



Curriculum
Map

Mathematics

Grade 1

Sacramento City Unified School District

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Grade 1 Year-at-a-Glance			
	Month	Unit	Content Standards
District Benchmark 1	September-December	Unit # 1 Adding and Subtracting Within 20	1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.MD.4 *1.MD.3 *1.G.1
District Benchmark 2	January-March	Unit # 2 Understanding Place Value	1.NBT.1 1.NBT.2 1.NBT.3 *1.MD.3 *1.G.1 *1.G.2
District Benchmark 3	April-May	Unit # 3 Applying Place Value to Adding and Subtracting Within 100	1.NBT.4 1.NBT.5 1.NBT.6 1.MD.4 *1.MD.3 *1.G.2 *1.G.3
District Benchmark 4	May-June	Unit # 4 Measuring Length	1.MD.1 1.MD.2 *1.G.1 *1.G.2 *1.G.3

*Standards to be taught daily throughout the year.

Unit #1: Adding and Subtracting Within 20

Content Standards: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.MD.4

In this unit, students will develop understanding of addition, subtraction, and strategies for addition and subtraction within 20.

**1.MD.3 and *1.G.1 (Standards will be taught on a daily basis throughout this unit.)*

In these standards, students will write and tell time to the hour, build and draw shapes and distinguish between their attributes.

Math Common Core Content Standards:

Domain:

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

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.2

1.OA.2 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.

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.3 Apply properties of operations as strategies to add and subtract.3 *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.)*

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.*

Add and subtract within 20.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); 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 $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

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 $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$.*

Measurement and Data

Tell and write time

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

Measurement and Data**Represent and interpret data**

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.

Reason with shapes and their attributes.

- 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.

Standards for Mathematical Practice:

SMP.1 Make sense of problems and persevere in solving them.

SMP.2 Reason abstractly and quantitatively.

SMP.3 Construct viable arguments and critique the reasoning of others.

SMP.6 Attend to precision.

SEL Competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

ELD Standards to Support Unit:**Part I: Interacting in Meaningful Ways:****A. Collaborative**

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
2. Interacting with others in written English in various communicative forms
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts


C. Productive

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Supporting own opinions and evaluating others' opinions in speaking and writing
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II: Learning About How English Works**B. Expanding and Enriching Ideas**

5. Modifying to add details

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
<ul style="list-style-type: none"> • What do I know about time? • How can we measure time? • Why do we need to be able to tell time? • Why is it important to know the difference between the two hands on a clock? 	<p>Assessments/Tasks aligned to learning experiences:</p>	<p>Note: Standards (1.MD.3 and 1.G.1) will be taught for on-going concept development throughout this unit.</p> <p>Students will be able to...</p> <p>A. Identify the hour and minute hands on an analog clock and recognize the location of hours and minutes on a digit clock.</p> <p>B. Understand what the movement of the minute and hour hands and the time it represents (e.g., within a day, the hour hand goes around the clock twice; within an hour, the minute hand goes around the clock once).</p> <p>C. Tell time to the hour on both the digit and analog clock.</p>	<p>Students should recognize on the analog clock that the hour hand points to the numbers while the minute hand points to the tick marks on the rim of the clock.</p> <p>Printable Digital Clock: http://scusd-math.wikispaces.com/file/view/CLOCK_DIGITAL_BW.bmp/500123530/CLOCK_DIGITAL_BW.bmp</p> <p>Printable Analog Clocks: http://scusd-math.wikispaces.com/file/view/clock_faces_with_hands.pdf/500122764/clock_faces_with_hands.pdf http://scusd-math.wikispaces.com/file/detail/clock_faces_with_hands%20no%20numbers.pdf</p>		<p>CA Mathematics Framework Gr. 1 pp.33-34 http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradeone.pdf</p>

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
<ul style="list-style-type: none"> • How can a shape be described? • What makes shapes different from each other? • How can shapes be sorted? • How can we group certain shapes together? Why do they belong together? • Where can we find shapes in the real world? • How can I create a shape? 		<p>D. Distinguish between defining attributes (number of sides, number of vertices, straight sides, and closed figures) and non-defining attributes (color, orientation, and size) of two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, hexagons, circles, half-circles, and quarter-circles).</p> <p>E. Draw and create two-dimensional shapes that pose defining attributes (e.g., given that the shapes have three sides, students will draw a triangle).</p>	<p>Students list things that are the same or different between two two-dimensional shapes (e.g., triangles and circles).</p> <p>Present students with open shapes (shapes where sides do not meet) and have students explain why the open shape is not the given two-dimensional shape</p> <p>(e.g.,  open square).</p> <p>Teacher questioning:</p> <ul style="list-style-type: none"> • “Which shape is a triangle? How do you know?” <p>Possible student response: “I know that the red shape has three sides and three points. The blue shape is open so it can’t be a triangle.”</p> <p>http://scusd-math.wikispaces.com/file/view/Open+and+Closed+Shapes.pdf/507283524/Open%20and%20Closed%20Shapes.pdf</p> <p>Strategies for making shapes:</p> <ul style="list-style-type: none"> • Geoboards • Dot paper • Pattern blocks • Folding and cutting shapes • Coming up with a rule to explain a shape and have classmates draw a shape that follows the rule. 		

