

## 1<sup>st</sup> Grade Math Curriculum Map 2017-18

MONTH	UNIT/ CONTENT	CORE GOALS/SKILLS	STANDARDS WRITTEN ASSESSMENTS	ROUTINES RESOURCES	VOCABULARY
<p><b>Sept – October</b></p> <p>Chapter 1</p> <p><b>9 days</b></p>	<p><b>NUMBERS &amp; OPERATIONS</b></p> <p>NUMBERS TO 10</p>	<p>Big Idea: Count and compare numbers to 10</p> <p>Count from 0 to 10 Read and write 0 to 10 in numbers and words</p> <p>Compare two sets of objects using one-to-one correspondence Identify the set that has more, fewer, or the same more, fewer, or the same number of objects Identify the number that is greater than or less than another number</p> <p>Make number patterns</p> <p><b>Thinking Skills:</b> Comparing, classifying strategies for problem solving. <b>Problem Solving Strategy</b></p> <p>Looking for patterns and relationships.</p>	<p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects CC.2.4.1.A.4 Represent and interpret data using tables/charts CC.K-12.MP.1 Make sense of problems and persevere in solving them. CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others. CC.K-12.MP.5 Use appropriate tools strategically. CC.K-12.MP.6 Attend to precision. CC.K-12.MP.7 Look for and make use of structure CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 1 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>Zero, one, two, three, four, five, six, seven, eight, nine, ten</p> <p>Same, or, fewer, greater than less than</p> <p>Pattern, more than less than</p>

<p><b>Chapter 2</b> <b>6 days</b></p>	<p>NUMBER BONDS</p>	<p>Big Idea: Number bonds can be used to show parts and whole.</p> <p>Use connecting cubes or a math balances to find number bonds Find different number bonds for numbers to 10</p> <p><b>Thinking Skills:</b> Analyzing parts and whole, Deduction</p> <p><b>Problem Solving Strategies:</b> Act it out Guess and check</p>	<p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them</p> <p>CC.K-12.MP.2 reason abstractly and quantitatively.</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 2 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>part whole number bond</p>
<p><b>Chapter 3</b> <b>9 days</b></p>	<p>ADDITION FACTS TO 10</p>	<p>Big Idea: Addition can be used to find how many in all.</p> <p>Count on to add. Use number bonds to add in any order Write and solve addition stories</p> <p>Tell addition stories about pictures Write addition sentences</p> <p>Write addition stories Solve real-world problems</p> <p><b>Thinking Skills:</b> Analyzing parts and whole Deduction</p>	<p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.K-12.MP.2 reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>Add plus (+) equal to (=) addition sentence more than counting tape addition story</p>

		<p><b>Problem Solving Strategies:</b> Act it out Draw a diagram</p>	<p>Chapter 3 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>		
<p><b>Chapter 4</b> <b>10 days</b></p>	<p>SUBTRACTION FACTS TO 10</p>	<p>Big Idea: Subtraction can be used to find how many are left</p> <p>Take away to subtract Count on to subtract Count back to subtract Use number bonds to subtract Write and solve subtraction</p> <p>Tell subtraction stories about pictures write subtraction sentences</p>	<p>CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20 CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others. CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.5 Use appropriate tools strategically. CC.K-12.MP.6 Attend to precision. CC.K-12.MP.7 Look for and make use of structure. CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 4 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>Take away Subtract Minus (-) Subtraction sentence Less than Subtraction story Fact family True False</p>

<p><b>Late October- Mid Nov</b></p> <p><b>Chapter 5</b></p>	<p><b>GEOMETRY</b></p> <p>SHAPES AND PATTERNS</p>	<p>Big Idea: Explore, identify, and compare plane and solid shapes in patterns and in the real world.</p> <p>Identify, classify, and describe plane shapes Divide shapes into two and four equal parts Describe the whole as the sum of its parts</p>	<p>CC.2.3.1.A.1 Compose and distinguish between 2- and 3-dimensional shapes based on their attributes. CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others. CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.5 Use appropriate tools strategically. CC.K-12.MP.6 Attend to precision</p> <p>Chapter 5 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>Circle Triangle Square Rectangle Side Corner Color Sort Alike Shape Size Different Half of Fourth of Quarter of</p>
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<p>Mid Nov - Dec</p> <p>Chapter 6</p>	<p><b>NUMBERS BASE TEN</b></p> <p>ORDINAL NUMBERS &amp; POSITION</p>	<p>Big Idea: Numbers and words can be used to describe, order and position. Use ordinal numbers Use position words to name relative positions</p> <p><b>Thinking Skills:</b> Deduction, sequencing, and identifying relationships</p> <p><b>Problem Solving Skills:</b> Use a diagram/model Act it out</p>	<p>CC.2.3.1.A.1 Compose and distinguish between 2- and 3-dimensional shapes based on their attributes. CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.5 Use appropriate tools strategically. CC.K-12.MP.6 Attend to precision.</p> <p>Chapter 6 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>first before second after third between fourth left fifth right sixth next to seventh under eighth above ninth below tenth behind last in front of</p>
