Grade 1 Mathematics Curriculum

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Relating Addition and Subtraction	Addition and Subtraction Within 20	Geometry and Measurement	Using Tens and Ones to Organize and Count	Operations with Tens and Ones	Data and Equations
5 Weeks	10 Weeks	8 Weeks	4 Weeks	5 Weeks	2 Weeks
Topic 1: Addition and Subtraction Within 10 Topic 2: Solving Word Problems	Topic 1: Addition and Subtraction Within 20 Topic 2: Addition and Subtraction Word Problems Topic 3: Equations	Topic 1: Shapes and Their Attributes Topic 2: Time and Money Topic 3: Measurement and Length	Topic 1: Place Value Topic 2: Comparing Numbers	Topic 1: Addition and Subtraction Using Place Value	Topic 1: Representing and Interpreting Data

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Yearlong Standards

Counting, reading numbers, writing numbers, addition, and subtraction are critical components of the daily mathematics lesson. These are standards that all students should engage with daily.

Essential Vocabulary	*Math:* add, fluency, numeral, **skip count,** subtract
Standard Assessment	● Grade Card Questions

Priority Standard:
1.RA.C.8 Demonstrate fluency with addition and subtraction within 10.

Expanded Expectation	The expectation for the student is to demonstrate fluency with sums and differences within ten. *(Fluency refers to accuracy and efficiency and does not equate to memorization.)*	
Learning Intention	We are learning to add fluently within 10. We are learning to subtract fluently within 10.	**Resources** ● Number Routines ● Math Review ● Calendar Time ● Ready Math Number Sense Slides ● [Sample Number of the Day.docx](#)
Success Criteria	● I can use strategies to add within 10. ● I can use strategies to subtract within 10. ● I can explain my thinking.	

Supporting Standard:
1.NS.A.1 Count to 120, starting at any number less than 120.

Expanded Expectation	The expectation for the student is to count verbally to 120, starting at any number less than 120. The focus here should be on transitions between multiples of then. (e.g., 38, 39, 40,... or 68, 69, 70,...)

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Learning Intention	We are learning to count to 120.	• Number Routines • Math Review • Calendar Time • Daily Counting Activities • Ready Math Number Sense Slides • [Sample Number of the Day.docx](#)
Success Criteria	• I can count to 120 starting from any number.	

Supporting Standard: 1.NS.A.2 Read and write numerals and represent a number of objects with a written numeral.

Expanded Expectation	The expectation for the student is to read and write numerals and represent a number of objects with a written numeral (limit to 120).	
Learning Intention	We are learning to read and write numbers.	**Resources** • Number Routines • Math Review • Calendar Time • Daily Counting Activities • Ready Math Number Sense Slides • [Sample Number of the Day.docx](#)
Success Criteria	• I can read numbers. • I can write numbers. • I can represent a number of objects with a written numeral.	

Supporting Standard: 1.NS.A.3 Count backward from a given number between 20 and 1.

Expanded Expectation	The expectation for the student is to count backward from a given number between 20 and 1 (e.g., 13, 12, 11, 10, …, 1).	
Learning Intention	We are learning to count backward from a given number between 20 and 1.	**Resources** • Number Routines

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Success Criteria	● I can count backward from 20 to 1, starting from any number.	● Math Review ● Calendar Time ● Daily Counting Activities ● Ready Math Number Sense Slides ● Sample Number of the Day.docx
Supporting Standard: 1.NS.A.4 Count by 5s to 100 starting at any multiple of five.		
Expanded Expectation	The expectation for the student is to count by 5s to 100, starting at any multiple of five. (e.g.,30, 35, 40, ..., 100).	
Learning Intention	We are learning to skip count by 5s.	**Resources** ● Number Routines
Success Criteria	● I can count by 5s to 100, starting with any multiple of 5.	● Math Review ● Calendar Time ● Daily Counting Activities ● Ready Math Number Sense Slides ● Sample Number of the Day.docx
Supporting Standard: 1.NBT.A.4 Count by 10s to 120 starting at any number.		
Expanded Expectation	The expectation for the student is to count by 10s to 120, starting at any number. (e.g. ,43, 53, 63, 73, etc.)	
Learning Intention	We are learning to count to 120.	**Resources** ● Number Routines
Success Criteria	● I can count by 10s to 120 starting from any number.	● Math Review

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		- Calendar Time - Daily Counting Activities - Ready Math Number Sense Slides - [Sample Number of the Day.docx](#)

Unit 1: Relating Addition and Subtraction

This unit is designed to introduce students to addition and subtraction within 10. Students will be introduced to strategies such as counting on, doubles or near doubles, the commutative property, and part-whole thinking.
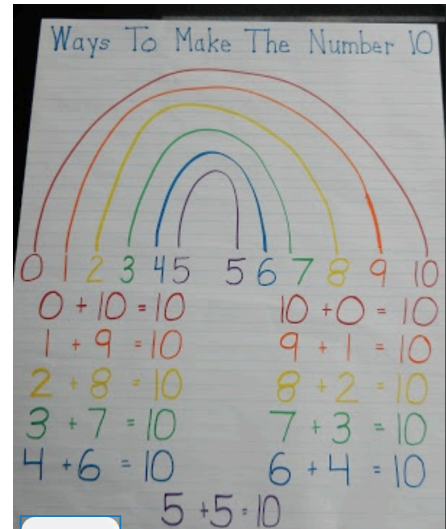
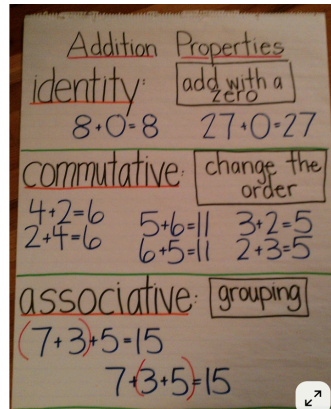| Unit Assessment	- Ready Math Grade 1-Unit 1 Assessment (print) - Ready Math Grade 1-Comprehension Check Unit 1 (digital)

