Ganado Unified School District
(Mathematics/1st Grade)

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1st Quarter Mathematics - (2 Geometry) (4 Measurement and Data)				
Timeline & Resources	**AZ College and Career Readiness Standard**	**Essential Question (HESS Matrix)**	**Learning Goal**	**Vocabulary (Content/Academic)**
1st Quarter My Math – Ch. 9 Ch. 10 Three-Dimensional Shapes	1.G.A.1 Distinguish between defining attributes (triangles are closed and 3 sided) versus non-defining attributes (color, orientation, overall size); for two-dimensional shapes; build and draw shapes to possess defining attributes. (*1.MP.1. make sense of problems and persevere in solving them.* *1.MP.3. Construct viable arguments and critique the reasoning of others.* *1.MP.4. Model with mathematics.* *1.MP.7. Look for and make use of structure.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	How can I identify three-dimensional shapes? What are plane shapes? How? What are solid figures? How? How is a _____(shape) similar to a _____(shape)? How is a _____(shape) different than a _____(shape)?	Compare and contrast two shapes and define attributes. Identify the plane shapes. Identify the solid figures. Tell how many sides, faces, and vertices each shape has. Tell the difference between two shapes using attributes.	All plane shape names: triangle, rectangle, square, circle, oval, trapezoid Solid Figures: cube, cylinder, pyramid, sphere, rectangular prism, cone Attributes, sides, vertex, vertices, thick, thin, larger, smaller, faces, equal, compare, contrast, same, different, surface(s)

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1st Quarter My Math – Ch. 9 Lessons 1-5 Ch. 10 Lessons 1-4	**1.G.A.2 <u>Compose two-dimensional shapes</u>** (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or **<u>three-dimensional shapes</u>** (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.MP.1 Make sense of problems and persevere in solving them,* *1.MP.4 Model with mathematics.* *1.MP.7 Look for and make use of structure.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	What two shapes would you use to make a _____? What two shapes did you use to make a _____? What did you create? To create a composite shape, would you flip, turn, or slide a shape? Why? What new shapes can you create by sliding, turning, and flipping multiple shapes?	Compare and contrast 2 dimensional shapes using defining attributes. Compare and contrast 3 dimensional shapes using defining attributes. Identify the two-dimensional and three-dimensional shapes. Tell how many faces and vertices each shapes has. Build a new shape from two shapes and from three shapes.	Compose Two-dimensional shapes Three dimensional Solid figures Rectangles, squares, trapezoids, half-circles, quarter-circles. Solid shapes: cubes, right rectangular prisms, right circular cones, Right circular cylinders Composite shape New shape
1st Quarter My Math Chapter 8 Measurement and Time Lessons 5-6	**1.MD.B.3<u>a</u> <u>Tell and write time in hours and half-hours</u>** using analog and digital clocks. *(1.MP.5. Use appropriate tools strategically.* *1.MP 6. Attend to precision.*	How do I determine length and time? What time is it to the hour? What time is it to the half hour?	Tell time to the hour using the hour and minute hands. Tell time to the half hour using the hour and minute hands. Differentiate between the hour	Hour Hand Minute Hand Face Analog Digital Hour Minutes

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	1.MP.7 Look for and make use of structure.) Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	Where does the minute hand point to at the hour? Where does the minute hand point to at the half hour? Why does the hour hand point in between numbers at the half hour? How does the minute hand and hour hand move in an hour? Half hour?	hand and the minute hand. Write the time using digits. Read a digital clock to tell the time. Tell how many minutes are in an hour and a half hour. Tell how each hand moves in an hour and half hour.	Clock O'clock Half Hour
1st Quarter My Math Chapter 5 Nickels, Dimes Chapter 3 Pennies (counting on by +1 more)	**1.MD.B.3b Identify <u>coins by name and value</u>** (pennies, nickels, dimes, and quarters). *(1.MP.5. Use appropriate tools strategically.* *1.MP 6. Attend to precision.* *1.MP.7 Look for and make use of structure.)* Pre Assessment: _____	How do you know this is a _____. (student gives coin attributes). How much is it worth?	Identify coins by name. Give attributes of the coin: size, color, president/picture, edging attribute, etc. Name value for each coin.	Quarter Dime Nickel Penny Value Coin Cents Attributes Edging Presidents Represents

