



	(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 by easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1 = 12+1 = 13$ ).			
Sept. 10-28	<p>-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.</p> <p>-Apply properties of operations as strategies to add and subtract. Examples: If <math>8+3=11</math> is known, then <math>3+8=11</math> is also known. (Commutative property of addition.) To add <math>2+6+4</math>, the second two numbers can be added to make a ten, so <math>2+6+4 = 2+10 = 12</math>. (Associative property of addition.)</p> <p>-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8+6=8+2+4=10+4=14</math>); decomposing a number leading to a ten (e.g., <math>13-4=13-3-1=10-1=9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8+4=12</math>, one knows <math>12-8=4</math>); and creating equivalent by easier or known sums (e.g., adding <math>6+7</math> by creating the known equivalent <math>6+6+1 = 12+1 = 13</math>).</p>	<p>1.OA.1 (subtraction)</p> <p>1.OA.3 (subtraction)</p> <p>1.OA.6 (subtraction)</p>	Go Math – Ch. 2	<p>1.OA.1 (subtraction)</p> <p>1.OA.3 (subtraction)</p> <p>1.OA.6 (subtraction)</p>
Oct. 1-5	<b>9 Weeks Review</b>			<p><b>9 Weeks Assessment</b></p> <p>1.NBT.1</p> <p>1.NBT.2a-c</p> <p>1.OA.1</p> <p>1.OA.3</p> <p>1.OA.6</p>

**2<sup>nd</sup> NINE WEEKS**

Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Resources (textbooks, links, etc.)	Tested Standard
<p>Oct. 8-19</p> <p><b>Oct. 9-Report Card Pick-Up</b></p>	<p>-Tell and write time in <u>hours</u> and half-hours using analog and digital clocks.</p> <p>-Identify the days of the week, the numbers of days in a week, and the number of weeks in each month.</p> <p>-Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent</p>	<p>1.MD.3a <i>(Teaching time to the hour in October; to the half hour in February)</i></p> <p>1.MD.3b</p> <p>1.MD.5a</p>	<p>Go Math – Ch. 9 Lesson 6</p> <p>Bailey Math Supplements – time and identification of</p>	<p>1.MD.3a-b</p> <p>1.MD.5a-b</p>

	and dollar notation (e.g., \$1). -Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).	1.MD.5b	coins and their value	
Oct. 22-26	-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. -Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). -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.	1.OA.1  1.OA.5  1.MD.4	Go Math – Ch. 10	1.OA.1 1.OA.5 1.MD.4
Oct. 31-Nov. 16	<b>Nov. 15 – 4.5 Weeks Test</b>  -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. -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. -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.) -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 $6+6+1 = 12+1 = 13$ ).	1.OA.1  1.OA.2  1.OA.3  1.OA.6 (addition)	Go Math – Ch. 3	<b>4.5 Weeks Assessment</b>  1.OA.1 1.OA.2 1.OA.3 1.OA.5 1.OA.6 (addition) 1.MD.3a-b 1.MD.5a-b 1.MD.4

Nov. 26-Dec. 14	<p>-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.</p> <p>-Understand subtraction as an unknown-addend problem. For example, subtract <math>10-8</math> by finding the number that makes 10 when added to 8.</p> <p>-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8+6=8+2+4=10+4=14</math>); decomposing a number leading to a ten (e.g., <math>13-4=13-3-1=10-1=9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8+4=12</math>, one knows <math>12-8=4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6+7</math> by creating the known equivalent <math>6+6+1=12+1=13</math>).</p>	<p>1.OA.1 (subtraction)</p> <p>1.OA.4</p> <p>1.OA.6 (subtraction)</p>	Go Math – Ch. 4	<p>1.OA.1 (subtraction)</p> <p>1.OA.4</p> <p>1.OA.6 (subtraction)</p>
Dec. 17-21	<b>2<sup>nd</sup> 9 Weeks Review</b>			<p><b>2<sup>nd</sup> 9 Weeks Assessment</b></p> <p>1.OA.1</p> <p>1.OA.2</p> <p>1.OA.3</p> <p>1.OA.4</p> <p>1.OA.5</p> <p>1.OA.6</p> <p>1.MD.3a-b</p> <p>1.MD.4</p> <p>1.MD.5a-b</p>
<b>3<sup>rd</sup> NINE WEEKS</b>				
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Resources (textbooks, links, etc.)	Tested Standards
Jan. 7-25	<p>-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>-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</p>	<p>1.G.1</p> <p>1.G.2</p>	<p>Go Math – Ch. 12 Lessons 1-7</p> <p>Go Math – Ch. 11</p>	<p>1.G.1</p> <p>1.G.2</p>