Topic 1: Addition and Subtraction Within 10

(4 Weeks)

Essential Vocabulary	*Math:* add, addition, **Associative Property of Addition**, **Commutative Property of Addition**, count back, count on, equation, equal/equal to, **equal sign (=), Fact Family**, **Identity Property of Addition/Subtraction**, minuend, minus sign

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	(-), number partner, **number path**, part, plus sign (+), result, subtract, subtraction, **solution**, solve, sum, total *Academic:* model (verb), model (noun), **represent,** result
Topic Assessments	Ready Math Lesson 1 Quiz Ready Math Lesson 2 Quiz Ready Math Lesson 3 Quiz Ready Math Lesson 4 Quiz

Priority Standard
1.RA.C.8: Demonstrate fluency with addition and subtraction within 10.

Expanded Expectation	The expectation for the student is to demonstrate fluency with sums and differences within ten. *(Fluency refers to accuracy and efficiency and does not equate to memorization.)*	

Learning Intention	We are learning to add fluently within 10.
	We are learning to subtract fluently within 10.
		Resources
		● Ready Math-Grade 1
		  ○ Lesson 1: Number Partners for 10
		● Math in Action-Ready Math-Grade 1
		  ○ Pages 123-126
		● Ready Math Center
		  ○ Shake and Spill Card 1
		  ○ Target Number Card 5
		  ○ Counting Collections Card 11
		● Ready Math Fluency and Skills Practice
		  ○ Lesson 1: Number Partners for 10
		● Ready Math Center Activity 1.05 Match to Make 10
		● Open-Ended Problem: Flowers

Success Criteria	● I can use strategies to add within 10. ● I can use strategies to subtract within 10. ● I can explain my thinking.	

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	● Example Anchor Chart

Priority Standard
1.RA.A.1 Use addition and subtraction within 20 to solve problems.

Expanded Expectation	The expectation for the student is to use addition and subtraction using numbers less than or equal to 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. *Instructional Note: At this time, the focus is on problems within 10.*	

Learning Intention	We are learning to solve problems using addition within 20.
	We are learning to solve problems using subtraction within 20.
		Resources
		● Ready Math-Grade 1
		  ○ Lesson 2: Add and Subtract Within 10
		● Math in Action-Ready Math-Grade 1 Pages 123-126
		● Ready Math Center Activity
		  ○ Partners for 6 and 7
		  ○ Number Bonds for 8 and 9

Success Criteria	● I can use manipulatives, drawings, or number sentences to solve problems. ● I can solve addition problems with unknowns in all positions. ● I can solve subtraction problems with unknowns in all positions. ● I can solve problems with and without context.	

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	○ Cube Trains for 8 and 9 ● Ready Math Fluency and Skills Practice ○ Lesson 2: Add and Subtract Within 10 ● [Focus on the Question: A Box of Legos](#)

Supporting Standard: 1.RA.B.5 Use properties as strategies to add and subtract.	

Expanded Expectation	The expectation for the students is to use properties as strategies to add and subtract. For example: If 8 + 3 = 11is known then 3 + 8 = 11 is also known. (commutative property of addition) To add 2 + 4 + 6 the first two numbers can be added, so 8 + 4 = 12. However, the second two numbers can be added first to make 10. So 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition) The student should discuss how and why the results are the same, and begin to generalize these patterns. (The student need not be assessed on the use of the formal terms for these properties; however, the teacher should use the correct mathematical vocabulary in class.)
Learning Intention	We are learning ways to add. We are learning ways to subtract.
Success Criteria	● I can find patterns to help me add and subtract within 10. ● I can use strategies like counting on, doubles, and/or using a known fact. ● I can use the Commutative Property. ● I can use the Associative Property. ● I can use the Identity Property.

Resources (for Learning Intention / Success Criteria rows):
- Ready Math-Grade 1
  - Lesson 3: Use Counting Strategies to Add and Subtract
- Ready Math Center Activity
  - Counting on Cube Trains
  - Addition to 7
- Ready Math Fluency and Skills Practice
  - Lesson 3: Use Counting Strategies to Add and Subtract
- Math in Action-Ready Math-Grade 1 Pages 123-126
- Example Anchor Chart

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Supporting Standard: 1.RA.B.6 Demonstrate that subtraction can be solved as an unknown-addend problem.	

