

## Grade 1 Math (Master)

Teacher: Meredith Becicka

March 2022

Content	Skills	Learning Targets	Assessment & Standards	Resources & Technology
<b>CEQ:</b> <ul style="list-style-type: none"> <li>● <b>HOW CAN I COUNT, COMPARE, AND REPRESENT WHOLE NUMBERS?</b></li> <li>● <b>WHAT STRATEGIES CAN I USE TO SOLVE ADDITION AND SUBTRACTION PROBLEMS?</b></li> <li>● <b>HOW CAN I RECOGNIZE AND CREATE PATTERNS?</b></li> <li>● <b>HOW CAN I USE NUMBER SENTENCES TO SOLVE ADDITION AND SUBTRACTION PROBLEMS?</b></li> <li>● <b>WHAT ARE CHARACTERIST</b></li> </ul>	<b>Unit 1: Establishing Routines</b> <p>A1. Count forward and backwards by 1s.  A2. Count forward by 2s and 5s.  A3. Write whole numbers  A4. Represent whole numbers using tally marks.  A5. Order and compare whole numbers.  A6. Name numbers that come before and after a given number.  A7. Count forward and backward on a number line to solve number stories.</p>	<b>Unit 1: Establishing Routines</b> <p>LT1. I can count up to 120.  LT2. I can compare numbers up to 120.  LT3. I can show numbers up to 120 in different ways.  LT4. I can solve addition and subtraction problems.</p>	<b>Unit 1: Establishing Routines</b> <p><b>Optional FA:</b>  LT1: Mental Math, Lesson 1.1  LT2: Penny Dice Game, Lesson 1.3  LT 3: Math Journal, page 1  LT3: Math Journal, page 2  LT3: Math Journal, page 3  LT3: Math Journal, page 5</p> <p><b>CFA= Unit 1 Formative Assessment</b></p> <p><b>CSA= Unit 1 Written Assessment (19 points)</b></p> <p><b>MN Math Standards:</b></p> <p>1.1.1.1  1.1.1.2  1.1.1.5  1.2.2.4</p>	<b>Unit 1: Establishing Routines</b> <p><b>A1. <i>Anno's Counting Book</i> by: Mitsumasa Anno</b></p> <p><b>A2. <i>City by Numbers</i> by: Stephen T. Johnson</b></p>

<p><b>ICS OF BASIC SHAPES?</b></p> <ul style="list-style-type: none"><li>● <b>HOW CAN I MEASURE LENGTH, TIME, AND MONEY?</b></li></ul> <p>UEQ:</p> <ul style="list-style-type: none"><li>● <i>What does it sound or look like to count by 1's?</i></li><li>● <i>What are numbers before and after a given number?</i></li><li>● <i>How are tally marks written to represent numerals?</i></li><li>● <i>What do the numerals one through six look like?</i></li><li>● <i>How can I solve simple number stories?</i></li></ul> <p><b>Unit 1: Establishing Routines</b></p> <ol style="list-style-type: none"><li>1. Number Patterns</li><li>2. Numbers before and after</li></ol>				
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3. Tally Marks 4. Number formation 5. Number Stories				
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**October**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment &amp; Standards</b>	<b>Resources &amp; Technology</b>
UEQ: <ul style="list-style-type: none"> <li>How can a tally chart be used to answer questions?</li> <li>How are coins collected and compared?</li> <li>How are the hour and minute hands positioned to show time to the hour.</li> <li>How can I solve addition and subtraction problems?</li> </ul>	<b>B. Unit 2: Everyday Uses of Numbers</b>  B1. Count by 1s, 2s, 5s, and 10s. B2. Write whole numbers. B3. Know easy addition facts. B4. Use a number grid to solve addition and subtraction problems. B5. Solve number stories. B6. Calculate and compare the value of coin collections.	<b>B. Unit 2: Everyday Uses of Numbers</b>  LT1: I can count up to 120. LT2: I can compare numbers up to 120. LT3: I can show numbers up to 120 in different ways. LT4: I can solve addition and subtraction problems. LT13: I can tell time to the hour and half-hour. LT14: I can identify dimes, nickels, and pennies. LT15: I can find the value of coins up to \$1.00.	<b>B. Unit 2: Everyday Uses of Numbers</b>  <b>Optional FA:</b> LT1: Student Math Journal, page 9 LT1: Student Math Journal, page 11 LT1: Math Box 2 on Student Math Journal page 16 LT2: Math Box 3 on Student Math Journal page 13 LT3: Math Box 1 on	<b>B. Unit 2: Everyday Uses of Numbers</b>  B1. <i>Twenty Is Too Many</i> by: Kate Duke

