

Unit Title:

Content Standards:

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Essential Questions:

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| | Skills Students Will Be Able To... | Essential Vocabulary | Assessment How will you know if students have learned? | Resources/Materials What websites, resources, and materials will you use to teach this unit? |
|---------|--|--|--|--|
| 3 weeks | <ul style="list-style-type: none"> • Composing numbers to 10 • Decomposing numbers to 10 • +1/-1 • +10/-10 | ten frames math mountain quick draw addend total sum difference addition subtraction | | tens frames cards Unifix cubes two sided counters 4 in a box for 10 Make 10 Shake 10 Pyramid 10 What Makes Ten? – YouTube video Illuminations – Make a Ten Yellow Math Mountain Cards to 10 |
| | <ul style="list-style-type: none"> • Use the doubles strategy to solve single digit addends | Doubles Horizontal Vertical | | Unit 1 Lesson 7 pages 47-48 Doubles Raps – YouTube video |
| | <ul style="list-style-type: none"> • Counting forward backwards • Sequencing Numbers • Number recognition • Writing Numbers • Counting On | Backwards Sequence | | Hundreds Chart |
| | <ul style="list-style-type: none"> • Telling time to the hour • Telling time to the half hour • Introduce AM and PM, but not a mastered skill | Minute hand Hour hand | | Unit 5 Lesson 1 Unit 5 Lesson 2 |
| | <ul style="list-style-type: none"> • Recognizing and identifying pennies • Recognizing and identifying the value of pennies • Recognizing and identifying dimes • Recognizing and identifying the value of a dime • Counting by 10s | Penny Dime | | Use the pennies while using the ten frames Plastic Coins |

Unit Title: Relating Addition and Subtraction

Content Standards:

- OA.1; OA.2; NBT.9

Essential Questions:

| | Skills Students Will Be Able To... | Essential Vocabulary | Assessment How will you know if students have learned? | Resources/Materials What websites, resources, and materials will you use to teach this unit? |
|--------|---|---|--|--|
| 1 week | <ul style="list-style-type: none"> • Represent numbers to 100 using quick draws | hundred tens ones secret code cards expanded form | | Unit 2 Lesson 1 pages 159-167 |
| | <ul style="list-style-type: none"> • Compares numbers to 100 using $<$, $>$, or $=$ | Compare Less than Greater than Equal to | | <i>Equal Schmequal</i> |
| 1 week | <ul style="list-style-type: none"> • Relate addition and subtraction using Math mountains/fact family • Look at a math mountain and write the corresponding addition equation • Look at a math mountain and write the corresponding subtraction equation • Look at an addition equation and draw the math mountain • Look at a subtraction equation and draw the math mountain • Explain why the equation matches the math mountain • Explain why the math mountain matches the equation | equation Math Mountain partners addends total fact family Commutative Property of Addition (not mastered by the student) teen number | | Unit 1 Lesson 1 Unit 1 Lesson 2 Math Boards Dry Erase Markers Student Activity Page 4 is VERY difficult – skip it |
| 1 week | <ul style="list-style-type: none"> • Compose and decompose teen totals • Use the make-a-ten strategy to add single-digit addends that have a teen total | Teen totals Make-a-ten | | Coin Strips are very difficult – stick with ten frames |
| | <ul style="list-style-type: none"> • Identify an unknown addend for an equation • Identify an unknown addend for a math mountain | Unknown addend | | Unit 1 Lesson 4 Unit 1 Lesson 5 Blue Math Mountain Cards |

Unit Title: Relating Addition and Subtraction

Content Standards:

- OA.2; OA.1; NBT.5; NBT.7;

Essential Questions:

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| | Skills Students Will Be Able To... | Essential Vocabulary | Assessment How will you know if students have learned? | Resources/Materials What websites, resources, and materials will you use to teach this unit? |
|---------|--|--|--|--|
| 1 week | <ul style="list-style-type: none"> • Odd/Even | Odd Even | | Unit 1 Lesson 6 |
| | <ul style="list-style-type: none"> • Find totals using doubles +1/-1 and +2/-2 | Doubles | | Unit 1 Lesson 7 |
| 1 week | <ul style="list-style-type: none"> • Define an equation • Explain what an equal sign means | Equation Equal Sign | | Unit 1 Lesson 8 – Equation Chain activity Book – <i>Equal Schmequal</i> |
| | <ul style="list-style-type: none"> • Use strategies to add three addends • Use strategies to add four addends | Strategy Count all Count on | | Unit 1 Lesson 9 |
| 4 weeks | <ul style="list-style-type: none"> • Use strategies to solve word/story problems • Add To/take from, Put together/take apart | Word problems Story problems Group names Compare Comparison bars Matching drawings More Fewer | | Unit 1 Lessons 10, 11, 12, 13, 14, 15, 16 Lessons 17-21 are introductory lessons |

