

DOMAIN: Number and Operations in Base Ten**CLUSTER: Extend the counting sequence.▲**

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	RESOURCES	ASSESSMENTS
<p>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.</p>	<p>MP1 Make sense of problems and persevere in solving them. MP2 Reason abstractly and quantitatively. MP3 Construct viable arguments and critique the reasoning of others. MP4 Model with mathematics. MP5 Use appropriate tools strategically. MP6 Attend to precision. MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning.</p>	<p>50 Problem Solving Lessons (Burns, 1996)</p> <ul style="list-style-type: none"> • Hand and Beans, pp. 37-39 • Trace and Compare, pp. 41-42 <p>About Teaching Mathematics (Burns, 2000)</p> <ul style="list-style-type: none"> • How Many Pockets, p. 174 • Fill the Cube, pp. 178, 190 • Five Tower Game, p. 179 • Spill and Compare, p. 169 • Trace and Compare, p. 169 <p>Developing Number Concepts, Book 3 (Richardson, 1999)</p> <ul style="list-style-type: none"> • Plus One Game, pp. 15-19 • Creating a 0-99 Chart, p. 36 • The 0-99 Chart Puzzles, p. 54 • Think About the Symbols, p. 75 • Paper Shapes, pp. 81-82 <p>engage^{ny} https://www.engageny.org/ccls-math/1nbt1</p> <p>Lessons for Algebraic Thinking Grades K-2 (von Rotz & Burns, 2002)</p> <ul style="list-style-type: none"> • Chapter 3: Birthday Candles, pp. 24-33 • Chapter 11: Two Handfuls, pp. 138-156 <p>(continued on next page)</p>	<p>engage^{ny}</p> <ul style="list-style-type: none"> • End-of-Module 2 Assessment https://www.engageny.org/resource/grade-1-mathematics-module-2 <p>My Math Assessment Masters</p> <ul style="list-style-type: none"> • Ch. 5, pp.109-130 <p>My Math Think Smart for the SBAC</p> <ul style="list-style-type: none"> • Ch. 5 Test, pp. 77-82 • Ch. 5 Performance Task, pp. 121-122 <p>My Math eAssessment</p>

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	RESOURCES	ASSESSMENTS
<p>11.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.</p>	<p>MP1 Make sense of problems and persevere in solving them. MP2 Reason abstractly and quantitatively. MP3 Construct viable arguments and critique the reasoning of others. MP4 Model with mathematics. MP5 Use appropriate tools strategically. MP6 Attend to precision. MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning.</p>	<p>(continued from previous page)</p> <p>Illustrative Mathematics</p> <ul style="list-style-type: none"> • Counting Circle II http://illustrativemathematics.org/illustrations/679 • Choral Counting II (children keep counting on floor) http://illustrativemathematics.org/illustrations/678 • Hundred Chart Digit Game http://illustrativemathematics.org/illustrations/680 • Start/Stop Counting II http://illustrativemathematics.org/illustrations/681 • Number of the Day http://illustrativemathematics.org/illustrations/1078 <p>My Math</p> <ul style="list-style-type: none"> • 5-3 Count by Tens Using Dimes • 5-9 Count by Fives Using Nickels • 5-12 Numbers to 120 • 5-13 Count to 120 • 5-14 Read and Write Numbers to 120 	

