Math 1 Quarter 2

Mathematics – First Grade

Marking Period Fourth	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	Represent and solve problems involving addition and subtraction.	Extend the counting sequence.	Measure lengths indirectly and by iterating length units.	Reason with space and their attributes.
CCSS Standard	**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 unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.₂**		1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	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.
Learning Target	I can model addition and subtraction word problems using objects, drawings, and equation with sums up to 10.		I can tell when an object is longer or shorter than another object. I can put three objects by length in order from shortest to longest. I can compare the lengths of two objects by using a third object.	I can tell the difference between shapes by the number of sides, angles, and faces. I can make and draw a shape when given information on the size.
Mathematical Practices	2. Reason abstractly and quantitatively. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.		6. Attend to precision. 7. Look for and make use of structure.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 7. Look for and make use of structure.
MP Learning Targets	I can explain taking apart and putting together. I can write an equation for a word problem. I can tell why my answer makes sense for a word problem. I can find patterns in math. I can use patterns to solve problems. I can use patterns to find shortcuts to solve problems. I can check if the steps in a problem make sense.		I can talk about math using the right words. I can use math symbols correctly. I can tell about math symbols. I can find patterns in math. I can build on a pattern. I can determine what to use when measuring.	I can figure out how to solve a new problem I can explain "how" to start a problem. I can draw diagrams to look for similarities. I can use manipulatives to solve a problem. I can give reasoning behind my thinking. I can see similar structures.
CCSS Standard			2. Express the length of an object as a whole number of length units, by	

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			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.*	
Learning Target			I can explain how to use a shorter object to measure the length of a longer object and explain why it is important to avoid gaps and overlaps. I can report the length of an object as the total number of shorter objects it takes to span the longer object without gaps and overlaps. I can represent the length of the longer object with a whole number.	
Mathematical Practices			5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure.	
MP Learning Targets			I can choose the best manipulative to solve a problem. I can use manipulatives to solve problems. I can use math symbols correctly. I can talk about math using the right words. I can find patterns in math. I can build on a pattern. I can use patterns to solve problems.	
CCSS Cluster Statement	Understand and apply properties of operations and the relationship between addition and subtraction.	Understand place value.	Tell and write time.	
CCSS Standard				
Learning Target				
Mathematical Practices				
MP Learning Targets				
CCSS Standard				
Learning Target				
Mathematical				

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Practices				
MP Learning Targets				
CCSS Cluster Statement	Add and Subtract within 20.	Use place value understanding and properties of operations to add and subtract.	Represent and interpret data.	
CCSS Standard				
Learning Target				
Mathematical Practices				
MP Learning Targets				
CCSS Standard				
Learning Target				
Mathematical Practices				
MP Learning Targets				
CCSS Cluster Statement	Work with addition and subtraction equations.			
CCSS Standard				
Learning Target				
Mathematical Practices				
MP Learning Targets				
CCSS Standard				
Learning Target				
Mathematical Practices				
MP Learning Targets				

Marking Period Fourth	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
CCSS Cluster Statement	Understand and apply properties of operations and the relationship between addition and subtraction.	Understand place value.	Tell and write time.	
CCSS Standard	3. Apply properties of operations as strategies to add and subtract.₃ *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.)*		3. Tell and write time in hours and half-hours using analog and digital clocks.	
Learning Target	I can show that adding zero to any number does not change the number (e.g. 4+0=4). I can show that changing the order of the addends (numbers) does not change the sum (answer).		I can identify a digital and an analog clock. I can identify the hours on a digital and analog clock. I can look at the time on an analog clock saw what time it is, and write the time as it would appear on a digital clock. I can look at the time on a digital clock, say what time it is, and draw in the hands on an analog clock. I can write the time and draw in the hands on an analog clock when someone tells me what time it is.	
Mathematical Practices	2. Reason abstractly and quantitatively. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.		5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure.	
MP Learning Targets	I can explain why adding zero to any number does not change the number (e.g. 4+0=4). I can explain why changing the order of the addends (numbers) does not change the sum (answer).		I can explain the hours on a digital and analog clock. I can look at the time on an analog clock saw what time it is, and write the time as it would appear on a digital clock. I can look at the time on a digital clock and explain what time it is. I can explain the time and draw in the hands on an analog clock when someone tells me what time it is.	
CCSS Standard	4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*			

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Learning Target	I can rewrite a subtraction equation as an addition equation with a missing addend (number).			
Mathematical Practices	2. Reason abstractly and quantitatively. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.			
MP Learning Targets	I can give an example and explain how a subtraction equation can be rewritten as an addition equation.			

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CCSS Cluster Statement	Add and Subtract within 20.	Use place value understanding and properties of operations to add and subtract.	Represent and interpret data.	
CCSS Standard	**5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**			
Learning Target	I can add by counting all, counting on, and recognize the +1 means the next number and +2 means the next *next* number in the counting sequence.			
Mathematical Practices	7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.			
MP Learning Targets	I can use patterns to solve problems. I can find patterns in math. I can use patterns to find shortcuts to solve problems.			
CCSS Standard	**6. 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).**			
Learning Target	I can add and subtract within 10 with ease.			
Mathematical Practices	2. Reason abstractly and quantitatively 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.			
MP Learning Targets	I can explain taking apart and putting together. I can use patterns to solve			

	problems. I can build on a pattern. I can use repeating addition to solve problems. I can use repeating subtraction to solve problems. I can check if the steps in a problem make sense.			