1st Nine Weeks				
Time	**Cluster**	**Standards**	**Learning Targets**	**Lesson Topics/Resources**
1st Nine-Weeks	**Operations & Algebraic Thinking**: A. Represent and solve problems involving addition and subtraction.	**1.OA.A.1** Use addition and subtraction within 20 to solve contextual problems, with unknown involving unknowns in all positions, involving situations of add to, take from, put together/take part, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**I can** determine if I need to add or subtract in a word problem with unknowns. (within 20) **I can** solve addition word problems using objects, drawings, and equations with a symbol. (within 20) **I can** create and solve subtraction word problems using objects, drawings, equations with a symbol. (within 20) **I can** solve addition and subtraction word problems where the result is unknown. **I can** represent an unknown number in a word problem. **I can** apply related facts to solve word problems that have an unknown value. **I can** match the correct equation to a given picture or word problem.	My Math Chapter 1, Lessons 1-10 My Math Chapter 2, Lessons 1-14

		1.OA.A.2 Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**I can** model addition and subtraction word problems using objects, drawings, and equations with unknown numbers in different positions. **I can** add three whole numbers whose sum is less than or equal to 20. **I can** solve word problems that involve adding three whole numbers using objects, drawings, and equations.	My Math 3.9
1st Nine-Weeks	**Operations & Algebraic Thinking:** B. Understand and apply properties of operation and the relationship between addition and subtraction	**1.OA.B.3** Apply properties of operations (additive identity, commutative, and Associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)	**I can** show that adding *or subtracting* zero to any number does not change the number. *(additive identity or zero identity)* **I can** show that changing the order of the addends does not change the sum. *Example: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.)* **I can** show when adding	My Math 1.4, 2.4, 3.8, 3.9

			three numbers in any order, the sum does not change. *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.)* **I can** use properties of operations to add and subtract within 20 *(see 1.OA.B.4) Q2*.	
		1.0A.B.4 Understand subtraction as an unknown addend problem. *For example, 10 – 8=_____, a student can use 8+_____=10.*	**I can** apply related facts to solve problems that have an unknown value. **I can** give an example and explain how a subtraction equation can be rewritten as an addition equation. **I can** rewrite a subtraction equation as an addition equation with a missing addend. **I can** add and subtract within 10. (automaticity) **I can** use add and subtract within 20. (fluency)	My Math 4.6, 4.7, 4.8

1st Nine-Weeks	**Operations & Algebraic Thinking:** C. Add and subtract within 20	**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13-4=13 – 3 – 1 = 10 – 1 = 9 or adding 6+7 by creating the known equivalent 6 + 4 +3 = 10 + 3 = 13).	**I can** count on to add. **I can** count backward to subtract. **I can** count up to subtract. **I can** use fluency strategies to add and subtract within 20.	My Math 3.1, 3.2, 3.3, 3.4, 3.5 4.1, 4.2, 4.3
		1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10	**I can** add and subtract within 20 by counting on and making a ten. **I can** add and subtract within 20 by using doubles, doubles plus one, doubles minus one. **I can** add and subtract within 20 by using the relationship between addition and subtraction. **I can** fluently add and subtract within 20 by using multiple strategies. (e.g.) • Tens frames • Counting back • Fact families and related unknown facts • Hundreds chart • Number line	My Math 2.13, 3.4, 3.5, 3.7, 4.5, 4.6, 4.7

			• Drawing pictures • Part-Part-Whole mat • Number Bond • Using Manipulatives • Decomposing numbers with an emphasis on making a ten	
1st Nine-Weeks	**Numbers Base Ten:** A. Extend the Counting Sequence	**1.NBT.A.1** Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.	**I can** count to 120. **I can** count to 120 starting from any number. **I can** read any number up to 120. **I can** write any number up to 120. **I can** label a set of objects up to 120 with the written numeral.	My Math 5.7, 5.12, 5.13, 5.14
1st Nine-Weeks	**Numbers Base Ten:** B. Understand Place Value	**1.NBT.B.2** Know the digits or a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	**I can** identify and represent 10 as ten ones. **I can** identify and represent the value of each digit in a two digit number up to 120. **I can** identify and represent numbers 11 through 19 using tens and ones. **I can** identify and represent multiple sets of ten between 10 and 90 using tens. (e.g.2 tens is 20)	My Math 5.4, 5.5