Expanded Expectation	The expectation for the student is to demonstrate that subtraction can be solved as an unknown addend problem. *For example, subtract 10-7 by finding the number that makes 10 when added to 7.*

Learning Intention	We are learning that we can use addition to solve a subtraction equation.	**Resources**

Success Criteria	• I can use a known addition problem to help me solve a subtraction equation.
	• I can use number bonds, fact families, or part-part-whole representations to explain the relationship between a set of numbers.
		• Ready Math-Grade 1
		  ○ Lesson 4: Use Addition to Subtract
		• Ready Math Center Activity
		  ○ Complete the Number Bonds
		  ○ Missing Number Trains
		  ○ Number Bond Equations
		  ○ Count On to Subtract
		• Ready Math Fluency and Skills Practice
		  ○ Lesson 4: Use Addition to Subtract
		• Math in Action-Ready Math-Grade 1 Pages 123-126
		• Example Anchor Chart

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Topic 2: Solving Word Problems

(1 Week)

Essential Vocabulary	*Math:* Fact Family *Academic:* Identify, Strategy
Topic Assessments	Ready Math Lesson 5 Quiz

Supporting Standard:
1.RA.A.4: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Expanded Expectation	The expectation for the student is to 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 $8 + \_\_\_ = 11$, $\_\_\_ = 5 - 3$, $6 + 6 = \_\_\_$, $9 = 10 - \_\_\_$*

Learning Intention	We are learning to find the unknown number in an addition equation. We are learning to find the unknown number in a subtraction equation.	**Resources** ● Ready Math-Grade 1

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Success Criteria	● I can solve for an unknown number in an addition equation.
	● I can solve for an unknown number in a subtraction equation.
		○ Lesson 5: Solve Word Problems to 10
		● Math in Action-Ready Math-Grade 1 Pages 123-126
		● Ready Math Center Activity
		   ○ Solve Addition and Subtraction Problems
		   ○ Counting on Match
		● Ready Math Center
		   ○ Tell Me a Story Card 3
		   ○ Dominoes Card 7
		● Ready Math Fluency and Skills Practice
		   ○ Lesson 5: Solve Word Problems to 10
		● [Focus on the Question: A Closet Full of Sports Balls](#)

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Unit 2: Addition and Subtraction Within 20

This unit is designed to increase students' knowledge of addition and subtraction. Students will build on strategies learned in Unit 1 and expand them by learning about two-digit teen numbers.

Unit Assessment	● Ready Math Grade 1-Unit 2 Assessment (print) ● Ready Math Grade 1-Comprehension Check Unit 2 (digital) ● Grade Card Questions

Topic 1: Addition and Subtraction within 20

(4 Weeks)

Essential Vocabulary	*Math:* addend, compose, **decompose**, digit, doubles, doubles minus 1, doubles plus 1, make a ten, **missing addend**, **ones**, teen numbers, **tens**, **two-digit numbers**, **unknown number** *Academic:* explain, order, organize
Topic Assessments	Ready Math Lesson 6 Quiz Ready Math Lesson 7 Quiz Ready Math Lesson 8 Quiz Ready Math Lesson 9 Quiz Grade Card Questions
Supporting Standard: 1.NBT.A.1: Understand that 10 can be thought of as a bundle of 10 ones - called a "ten".
Expanded	The expectation for the student is to understand that 10 can be thought of as a bundle of 10 ones - called a "ten". (e.g.,

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Expectation	Ten straws make a bundle of ten or ten unit cubes bundle into a rod.

Learning Intention	We are learning that a bundle of ten ones makes a "ten".	**Resources** ● Ready Math-Grade 1 　○ Lesson 6: Teen Numbers ● Ready Math Center Activity 　○ Make Teen Numbers 　○ Teen Number Match ● Ready Math Fluency and Skills Practice 　○ Lesson 6: Teen Numbers
Success Criteria	● I can make a ten using a bundle of ten ones.	

Supporting Standard: 1.RA.A.2: Solve problems that call for addition of three whole numbers whose sum is within 20.

Expanded Expectation	The expectation for the student is to solve word problems that call for the addition of three whole numbers whose sum is less than or equal to 20. Use objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.

Learning Intention	We are learning to solve addition problems with 3 numbers within 20.	**Resources** ● Ready Math-Grade 1 　○ Lesson 7: Add Three Numbers ● Ready Math Center Activity 　○ Strategies to Add Three Numbers 　○ Three Addends ● Ready Math Fluency and Skills Practice 　○ Lesson 7: Add Three Numbers ● Math in Action-Ready Math-Grade 1 Pages 253-256
Success Criteria	● I can find a missing addend in an addition equation with 3 numbers. ● I can add 3 numbers to find the sum.	

Supporting Standard: 1.RA.B.5: Use properties as strategies to add and subtract.

Expanded Expectation	The expectation for the students is to use properties as strategies to add and subtract. *For example: If 8 + 3 = 11 is known then 3 + 8 = 11 is also known. (commutative property of addition) To add 2 + 6 _ 4, the first two numbers can be*

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	added, so 8 + 4 = 12. However, the second two numbers can be added first to make 10. So 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). The student should discuss how and why the results are the same and begin to generalize these patterns. (The student need not be assessed on the use of the formal terms for these properties; however, the teacher should use the correct mathematical vocabulary in class.)
Learning Intention	We are learning ways to add. We are learning ways to subtract.
Success Criteria	● I can find patterns to help me add and subtract within 20. ● I can use strategies like counting on, doubles, and/or using a known fact. ● I can use the Commutative Property. ● I can use the Associative Property. ● I can use the Identity Property.

Learning Intention Resources
- Ready Math-Grade 1
  - Lesson 8: Make a Ten to Add
- Ready Math Center Activity
  - Make Ten to Add Numbers Within 20
- Math in Action-Ready Math-Grade 1 Pages 253-256
- Ready Math Center
  - Go Fish Card 2
  - Race to the Finish Line Card 4
  - Target Number Card 5
  - Memory Card 6
- Ready Math Fluency and Skills Practice
  - Lesson 8: Make a Ten to Add
- Open-Ended Problem: Balloons

Supporting Standard: **1.RA.C.7: Add and subtract within 20.**	
Expanded Expectation	The expectation for the student is to add and subtract using a variety of strategies, results within 20. The strategies could include 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). *No single strategy is recommended over another. Consider the needs of the student.*
Learning Intention	We are learning to add within 20. We are learning to subtract within 20.