<ul style="list-style-type: none"> <li>• <i>What do the numerals one through ten look like?</i></li> </ul> <p><b>B. Unit 2: Everyday Uses of Numbers</b></p> <p>B1. Number patterns  B2. Whole numbers  B3. Addition facts  B4. Problem solving  B5. Coin combinations and exchanges  B6. Tally charts  B7. Telling time</p>	<p>B7. Use tally charts to answer questions.  B8. Know and compare values of pennies and nickels.  B9. Show and tell time to the nearest hour.</p>		<p>Student Math Journal page 15  LT13: Math Box 2 on Student Math Journal page 22  LT14: Math Box 1 on Student Math Journal page 20  LT14: Math Box 1 on Student Math Journal page 25  LT15: Math Box 1 on Student Math Journal page 20  LT15: Math Box 1 on Student Math Journal page 25</p> <p><b>CFA=</b> Unit 2 Formative Assessment</p> <p><b>CSA =</b> Unit 2 Written Assessment (21 points)</p> <p><b>MN State Standards:</b></p> <p><b>1.1.1.2</b></p> <p><b>1.1.1.3</b></p> <p><b>1.1.1.4</b></p> <p><b>1.1.1.5</b></p>	
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			1.2.2.4	
			1.3.2.2	
			1.3.2.3	

**November**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment &amp; Standards</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>What are some ways to make ten?</i></li> <li>• <i>How can we complete number patterns?</i></li> <li>• <i>What are some ways to count coins?</i></li> </ul>	<p><b>C. Unit 3: Visual Patterns, Number Patterns, and Counting</b></p> <p>C1. Create and extend visual patterns.</p> <p>C2. Compare numbers by skip-counting on a number grid; count up and back</p>	<p><b>C. Unit 3: Visual Patterns, Number Patterns, and Counting</b></p> <p>LT1: I can count up to 120.                      LT2: I can compare numbers up to 120.                      LT3: I can show numbers up to 120 in different ways.                      LT4: I can solve addition and subtraction problems.                      LT5: I can find and make</p>	<p><b>C. Unit 3: Visual Patterns, Number Patterns, and Counting</b></p> <p><b>Optional FA:</b>                      LT1. Student Math Journal page 35                      LT2. Math Box 1 in Student Math Journal page</p>	<p><b>C. Unit 3: Visual Patterns, Number Patterns, and Counting</b></p> <p>C1. <i>Pattern Bugs</i> by Trudy Harris                      C2. <i>Missing Mittens</i> by Stewart J. Murphy                      C3. <i>Each Orange Has</i></p>

