

**Alpena Montmorency Alcona Educational School District
01 Math Pacing Guide**

**Unit 1: Partners and Number Patterns Through 10
17-19 Days**

Math Background:

- Research - TE p1O-1P
- Background - TE p1Q-1DD
- Learning Community - TE p1EE-1GG

Learning Path:

- **Children study the 1-more and 1-less pattern. Children will experience this through:**
 - counting numbers.
 - finding patterns.
 - addition and subtraction.

Progressions:

Last year, my students...	In my class, students will...	Next year, my students will...
<ul style="list-style-type: none">● represented a situation or numerical problem with groups of objects, a drawing, or fingers.● modeled the situation by composing two addend groups or decomposing a total group.● counted the resulting total or addend.● worked toward fluency for addition and subtraction within 5.	<ul style="list-style-type: none">● represent a situation or numerical problem with groups of objects, a drawing, or fingers.● model the situation by composing two addend groups or decomposing a total group.● use subitizing with 5-groups to omit the counting of one addend.● work toward fluency for addition and subtraction within 10.	<ul style="list-style-type: none">● model a situation by composing two addend groups or decomposing a total group.● use subitizing with 10-groups to omit the counting of one addend.● work toward fluency for addition and subtraction within 20.

Big Idea 1: Numbers Through 10

- About 4 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones (30 min/day)

Vocabulary: 5-group, equal sign, equation, less, more, plus, plus sign

Common Core State Standards for Math [CCSS-M]

CC.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.

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

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.1 TE p1-8	<p>I can</p> <ul style="list-style-type: none"> represent numbers 1-10. <p>Formative Assessment: Ask Children to use Stair Steps to show 9 as a 5-group and extra ones. Then have them use words to describe their arrangement. Responses should include that 5 and 4 more is 9.</p>	OA.5 SMP 3 SMP 5 SMP 6 SMP 7 SMP 8	HW p1 (E) AC 1-1 ▲ (NE) AC 1-1 ■ (NE)	
Lesson 1.1 Notes				
1.2 TE p9-14	<p>I can</p> <ul style="list-style-type: none"> visualize and represent numbers 1-10. <p>Formative Assessment: Ask children to use fingers to show and express numbers 6 through 10 as 5-groups and extra ones.</p>	OA.1 OA.5 SMP 1-8	HW p3 (E) AC 1-2 ▲ (NE) AC 1-2 ■ (NE)	
Lesson 1.2 Notes				
Quiz			AG p16 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 2: Patterns with Partners Through 10

- About 10 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones (30 min/day)

Vocabulary: add, break-apart, circle drawing, difference, doubles, Math Mountain, partner, partner train, pattern, subtract, switch the partners, total

Common Core State Standards for Math [CCSS-M]

CC.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.

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

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

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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 $8 + ? = 11$, $5 = \heartsuit - 3$, $6 + 6 = \heartsuit$.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.3 TE p15-24	I can <ul style="list-style-type: none"> add and subtract within 5. Formative Assessment: Ask children to write and show all the sets of partners of 5 using circle drawings and Math Mountains	OA.1 OA.3 OA.5 OA.6 OA.8 SMP 1-8	SAB p13 (E) SAB p14 (E) HW p5 (NE) AC 1-3 ▲ (NE) AC 1-3 ■ (NE)	
Lesson 1.3 Notes				
1.4 TE p25-34	I can <ul style="list-style-type: none"> add and subtract within 6. Formative Assessment: Ask children to write all of the partners of 6 in order: 5+1, 4+2, 3+3, 2+4, 1+5	OA.1 OA.3 OA.5 OA.6 OA.8 SMP 1-8	SAB p15 (E) SAB p16 (E) HW p7 (NE) AC 1-4 ▲ (NE) AC 1-4 ■ (NE)	
Lesson 1.4 Notes				
1.5 TE p35-42	I can <ul style="list-style-type: none"> add and subtract within 7. Formative Assessment: Ask children to write the partners for 7, switch the partners, and describe a pattern they notice	OA.1 OA.3 OA.5 OA.6 OA.8 SMP 1-8	SAB p17 (E) SAB p18 (E) HW p9 (NE) AC 1-5 ▲ (NE) AC 1-5 ■ (NE)	

Lesson 1.5 Notes				
1.6 TE p43-50	I can <ul style="list-style-type: none"> add and subtract within 8. Formative Assessment: Draw Math Mountains to show the partners for 8 and the switched partners	OA.1 OA.3 OA.5 OA.6 OA.8 SMP 1-8	SAB p19 (E) SAB p20 (E) HW p11 (NE) AC 1-6 ▲ (NE) AC 1-6 ■ (NE)	
Lesson 1.6 Notes				
1.7 TE p51-58	I can <ul style="list-style-type: none"> add and subtract within 9. Formative Assessment: Invite children to show and write the partners of 9 and the switched partners	OA.1 OA.3 OA.5 OA.6 OA.8 SMP 1-8	SAB p21 (E) SAB p22 (E) HW p13 (NE) AC 1-7 ▲ (NE) AC 1-7 ■ (NE)	
Lesson 1.7 Notes				
1.8 TE p59-68	I can <ul style="list-style-type: none"> add and subtract within 10. Formative Assessment: Ask children to show the partners of 10 using 5-groups. Then ask them to write the partners of 10 and the switched partners.	OA.1 OA.3 OA.5 OA.6 OA.8 SMP 1-8	SAB p23 (E) SAB p24 (E) HW p15 (NE) AC 1-8 ▲ (NE) AC 1-8 ■ (NE)	

	Lesson 1.8 Notes		
1.9 TE p69-74	Mathematical Practices	OA.3 OA.5 OA.6 SMP 1-8	SAB p25 (E) SAB p26 (E) HW p17 (NE) AC 1-9 ▲ (NE) AC 1-9 ■ (NE)
	Lesson 1.9 Notes		
Quiz			AG p17 (E)
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.

Unit 1: Enrichment/Intervention Loop

- About 3-5 days. Suggested date of completion:

Unit Test Objectives

- 1A Find partners of numbers through 10.
- 1B Use properties to add and subtract within 10.
- 1C Solve addition and subtraction equations with unknowns.
- 1D Relate counting to addition and subtraction.
- 1E Tell and show addition and subtraction story problems

Day 1: Final Formative Assessment SAB p27-28

Day 2-4: Reteaching Activities - TE 76-78

Day 5: Assessment - Unit 1 Test AG p18-21

**Alpena Montmorency Alcona Educational School District
01 Math Pacing Guide**

**Unit 2: Addition and Subtraction Strategies
28-30 Days**

Math Background:

- Research - TE p79Q-79R
- Background - TE p79S-79JJ

Learning Path:

- **Children:**
 - begin to recognize addition and subtraction problem types.
 - begin to write equations to represent addition and subtraction situations.
- **Equations are emphasized as children:**
 - discuss different types of equations.
 - decide if equations are true or false.
 - relate addition and subtraction equations.
 - develop strategies for adding and subtracting within 10.

Big Idea 1: Represent Addition Situations

- About 7 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones (30 min/day)

Vocabulary: add, equal, equal sign (=), equation, circle drawing, not equal sign (\neq), partners, plus sign, total

Common Core State Standards for Math [CCSS-M]

CC.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.

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

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

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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 $8 + ? = 11$, $5 = \heartsuit - 3$, $6 + 6 = \heartsuit$.

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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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.1	<p>I can</p> <ul style="list-style-type: none"> use addition to solve story problems and visualize equality. <p>Formative Assessment: Tell an addition math story and invite children to draw it. Invite them to describe their drawings using the terms partners and total.</p>	OA.1 OA.6 OA.7 SMP.1 SMP.2 SMP.3 SMP.4 SMP.6	SAB p31 (E) SAB p32 (E) HW p19 (NE) AC 2-1 ▲ (NE) AC 2-1 ■ (NE)	
2.2	<p>I can</p> <ul style="list-style-type: none"> use addition to solve story problems and visualize equality. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Present a story problem and a picture that represents the story. Ask children to draw the story using circles and discuss how each drawing is a way to show the story. 	OA.1 OA.6 OA.7 SMP.1 SMP.2 SMP.3 SMP.4 SMP.6	SAB p33 (E) SAB p34 (E) HW p21 (NE) AC 2-2 ▲ (NE) AC 2-2 ■ (NE)	
2.3	<p>I can</p> <ul style="list-style-type: none"> use = to write addition equations and determine if an equation is true. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Show children an equal sign. Ask them to write numbers on each side of the symbol and explain how they know they have written a true equation. 	OA.1 OA.6 OA.7 SMP.1 SMP.2 SMP.3 SMP.6	SAB p35 (E) SAB p36 (E) HW p23 (NE) AC 2-3 ▲ (NE) AC 2-3 ■ (NE)	

2.4	<p>I can</p> <ul style="list-style-type: none"> represent and solve addition story problems and determine if addition equations are true. <p>Formative Assessment: Ask children to determine whether $3 + 4 = 7 + 1$ is a true or false equation. Children should explain that it is a false equation because 7 is not equal to 8. They may explain that they know $3 + 4 = 7$, so 7 and 1 more cannot be equal to 7.</p>	<p>OA.1 OA.7</p> <p>SMP.1 SMP.2 SMP.3 SMP.6</p>	<p>HW p25 (NE) AC 2-4 ▲ (NE) AC 2-4 ■ (NE)</p>	
Quiz			AG p31 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 2: Solve Addition Equations

