

Frist Grade Math Map

Grade: PK to 5

Course: Elementary Math

South Seneca Elementary School

Developed by: *Dan Neville, Kimrae Alsheimer, Kristine Hunt, Mindy Fitzsimmons, Stacey Clark*

From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	<p>Readiness/Kindergarten Review (3 days)</p> <p>Chapter 1-Patterns and Readiness for Addition and Subtraction</p> <p><u>Standards:</u> 1.A.1; 1.N.3,4,9,16,18,27,28,29</p>	<p>Chapter 2- Understanding Addition and Subtraction</p> <p><u>Standards:</u> 1.N.1,16,24,25,27.28; 1.A.1</p> <p>Chapter 3-Strategies for Addition Facts to 12</p> <p>Standards: 1.N.4,13,24,25,26,27,28</p>
Content	<p><u>Patterns and Readiness for Addition and Subtraction</u></p> <ul style="list-style-type: none"> • review of Kindergarten concepts • number formation • counting objects 0-12 • basic shapes • extending and creating patterns • picture and bar graphs • making combinations of numbers to 10 • number relationships • patterns <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions • using objects to record combinations on a 3-column chart • recording combinations of a given number in journal or learning log • using manipulatives to extend pattern and identify pattern units • using data from a picture • real world connections 	<p><u>Understanding Addition and Subtraction</u></p> <ul style="list-style-type: none"> • joining groups of objects • using counters to add • using numbers to add • zero in addition • vertical and horizontal addition • writing a number sentence • separating groups of objects • using counters to subtract • using numbers to subtract • zero in subtraction • vertical and horizontal subtraction • using cubes to compare • using subtraction to compare • plus and minus signs <p><u>Strategies for Addition Facts to 12</u></p> <ul style="list-style-type: none"> • counting on 1, 2, or 3 • adding in any order (associative property) • adding 1,2, or 3 • using a number line to add • adding doubles and doubles plus one <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • number stories and number sentences (create problem situations that represent a given number sentence) • choosing an operation • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions • creating and sorting information on a T-chart • identifying and eliminating extra information • visualizing a number story • interpret information, identify the problem, and generate possible solutions

		<ul style="list-style-type: none"> • use informal counting strategies to find solutions • drawing a picture to solve a problem • real world connections
Skills	<p><u>Addition/Subtraction</u></p> <ul style="list-style-type: none"> • Making and recording combinations of 6, 7, 8, 9, and 10 • Using 2-part mat and single ten-frame • Using two-color counters and other manipulatives to show concepts and solve number problems • Recording combinations on a 3-column chart • 1 and 2 more than • 1 and 2 fewer than • comparing numbers and amounts to determine more or fewer • comparing numbers and amounts to determine order of least to greatest <p><u>Patterns</u></p> <ul style="list-style-type: none"> • Identifying a pattern unit • Experimenting and Discovering different attributes that can be used to create patterns • Extending a pattern • Translating a pattern into letter form • Identify and complete missing part of a pattern <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • work mat • ten-frame • more • fewer • compare • least • greatest • higher • lower • pattern unit • extend a pattern 	<p><u>Addition/Subtraction</u></p> <ul style="list-style-type: none"> • joining groups of objects • adding numbers in a vertical or horizontal equation • using manipulatives to add • using a number line to add • counting on to add • using doubles facts to add • identifying key words in a number story • using zero in addition and subtraction • separating groups of objects • subtracting numbers in a vertical or horizontal equation • using subtraction to compare groups of objects • identifying plus and minus signs and their function <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • add • plus • sum • equals • subtract • minus • difference • addition sentence • subtraction sentence • strategy • counting on • number line • doubles • addends • horizontal • vertical
Assessment	<ul style="list-style-type: none"> • Remedial Math- Grade 1 Screening Information 	<ul style="list-style-type: none"> • Diagnostic checkpoint pages • Chapter 2 Test