<ul style="list-style-type: none"> <li>• <i>How can we complete picture patterns?</i></li> <li>• <i>How can we use the number grid to solve addition problems?</i></li> <li>• <i>How are tally marks used to represent numbers.</i></li> </ul> <p><b>C. Unit 3: Visual Patterns, Number Patterns, and Counting</b></p> <p>C1. Visual Patterns</p> <p>C2. Number and Numeration</p> <p>C3. Tally Charts</p> <p>C4. Number Models</p> <p>C5. Complements of 10</p> <p>C6. Coin Combinations and Exchanges</p>	<p>from a given number; count spaces on a number grid.</p> <p>C3. Use a tally chart to interpret information.</p> <p>C4. Solve part-part-total number stories; write number models; solve frames-and-arrow problems; find dice sums</p> <p>C5. Make and identify sums of 10</p> <p>C6. Make coin exchanges using pennies and nickels; count coin combinations using pennies, nickels, and dimes</p>	<p><b>patterns</b></p> <p><b>LT8: I can write number sentences to solve word problems.</b></p> <p><b>LT14: I can identify dimes, nickels, and pennies.</b></p> <p><b>LT15: I can find the value of coins up to \$1.00.</b></p>	<p>33</p> <p>LT2 and LT3. Math Box 1 in Student Math Journal page 40</p> <p>LT4. Math Box 3 in Student Math Journal page 50.</p> <p>LT5. Student Math Journal page 43.</p> <p>LT8: Student Math Journal page 30.</p> <p>LT14 and LT15. Student Math Journal page 46.</p> <p><b>CFA= Unit 3 Formative Assessment</b></p> <p><b>CFA= Addition Fact Assessment A (90% in 3 minutes)</b></p> <p><b>CSA= Unit 3 Written Assessment (23 points)</b></p> <p><b>MN State Math Standards:</b></p> <p>1.1.1.4</p> <p>1.1.1.5</p> <p>1.1.2.1</p> <p>1.1.2.3</p>	<p><i>Eight Slices</i> by Paul Giganti</p> <p><i>C4. Two Ways to Count to Ten</i> by Ruby Dee</p> <p><i>C5. The Great Pet Sail</i> by Mick Inkpen</p>
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			<p>1.1.2.2</p> <p>1.2.1.1</p> <p>1.3.2.3</p>	
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**December**

Content	Skills	Learning Targets	Assessment & Standards	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>How can we measure and compare lengths using nonstandard and standard units?</li> <li>How do we tell time on the hour and half-hour?</li> </ul>	<p><b>D. Unit 4: Measurement and Basic Facts</b></p> <p>D1. Count forward and backward by 2s from any number less than 100.</p> <p>D2. Order whole numbers through 100.</p> <p>D3. Know easy addition facts including +0, +1, doubles, and sums of 10.</p> <p>D4. Solve numbers stories.</p> <p>D5. Compare lengths of</p>	<p><b>D. Unit 4: Measurement and Basic Facts</b></p> <p>LT1: I can count up to 120.</p> <p>LT4: I can solve addition and subtraction problems.</p> <p>LT5: I can find and make patterns.</p> <p>LT7: I can use addition and subtraction facts to solve word problems.</p> <p>LT12: I can measure using non-standard objects.</p> <p>LT13: I can tell time to the hour and half-hour.</p>	<p><b>D. Unit 4: Measurement and Basic Facts</b></p> <p><b>Optional FA:</b></p> <p>LT4: Math Master page 95: Two-Fisted Penny Addition</p> <p>LT4: Math Box 4 in Student Math Journal, page 70</p> <p>LT5: Math Box 2 in Student Math Journal page 61</p> <p>LT12: Math Box 1 in Student Math Journal, page 75</p>	<p><b>D. Unit 4: Measurement and Basic Facts</b></p> <p>D1. <i>How Big Is A Foot</i> by: Rolf Myller</p> <p>D2. <i>Jack and the Beanstalk</i> (no specific version suggested)</p> <p>D3. <i>Anno's Counting House</i> by: Mitsumasa Anno</p>

<ul style="list-style-type: none"> <li>• <i>How can we complete addition facts?</i></li> </ul> <p><b>D. Unit 4: Measurement and Basic Facts</b></p> <p>D1. Visual and number patterns</p> <p>D2. Number order</p> <p>D3. Addition facts</p> <p>D4. Problem solving</p> <p>D5. Measurement</p> <p>D6. Coin combinations and exchanges</p> <p>D7. Telling time</p> <p>D8. Frames-and-Arrows</p>	<p>objects.</p> <p>D6. Make exchanges between coins.</p> <p>D7. Show and tell time on an analog clock to the nearest quarter-hour.</p> <p>D8. Continue simple non-numeric patterns.</p> <p>D9. Solve problems involving simple functions represented in Frames-and-Arrows.</p>		<p>LT13: Math Box 1 and 2 in Student Math Journal, page 71</p> <p><b>CFA=</b> Unit 4 Formative Assessment</p> <p><b>CSA =</b> Unit 4 Written Assessment (30 points)</p> <p><b>MN State Math Standards:</b></p> <p>1.1.1.5</p> <p>1.1.2.2</p> <p>1.1.2.3</p> <p>1.2.1.1</p> <p>1.2.2.1</p> <p>1.2.2.3</p> <p>1.3.2.1</p> <p>1.3.2.2</p> <p>1.3.2.3</p>	
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## January

