Mathematical Content: 2.1 Numbers and Operations

Essential Questions:			
Anchor: (A) Counting & Cardinality			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
	Intentionally Blank		
		Resources:	**Assessments:**
		Vocabulary:	

Mathematical Content: 2.1 Numbers and Operations

Essential Questions: 1.NBT.1 - How can I count, read, and write numbers to 120?			
Anchor: (B)Numbers & Operations in Base Tens			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
1.NBT.1- I can count up to 120 starting at any number under 120	CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.		
1.NBT.1 - I can read and write my numbers to show how many objects are in a group. (up to 120)		**Resources:** • MIF Teacher's Manual • MIF Student Book • MIF Student Workbook • Assessment Manual • School to Home Connections Manual • Reteach Manual	**Assessments:** **District Adopted Published Assessment** • Chapter 1 Test Prep • Chapter 7 Test Prep • Chapter 12 Test Prep • Chapter 16 Test Prep • Exact Path Benchmark

		• Extra Practice Manual • Enrichment Manual • Everyday Counts Calendar Math Kit • Achieving Facts Fluency Manual • Manipulatives Kit • Thinkcentral.com • SAS • ST Math • Exact Path Diagnostics	
		Vocabulary:	
		Counting -Skip-counting, count, numeral, odd, even, whole number, pattern, count up, count back, integer. Sequence- order, number line, pattern, number, more, rule, less, sequence, sort.	

Mathematical Content: 2.1 Numbers and Operations

Essential Questions: 1.NBT.2 - How can I understand the tens and ones places in a two digit number? 1.NBT.3 - How can I compare two-digit numbers? 1.NBT.2 – How can I understand the tens and ones places in a two digit number?			
Anchor: (B)Numbers & Operations in base ten			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
1.NBT.2 - I can tell how many tens and ones are in a number.	CC.2.1.1.B.2 - Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.		
1.NBT.2C - I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0		• **Resources:** • MIF Teacher's Manual • MIF Student Book	**Assessments:** **District Adopted Published Assessment** • Chapter 1 Test Prep

ones.		• MIF Student Workbook • Assessment Manual • School to Home Connections Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • Everyday Counts Calendar Math Kit • Achieving Facts Fluency Manual • Manipulatives Kit • Thinkcentral.com • SAS • ST Math • Exact Path Diagnostics	• Chapter 7 Test Prep • Chapter 12 Test Prep • Chapter 16 Test Prep • Exact Path Benchmark
1.NBT.2A - I can show that I know what a "ten" is		**Vocabulary: Place Value- place value, whole, tens, ones, digit,**	
1.NBT.2B - I can show that any number between 11 and 19 is a group of "ten" and a certain number of one.			
1N.B.T.3 - I can compare two-digit numbers using <, =, > because I understand tens and ones.			

Mathematical Content: 2.1 Numbers and Operations

Essential Questions: 1.NBT.4A - How can I add one and two-digit numbers within 100? 1.NBT.5 – How can I add or subtract 10 from any number in my

<table>
<tr><td colspan="4">head? 1.NBT.6 - How can I subtract decade numbers from each other? 1.NBT.4 - How can I use math strategies, objects or pictures to solve and explain addition and subtraction problems within 100?</td></tr>
<tr><td colspan="4">Anchor: (B)Numbers & Operations in base ten</td></tr>
<tr><td colspan="2">Prerequisite Learning:</td><td colspan="2"></td></tr>
<tr><th>Concepts</th><th>Competencies</th><th>Resources</th><th>Assessments</th></tr>
<tr><td>1.NBT.4A - I can understand that adding two-digit numbers means I add the ones and then the tens.</td><td>CC.2.1.1.B.3 - Use place-value concepts and properties of operations to add and subtract within 100.</td><td></td><td></td></tr>
<tr><td>1.NBT.4 - I can understand that when I add two-digit numbers, sometimes I have to make a group of ten from the ones.(regroup)</td><td></td><td>Resources:
MIF Teacher’s Manual
MIF Student Book
MIF Student Workbook
Assessment Manual
School to Home Connections Manual
Reteach Manual
Extra Practice Manual
Enrichment Manual
Everyday Counts Calendar Math Kit
Achieving Facts Fluency Manual
Manipulatives Kit
Thinkcentral.com
SAS
ST Math
Exact Path Diagnostics</td><td>Assessments:
District Adopted Published Assessment
Chapter 2 Test Prep
Chapter 3 Test Prep
Chapter 4 Test Prep
Chapter 8 Test Prep
Chapter 13 Test Prep
Chapter 14 Test Prep
Chapter 17 Test Prep
Exact Path Benchmark</td></tr>
<tr><td>1N.B.T.5 - I can find 10 more or 10 less in my head.</td><td></td><td colspan="2">Vocabulary: <u>Operations</u> – addition, total, add, sum, plus, more, numeral, subtract, subtraction, minus, less, equals, operation, number sentence, compare, decade</td></tr>
<tr><td>1N.B.T.6 - I can use different</td><td></td><td colspan="2"></td></tr>
</table>