		1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparison with the symbols >, =, <.	**I can** determine when a 2-digit number is greater than, less than, or equal than another 2-digit number. **I can** explain why a 2-digit number is greater than, less than, or equal to another 2-digit number. **I can** use the symbols <, >, = to compare two 2-digit numbers.	My Math 5.10, 5.11
2nd Nine Weeks				
Time	**Cluster**	**Standards**	**Learning Targets**	**Lesson Topics/Resources**
2nd Nine - Weeks	**Numbers Base Ten:** C. Use place value understanding and properties of operations to add and subtract	1.NBT.C.4 Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	**I can** demonstrate that in adding 2 digit numbers, you add ones to ones and tens to tens. **I can** decide when to regroup to compose (make) a ten. **I can** add a 2 digit number and a 1 digit number within 100. **I can** add a 2 digit number and 1 digit number with regrouping within 100 using models, drawings, and place value strategies. **I can** add a 2 digit number and a multiple of	My Math 6.1, 6.2, 6.3

			10 within 100 using models, drawings, and place value strategies. **I can** relate a strategy to an equation. **I can** explain why I used a strategy to solve a written equation.	
		1.NBT.C.5 Mentally find 10 more or 10 less than given two-digit number without having to count by ones and explain the reasoning used.	**I can** mentally add 10 to a 2 digit number. **I can** mentally subtract 10 from a 2 digit number. **I can** explain why the tens digit increases or decreases by 1 when 10 is added or subtracted.	My Math 5.8
		1.NBT.C.6 Subtract multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties.	**I can** subtract a multiple of 10 from a multiple of 10.(e.g., subtract 90-40). **I can** explain my strategy for subtracting a multiple of 10 from a multiple of 10. **I can** explain how subtracting by a multiple of ten is related to subtracting the tens digits.	My Math 6.6, 6.7

2nd Nine - Weeks	**Operations & Algebraic Thinking:** D. Work with addition and subtraction equations	**1.OA.D.7** Understand the meaning of the equal sign (e.g., 6=6; 5+2=4+3; 7=8-1). Determine if equations involving addition and subtraction are true or false.	**I can** explain that the equal sign means "same as" or same amount. **I can** compare the value of both sides of an equation and determine whether the equation is true or false using concrete objects, pictorial representations and equations.	My Math 1.13, 2.14
		1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., 8+?=1, 5=?-3, 6+6=?)	**I can** recognize part-part-whole relationships of three numbers with the unknown in any position. **I can** determine the unknown value in an addition or subtraction equation when two out of three of the numbers in the equation are given. **I can** show equations in different forms with an addend unknown, the result unknown, and starting with an unknown.	My Math 1.12, 4.7, 4.8
3rdNine Weeks				
Time	**Cluster**	**Standards**	**Learning Targets**	**Lesson Topics/Resources**
3rd Nine-Weeks	**Measurement:** B. Work with time and money.	**1.MD.B.3** Tell and write time in hours and half hours using analog and digital clocks.	**I can** estimate the amount of time it takes to perform a daily task.	My Math 8.5, 8.6,

			I can identify a digital and an analog clock and recognize that they are tools that measure time. **I can** identify the hour hand and the minute hand and distinguish between the two.	8.7, 8.8, 8.9
		1.MD.B.4 Count the value of a set of like coins less than one dollar using the cent symbol	***I can*** *identify a penny, nickel, dime, and quarter, and know the value of each.* ***I can*** *describe the relationship among coins. (e.g., 5 pennies = 1 nickel, 5 nickels = 1 quarter)* ***I can*** *relate counting by fives to nickels, counting by tens to dimes, and counting 4 quarters to a dollar.* ***I can*** *count a combination of* ***like*** *coins less up to dollar by skip counting by 10 (Q2), 5's (Q3) and 25 (Q4) up to 100 ($1.00).* ***I can*** *show the value of a set of coins by using the cent ¢ symbol.* *Extension:* ***I can*** *count a collection of coins up to $1.00.*	My Math 5.3, 5.9

