Teach It?**

**Suggested Sequence of Go Math! and OnCore Lessons:**

*OnCore resources found on ThinkCentral*

**Prior to Instruction:**

Administer **Show What You Know Diagnostic** 1-2 weeks before beginning each chapter to allow time for interventions as needed:

- Tier 2 Resources: Florida Strategic Intervention/Soar to Success (Online)
- Tier 3 Resources: Math Intensive Book/Soar to Success (Online)

**During Instruction:**

Use the **Intervention Quick Checks** for each lesson:

- Tier 1: Florida Reteach

**Soar to Success Codes**

- 1.04 Explore numbers 6 to 9
- 1.08 Making groups of 10
- 2.08 Count groups to 20
- 2.10 Tens and ones
- 7.06 Model more
- 7.07 More, fewer
- 7.10 Draw equal groups
- 7.16 Order on a number line
- 10.03 Model addition
- 10.16 Make a 10 to add
- 26.11 Use a hundred chart
- 26.18 Count by Tens

**Online Florida Intervention:** See Chapter Planner in TE for related skill

**Destination Math:** Can be accessed online via SE and TE for each chapter

**Mega Math:**

- Chapter 6: Lessons 1-5
- Chapter 7: Lessons 1-8
- Chapter 8: Lessons 1-6
- Chapter 9: Lessons 2-11
<table>
<thead>
<tr>
<th>Technology Connections</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.learningbox.com/Base10/BaseTen.html">http://www.learningbox.com/Base10/BaseTen.html</a></td>
<td><strong>Centipede’s 100 Shoes</strong> T. Ross</td>
</tr>
<tr>
<td><a href="http://www.aaamath.com/q1a_k1x2.htm">http://www.aaamath.com/q1a_k1x2.htm</a></td>
<td><strong>The Button Box</strong> Margarette S. Reid</td>
</tr>
<tr>
<td><a href="http://www.gamequarium.com/placevalue.html">http://www.gamequarium.com/placevalue.html</a></td>
<td><strong>Six-Dinner Sid</strong> Inga Moore</td>
</tr>
<tr>
<td><a href="http://www.ictgames.com/LIFEGUARD.html">http://www.ictgames.com/LIFEGUARD.html</a></td>
<td><strong>Domino Addition</strong> Lynette Long</td>
</tr>
<tr>
<td><a href="http://www.illuminations.nctm.org.html">http://www.illuminations.nctm.org.html</a></td>
<td><strong>Bunches of Buttons: Counting by Tens</strong> Michael Dahl</td>
</tr>
<tr>
<td><a href="http://www.the.schoolbell.com/links/math.htm">http://www.the.schoolbell.com/links/math.htm</a></td>
<td><strong>Making Tens: Groups of Gollywomples</strong> John Burstein</td>
</tr>
<tr>
<td><a href="http://www.coolmath4kids.com/addition">http://www.coolmath4kids.com/addition</a></td>
<td><strong>On the Ball: Learning to Identify Place Values of Tens and Ones</strong> Autumn Leigh</td>
</tr>
<tr>
<td><a href="http://mathplayground.com/ASN.MinusMission.html">http://mathplayground.com/ASN.MinusMission.html</a></td>
<td><strong>The Kings Commissioners</strong> Aileen Friedman</td>
</tr>
</tbody>
</table>

### How Do We Assess?
- Show What You Know
- Benchmark Mini-Assessment
  (See Red Assessment Box in Chapter Planner)
- Mid-Chapter Checkpoint
- Chapter Test
- Big Idea Test
- Big Idea Project
- **OnCore Assessments**

### Journal Ideas

1. **NBT.1**
   - What number is greater: 38 or 83? Explain why.
   - Find a number that is less than 30. Draw a picture and explain why your number is less.

2. **NBT.2**
   - How are 6 and 60 alike? How are they different? Explain.
   - Without counting, explain how you know how many tens there are in 80.

3. **NBT.3**
   - Which digit of 25 is more helpful to use in deciding if it is closer to 0 or 100? Explain.
   - On a number line, would 37 be closer to 30 or 40? Explain why.

4. **NBT.4**
   - Each bunny has 2 ears. If there are 6 bunnies, how many ears are there? Draw a picture and explain your answer.

5. **NBT.5**
   - Mike has 12 blue fish and 16 red fish. Ron has 11 blue fish and 18 red fish. Who has more fish? Explain why.
   - Lisa has a collection of 26 dolls. She gives her sister 11 of her dolls. How many dolls does she have left? Explain why.

6. **NBT.4**
   - There are 10 crayons in each box. How many crayons are there in 7 boxes? Explain why.