- About 7 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones (30 min/day)

Vocabulary: count all, count on, unknown total

Common Core State Standards for Math [CCSS-M]

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

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

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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 $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

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Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.5	<p>I can</p> <ul style="list-style-type: none"> find the total in addition equations. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Give the children an equation like $5 + 3 = \underline{\quad}$ to solve. Ask them to explain if they would use counting all or counting on to solve the equation. Children should indicate that it is faster to use counting on because they don't need to count as much. 	<p>OA.5 OA.6 OA.8</p> <p>SMP.3 SMP.5 SMP.6</p>	<p>HW p27 (NE) AC 2-5 ▲ (NE) AC 2-5 ■ (NE)</p>	
2.6	<p>I can</p> <ul style="list-style-type: none"> find the total in addition equations. <p>Formative Assessment:</p> <p>Give children the equation $6 + 4 = \underline{\quad}$ to solve by counting on with dots or with fingers. Ask them to demonstrate counting on using the method they chose. Whether using dots or fingers, children should start with 6 and count on 7,8,9,10.</p>	<p>OA.5 OA.6 OA.8</p> <p>SMP.1 SMP.2 SMP.3 SMP.5 SMP.6 SMP.8</p>	<p>SAB p39 (E) SAB p40 (E) HW p29 (NE) AC 2-6 ▲ (NE) AC 2-6 ■ (NE)</p>	
2.7	<p>I can</p> <ul style="list-style-type: none"> count on from the greater number to add. <p>Formative Assessment:</p> <p>Ask children to count on to solve $7 + 3 = \underline{\quad}$ and $4 + 5 = \underline{\quad}$ and explain their methods.</p>	<p>OA.3 OA.5 OA.6 OA.8</p> <p>SMP.1 SMP.3</p>	<p>SAB p41 (E) SAB p42 (E) HW p31 (NE) AC 2-7 ▲ (NE) AC 2-7 ■ (NE)</p>	

	Children's explanations should include starting with the greater number whether or not the greater number is the first of the second partner.	SMP.6 SMP.8		
2.8	<p>I can</p> <ul style="list-style-type: none"> • solve addition equations. <p>Formative Assessment: Ask children to count on to solve $6 + 3 = \underline{\quad}$ and $2 + 8 = \underline{\quad}$ and explain their methods. Children's explanations should include starting with the greater number.</p>	OA.5 OA.6 OA.8 SMP.1 SMP.3 SMP.5 SMP.6 SMP.8	SAB p47 (E) SAB p48 (E) HW p33 (NE) AC 2-8 ▲ (NE) AC 2-8 ■ (NE)	
2.9	<p>I can</p> <ul style="list-style-type: none"> • solve addition equations. <p>Formative Assessment: Ask children to count on to solve $5 + 3 = \underline{\quad}$ and $2 + 7 = \underline{\quad}$ and explain their methods. Children's explanations should include starting with the greater number whether it is the first or second partner.</p>	OA.5 OA.6 OA.8 SMP.1 SMP.3 SMP.6	HW p35 (NE) AC 2-9 ▲ (NE) AC 2-9 ■ (NE)	
Quiz			AG p32 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 3: Solve Subtraction Equations

- About 6 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones (30 min/day)

Vocabulary: minus, minus sign (-), proof drawing, subtract, subtraction story problem

Common Core State Standards for Math [CCSS-M]

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CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

CC.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 $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

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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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.10	<p>I can</p> <ul style="list-style-type: none"> • solve subtraction problems and equations. <p>Formative Assessment: Give children a subtraction problem like $8 - 2$ to solve. Ask them to draw and write the equation. Children draw 8 circles with the first 2 crossed out and write the equation $8 - 2 = 6$</p>	OA.1 OA.6 OA.8 SMP.1 SMP.2 SMP.3 SMP.4 SMP.6	SAB p49 (E) SAB p50 (E) HW p37 (NE) AC 2-10 ▲ (NE) AC 2-10 ■ (NE)	
2.11	<p>I can</p> <ul style="list-style-type: none"> • represent and solve subtraction problems. • write subtraction equations. <p>Formative Assessment: Give children the subtraction equation $10 - 7 = 3$. Ask them to make a circle drawing to show this equation. Children's drawings should include a total of 10 circles with the first 7 crossed out.</p>	OA.1 OA.6 OA.7 SMP.2 SMP.3 SMP.6 SMP.8	SAB p51 (E) SAB p52 (E) HW p39 (NE) AC 2-11 ▲ (NE) AC 2-11 ■ (NE)	
2.12	<p>I can</p> <ul style="list-style-type: none"> • solve subtraction problems. • write and solve subtraction equations. <p>Formative Assessment: Tell children the following subtraction story problem: Samson has 10 pencils. He gives 4 away. How many pencils does he have left? Ask them to write and solve an equation for the</p>	OA.1 OA.6 OA.7 OA.8 SMP.2 SMP.3 SMP.6	SAB p53 (E) SAB p54 (E) HW p41 (NE) AC 2-12 ▲ (NE) AC 2-12 ■ (NE)	

	story. Children should write the equation $10 - 4 = 6$.			
2.13	<p>I can</p> <ul style="list-style-type: none"> write and solve subtraction. equations and problems. <p>Formative Assessment: Ask children to solve the equation $9 - 6 = \underline{\quad}$ and make a Proof Drawing to show that their answer is correct. Children should determine that the answer is 3, and their drawing should show 9 circles with the first 6 crossed out leaving 3 circles.</p>	<p>OA.1 OA.7 OA.8</p> <p>SMP.1 SMP.2 SMP.3 SMP.4 SMP.6 SMP.7</p>	<p>HW p43 (NE) AC 2-13 ▲ (NE) AC 2-13 ■ (NE)</p>	
Quiz			AG p33 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 4: Represent Addition Situations

- About 5 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones (30 min/day)

Vocabulary: vertical forms

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CC.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.

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

CC.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 $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

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Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.14	<p>I can</p> <ul style="list-style-type: none"> relate addition and subtraction. solve vertical forms. <p>Formative Assessment: Give children the equation $5 + 4 = 9$ and ask them to write the related subtraction and vertical form. Children should write $9 - 4 = 5$ or $9 - 5 = 4$ as both an equation and a vertical form.</p>	OA.1 OA.6 SMP.1 SMP.3 SMP.6 SMP.7 SMP.8	SAB p55 (E) SAB p56 (E) HW p45 (NE) AC 2-14 ▲ (NE) AC 2-14 ■ (NE)	
2.15	<p>I can</p> <ul style="list-style-type: none"> write and solve addition and subtraction equations. write and solve vertical forms. <p>Formative Assessment: Give children the subtraction equation $7 - 3 = \underline{\quad}$. Ask them to solve the equation and then write the vertical form. Children should find that the answer is 4, and they should write the vertical form for the equation $7 - 3 = 4$.</p>	OA.1 OA.6 SMP.2 SMP.3 SMP.6	HW p47 (E) AC 2-15 ▲ (NE) AC 2-15 ■ (NE)	
2.16	Mathematical Practices	OA.1 OA.6 OA.7 OA.8 SMP.1-8	SAB p57 (E) SAB p58 (E) HW p49 (NE) AC 2-16 ▲ (NE) AC 2-16 ■ (NE)	
Quiz			AG p34 (E)	

Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	
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Unit 2: Enrichment/Intervention Loop

- About 3-5 days. Suggested date of completion:

Unit Test Objectives

- 2A Use strategies to add and subtract within 10.
- 2B Solve addition and subtraction equations with unknowns.
- 2C Relate addition and subtraction.
- 2D Demonstrate an understanding of the equal sign and determine if addition and subtraction equations are true or false.
- 2E Represent and solve addition and subtraction story problems.

Day 1: Final Formative Assessment - SAB p59-62

Day: 2-4: Reteaching Activities TE 180-183

Day 5: Assessment - Unit 2 Test AG p35-38

**Alpena Montmorency Alcona Educational School District
01 Math Pacing Guide**

**Unit 3: Unknown Numbers in Addition and Subtraction
18-20 Days**

Math Background:

- Research - TE p185O-185P
- Background - TE p185Q-185HH

Learning Path:

- **Children focus on unknown partners represented as both addition and subtraction situations. Children:**
 - adapt strategies for finding an unknown total to finding an unknown partner.
 - write both equations and answers with labels for word problems.
- **Children practice fluency within 10.**

Big Idea 1: Counting on with Addition Situation

- About 6 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones (10 min/day)

Vocabulary: label, story problem, unknown partner

Common Core State Standards for Math [CCSS-M]

CC.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.