	composite shape, and compose new shapes from the composite shape.			
Jan. 28-Feb. 15	<p><b>Feb. 7 – 4.5 Weeks Test</b></p> <p>-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.</p> <p>-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8+6=8+2+4=10+4=14</math>); decomposing a number leading to a ten (e.g., <math>13-4=13-3-1=10-1=9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8+4=12</math>, one knows <math>12-8=4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6+7</math> by creating the known equivalent <math>6+6+1 = 12+1 = 13</math>).</p> <p>-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? <math>6=6</math>, <math>7=8-1</math>, <math>5+2=2+5</math>, <math>4+1=5+2</math></p> <p>-Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8+?=11</math>, <math>5=?-3</math>, <math>6+6=?</math></p>	<p>1.OA.1</p> <p>1.OA.6</p> <p>1.OA.7</p> <p>1.OA.8</p>	Go Math – Ch. 5	<p>1.OA.1</p> <p>1.OA.6</p> <p>1.OA.7</p> <p>1.OA.8</p> <p><b>4.5 Weeks Test:</b></p> <p>1.G.1</p> <p>1.G.2</p> <p>1.OA.1</p> <p>1.OA.6</p>
Feb. 19-Mar. 1	<p>-Tell and write time in hours and <u>half-hours</u> using analog and digital clocks.</p> <p>-Count like U.S. coins up to the equivalent of a dollar.</p> <p>-Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal dime, but not 1 nickel and 5 pennies equal 1 dime).</p>	<p>1.MD.3a (half hour)</p> <p><b>(Taught time to the hour in October; teaching to the half hour in February)</b></p> <p>1.MD.5c</p> <p>1.MD.5d</p>	Go Math – Ch. 9 Lessons 7-9	<p>1.MD.3a (half hour)</p> <p>1.MD.5c</p> <p>1.MD.5d</p> <p>Bailey Math Supplements – time to the half hour and counting money – counting like coins only.</p>
Mar. 4-8	<b>9 Weeks Review</b>			<p><b>9 Weeks Assessment</b></p> <p>1.OA.1</p> <p>1.OA.6</p>



	<p>than the numbers, without having to count; explain the reasoning used.</p> <p>-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? <math>6=6</math>, <math>7=8-1</math>, <math>5+2=2+5</math>, <math>4+1=5+2</math></p> <p>-Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8+?=11</math>, <math>5=?-3</math>, <math>6+6=?</math></p>	<p>1.OA.7</p> <p>1.OA.8</p>		
Apr. 23-26	<p>-Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>-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 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.</p>	<p>1.MD.1</p> <p>1.MD.2</p>	Go Math – Ch. 9 Lessons 1-5	<p>1.MD.1</p> <p>1.MD.2</p>
Apr. 29-May 10	<p>-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>	1.G.3	Go Math – Ch. 12 Lessons 8-10	1.G.3
May 13-17	<b>4<sup>th</sup> 9 Weeks Review</b>			<p><b>4<sup>th</sup> 9 Weeks Assessment</b></p> <p>1.OA.6</p> <p>1.OA.7</p> <p>1.OA.8</p> <p>1.MD.1</p> <p>1.MD.2</p> <p>1.G.3</p> <p>1.NBT.3</p> <p>1.NBT.4</p> <p>1.NBT.5</p> <p>1.NBT.6</p>
May 20-23		Step-Up to 2 <sup>nd</sup> Grade		

2018-19 4.5 Week Test Dates

September 6 #1

November 12 #2

February 7 #3