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| Content Area: | Mathematics | Grade: 1 | Pacing: Beg. Quarter 1-Mid-Quarter 1 |
| Domain(s): Operations & Algebraic Thinking | Addition Concepts Addition Strategies | | |
| Mathematics Florida Standards (MAFS) | | | |
| <p>MAFS.1.OA.1.1 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 (1 Students are not required to independently read the word problems.)</p> <p>MAFS.1.OA.1.2 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.</p> <p>MAFS.1.OA.2.3 Apply properties of operations as strategies to add and subtract. 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.)</p> <p>MAFS.1.OA.3.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MAFS.1.OA.3.6 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 $6 + 6 + 1 = 12 + 1 = 13$).</p> | | | |
| Essential Question: | Knowledge: Students will... | | |
| <p>Chapter One How do pictures show adding to 10? How do you model adding to a group? How do you model putting together? How do you solve addition problems by making a model? What happens when you add 0 to a number? Why can you add addends in any order? How can you show all the ways to make a number? Why are some addition facts easy to add?</p> <p>Chapter 3 How do you count on 1,2, or 3? What strategies can you use to solve addition fact problems? How can you use a ten frame to add 10 and some more? How do you use the make a ten strategy to add? How can you make a ten to help you add? What happens if you change the order of the addends when you add? How can you add three addends?</p> | <p>Chapter One Use pictures to “add to” and finds sums. Use concrete objects to solve “adding to” addition problems. Use concrete objects to solve “putting together” addition problems. Solve adding to and putting together situations using the strategy make a model. Understand and apply the Additive Identity Property for Addition. Explore the Commutative Property of Addition. Model and record all the ways to put together numbers within 10. Build fluency for addition within 10.</p> <p>Chapter 3 Use count on 1,2, or 3 as a strategy to find sums within 20 Use the strategies count on, doubles, doubles plus 1, and doubles minus 1 to practice addition facts within 20. Use a ten frame to add 10 and an addend less than 10. Use make a ten as a strategy to find sums within 20. Use numbers to show how to use the make a ten strategy to add. Understand and apply the Commutative Property of Addition for sums within 20. Use the Associative Property of Addition to add three addends.</p> | | |
| Essential Vocabulary: | Rigor: | | |
| <p>Add, addition sentence, count on, number path, tape diagram, compare, fewer, more, doubles, doubles plus one, compose, number, number partners, zero, number bond, total Addends, equal, order, plus, sum</p> | <p>MAFS.1.OA.1.1 - Application MAFS.1.OA.1.2 - Application MAFS.1.OA.2.3 - Conceptual Understanding MAFS.1.OA.3.5 - Conceptual Understanding MAFS.1.OA.3.6 - Conceptual Understanding & Procedural/Skill Fluency</p> | | |
| Assessments: | Resources: | | |
| <p>Addition Concepts (Go Math CH 1 & 3 Combined)</p> | <p>Go Math- Chapter 1, Lessons 1.1-1.8 Chapter 3, Lessons 3.2, 3.6-3.9, 3.1, 3.10 iReady- Unit 1, Lessons 1 Unit 2, Lessons 6</p> | | |
| Notes: Due to summer slide, review number recognition 1-100. Use your 100s chart to begin reviewing place value. | | | |

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| Content Area: | Mathematics | Grade: 1 | Pacing: Mid-Quarter 1 - End-of-Quarter 1 |
| Domain(s): Operations & Algebraic Thinking | Subtraction Concepts Subtraction Strategies | | |
| Mathematics Florida Standards (MAFS) | | | |
| <p>MAFS.1.OA.1.1 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 (1 Students are not required to independently read the word problems.)</p> <p>MAFS.1.OA.2.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>MAFS.1.OA.3.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MAFS.1.OA.3.6 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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MAFS.1.OA.4.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = [] - 3$, $6 + 6 = []$</p> | | | |
| Essential Question: | Knowledge: Students will.... | | |