Resources
- Ready Math-Grade 1
  - Lesson 9: Use a Ten to Subtract
  - Lesson 10: Doubles and Near Doubles

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Success Criteria	- I can use the strategy counting on. - I can use the strategy to make a ten. - I can use the strategy of decomposing a number to make the problem easier to solve. - I can use the relationship between addition and subtraction to solve problems. - I can use the strategy of using a known fact.	- Ready Math Center Activity - Use 10 - Partners for Teen Numbers - Use Doubles and Near Doubles Facts - Math in Action-Ready Math-Grade 1 Pages 253-256 - Math Center - Go Fish Card 2 - Race to the Finish Line Card 4 - Target Number Card 5 - Memory Card 6 - Ready Math Fluency and Skills Practice - Lesson 9: Use a Ten to Subtract - Lesson 10: Doubles and Near Doubles - Open-Ended Problem: Balloons

Topic 2: Addition and Subtraction Word Problems

(3 Weeks)

Essential Vocabulary	*Math:* compare, **difference**, fewer/fewer than, **less/less than**, **more/more than** *Academic:* organize
Topic Assessments	Ready Math Lesson 11 Quiz Ready Math Lesson 12 Quiz Grade Card Questions

Priority Standard
1.RA.A.1: Use addition and subtraction within 20 to solve problems.

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Expanded Expectation	The expectation for the student is to use addition and subtraction using numbers less than or equal to 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
Learning Intention	We are learning to solve problems using addition within 20. We are learning to solve problems using subtraction within 20.

Success Criteria	- I can use manipulatives, drawings, or number sentences to solve problems. - I can solve addition problems with unknowns in all positions. - I can solve subtraction problems with unknowns in all positions. - I can solve comparison word problems, including those with unknowns in all positions.

Resources
- Ready Math-Grade 1
  - Lesson 11: Solve Word Problems to 20
  - Lesson 12: Solve Compare Problems
- Ready Math Center Activity
  - I Went Shopping…
  - Subtract to Compare
- Ready Math Fluency and Skills Practice
  - Lesson 11: Solve Word Problems
  - Lesson 12: Solve Compare Problems
- Math Center
  - Tell Me a Story Card 3
- Math in Action-Ready Math-Grade 1 Pages 253-256

Topic 3: Equations

(3 Weeks)

Essential Vocabulary	*Math:* quantity, **true/false equations** *Academic:* false, true

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Topic Assessments	Ready Math Lesson 10 Quiz Ready Math Lesson 14 Quiz

Priority Standard
1.RA.A.3: Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.

Expanded Expectation	The expectation for the student is to develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. (*e.g., which of the following equations are true and which are false? 6 = 6. 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1, = 5 + 2.*)	
Learning Intention	We are learning to determine if an addition or subtraction equation is true or false. We are learning about the meaning of the equal sign.	**Resources** ● Ready Math-Grade 1 ○ Lesson 14: True and False Equations ● Math in Action-Ready Math-Grade 1 Pages 253-256 ● Ready Math Center ○ Sort It Out Card 8 ● Ready Math Fluency and Skills Practice ○ Lesson 14: True and False Equations ● [Agree or Disagree: Missing Addend Problem](#)
Success Criteria	● I can describe the meaning of the equal sign. ● I can determine if an equation is true or false.	

Supporting Standard:
1.RA.A.4: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Expanded Expectation	The expectation for the student is to 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 = ___, 9 = 10 - ___*	
Learning Intention	We are learning to find the unknown number in an addition equation. We are learning to find the unknown number in a subtraction equation.	**Resources** ● Ready Math-Grade 1

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Success Criteria	• I can solve for an unknown number in an addition equation.
	• I can solve for an unknown number in a subtraction equation.
		○ Lesson 14: True and False Equations
		• Ready Math Fluency and Skills Practice
		  ○ Lesson 14: True and False Equations
		• Ready Math Center Activity
		  ○ Use Vocabulary for Equal
		  ○ True Equations
		  ○ Find the Missing Numbers

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Unit 3: Geometry and Measurement

This unit is designed to introduce students to telling time to the hour and half-hour and to be able to state the value of a penny, nickel, dime, and quarter. This unit is designed to introduce students to measuring with non-standard units and comparing the lengths of up to three objects. This unit is designed to introduce students to 2-D shapes, 3-D objects, and partitioning shapes. Students will learn to identify defining and non-defining attributes in shapes, as well as describe the whole and parts of a shape.

Unit Assessment	- Ready Math Grade –Unit 6 Assessment (print) - Ready Math Grade 1– Comprehension Unit 6 (digital) - Grade Card Questions

Topic 1: Shapes and Their Attributes

(3 Weeks)

Essential Vocabulary	*Math:* **attribute**, circle, compose, edge, equal parts, face, flat, fourths, **fractions**, **halves (half)**, **partition**, **quarters**, rectangle, **rectangular prism**, rhombus, side, solid, square, **trapezoid**, triangular prism, unequal parts, **value**, vertex, **whole** *Academic:* always, clue, describe, prove,
Topic Assessments	Ready Math Lesson 22 Quiz Ready Math Lesson 23 Quiz Grade Card Questions
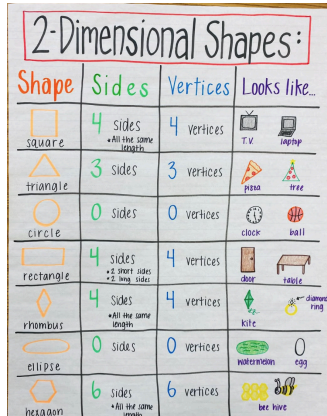
Priority Standard
1.GM.A.1: Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.