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

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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 $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.1	<p>I can</p> <ul style="list-style-type: none"> relate partners and totals and find an unknown partner. <p>Formative Assessment: Give children a Math Mountain with an unknown partner, for example a Math Mountain with the total 8 at the top and the partner 5 at the bottom left. Ask children to count on to find the unknown partner. Children should find that 3 is the unknown partner.</p>	OA.5 OA.6 SMP.1 SMP.3 SMP.4 SMP.5 SMP.6	SAB p65 (E) SAB p66 (E) HW p51 (NE) AC 3-1 ▲ (NE) AC 3-1 ■ (NE)	<p>Read 185Z, 185GG, 185HH</p> <p>Use Tiny Tumbler story from Kinder to add the visual support to understand math mountains.</p> <p>Understanding the partners! So they can later know what they are counting on to find ... (addend or total)</p> <p>Partners in any order still make the same # and more than 1 way to make a total.</p>
3.2	<p>I can</p> <ul style="list-style-type: none"> solve story problems with unknown partners. <p>Formative Assessment: Give children an addition story problem with two unknown partners and have them show three possible answers. Children should understand that they know the total and that they need to find a set of partners for that total.</p>	OA.1 SMP.1 SMP.3 SMP.4 SMP.5 SMP.6	SAB p67 (E) SAB p68 (E) HW p53 (NE) AC 3-2 ▲ (NE) AC 3-2 ■ (NE)	<p>Read 185AA, 185GG, 185HH</p> <p>Make sure teacher understands the put together/take apart with addend unknown and add to with change unknown page xxviii.</p> <p>Remember this is a way to practice counting on. Let children solve any way they want. But have them explain what they did!</p>
3.3	<p>I can</p> <ul style="list-style-type: none"> solve equations with unknown partners. <p>Formative Assessment: Give children an unknown partner equation like $6 + \text{box} = 10$. Ask them to draw dots to count on and solve the equation. Children should draw counting</p>	OA.5 OA.6 OA.8 SMP.1 SMP.2 SMP.3 SMP.5	SAB p69 (E) SAB p70 (E) HW p55(NE) AC 3-3 ▲ (NE) AC 3-3 ■ (NE)	<p>Read 185BB, 185GG-185HH</p> <p>Focus is counting on to solve for the unknown partner!! Not counting on to find the total.</p> <p>Use circle to count on if difficult for a child.</p>

	on from 6 to 10. The unknown partner is 4.	SMP.6 SMP.7		
3.4	<p>I can</p> <ul style="list-style-type: none"> • solve equations with unknown partners. <p>Formative Assessment: Give children an equation with an unknown partner like $4 + \text{box} = 10$ to solve. Children should find that the unknown partner is 6.</p>	OA.1 OA.5 OA.6 OA.8 SMP.1 SMP.3 SMP.5 SMP.6	SAB p75 (E) SAB p76 (E) HW p57 (NE) AC 3-4 ▲ (NE) AC 3-4 ■ (NE)	Read 185CC, 185GG-185HH Scenarios are useful when a concept is introduced for the first time. Systematic use of the count on cards is essential.
3.5	<p>I can</p> <ul style="list-style-type: none"> • identify and find unknown partners. <p>Formative Assessment: Give children the equation $7 + \text{box} = 9$. Ask them to draw a Math Mountain that matches the equation and find the unknown partner for both the Math Mountain and the equation. Children should find that 2 is the unknown partner.</p>	OA.1 OA.6 SMP.2 SMP.3 SMP.4 SMP.6	HW p59 (NE) HW p59 (NE) AC 3-5 ▲ (NE) AC 3-5 ■ (NE)	Read 185CC, 185GG-185HH Remember to interpret the story problem, represent with math mountain, solve with equation, check. If students continue to give exact example you tell then try giving total last instead of first Number grabber helps with understanding finding the unknown partner.
Quiz			AG p48 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 2: Counting On with Subtraction Situations

- About 4 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones (10 min/day)

Vocabulary (CCSS-M): difference, subtraction story problem

Common Core State Standards for Math [CCSS-M]

CC.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.

CC.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.

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

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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 $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.6	<p>I can</p> <ul style="list-style-type: none"> • solve subtraction story problems. <p>Formative Assessment: Give children a subtraction story problem to solve by writing an equation. Ask them to use a box for the unknown number. Children should write the greater number, then the number being taken away. Suggest that they use counting on to solve and write the difference in the box.</p>	OA.1 OA.4 OA.5 OA.6 OA.8 SMP.1 SMP.2 SMP.3 SMP.4 SMP.6	SAB p77 (E) SAB p78 (E) HW p61 (NE) AC 3-6 ▲ (NE) AC 3-6 ■ (NE)	<p>Read 185DD, 185GG-185HH</p> <p>Try to have kids see that subtraction is finding an unknown partner. This will make it easier than counting backward. But the kids need to see relationship.</p> <p>Math mountains are the key to understanding the relationship –let kids come up with their own words to explain – read ELL box.</p> <p>Story problems make connections between class and the world, and how the parts relate to the whole.</p>
3.7	<p>I can</p> <ul style="list-style-type: none"> • solve subtraction story problems and equations. <p>Formative Assessment: Give children the subtraction equation $9 - 4 = \text{box}$. Ask them to solve the equation and explain how they got their answer. They may explain that they got the answer 5 by counting on or by drawing a Math Mountain.</p>	OA.1 OA.4 OA.5 OA.6 OA.8 SMP.1 SMP.3 SMP.4 SMP.5 SMP.6	HW p63 (NE) HW p63 (NE) AC 3-7 ▲ (NE) AC 3-7 ■ (NE)	<p>Read 185DD, 185GG-185HH</p> <p>Continue to model with drawings but encourage those ready to use equations and mountains and kids explain solutions.</p> <p>Red cards help with inverse relationship between add/sub.</p>
3.8	<p>I can</p> <ul style="list-style-type: none"> • create and solve subtraction stories. <p>Formative Assessment: Give children this</p>	OA.1 OA.4 SMP.1 SMP.3	SAB p81 (E) SAB p82 (E) HW p65 (NE) AC 3-8 ▲ (NE)	<p>Read 185DD, 185GG-185HH</p> <p>Kids restating problem in their words so you can check their understanding.</p>

	<p>story problem: I have 10 marbles. 5 are blue. The rest are red. How many marbles are red? Ask children to solve the problem using one of the methods shown in the lesson. Children should find that the answer is 5 red marbles. Ask children to explain their method.</p>	<p>SMP.4 SMP.6 SMP.8</p>	<p>AC 3-8 ■ (NE)</p>	<p>Hardest part is deciding if you are finding a partner or total. Focus on the situation – mountains or label p and t on the numbers in the problem.</p> <p>Kids figure out what method they like to solve – when you show them all the possible ways they will connect with one they like the best.</p> <p>Some students might be ready now to have less instruction than others.</p>
<p>Quiz</p>			<p>AG p49 (E)</p>	
<p>Reteach</p>			<p>To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.</p>	

Big Idea 3: Mixed Story Problems

- About 5 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones (10 min/day)

Vocabulary:

Common Core State Standards for Math [CCSS-M]

CC.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.

CC.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.

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

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

CC.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 $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.9	<p>I can</p> <ul style="list-style-type: none"> model and relate addition and subtraction situations. <p>Formative Assessment: Give children the following story problem: There are 9 cats. Some leave. 4 are left. How many cats leave? Ask children to solve using a circle drawing or a Math Mountain and to write both a subtraction and an addition equation to represent the problem.</p>	OA.1 OA.4 OA.8 SMP.1 SMP.3 SMP.4 SMP.6 SMP.7 SMP.8	SAB p83 (E) SAB p84 (E) SAB p85 (E) SAB p86 (E) HW p67 (NE) AC 3-9 ▲ (NE) AC 3-9 ■ (NE)	Read 185EE, 185GG-185HH This may take 2 Days! 1-3 foundation for algebraic thinking Emphasis on different stories for different unknowns. Make sure you don't skip steps – point out the steps that have been done for them already with the drawings. Teaching note important!! 244-245
3.10	<p>I can</p> <ul style="list-style-type: none"> solve story problems with unknown partners and totals. <p>Formative Assessment: Give children this story problem: Jack has 6 marbles. He gets some more from a friend. Now he has 10 marbles. How many marbles does Jack get? Ask them to solve using an equation or a Math Mountain. Children should find that the answer is 4 marbles.</p>	OA.1 OA.4 SMP.1 SMP.3 SMP.4 SMP.6	SAB p87 (E) SAB p88 (E) HW p69 (NE) AC 3-10 ▲ (NE) AC 3-10 ■ (NE)	Read 185EE, 185GG-185HH Use methods in lesson 9 to help solve these problems. Label partners and totals if still hard to figure out.
3.11	<p>I can</p> <ul style="list-style-type: none"> solve for unknown partners or totals in story problems and equations. <p>Formative Assessment: Give children the subtraction equation box – $4 = 6$. Ask them to</p>	OA.1 OA.5 OA.6 OA.8 SMP.1	HW p71 (NE) AC 3-11 ▲ (NE) AC 3-11 ■ (NE)	Read 185EE, 185GG-185HH Teacher continue to use pictures and label partners and totals.

	solve the equation and explain how they got their answer. They may explain that they got the answer 10 by counting on or by drawing a Math Mountain.	SMP.3 SMP.4 SMP.5 SMP.6		
3.12	Mathematical Practices	OA.1 OA.4 OA.6 OA.7 OA.8 SMP.1-8	SAB p91 (E) SAB p92 (E) HW p73 (NE) AC 3-12 ▲ (NE) AC 3-12 ■ (NE)	Read 185EE, 185GG-185HH IF kids still struggle with deciding what to do – get out counters and have them model using them to help them decide.
Quiz			AG p50 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Unit 3: Enrichment/Intervention Loop

- About 3-5 days. Suggested date of completion:

Unit Test Objectives

- 3A Use strategies to add and subtract within 10.
- 3B Write and solve addition and subtraction equations with unknowns.
- 3C Understand subtraction as an unknown partner situation.
- 3D Represent and solve addition and subtraction story problems.