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	Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____			
1st Quarter My Math Chapter 8 Measurement and Time Lessons 1-2	**1.MD.A.1 Order three objects by length. Compare the lengths** of two objects indirectly by using a third object. (1.MP.6 Attend to precision. 1.MP.7 Look for and make use of structure.) Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	How do I determine length and time? How do you know an object is the longest? How do you know an object is the shortest? How can you use a third object to measure and find the shortest/longest object?	Arrange objects by length from shortest to longest and longest to shortest. Arrange objects by height from shortest to tallest and tallest to shortest. Compare lengths and heights of objects. Measure indirectly using a third object.	Order Sequence Compare Length Longest Shortest Tallest Height Weight Direct Indirect Measure Estimate About – Close to
1st Quarter My Math Chapter 8 Lessons 3 -4	**1.MD.A.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	How do you measure an object? About how many units are needed to measure this object?	Understand measuring an object requires units to be placed end to end along the object. Determine about how many total units are needed to measure an object. Measure an object using standard	Units Measure Length Estimate Height End to end Same-size

	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.) (1.MP.5 Use appropriate tools strategically. 1.MP.6 Attend to precision. 1.MP.7 Look for and make use of structure.) Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	Will you need more cubes or paper clips to measure a car? Does the size of a unit change the number of units needed to measure?	and non-standard units. Estimate the total number of units needed to measure an object.	

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2nd Quarter Mathematics – (2 Operations and Algebraic Thinking) (6 Number and Operations in Base Ten)				
Timeline & Resources	**AZ College and Career Readiness Standard**	**Essential Question (HESS Matrix)**	**Learning Goal**	**Vocabulary (Content/Academic)**
2nd Quarter My Math Chapter 1: Addition Concepts Chapter 2: Subtraction Concepts Chapter 3: Addition Strategies to 20 2- colored Counters, dominoes, dice, playing cards	**1.OA.A.1 <u>Use addition and subtraction within 20 to solve word problems</u>** 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. **(The essence is joining and separating can be used to make 2 sets have equal quantity.)** **<u>Upcoming: Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).</u>** *(1.MP.1 Make sense of problems and persevere in solving them.* *1.MP.2 Reason abstractly and quantitatively.* *1.MP.3. Construct viable arguments*	Chapter 1: How do you add numbers? Chapter 2: How do you subtract numbers? Chapter 3: How do I use strategies to add numbers? What do you do when you add? What do you do when you subtract? 2nd Q What happens to the sum when you change an addend? What is a missing part?	1st Qtr. (0-10) 2nd Qtr. (11-20) Identify the information given in a story problem. Identify the question being asked in a story problem. Determine what operation a story problem is asking to solve. Determine if a story problem is adding to, taking from, putting together, taking apart, or comparing. Solve a story problem using the correct operation.	Add Join Plus Addends Sum Part Whole Value Subtract Minus Difference Number bond

	and critique the reasoning of others. *1.MP.4. Model with mathematics.* *1.MP.5. Use appropriate tools strategically.* *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	How would you solve for a missing part? How do you know a story problem is addition or subtraction?		
2nd Quarter My Math Chapters 3 Lesson 9	**1.OA.A.2 <u>Solve word problems that call for addition of three whole numbers</u>** whose sum is less than or equal to 20, e.g., by using objects, drawings, and**/or** equations with a symbol for the unknown number to represent the problem. **(The essence is joining and separating can be used to make 2 sets have equal quantity.)** **<u>Upcoming: See Table 1.</u>** *(1.MP.1 Make sense of problems and persevere in solving them.* *1.MP.2 Reason abstractly and quantitatively*	What are the addends to be joined? What is the sum of the three addends? If you add in any order, will you get the same sum or a different one? (Commutative property) Could you use a different strategy to solve the same problem?	Identify the parts in a story problem that will be added. Identify a strategy to use to add three addends. Explain the process and strategies used to solve the addition story problem. Determine what strategy will work best to add three addends.	Sum Less Than Equal Equal to Number Sentence Equation Plus Word Problems All Together Whole number symbol