3rd Nine-Weeks	**Geometry:** 1. Reason about shapes and their attributes	**1.G.A.1** Distinguish between defining attributes (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.	**I can** explain the difference between defining attributes (e.g., sides, angles, faces, vertices, edges) and non-defining attributes (e.g., color, orientation, overall size).	My Math 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3
		1.G.A.2 Create a composite shape and use the composite shape to make new shapes by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, Half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular, Prisms, cones, and cylinders)	**I can** identify two-dimensional and three-dimensional shapes. **I can** create new shapes using two-dimensional and/or three-dimensional shapes.	My Math 9.5, 9.6, 9.7, 10.4
		1.G.A.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 partitioning into more equal shares creates smaller shares.	**I can** describe a fraction as part of a whole using pictorial models. **I can** represent commonly used fractions using words and models for halves, thirds and fourths. (Fourths are also called quarters.) **I can** recognize that fractions are represented	My Math 9.8, 9.9,

			by equal size parts of a whole and of a set of objects.	9.10
3rd Nine-Weeks	**Measurement:** A. Measures lengths indirectly and by iterating length units.	**1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. *For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.*	**I can** recognize when an object is longer or shorter than another object. **I can** organize three objects by length in order from shortest to longest. **I can** compare the lengths of two objects by using a third object.	My Math 8.1 8.2
		1.MD.A.2 Measure the length of an object using non-standard units and express this length as a whole number of units.	**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** measure the length of an object as the total number of the same 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.	My Math 8.3 8.4

3rd Nine-Weeks	**Measurement:** C. Represent and interpret data.	**1.MD.C.5** 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 or another.	**I can** identify different methods to organize and represent data (e.g. tally chart, sorting, classifying, categorizing). **I can** interpret data representations by asking and answering questions about the data. **I can** organize and represent data with up to 3 categories (e.g. tally chart, bar graph, pictograph, etc.) **I can** determine when a category has more or less than another category.	My Math 7.1 7.2 7.3 7.4 7.5 7.6
4thNine Weeks				
Time	**Cluster**	**Standards**	**Learning Targets**	**Lesson Topics/Resources**
4th Nine-weeks	**REVIEW: Numbers Base Ten:** C. Use place value understanding and properties of operations to add and subtract	1.NBT.C.4 Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	**I can** demonstrate that in adding 2 digit numbers, you add ones to ones and tens to tens. **I can** decide when to regroup to compose (make) a ten. **I can** add a 2 digit number and a 1 digit number within 100. **I can** add a 2 digit number and 1 digit number with regrouping within 100	Teacher-created resources used to review standards

			using models, drawings, and place value strategies. **I can** add a 2 digit number and a multiple of 10 within 100 using models, drawings, and place value strategies. **I can** relate a strategy to an equation. **I can** explain why I used a strategy to solve a written equation.	
		1.NBT.C.5 Mentally find 10 more or 10 less than given two-digit number without having to count by ones and explain the reasoning used.	**I can** mentally add 10 to a 2 digit number. **I can** mentally subtract 10 from a 2 digit number. **I can** explain why the tens digit increases or decreases by 1 when 10 is added or subtracted.	
		1.NBT.C.6 Subtract multiples of 10 in the range 10-90 using concrete models, drawings, strategies based on place value, properties.	**I can** subtract a multiple of 10 from a multiple of 10.(e.g., subtract 90-40). **I can** explain my strategy for subtracting a multiple of 10 from a multiple of 10. **I can** explain how subtracting by a multiple of	

			ten is related to subtracting the tens digits.	
4th Nine-weeks	**REVIEW: Operations & Algebraic Thinking:** B. Understand and apply properties of operation and the relationship between addition and subtraction	**1.OA.B.3** Apply properties of operations (additive identity, commutative, and Associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)	**I can** show that adding *or subtracting* zero to any number does not change the number. *(additive identity or zero identity)* **I can** show that changing the order of the addends does not change the sum. *Example: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.)* **I can** show when adding three numbers in any order, the sum does not change. *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.)* **I can** use properties of operations to add and subtract within 20 *(see 1.OA.B.4) Q2*.	

		1.0A.B.4 Understand subtraction as an unknown addend problem. *For example, 10 – 8=_____, a student can use 8+_____=10.*	**I can** apply related facts to solve problems that have an unknown value. **I can** give an example and explain how a subtraction equation can be rewritten as an addition equation. **I can** rewrite a subtraction equation as an addition equation with a missing addend. **I can** add and subtract within 10. (automaticity) **I can** use add and subtract within 20. (fluency)	
	REVIEW	**Review All previously taught First Grade Standards**	**See ALL above "I Can" statements**	**All Above Lesson Topics using teacher-created Resources**