	<ul style="list-style-type: none"> • Readiness Test • Diagnostic checkpoint pages • Chapter 1 Test • Remedial Math- Grade 1 Screening Information • Mad Minutes 	<ul style="list-style-type: none"> • Mad Minutes
Resources	<p>Remedial Math- Grade 1 Screening Information</p> <p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Language Arts Connection</u></p> <ul style="list-style-type: none"> • Literature: Workbook pull-out math story; picture books (i.e. <i>Ten Black Dots; Anno's Counting Book</i>) • Using <i>and</i> and <i>is</i> in numbers sentences • recording combinations • Model: class math journal or learning log • Guided: individual math journal or learning log • Reading word problems (shared) <p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> • Unifix cubes • Number cards 	<p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Language Arts Connection</u></p> <ul style="list-style-type: none"> • Literature: Workbook pull-out math story; picture books (i.e. <i>Bugs, Ten Sly Pirhanas, Freight Train</i>) • recording number sentences, pictographs, or number pictures in a math journal or learning log • oral defining of vocabulary terms • modeled, guided, or individual math journal or learning log • reading word problems (shared) • identify main idea in math stories • how to find information in a story to create a number sentence • identifying key words in a number story for choosing an operation • visualizing a number story <p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> • Ten frame • Manipulatives • Work Mat
Standard Alignment	<p>Elementary</p> <p>MST (Mathematical Analysis) 1.1.1, 1.2.1, 1.3.1</p> <p>MST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4</p> <p>MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3, 3.4.5</p> <p>MST (Number and Numeration) 3.2.1, 3.2.2, 3.2.3, 3.2.4</p> <p>MST (Operations) 3.3.1</p> <p>MST (Patterns/Functions) 3.7.1, 3.7.5, 3.7.6, 3.7.8</p>	<p>Elementary</p> <p>MST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4</p> <p>MST (Number and Numeration) 3.2.1, 3.2.2, 3.2.4</p> <p>MST (Operations) 3.3.1, 3.3.2, 3.3.4</p>

Frist Grade Math Map

Grade: PK to 5

Course: Elementary Math

South Seneca Elementary School

Developed by: *Dan Neville, Kimrae Alsheimer, Kristine Hunt, Mindy Fitzsimmons, Stacey Clark*

From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	Chapter 4- Strategies for Subtraction facts to 12 <u>Standards:</u> 1.N.9,24,25,27,28	Chapter 5- Geometry and Fractions <u>Standards:</u> 1.G.1,2,3,4,5
Content	<u>Strategies for subtraction facts to 12</u> <ul style="list-style-type: none"> • counting back using a number line • counting back one • using doubles to subtract • using related facts • fact families • using addition facts to subtract <u>Problem Solving</u> <ul style="list-style-type: none"> • writing a number sentence/equation • choosing an operation • identifying key words in a number story to choose an operation • real world connections • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions 	<u>Geometry</u> <ul style="list-style-type: none"> • solid figures • plane shapes • slides, flips, and turns • same size and shape • symmetry <u>Fractions</u> <ul style="list-style-type: none"> • equal parts • halves, thirds, fourths • fractions of a set • non-unit fractions • fair shares <u>Problem Solving</u> <ul style="list-style-type: none"> • Reading and interpreting a table/chart • Creating a list • Completing a table/chart • Using data from a chart/table • create a shape of identical size and shape on a dot grid • real world connections • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions <u>Critical Thinking</u> <ul style="list-style-type: none"> • explain why/why not a plane shape is divided into equal parts • explain why/why not a plane shape is divided along a line of symmetry • explain the difference between plane shapes • explain how you know shapes are the same/equal • explain how you know a shape is a slide, a flip, or a turn

		<ul style="list-style-type: none"> • explain how you know a shape is divided into equal parts • explain how you know a shape is divided in halves, third, or fourths • explain how you know each person has a fair or equal share
Skills	<p><u>Strategies</u></p> <ul style="list-style-type: none"> • counting back using a number line • counting back one • using doubles to subtract • identifying and creating related facts • creating a fact family or related equations from a picture or group of objects • using addition facts to subtract <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • count back • related facts • fact family 	<p><u>Geometry</u></p> <ul style="list-style-type: none"> • identify solid figures • identify and count number of faces on a solid figure • identify and count number of vertices on a solid figure • relate plane shapes to solid figures' flat surfaces • identify plane shapes • identify number of straight sides and vertices of a plane shape • identify plane shapes that are the same size and shape • draw shapes that are the same size and shape using a dot grid • identify the line of symmetry of a plane shape • recognize whether a shape is divided along a line of symmetry • draw a line of symmetry on a plane shape • recognize whether a shape is a slide, a flip, or a turn <p><u>Fractions</u></p> <ul style="list-style-type: none"> • recognize the difference between shapes that are divided into equal parts and those that are not • identify the number of equal parts in a shape • identify one half • divide a shape in half with a line of symmetry • identify one third • identify one fourth • recognize the numerical notation for one half, one third, and one fourth • identify the fraction of a set using numerical notation • label a set by its fraction • identify non-unit fractions • label a non-unit fraction <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • solid (solid figure) • sphere