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
<ul style="list-style-type: none"> How can using 10 as a benchmark number help you to add and subtract numbers? 		<p>F. Fluently add and subtract within 10.</p>	<p>For setting up cooperative learning: https://www.teachingchannel.org/videos/seating-arrangements</p>		
<ul style="list-style-type: none"> How can we represent a set of objects using numerals? What happens when we join two quantities or take one from another? How can we compare one quantity to another? 		<p>Students will be able to...</p> <p>1. Represent and solve word problems involving addition and subtraction within 20 with unknowns in all positions. (Problem situations such as: adding to, taking from, putting together, taking apart, and comparing.)</p>	<p>https://www.teachingchannel.org/videos/student-participation-strategy Students will use objects, drawings, and equations with symbols for unknown numbers to represent the problem (e.g., $3 + \square = 5$, $\square + 2 = 5$, $3 + 2 = \square$) For different problem types/situations, refer to Table 1, page 12 (CA Framework). Hundred Chart: http://scusd-math.wikispaces.com/file/detail/chart%20to%20100.pdf Domino Addition Sheet: http://scusd-math.wikispaces.com/file/view/Domino+Addition+Sheet.pdf/507525882/Domino%20Addition%20Sheet.pdf Number lines and Equation Blanks: http://scusd-math.wikispaces.com/file/view/Blank+Number+lines+with+equation+blank.docx/508652146/Blank%20Number%20lines%20with%20equation%20blank.docx</p>	<p>Use of math journals for differentiation and formative assessment (use link below) https://www.teachingchannel.org/videos/math-journals Flexible grouping:</p> <ul style="list-style-type: none"> Content Interest Project/product Level (Heterogeneous/Homogeneous) <p>Tiered:</p> <ul style="list-style-type: none"> Independent Management Plan (Must Do/May Do) Grouping <ul style="list-style-type: none"> Content Rigor w/in the concept Project-based learning Homework 	<p><i>CA Mathematics Framework Gr. 1</i> pp.7-20 http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradeone.pdf <i>Progressions for the Common Core – K–5</i> Progression on Counting and Cardinality and Operations and Algebraic Thinking http://commoncoretools.files.wordpress.com/2011/05/ccss_progression_cc_0a_k5_2011_05_302.pdf</p>

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
<ul style="list-style-type: none"> How can we find out what is left when we take quantity from another? What happens when we change the order of the numbers when subtracting? Why? How can we use different combinations of numbers and operations to represent the same quantity? 	<p>“Horse Farm” MAC Assessment Task: http://scusd-math.wikispaces.com/file/view/MAC2013-01+Horse+Farms.pdf/509191702/MAC2013-01%20Horse%20Farms.pdf</p>	<ol style="list-style-type: none"> Solve word problems that call for addition of three whole numbers with sums less than or equal to 20. Identify properties of addition and subtraction such as adding or subtracting zero to or from a number resulting in the same number (e.g., $6 = 6 + 0$; $6 - 0 = 6$) Apply and understand commutative (e.g., $4 + 5 = 5 + 4$) and associate (e.g., $3 + (9 + 1) = (3 + 9) + 1$; $(3 + 9) + 1 = 12 + 1 = 13$) properties of addition. 	<p>Students work with problems types such as $2 + 3 + 7 = 12$. Printable Worksheets: http://scusd-math.wikispaces.com/file/view/Adding+three+single+digit+numbers+A.docx/507526036/Adding%20three%20single%20digit%20numbers%20A.docx http://scusd-math.wikispaces.com/file/view/Adding+three+single+digit+numbers+B.docx/507525820/Adding%20three%20single%20digit%20numbers%20B.docx http://scusd-math.wikispaces.com/file/view/Adding+three+single+digit+numbers+C.docx/507525740/Adding%20three%20single%20digit%20numbers%20C.docx</p> <p>Use objects, drawings, and number lines to represent adding and subtracting zero. Write an equation for the situation modeled.</p> <p>Note: Students may assume the commutative and associate properties apply to subtraction. Students use linking cubes to build two equally long towers using two different colors to represent commutative property (e.g., 2 pink cubes plus 3 white cubes equals 3 white cubes plus 2 pink cubes).</p>	<ul style="list-style-type: none"> Grouping Formative Assessment <p>Anchor Activities:</p> <ul style="list-style-type: none"> Content-related Tasks for early finishers Game Investigation Partner Activity Stations <p>Depth and Complexity Prompts/Icons:</p> <ul style="list-style-type: none"> Depth <ul style="list-style-type: none"> Language of the Discipline Patterns Unanswered Questions Rules Trends Big Ideas Complexity <p>See Differentiation Resources at: http://scusd-math.wikispaces.com/home</p>	<p>KATM Grade 1 FlipBook, 2012, pp. 4-16, 32-34 http://katm.org/wp/wp-content/uploads/flipbooks/1FlipBookeditd.pdf</p>

