

September		October	November	December	January	Content
Content	Beginning of Year Assessment Pacing: Apx. 3 Days Addition Concepts Pacing: Apx. 17 Days	Addition Concepts cont. Pacing: Apx. 4 Days Subtraction Concepts Pacing: Apx. 16 Days	Subtraction Concepts cont. Pacing: Apx. 5 Days Addition Strategies to 20 Pacing: Apx. 10 Days	Addition Strategies to 20 cont. Pacing: Apx. 5 Days Subtraction Strategies to 20 Pacing: Apx. 10 Days	Subtraction Strategies to 20 cont. Pacing: Apx. 6 Days Place Value Pacing: Apx. 13 Days	
Standards	1.OA.1, 1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8	1.OA.1, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.7, 1.OA.8	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.9(MA)	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.OA.9(MA)	1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.OA.9(MA), 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.5, 1.MD.5(MA)	Standards
Skills	Students will be able to: <ul style="list-style-type: none"> - Join parts to make a whole - Join groups using symbols - Use the Zero Property of addition to find a sum - Make a sum of 10 with numbers 0 through 10 - Understand the meaning of the equals sign to identify if a math statement is true or false 	Students will be able to: <ul style="list-style-type: none"> - Join parts to make a whole - Join groups using symbols - Use the Zero Property of addition to find a sum - Make a sum of 10 with numbers 0 through 10 - Understand the meaning of the equals sign to identify if a math statement is true or false - Take away a part from the whole - Use addition facts to find subtraction facts - Use symbols to show take away situations - Compare groups using subtraction 	Students will be able to: <ul style="list-style-type: none"> - Take away a part from the whole - Use addition facts to find subtraction facts - Use symbols to show take away situations - Compare groups using subtraction - Apply properties of operations to add - Count on to add another number - Use a number line to add - Use doubles and near doubles to find the sum 	Students will be able to: <ul style="list-style-type: none"> - Apply properties of operations to add - Count on to add another number - Use a number line to add - Use doubles and near doubles to find the sum - Count back to subtract - Take apart a number to subtract to make 10 - Find a missing addend using addition and subtraction - Use the same family of numbers to add and subtract 	Students will be able to: <ul style="list-style-type: none"> - Count back to subtract - Take apart a number to subtract to make 10 - Find a missing addend using addition and subtraction - Use the same family of numbers to add and subtract - Read and write numbers to 120 - Make a ten using ones - Show a number as tens and ones - Compare two-digit numbers - Mentally find ten more and/or ten less 	Skills
Assessment	Math Baseline Am I Ready? Check My Progress	Check My Progress Chapter 1 Am I Ready?	Check My Progress Chapter 2 Test Am I Ready?	Check My Progress Chapter 3 Test Am I Ready?	Check My Progress Chapter 4 Test Am I Ready? Check My Progress	Assessment
Resources	McGraw- Hill <i>My Math</i> Chapter 1	McGraw- Hill <i>My Math</i> Chapter 1 Chapter 2	McGraw- Hill <i>My Math</i> Chapter 2 Chapter 3	McGraw- Hill <i>My Math</i> Chapter 3 Chapter 4	McGraw- Hill <i>My Math</i> Chapter 4 Chapter 5	Resources

Essential Questions	How do you add numbers?	How do you add numbers? How do you subtract numbers?	How do you subtract numbers? How do I use strategies to add numbers?	How do I use strategies to add numbers? What strategies can I use to subtract?	What strategies can I use to subtract? How can I use place value?	Essential
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February		March	April	May	June	Content
Content	<p>Place Value cont. Pacing: Apx. 8 Days</p> <p>Two-Digit Addition & Subtraction Pacing: Apx. 7 Days</p>	<p>Two-Digit Addition & Subtraction cont. Pacing: Apx. 7 Days</p> <p>Organize & Use Graphs Pacing: Apx. 12 Days</p>	<p>Measurement, Time & Money Pacing: Apx. 15 Days</p>	<p>Two-Dimensional Shapes and Equal Shares Pacing: Apx. 17 Days</p> <p>Three- Dimensional Shapes Pacing: Apx. 5 Days</p>	<p>Three- Dimensional Shapes cont. Pacing: Apx. 5 Days</p> <p>Year End Review and Assessment</p>	
Stand ards	1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.5(MA)	1.NBT.4, 1.NBT.6, 1.MD.4	1.MD.1, 1.MD.2, 1.MD.3 MA.5.	1.G.1, 1.G.2, 1.G.3	1.G.1, 1.G.2, 1.G.3	Stand
Skills	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Read and write numbers to 120 - Make a ten using ones - Show a number as tens and ones - Compare two-digit numbers - Mentally find ten more and/or ten less - Add groups of tens within 100 - Count on by tens or by ones to solve a 2-digit addition problem - Add numbers with regrouping - Subtract by tens to find the difference - Use a number line to count back by tens 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Add groups of tens within 100 - Count on by tens or by ones to solve a 2-digit addition problem - Add numbers with regrouping - Subtract by tens to find the difference - Use a number line to count back by tens - Organize, represent, and interpret data using a tally chart - Organize and represent data with up to three categories using a picture graph and a bar graph 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Compare objects by length - Express the length of an object as a whole number of length units - Tell time on an analog clock to the hour and minutes past the hour - Show how to write and say time on a digital clock - Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to 5 pennies). Use appropriate notation (e.g., 69¢). Use the values of coins in the solutions of problems. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Recognize two-dimensional shapes by defining attributes - Make a new shape by putting other shapes together - Partition shapes into equal parts - Distinguish between defining attributes and non-defining attributes to identify a cube, rectangular prism, cylinder, and cone - Combine three-dimensional shapes to make a composite shape 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Distinguish between defining attributes and non-defining attributes to identify a cube, rectangular prism, cylinder, and cone - Combine three-dimensional shapes to make a composite shape 	Skills
Assessm ent	Check My Progress Chapter 5 Test Am I Ready? Check My Progress Math Benchmark End of Term	Check My Progress Chapter 6 Test Am I Ready? Check My Progress Chapter 7 Test	Am I Ready? Check My Progress Chapter 8 Test Supplemental money assessments	Am I Ready? Check My Progress Chapter 9 Test Am I Ready? Math Benchmark End of Term	Check My Progress Chapter 10 Test	Assessm
Resourc es	McGraw- Hill <i>My Math</i> Chapter 5 Chapter 6	McGraw- Hill <i>My Math</i> Chapter 6 Chapter 7	McGraw- Hill <i>My Math</i> Chapter 8 Money	McGraw- Hill <i>My Math</i> Chapter 9 Chapter 10	McGraw- Hill <i>My Math</i> Chapter 10	Resourc

Essential Questions	<p>How can I use place value?</p> <p>How do we show numbers 11 to 19 in another way?</p>	<p>How do we show numbers 11 to 19 in another way?</p> <p>How do I make and read graphs?</p>	<p>How do I determine length and time?</p> <p>How do I identify and count coins?</p>	<p>How can I recognize two-dimensional shapes and equal shares?</p> <p>How can I identify 3-D shapes?</p>	<p>How do I identify and compare 3-D shapes?</p>	Essential
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