Day 1: Final Formative Assessment - SAB p93-96

Day 2-4: Reteaching Activities – TE p268-271

Day 5: Assessment - Unit 3 Test AG p51-54

**Alpena Montmorency Alcona Educational School District
01 Math Pacing Guide**

**Unit 4: Place Value Concepts
24-26 Days**

Math Background:

- Research - TE p273R-273S
- Background - TE p273T-273JJ

Learning Path:

- **Children explore tens and ones using physical groupings and math drawings. Children:**
 - get repeated experience in building 2-digit numbers with visual support..
 - extend place value concepts to adding with 1- and 2-digit numbers.

Big Idea 1: Tens and Teens

- About 7 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones and Partner House (10 min/day)

Vocabulary: 10-stick, add with doubles, compare, decade number, doubles, doubles plus 1, doubles plus 2, doubles minus 1, doubles minus 2, is equal to (=), is greater than (>), is less than (<), make a ten, make a ten strategy, teen number, teen total, tens, ones, digit

Common Core State Standards for Math [CCSS-M]

CC.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.

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

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

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the numeral.

CC.1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.

CC.1.NBT.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case: 10 can be thought of as a bundle of ten ones — called a “ten.”

CC.1.NBT.2b: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case:

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CC.1.NBT.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case:

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).

CC.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 $<$.

CC.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.

CC.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

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.1	<p>I can</p> <ul style="list-style-type: none"> recognize 10 as a group of ten ones and count decade numbers as groups of ten. <p>Formative Assessment: Ask children how counting tens and adding tens are the same. Children should explain that as you count by tens it is the same as adding a ten each time.</p>	<p>OA.5 NBT.1 NBT.2 NBT.2a NBT.2c NBT.5</p> <p>SMP.2 SMP.3 SMP.5 SMP.6 SMP.7 SMP.8</p>	<p>SAB p99 (E) SAB p100 (E) HW p75 (NE) AC 4-1 ▲ (NE) AC 4-1 ■ (NE)</p>	<p>Read 273CC-273DD</p> <p>Decade numbers have some tens and 0 ones*** Say often 20 means 2 tens and 0 ones</p> <p>TY means ten so sixty = six tens</p> <p>0123456789 are digits that we use to write numbers Connect models and pictures if needed. Have kids make the connection $1+3=4$ to $1 \text{ ten} + 3 \text{ tens} = 4 \text{ tens}$ to $10+30=40$.</p>
4.2	<p>I can</p> <ul style="list-style-type: none"> recognize that teen numbers are composed of a ten and extra ones. <p>Formative Assessment: Ask children to explain what a teen number is. Responses should include that a teen number is made of a ten and some extra ones.</p>	<p>NBT.1 NBT.2 NBT.2a NBT.2b</p> <p>SMP.1- 8</p>	<p>HW p77 (NE) AC 4-2 ▲ (NE) AC 4-2 ■ (NE)</p>	<p>Read 273DD-273FF</p> <p>We use base ten system (probably because 10 fingers, 10 toes)</p> <p>Integrating tens and ones into an understanding of 2-digit numbers represents an enormous conceptual advance over simply counting by tens – MUST PRACTICE! Show lots of ways to make ten number</p> <p>If needed students can use base ten blocks to help make the drawing.</p>
4.3	<p>I can</p> <ul style="list-style-type: none"> model and compare teen numbers. <p>Formative Assessment: Ask children to explain why 15 is greater than 11. Encourage</p>	<p>NBT.2 NBT.2a NBT.2b NBT.3</p>	<p>HW p79 (NE) AC 4-3 ▲ (NE) AC 4-3 ■ (NE)</p>	<p>Read 273DD-273HH</p> <p>A TON of research has been done that 10-sticks and circles are EXTREMELY effective in helping kids see the tens and ones in a 2-digit number (and also for</p>

	children to use tens and ones to explain.	SMP.1 SMP.2 SMP.3 SMP.5 SMP.6 SMP.7		regrouping) See DI note 290
4.4	<p>I can</p> <ul style="list-style-type: none"> represent teen totals as a group of ten and extra ones. <p>Formative Assessment: Ask children to explain why $10 + 4$ can help you solve $9 + 5$. Responses should include making a ten.</p>	OA.5 OA.6 OA.8 NBT.2 NBT.2a NBT.2b SMP.2 SMP.3 SMP.5 SMP.6	SAB p103 (E) SAB p104 (E) HW p81 (NE) AC 4-4 ▲ (NE) AC 4-4 ■ (NE)	Read 273HH Recombining numbers to make a ten enhances their number sense and will later help improve computation – please know this is a thinking tool that contributes to a long term goal rather than a solution method needed all the time. Prove means to show your work. Teacher note 295 – helps understand puzzle penguin Teacher note 306
4.5	<p>I can</p> <ul style="list-style-type: none"> add and solve story problems to find teen totals. <p>Formative Assessment: Ask children to explain how to use the Make a Ten strategy to solve $8 + 6$.</p>	OA.1 OA.3 OA.5 OA.6 OA.8 NBT.2b SMP.1-8	SAB p109 (E) SAB p110 (E) HW p83 (NE) AC 4-5 ▲ (NE) AC 4-5 ■ (NE)	Read 273HH So important to connect to a story – helps them “get it.” Make a ten cards are GREAT – math talk – listen for kids using the strategy on the back to explain their thinking.
4.6	<p>I can</p> <ul style="list-style-type: none"> add with doubles. <p>Formative Assessment: Ask children how knowing doubles helps to use doubles plus 1 and doubles minus 1 to add. Responses should include knowing that the total is either</p>	OA.6 SMP.2 SMP.3 SMP.5 SMP.6	SAB p111 (E) SAB p112 (E) HW p85 (NE) AC 4-6 ▲ (NE) AC 4-6 ■ (NE)	Read 273II Doubles helps fluency, and use knowns to figure out unknowns. This was tough for 2nd graders - may take 2 days.

	one more or one less than the total of the doubles pair they choose to use.	SMP.7 SMP.8		
Quiz 1			AG p64 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 2: Place Value to 100

- About 7 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones and Partner House (10 min/day)

Vocabulary: 10-group, compare, is greater than (>), is less than (<), is equal to (=), number word, ones digit, tens digit

Common Core State Standards for Math [CCSS-M]

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

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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 $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

CC.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.

CC.1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.

CC.1.NBT.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case: 10 can be thought of as a bundle of ten ones — called a “ten.”

CC.1.NBT.2b: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case: the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CC.1.NBT.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case: 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).

CC.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 $<$.

CC.1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and

Common Core Standards of Mathematical Practices [SMPs]

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 math.

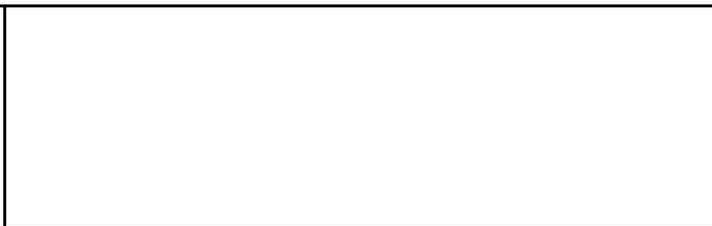
CC.K-12.MP.5: Use appropriate tools strategically.

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.

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.



Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.7	<p>I can</p> <ul style="list-style-type: none"> represent 2-digit numbers as tens and one. <p>Formative Assessment: Say a number between 20 and 99. Children tell how many tens and ones are in the number and describe how they could draw 10-sticks and circles to show the number.</p>	<p>OA.5 NBT.1 NBT.2 NBT.2c</p> <p>SMP.2 SMP.3 SMP.5 SMP.6 SMP.7 SMP.8</p>	<p>HW p87 (NE) AC 4-7 ▲ (NE) AC 4-7 ■ (NE)</p>	<p>Read 273DD-273FF</p> <p>Building on what they know – see tens and ones – drawing them will help the kids visualize the meaning of the numbers and later help with computations. And understand the function of the tens and ones.</p> <p>If difficult some kids may need to use the blocks and draw what they see.</p> <p>Even if drawing sticks and circles MUST MUST ALWAYS use tens and ones language.</p> <p>Notes 320</p>
4.8	<p>I can</p> <ul style="list-style-type: none"> identify the tens and ones in 2-digit numbers, and read and write numerals and number words. <p>Formative Assessment: Ask children to explain how the numbers 2, 12, 20 are the same and how they are different. Explanations should include the number word differences and also what the digit “2” represents in each number.</p>	<p>NBT.1 NBT.2 NBT.2b NBT.2c</p> <p>SMP.2 SMP.3 SMP.5 SMP.6 SMP.7</p>	<p>SAB p113 (E) SAB p114 (E) HW p89 (NE) AC 4-8 ▲ (NE) AC 4-8 ■ (NE)</p>	<p>Read 273DD-273FF</p> <p>Kids who get it – have them help others.</p> <p>Note 325</p> <p>Reasoning – connect words and numerals – use patterns!</p>
4.9	<p>I can</p> <ul style="list-style-type: none"> add a 1-digit number to a 2-digit number. 	<p>NBT.1 NBT.2 NBT.2a</p>	<p>HW p91 (NE) AC 4-9 ▲ (NE) AC 4-9 ■ (NE)</p>	<p>Read 273DD-273FF</p> <p>CRUCIAL concept of tens and ones that you have been building up to (with daily routine and</p>

	<p>Formative Assessment: Ask children to explain how to add $29 + 3$. Children can use the Number Path. Responses should include discussion of tens and ones and having to make a new ten.</p>	<p>NBT.2c NBT.4</p> <p>SMP.2 SMP.3 SMP.5 SMP.6 SMP.7 SMP.8</p>		<p>in this unit) Connect written numbers to 100, groups of tens and ones, 10-sticks and circles, secret code cards and number flashes for 10.</p>
4.10	<p>I can</p> <ul style="list-style-type: none"> use tens and ones to add. <p>Formative Assessment: Ask children how to use tens and ones to find $43 + 6$. Children may discuss first counting the groups of ten and then the ones or using a counting on strategy.</p>	<p>OA.6 OA.8 NBT.1 NBT.2 NBT.2a NBT.2b NBT.4</p> <p>SMP.1-8</p>	<p>SAB p115 (E) SAB p116 (E) HW p93 (NE) AC 4-10 ▲ (NE) AC 4-10 ■ (NE)</p>	<p>Read 273HH-273II</p> <p>May take 2 days</p> <p>Play and focus on 100 ants today Use blocks to act out story problems.</p>
4.11	<p>I can</p> <ul style="list-style-type: none"> identify tens and ones in 2-digit numbers and add with tens and ones. <p>Formative Assessment: Ask children to use tens and ones to name a 2-digit number that has 7 tens. Then ask them to name a 2-digit number that has 7 ones. Have them draw 10-sticks and circles to show both numbers.</p>	<p>OA.6 OA.8 NBT.1 NBT.2 NBT.4</p> <p>SMP.2 SMP.3 SMP.5 SMP.6</p>	<p>HW p95 (NE) AC 4-11 ▲ (NE) AC 4-11 ■</p>	<p>Read 273DD-273FF</p> <p>Students work together to help foster learning by both the struggling student and non-struggling student.</p>
4.12	<p>I can</p> <ul style="list-style-type: none"> compare two 2-digit numbers. <p>Formative Assessment: Ask children to compare the numbers 26 and 62 and explain</p>	<p>NBT.2 NBT.3</p> <p>SMP.2 SMP.3</p>	<p>SAB p119 (E) SAB p120 (E) HW p97 (NE) AC 4-12 ▲ (NE) AC 4-12 ■ (NE)</p>	<p>Read 273GG</p> <p>Pairing students could help here.</p>

	how they know which is greater. Responses may include two ways of writing the comparison: showing the lesser number first, using the < symbol or showing the greater number first, using the > symbol.	SMP.5 SMP.6 SMP.8		
Quiz 2			AG p65 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 3: Addition Strategies

- About 7 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones and Partner House (10 min/day)

Vocabulary:

Common Core State Standards for Math [CCSS-M]

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

CC.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.

CC.1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.

CC.1.NBT.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case:10 can be thought of as a bundle of ten ones — called a “ten.”

CC.1.NBT.2b: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case:the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CC.1.NBT.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case: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).

CC.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 $<$.

CC.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 of10, 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.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.13	<p>I can</p> <ul style="list-style-type: none"> distinguish between adding ones and adding tens, and add 1 or 10 to other numbers. <p>Formative Assessment: Ask children if the total of $58 + 10$ will be 59 or 68. Ask them to explain.</p>	<p>NBT.1 NBT.2c NBT.4</p> <p>SMP.3 SMP.5 SMP.6 SMP.7 SMP.8</p>	<p>HW p99 (NE) AC 4-13 ▲ (NE) AC 4-13 ■ (NE)</p>	<p>Read 273II</p> <p>Have kids decide on a strategy to solve the equation – for both the 1-digit and decade numbers.</p> <p>Give TONS of examples.</p> <p>Tools- make sure you explain how the new number was marked.</p> <p>Place value drawings are so important to make the connection between equation and quantities they represent- teacher should always draw!!</p>
4.14	<p>I can</p> <ul style="list-style-type: none"> add ones or tens to decade numbers. <p>Formative Assessment: Ask children to explain why solving $40 + 30$ is different from solving $40 + 3$.</p>	<p>NBT.2 NBT.2c NBT.4</p> <p>SMP.2 SMP.3 SMP.5 SMP.6 SMP.8</p>	<p>SAB p121 (E) SAB p122 (E) HW p101 (NE) AC 4-14 ▲ (NE) AC 4-14 ■ (NE)</p>	<p>Read 273II</p> <p>Important if getting confused to draw and use blocks!</p>
4.15	<p>I can</p> <ul style="list-style-type: none"> add a 1-digit number to a 2-digit number. <p>Formative Assessment: Ask children to explain how to count on to find $28 + 3$. Responses should include making a new ten.</p>	<p>OA.5 NBT.1 NBT.4</p> <p>SMP.2 SMP.3 SMP.6 SMP.8</p>	<p>SAB p123 (E) SAB p124 (E) HW p103 (NE) AC 4-15 ▲ (NE) AC 4-15 ■ (NE)</p>	<p>Read 273II</p> <p>Note 368</p>

4.16	<p>I can</p> <ul style="list-style-type: none"> count on into the next decade and compare 2-digit numbers. <p>Formative Assessment: Ask children to compare 61 and 57 and explain how they know which is greater. Responses should demonstrate an understanding of place value.</p>	<p>OA.5 NBT.1 NBT.2 NBT.2a NBT.3 NBT.4</p> <p>SMP.2 SMP.3 SMP.5 SMP.6</p>	<p>SAB p125 (E) SAB p126 (E) HW p105 (NE) AC 4-16 ▲ (NE) AC 4-16 ■ (NE)</p>	<p>Read 273GG and 273II</p> <p>Have kids pick 1 method that works best for them to count on.</p> <p>Note 376</p>
4.17	<p>I can</p> <ul style="list-style-type: none"> add with tens and ones. <p>Formative Assessment: Ask children to find the total of $38 + 4$ and explain their solution using tens and ones.</p>	<p>NBT.2 NBT.4</p> <p>SMP.3 SMP.5 SMP.6 SMP.7 SMP.8</p>	<p>HW p107 (NE) AC 4-17 ▲ (NE) AC 4-17 ■ (NE)</p>	<p>Read 273DD-273FF</p> <p>Games!! Note 380</p>
4.18	Mathematical Practices	<p>NBT.1 NBT.2 NBT.2a NBT.2c NBT.3 NBT.4</p> <p>SMP.1-8</p>	<p>SAB p127 (E) SAB p128 (E) HW p109 (NE) AC 4-18 ▲ (NE) AC 4-18 ■ (NE)</p>	<p>Read 273DD-273FF, 273JJ</p> <p>Pictures and blocks are good to use at the same time – for some kids.</p>
Quiz 3			AG p66 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention	

			Resource Books.	
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Unit 4: Enrichment/Intervention Loop

- About 3-5 days. Suggested date of completion:

Unit Test Objectives

- 4A Read, write, and represent 2-digit numbers as tens and ones.
- 4B Compare two 2-digit numbers.
- 4C Add tens and ones.
- 4D Use strategies to add within 20.
- 4E Use addition within 20 to solve story problems.

Day 1: Final Formative Assessment - SAB p129-132

Day 2-4: Reteaching Activities – TE p392-395

Day 5: Assessment - Unit 3 Test AG p67-70

**Alpena Montmorency Alcona Educational School District
01 Math Pacing Guide**

**Unit 5: Place Value Situations
16-18 Days**

Math Background:

- Research - TE p397O-397P
- Background - TE p397Q-397FF

Learning Path:

- **Children explore tens and ones using physical groupings and math drawings. Children:**
 - find totals and differences within 20.

Big Idea 1: Teen Solution Method

- About 7 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones and Mountains and Equations (10 min/day)

Vocabulary: addend, unknown partner

Common Core State Standards for Math [CCSS-M]

CC.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.

CC.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.

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

CC.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.