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
<ul style="list-style-type: none"> What happens when we change the order of the numbers when adding? Why? How can we show that addition and subtraction are related through fact families? 	<p>“Domino Games”: http://scusd-math.wikispaces.com/file/view/1st+Grade-Domino+Games.pdf/509383330/1st%20Grade-Domino%20Games.pdf</p> <p>“Incredible Equations”: http://scusd-math.wikispaces.com/file/view/1st+Grade-Incredible+Equations.pdf/509383374/1st%20Grade-Incredible%20Equations.pdf</p> <p>“Hop to it” Skip counting with Number lines: http://scusd-math.wikispaces.com/file/view/1st+Grade-Hop+to+It.pdf/509847070/1st%20Grade-Hop%20to%20It.pdf</p>	<ol style="list-style-type: none"> Investigate, identify, and apply a pattern or structure in addition and subtraction (e.g., the relationship between numbers 4, 6, and 10). Understand and solve subtraction problems as unknown-addend (e.g., 10 minus 8 can be solve by asking 8 plus what equals 10) Relate counting by 2s and 5s to addition and subtraction (e.g., counting on and counting back from the first number in a given problem by 2s and 5s, for example, $5 + 5 + 3 = 13$, students say five, ten, eleven, twelve, thirteen). 	<p>Students can use three different colored linking cubes to demonstrate the associate property (e.g., 2 pink plus 3 white cubes plus 4 green cubes equals the same amount regardless of which two sets are connected first.</p> <p>Pose a string of addition and subtraction problems involving the same three numbers whose sum is within 20 (e.g., related facts/ fact families: $4 + 6 = 10$, $6 + 4 = 10$, $10 - 6 = 4$, $10 - 4 = 6$).</p> <p>Students can use a number line model to show counting on and counting back by 2s and 5s.</p>		

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
<ul style="list-style-type: none"> How can decomposing a number help you? How can we represent a number using tens and ones? How can we represent a quantity in a variety of ways? 	<p>“Insects” MAC Assessment Task: http://scusd-math.wikispaces.com/file/view/MAC2013-01+Insects.pdf/509191714/MAC2013-01%20Insects.pdf</p> <p>“Making Twenty”: http://scusd-math.wikispaces.com/file/view/1st+Grade-Make+Twenty.pdf/509847164/1st%20Grade-Make%20Twenty.pdf</p>	<p>8. Add and subtract within 20, fluently adding within 10 through the concept of making ten.</p> <p>9. Express their understanding of the meaning of the equal sign in multiple forms (e.g., $2 = 2$, $3 = 1 + 2$, $4 + 5 = 5 + 4$, $\Delta = \Delta$, $\diamond \neq \Delta$, $6 = 6 + 0$, $7 \neq 8$, $5 + 3 = 10 - 2$).</p>	<p>Strategies for making 10:</p> <ul style="list-style-type: none"> Ten-frame http://scusd-math.wikispaces.com/file/view/Ten+Frames.docx/498287626/Ten%20Frames.docx Manipulatives such as linking cubes Number bonds Part-part-whole <p>Students use number bond to decompose numbers within a given a problem (in $7 + 5$, 7 can be decompose into 2 and 5, so it is easier to make 10; resulting in $2 + 5 + 5 = 2 + 10 = 12$).</p> <p>Students can use doubles or other known sums to create an easier problem (e.g., students know $5 + 2 = 7$, so when solving $5 + 4$, students decompose 4 into two 2s, and solve $5 + 2 + 2 = 7 + 2 = 9$).</p> <p>Provide students with given statements and have them determine if they are true or false.</p> <p>Use interchanging language when referring to the equal sign: “equal to” and “is the same as”; “not equal to” and “is not the same as”.</p>		

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE	Resources
		10. Determine the unknown number that makes the addition and subtraction equation true.	Students will use objects or drawings to solve equations with unknown numbers (e.g., $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$). For different problem types/situations, refer to Table 1, page 12 (CA Framework).		