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<p><b>Chapter 7</b> <b>10 days</b></p>	<p>NUMBERS TO 20</p>	<p>Big Idea: Count, Compare, and order numbers to 20</p> <p>Count on from 10 to 20 Read to write 11 to 20 in numbers and words</p> <p>Use place value chart to show numbers to 20 Show objects up to 20 as tens and ones</p> <p>Compare numbers to 20 order numbers by making number patterns</p> <p><b>Thinking Skill:</b> Analyzing patterns and relationships</p> <p><b>Problem Solving Strategy:</b> Look for patterns</p>	<p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects</p> <p>CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.5 Use appropriate tools strategically. CC.K-12.MP.7 Look for and make use of structure. CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 7 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty place-value chart greatest least order</p>
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<p><b>Chapter 8</b></p> <p><b>9 days</b></p>	<p>ADDITION AND SUBTRACTION FACTS TO 20</p>	<p>Big Idea: Different strategies can be used to add and subtract</p> <p>Use different strategies to add 1- and 2-digit numbers</p> <p>Subtract a 1-digit from a 2-digit number with and without regrouping</p> <p>Solve real-world problems</p> <p><b>Thinking Skills:</b> Analyzing parts and whole</p> <p><b>Problem Solving Strategies:</b> guess and check solve part of the problem</p>	<p>CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20</p> <p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 8 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables (ALEKS online math program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>group doubles fact same doubles plus one</p>
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<p><b>January – Mid Feb.</b></p> <p><b>Chapter 9</b></p> <p><b>10 days</b></p>	<p>MEASUREMENT</p> <p>LENGTH</p>	<p>Big Idea: Compare the height and length of things. Measure with non-standard units to find length.</p> <p>Compare two lengths using the terms tall/taller, long/longer, and short/shorter</p> <p>Compare two lengths by comparing each with a third length</p> <p>compare more than two lengths using the terms tallest, longest, and shortest</p> <p>Use a starting point when comparing lengths</p> <p>Measure lengths using non-standard units</p> <p>Understand that using different non-standard units may give different measurements for the same item</p> <p>Use the term “unit” to describe length</p> <p>Count measurement units in a group of ten and ones</p> <p><b>Thinking Skills:</b> Comparing</p> <p><b>Problem Solving Skills:</b> Act it out Use a diagram</p>	<p>CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>Chapter 9 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>tall/taller short/shorter long/longer tallest longest shortest start line about unit</p>
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<p><b>Chapter 10</b></p> <p><b>9 days</b></p>	<p>WEIGHT</p>	<p>Compare the weight of two things using the terms ‘heavy’ ‘heavier’, ‘light’, lighter’, as heavy as’  Use a non-standard object to find the weight of things  Compare weight using a non-standard object as a unit of measurement  Use the term ‘unit’ when writing the weight of things Explain why there is a difference in a measurement when using non-standard units  Arrange objects according to their weights</p> <p><b>Thinking Skills:</b>  Comparing  Deduction  Sequencing</p> <p><b>Problem Solving Strategies:</b>  Act it out  Use guess and check  Simplify the problem</p>	<p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them  CC.K-12.MP.2 Reason abstractly and quantitatively.  CC.K-12.MP.4 Model with mathematics.  CC.K-12.MP.5 Use appropriate tools strategically.  CC.K-12.MP.7 Look for and make use of structure.</p> <p>Chapter 10 Assessment <i>Math in Focus</i>  C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/  Number Talk</p> <p>MathSeeds</p> <p>Quick Tables  <i>Math in Focus</i>  Textbook 2015  Houghton  Mifflin Harcourt</p>	<p>heavy  heavier  heaviest  light  lighter  lightest  weight  as heavy as  unit</p>
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<p><b>Chapter 11</b> <b>8 days</b></p>	<p><b>PICTURE GRAPHS &amp; BAR GRAPHS</b></p>	<p>Big Idea: Picture graphs, tally charts, and bar graphs can be used to show data.</p> <p>Collect and organize data Show data as a picture graph Understand the data shown in a picture graph</p> <p>Draw picture graphs Understand the data shown in a picture graph using symbols</p> <p>Make a tally chart Show data on a bar graph Understand data shown in a bar graph</p> <p><b>Thinking Skills</b> Comparing Classifying</p> <p><b>Problem Solving Strategy</b> Make a systematic list</p>	<p>CC.2.4.1.A.4 Represent and interpret data using tables/charts.</p> <p>Chapter 11 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.4 Model with mathematics CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>Chapter 11 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables <i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>data picture graph more most fewer fewest tally mark tally chart bar graph</p>