		<ul style="list-style-type: none"> • cone • rectangular prism • cylinder • plane shape • face • vertex/vertices • triangle • rectangle • circle • square • symmetry • line of symmetry • slide • flip • turn • equal parts • fraction • fair share/equal share • whole • one half • one third • one fourth
Assessment	<p>Diagnostic checkpoint pages</p> <p>Quarterly test (Chapters 1-3)</p> <p>Chapter 4 Test</p> <p>Mad Minutes</p> <p>10 Week Report Card Testing:</p> <ul style="list-style-type: none"> • Random number recognition to 50 • Numbers to 50 (oral, written) • Addition and subtraction computation 	<p>Diagnostic Checkpoint pages</p> <p>Chapter 5 Test</p> <p>Mad Minutes</p>
Resources	<p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Language Arts Connection</u></p> <ul style="list-style-type: none"> • workbook pullout stories • Literature • identifying main idea <p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> • Number lines 	<p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Language Arts Connection</u></p> <ul style="list-style-type: none"> • workbook pullout story • Literature (i.e. <i>The Doorbell Rang</i>, <i>Give Me Half</i>) • Interpreting a table • Creating an organized list

	<ul style="list-style-type: none"> • Ten frames • Manipulatives 	<p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> • Geo Solids • Tangram shapes • Fraction discs
<p>Standard Alignment</p>	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3, 3.1.4 MST (Number and Numeration) 3.2.1, 3.2.2 MST (Operations) 3.3.1, 3.3.2, 3.3.4</p>	<p>ElementaryMST (Mathematical Analysis) 1.1.1, 1.3.1 MST (Number and Numeration) 3.2.1, 3.2.2 MST (Patterns/Functions) 3.7.2, 3.7.4, 3.7.6, 3.7.7</p>

Frist Grade Math Map

Grade: PK to 5

Course: Elementary Math

South Seneca Elementary School

Developed by: *Dan Neville, Kimrae Alsheimer, Kristine Hunt, Mindy Fitzsimmons, Stacey Clark*

From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	Chapter 6- Time <u>Standards:</u> 1.M.7,8,9,10; 1.N.24 Chapter 7- Counting to 100 <u>Standards:</u> 1.N.1,2,4,5,9,10,13,15,20,21,23; 1.S.7; 1.A.1	Chapter 8- Place value, Data, and Graphs <u>Standards:</u> 1.N.1,4,5,9,13,15,16,17,20,21,22,24; 1.G.2; 1.S.1,2,3,4,6,7,9 Hundredth Day Celebration
Content	<u>Time</u> <ul style="list-style-type: none"> • minutes • hour and minute hands • analogue and digital time • hour and half hour • passage of time in hours • ordering events • estimating time • days of the week • months of the year <u>Counting to 100</u> <ul style="list-style-type: none"> • numbers to 19 • counting by tens to 100 • use a hundreds chart to determine number order forwards and backwards • count on by ones from any number less than 100 • count back from any number less than 100 • counting groups of tens and leftovers • estimation • using data from a graph • skip-counting patterns on a hundred chart • before, after, and between <u>Problem Solving</u> <ul style="list-style-type: none"> • use a clock to determine how many hours have passed • determine the ending time of an activity given its start time and duration • use data from a schedule to answer 	<u>Counting to 100</u> <ul style="list-style-type: none"> • odd and even numbers • ordinal number <u>Place Value, Data, and Graphs</u> <ul style="list-style-type: none"> • making numbers with tens • tens and ones • one more or less • ten more or less • greater than and less than • number line estimation • ordering three numbers • hundreds <u>Problem Solving</u> <ul style="list-style-type: none"> • using a picture depicting tens and ones to help solve a problem • using objects to combine two-digit quantities • explain how an answer was reached • real world connections • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions

	<p>questions</p> <ul style="list-style-type: none"> • translate date to symbolic numerical date • use time to solve problems and answer word problems • use data from a graph • identify patterns on a hundred chart • use skip counting to solve problems • look for and identify patterns with numbers • explain how an answer was reached • real world connections • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions 	
<p>Skills</p>	<ul style="list-style-type: none"> • experiencing one minute • estimating whether an activity will take more or less than a minute • how to read the hour on an analog clock • transfer analogue time to digital time • write time to the hour • how to read half hour on an analogue clock • write time to the half hour • draw hour and minute hands on a clock for hour and half hour times • compare one minute to one hour • estimate whether an activity will take minutes, hours, or days • interpret and use data from a schedule • Use a month calendar to answer questions about days and dates • order days of the week • order months of the year • use a year calendar to answer questions about months • classify months and connect seasons • break teens into tens and ones • count by tens to 100 • identify and count groups of ten • translate groups of tens into a number that names the ten • count on from any number less than 100 • count back from any number less than 100 • identify and count groups of ten and leftovers • estimate with groups of ten • using counting by tens to interpret data on a graph • look for patterns on a hundred chart • skip count by tens on a hundred 	<ul style="list-style-type: none"> • compare and identify rows that are equal • compare and identify rows that are odd • create rows of even and odd numbers • identify numbers as even or odd with aid of manipulatives • identify position and order of objects in a line with ordinal number • identify the first digit in a two-digit number as being the tens place and equal to a specific number of tens • counting and identifying tens and ones • writing a number with tens and ones given a set or picture of tens and ones • writing the expanded form of place value • combining two-digit quantities using objects or counters • determining one more or less than a given number • determining ten more or less than a given number • the concepts of greater than, less than, and equal to represented by the symbols • compare numbers/quantities and determine which is greater or less, or whether they are equal • use the correct symbol to compare numbers • identify and place missing tens on a number line • plot a number in a general location on a number line using tens as guides • ordering three two-digit numbers from least to greatest or greatest to least • identify amount in each place and write a number of three digits <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • even • odd • ordinal numbers • digit • tens • ones • symbol • greater than

	<p>chart</p> <ul style="list-style-type: none"> • skip count by fives on a hundred chart • skip count by twos on a hundred chart • count objects by tens, fives, and twos • identify and name numbers that come before, after, or in between <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • hour • half hour • minute • second • minute hand • hour hand • analogue • digital • o'clock • morning • afternoon • noon • evening • night • calendar • month • week • day • year • estimate • graph • before • after • between 	<ul style="list-style-type: none"> • less than • equal to • most • number line • hundreds
Assessment	<p>Diagnostic checkpoint pages</p> <p>Mad Minutes</p> <p>Quarterly Assessment(Chapters 1-6)</p> <p>20 Week Report Card Testing:</p> <ul style="list-style-type: none"> • Random number recognition to 100 • Numbers to 100 (oral, written) • Addition and subtraction computation 	<p>Diagnostic checkpoint pages</p> <p>Mad Minutes</p> <p>Chapter 7 Test</p>

Resources	<p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Language Arts Connection</u></p> <ul style="list-style-type: none"> • Visualize what is happening in a number story concerning time • Integrated stories in math texts • indentify number words eleven to nineteen, and tens • make predictions <p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> • Judy clocks • Hundreds chart 	<p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Language Arts Connection</u></p> <ul style="list-style-type: none"> • ordinal number words • integrated story in math texts <p>Hundredth Day activities, projects and books</p> <p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> • Base ten blocks • Graphing Mat
Standard Alignment	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.3, 3.1.4 MST (Modeling/Multiple Representation) 3.4.1, 3.4.2, 3.4.3, 3.4.5 MST (Number and Numeration) 3.2.2, 3.2.3</p>	<p>ElementaryMST (Mathematical Reasoning) 3.1.1, 3.1.2, 3.1.3 MST (Modeling/Multiple Representation) 3.4.2, 3.4.3, 3.4.5 MST (Number and Numeration) 3.2.1, 3.2.2, 3.2.3, 3.2.4 MST (Patterns/Functions) 3.7.1, 3.7.2, 3.7.5, 3.7.6</p>