| <p><u>Chapter 2</u> How can you show taking from with pictures? How do you model taking from a group? How do you model taking apart? How do you solve subtraction problems by making a model? How can you use pictures to compare and subtract? How can you use models to compare and subtract? What happens when you subtract 0 from a number? How can you show all the ways to take apart a number? Why are some subtraction facts easy to subtract?</p> <p><u>Chapter 4</u> How can you count back 1,2, or 3? How can you use an addition fact to find the answer to a subtraction fact? How can you use addition to help you find the answer to a subtraction fact? How can you make a ten to help you subtract? How do you break apart a number to subtract? How can acting out a problem help you solve the problem?</p> | <p><u>Chapter 2</u> Use pictures to show “taking from” and find differences. Use concrete objects to solve “taking from” subtraction problems. Use concrete objects to solve “taking apart” subtraction problems. Solve taking from and taking apart subtraction problems using the strategy make a model. Compare pictorial groups to understand subtraction. Model and compare groups to show the meaning of subtraction. Identify how many are left when subtracting all or 0. Model and record all of the ways to take apart numbers within 10. Build fluency for subtraction within 10.</p> <p><u>Chapter 4</u> Use count back 1, 2, or 3 as a strategy to subtract. Recall addition facts to subtract numbers within 20. Use addition as a strategy to subtract numbers within 20. Use make a 10 as a strategy to subtract. Subtract by breaking apart to make a 10. Solve subtraction problem situations using the strategy act it out.</p> | | |
| Essential Vocabulary: | Rigor: | | |
| <p>subtract, subtraction sentence, minus, difference, compare, fewer, more, count back Fewer, decompose, number, number partner, zero</p> | <p>MAFS.1.OA.1.1 - Application MAFS.1.OA.2.4 - Conceptual Understanding MAFS.1.OA.3.5 - Conceptual Understanding MAFS.1.OA.3.6 - Conceptual Understanding & Procedural/Skill Fluency MAFS.1.OA.4.8 - Procedural/Skill Fluency</p> | | |
| Assessments: | Resources: | | |
| <p>Subtraction Concepts (Go Math CH 2 & 4 combined)</p> | <p>Go Math- Chapter 2, Lessons 2.1-2.9 Chapter 4, Lessons 4.1 EngageNY, Module 1, Lesson 26 4.2-4.6 iReady- Unit 1, Lessons 2-5 Unit 2, Lessons 7-9</p> | | |
| Notes: Continue to use your 100s chart to begin reviewing place value. | | | |

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| Content Area: | Mathematics | Grade: 1 | Pacing: | Beg. -Quarter 2- Mid-Quarter 2 |
| Domain(s): Numbers & Operations in Base Ten Operations & Algebraic Thinking | Count & Model Numbers Compare Numbers | | | |
| Mathematics Florida Standards (MAFS) | | | | |
| <p>MAFS.1.NBT.1.1 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.</p> <p>MAFS.1.NBT.2.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. 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). d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).</p> <p>MAFS.1.NBT.2.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>MAFS.1.NBT.3.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> | | | | |
| Essential Question: | | Knowledge: Students will.... | | |
| <p>Chapter 6 How can knowing a counting pattern help you count to 120? How do numbers change as you count by tens to 120? How can you use different ways to write a number as tens and ones? How can you show a number ten and ones? How can you model and name groups of ten? How can you group cubes to show a number as tens and ones? How can you show numbers to 100 as tens and ones? How can making a model help you show a number in different ways? How can you model, read, and write numbers from 100 to 110? How can you model, read, and write numbers from 110 to 120?</p> <p>Chapter 7 How can you compare two numbers to find which is greater? How can you compare two numbers to find which is less? How can you use symbols to show how numbers compare? How can making a model help you compare numbers? How can you identify numbers that are 10 less or 10 more than a given number?</p> | | <p>Chapter 6 Count by ones to extend a counting sequence up to 120. Count by tens from any number to extend a counting sequence up to 120. Use models and write to represent equivalent forms of ten and ones. Use objects, pictures, and numbers to represent a ten and some ones. Use objects, pictures, and numbers to represent tens. Group objects to show numbers to 50 as tens and ones. Group objects to show numbers to 100 as tens and ones. Solve problems using the strategy make a model. Read and write numerals to represent a number of 100 to 110 objects. Read and write numerals to represent a number of 100 to 120 objects.</p> <p>Chapter 7 Model and compare two-digit numbers to determine which is greater. Model and compare two-digit numbers to determine which is less. Use symbols for is less than “$<$”, is greater than “$>$”, and is equal to “$=$” to compare numbers. Solve problems using the strategy make a model. Identify numbers that are 10 less or 10 more than a given number.</p> | | |