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Expanded Expectation	The expectation for the student is to 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. Describe the similarities and differences between the two shapes.
Learning Intention	We are learning to build and draw shapes that have the qualities that define them.

Resources
- Ready Math-Grade 1
  - Lesson 22: Shapes
- Ready Math Center
  - Sort it Out Card 18
  - Board Game Card 19
- Ready Math Center Activity
  - Draw Two Shapes
  - Shape Attributes
  - Shape Match
  - Put Shapes Together
- Ready Math Fluency and Skills Practice Lesson 22: Shapes
- Math in Action-Ready Math-Grade 1 Pages 701-704
- Example Anchor Chart **(Use shapes listed in the standard)**

Success Criteria
- I can define a shape using specific attributes.
- I can name qualities that define a shape and qualities that do not define a shape.
- I can build 2D shapes featuring defining qualities.
- I can draw 2D shapes featuring defining qualities.
- I can name and draw/build a triangle, trapezoid, rectangle, square, rhombus, hexagon, and circle.

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Priority Standard

1.GM.A.2: Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and properties of the original and composite shapes.

Expended Expectation	The expectation for the student is to compose and decompose two- (e.g., rectangles including squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional (e.g., rectangular prisms, triangular prisms, cones, and cylinders) shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	
Learning Intention	We are learning to compose and decompose shapes.	**Resources**

Success Criteria	• I can compose shapes like rectangles, trapezoids, triangles, half-circles, and quarter-circles into larger polygons and circles.
	• I can decompose the larger shapes into smaller polygons, half-circles, and quarter-circles.
	• I can understand that the parts of a shape make up the whole of the shape.
		• Ready Math-Grade 1
		  ○ Lesson 22: Shapes
		• Ready Math Center
		  ○ Sort it Out Card 18
		  ○ Board Game Card 19
		• Ready Math Center Activity
		  ○ Draw Two Shapes
		  ○ Shape Attributes
		  ○ Shape Match
		  ○ Put Shapes Together
		• Ready Math Fluency and Skills Practice Lesson 22: Shapes
		• Math in Action-Ready Math-Grade 1 Pages 701-704

Priority Standard

1.GM.A.4: Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.

| Expanded Expectation	The expectation for the student is to 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*. Understand for these examples that decomposing into more equal shares creates smaller shares.

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| Learning Intention	We are learning to partition circles and rectangles into two or four equal shares and tell about the shares and the whole verbally.	**Resources** ● Ready Math-Grade 1 　○ Lesson 23: Break Shapes into Equal Parts ● Ready Math Center Activity 　○ Parts of Shapes Match 　○ Draw to Show Parts ● Ready Math Fluency and Skills Practice 　　Lesson 23: Break Shapes into Equal Parts ● [Open-Ended Problem: Candy Bar](#) ● Math in Action-Ready Math-Grade 1 Pages 701-704
Success Criteria	● I can split circles and rectangles into two and four equal parts. ● I can use the words halves, fourths, and quarters to describe the parts of the whole. ● I can describe the whole as the number and types of parts. (2 halves, 4 fourths) ● I can describe that as a shape is partitioned, the parts are smaller than the whole. ● I can describe that the more pieces a shape is partitioned into, the smaller the pieces will be.	

Supporting Standard: 1.GM.A.3: Recognize two- and three-dimensional shapes from different perspectives and orientations.		

Expanded Expectation	The expectation for the student is to recognize two- and three-dimensional shapes from different perspectives and orientations. (e.g., *The student can recognize a triangle in any position.*)	
Learning Intention	We are learning to recognize two-dimensional shapes and three-dimensional shapes.	**Resources** ● Ready Math-Grade 1 　○ Lesson 22: Shapes ● Ready Math Center 　○ Sort it Out Card 18 　○ Board Game Card 19 ● Ready Math Center Activity 　○ Draw Two Shapes 　○ Shape Attributes 　○ Shape Match 　○ Put Shapes Together ● Ready Math Fluency and Skills Practice 　　Lesson 22: Shapes
Success Criteria	● I can recognize two-dimensional shapes from different perspectives and orientations. (Two-dimensional shapes should include: rectangles [including squares, which are special rectangles], trapezoids, triangles, half-circles, and quarter-circles.) ● I can recognize three-dimensional shapes from different perspectives and orientations. (Three-dimensional shapes should include rectangular prisms, triangular prisms, cones, and cylinders.)	

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		[Eliminate It: Shapes](#) - Math in Action-Ready Math-Grade 1 Pages 701-704 - Example Anchor Chart **(Use shapes listed in the standard)**

Topic 2: Time and Money

(3 Weeks)

Essential Vocabulary	*Math:* **analog clock**, cent, **digital clock**, dime, dollar, equal parts, **half hour**, half past, **hour (h)**, hour hand, minute (min.), minute hand, nickel, o'clock, penny, quarter *Academic:* after, between, sort, value
Topic Assessments	Ready Math Lesson 24 Quiz Ready Math Lesson 27 Quiz Grade Card Questions

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	Supporting Standard: 1.GM.C.8: Tell and write time in hours and half-hours using analog and digital clocks.

Expanded Expectation	The expectation for the student is to tell and write time in hours and half-hours using analog and digital clocks. (e.g., 1:00, 1:30, 2:00, etc.)
Learning Intention	We are learning to tell and write time.