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

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

CC.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 $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
5.1	<p>I can</p> <ul style="list-style-type: none"> • solve teen addition problems with unknown partners. <p>Formative Assessment: Ask children to explain how to solve this story problem: <i>There are 16 blue and green marbles in a jar. 8 are blue. How many are green?</i> 8 green marbles; Accept reasonable solutions.</p>	OA.1 OA.4 OA.5 OA.6 OA.8 SMP.1-8	SAB p139 (E) SAB p140 (E) HW p111 (NE) AC 5-1 ▲ (NE) AC 5-1 ■ (NE)	<p>Read 397Z, 397BB</p> <p>Purple cards are important to find unknown partner</p> <p>Make a ten strategy relies on kids knowing the partners of 10: 1+9, 2+8, 3+7, 4+6, and 5+5</p> <p>Add to and Put together teen problems situations to find unknown total and partners – let kids see it anyway they want</p> <p>Kids are moving from counting on to make a ten strategy</p> <p>If it is confusing to make a ten and break apart a ten to find unknown partner, have kids check their answer by counting on before looking at answer</p> <p>Activity 3 introduces add to with start unknown p.398 note</p> <p>Have kids explain what each problem is asking before solving to help decide if answer will make sense.</p>
5.2	<p>I can</p> <ul style="list-style-type: none"> • solve teen subtraction. <p>Formative Assessment: Ask children to explain how to solve 13 – 8 using make a ten to</p>	OA.1 OA.4 OA.5 OA.6 OA.8	SAB p145 (E) SAB p146 (E) HW p113 (NE) AC 5-2 ▲ (NE) AC 5-2 ■ (NE)	<p>Read 397AA-397BB</p> <p>Builds from lesson 1, now kids introduced to making a ten to subtract – so then kids start thinking about subtraction and building on their understanding of</p>

	subtract.	SMP.1-8		<p>subtraction as an unknown addend problem</p> <p>Blue cards!!</p> <p>Subtracting is finding unknown partner – drawing help!! (use 5 groups)</p> <p>Explicitly teach the inverse relationship between add and sub. – one undoes the other</p> <p>Practice with making a ten to subtract with teen numbers will help with mental math</p> <p>Continue to express that subtracting is finding the unknown partner</p>
5.3	<p>I can</p> <ul style="list-style-type: none"> • solve and write addition and subtraction problems to find teen totals and unknown partners. <p>Formative Assessment: Ask children to explain a way to solve this problem: Jenna has 12 flowers. Some are pink and some are white. How many pink and white flowers could she have: Give three answers. Answers will vary. Sample answers: 6 pink and 6 white, 7 pink and 5 white, 8 pink and 4 white. Children should recognize that 0 cannot be a partner, because the problem states that there are some of each color flower.</p>	<p>OA.1 OA.6 OA.8</p> <p>SMP.1 SMP.2 SMP.3 SMP.4 SMP.6 SMP.7</p>	<p>SAB p147 (E) SAB p148 (E) HW p115 (NE) AC 5-3 ▲ (NE) AC 5-3 ■ (NE)</p>	<p>Read 397BB</p> <p>2 days</p> <p>Play game on second day</p>
5.4	<p>I can</p> <ul style="list-style-type: none"> • solve teen addition and subtraction problems with various unknowns. 	<p>OA.1 OA.5 OA.6</p>	<p>SAB p149 (E) SAB p150 (E) HW p117 (NE) AC 5-4 ▲ (NE)</p>	<p>Read 397BB</p> <p>Kids add and sub within 20 in grade 1 BUT!!! The</p>

	<p>Formative Assessment: Ask children to explain how to make a ten to solve $17 - 8 =$ box. Responses should include first adding 2 to the 8 to make 10, then adding 7 more to make 17. $2 + 7 = 9$, so $17 - 8 = 9$.</p>	<p>OA.8 SMP.1 SMP.2 SMP.3 SMP.4 SMP.6 SMP.8</p>	<p>AC 5-4 ■ (NE)</p>	<p>fluency goal is add and sub within 10</p> <p>Counting and patterns are useful strategies to use when subtracting from 20.</p>
5.5	<p>I can</p> <ul style="list-style-type: none"> create and solve story problems to find unknown partners and teen totals. <p>Formative Assessment: Ask children to make up two different story problems for this equation: $15 = 6 + 9$. One story should find the unknown total and the other should find an unknown partner.</p>	<p>OA.1 OA.4 OA.6 OA.8 SMP.1 SMP.2 SMP.3 SMP.6 SMP.7 SMP.8</p>	<p>SAB p151 (E) SAB p152 (E) HW p119 (NE) AC 5-5 ▲ (NE) AC 5-5 ■ (NE)</p>	<p>Read 397BB</p> <p>Kids are introduced to a basic algebraic concept. Where an unknown number is <u>in any position</u></p> <p>Math mountains might be helpful</p> <p>Kids can write the equation in any way. Then have them write it in a way they can solve – this is a good place to discuss relationship between add and sub</p>
5.6	<p>I can</p> <ul style="list-style-type: none"> solve problems with three addends. <p>Formative Assessment: : Ask children to explain how to solve this problem: Kara sees 1 lion, 3 tigers, and 9 zebras today. How many animals does Kara see? Responses should include adding $1 + 9$ to make ten, and then adding 3 to make 13.</p>	<p>OA.2 OA.3 SMP.1 SMP.3 SMP.4 SMP.5 SMP.6 SMP.7 SMP.8</p>	<p>SAB p153 (E) SAB p154 (E) HW p121 (NE) AC 5-6 ▲ (NE) AC 5-6 ■ (NE)</p>	<p>Read 397CC</p> <p>Vocab addend is important!</p> <p>Adding 3 addends knowing the properties is helpful</p> <p>Associative property is where you can add in any way and sum is the same</p> <p>Commutative – change the order and sum is same</p> <p>This is a great lesson to have kids demo different approaches and their own methods to solve</p>

Quiz 1			AG p80 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 2: Find Patterns and Relationships

- About 6 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones and Mountains and Equations (10 min/day)

Vocabulary (CCSS-M): 10-group, column, grid, hundred, row

Common Core State Standards for Math [CCSS-M]

CC.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.

CC.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.

CC.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 $6 + 6 + 1 = 12 + 1 = 13$).

CC.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.

CC.1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.

CC.1.NBT.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case: 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).

CC.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.

CC.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.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
5.7	<p>I can</p> <ul style="list-style-type: none"> count large quantities of objects by tens and ones. <p>Formative Assessment: Ask children to explain how to use tens and ones to count a group of 95 counters.</p>	NBT.1 NBT.2 SMP.3 SMP.5 SMP.6 SMP.7 SMP.8	HW p123 (NE) AC 5-7 ▲ (NE) AC 5-7 ■ (NE)	Read 397DD Kids use what they know about 10 to count large quantities – group large quantities into groups of 10 and use secret code cards (first step in add/sub with multiples of ten)
5.8	<p>I can</p> <ul style="list-style-type: none"> count and write numbers 10 120. find 10 more and 10 less than a given number. <p>Formative Assessment: Ask children to describe how to use a Hundred Grid or a 120 Grid to find the numbers that are 10 more than and 10 less than 58. Then have them explain how they can tell if they found the correct numbers. Children should explain that the number that is 10 more than 58 will have the same number of ones and 1 more ten: 68. The number that is 10 less than 58 will have the same number of ones and 1 less ten: 48.</p>	NBT.1 NBT.2 NBT.5 SMP.3 SMP.5 SMP.6 SMP.7 SMP.8	SAB p159 (E) SAB p160 (E) HW p125 (NE) AC 5-8 ▲ (NE) AC 5-8 ■ (NE)	Read 397DD 2 days Activity 1-2 on day 1 and activity 3 on day 2 Hundred grid is vertical, so kids can see the patterns in the tens and ones clearly – helps place value and counting Secret code cards will help with 100-120 use the 120's poster along with these Secret code cards help kids see 101 not 1001
5.9	<p>I can</p> <ul style="list-style-type: none"> add tens to 2-digit numbers. subtract tens from decade numbers. <p>Formative Assessment: Ask children to write and solve an equation to add 4 tens to 35. Then ask children to write and solve an</p>	NBT.1 NBT.2 NBT.4 NBT.5 NBT.6	SAB p161 (E) SAB p162 (E) HW p127 (NE) AC 5-9 ▲ (NE) AC 5-9 ■ (NE)	Read 397EE-397FF Drawings help!! Use blocks if necessary Encourage the correct use of math vocab Just because a kid can mentally add or sub 10 –

	equation to subtract 6 tens from 9 tens. Children may write $35 + 40 = 75$ or $40 + 35 = 75$ to add, then write $90 - 60 = 30$ to subtract.	SMP.2 SMP.3 SMP.5 SMP.6 SMP.7 SMP.8		make sure they understand the meaning!!! 464 teaching note
5.10	<p>I can</p> <ul style="list-style-type: none"> add and subtract decade numbers. <p>Formative Assessment: Ask children to explain how to add and subtract tens by solving $60 + 40 = \text{box}$ and $60 - 40 = \text{box}$.</p>	NBT.2c NBT.4 NBT.6 SMP.2 SMP.3 SMP.5 SMP.6 SMP.7 SMP.8	SAB p163 (E) SAB p164 (E) HW p129 (NE) AC 5-10 ▲ (NE) AC 5-10 ■ (NE)	<p>Read 297EE-397FF</p> <p>2 days</p> <p>Focus on 100 partners on day 1, add and sub multiples of 10 on day 2</p> <p>Use blocks if needed</p> <p>Connect partners of 10 to partners of 100</p> <p>1 is important to 9, 10 is important to 90</p> <p>Hundred is used in reference to place value – understanding that 10 tens is the same as 1 hundred like 10 ones is same as 1 tens</p> <p>Use Unit 1 activity on zero property to help</p>
5.11	Mathematical Practices	OA.1 OA.2 OA.6 NBT.4 NBT.6 SMP.1-8	SAB p165 (E) SAB p166 (E) HW p131 (NE) AC 5-5 ▲ (NE) AC 5-5 ■ (NE)	Read 397FF
Quiz 2			AG p81 (E)	

Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	
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Unit 5: Enrichment/Intervention Loop

- About 3-5 days. Suggested date of completion:

Unit Test Objectives

- 5A Count, read, and write numerals to 120.
- 5B Add and subtract tens.
- 5C Use strategies to add and subtract within 20.
- 5D Use addition and subtraction within 20 to solve story problems.
- 5E Add three numbers to solve story problems.