	1.MP.3 Construct viable arguments and critique the reasoning of others. *1.MP.4 Model with mathematics.* *1.MP.5 Use appropriate tools strategically.* *1.MP.6 Attend to precision.* *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____			
2nd Quarter My Math: Chapter 5 Place Value Lesson 12, 13, 14	**1.NBT.A.1 Count to 120, by 1's, 2's, and 10's** starting at any number less than **100.** ~~120~~. In this range, **read and write numerals** and **represent a number of objects with a written numeral.** (Oral counting – rote) *(1.MP.2 Reason abstractly and quantitatively.* *1.MP.7 Look for and make use of*	How can I use place value? Can you build a model to represent a given number? What happens to a number when you count forward and backwards?	Count forwards and backwards from a given number. Write numerals forward and backwards from a given number. Write two digits numbers. Read number words. Represent a number of objects	Numeral (s) Digit More than Less than Tens Ones Place value Hundreds Forward (up) Backward (down) Ten frame

	structure. *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	Do numbers have a pattern? Explain. Why is the number fifty-two written as 52 and not 25? What does the last number you say when counting objects represent?	with a numeral. Understand the value of zero (Identify property). Identify digits in the hundreds, tens, and ones place.	
2nd Quarter My Math Chapter 5 Lessons: 1 and 5	**1.NBT.B.2 <u>Understand</u>** <u>that the 2 digits of a **2-digit number**</u> represent **groups ~~amounts~~** of **tens and ones**. *(1.MP.2 Reason abstractly and quantitatively* *1.MP.6 Attend to precision.* *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	Where is the ones place? Tens place? What place values does a two-digit number show? What are the quantities of the digits in a two-digit number? How many tens and ones are in a two-digit number? Why is the number fifty-two written as 52 and	Identify the place of a digit in a two-digit number as either the tens place or the ones place. Build two-digit numbers as tens and ones with base ten blocks, ten-frames, linking cube. Put models of two-digit numbers on a place value mat. Write the amount of tens and ones using number words and numerals. Write two-digit numbers in expanded form.	Place value Tens place Ones place Digits Two-digit Amount Values Quantity

		not 25?		
2nd Quarter My Math Chapter 5 Lesson 1 and 5	**1.NBT.B.2.a.** 10 can be thought of as a **group ~~bundle~~ of ten ones — called a "ten."** *(1.MP.2 Reason abstractly and quantitatively* *1.MP.6 Attend to precision.* *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	What is a ten? How many ones are in a ten? What two numbers can make a ten?	Make a 10 and break apart a 10. Identify the sums of 10.	Tens Ones Bundle group
2nd Quarter My Math Chapter 5 Lesson 1 and 5	**1.NBT.B.2.b.** The numbers from **11 to 19 are composed of a ten and one**, two, three, four, five, six, seven, eight, or nine ones. *1.MP.2 Reason abstractly and quantitatively*	How many tens and ones are in numbers 11 – 19? For numbers 11 – 19, do you have enough to make a ten? Would you have any	Identify the word names from 11 - 19. Describe 11 – 19 as a 10 and ones or some ones and a 10. Represent numbers 11 – 19 on ten	Ten(s) Ones Numeral names Place value Eleven = ten one Twelve = ten two

	1.MP.6 Attend to precision. *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning.* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	leftover? If so, how many leftovers would you have?	frames. Count numbers 11 – 19 as 10 1, 10 2, 10 3, etc.	
2nd Quarter My Math Chapter 5 Lesson 1 and 5	**1.NBT.B.2.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.MP.2 Reason abstractly and quantitatively* *1.MP.6 Attend to precision.* *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____	What is a group of ten? How many groups of ten are in multiples of ten? How many ones are in ___ tens? Can you describe the number 60 in more than one way?	Skip count by 10's. Identify word names from 10 – 120. Identify the number of 10's in a 2-digit number with no ones. Identify the value of a given number of tens.	Tens Ones Word names of 10 – 120.