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Unit #2: Understanding Place Value

Content Standards: 1.NBT.1, 1.NBT.2, 1.NBT.3

In this unit, students will develop understanding of whole number relationships and place value, including grouping in tens and ones.

**1.MD.3, *1.G.1, *1.G.2 (Standards will be taught on a daily basis throughout this unit.)
In these standards, students will write and tell to the half-hour, build, draw, and compose shapes.*

Math Common Core Content Standards:

Domain:

Numbers and Operations in Base Ten

Extend the counting sequence.

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.

Understand place value.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and 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 $<$.

Measurement and Data

Tell and write time.

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

Geometry

Reason with shapes and their attributes.

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.4

Standards for Mathematical Practice:

SMP.2 Reason abstractly and quantitatively.

SMP.4 Model with mathematics.

SMP.7 Look for and make use of structure.

SMP.8 Look for and express regularity in repeated reasoning.

SEL Competencies:

Self-awareness

Self-management

Social awareness

Relationship skills

Responsible decision making

ELD Standards to Support Unit:**Part I: Interacting in Meaningful Ways:**

- A. Collaborative
 - 4. Adapting language choices to various contexts
- B. Interpretive
 - 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II: Learning About How English Works

- A. Structuring Cohesive Texts
 - 1. Understanding text structure
 - 2. Understanding cohesion
- B. Expanding and Enriching Ideas
 - 5. Modifying to add details
- C. Connecting and Condensing Ideas
 - 6. Connecting Ideas
 - 7. Condensing Ideas

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation (GATE/ELD/SpEd)	Resources
<ul style="list-style-type: none"> • How can we group certain shapes together? Why do they belong together? • Where can we find shapes in the real world? • How can I create a shape? • What is a three-dimensional shape? 	<p>Assessments/Tasks aligned to learning experiences:</p>	<p>Note: Calendar/Math Meeting/Board Math will focus on additional and supporting cluster standards.</p> <p>Standards (1.MD.3, 1.G.1, and 1.G.2) will be taught for on-going concept development throughout this unit.</p> <p>Students will be able to...</p> <p>A. Tell time to the hour and the half-hour on both the digit and analog clock</p> <p>B. Distinguish between defining attributes (number of sides, number of vertices, straight sides, and closed figures) and non-defining attributes (color, orientation, and size) of three-dimensional shapes (e.g. ,cubes, rectangular prisms, cones, cylinders, and spheres).</p> <p>C. Draw and create three-dimensional shapes that pose defining attributes (e.g., given that the shape has no faces, students would create a sphere)</p>	<p>Use language such as: halfway between 1 o'clock and 2 o'clock; half-past 1 o'clock. Use half-circles to demonstrate half-hour increments. Student clocks</p> <p>Teacher questioning:</p> <ul style="list-style-type: none"> • "Are both figures shown cubes? How do you know?" • Possible student response: <ul style="list-style-type: none"> ▪ "Yes, because both have 6 faces, and each cubes faces are the same size squares." ▪ "They both have 8 corners and 6 sides, and even though one cube is bigger, they are both still cubes." <p>Strategies for making shapes:</p> <ul style="list-style-type: none"> • Clay • Straws and clay • Popsicle sticks • Marshmallows/gumdrops and toothpicks 		<p><i>CA Mathematics Framework Gr. 1</i> pp.33-36 http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradeone.pdf</p>