Day 1: Final Formative Assessment - SAB p167-168

Day 2-4: Reteaching Activities – TE p484-487

Day 5: Assessment - Unit 5 Test AG p82-85

**Alpena Montmorency Alcona Educational School District
01 Math Pacing Guide**

**Unit 6: Comparisons and Data
14-16 Days**

Math Background:

- Research - TE p397O-397P
- Background - TE p397Q-397FF

Learning Path:

- **Children explore tens and ones using physical groupings and math drawings. Children:**
 - find totals and differences within 20.

Big Idea 1: Represent and Compare Data

- About 6 days. Suggested date of completion:
- Daily Routine: Counting Tens and Add and Subtract Within 10 (10 min/day)

Vocabulary: sort, data, compare, more, most, fewer, fewest, compare, category

Common Core State Standards for Math [CCSS-M]

CC.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.

CC.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.

CC.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.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and AMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
6.1	<p>I can</p> <ul style="list-style-type: none"> Organize and represent categorical data. <p>Formative Assessment: Use circles and 5-groups to show 9 black bugs and 8 green bugs.</p>	OA.1 OA.4 MD.4 SMP.1 SMP.2 SMP.3 SMP.6 SMP.8	SAB p175 (E) SAB p176 (E) HW p133 (NE) AC 6-1 ▲ (NE) AC 6-1 ■ (NE)	<p>Read 489Y-489AA</p> <p>Watch out for double counting of an object</p> <p>Sorting is the first step for representing data. Having kids sort piles then make drawings (marks) of how many in each pile.</p> <p>Gather, identify, classify to rule, record with marks</p> <p>Using circles in 5/10-groups for recording because it is familiar to them. If you use tallies, it could be confused with the 5th tally as a subtraction sign, or the tallies could look like 10-sticks and cause confusion.</p> <p>Comparing data – ask lots of questions and sort many ways</p>
6.2	<p>I can</p> <ul style="list-style-type: none"> Organize, represent, and interpret categorical data. <p>Formative Assessment: Represent 5 apples and 9 bananas on the board using circles and matching lines. Ask children to tell how many in each category and how many more or fewer in one category than the other.</p>	OA.1 MD.4 SMP.1 SMP.2 SMP.3 SMP.4 SMP.6	SAB p177 (E) SAB p178 (E) HW p137 (NE) AC 6-2 ▲ (NE) AC 6-2 ■ (NE)	<p>Read 489Y-489AA</p> <p>READ 498 teaching note</p> <p>2 days! Activity 1 day 1, Activity 2 day 2</p> <p>Progression—Comparison pictures to comparison drawings to comparison bars (go back to using counters, hands on, when a student struggles)</p>

				<p>Use pictures to organize data (it looks like a picture graph, which is NOT grade 1) but it is nice to use this to explore the data</p> <p>This is more difficult because they can't "touch" the fruit - Use break apart sticks to see how many more/fewer or Draw matching lines to each recorded mark</p>
6.3	<p>I can</p> <ul style="list-style-type: none"> Organize, represent, and interpret data. <p>Formative Assessment: Ask children to use Stair Steps to show Jen's 9 jumps and Ali's 5 jumps, and compare the number of jumps.</p>	<p>OA.1 MD.4</p> <p>SMP.2 SMP.3 SMP.4 SMP.5 SMP.6</p>	<p>SAB p179 (E) SAB p180 (E) HW p139 (NE) AC 6-3 ▲ (NE) AC 6-3 ■ (NE)</p>	<p>Read 489Y-489A</p> <p>Use stair steps to visualize the data (this connects the pictures they made in the last lesson)</p> <p>Math talk should focus on saying the comparison completely.</p> <p>To bridge to using the stair steps, have kids draw dots to match the stair steps and use matching lines, break apart sticks or ring extras to compare.</p>
6.4	<p>I can</p> <ul style="list-style-type: none"> Organize, represent, and interpret data with three categories. <p>Formative Assessment: Make a comparison drawing on the board to show 5 green, 10 orange, and 7 black cubes. Ask children to write an equation to show the total number of cubes.</p>	<p>OA.1 OA.2 MD.4</p> <p>SMP.1 SMP.3 SMP.4 SMP.5 SMP.6</p>	<p>SAB p181 (E) SAB p182 (E) HW p141 (NE) AC 6-4 ▲ (NE) AC 6-4 ■ (NE)</p>	<p>Read 489Y-489AA</p> <p>First talk about the pictures they are comparing, see if kids can tell you that same pics (eggs) or diff pics (animals)</p> <p>Connecting cubes help compare 3 sets of data – if no cubes, makes SURE the items come in red, yellow and blue</p> <p>Hide the row of objects you are not comparing if too confusing.</p>
6.5	<p>I can</p>	<p>OA.1</p>	<p>HW p143 (NE)</p>	<p>Read 489BB</p>

	<ul style="list-style-type: none"> Collect, organize, represent, and interpret data with three categories. <p>Formative Assessment: Arrange three Stair Steps of different lengths and label them with children's names. Have children ask and answer comparison questions about the number of dots. Children's questions and answers should correctly use the terms <i>more</i>, <i>fewer</i>, <i>most</i>, and <i>fewest</i>.</p>	<p>OA.2 MD.4</p> <p>SMP.2 SMP.3 SMP.4 SMP.5 SMP.6</p>	<p>AC 6-5 ▲ (NE) AC 6-5 ■ (NE)</p>	<p>Make sure to have kids make up their own questions about these comparisons – try to connect to the different kinds of problems (take apart/put together...)</p> <p>If more than 10, have the class tell you how to solve the problem (add more squares to edge of board?)</p> <p>Turn over the stairsteps if not using that length to compare.</p>
Quiz 1			AG p (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 2: Find Patterns and Relationships

- About 5 days. Suggested date of completion:
- Daily Routine: Counting Tens and Add and Subtract Within 10 (10 min/day)

Vocabulary: comparison bars

Common Core State Standards for Math [CCSS-M]

CC.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.

CC.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.

CC.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.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMP	Additional Resources Essential (E) Non-essential (NE)	Hints
6.6	<p>I can</p> <ul style="list-style-type: none"> Solve Compare problems. <p>Formative Assessment: Ask children to solve this problem using Stair Steps, matching drawings, or comparison bars. <i>Lee has 7 mugs. Sam has 3 mugs. How many more mugs does Lee have than Sam?</i></p>	<p>OA.1</p> <p>SMP.1</p> <p>SMP.2</p> <p>SMP.3</p> <p>SMP.4</p> <p>SMP.6</p> <p>SMP.7</p> <p>SMP.8</p>	<p>SAB p183 (E)</p> <p>SAB p184 (E)</p> <p>HW p145 (NE)</p> <p>AC 6-6 ▲ (NE)</p> <p>AC 6-6 ■ (NE)</p>	<p>Read 489CC-489DD</p> <p><i>Teacher pages xxviii-xxix could be good for parents to help understand the kinds of word problems</i></p> <p>Comparison bars (abstract) – connect this to the stair steps and the comparison drawing of objects (those lessons were concrete and visual)</p> <p>Word problem: interpret problem, represent situation, solve problem, check</p> <p>Stair steps and Comparison drawings get you ready for comparison bar drawings .</p> <p>Lesson 6 kids learn that comparison bars emphasizes the relationship of the numbers in the problem.</p> <p>Comparison bars help kids see how the numbers relate to each other (symbolic level) Then they can add or subtract to answer the question</p> <p>SAB 183-184 use matching lines to compare or stair steps</p> <p>Draw the bigger quantity on top (longer bar) so it looks like a math mountain – even if it is the unknown, it still helps kids to see - - but if kids draw the way the problem is read, they might draw the smaller bars on top first.</p>