Content	Skills	Learning Targets	Assessment & Standards	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>What does place value mean for the tens and ones digits?</i></li> <li>• <i>How can two-digit numbers be added together?</i></li> <li>• <i>What number stories can be made and how can you solve them?</i></li> <li>• <i>How can you solve "What's My Rule" problems?</i></li> </ul> <p><b>Unit 5: Place Value, Number Stories, and Basic Facts</b></p> <p>E1. Base-10 blocks E2. Complements of numbers E3. Frames-and-Arrows for numbers E4. Equivalent names for numbers E5. Measurement</p>	<p><b>Unit 5: Place Value, Number Stories, and Basic Facts</b></p> <p>E1. Name numbers represented by base-10 blocks. E2. Find complements of the numbers 13 and 14. E3. Solve Frames-and-Arrows problems. E4. Find equivalent names for numbers. E5. Compare lengths. E6. Compare numbers through hundredths using <math>&lt;</math> and <math>&gt;</math>. E7. Solve comparison problems using pennies. E8. Identify digits in 2-digit numbers. E9. Show time to the quarter-hour on a clock. E10. Solve simple number stories. E11. Write turn-around facts.</p>	<p><b>Unit 5: Place Value, Number Stories, and Basic Facts</b></p> <p>LT2: I can compare numbers up to 120. LT3: I can show numbers up to 120 in different ways. LT4: I can solve addition and subtraction problems. LT5: I can find and make patterns. LT7: I can use addition and subtraction facts to solve word problems. LT12: I can measure using non-standard objects. LT13: I can tell time to the hour and half-hour. LT15: I can find the value of coins up to \$1.00.</p>	<p><b>Unit 5: Place Value, Number Stories, and Basic Facts</b></p> <p><b>Optional FA:</b> LT2: Student Journal page 89. LT3: Exit Slip: Identify longs and cubes and the number they represent in Teacher Manual page 360. LT3: Math Box number 2 in Student Journal on page 87. LT4: Two-fisted Penny Math Master page 105. LT5: Math Box number 2 in Student Journal on page 86. LT12: Math Box number 3 in Student Journal on page 104. LT15: Math Box number 2 in Student Journal on page 106.</p> <p><b>CFA= Unit 5 Formative Assessment</b></p>	<p><b>Unit 5: Place Value, Number Stories, and Basic Facts</b></p> <p>E1. <i>The Warlord's Beads</i> by: Virginia Pilegard E2. <i>Let's Count</i> by: Tana Hoban E3. <i>Just Enough Carrots</i> by: Stuart Murphy E4. <i>Probably Pistachio</i> by: Stuart Murphy</p>