Online Journals: [www.calicookie.com/mathjournal.html](http://www.calicookie.com/mathjournal.html)
## Common Core State Standards

### Domain Geometry: (Aligns to NGSSS Big Idea 3)
- Reason with shapes and their attributes.

<table>
<thead>
<tr>
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<th>TEXTBOOK CORRELATIONS</th>
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</thead>
<tbody>
<tr>
<td>Reason with shapes and their attributes.</td>
<td><strong>1.G.1</strong> 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.</td>
<td>This standard calls for student to determine which attributes of shapes are “defining” compared to those that are “non-defining”. Defining attributes are attributes that must always be present (sides, angles, vertices, etc.). “Non-defining” attributes are attributes that do not always have to be present (color, size, orientation, etc). The shapes can include triangles, rectangles, and trapezoids.</td>
<td>Chapter 10: Lessons 1, 2, 3, 5, 6, OnCore Lesson 86, 88,</td>
</tr>
<tr>
<td></td>
<td><strong>1.G.2</strong> 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. (Students do not need to learn formal names such as “right rectangular prism.”)</td>
<td>This standard calls for students to compose (build) a two-dimensional shape from two or more shapes. This standard includes shape puzzles in which students use objects (e.g., pattern blocks) to fill larger regions.</td>
<td>Chapter 10: Lesson 4, 7, 8, 9, 10, 11 OnCore Lessons 94, 95</td>
</tr>
<tr>
<td></td>
<td><strong>1.G.3</strong> 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.</td>
<td>This standard is the first time students begin partitioning regions into equal shares using a context such as cookies, pies, pizza, etc. Students should have ample experience using the words, halves, fourths, and quarters and the phrases half of, fourth of, and quarter of. Students should also work with the idea of the whole, which is composed of two halves, four fourths or four quarters.</td>
<td>OnCore Lessons 98, 99, 100</td>
</tr>
</tbody>
</table>
### Common Core State Standards

#### Domain: Measurement and Data (Aligns to NGSSS Big Idea 3)

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Standard</th>
<th>Unpacking the Standard</th>
</tr>
</thead>
</table>
| **Measure lengths indirectly and by iterating length units.** | 1.MD.1 Order three objects by **length**; compare the **lengths of two objects indirectly by using a third object.**  
Note that only length is addressed by the CCSS at this grade level. | This standard calls for students to indirectly measure objects by comparing the length of two objects by using a third object as a measuring tool. This concept is referred to as transitivity. |
| | 1.MD.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.  
Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | This standard asks students to use multiple copies of one object to measure a larger object. This concept is referred to as iteration. Through numerous experiences and careful questioning by the teacher, students will recognize the importance of making sure that there are no gaps or overlaps in order to get an accurate measurement. |
| **Tell and write time.** | 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. | Students need experiences exploring the idea that when the time is at the half-hour the hour hand is between numbers and not on a number. |
| **Represent and interpret data.** | 1.MD.4 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. | This standard calls for students to work with categorical data by organizing, representing and interpreting data. Students should have experiences posing a question with 3 possible responses and then work with the data that they collect. |

**Textbook Correlations**

- **Chapter 12: Lesson 2**  
  *OnCore Lesson 71*
- **Chapter 12: Lessons 1, 4,**  
  *OnCore Lessons 72, 73, 74*
- **OnCore Lessons 75, 76, 77, 78**  
- **OnCore Lessons 79-85**
## Getting Ready to Teach Domains Geometry and Measurement & Data

### Professional Development Resources
- Professional Development Videos- Measurement and Geometry: Segments 1,2, 5
- 1st Grade Big Idea 3 Podcast
- Teaching for Depth Chapter 10 Teacher Edition page 381E
- Teaching for Depth Chapter 12 Teacher Edition page 473E
- Be sure to read "About the Math" found in the Teacher Edition before each lesson!

### Review Prerequisite Skills
- Chapter 10 Teacher Edition page 381G
- Chapter 12 Teacher Edition page 473G

### Student ThinkCentral Resources
- Megamath
- iTools
- Real World Video--Chapter 10, 10.1
- Real World Video--Chapter 12, 12.1

### Manipulatives
- MathBoard
- Pattern blocks
- Three-dimensional shapes
- Cubes
- Classroom objects
- Real-world objects
- Paper plates, construction paper, brads

### Instructional Language/Vocabulary

<table>
<thead>
<tr>
<th>Instead of . . .</th>
<th>Say this . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>how long</td>
<td>length</td>
</tr>
<tr>
<td>bigger</td>
<td>longer</td>
</tr>
<tr>
<td>smaller</td>
<td>shorter</td>
</tr>
</tbody>
</table>

### Additional Vocabulary
- cone, cube, rectangular prism, cylinders, rectangles, squares, trapezoids, triangles, half-circles, quarter-circles, halves, fourths, quarters, half of, fourth of, quarter of, data points, side, curved, flat, stack, roll, slide

### Standards At a Glance
- 1.G.1
- 1.G.2
- 1.G.3
- 1.MD.2
- 1.MD.3
- 1.MD.4

### Helpful Hint

*Show What You Know* is best given two weeks prior to chapter instruction, in order to better plan for differentiation.
**Domain: Geometry** (Aligns to NGSSS Big Idea 3)
- Extend the counting sequence.
- Reason with shapes and their attributes.