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation (GATE/ELD/SpEd)	Resources
<ul style="list-style-type: none"> • What is the difference between two- and three- dimensional shapes? • How can composing and decomposing numbers help you to add and subtract quickly and accurately? • How can using 10 as a benchmark number help you to add and subtract numbers? • What strategy can we use to count a large quantity of objects? • What patterns can be found on a 0-99 chart? • What strategies can be used to find a missing number? • How do we know where a number lies on a number line? 	<p>“Spin and Represent”: http://scusd-math.wikispaces.com/file/view/1st+Grade-Spin+and+Represent.pdf/509847266/1st%20Grade-Spin%20and%20Represent.pdf</p>	<p>D. Compare and contrast two- and three-dimensional shapes using defining attributes (e.g., students list two things that are the same and two things that are different between a triangle and a cube; given that a circle and a sphere, students identify the sphere as three-dimensional and both shapes as round.)</p> <p>E. Fluently add and subtract within 10.</p> <p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Count, read, write and represent numbers to 120. 	<p>Strategies for comparing shapes:</p> <ul style="list-style-type: none"> • Venn diagrams, • T-chart • Other graphic organizers • Concrete objects <p>Use strategies such as: count on by ones or twos, doubles, doubles plus one, commutative property, facts that make ten, benchmark numbers, related facts, count back by ones or twos, decompose a number leading to ten, extend known addition related facts to subtraction.</p> <p>For example, represent the number 23 by: using digits, number words, objects, base-10 blocks, place value table, place value cards, orally, written numerals.</p> <p>Extend the 100’s chart to include 120. (Show both horizontally and vertically to highlight patterns and structure.</p> <p>Number line up to 120 posted in the room.</p> <p>Student-created number lines using cashier tape.</p>	<p>Use of math journals for differentiation and formative assessment (use link below) https://www.teachinchannel.org/videos/math-journals</p> <p>Flexible grouping:</p> <ul style="list-style-type: none"> ▪ Content ▪ Interest ▪ Project/product ▪ Level (Heterogeneous/ Homogeneous) 	<p><i>CA Mathematics Framework Gr. 1</i> pp.20-27 http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradeone.pdf</p> <p><i>KATM Grade 1 FlipBook, 2012,</i> pp.19-22 http://katm.org/wp/wp-content/uploads/flipbooks/1FlipBookedited.pdf</p>

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation (GATE/ELD/SpEd)	Resources
<ul style="list-style-type: none"> • How can patterns help us understand numbers? • How can we represent a number as “tens” and “ones”? • How do I represent a collection larger than 9? • How does using 10 as a benchmark help us compose numbers? • How do we decide which two digits to use? 		<p>2. Understand that a two digit number represents the amounts of tens and ones.</p> <p>3. Understand that 10 “ones” is equal to one group of “ten”.</p> <p>4. Compose groups of ten with and without left-over ones within 11-19.</p>	<p>Use Place Value chart, pockets, cups.</p> <p>Strategies for making groups of ten:</p> <ul style="list-style-type: none"> • “Bundles” of ten • Linking cubes • Counters • Pennies, dimes • Ten-frame • Skip-counting by tens • 100’s Charts Activities <p>Strategies for making groups of ten and left-overs:</p> <ul style="list-style-type: none"> • “Bundles” of ten • Linking cubes • Counters • Pennies, dimes • Ten-frame • Double ten-frames • Number bonds • Mental Math 	<p>Tiered:</p> <ul style="list-style-type: none"> ▪ Independent Management Plan (Must Do/May Do) ▪ Grouping <ul style="list-style-type: none"> ○ Content ○ Rigor w/in the concept ○ Project-based learning ○ Homework ○ Grouping ○ Formative Assessment <p>Anchor Activities:</p> <ul style="list-style-type: none"> ▪ Content-related ▪ Tasks for early finishers <ul style="list-style-type: none"> ○ Game ○ Investigation ○ Partner Activity ○ Stations <p>Depth and Complexity Prompts/Icons:</p> <ul style="list-style-type: none"> ▪ Depth <ul style="list-style-type: none"> ○ Language of the Discipline ○ Patterns 	

Essential Questions	Suggested Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation (GATE/ELD/SpEd)	Resources
<ul style="list-style-type: none"> • How can decomposing a number using ten as a benchmark number, help when comparing numbers? • How do we know if a set has more or less? 	<p>“Shape Patterns” MAC Assessment Task: http://scusd-math.wikispaces.com/file/view/MAC2013-01+Shape+Patterns.pdf/509191758/MAC2013-01%20Shape%20Patterns.pdf</p>	<p>5. Compare two 2-digit numbers based on place value understanding, and then record by using comparison symbols (<, =, >).</p>	<p>Ask questions such as: For the number 12, do you have enough to make a ten? Would you have any leftover? If so, how many leftovers would you have?</p> <p>Note: students need ample opportunities for students to communicate their comparisons using words, models, and in context before using only symbols. 37 _ 42 37 < 42</p> <p>Students justify and explain their reasoning using comparative language that includes but is not limited to: more than, less, greater than,, most, greatest, least, same as, equal to,.....</p> <p>Printable Spinner: http://scusd-math.wikispaces.com/file/view/spinners.pdf/500166784/spinners.pdf</p>	<ul style="list-style-type: none"> ○ Unanswered Questions ○ Rules ○ Trends ○ Big Ideas ▪ Complexity <p>See Differentiation Resources at: http://scusd-math.wikispaces.com/home</p>	