<p>E6. Coin combinations  E7. 2-digit numbers  E8. Time  E9. Number stories  E10. Turn-around facts  E11. Temperature</p>	<p>E12. Record temperature to the nearest 10 degrees.  E13. Compare values of coin combinations.</p>		<p><b>CSA = Unit 5 Written Assessment (36 points)</b></p> <p><b>MN State Math Standards:</b></p> <p><b>1.1.1.2</b></p> <p><b>1.1.1.5</b></p> <p><b>1.1.1.6</b></p> <p><b>1.1.2.1</b></p> <p><b>1.1.2.2</b></p> <p><b>1.2.2.1</b></p> <p><b>1.2.2.3</b></p> <p><b>1.3.2.1</b></p> <p><b>1.3.2.2</b></p> <p><b>1.3.2.3</b></p>	
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**February**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment &amp; Standards</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>What strategies can you use to answer addition and subtraction problems?</i></li> <li>• <i>How can you measure items?</i></li> <li>• <i>How can you tell time?</i></li> <li>• <i>How do you count coin combinations?</i></li> </ul> <p>o</p> <p><b>Unit 6: Developing Fact Power</b></p> <p>F1. Addition Facts F2. Estimation F3. Facts Table F4. Probability F5. Data Interpretation F6. Number Patterns</p>	<p><b>Unit 6: Developing Fact Power</b></p> <p>F1. Estimate costs for items. F2. Write addition facts. F3. Find parts and totals. F4. Do stop-and-start counting by 10s, 5s, and 1s. F5. Use the addition/subtractions facts table to solve addition problems. F6. Analyze and interpret data. F7. Solve easy addition facts. F8. Find the rule in "What's My Rule" problems. F9. Answer probability questions. F10. Solve number stories. F11. Show and tell time.</p>	<p><b>Unit 6: Developing Fact Power</b></p> <p>LT1: I can count up to 120. LT2: I can compare numbers up to 120. LT3: I can show numbers up to 120 in different ways. LT4: I can solve addition and subtraction problems. LT6: I can describe patterns. LT7: I can use addition and subtraction facts to solve word problems. LT13: I can tell time to the hour and half-hour LT15: I can find the value of coins up to \$1.00.</p>	<p><b>Unit 6: Developing Fact Power</b></p> <p><b>Optional FA:</b></p> <p>LT2: Math Box number 4 in Student Journal on page 122.</p> <p><b>CFA=</b> Unit 6 Formative Assessment</p> <p><b>CFA=</b> Addition Fact Assessment B (90% accuracy in 3 minutes)</p> <p><b>CSA =</b> Unit 6 Written Assessment (34 points)</p> <p><b>MN State Math Standards:</b></p>	<p><b>Unit 6: Developing Fact Power</b></p> <p>F1. <i>26 Letters and 99 Cents</i> by: Tana Hoban F2. <i>Deena's Lucky Penny</i> by: Barbara deRubertis</p>

<p>F7. Number Stories F8. Time</p>	<p>F12. Solve addition facts.</p>		<p>1.1.1.7  1.1.2.1  1.1.2.2  1.1.2.3  1.2.2.1  1.2.2.3  1.3.2.2</p>	
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**March**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment &amp; Standards</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li><i>How can attribute blocks be sorted?</i></li> </ul>	<p><b>Unit 7: Geometry and Attributes</b></p> <p>G1. Solve change-to-less problems.</p>	<p><b>Unit 7: Geometry and Attributes</b></p> <p><b>LT1: I can count up to 120.</b> <b>LT3: I can show numbers up to 120 in different ways.</b> <b>LT4: I can solve addition and</b></p>	<p><b>Unit 7: Geometry and Attributes</b></p> <p><b>Optional FA:</b> LT1 Mental Math in Teacher</p>	<p><b>Unit 7: Geometry and Attributes</b></p> <p>G1. <i>Round Is A Mooncake: A Book of Shapes</i> by:</p>

<ul style="list-style-type: none"> <li>● <i>What are polygons and their properties?</i></li> <li>● <i>What are 3-dimensional shapes?</i></li> <li>● <i>How are shapes symmetrical?</i></li> </ul> <p><b>Unit 7: Geometry and Attributes</b></p> <p>G1. Subtraction G2. Fact families G3. 2-Dimensional shapes G4. Quarters G5. Base-10 blocks G6. Attribute blocks G7. Cylinders</p>	<p>G2. Write fact families. G3. Identify 2-dimensional shapes. G4. Count the value of quarters to \$1.00. G5. Name numbers represented by base-10 blocks. G6. Recognize attributes of attribute blocks. G7. Identify cylinders.</p>	<p><b>subtraction problems.</b> <b>LT5: I can find and make patterns.</b> <b>LT7: I can use addition and subtraction facts to solve word problems.</b> <b>LT10: I can describe shapes.</b></p>	<p>Manual on page 639. LT3: Mental Math in Teacher Manual on page 645. LT5: Exit Slip: Math Master page 305 use with Teacher Manual page 652. LT7: Math Box 3 on Student Journal page 138. LT4: Mental Math in Teacher Manual on page 628. LT10: Student Journal page 140.</p> <p><b>CFA= Unit 7 Formative Assessment</b></p> <p><b>CSA = Unit 7 Written Assessment (23 points)</b></p> <p><b>MN State Math Standards:</b></p> <p>1.1.1.2 1.2.2.3 1.3.1.1 1.3.1.2 1.3.2.3</p>	<p>Roseanne Thong G2. <i>Cubes, Cones, Cylinders, &amp; Spheres</i> by: Tana Hoban</p>
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## April