	Benchmark 3: _____ Post Assessment: _____			
2nd Quarter My Math Chapter 5 Lesson 1, and 5	**1.NBT.B.3 <u>Compare</u>** <u>two two-digit numbers</u> based on meanings of the tens and ones digits, recording the results of comparisons with the **<u>symbols >, =, and <.</u>** *(1.MP.2 Reason abstractly and quantitatively.* *1.MP.6 Attend to precision.* *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	What does greater than mean? What does less than mean? What does equal mean? How do you find the greater number? Lesser number? Is there more than one way to compare 2 two-digit numbers?	Identify the greater number. Identify the number that is least. Compare 2 two-digit numbers. Describe comparisons between 2 two-digit numbers using "greater than", "less than", or "equal to". Read number sentences with the numeral and symbols >, <, =.	Greater than Less than Compare Equal to Tens Ones Symbol Digits

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3rd Quarter Mathematics – (2 Number and Operations in Base Ten) (1 Geometry) (3 Operational A)				
Timeline & Resources	**AZ College and Career Readiness Standard**	**Essential Question (HESS Matrix)**	**Learning Goal**	**Vocabulary (Content/Academic)**
3rd Quarter My Math Chapter 5 Lesson 8	**1.NBT.C.5** Given a two-digit number, **mentally find 10 more or 10 less** than the number, without having to count; ~~**explain the reasoning used.**~~ *(1.MP.2 Reason abstractly and quantitatively.* *1.MP.3 Construct viable arguments and critique the reasoning of others.* *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	How many tens are in a given two-digit number? What happens to the tens and ones digit when you add 10 more or subtract 10? What is 10 more than __? What is 10 less than __? If you could do this with tens, could you do this with hundreds? Explain.	Identify the number of tens in a given two-digit number. Add 10 more to a 2 digit number. Subtract 10 from a 2 digit number. Understand 10 more is adding and 10 less in subtracting. Use mental math to find 10 more or 10 less to add tens.	Ten more Ten less Tens Ones Mental math Two-digit number Tens digit Ones digit
3rd Quarter My Math Chapter 6	**1.NBT.C.6 Subtract multiples of 10 in the range 10-90** from multiples of 10 in the range 10-90 (positive or zero differences), using **objects** ~~concrete~~	How can I add and subtract two-digit numbers?	Identify the number of tens in a two-digit number. Subtract multiples of ten from multiples of ten in the range 10 –	Subtract Tens Groups Zero

Lesson 6, 8	~~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 **form.** ~~method and explain the reasoning used~~. *(1.MP.2 Reason abstractly and quantitatively. 1.MP.3 Construct viable arguments and critique the reasoning of others. 1.MP.4 Model with mathematics. 1.MP.5 Use appropriate tools strategically. 1.MP.7 Look for and make use of structure. 1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	How many tens are in a multiple of ten? How can you use one-digit adding and subtracting facts to subtract tens from tens? How do the digits change when subtracting groups of ten from groups of ten?	90. Use single digit addition and subtraction math facts to subtract multiples of ten from multiples of ten (i.e., 80-20 is the same as 8 tens – 2 tens using 8-2=6 to find that 8 tens – 2 tens = 6 tens therefore 80-20=60.	Place value Model
3rd Quarter My Math Chapter 1	**1.OA.B.3 Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract**	If you add in any order, will you get the same sum or a different one? (Commutative property)	Make a 10 using different addends. Apply the associative property to	Add Join Subtract Compare

Lesson 4 Chapter 2 Lesson 4 Chapter 3 Lesson 8 and 9	**through 20.** (Students need not use formal terms for these properties.) * 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.) (1.MP.2 Reason abstractly and quantitatively 1.MP.7 Look for and make use of structure. 1.MP.8 Look for and express regularity in repeated reasoning.) Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	Create a story problem.	find equivalent sums. Create different sums to add and subtract. Explain commutative and associative property. Solve addition and subtraction problems. Create addition and subtraction problems.	Properties Operations Commutative Property Associative Property
3rd Quarter My Math Chapter 1-4	**1.OA.C.6** Add and subtract within 20, **demonstrating fluency for addition and subtraction within 10.** * Use strategies such a **counting on**; *** making ten** (e.g., 8 + 6 = 8 + 2 + 4 =	What are doubles? Near doubles? What is a ten?	Make a 10 to add and subtract. Use doubles and near doubles to add and subtract.	Add Subtract Near Double Doubles Counting on