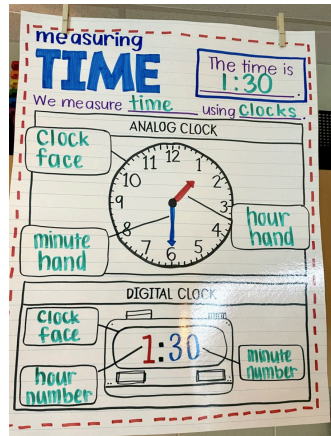|		Resources

Success Criteria	● I can tell time to the hour on an analog and a digital clock.
	● I can tell time to the half-hour on an analog and a digital clock.
	● I can write the time to the hour on an analog and a digital clock.
	● I can write the time to the half-hour on an analog and a digital clock.
		● Ready Math-Grade 1
		  ○ Lesson 24: Tell Time
		● Ready Math Center Activity
		  ○ Vocabulary for Time
		  ○ Telling Time Match
		● Math in Action-Ready Math-Grade 1 Pages 701-704
		● Ready Math Center
		  ○ Memory Card 20
		● Ready Math Fluency and Skills Practice Lesson 24: Tell Time
		● Eliminate It: Clocks
		● Example Anchor Chart

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	Supporting Standard: 1.GM.C.9: Know the value of a penny, nickel, dime, and quarter.	
Expanded Expectation	The expectation for the student is to know the value of the penny, nickel, dime, and quarter (e.g., *A quarter is 25 cents*).	
Learning Intention	We are learning about the value of coins.	**Resources**
Success Criteria	• I can tell the value of a penny, nickel, dime, and quarter.	• Ready Math-Grade 1 ○ Lesson 27: Money • Ready Math Center Activity ○ Money Match ○ Coin Combination Match • Ready Math Fluency and Skills Practice Lesson 27: Money • Math in Action-Ready Math-Grade 1 Pages 701-704 • Eliminate It: Money • Example Anchor Chart

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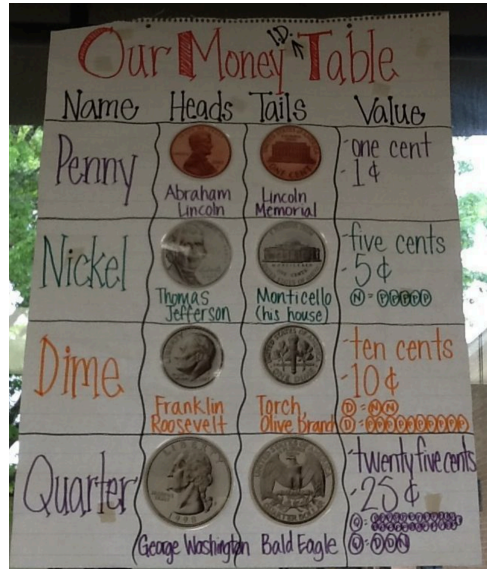
Topic 3: Measurement and Length

(2 Weeks)

Essential Vocabulary	*Math:* **length**, longer, longest, shorter, shortest, taller, tallest, measure, unit *Academic:* arrange, describe
Topic Assessments	Ready Math Lesson 25 Quiz Ready Math Lesson 26 Quiz

Priority Standard
1.GM.B.6: Compare the lengths of two objects indirectly by using a third object.

Expanded Expectation	The expectation for the student is to compare the lengths of two objects indirectly by using a third object. *(e.g., Determine if a poster on one wall is wider than a chart on the opposite wall, a piece of string could be used to "measure" the poster and then this length of string could be compared to the chart's width. To determine if the width of the door is greater than the width of the window, a student's arm span could be used as the third object.)*

Learning Intention	We are learning to compare the lengths of two different objects by using a third object as a reference.	**Resources**
		● Ready Math-Grade 1
		  ○ Lesson 25: Compare and Order Lengths
		● Ready Math Center Activity
		  ○ Use Vocabulary for Length
		  ○ Shorter and Longer Objects
		● Math in Action-Ready Math-Grade 1 Pages 701-704
		● Ready Math Center
		  ○ Sort It Out Card 21
		  ○ Build to Compare Card 22

Success Criteria	● I can compare the lengths of two objects by using a third object. ● I can compare the lengths using words like shorter, longer, taller, same as, and equal to..	

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	● Ready Math Fluency and Skills Practice Lesson 25: Compare and Order Lengths ● [Agree or Disagree: Block Towers](#)

Supporting Standard: 1.GM.B.5: Order three or more objects by length.		
Expanded Expectation	The expectation for the student is to order three or more objects by length. (e.g., heights of three students, lengths of pencils, etc.)	
Learning Intention	We are learning to put three or more objects in order by length.	**Resources**

Success Criteria	● I can order three or more objects by length.
	● I can describe the order using comparison words.
		● Ready Math-Grade 1
		  ○ Lesson 25: Compare and Order Lengths
		● Ready Math Center Activity
		  ○ Use Vocabulary for Length
		  ○ Shorter and Longer Objects
		● Math Center
		  ○ Sort It Out Card 21
		  ○ Build to Compare Card 22
		● Ready Math Fluency and Skills Practice Lesson 25: Compare and Order Lengths
		● Math in Action-Ready Math-Grade 1 Pages 701-704

Supporting Standard: 1.GM.B.7: Demonstrate the ability to measure length or distance using objects.	
Expanded Expectation	The expectation for the student is to demonstrate the ability to measure length or distance using objects as non-standard units of measurement. 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. (e.g., *express the length of a desk in the number of paper clips that can be laid end to end.*)

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Learning Intention	We are learning to measure the length or distance using an object.	**Resources**
Success Criteria	● I can measure length or distance using objects as non-standard units of measure.	● Ready Math-Grade 1 　○ Lesson 26: Measure Length ● Ready Math Center Activity 　○ Measure Length with Objects 　○ Measure the Path ● Ready Math Fluency and Skills Practice 　Lesson 26: Measure Length ● Math in Action-Ready Math-Grade 1 　Pages 701-704

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Unit 4: Using Tens and Ones to Organize and Count

This unit is designed to increase student knowledge of place value and two-digit numbers. Students will learn to add and subtract multiples of ten as well as add two-digit and one-digit numbers to a sum of 100.