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<p><b>Mid Feb. –</b></p> <p><b>Chapter 12</b></p> <p><b>7 days</b></p>	<p>NUMBERS TO BASE TEN</p> <p>NUMBERS TO 40</p>	<p>Count from 21 to 40 Read and write 21 to 40 in numbers and words Use a place-value chart to show numbers up to 40 Show objects up to 40 as tens and ones Use a strategy to compare numbers to 40 Compare numbers to 40 Order numbers to 40 Find the missing numbers in a number pattern</p> <p><b>Thinking Skills:</b> Analyzing parts and whole numbers Sequencing Comparing</p> <p><b>Problem Solving Strategies:</b> Look for patterns Use before and after concept</p>	<p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.5 Use appropriate tools strategically. CC.K-12.MP.7 Look for and make use of structure. CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 12 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>twenty-one twenty-two twenty-three... forty</p>
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<p><b>Chapter 13</b></p> <p><b>11 days</b></p>	<p>ADDITION AND SUBTRACT TO 40</p>	<p>Big Idea: Whole numbers can beaded and subtracted with or without regrouping.</p> <p>Add a 2-digit number and a 1-digit number without regrouping Add two 2 digit numbers without regrouping</p> <p>Add a 2-digit number and a 1 digit number with regrouping Add two 2-digit numbers without regrouping</p> <p>Subtract a 1-digit number from a 2-digit number without regrouping Subtract a 2-digit number from another 2-digit number from another 2-digit number without regrouping</p> <p>Subtract a 1-digit from a 2-digit number with regrouping Subtract a 2-digit number from a 2 digit number with regrouping.</p>	<p>CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20 CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtraction within 100</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others. CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.5 Use appropriate tools strategically. CC.K-12.MP.6 Attend to precision. CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 13 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>count on place-value chart regroup count back</p>
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<p><b>Chapter 14</b></p> <p><b>7 days</b></p>	<p><b>MENTAL MATH STRATEGIES</b></p>	<p>Big Idea: Number bonds help you to add and subtract mentally.</p> <p>Mentally add 1-digit numbers</p> <p>Mentally add a 1-digit number to a 2-digit number</p> <p>Mentally add a 2-digit number to tens</p> <p>Mentally subtract 1-digit numbers</p> <p>Mentally subtract 1-digit from a 2-digit number</p> <p>Mentally subtract tens from a 2-digit number</p>	<p>CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20</p> <p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 14 Assessment <i>Math in Focus</i></p> <p>C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>mentally doubles fact</p>
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<p><b>Chapter 15</b></p> <p><b>7 days</b></p>	<p>CALENDAR AND TIME</p>	<p>Read a calendar Know the days of the week and months of the year Write the date Know the seasons of the year Use the term o'clock to tell the time to the hour Read and show time to the hour on a clock Read and show time to the hour on a digital clock Read time to the half hour Use the term half past Relate time to daily activities Read and show time to the half hour on a digital clock</p> <p><b>Thinking Skills:</b> Identifying patterns and relationships Analyzing parts and whole Deduction</p> <p><b>Problem Solving Strategies:</b> Act it out Use a diagram</p>	<p>CC.2.4.1.A.1 Order lengths and measure them both directly and indirectly and by repeating units</p> <p>CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>Chapter 15 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>calendar days weeks months year date warmer colder seasons o'clock minute hand digital clock half past half hour</p>
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<p><b>Chapter 16</b></p> <p><b>9 days</b></p>	<p>NUMBERS TO 120</p>	<p>Big Idea: Count, compare, and order numbers from 1 to 120.</p> <p>Count from 41 to 120 Read and write from 41 to 120 in numbers and words</p> <p>Use a place-value chart to show numbers up to 100 Show objects up to 100 as tens and ones</p> <p>Use a strategy to compare numbers to 100 Compare numbers to 100 using symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> Order numbers to 100 Finding the missing numbers in a number pattern</p> <p><b>Thinking Skills:</b> Comparing Identifying patterns and relationships</p> <p><b>Problem Solving Strategy:</b> Look for patterns</p>	<p>CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others. CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.5 Use appropriate tools strategically. CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 16 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>fifty sixty seventy eighty ninety one hundred one hundred twenty estimate number line greater than (<math>&gt;</math>) less than (<math>&lt;</math>)</p>