| Essential Vocabulary: | | Rigor: | | |
| <p>Digit, ones, ten, is greater than $>$, is less than $<$ Addend, teen number, total, 120 chart, row, column, 10 less, 10 more, place value, more than, compare, equal sign $=$, fewer, more</p> | | <p>MAFS.1.NBT.1.1 - Conceptual Understanding & Procedural skills and Fluency MAFS.1.NBT.2.2 - Conceptual Understanding MAFS.1.NBT.2.3 - Conceptual Understanding MAFS.1.NBT.3.5 - Conceptual Understanding & Procedural skills and Fluency</p> | | |
| Assessments: | | Resources: | | |
| <p>Base Ten (Go Math CH 6 & 7 combined)</p> | | <p>Go Math- Chapter 6, Lessons 6.1-6.10, Engage NY, Module 4, Lesson 3, Engage NY, Module 4, Lesson 4 Chapter 7, Lessons 7.1-7.5, Illustrative Mathematics, Roll & Build, Illustrative Mathematics, The Very Hungry Caterpillar iReady- Unit 3, Lesson 12 Unit 4, Lessons 17-19 Unit 5, Lessons 21-22</p> | | |
| <p>Notes: GoMath 6.8 & 7.4, pull more resources and use manipulatives, plan for 2 days. MAFS.1.NBT.2.2d is only addressed in i-ready lesson 21. Other resources may need to be pulled.</p> | | | | |

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| Content Area: | Mathematics | Grade: 1 | Pacing: | Mid-Quarter 2 - End-Quarter 2 |
| Domain(s): Measurement & Data | | Represent Data | | |
| Mathematics Florida Standards (MAFS) | | | | |
| <p>MAFS.1.MD.3.4 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.</p> | | | | |
| Essential Question: | | Knowledge: Students will.... | | |
| <p><u>Chapter 10</u> What do the pictures in a picture graph show? How do you make a picture graph to answer a question? How can you read a bar graph to find the number that a bar shows? How does a bar graph help you compare information? How do you count the tallies on a tally chart? What is a tally chart a good way to show information that you have collected? How can showing information in a graph help you solve problems?</p> | | <p><u>Chapter 10</u> Analyze and compare data shown in a picture graph where each symbol represents one. Make a picture graph where each symbol represents one and interpret the information. Analyze and compare data shown in a bar graph. Make a bar graph and interpret the information. Analyze and compare data shown in a tally chart. Make a tally chart and interpret the information. Solve problem situations using the strategy make a graph.</p> | | |
| Essential Vocabulary: | | Rigor: | | |
| <p>Picture graph, bar graph, tally chart, tally mark Data, sort, compare</p> | | <p>MAFS.1.MD.3.4- Conceptual Understanding & Procedural skills and Fluency</p> | | |
| Assessments: | | Resources: | | |
| <p>Measurement & Data (Go Math CH 10)</p> | | <p>Go Math- Chapter 10, Lessons 10.1-10.7 iReady- Unit 7, Lessons 29-30</p> | | |

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| Content Area: | Mathematics | Grade: 1 | Pacing: | Quarter 3 |
| Domain(s): Operations & Algebraic Thinking | Addition and Subtraction Relationships Two-Digit Addition & Subtraction | | | |
| Mathematics Florida Standards (MAFS) | | | | |
| <p>MAFS.1.OA.1.1 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 (1 Students are not required to independently read the word problems.)</p> <p>MAFS.1.OA.3.6 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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MAFS.1.OA.4.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>MAFS.1.OA.4.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = [] - 3$, $6 + 6 = []$</p> <p>MAFS.1.NBT.3.4 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.</p> <p>MAFS.1.NBT.3.6 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.</p> | | | | |
| Essential Question: | Knowledge: Students will.... | | | |
| <p>Chapter 5 How can making a model help you solve a problem? How do related facts help you find missing numbers? How do you know if addition and subtraction facts are related? How can you use addition to check subtraction? How can you use a related fact to find a missing number? How do you choose when to add and when to subtract to solve a problem? How can you add and subtract in different ways to make the same number? How can you decide if a number sentence is true or false? How can addition and subtraction strategies help you find sums and differences?