1st NINE WEEKS				
Timeline (Specific Dates)	**Concepts and Skills for the Time Period**	**Taught Standards**	**Resources (textbooks, links, etc.)**	**Tested Standards**
Aug. 6-9	-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.	1.NBT.1	- Go Math – Ch. 6 Lessons 1-2 -Bailey Math Supplements	N/A

Aug. 12-23	-Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
	  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).
		1.NBT.2a-c	-Go Math – Ch. 6 Lessons 3-10
			
			-Bailey Math Supplements
				1.NBT.1
				1.NBT.2a-c

Aug. 26-Sept. 6	*Sept. 6 – 4.5 Week Test/Progress Reports* -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. -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	1.OA.1 (addition) 1.OA.3 (addition) 1.OA.6 (addition)	-Go Math – Ch. 1	*4.5 Weeks Assessment* 1.NBT.1 1.NBT.2a-c 1.OA.1 (addition) 1.OA.3 (addition) 1.OA.6 (addition)

Timeline	Concepts and Skills for the Time Period	Taught Standards	Resources (textbooks, links, etc.)	Tested Standard
	(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 byt easier or known sums (e.g., adding 6+7 by creating the known equivalent 6+6+1 = 12+1 = 13).			
Sept. 9-27	-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. -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 byt easier or known sums (e.g., adding 6+7 by creating the known equivalent 6+6+1 = 12+1 = 13).	1.OA.1 (subtraction) 1.OA.3 (subtraction) 1.OA.6 (subtraction)	Go Math – Ch. 2	1.OA.1 (subtraction) 1.OA.3 (subtraction) 1.OA.6 (subtraction)
Sept. 30-Oct. 8	**9 Weeks Review/9 Weeks Test**			***9 Weeks Assessment*** 1.NBT.1 1.NBT.2a-c 1.OA.1 1.OA.3 1.OA.6

2nd NINE WEEKS				
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Resources (textbooks, links, etc.)	Tested Standard
Oct. 9-18 **Oct. 15-Report Card Pick-Up**	-Tell and write time in **hours** and half-hours using analog and digital clocks. -Identify the days of the week, the numbers of days in a week, and the number of weeks in each month. -Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent	1.MD.3a *(Teaching time to the hour in October; to the half hour in February)* 1.MD.3b 1.MD.5a	Go Math – Ch. 9 Lesson 6 Bailey Math Supplements – time and identification of	1.MD.3a-b 1.MD.5a-b

	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. 21-25 Oct. 28-29 Fall Break	-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. 30-Nov. 15	*Nov. 13 – 4.5 Week Test* -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	*4.5 Weeks Assessment* 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

Timeline	Concepts and Skills	Taught Standards	Resources	Tested Standards
Nov. 18-Dec. 13	-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.OA.1 (subtraction)	Go Math – Ch. 4	1.OA.1 (subtraction) 1.OA.4 1.OA.6 (subtraction)
Nov. 25-29 Thanksgiving	-Understand subtraction as an unknown-addend problem. For example, subtract 10-8 by finding the number that makes 10 when added to 8.	1.OA.4		
	-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 byt easier or known sums (e.g., adding 6+7 by creating the known equivalent 6+6+1 = 12+1 = 13).	1.OA.6 (subtraction)		
Dec. 16-20	**2ⁿᵈ 9 Weeks Review**			*2ⁿᵈ 9 Weeks Assessment* 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.MD.3a-b 1.MD.4 1.MD.5a-b

3ʳᵈ NINE WEEKS				
Timeline (Specific Dates)	**Concepts and Skills for the Time Period**	**Taught Standards**	**Resources (textbooks, links, etc.)**	**Tested Standards**
Jan. 7-24	-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.	1.G.1	Go Math – Ch. 12 Lessons 1-7 Go Math – Ch. 11	1.G.1 1.G.2
Jan. 20 Martin Luther King Holiday	-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	1.G.2		

	composite shape, and compose new shapes from the composite shape.			
Jan. 27-Feb. 14	*Feb. 6– 4.5 Week Test* -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. -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). -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 -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 8+?=11, 5=?-3, 6+6=?	1.OA.1 1.OA.6 1.OA.7 1.OA.8	Go Math – Ch. 5	1.OA.1 1.OA.6 1.OA.7 1.OA.8 *4.5 Weeks Test:* 1.G.1 1.G.2 1.OA.1 1.OA.6 1.OA.7 1.OA.8
Feb. 17-28	-Tell and write time in hours and <u>half-hours</u> using analog and digital clocks. -Count like U.S. coins up to the equivalent of a dollar. -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).	1.MD.3a (half hour) **(Taught time to the hour in October; teaching to the half hour in February)** 1.MD.5c 1.MD.5d	Go Math – Ch. 9 Lessons 7-9 Bailey Math Supplements – time to the half hour and counting money – counting like coins only.	1.MD.3a (half hour) 1.MD.5c 1.MD.5d
Mar. 2-6	**9 Weeks Review/9 Weeks Test**			*9 Weeks Assessment* 1.OA.1 1.OA.6

Mar. 9-13 Spring Break				1.OA.7 1.OA.8 1.G.1 1.G2 1.MD.3a (half hour) 1.MD.5c 1.MD.5d

4th NINE WEEKS				

Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Resources (textbooks, links, etc.)	Tested Standards
Mar. 16-Apr. 3 **Mar. 26-Report Card Pick-Up**	--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). -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. -Given a two-digit number, mentally find 10 more or 10 less than the numbers, without having to count; explain the reasoning used. -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.	1.OA.6 1.NBT.4 1.NBT.5 1.NBT.6	Go Math - Ch. 8 Bailey Math Supplements	1.OA.6 1.NBT.4 1.NBT.5 1.NBT.6
Apr. 6-17	-Compare the two-digit numbers based on meanings ot the tens and ones digits, recording the results of comparisons with the symbols "greater than", =, and "less than". -Given a two-digit number, mentally find 10 more or 10 less	1.NBT.3 1.NBT.5	Go Math – Ch. 7	1.NBT.3 1.NBT.5 1.OA.7 1.OA.8

	than the numbers, without having to count; explain the reasoning used. -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 -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 8+?=11, 5=?-3, 6+6=?	1.OA.7 1.OA.8		
Apr. 20-24	***Apr. 22– 4.5 Week Test*** -Order three objects by length; compare the lengths of two objects indirectly by using a third object. -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 u nits with no gaps or overlaps.	1.MD.1 1.MD.2	Go Math – Ch. 9 Lessons 1-5	1.MD.1 1.MD.2
Apr. 27-May 8	-Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and u se 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.	1.G.3	Go Math – Ch. 12 Lessons 8-10	1.G.3
May 11-15 May 18-22	**4th 9 Weeks Review** **4th Nine Weeks Test Week and Step Up to 2nd Grade**			***4th 9 Weeks Assessment*** 1.OA.6 1.OA.7 1.OA.8 1.MD.1 1.MD.2 1.G.3 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6

2018-19 4.5 Week Test Dates
September 6 #1
November 13 #2
February 6 #3
April 22 #4