CLUSTER: Understand place value.▲

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	RESOURCES	ASSESSMENTS
<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.</p> <p>a. 10 can be thought of as a bundle of ten ones – called a “ten.”</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>MP1 Make sense of problems and persevere in solving them.</p> <p>MP2 Reason abstractly and quantitatively.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p> <p>MP4 Model with mathematics.</p> <p>MP5 Use appropriate tools strategically.</p> <p>MP6 Attend to precision.</p> <p>MP7 Look for and make use of structure.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>	<p>A Collection of Math Lessons from Grades 1 through 3 (Burns & Tank, 1988)</p> <ul style="list-style-type: none"> Chapter 6: Making Tens and Ones, pp. 63-70 Chapter 7: A Place-Value Menu, pp. 71-82 Chapter 8: Activities with Bases Ten Blocks, pp. 83-95 <p>Developing Number Concepts, Book 3 (Richardson, 1999)</p> <ul style="list-style-type: none"> Introducing Grouping by Tens, pp. 32-33 Writing Base-Ten Patterns on a Strip, p. 34-35 Creating a 0-99 Chart, p. 36 The 0 – 99 Chart Puzzles, p. 54 Rearrange It: Finding All the Ways, pp. 70-71 Think About the Symbols, p. 75 Paper Shapes, pp. 81-82 Containers, pp. 86-87 Building Stacks, pp. 96-97 <p>engage^{ny} https://www.engageny.org/ccls-math/1nbt2</p> <p>My Math</p> <ul style="list-style-type: none"> 5-1 Numbers 11 to 19 5-2 Tens 5-4 Ten and Some More 5-5 Tens and Ones 5-6 Problem Solving Strategy: Make a Table 5-7 Numbers to 100 	<p>engage^{ny}</p> <ul style="list-style-type: none"> End-of-Module 2 Assessment https://www.engageny.org/resource/grade-1-mathematics-module-2 <p>Kentucky Department of Education</p> <ul style="list-style-type: none"> Formative Assessment Lesson: Number and Operations: Pieces of a Hundreds Chart http://education.ky.gov/curriculum/conpro/Math/Pages/ElemFormAssessLessons.aspx <p>My Math Assessment Masters</p> <ul style="list-style-type: none"> Ch. 5, pp. 109-130 <p>My Math Think Smart for the SBAC</p> <ul style="list-style-type: none"> Ch. 5 Test, pp. 77-82 Ch. 5 Performance Task, pp. 121-122 <p>My Math eAssessment</p>

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	RESOURCES	ASSESSMENTS
<p>1.NBT.3 Compare two two-digit numbers based on meanings of tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, $<$.</p>	<p>MP1 Make sense of problems and persevere in solving them. MP2 Reason abstractly and quantitatively. MP3 Construct viable arguments and critique the reasoning of others. MP4 Model with mathematics. MP5 Use appropriate tools strategically. MP6 Attend to precision. MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning.</p>	<p>50 Problem Solving Lessons (Burns, 1996)</p> <ul style="list-style-type: none"> • Hand and Beans, pp. 37-39 • Trace and Compare, pp. 41-42 <p>Developing Number Concepts, Book 3 (Richardson, 1999)</p> <ul style="list-style-type: none"> • Containers, pp. 86-87 • Building Stacks, pp. 96-97 <p>engage^{ny} https://www.engageny.org/ccls-math/1nbt3</p> <p>My Math</p> <ul style="list-style-type: none"> • 5-10 Use Models to Compare Numbers • 5-11 Use Symbols to Compare Numbers 	<p>engage^{ny}</p> <ul style="list-style-type: none"> • End-of-Module 2 Assessment https://www.engageny.org/resource/grade-1-mathematics-module-2 <p>My Math Assessment Masters</p> <ul style="list-style-type: none"> • Ch. 5, pp. 109-130 <p>My Math Think Smart for the SBAC</p> <ul style="list-style-type: none"> • Ch. 5 Test, pp. 77-82 • Ch. 5 Performance Task, pp. 121-122 <p>My Math eAssessment</p>