Unit Assessment	• Ready Math Grade 1–Unit 4 Assessment (print) • Ready Math Grade 1–Comprehension Check Unit 4 (Digital) • Grade Card Questions

Topic 1: Place Value

(2 Weeks)

Essential Vocabulary	*Math:* **bundles**, column, **digit**, **hundreds**, **mentally**, **multiple**, **numerals**, ones, **place value,** row, tens *Academic:* chart, example, order, predict, value, organize
Topic Assessments	Ready Math Lesson 15 Quiz Ready Math Lesson 16 Quiz Grade Card Questions

Priority Standard
1.NBT.A.2: Understand two-digit numbers are composed of ten(s) and one(s).
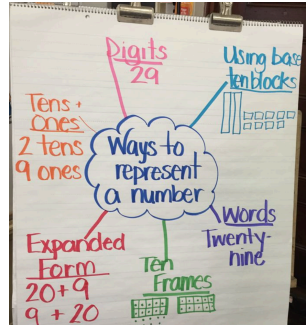
Expanded Expectation	The expectation for the student is to understand two-digit numbers are composed of ten(s) (10, 20, 30, 40, 50, 60, 70, 80, 90) and one(s) (zero, one, two, three, four, five, six, seven, eight, or nine).

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Learning Intention	We are learning about two-digit numbers.	**Resources**

Success Criteria	• I can identify the amount of tens and ones in a two-digit number.
	• I can describe the value of the digit in both the tens place and the ones place in a two-digit number.
		• Ready Math-Grade 1
		  ○ Lesson 15: Tens and Ones
		  ○ Lesson 16: Numbers to 120
		• Ready Math Center Activity
		  ○ Groups of Ten
		  ○ Using Tens and Ones
		  ○ Tens and Ones Match
		  ○ Counting Vocabulary
		  ○ More and Less
		• Math in Action-Ready Math-Grade 1 Pages 441-443
		• Ready Math Center
		  ○ Show it Card 12
		  ○ Go Fish Card 13
		  ○ Write or Show Numbers Card 14
		  ○ Race to the Finish Line Card 15
		  ○ Spin it, Make it, Name it Card 16
		  ○ Let's Move Card 17
		• Ready Math Fluency and Skills Practice
		  ○ Lesson 15: Tens and Ones
		  ○ Lesson 16: Numbers to 120
		• Example Anchor Chart

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Topic 2: Comparing Numbers

(2 Weeks)

Essential Vocabulary	Math: greater than, greater than symbol (>), less than, less than symbol (<) Academic: example, value
Topic Assessments	Ready Math Lesson 17 Quiz

Priority Standard
1.NBT.A.3: Compare two two-digit numbers using the symbols >, =, or <.

Expanded Expectation	The expectation for the student is to compare two two-digit numbers based on the meaning of the tens and ones digits and record the results of comparison with the symbols >, =, < (e.g., 21 > 12).
Learning Intention	We are learning about two-digit numbers.

Success Criteria	Resources

● I can compare two-digit numbers using <, >, or =.
● I can explain my reasoning on how I compared the numbers.
	● Ready Math-Grade 1
	  ○ Lesson 17: Compare Numbers
	● Ready Math Center Activity
	  ○ Comparison Vocabulary
	  ○ Roll and Compare Numbers
	● Math in Action-Ready Math-Grade 1 Pages 441-443
	● Ready Math Center
	  ○ Board Game Card 23
	  ○ Build to Compare Card 24
	  ○ Dare to Compare Card 25
	● Ready Math Fluency and Skills Practice
	  ○ Lesson 17: Compare Numbers
	● Agree or Disagree: Place Value

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Unit 5: Operations with Tens and Ones

This unit is designed to increase student knowledge of place value and two-digit numbers. Students will learn to add and subtract multiples of ten as well as add a two-digit and one-digit number to a sum of 100.

Unit Assessment	- Ready Math Grade 1– Unit 5 Assessment (print) - Ready Math Grade 1– Comprehension Check Unit (digital) - Grade Card Questions

Topic 1: Addition and Subtraction using Place Value
(5 Weeks)

Essential Vocabulary	No New Vocabulary
Topic Assessments	Ready Math Lesson 18 Quiz Ready Math Lesson 19 Quiz Ready Math Lesson 20 Quiz Ready Math Lesson 21 Quiz Grade Card Questions

Priority Standard
1.NBT.B.7: Add or subtract a multiple of 10 from another two-digit number, and justify the solution.

Expanded Expectation	The expectation for the student is to add or subtract a multiple of 10 from another two-digit number, and justify the solution. Add or subtract a multiple of 10 from another two-digit number. When appropriate, justify answers using concrete

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	models, drawings, or symbols which convey strategies connected to place value understanding. Understand that in adding or subtracting two-digit numbers, one adds or subtracts tens from tens and ones from ones.	

