Content Area: Mathematics
Grade: 1

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Unit 1: Numbers Within 10: Addition & Subtraction	**Students will understand that:** ● Skip counting can be used to find the total number of objects in a collection of equal groups. ● Operations create relationships between numbers. ● Joining parts to make a whole is one interpretation of addition. ● Separating parts from a whole is one interpretation of subtraction. ● Information in a problem can often be shown using a diagram and used to	● Why does counting help me add and subtract? ● How can numbers be equal? ● How do you know which mathematical operation (+, -) to use? ● How does knowing parts of whole help with addition? ● How can I represent this addition or subtraction problem? ● How can addition help me to solve this subtraction problem? ● What is another way to show this subtraction problem?	**Lesson 1** ● Add within ten ● Apply the counting on strategy. ● Analyze counting strategies. **Lesson 2** ● Relate an image of two equal groups to doubles. ● Relate an image of two equal groups with one left over as doubles plus one. ● Write addition equations for doubles and doubles plus one. ● Use properties to write a doubles plus one expression (3 addends) as an expression	● Count up to 10 ● Read addition and subtraction number sentences ● Interpret a number sentence ● Add/subtract within 5 ● Model addition and subtraction problems with number sentence ● Find the missing addend

	solve the problem. ● Some problems can be solved by identifying elements that repeat in a predictable way.	● How do mathematical operations relate to each other? ● How are two numbers related? ● How are addition and subtraction related? ● How can fact families help me solve problems? ● What strategy will help me best to solve this problem?	with two addends **Lesson 3** ● Demonstrate fluency for addition within 10 using strategies such as counting on ● Use the strategy of applying properties of operations to add ● Determine the unknown addend that makes the addition equation true for sums to 10 ● Add numbers in any order to find the same total **Lesson 4** ● Understand the relationship between addition and subtraction. ● Write a missing addend equation for a corresponding subtraction equation.	

			- Connect addition and subtraction equations to a number bond. - Relate subtraction equations and missing addend equations to a problem situation **Lesson 5** - Fluenty add and subtract number partners for 10 - Apply the commutative property as a strategy for adding and subtracting number partners to 10 - Understand the relationship between addition and subtraction to determine the unknown whole number in an addition or subtraction equation	

			Lesson 6 ● Apply the counting on strategy to subtract within 10. ● Model the counting on strategy using physical and visual models. ● Connect the counting on strategy to a number equation. **Lesson 7** ● Use strategies, including counting on, doubles, doubles plus 1, and missing addend to solve addition and subtraction word problems. ● Complete number equations to solve addition and subtraction word problems. **Lesson 8** ● Understand a comparison	

			problem situation as subtraction and/or related addition. ● Compare two quantities, determining which is greater or lesser and identifying how many more or how many fewer one quantity is than the other. ● Write and solve subtraction and addition sentences to solve comparison word problems. **Lesson 9** ● Understand that the equal sign is used to indicate that one quantity is the same as another. ● Match equivalent expressions. ● Write and identify true and false equations.	

			● Rewrite a false equation to make it true. **Lesson 10** ● Fluently add and subtact within 10. ● Use strategies such as counting on, using the relationship between addition and subtraction, and using a known sum or difference to find an unknown sum or difference to add or subtract.	
Unit 2: **Numbers Within 20:** **Addition &** **Subtraction**	**Students will understand that:** ● The number relationships of 0, "1 more than", and "2 more than" are the basis for addition facts	● What are helpful strategies for addition facts with 0, 1, and 2? ● What strategies can be used to find the sums of doubles and doubles plus 1 facts?	**Lesson 11** ● Recognize that 10 ones and 1 ten represent the same quantity ● Understand that numbers between 10	● Count on to add ● Add to find totals up to 20 ● Add and subtract in word problems

	with a 0, 1, and 2. ● Basic addition facts that are near-doubles can be found using a related doubles fact. ● Ten can be shown in two parts in different ways and represented using addition number sentences. ● Addition and subtraction have an inverse relationship.	● How can you think of 10 to solve an addition problem with a 7, 8, or 9? ● Is there a related addition fact for every subtraction fact? ● How can math facts help me solve problems?	and 20 are composed of 1 ten and some ones. ● Model teen numbers. **Lesson 12** ● When adding 2 one-digit numbers, understand the reaionale for decomposing one addend to make ten. ● Use the strategy of making ten to add numbers within 20. ● Use and articulate mental math strategies to add. **Lesson 13** ● Use strategies including counting on, doubles, doubles plus 1 and make a ten to solve	● Find the missing addend ● Interpret a number bond ● Organize facts in a number bond ● Read and write number sentences ● Apply the commutative property of addition ● Understand the relationship between addition and subtraction

			addition problems. ● Recognize different ways that addends can de decomposed and composed. ● Write addition equations for doubles and doubles plus one facts. ● Use properties to write a doubles plus one expression (3 addends) as an expression with 2 addends. **Lesson 14** ● Write addition expressions with three addends to represent word problems. ● Find the total of three addends, using strategies such as making a	

			ten and using doubles by grouping any two addends. ● Use the associative and commutative properties to group addends strategically in order to use known facts. **Lesson 15** ● Recognize that teen numbers can be decomposed and composed to subtract. ● Choose strategies to subtract single-digit numbers from teen numbers. ● Make a ten to subtract single-digit numbers from teen numbers.	