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	RESOURCES	ASSESSMENTS
<p>1.NBT.4 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, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>MP1 Make sense of problems and persevere in solving them. MP2 Reason abstractly and quantitatively. MP3 Construct viable arguments and critique the reasoning of others. MP4 Model with mathematics. MP5 Use appropriate tools strategically. MP6 Attend to precision. MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning.</p>	<p>Developing Number Concepts, Book 3 (Richardson, 1999)</p> <ul style="list-style-type: none"> • Adding and Subtracting two-Digit Numbers, pp. 104-108. • Addition and Subtraction of Two-Digit Numbers, pp. 109-115 • Story Problems, p. 115 • Partner Add-It, pp. 118-119 • Partner Take-Away, p. 120 • Roll and Add, pp. 121-122 • Roll and Subtract, p. 123 • Add 'Em Up: Lots of Lines, p. 124 • Add 'Em Up: Paper Shapes, p. 125 • Solving Story Problems, p. 131 <p>engage^{ny} https://www.engageny.org/ccls-math/1nbt4</p> <p>My Math</p> <ul style="list-style-type: none"> • 6-1 Add Tens • 6-2 Count On Tens and Ones • 6-3 Add Tens and Ones • 6-4 Problem-Solving Strategy: Guess, Check and Revise • 6-5 Add Tens and Ones with Regrouping 	<p>My Math Assessment Masters</p> <ul style="list-style-type: none"> • Ch. 6, pp. 135-155 <p>My Math Think Smart for the SBAC</p> <ul style="list-style-type: none"> • Ch. 6 Test, pp. 83-88 • Ch. 6 Performance Task, pp. 123-124 <p>My Math eAssessment</p>

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	RESOURCES	ASSESSMENTS
<p>1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>MP1 Make sense of problems and persevere in solving them. MP2 Reason abstractly and quantitatively. MP3 Construct viable arguments and critique the reasoning of others. MP4 Model with mathematics. MP5 Use appropriate tools strategically. MP6 Attend to precision. MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning.</p>	<p>Developing Number Concepts, Book 3 (Richardson, 1999)</p> <ul style="list-style-type: none"> Figure It Out, pp. 116-117 <p>engage^{ny} https://www.engageny.org/ccls-math/1nbt5</p> <p>My Math</p> <ul style="list-style-type: none"> 5-8 Ten More, Ten Less 	<p>engage^{ny}</p> <ul style="list-style-type: none"> End-of-Module 2 Assessment https://www.engageny.org/resource/grade-1-mathematics-module-2 <p>My Math Assessment Masters</p> <ul style="list-style-type: none"> Ch. 5, pp. 109-130 <p>My Math Think Smart for the SBAC</p> <ul style="list-style-type: none"> Ch. 5 Test, pp. 77-82 Ch. 5 Performance Task, pp. 121-122 <p>My Math eAssessment</p>

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	RESOURCES	ASSESSMENTS
<p>1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>MP1 Make sense of problems and persevere in solving them. MP2 Reason abstractly and quantitatively. MP3 Construct viable arguments and critique the reasoning of others. MP4 Model with mathematics. MP5 Use appropriate tools strategically. MP6 Attend to precision. MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning.</p>	<p>Developing Number Concepts, Book 3 (Richardson, 1999)</p> <ul style="list-style-type: none"> Roll and Subtract, p. 123 <p>engage^{ny} https://www.engageny.org/ccls-math/1nbt6</p> <p>My Math</p> <ul style="list-style-type: none"> 6-6 Subtract Tens 6-7 Count Back by 10's 6-8 Relate Addition and Subtraction of Tens 	<p>My Math Assessment Masters</p> <ul style="list-style-type: none"> Ch. 6, pp. 135-155 <p>My Math Think Smart for the SBAC</p> <ul style="list-style-type: none"> Ch. 6 Test, pp. 83-88 Ch. 6 Performance Task, pp. 123-124 <p>My Math eAssessment</p>

Domain Legend

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 75%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (s/a approximately 25%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade

ADDITIONAL SUPPORT

LANGUAGE OBJECTIVES	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	KEY VOCABULARY
<ul style="list-style-type: none"> • Student will use correct number words when counting. • Student will use comparative adjectives to compare numbers (greater/ more/less/fewer than/equal to). 	<ul style="list-style-type: none"> • Sets of ten (and tens of tens) can be perceived as single entities. These sets can be counted and used as a means of describing quantities. • The position of digits in numbers determines what they represent – which size group they count. • The grouping of ones and tens and hundreds can be taken apart in different ways. 	<ul style="list-style-type: none"> • How can the number _____ be represented? • How can objects be counted? • How can numbers be sequenced? • How can we understand place value? • How can we understand the two digits of a two-digit number? • How can we use place value understanding to find ten more and ten less? • How can we compare two digit numbers? • How can the number _____ be represented? • How can we compare and classify numbers? • How do you know if your answer makes sense? 	<p>compare data equal to (=) fewer graph greater than (>) hundred less than (<) more number numeral ones place value regroup same sequence strategy tens two digit number unknown</p>