strategies to subtract multiples of 10(10-90) from numbers under 100, write the matching number sentence and explain my strategy.		
1.NBT.4 - I can use math strategies to help me solve and explain addition problems within 100.		
1.NBT.4 - I can use objects and pictures to help me solve and explain addition problems within 100.		

Mathematical Content: 2.1 Numbers and Operations

Essential Questions:			
Anchor: (C) Numbers& Operations-Fractions			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
	Intentionally Blank		
		Resources:	**Assessments:**
		Vocabulary:	

Mathematical Content: 2.2 Algebraic Thinking

Essential Questions: 1.OA.2 – How can I solve word problems by adding 3 whole numbers? 1.OA.1 – How can I use addition and subtraction to solve word problems? 1.OA.6 – How can I use different strategies to add and subtract within 20? What is an equation?			
Anchor: (A) Operations and Algebraic Thinking			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
1.OA.6 - I can add facts within 20.	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20	An equation is a mathematical statement showing equality, using an equal sign.	
1.OA.6 - I can subtract facts within 20.		**Resources:** • MIF Teacher's Manual • MIF Student Book • MIF Student Workbook • Assessment Manual • School to Home Connections Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual	**Assessments:** **District Adopted Published Assessment** • Chapter 2 Test Prep • Chapter 3 Test Prep • Chapter 4 Test Prep • Chapter 7 Test Prep • Chapter 8 Test Prep • Exact Path Benchmark

		• Everyday Counts Calendar Math Kit • Achieving Facts Fluency Manual • Manipulatives Kit • Thinkcentral.com • SAS • ST Math • Exact Path Diagnostics	
		Vocabulary: Vocabulary: Operations – addition, total, add, sum, plus, more, addend, numeral, subtract, subtraction, minus, less, equals, operation, number sentence, equation, compare, counting on, doubles, equal signs, mental math.	
1.OA.1 - I can use different strategies for addition to solve word problems.(within 20)			
1.OA.1 - I can use different strategies for subtraction to solve word problems. (within 20)			
1.OA.2 - I can solve word problems where I have to add 3 whole numbers.			

Mathematical Content: 2.2 Algebraic Thinking

Essential Questions: 1.OA.3 – How can I use the properties of addition and subtraction? 1.OA.4 – How can I use addition or count on to solve subtraction problems? 1.OA.5 – How can I relate counting to addition and subtraction? 1.OA.7 – How can I understand the meaning of the equal sign? 1.OA.8 – How can I find the unknown number in an addition or subtraction equation?			
Anchor: (A) Operations and Algebraic Thinking			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
1.OA.5 - I can understand how	CC.2.2.1.A.2 Understand and		