			Lesson 16 ● Find the missing number in an addition or subtraction equation (missing number in all positions) ● Use familiar number facts and strategies to help find a missing number in an addition or subtraction equation. ● Use related addition and subtraction facts to solve for an unknown number in an equation. **Lesson 17** ● Relate addition and subtraction equations to word problems and choose	

			strategies to solve them. ● Solve addition and subtraction word problems with 20 with unknowns in all positions.	
Unit 3: Tens and Ones: Counting & Place Value	**Students will understand that:** ● Numbers have relative value. ● There are many ways to represent a number. ● Quantities can be counted and compared. ● The numbers from 11 to 19 are unique since they don't follow the pattern of naming tens and then ones. ● Grouping is a way to count, measure, and estimate.	● How do addition and subtraction relate to each other? ● How do I know which operation to use to solve a problem? ● How do I determine which computational strategy to use? ● What is significant about the teen numbers (related to 10)? ● How is counting connected to quantity in a number?	**Lesson 19** ● Understand that the digits of a two-digit number represent numbers of tens and ones ● Organize 10 ones into a group of ten. ● Express 10 ones as 1 ten and 1 ten as 10 ones ● Identify and write multiples of ten in terms of tens and ones **Lesson 20** ● Count on from any number on the 120 chart.	● Rename numbers as tens and ones ● Compare two digit numbers ● Represent 10 ones as 1 ten ● Understand concepts of more than, less than, and same as ● Understand the equal sign ● Understand two-digit numbers as tens and ones

	● Place value is based on groups of ten (10 ones = 10 and 10 tens = 100). ● Two-digit numbers are composed of units of tens and some ones. ● Numbers can be represented in different ways to demonstrate tens and ones in a two digit number. ● Comparison symbols (<, >, =) are used to show the relationship between numbers.		● Identify missing numbers in a sequence within 120. ● Count by 10s within 120. **Lesson 21** ● Represent two-digit numbers as tens and ones ● Decompose a two-digit number as some tens and some ones in multiple ways. ● Model a two-digit number in multiple ways. **Lesson 22** ● Understand the meaning of the symbols < and >. ● Compare the value of 2 two-digit numbers using tens and ones.	

			● Write the symbols <, >, and = to compare 2 two-digit numbers.	
Unit 4: Operations with Tens & Ones: Addition & Subtraction	**Students will understand that:** ● Numbers have relative value. ● There are many ways to represent a number. ● Quantities can be counted and compared. ● Grouping is a way to count, measure, and estimate. ● Tens and ones can be added or subtracted from any number ● When adding two-digit numbers, add tens to tens	● How can two or more numbers be added together? ● What strategy will help me best to solve this problem? ● How do numbers represent and define value? ● What is the relationships between numbers? ● How does using the base ten system make it easier for me to count? ● How does the place value system work? ● How do I determine the most efficient	**Lesson25** ● Count tens as 1 ten, 2 tens, 3 tens, … or as 10, 20, 30… ● Use counting on, counting back, and strategies based on place value and properties to add and subtract multiples of 10. ● Relate adding tens to adding ones. **Lesson 26** ● Mentally add 10 to any number and subtract 10 from any	● Add tens to any number ● Add tens and ones ● Represent 10 ones as 1 ten ● Understand concepts of more than, less than, and same as ● Understand the equal sign ● Understand two-digit numbers as tens and ones

	and ones to ones ● 10 ones are regrouped to make a ten when adding ● Place value is based on groups of ten (10 ones = 10 and 10 tens = 100). ● Mathematical expressions represent relationships.	way to represent a number (pictorial, symbolic, with objects) for a given situation? ● In what ways can items be grouped to make exchanges for unit(s) of higher value? ● How does the position of a digit in a number affect its value? ● In what ways can numbers be composed and decomposed?	number within 100. ● Recognize that adding or subtracting a ten results in a change in the tens digit, but the ones digit remains the same. **Lesson 27** ● Add multiples of 10 to any two-digit number within 100 ● Apply a strategy based on place value to add a two-digit number and a multiple of 10 and relate it to a written method. ● Model adding a two-digit number and a multiple of 10 using place	

			value understanding. **Lesson 28** • Add two-digit and one-digit numbers with and without regrouping • Compose a ten when adding ones that total 10 or more	
Unit 5: Length: Comparing, Ordering & Measuring	**Students will understand that:** • Objects can be sorted, described or built based on certain attributes. • Decomposing into more equal parts creates smaller parts. • You can measure an object with same-sized units to find its length.	• Objects can be sorted, described or built based on certain attributes. • Decomposing into more equal parts creates smaller parts. • How can measurements be used to solve real world problems? • Why it is important to	**Lesson30** • Directly compare the lengths of three objects. • Order three objects by length. **Lesson 31** • Recognize that sometimes it is not possible to compare lengths directly.	• Order Objects by Length • Compare Lengths of Objects • Measure Lengths of Objects

		line up one end ofthe objects when you order them by length? ● How can you tell which object is the shortest orthe longest if they are not arranged in order?	● Compare two objects by comparing their lengths to a third reference object. ● Use logical reasoning to indirectly compare the lengths of objects. **Lesson32** ● Measure the length of an object using a whole number of nonstandard units of measure. ● Understand that the number of iterated units from end to end is a measure	

			- Iterate units with no gaps or overlaps - Understand that the length measure of an object is the number of units laid end to end with no gaps or overlaps	