DAILY ROUTINES

- Number of the Day
<http://illustrativemathematics.org/illustrations/1078>

- Problem Solving Notebook

LITERATURE CONNECTIONS

- *Six Dinner Sid* by Ingra Moore
- *Freddy Gets Dressed* by Jonathan London
- *Spunky Monkeys on Parade* by Stuart J. Murphy
- *A Fair Bear Share* by Stuart J. Murphy
- *From One to One Hundred* by Teri Sloat
- *A Fair Bear Share* by Stuart J. Murphy
- *Ants at the Picnic* by Michael Dahl
- *More or Less* by Stuart Murphy
- *Out for the Count: A Counting Adventure* by Kathryn Cave
- *Leaping Lizards* by Stuart J. Murphy
- *How Many Snails? A Counting Book* by Paul Giganti Jr.
- *The Grapes of Math: Mind Stretching Math Riddles*
- *The Good Neighbors Store an Award; A Cheesey Mouse Tale of Addition with Regrouping* by Mark Ramsey
- *Math Potatoes* by Greg Tang
- *The Biggest Fish* by Sheila Keenan
- *Count and See* by Tana Hoban
- *100 Days of Cool* by Stuart J. Murphy
- *Icky Bug Numbers 1 2 3* by Jerry Pallotta
- *The King’s Commissioners* by Aileen Friedman
- *Mouse Paint* by Ellen Stoll Walsh
- *One Hundred Hungry Ants* by Elinor J. Pinczes
- *Jelly Beans for Sale* by Bruce McMillan
- *The Wing Wing Brothers Math Spectacular!* By Ethan Long
- *17 Kings and 42 Elephants* by Margaret Mahy
- *Earth Day-Hooray!* by Surat J. Murphy
- *Misson Addition* by Loreen Leedy
- *Subtraction Action* by Loreen Leedy

DIFFERENTIATION 

FRONT LOADING ¹	ENRICHMENT ²	INTERVENTION ³
<p>My Math Each chapter includes: (at beginning of chapter)</p> <ul style="list-style-type: none"> • My Math Words • My Vocabulary Cards • My Foldables <p>Each lesson includes: (at beginning of lesson)</p> <ul style="list-style-type: none"> • ELL Instructional Strategy 	<p>Illustrative Mathematics</p> <ul style="list-style-type: none"> • Ordering Numbers http://illustrativemathematics.org/illustrations/6 - <p>My Math Each lesson includes:</p> <ul style="list-style-type: none"> • A beyond level extend hands-on activity under differentiated instruction (found after Practice & Apply) 	<p>My Math Each lesson includes:</p> <ul style="list-style-type: none"> • An approaching level Tier 2: strategic intervention hands-on activity (found after Practice & Apply) <p>Each formative assessment includes</p> <ul style="list-style-type: none"> • Tier 2 Strategic Intervention, Ch. 5, p. 378A • Tier 2 Strategic Intervention, Ch. 6, p. 478A

Key:

¹: Front Loading refers to materials that can be used before the lesson begins to prepare students for success, which may be helpful for English learners, students with disabilities or low achieving students.

²: Enrichment refers to materials that can be used with students who are ready to have their thinking extended, which may be helpful for gifted and talented and high achieving students, or any students who are ready for more depth and complexity.

³: Intervention refers to materials that can be used after the lessons with students who are needing additional positive experiences with the mathematics, low achieving students who would benefit from another approach, or students who have gaps in their knowledge.

For more information on Differentiation, please refer to: The California Framework, Universal Access section:

<http://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalaccess.pdf#search=Universal%20Access&view=FitH&pagemode=none>