**Domain: Measurement and Data** (Aligns to NGSSS Big Idea 3)
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Instructional Language: shape, closed, side, defining/non-defining attributes, two-dimensional, rectangle, square, trapezoid, half-circle, quarter-circle, three-dimensional, cube, cone, prism, cylinder, equal share, halves, fourths, quarters, half of, fourth of, quarter of

**When Do We Do This?**

<table>
<thead>
<tr>
<th>Ch. 10 – Approximately 15 days</th>
<th>Ch. 11 – Approximately 3 days</th>
<th>Ch. 12 – Approximately 21 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 10</td>
<td></td>
<td>Getting ready for Grade 2 – Approximately 12 days</td>
</tr>
</tbody>
</table>

**How Do We Teach It?**

**Suggested Sequence of Go Math! and OnCore Lessons:**

**Chapter 10:** 10.1-10.5, *OnCore* Lessons 86, 88, 10.6 and Mid Chapter Checkpoint, *OnCore* Lesson 94, 10.7, 10.8, *OnCore* Lessons 95, 98, 99, 100, 10.9-10.11

**Chapter 11:** ONLY LESSONS 11.6-11.8 (*Omit all other Chapter 11 lessons*)

**Chapter 12:** 12.1, 12.2, *OnCore* Lesson 71, 12.4, *OnCore* Lessons 72, 73, 74, *OnCore* Lessons 75 through 85 (*Omit 12.3*)

**Destination Math:** Can be accessed online via SE and TE for each chapter

**Online Florida Intervention:** See Chapter Planner in TE for related skills

**What If It Is Not Mastered?**

**Prior to Instruction:**
- Administer **Show What You Know Diagnostic** 1-2 weeks before beginning each chapter to allow time for interventions as needed:
  - Tier 2 Resources: Florida Strategic Intervention/Soar to Success (Online)
  - Tier 3 Resources: Math Intensive Book/Soar to Success (Online)

**During Instruction:**
- Use the **Intervention Quick Checks** for each lesson:
  - Tier 1: Florida Reteach

**Mega Math:**
- Chapter 10: Lessons 1-6, 8, 10-11
- Chapter 11: Lessons 7
- Chapter 12: Lessons 1, 3-4, 6-8

**ITools:**
- Solid Figures
- Counters
- Plane Figures

**Soar to Success Codes**
- 31.05 Explore patterns
- 31.11 Identify patterns
- 35.06 Sort by shape
- 35.07 Identify 2 dimensional shapes
- 36.05 Identify 2 dimensional shapes
- 38.02 Compare length

**Domains Geometry and Measurement & Data** - 39 days (Including Review, Assessment/Big Idea Project)
### Technology Connections

- [www.mathwire.com/algebra/growingpatterns.html](http://www.mathwire.com/algebra/growingpatterns.html)
- [http://www.gpbkids.org/countonit/1stgrade/measure/](http://www.gpbkids.org/countonit/1stgrade/measure/)
- [http://teacher.scholastic.com/max/tooth/index.htm](http://teacher.scholastic.com/max/tooth/index.htm)
- [http://www.kidsmathgamesonline.com/numbers/mathdata.html](http://www.kidsmathgamesonline.com/numbers/mathdata.html)

### Literature

- **Grandfather Tang’s Story** Ann Tompert
- **The Quilt Story** Tony Johnstone and Tomie DePaola
- **The Greedy Triangle** Marilyn Burns
- **Shape Space** Cathryn Falwell
- **A Fishy Shapes Story** David Wylie
- **Three Pigs, One Wolf, Seven Magic Shapes** Grace Maccarone
- **Circles and Spheres** Sally Morgan
- **One Grain of Rice** Hitz Demi
- **King Bidgood’s in the Bathtub** Audrey and Don Wood
- **Measure Up** Frank Wilson
- **Biggest, Strongest, Fastest** Steve Jenkins
- **Measuring Penny** Loreen Leedy
- **How Big is a Foot** Rolf Myller
- **One Hundred Hungry Ants** Elinor Pinczes
- **If You Were a Fraction** Trisha Speed Shaskan
- **Give me Half! (MathStart 2)** Stuart J. Murphy
- **The Clock Struck One: A Time Telling Tale (Math is Fun!)** Trudy Harris

### How Do We Assess?

- Show What You Know
- Benchmark Mini-Assessment (See Red Assessment Box in Chapter Planner)
- Mid-Chapter Checkpoint
- Chapter Test
- Big Idea Test
- Big Idea Project
- OnCore Assessments

### Journal Ideas

1.G.1
Students make a riddle to describe a shape and draw its answer. (i.e. I have three sides, and three vertices. What am I? Triangle)

1.G.1
Students choose an object from the classroom. They identify it as a two- or three-dimensional shape and list its attributes and properties.

1.MD.2
How can you measure an object without using a ruler?

1.OA.2
Write and draw two different ways to show the value of ten.

Online Journals: [www.calicookie.com/mathjournal.html](http://www.calicookie.com/mathjournal.html)