Content	Skills	Learning Targets	Assessment & Standards	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>How can you show money using dollars?</li> <li>How can you show place-value to the hundreds place?</li> <li>How are fractional parts shown?</li> </ul> <p><b>Unit 8: Mental Arithmetic, Money and Fractions</b> H1. Money</p>	<p><b>Unit 8: Mental Arithmetic, Money and Fractions</b></p> <p>H1. Count money. H2. Write accurate number models using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>. H3. Model numbers with base-10 blocks. H4. Solve easy subtraction facts. H5. Identify the tens digit in numbers. H6. Show equal parts. H7. Complete a symmetrical shape.</p>	<p><b>Unit 8: Mental Arithmetic, Money and Fractions</b></p> <p>LT1: I can count up to 120. LT2: I can compare numbers up to 120. LT3: I can show numbers up to 120 in different ways. LT4: I can solve addition and subtraction facts. LT10: I can describe shapes. LT11: I can combine and take-apart two and three dimensional figures. LT14: I can identify dimes, nickels, and pennies. LT15: I can find the value of coins up to \$1.00.</p> <p><b>Unit 9: Place Value and Fractions</b></p>	<p><b>Unit 8: Mental Arithmetic, Money and Fractions</b></p> <p><b>Optional FA:</b> LT1: Math box 3 in Student Journal page 161. LT2: Mental Math in Teacher Manual on page 683. LT3 Math Message in Teacher Manual on page 689. LT11: Student Journal page 165. LT 14 and LT15 Math box 1 and 2 in Student Journal page 151.</p> <p><b>CFA=Unit 8 Formative Assessment</b></p>	<p><b>Unit 8: Mental Arithmetic, Money and Fractions</b></p> <p>H1. <i>Follow the Money</i> by: Loreen Leedy H2. <i>Eating Fractions</i> by: Bruce McMillan H3. <i>Picture Pie: A Circle Drawing Book</i> by: Ed Emberly H4. <i>The Father Who Had 10 Children</i> by: Benedicte Guettier H5. <i>How Hungry Are You?</i> by: Donna Napoli</p>