<table>
<tr><td>counting up is like adding and counting down is like subtracting.</td><td>apply properties of operations and the relationship between addition and subtraction.</td><td></td><td></td></tr>
<tr><td>1.OA.4 - I can use what I know about addition facts to help me answer subtraction fact problems.</td><td></td><td>Resources:
MIF Teacher’s Manual
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MIF Student Workbook
Assessment Manual
School to Home Connections Manual
Reteach Manual
Extra Practice Manual
Enrichment Manual
Everyday Counts Calendar Math Kit
Achieving Facts Fluency Manual
Manipulatives Kit
Thinkcentral.com
SAS
ST Math
Exact Path Diagnostics</td><td>Assessments:
District Adopted Published Assessment
Chapter 2 Test Prep
Exact Path Benchmark</td></tr>
<tr><td>1.OA.3 - I can use addition facts I know well to help me solve problems where there are more than two numbers.(associative)</td><td></td><td colspan="2">Vocabulary: law of addition, fact families, missing addend, equation,</td></tr>
<tr><td>1.OA.7 - I can tell if addition or subtraction number sentences are true because I understand what an equal sign means.</td><td></td><td colspan="2" rowspan="2"></td></tr>
<tr><td>1.OA.8 - I can figure out what a missing number is in addition or</td><td></td></tr>
</table>

subtraction problem.		
1.OA.3 - I can use fact families to help me solve addition problems.(commutative)		

Mathematical Content: 2.2 Algebraic Thinking

Essential Questions:			
Anchor: (A) Operations and Algebraic Thinking			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
	Intentionally Blank		
		Resources:	**Assessments:**
		Vocabulary:	

Mathematical Content: 2.2 Algebraic Thinking

Essential Questions:			
Anchor: (A) Operations and Algebraic Thinking			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**

	Intentionally Blank		
		Resources:	**Assessments:**
		Vocabulary:	

Mathematical Content: 2.3 Geometry

Essential Questions: 1.G.1 – How can I build and draw shapes with different characteristics? 1.G.2 – How can I use two and three-dimensional shapes to make new shapes?			
Anchor: (A) Geometry			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
1.G.2 - I can create two-dimensional shapes.(rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)	CC.2.3.1.A.1 Compose and distinguish between two and three dimensional shapes based on their attributes.		
1.G.2 - I can create three dimensional shapes. (cubes, right rectangular prisms, right circular cones, and right circular cylinders)		**Resources:** • MIF Teacher's Manual • MIF Student Book • MIF Student Workbook • Assessment Manual • School to Home Connections Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • Everyday Counts Calendar	**Assessments:** **District Adopted Published Assessment** - Chapter 5 Test Prep - Exact Path Benchmark

		Math Kit • Achieving Facts Fluency Manual • Manipulatives Kit • Thinkcentral.com • SAS • ST Math • Exact Path Diagnostics	
1. G.1. - I can understand and tell about the parts that make different shapes unique.		**Vocabulary: Shapes – circle, square, triangle, shape, rectangle, rectangular, geometry, sides, line of symmetry, two dimensional, Prisms – sphere, cylinder, cube, cone, prism, three dimensional, fourths, halves,**	
1. G.1. - I can build and draw shapes that have certain parts.			
1.G.2 - I can use two and three dimensional shapes to create new shapes.			

Mathematical Content: 2.3 Geometry

Essential Questions: 1.G.3 – How can I cut circles and rectangles into smaller, equal-sized pieces?			
Anchor: : (A) Geometry			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
1.G.3 - I can break circles and rectangles into equal parts and use the words: whole, halves, fourths, and quarters to talk about them.	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.		

1.G.3 - I can understand the "halves" means two equal parts and "fourths" or "quarters" means four equal parts.		**Resources:** • MIF Teacher's Manual • MIF Student Book • MIF Student Workbook • Assessment Manual • School to Home Connections Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • Everyday Counts Calendar Math Kit • Achieving Facts Fluency Manual • Manipulatives Kit • Thinkcentral.com • SAS • ST Math • Exact Path Diagnostics	**Assessments:** **District Adopted Published Assessment** • Chapter 5 Test Prep • Exact Path Benchmark
1.G.3 - I can understand that breaking circles or rectangles into more equal parts means that the parts will be smaller.		**Vocabulary: <u>Fractions</u> – whole, half, half circle, equal shares, fourth, quarter circle, half of, quarter of, one half, one fourth, equal shares,**	

Mathematical Content: 2.3 Geometry

Essential Questions:			
Anchor: : (A) Geometry			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
	Intentionally Blank		
		Resources:	**Assessments:**