Frist Grade Math Map

Grade: PK to 5

Course: Elementary Math

South Seneca Elementary School

Developed by: *Dan Neville, Kimrae Alsheimer, Kristine Hunt, Mindy Fitzsimmons, Stacey Clark*

From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	Chapter 9- Money <u>Standards:</u> 1.M.4,5,6; 1.N.24,25	Chapter 10- Measurement and Probability <u>Standards:</u> 1.M.1,2,3,11; 1.S.8; 1.N.22
Content	<u>Data and Graphs</u> <ul style="list-style-type: none"> • sorting, classifying, graphing • real object graphs • picture graphs • bar graphs • tally marks • coordinate grids • coin identification and counting <u>Problem Solving</u> <ul style="list-style-type: none"> • using data from a map • finding the shortest path on a map using available data • explain how an answer was reached, or tell "how do you know" • use data from a table to compare coin amounts to price, and to determine whether change will be received or not • using trial and error method to try, check, and revise money amount totals when looking for a total price • real world connections • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions 	<u>Measurement</u> <ul style="list-style-type: none"> • estimating, measuring, and comparing with non-standard and standard units • measuring perimeter • measuring area • measuring and comparing capacity or volume • measuring and comparing weight • measuring temperature • Probability <u>Problem Solving</u> <ul style="list-style-type: none"> • drawing conclusions and comparing whether more or fewer units of measurement are needed to measure an object. • using cubes to determine how many will cover the space of a shape. • drawing a shape with the same number of square units. • determining temperature by picture clues. • choosing a measurement tool. • determining whether an event is certain or impossible to happen. • create situations of certainty or impossibility with manipulatives or drawing. • determine whether an event is more or less likely to occur. • real world connections • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions
Skills	<ul style="list-style-type: none"> • sorting objects into two groups based on a single attribute • creating a class picture graph and answer questions about it • creating a class bar graph and construct questions related to it • making and counting tally marks • finding locations on a simple coordinate grid using the terms up, down, left, and right 	<ul style="list-style-type: none"> • estimate, measure, and compare length with non-standard units of measurement such as cubes, paper clips, etc. • estimating and measuring with inches • estimating and measuring with feet etc. • using inches to measure the perimeter of shapes • using cubes to determine how many will cover the area or space of a shape • Estimating, measuring, and comparing capacity or volume

	<ul style="list-style-type: none"> • counting blocks on a grid • using data to add and determine shortest route on a map • identify and name amount of penny, nickel, dime and quarter • use counting by fives, tens, and ones to count pennies, nickels, dimes, and mixed coins • use different combinations of coins to equal 25 cents • count on by tens from twenty-five <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • sort • classify • picture graph • bar graph • tally marks • total • nickel • penny • dime • quarter • half dollar • dollar • cent / symbol for 	<ul style="list-style-type: none"> • comparing cups, pints, and quarts • estimating, measuring, and comparing weight with non-standard units such as cubes or pennies • measuring and comparing pounds • measuring and comparing temperatures in fahrenheit and celsius • choosing a measurement tool • use tally marks to record data in tests of probability <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • non-standard unit • standard unit • estimate • measure • inch • feet • perimeter • area • cup • pint • quart • pound • thermometer • temperature • tool • certain • impossible • more likely • less likely
Assessment	<p>Diagnostic checkpoint pages</p> <p>Mad Minutes</p> <p>Chapter 8 Test</p> <p>Quarterly Test for Chapters 1-9</p>	<p>Diagnostic checkpoint pages</p> <p>Mad Minutes</p> <p>30 Week Report Card Testing:</p> <ul style="list-style-type: none"> • Random number recognition to 150 • Numbers to 150 (oral, written) • Skip Counting by 2,5,10 • Coin recognition/value (penny, nickel, dime, quarter) • Time (hour, half hour) • Memorization of math facts (0-6) • Addition and subtraction computation
Resources	<p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Language Arts Connection</u></p> <ul style="list-style-type: none"> • <i>A Chair For My Mother</i> by Vera B. 	<p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Language Arts Connection</u></p> <ul style="list-style-type: none"> • <i>Inch by Inch</i> by Leo Lionni