	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). **Upcoming: Fluently add and subtract within 10.** *(1.MP.2 Reason abstractly and quantitatively* *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	What happens to a number when you are counting on? When counting on, why don't you start with 1? (i.e. starting with a group, 5+3…5, 6, 7, 8)	Identify or explain the strategy used to solve the problem. Decompose a number to make a 10 to add and subtract. Use the relationship between addition and subtraction to solve or check an addition or subtraction equation. Create equivalent but easier or known sums.	Making ten Double & 1 more Double & 2 more Strategy Equal Increase Decrease

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3rd Quarter My Math Ch. 9 Two-Dimensional shapes and equal shares Lesson 8-10	**1.G.A.3 (Fractions) 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 that decomposing into more equal shares creates smaller shares. (1.MP.2 Reason abstractly and quantitatively. 1.MP.3 Construct viable arguments and critique the reasoning of others. 1.MP.6 Attend to precision. 1.MP.7 Look for and make use of structure.) Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	How can I recognize two-dimensional shapes and equal shapes? Are the parts equal? How many equal parts are in halves and fourths? What part of the shape is shaded? How many equal parts make a whole? (halves, fourths) Is 2/4 the same as ½? Explain. Could you divide a star (other shapes) into equal parts?	Distinguish between equal parts and not equal parts. Divide shapes into 2 equal parts and 4 equal parts. Describe a fraction in multiple ways (i.e., one fourth, one out of four, one quarter, a quarter of, a fourth of). Understand that dividing a shape into more equal parts makes the shares into smaller shares.	Fraction Circle Rectangles Equal shares Shaded Half Halves Fourths Quarters

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4th Quarter Mathematics – (1 Number and Operations in Base Ten) (4 Operations and Algebraic Thinking) (1 Measurement and Data)				
Timeline & Resources	**AZ College and Career Readiness Standard**	**Essential Question (HESS Matrix)**	**Learning Goal**	**Vocabulary (Content/Academic)**
4th Quarter My Math Chapter 7 Organize and Use Graphs Lesson 6	**1.MD.C.4 <u>Organize, represent, and interpret data with up to three categories</u>; <u>ask and answer questions</u>** about the <u>total number</u> of data points, <u>how many</u> in each category, and how <u>many more or less</u> are in one category than in another. *(1.MP.2 Reason abstractly and quantitatively.* *1.MP.3 Construct viable arguments and critique the reasoning of others.* *1.MP.4 Model with mathematics.* *1.MP.5 Use appropriate tools strategically.* *1.MP.6. Attend to precision.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	How do I make and read graphs? What information is the graph giving? What category has the most and the least? Which categories are equal? If you compare two/three categories, how many more, less, or equal is in one category than another?	Identify the categories on a graph. Identify the title of a graph. Identify the information given on a graph. Determine the quantities of each category. Create a bar graph, picture graph, and real graph with data points and categories accurately organized. Tell how many more or less are in one category than in another.	Interpret Data Data points title category Categories Total number How many More Fewer Less Equal Picture Graph Bar Graph Real Graph Tally Mark Table Rows Columns

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4th Quarter My Math Chapter 6 Lesson 1, 2, 3, 4, 5	**1.NBT.C.4** **Demonstrate understanding of addition** ~~**Add**~~ **within 100**, **connecting objects** ~~*** (one more) including adding a two-digit number and a one-digit number, (26 + 4) and * (ten more) adding a two-digit number and a multiple of 10, (52 + 10) using concrete models**~~ or drawings and strategies based on place value, **(including multiples of 10)** properties of operations, and/or the relationship between addition and subtraction; Relate the strategy to a written **(form)** ~~**method and explain the reasoning used.**~~ (ie. Sarah said her answer was 4. Because 2+2 = 4, 2+1 = 4, or 5-1=4) *(1.MP.2 Reason abstractly and quantitatively. 1.MP.3 Construct viable arguments and critique the reasoning of others. 1.MP.4 Model with mathematics. 1.MP.7 Look for a make use of structure. 1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____	How can I add and subtract two-digit numbers? How many tens and ones are in a two-digit number? Are you adding groups of ten? How do you know you need to regroup when adding a two-digit number to a one-digit number? Do you regroup when you are adding tens? Explain. Ben said he needed to regroup when he added 34 + 5. Is he correct? Why?	Identify the amount of tens and ones in a two-digit number. Understand that 10, 20, 30, etc. is 1 ten, 2 tens, 3 tens, etc. Add a two-digit number to a one-digit number. Add multiples of 10 to a two-digit number. Use mental math to add multiples of 10 to a two-digit number. Understand that if the sum of the ones is more than ten, they need to create a group of ten (regroup).	One more Digit Ten more Place value Addition Subtraction Strategy Reason Explain Zero Hundred Tens Ones Regroup

	Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____			
4th Quarter My Math Chapter 2 Lesson 2	**1.OA.B.4** Understand **subtraction** as an **unknown-addend** problem **within 20.** (e.g., subtract 10 – 8 by finding the number that makes10 when added to 8. *(1.MP.2 Reason abstractly and quantitatively* *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	How are adding and subtracting similar and different? What equation matches a given model? Subtraction equation or addition equation? Sara said 10-4=6 because 4+6=10. Is her reasoning correct? Explain.	Use adding to subtract. Identify the whole, part I know, and the missing part. Write an equation to go with a model. Create a model to match an equation. Write a story problem about a model.	Minus Subtract Missing part Unknown addend
4th Quarter	**1.OA.C.5 Relate counting to addition and subtraction** (e.g., by counting on 2 to add 2). *(1.MP.2 Reason abstractly and*	Is counting on addition or subtraction? If you had two digits, how would you use	Begin counting on from the larger number in an addition sentence. 26 + 2 (26, 27, 28) Count on from a given number.	Addition Subtraction Counting on Counting forward (up) Skip Count (ing)

	quantitatively *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	counting on to find the sum? Is counting on addition? Why?	Use counting on to add to a given number.	Counting backwards (down)
4th Quarter My Math Chapter 1-4	**1.OA.C.6** Add and subtract within 20, **demonstrating fluency for addition and subtraction within 10.** * Use strategies such a **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	What are doubles? Near doubles? What is a ten? What happens to a number when you are counting on? When counting on, why don't you start with 1? (i.e. starting with a group, 5+3…5, 6, 7, 8)	Make a 10 to add and subtract. Use doubles and near doubles to add and subtract. Identify or explain the strategy used to solve the problem. Decompose a number to make a 10 to add and subtract. Use the relationship between addition and subtraction to solve or check an addition or subtraction equation.	Add Subtract Near Double Doubles Counting on Making ten Double & 1 more Double & 2 more Strategy Equal Increase Decrease

	= 12 + 1 = 13). **Upcoming: Fluently add and subtract within 10.** *(1.MP.2 Reason abstractly and quantitatively* *1.MP.7 Look for and make use of structure.* *1.MP.8 Look for and express regularity in repeated reasoning.)* Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____		Create equivalent but easier or known sums.	
4th Quarter My Math Chapter1 Lesson 12 Chapter 4 Lesson 6, 8	**1.OA.D.8 Determine the unknown whole number** in an **addition or subtraction** equation relating **three whole numbers.** (e.g., determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □. (1.MP.2 Reason abstractly and	Is the equation addition or subtraction? What information is the equation giving? Is the unknown number a part, an addend, a missing part, or the whole?	Find the unknown number in an addition or subtraction equation (i.e., whole, part, missing part) to make an equation true. Explain reasoning used to solve for the unknown number. Check by applying properties of operation strategies and show	Addition Subtraction Unknown number Equation True Whole number Number sentence

	quantitatively 1.MP.6 Attend to precision. 1.MP.8 Look for and express regularity in repeated reasoning.) Pre Assessment: _____ Benchmark 1: _____ Benchmark 2: _____ Benchmark 3: _____ Post Assessment: _____	How can you show this equation on a part-part-whole mat or ten-frames?	thinking with manipulatives or drawings.	

Ganado Unified School District
(Mathematics/1st Grade)

PACING Guide SY 2018-2019 ***Purple text that is underlined/bold are upcoming AZ State Standards***