Learning Intention	We are learning to add and subtract multiples of ten from two-digit numbers.	**Resources**
		● Ready Math-Grade 1
		  ○ Lesson 18: Add and Subtract Tens
		● Ready Math Center Activity
		  ○ Use Vocabulary for 10 More, 10 Less
		  ○ 10 More, 10 Less
		  ○ Add and Subtract 10s Match
		  ○ Subtract 10s Bingo
		● Math in Action-Ready Math-Grade 1 Pages 547-549
		● Ready Math Center
		  ○ Add or Subtract Multiples of 10 Card 9
		● Ready Math Fluency and Skills Practice
		  ○ Lesson 18: Add and Subtract
		● Eliminate It: Two-Digit Addition/Subtraction Equations

Success Criteria	● I can add multiples of ten to two-digit numbers. ● I can subtract multiples of ten from two-digit numbers. ● I can justify my solution when adding and subtracting multiples of ten.	

Supporting Standard:
1.NBT.B.6: Calculate 10 more or 10 less than a given number mentally without having to count.

Expanded Expectation	The expectation for the student is to calculate 10 more or 10 less than a given number mentally without having to count. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count. (e.g., 10 more than 23 is 33 and 10 less than 66 is 56.)	
Learning Intention	We are learning to calculate 10 more or 10 less mentally.	**Resources** ● Ready Math-Grade 1 ○ Lesson 18: Add and Subtract Tens
Success Criteria	● I can calculate 10 more when given a number without having to count.	

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	● I can calculate 10 less when given a number without having to count.	● Ready Math Center Activity
		  ○ Use Vocabulary for 10 More, 10 Less
		  ○ 10 More, 10 Less
		  ○ Add and Subtract 10s Match
		  ○ Subtract 10s Bingo
		● Math in Action-Ready Math-Grade 1 Pages 547-549
		● Ready Math Center
		  ○ Add or Subtract Multiples of 10 Card 9
		● Ready Math Fluency and Skills Practice
		  ○ Lesson 18: Add and Subtract
		● [Eliminate It: Two-Digit Addition/Subtraction Equations](#)

Supporting Standard:
1.NBT.B.5: Add within 100.

Expanded Expectation	The expectation for the student is to 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). When appropriate, justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. Understand that in adding two-digit numbers, one adds tens to tens, ones to ones.

Learning Intention	We are learning to add within 100.	**Resources** ● Ready Math-Grade 1

Success Criteria	● I can add a 2-digit and 1-digit numbers.
	● I can add a 2-digit number and a multiple of 10.
	● I can add a two 2-digit numbers.
	● I can use strategies to explain my thinking.
	● I can explain my thinking.
		● Ready Math-Grade 1
		  ○ Lesson 19: Addition with Two-Digit Numbers
		  ○ Lesson 20: Add Two-Digit and One-Digit Numbers
		  ○ Lesson 21: Add Two-Digit Numbers
		● Ready Math Center Activity

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		○ Add Tens to a Number
		○ Race to…
		○ Add and Regroup
		● Math in Action-Ready Math-Grade 1 Pages 547-549
		● Ready Math Center
		  ○ Roll, Solve, and Cover Card 10
		● Ready Math Fluency and Skills Practice
		  ○ Lesson 19 Addition with Two-Digit Numbers
		  ○ Lesson 20: Add Two-Digit and One-Digit Numbers
		  ○ Lesson 21: Add Two-Digit Numbers

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Unit 6: Data and Graphing

This unit is designed to introduce students to data and graphing.

Unit Assessment	● Grade Card Questions

Topic 1: Representing and Interpreting Data
(3 Weeks)

Essential Vocabulary	*Math:* attribute, compare, data, **data graph**, fewer, more, **picture graph**, sort, **t-chart**, tally chart, **tally marks (tallies)**
Topic Assessments	Ready Math Lesson 13 Quiz

Priority Standard
1.DS.A.2: Draw conclusions from object graphs, picture graphs, T-charts, and tallies.

Expanded Expectation	The expectation for the student is to draw conclusions from given object graphs, picture graphs, T-charts and tallies. *(e.g., 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 another.)*	
Learning Intention	We are learning to make decisions and answer questions from a variety of graphs and charts.	**Resources** ● Ready Math-Grade 1 ○ Lesson 13: Collect and Compare Data
Success Criteria	● I can make decisions and answer questions from object graphs.	

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	- I can make decisions and answer questions from picture graphs. - I can make decisions and answer questions from T-charts. - I can make decisions and answer questions from tally charts.	- Ready Math Center Activity - Make a Tally Chart - Picture Graph Questions - Math Center - Counting Collections Card 26 - Show it Card 27 - Ready Math Fluency and Skills Practice - Lesson 13: Collect and Compare Data
**Supporting Standard:** 1.DS.A.1: Collect, organize, and represent data with up to three categories.	
Expanded Expectation	The expectation for the student is to collect, organize, and represent data with up to three categories using object graphs, picture graphs, T-charts, and tallies.	
Learning Intention	We are learning to collect, organize, and represent data using a variety of graphs and charts.	**Resources** - Ready Math-Grade 1 - Lesson 13: Collect and Compare Data - Ready Math Center Activity - Make a Tally Chart - Picture Graph Questions - Ready Math Fluency and Skills Practice - Lesson 13: Collect and Compare Data - Math Center - Counting Collections Card 26 - Show it Card 27 - Daily weather graph - Focus on the Question: Our Pets - Example Anchor Chart
Success Criteria	I can record, organize, and represent data with up to three categories using object graphs, picture graphs, t-charts, and tally charts.	

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