Williams

Suggested Materials:

- Plastic and/or real coins
- Addition and subtraction flash cards

- *The King's Foot*

Suggested Materials:

- Half-inch ruler
- Balance scale
- Instructional thermometer
- Spinners (probability)
- Addition and subtraction flash cards

Frist Grade Math Map

Grade: PK to 5

Course: Elementary Math

South Seneca Elementary School

Developed by: *Dan Neville, Kimrae Alsheimer, Kristine Hunt, Mindy Fitzsimmons, Stacey Clark*

From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	May 2009	June 2009
Theme	Chapter 11-Addition and Subtraction Facts to 18 <u>Standards:</u> 1.N.13,17,24,25,27,28,29; 1.A.1	Chapter 12-Two-digit addition and subtraction <u>Standards:</u> 1.N.17,24,25,27; 1.S.4,9
Content	<u>Addition Strategies</u> <ul style="list-style-type: none"> • Doubles • Doubles plus and minus 1 • Adding ten • Making ten to add • Adding three numbers <u>Subtraction Strategies</u> <ul style="list-style-type: none"> • Related facts • Fact families • Using addition to subtract • Using ten to subtract <u>Problem Solving</u> <ul style="list-style-type: none"> • Determining which strategy to use in an addition problem. • Reading and creating tables of possibility of combinations. • Identifying whether or not an equation belongs in a fact family • Determining a missing fact family equation. • Determine which strategy to use in a subtraction problem. • Solving multiple-step problems • Real world connections • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions 	<u>Two-digit addition</u> <ul style="list-style-type: none"> • Adding groups of ten • Adding tens to two-digit numbers • Adding two-digit numbers <u>Two-digit subtraction</u> <ul style="list-style-type: none"> • Subtracting groups of ten • Subtracting tens from two-digit numbers • Subtracting two-digit numbers <u>Problem Solving</u> <ul style="list-style-type: none"> • Determining from a word problem whether an exact answer or an estimate is necessary. • Reading and creating graphs. • Real world connections • <i>Problem of the Day</i> activities (explore, examine, make observations, and share) • model thought processes and relevant questions
Skills	<ul style="list-style-type: none"> • Using the pattern of doubles to learn more doubles facts. • Solving doubles equations. 	<ul style="list-style-type: none"> • Adding groups of ten with and without visual or manipulative aids. • Adding tens to two-digit numbers; use

	<ul style="list-style-type: none"> Using doubles facts to solve doubles plus and minus one. Adding tens and ones by recognizing the pattern. The metacognition of how to choose a strategy to use. Adding three numbers by identifying a doubles fact or a tens fact, and then adding the third number. Using related addition facts to subtract. Using fact families to add and subtract. Creating fact families. Using ten to subtract. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> double related facts fact family 	<p>counting on by tens.</p> <ul style="list-style-type: none"> Adding two digit numbers by adding ones first, then tens; use tens and ones table as graphic organizer. Subtracting groups of ten with and without visual or manipulative aids. Subtracting tens from two-digit numbers; use counting back by tens. Subtracting two digit numbers, ones first, then tens. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> digit two-digit
Assessment	<p>Diagnostic checkpoint pages</p> <p>Mad Minutes</p> <p>Chapter 10 Test</p> <p>Chapter 11 Test</p>	<p>Diagnostic checkpoint pages</p> <p>Mad Minutes</p> <p>Quarterly Test (1-12)</p> <p>40 Week Report Card Testing:</p> <ul style="list-style-type: none"> Random number recognition to 200 Numbers to 200 (oral, written) Skip Counting by 2,5,10 Coin recognition/value (penny, nickel, dime, quarter) Time (hour, half hour) Memorization of math facts (0-12) Addition and subtraction computation
Resources	<p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> Number line Addition and subtraction flash cards 	<p>Scott Foresman-Addison Wesley Grade 1 Kit</p> <p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> Addition and subtraction flash cards