

Module 1 - Math		Test: 12/13/2013
Common Core Standard		Materials / References
<b>Reason with shapes and their attributes</b>		
1.G.1	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.2 *	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 composite shape, and compose new shapes from the composite shape.	
	(A). 2-D Shapes	
	(B). 3-D Shapes	
1.G.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 decomposing into more equal shares creates smaller shares.	
<b>Extend the counting sequence</b>		
1.NBT.1	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.	
5 testable standards		* 10/20 available questions
		End of Module 1

**ALIGNMENT NOTES**

Skills embedded all year
1.NBT.2 - Calendar math, math routine 1.NBT.5 - Calendar math, math routine 1.OA.5 - embed 1.OA.6 - Reflex, Moby Math, centers, games 1.OA.7 - embed 1.OA.1 - Journals, CGI

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Module 2 - Math		Test: 1/31/2014
Common Core Standard	Materials / References	
<b>Measure lengths indirectly and by iterating length units</b>		
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	
1.MD.2	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.	
<b>Tell and write time</b>		
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	
<b>Represent and interpret data</b>		
1.MD.4	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.	
<b>Extend the counting sequence</b>		
1.NBT.1	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.	
5 testable standards		* 10/20 available questions
		End of Module 2

**ALIGNMENT NOTES**

<b>Skills embedded all year.</b>	
1.NBT.2 - Calendar math, math routine 1.NBT.5 - Calendar math, math routine 1.OA.5 - embed 1.OA.6 - Reflex, Moby Math, centers, games 1.OA.7 - embed 1.OA.1 - Journals, CGI	

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Module 3 - Math	Test: 3/21/2014
Common Core Standard	Materials / References
<b>Represent and solve problems involving addition and subtraction</b>	
1.OA.1 *      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.	
(A). Add to: Result Unknown Ex. Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	
(B). Add to: Change Unknown Ex. Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	
(C). Add to: Start Unknown Ex. Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$ [Students should work with in Grade 1 but need not master until Grade 2]	
(D). Take from: Result Unknown Ex. Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	
(E). Take from: Change Unknown Ex. Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	
(F). Take from: Start Unknown Ex. Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$ [Students should work with in Grade 1, but need not master until Grade 2.]	
(G). Put Together/Take Apart: Total Unknown Ex. Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	
(H). Put Together/Take Apart: Addend Unknown Ex. Five apples are on the table. Three are red, and the rest are green. How many apples are green? $3 + ? = 5$ , $5 - 3 = ?$	

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Module 3 - Math	Test: 3/21/2014
Common Core Standard	Materials / References
<b>Represent and solve problems involving addition and subtraction</b>	
(I). Put Together/Take Apart: Both Addends Unknown Ex. Grandma has 5 flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0; 5 = 1 + 4, 5 = 4 + 1; 5 = 3 + 2, 5 = 2 + 3$	
(J). Compare: Difference Unknown Ex. ("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? Ex. ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	
(K). Compare: Bigger Unknown Ex. (Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? [Students should work with "fewer" version in Grade 1, but need not master until Grade 2.] $2 + 3 = ?, 3 + 2 = ?$	
(L). Compare: Smaller Unknown Ex. (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? Ex. (Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? [Students should work with "more" version in Grade 1, but need not master until Grade 2.] $5 - 3 = ?, ? + 3 = 5$	
<b>1.OA.2</b> 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.	
<b>Understand and apply properties of operations and the relationship between addition and subtraction</b>	
<b>1.OA.3 *</b> 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).	
(A). Commutative Property	

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Module 3 - Math		Test: 3/21/2014
Common Core Standard	Materials / References	
<b>Understand and apply properties of operations and the relationship between addition and subtraction</b>		
(B). Associative Property		
1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	
<b>Add and subtract within 20</b>		
1.OA.5 *	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	
(A). Addition		
(B). Subtraction		
1.OA.6 *	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 4 = 10 + 4 = 14$ ); 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 $6 + 6 + 1 = 12 + 1 = 13$ ).	
(A). Addition		
(B). Subtraction		
<b>Work with addition and subtraction equations</b>		
1.OA.7	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? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .	
1.OA.8	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 $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ .	
20 testable standards		End of Module 3

**ALIGNMENT NOTES**

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Module 4 - Math		Test: 5/16/2014
Common Core Standard	Materials / References	
<b>Understand place value</b>		
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones.	
	a. Also understand the following as a special case: 10 can be thought of as a bundle of ten ones -- callen a "ten."	
	b. Also understand the following as a special case: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	
	c. Also understand the following as a special case: The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refers to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	
<b>Use place value understanding and properties of operations to add and subtract</b>		
1.NBT.4	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.	
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
1.NBT.6	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.	
8 testable standards		* 13/20 available questions
		End of Module 4

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