<p>H2. Greater than, less than, equal to                  H3. Number Models using base-10 blocks                  H4. Subtraction facts                  H5. Numbers in the tens place                  H6. Equal shares                  H7. Symmetry                  H8. Probability                  H9. 2-dimensional shapes</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>How can you count, add, and subtract by 10's and 1's?</i></li> <li>• <i>How are fractions used to represent units?</i></li> <li>• <i>How can region models be used to compare fractions?</i></li> <li>• <i>What are equivalent fractions?</i></li> </ul> <p><b>Unit 9: Place Value and Fractions</b>                  I1. Numbers to 110                  I2. Addition and subtraction on number</p>	<p>H8. Determine the likelihood of spinning a certain number.                  H9. Name 2-dimensional shapes.</p> <p><b>Unit 9: Place Value and Fractions</b>                  I1. Order numbers to 110.                  I2. Use a number grid to add and subtract.                  I3. Name 2-dimensional shapes.                  I4. Find fractions of a set.                  I5. Create numbers using given digits.                  I6. Divide shapes into equal parts.                  I7. Solve number-grid puzzles.                  I8. Estimate sums.</p>	<p>LT2: I can compare numbers up to 120.                  LT3: I can show numbers up to 120 in different ways.                  LT4: I can solve addition and subtraction facts.  <b>LT5: I can find and make patterns.</b>  <b>LT7: I can use addition and subtraction facts to solve word problems.</b>                  LT10: I can describe shapes.                  LT11: I can combine and take-apart two and three dimensional figures.                  LT15: I can find the value of coins up to \$1.00.</p>	<p><b>CA = Unit 8 Written Assessment (35 points)</b></p> <p><b>MN State Math Standards:</b></p> <p>1.1.1.1                  1.1.1.2                  1.1.1.5                  1.2.2.4                  1.3.1.2                  1.3.1.1                  1.3.2.3</p> <p><b>Unit 9: Place Value and Fractions</b></p> <p><b>Optional FA:</b>                  LT2: Student Journal page 176.                  I2. Math Message in Teacher Manual on page 748.</p>	<p><b>Unit 9: Place Value and Fractions</b></p> <p>I1. <i>Lulu's Lemonade</i> by: Barbara deRubertis</p>
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<p>grid</p> <p>I3. Two-dimensional shapes</p> <p>I4. Fractions and equal parts</p> <p>I5. Numbers</p> <p>I6. Number grid puzzles</p> <p>I7. Estimation</p>			<p>LT3: Mental Math in Teacher Manual on page 764.</p> <p>LT4: Exit Slip in Teacher Manual on page 756.</p> <p>LT5: Math Box 2 in Student Journal on page 189.</p> <p>LT11: Student Journal page 186.</p> <p><b>CFA= Unit 9 Formative Assessment</b></p> <p><b>CFA= Addition Fact Assessment C (90% accuracy in 3 minutes)</b></p> <p><b>CSA = Unit 9 Written Assessment (19 points)</b></p> <p><b>MN State Math Standards:</b></p> <p><b>1.1.1.4</b></p> <p><b>1.1.1.5</b></p> <p><b>1.1.2.2</b></p> <p><b>1.2.2.4</b></p> <p><b>1.3.1.1</b></p> <p><b>1.3.1.2</b></p>	
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## May

Content	Skills	Learning Targets	Assessment & Standards	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>What did we learn in first grade math?</i></li> </ul> <p><b>Unit 10: Year-End Review and Assessment</b></p> <p>J1. Data landmarks J2. Time J3. Number comparisons J4. Differences in amounts of money J5. Estimation of sums J6. Temperature comparisons J7. Number grid puzzles</p>	<p><b>Unit 10: Year-End Review and Assessment</b></p> <p>J1. Find data landmarks. J2. Know the movement of the minute hand. J3. Compare numbers using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>. J4. Find differences in amounts of money. J5. Estimate sums. J6. Compare temperatures. J7. Solve number-grid puzzles.</p>	<p><b>Unit 10: Year-End Review and Assessment</b></p> <p><b>LT2: I can compare numbers up to 120.</b> <b>LT3: I can show numbers up to 120 in different ways.</b> <b>LT5: I can find and make patterns.</b> <b>LT7: I can use addition and subtraction facts to solve word problems.</b></p>	<p><b>Unit 10: Year-End Review and Assessment</b></p> <p><b>Optional FA:</b> LT2: Math Box 1 in Student Journal on page 194. LT3: Math Message in Teacher Manual on page 828. LT7: Math Box 2 in Student Journal on page 200.</p> <p><b>CFA= Unit 10 Formative Assessment</b></p> <p><b>CFA= Addition Fact Assessment D (90% accuracy in 3 minutes)</b></p> <p><b>CSA = Unit 10 Written Assessment (61 points)</b></p> <p><b>MN State Math Standards:</b></p>	<p><b>Unit 10: Year-End Review and Assessment</b></p> <p>J1. <i>It's About Time, Max!</i> by: Kitty Richards J2. <i>Welcome to the Green House</i> by: Jane Yolen</p>

			<b>1.1.1.4</b>	
			<b>1.1.1.5</b>	
			<b>1.1.1.7</b>	
			<b>1.3.2.2</b>	
			<b>1.3.2.3</b>	