		Vocabulary:

Mathematical Content: 2.4 Measurement, Data, and Probability

Essential Questions: 1.MD.1 – How can I measure, order, and compare the lengths of different objects? 1.MD.2 – How can I measure length using different objects?			
Anchor: (A) Measurement and Data			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
1.MD.2 - I can show that I understand how to measure something by using a smaller object as a measurement tool.	CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.		
1.MD.1 - I can put three objects in order from longest to shortest and compare their lengths.		**Resources:** • MIF Teacher's Manual • MIF Student Book • MIF Student Workbook • Assessment Manual • School to Home Connections Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • Everyday Counts Calendar Math Kit • Achieving Facts Fluency	**Assessments:** **District Adopted Published Assessment** • Chapter 9 Test Prep • Exact Path Benchmark

		Manual • Manipulatives Kit • Thinkcentral.com • SAS • ST Math • Exact Path Diagnostics	
1.MD.2 - I can tell the length of an object using whole numbers.		**Vocabulary: Length – measure, length, foot, ruler, long, inch, shorter, shortest, taller, tallest, longer, longest**	
1.MD.2 – I can show that I understand how to measure something by using a smaller object as a measurement tool.			

Mathematical Content: 2.4 Measurement, Data, and Probability

Essential Questions: 1.MD.3 – How can I tell and write time to the hour and half hour?			
Anchor: (A) Measurement and Data			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
1.MD.3 - I can tell and write time in hours and half-hours using any kind of clock.	CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.		
		Resources: • MIF Teacher's Manual • MIF Student Book • MIF Student Workbook • Assessment Manual • School to Home Connections Manual	**Assessments:** **District Adopted Published Assessment** • Chapter 15 Test Prep • Exact Path Benchmark

		• Reteach Manual • Extra Practice Manual • Enrichment Manual • Everyday Counts Calendar Math Kit • Achieving Facts Fluency Manual • Manipulatives Kit • Thinkcentral.com • SAS • ST Math • Exact Path Diagnostics	
		Vocabulary:	
		Time – analog time, digital time, hour, minute, second, hour hand, minute hand, half past	

Mathematical Content: 2.4 Measurement, Data, and Probability

Essential Questions:			
Anchor: (A) Measurement and Data			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
	Intentionally Blank		
		Resources:	**Assessments:**
		Vocabulary:	

Mathematical Content: 2.4 Measurement, Data, and Probability

Essential Questions: 1.MD.4 – How can I record, organize, and interpret data with three categories?
Anchor: (A) Measurement and Data

<table>
<tr><td colspan="2">Prerequisite Learning:</td><td colspan="2"></td></tr>
<tr><th>Concepts</th><th>Competencies</th><th>Resources</th><th>Assessments</th></tr>
<tr><td>1.MD.4 – I can organize, show and explain number information in a way that makes sense.</td><td>CC.2.4.1.A.4 Represent and interpret data using tables/charts</td><td></td><td></td></tr>
<tr><td>1.MD.4 – I can ask and answer questions about number information that is organized.</td><td></td><td>Resources:
MIF Teacher’s Manual
MIF Student Book
MIF Student Workbook
Assessment Manual
School to Home Connections Manual
Reteach Manual
Extra Practice Manual
Enrichment Manual
Everyday Counts Calendar Math Kit
Achieving Facts Fluency Manual
Manipulatives Kit
Thinkcentral.com
SAS
ST Math
Exact Path Diagnostics</td><td>Assessments:
District Adopted Published Assessment
Chapter 11 Test Prep
Exact Path Benchmark</td></tr>
<tr><td></td><td></td><td colspan="2">Vocabulary:</td></tr>
<tr><td></td><td></td><td colspan="2" rowspan="3">Graphing – chart, picture graph, bar graph, input, measurement, table, data
Statistics – chance, less likely, impossible, equally likely, tally, certain, equal parts, estimate, even,</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>

Mathematical Content: 2.4 Measurement, Data, and Probability

Essential Questions:			
Anchor: (A) Measurement and Data			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
	Intentionally Blank		
		Resources:	**Assessments:**
		Vocabulary:	