Unit Title: Geometry

Content Standards:

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Essential Questions:

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| | Skills Students Will Be Able To... | Essential Vocabulary | Assessment How will you know if students have learned? | Resources/Materials What websites, resources, and materials will you use to teach this unit? |
|---------|---|-----------------------------|--|--|
| 3 weeks | <ul style="list-style-type: none">• | | | |
| | <ul style="list-style-type: none">• | | | |
| | <ul style="list-style-type: none">• | | | |
| | <ul style="list-style-type: none">• | | | |
| | <ul style="list-style-type: none">• | | | |

Unit Title: Double Digit Addition

Content Standards:

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Essential Questions:

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| | Skills Students Will Be Able To... | Essential Vocabulary | Assessment How will you know if students have learned? | Resources/Materials What websites, resources, and materials will you use to teach this unit? |
|---------|---|--|--|---|
| 1 week | <ul style="list-style-type: none"> • Represent numbers to 200 using quick draws • Write Expanded form for numbers to 200 | | | Unit 2 Lesson 1 (Discuss greater numbers than 100 TE pg. 164-166) Beware that Student Activity Book pg. 74 problem 5 is two-step problem) Unit 2 Lesson 2 (Model Quick Hundreds TE pg. 172-174) Unit 2 Lesson 3 Activities 1 and 2 Unit 2 Lesson 4 Activity 2 |
| | <ul style="list-style-type: none"> • Add Tens or Ones to solve problems | | | Unit 2 Lesson 2 Activity 2 |
| | <ul style="list-style-type: none"> • Read and write number names to 100 | | | Unit 2 Lesson 3 Activity 3 |
| | <ul style="list-style-type: none"> • Make groups of ten to solve word problems | | | Unit 2 Lesson 4 Activity 1 |
| | <ul style="list-style-type: none"> • Add 1, 10, or 100 to a number | | | Unit 2 Lesson 4 Activity 3 |
| | <ul style="list-style-type: none"> • Compare numbers to 200 | | | Unit 2 Lesson 5 |
| 4 weeks | <ul style="list-style-type: none"> • Solve 2-digit addition problems using an appropriate strategy • Solve word problems with 2 2-digit numbers | New ten Show All Totals New group New hundred Make a hundred | | Unit 2 Lessons 6-10, 13 Unit 2 Lesson 14 – Introductory lesson |

Unit Title: Money

Content Standards:

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Essential Questions:

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| | Skills Students Will Be Able To... | Essential Vocabulary | Assessment How will you know if students have learned? | Resources/Materials What websites, resources, and materials will you use to teach this unit? |
|---------|---|---|--|--|
| 2 weeks | <ul style="list-style-type: none"> Count groups of dimes and pennies Represent amounts using dimes and pennies Count groups of dimes, nickels, and pennies | Dollar Cent sign Dollar sign Decimal point | | Unit 2 Lesson 11 |
| | <ul style="list-style-type: none"> Skip count by 5s | | | Unit 2 Lesson 12 Activity 1 |
| | <ul style="list-style-type: none"> Recognize and identify a nickel Recognize and identify the value of a nickel Count groups of nickels Count groups of dimes, nickels, and pennies Represent amounts using dimes, nickels, and pennies Write money amounts using a cent sign Write money amounts using a dollar sign and decimal point | Nickel | | Unit 2 Lesson 12 |
| | <ul style="list-style-type: none"> Recognize and identify a quarter Recognize and identify the value of a quarter Count groups of quarters, dimes, nickels, and pennies Represent amounts using quarters, dimes, nickels, and pennies Count groups of dollars, quarters, dimes, nickels, and pennies Represent amounts using dollars, quarters, dimes, nickels, and pennies | Quarter | | Unit 4 Lessons 1-2 |

Unit Title: Double Digit Subtraction

Content Standards:

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Essential Questions:

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| | Skills Students Will Be Able To... | Essential Vocabulary | Assessment How will you know if students have learned? | Resources/Materials What websites, resources, and materials will you use to teach this unit? |
|--|--|------------------------------------|--|--|
| | <ul style="list-style-type: none"> • Write equations with double-digit numbers from a math mountain | | | Unit 4 Lesson 13 |
| | <ul style="list-style-type: none"> • Find unknown addends for 100 | Count on Ungroup Break apart | | Unit 4 Lesson 3 |
| | <ul style="list-style-type: none"> • Subtract from 100 using drawings | | | Unit 4 Lesson 3 – Relationship between dollars and 100 to ungroup is a difficult concept |
| | <ul style="list-style-type: none"> • Solve 2-digit subtraction problems using an appropriate strategy • Solve word problems with 2-digit numbers | | | Unit 4 Lesson 4-6, 11 Skip – Expanded Method unless you have students who absolutely can not get it another way |
| | <ul style="list-style-type: none"> • | | | |