</p> <p>Chapter 8 What strategies can you use to add and subtract? How can you add tens? How can you subtract tens? How can you use a hundred chart to count on by ones or tens? How can models help you add ones or tens to a two-digit number? How can making a ten help you add a two-digit number and a onedigit number? How can you model tens and ones to help you add two-digit numbers? How can drawing a picture help you explain how to solve an addition problem? What different ways can you use to add and subtract?</p> | <p>Chapter 5 Solve addition and subtraction problem situations using the strategy make a model. Record related facts within 20. Identify related addition and subtraction facts within 20. Apply the inverse relationship of addition and subtraction. Use related facts to determine unknown numbers. Use a related fact to subtract. Choose an operation and strategy to solve an addition or subtraction word problem. Represent equivalent forms of numbers using sums and differences within 20. Determine if an equation is true or false. Add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10.</p> <p>Chapter 8 Add and subtract within 20. Draw a model to add tens. Draw a model to subtract tens. Use a hundred chart to find sums. Use concrete models to add ones or tens to a two-digit number. Make a ten to add a two-digit number and a one-digit number. Use tens and ones to add two-digit numbers. Solve and explain two-digit addition word problems using the strategy draw a picture. Add and subtract within 100, including continued practice with facts within 20.</p> | | | |

| Essential Vocabulary: | Rigor: |
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| <p>Related facts Doubles, number bond, total, equal sign =, is the same as, number sentence, addend, teen number, tens, ones, make a ten</p> | <p>MAFS.1.OA.1.1 - Application MAFS.1.OA.3.6 - Conceptual Understanding & Procedural/Skill Fluency MAFS.1.OA.4.7 - Conceptual Understanding & Procedural/Skill Fluency MAFS.1.OA.4.8 - Procedural/Skill Fluency MAFS.1.NBT.3.4 - Conceptual Understanding MAFS.1.NBT.3.6 - Conceptual Understanding</p> |
| Assessments: | Resources: |
| <p>Addition and Subtraction (Go Math CH 5)</p> <p>2 digit Add/Subtract (Go Math CH 8)</p> <p>(Students need to read test questions by themselves.)</p> | <p>Go Math- Chapter 5, Lessons 5.1-5.7, Illustrative Mathematics, Maria's Marbles , Illustrative Mathematics, Sharing Markers , Illustrative Mathematics, Boys and Girls, Variation 1, Illustrative Mathematics, Field Day Scarcity 5.8-5.10, Illustrative Mathematics, At the Park, Illustrative Mathematics, The Pet Snake, Illustrative Mathematics, Link-Cube Addition, Illustrative Mathematics, School Supplies Chapter 8, Lessons 8.1-8.6, Illustrative Mathematics, Ford and Logan, 8.7-8.9 iReady- Unit 2, Lessons 9-10 Unit 3, Lesson 13 Unit 4, Lesson 20, 23-25</p> |
| <p>Notes: For Go Math Lessons 5.8 & 5.9, spend 2 days.</p> | |

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| Content Area: | Mathematics | Grade: 1 | Pacing: | Quarter 4 |
| Domain(s): Measurement & Data Geometry | Measurement Three-Dimensional Shapes Two-Dimensional Shapes | | | |
| Mathematics Florida Standards (MAFS) | | | | |
| Measurement | | | | |
| <p>MAFS.1.MD.1.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MAFS.1.MD.1.a Understand how to use a ruler to measure length to the nearest inch.</p> <p>a. Recognize that the ruler is a tool that can be used to measure the attribute of length.</p> <p>b. Understand the importance of the zero point and end point and that the length measure is the span between two points.</p> <p>c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.</p> <p>MAFS.1.MD.2.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>MAFS.1.MD.2.a Identify and combine values of money in cents up to one dollar working with a single unit of currency¹ .</p> <p>a. Identify the value of coins (pennies, nickels, dimes, quarters).</p> <p>b. Compute the value of combinations of coins (pennies and/or dimes).</p> <p>c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (1 Students are not expected to understand the decimal notation for combinations of dollars and cents.)</p> | | | | |
| Geometry | | | | |
| <p>MAFS.1.G.1.1 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.</p> <p>MAFS.1.G.1.2 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, Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS) Next Generation Sunshine State Standards (NGSSS) for Mathematics (MA) is now Mathematics Florida Standards (MAFS) Amended Standard New Standard Deleted Standard and compose new shapes from the composite shape</p> <p>MAFS.1.G.1.3 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.</p> | | | | |
| Essential Question: | Knowledge: Students will.... | | | |