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<p><b>Chapter 17</b></p> <p><b>8 days</b></p>	<p>ADDITION AND SUBTRACTION TO 100</p>	<p>Big Idea: Numbers to 100 can be added and subtracted with and without regrouping.</p> <p>Add a 2-digit number and a 1-digit number without regrouping Add two 2-digit numbers without regrouping</p> <p>Add a 2-digit number and a 1-digit number without regrouping Add two 2-digit numbers without regrouping</p> <p>Subtract a 1-digit number from a 2-digit number without regrouping Subtract a 1-digit number from a 2-digit number without regrouping Subtract a 2-digit number from another 2-digit number without regrouping</p> <p>Subtract a 1-digit number from a 2-digit number with regrouping Subtract 2-digit numbers with regrouping</p> <p><b>Thinking Skills:</b> Deduction Identifying patterns and relationships</p> <p><b>Problem Solving Strategies:</b> Simplify the problem Guess and check</p>	<p>CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20 CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtraction within 100</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others. CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.6 Attend to precision. CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 17 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	
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<p><b>Chapter 18</b></p> <p><b>7 days</b></p>	<p>GETTING READY FOR MULTIPLICATION &amp; DIVISION</p>	<p>Big Idea: Multiplying is the same as adding equal groups. Dividing is the same as sharing things equally or putting things into equal groups.</p> <p>Use objects or pictures to find the total number of items in groups of the same size Relate repeated addition to the concept of multiplication</p> <p>Use objects or pictures to find the number of items in each group when sharing equally Relate sharing equally to the concept of division</p> <p>Use objects or pictures to show the concept of division as finding the number of equal groups</p> <p><b>Thinking Skills:</b> Comparing Analyzing parts and whole Identifying patterns and relationships</p> <p><b>Problem Solving Strategies:</b> Act it out Use a diagram</p>	<p>CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20 CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtraction within 100</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them CC.K-12.MP.2 Reason abstractly and quantitatively. CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others. CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.5 Use appropriate tools strategically. CC.K-12.MP.6 Attend to precision. CC.K-12.MP.7 Look for and make use of structure. CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p>Chapter 18 Assessment <i>Math in Focus</i> C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talk</p> <p>MathSeeds</p> <p>Quick Tables</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>same groups each share equally</p>
<p><b>Chapter 19</b></p> <p><b>9 days</b></p>	<p>MONEY</p>	<p>Big Idea: Penny, nickel, dime, and quarter are coins that can be counted and exchanged. Money can be added and subtracted.</p>	<p>CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p>	<p>Morning Meeting</p>	<p>cents nickel dime value</p>

		<p>Recognize and name penny, nickel, and dime  Understand that “¢” stands for cents  Skip –count to find the value of a collection of coins  Exchange a coin for a greater value for a set of coins of equal value  Use different combinations of coins less than 25¢ to buy things</p> <p>Know and name a quarter  Exchange a quarter for a set of coins of equal value</p> <p>Count money in cents up to \$1.00 using the ‘count on’ strategy  Choose the correct value of coins when buying items Use different combinations of coins to show the same value  Add to find the cost of items  Subtract to find the change  Add and subtract money in cents (up to \$1)  Solve real-world problems involving addition and subtraction of money</p> <p><b>Thinking Skills:</b>  Comparing  Analyzing parts and wholes</p> <p><b>Problem Solving Strategies</b>  Make a systematic list  Make suppositions</p>	<p>CC.K-12.MP.1 Make sense of problems and persevere in solving them  CC.K-12.MP.2 Reason abstractly and quantitatively.  CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.  CC.K-12.MP.4 Model with mathematics.  CC.K-12.MP.5 Use appropriate tools strategically.  CC.K-12.MP.6 Attend to precision.</p>	<p>Warm Up/  Number Talk</p> <p>MathSeeds</p> <p>Quick Tables</p> <p><i>Math in Focus</i>  Textbook 2015  Houghton  Mifflin  Harcourt</p>	<p>penny  exchange  change</p>
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