| <p>Chapter 9 How do you order objects by length? How can you compare lengths of three objects to put them in order? How do you measure length using nonstandard units? How do you use a nonstandard measuring tool to measure length? How can acting it out help you solve measurement problems? How do you tell time to the hour on a clock that has only an hour hand? How do you tell time to the half hour on a clock that has only an hour hand? How are the minute hand and hour hand different for time to the hour and time to the half hour? How do you know whether to draw and write time to the hour or half hour?</p> <p>Chapter 11 How can you identify and describe three-dimensional shapes? How can you combine three-dimensional shapes to make new shapes? How can you use a combined shape to build new shapes? How can acting it out help you take apart combined shapes?</p> | <p>Chapter 9 Order objects by length. Use the Transitivity Principle to measure indirectly. Measure length using nonstandard units. Make a nonstandard measuring tool to measure length. Solve measurement problems using the strategy act it out. Write times to the hour shown on analog clocks. Write times to the half hour shown on analog clocks. Tell times to the hour and half hour using analog and digital clocks. Use the hour hand to draw and write times on analog and digital clocks.</p> <p>Chapter 11 Identify and describe three-dimensional shapes according to defining attributes. Compose a new shape by combining three-dimensional shapes. Use composite three-dimensional shapes to build new shapes. Identify three-dimensional shapes used to build a composite shape using the strategy act it out. Identify two-dimensional shapes on three-dimensional shapes.</p> <p>Chapter 12 Use defining attributes to sort shapes. Describe attributes of two-dimensional shapes.</p> | | | |

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| <p>What two-dimensional shapes do you see on the flat surfaces of three dimensional shapes? Chapter 12 How can you use attributes to sort two-dimensional shapes? What attributes can you use to describe two-dimensional shapes? How can you put two-dimensional shapes together to make new two dimensional shapes? How can you combine two-dimensional shapes to make new shapes? How can acting it out help you make new shapes from combined shapes? How can you find shapes in other shapes? How can you identify equal and unequal parts in two-dimensional shapes? How can a shape be separated into two equal shares? How can a shape be separated into four equal shares?</p> | <p>Use objects to compose new two-dimensional shapes. Compose a new shape by combining two-dimensional shapes. Make new shapes from composite two-dimensional shapes using the strategy act it out. Decompose combined shapes into shapes. Identify equal and unequal parts (or shares) in two-dimensional shapes. Partition circles and rectangles into two equal shares. Partition circles and rectangles into four equal shares</p> |
| <p>Essential Vocabulary:</p> | <p>Rigor:</p> |
| <p>Measurement Longest, shortest, hour hand, Geometry cone, cube, curved surface, cylinder, flat surface, rectangular prism, sphere, circles, rectangles, sides, square, triangles, vertices, hexagon, trapezoid Measurement Length, longer, shorter, taller, tallest, compare, measure, ruler, inch, unit, standard unit, Time Analog clock, digital clock, half-hour, half past, hour, minute, minute hand, o'clock, Money Dime, dollar, nickel, penny, quarter, value Geometry Corner, rhombus, compose, composite shape, decompose, half-circle, quarter-circle, equal parts, fourths, half, quarter, unequal parts, whole</p> | <p>MAFS.1.MD.1.1 - Conceptual Understanding MAFS.1.MD.1.a - Conceptual Understanding MAFS.1.MD.2.3 - Conceptual Understanding and Procedural Skill & Fluency MAFS.1.MD.2.a - Procedural Skill & Fluency</p> <p>MAFS.1.G.1.1 - Conceptual Understanding MAFS.1.G.1.2 - Conceptual Understanding MAFS.1.G.1.3 - Conceptual Understanding and Procedural Skill & Fluency</p> |
| <p>Assessments:</p> | <p>Resources:</p> |
| <p>Fractions and Graphs (Fractions, Graphs, & Measurement)</p> <p>Time and Money (Time, Measurement, & Money) (Students need to read test questions by themselves.)</p> | <p>Go Math- Chapter 9, Lessons 9.1-9.9 Chapter 11, Lessons 11.1-11.5 Chapter 12, Lessons 12.1-12.6, 12.8-12.10</p> <p>iReady- Unit 7, Lessons 31-35 Unit 6, Lessons 26-28</p> |
| <p>Notes: End-of-the-Year- Review any unmastered standards. Jump into 2nd Grade- Go Math Practice Book p. P249-P295, Planning Guide p. PG78-PG119</p> | |