6.7	<p>I can</p> <ul style="list-style-type: none"> Solve Compare problems. <p>Formative Assessment: Give children the following problem and ask them to solve it with comparison bars: Nora picks 13 oranges and 3 lemons. How many fewer lemons does she pick than oranges? Check that children have drawn the comparison bars correctly and found the correct answer: 10 fewer lemons</p>	<p>OA.1</p> <p>SMP.1 SMP.3 SMP.4 SMP.6 SMP.8</p>	<p>SAB p185 (E) SAB p186 (E) HW p147 (NE) AC 6-7 ▲ (NE) AC 6-7 ■ (NE)</p>	<p>Read: 489CC-489DD</p> <p>Read 530 building concepts</p> <p>2 days! Act 1 day 1, Act 2 day 2</p> <p>Illustrate using comparison bars to solve and discuss – helping to understand the abstract</p> <p>Comparisons situations- one quantity is not present physically, and must be conceptualized and constructed in a representation (find the other part of the smaller number or finding the quantity embedded in the bigger number)</p> <p>Situation equations may be written to show the order of the info in the problem</p> <p>Label all the bars, to help determine the correct number answer</p>
6.8	<p>I can</p> <ul style="list-style-type: none"> Solve Compare problems. <p>Formative Assessment: Ask children to solve the following problem using comparison bars and an equation. Jasper plays 6 more songs than Chad. Chad plays 5 songs. How many songs does Jasper play? Check children’s comparison bars and equations. The answer is 11 songs.</p>	<p>OA.1</p> <p>SMP.1 SMP.2 SMP.3 SMP.4 SMP.5 SMP.6 SMP.7</p>	<p>SAB p161 (E) SAB p187 (E) SAB p188 (E) HW p149 (NE) AC 6-8 ▲ (NE) AC 6-8 ■ (NE)</p>	<p>Read 489CC-489DD</p> <p>Kids need to listen carefully to decide who has more or fewer, sometimes its tricky.</p> <p>Drawing the bars first helps trigger the steps needed to solve the problem</p> <p>Grade 1 does not have to master the more difficult problems, but it helps understand the problem situation</p>
6.9	<ul style="list-style-type: none"> Mathematical Practices 	<p>OA.1 OA.2</p>	<p>SAB p189 (E) SAB p190 (E) HW p151 (NE)</p>	<p>Read 489EE</p>

		MD.4 SMP.1 SMP.2 SMP.3 SMP.4 SMP.5 SMP.6 SMP.7 SMP.8	AC 6-9 ▲ (NE) AC 6-9 ■ (NE)	Great math talk with how kids decide how to compare
Quiz 2			AG p (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Unit 6: Enrichment/Intervention Loop

- About 3-5 days. Suggested date of completion:

Unit Test Objectives

- 6A Organize, represent, and interpret data.
- 6B Ask and answer questions about data.
- 6C Use addition and subtraction within 20 to solve Compare problems.

Day 1: Final Formative Assessment - SAB p191-193

Day 2-4: Reteaching Activities – TE p550-553

Day 5: Assessment - Unit 6 Test AG p

**Alpena Montmorency Alcona Educational School District
01 Math Pacing Guide**

**Unit 7: Geometry, Measurement, and Equal Shares
19-21 Days**

Math Background:

- Research - TE p555Q
- Background - TE p555R-397FF

Learning Path:

- **Children explore 2- and 3-dimensional shapes using unique manipulatives.**
- **Children learn basic concepts about measurement.**

Big Idea 1: Tell and Write Time

- About 6 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones and Add and Subtract Teen Numbers (10 min/day)

Vocabulary: clock, half-hour, hour, hour hand, minute, minute hand

Common Core State Standards for Math [CCSS-M]

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

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
7.1	<p>I can</p> <ul style="list-style-type: none"> tell and write time in hours. <p>Formative Assessment: Draw the hour hand and minute hand for 9 o'clock on the Time Poster. Ask children to tell the time.</p>	MD.3 SMP.3 SMP.5 SMP.6 SMP.7	HW p153 (NE) AC 7-1 ▲ (NE) AC 7-1 ■ (NE)	Read 555AA-555CCC Assess where kids are at with time – kids will be at many different places Time poster is huge – KIDS must be able to distinguish between the hour and minute hands (make sure your drawings are accurate) PRECISION IS HUGE! Poster connects the digital to analog O'clock- means of the clock WATCH FOR! 7:12 – 00 not 12, and need two 0's because of minutes
7.2	<p>I can</p> <ul style="list-style-type: none"> show, tell, and write time in hours. <p>Formative Assessment: Say, "8 o'clock," and ask children to show the time on analog clocks and write the digital time.</p>	MD.3 SMP.3 SMP.5 SMP.6 SMP.7	SAB p201 (E) SAB p202 (E) HW p155 (NE) AC 7-2 ▲ (NE) AC 7-2 ■ (NE)	Read 555AA-555CC Making own clocks – important to have different color hour and minute hands! STRUCTURE – identify relationships digital -:00, analog 12 – <u>do this before SAB page 201</u>
7.3	<p>I can</p> <ul style="list-style-type: none"> tell and write time in hours. <p>Formative Assessment: Tell children to choose a whole-hour time and show you the time on both an analog and digital clock.</p>	MD.3 SMP.3 SMP.4 SMP.6 SMP.7	SAB p205 (E) HW p157 (NE) AC 7-3 ▲ (NE) AC 7-3 ■ (NE)	Read 555AA-555CC STRUCTURE! Follow the TE page 569 – great tips! Time book - Make connections to daily activities

		SMP.8		<p>Kids draw the hour hand on the hour hand</p> <p>Watch for kids thinking the 1 is at the top of the clock not 12</p>
7.4	<p>I can</p> <ul style="list-style-type: none"> tell and write time in half-hours. <p>Formative Assessment: Say, “3:30.” Children write the digital time and use their Student Clocks to show the time.</p>	<p>MD.3</p> <p>SMP.3</p> <p>SMP.6</p> <p>SMP.7</p>	<p>SAB p207 (E)</p> <p>SAB p208 (E)</p> <p>HW p159 (NE)</p> <p>AC 7-4 ▲ (NE)</p> <p>AC 7-4 ■ (NE)</p>	<p>Read 555AA-555CC</p> <p>READ notes 574!</p> <p>Time to the half hour – this is difficult because it is digital clock reads 30, analog points to a 6</p> <p>LESSON 8 will further explore this!!!</p>
7.5	<p>I can</p> <ul style="list-style-type: none"> tell and write time in hours and half-hours. <p>Formative Assessment: Ask children to use their Student Clocks to show 8:30 and 8:00. Then ask them to write the digital times.</p>	<p>MD.3</p> <p>SMP.3</p> <p>SMP.5</p> <p>SMP.6</p> <p>SMP.7</p>	<p>SAB p209 (E)</p> <p>SAB p210 (E)</p> <p>HW p161 (NE)</p> <p>AC 7-5 ▲ (NE)</p> <p>AC 7-5 ■ (NE)</p>	<p>Read 555AAA-555CCC</p> <p>Watch for kids write 8:06 not 8:30!! (TOOL)</p> <p>Language and Vocab is HUGE</p> <p>Practice time in half hours and practice time in hours!!</p> <p>Explaining where the hour and min hand is pointing is PRECISION!</p>
Quiz 1			AG p110 (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Big Idea 2: Shapes and Equal Shares

- About 6 days. Suggested date of completion:
- Daily Routine: Counting Tens and Add and Subtract Teen Numbers (10 min/day)

Vocabulary: circle, corner, equal shares, fourths, fourth of, half of, halves, quarters, quarter of, rectangle, side, square, square corner, trapezoid, triangle

Common Core State Standards for Math [CCSS-M]

CC.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.

CC.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.

CC.1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
7.6	<p>I can</p> <ul style="list-style-type: none"> distinguish between defining and non-defining attributes of squares and other rectangles. <p>Formative Assessment: Ask children to name the specific features that describe a rectangle and draw examples. Repeat for a square. Responses should include that a rectangle is a closed figure with four sides and four square corners, and a square is a rectangle with sides that are all the same length.</p>	<p>G.1</p> <p>SMP.3</p> <p>SMP.5</p> <p>SMP.6</p> <p>SMP.7</p> <p>SMP.8</p>	<p>SAB p215 (E)</p> <p>SAB p216 (E)</p> <p>HW p163 (NE)</p> <p>AC 7-6 ▲ (NE)</p> <p>AC 7-6 ■ (NE)</p>	<p>Read 555DD-555EE</p> <p>Read Note – 587</p> <p>Kids need time to explore this! And build on their own comparing different rectangles</p> <p>Observe:</p> <p>Closed: All rectangles are closed</p> <p>Four sides: All rectangles have four sides. Opposite sides the same length. Squares are rectangles with all sides the same length</p> <p>Four Corners: All rectangles have four corners called square corners</p> <p>Corners (angles) and sides are properties of rectangles.</p> <p>Orientation, size and color are not defining properties</p>
7.7	<p>I can</p> <ul style="list-style-type: none"> distinguish between defining and non-defining attributes of triangles and circles. <p>Formative Assessment: Ask children to</p>	<p>G.1</p> <p>SMP.3</p> <p>SMP.5</p> <p>SMP.6</p> <p>SMP.7</p>	<p>SAB p217 (E)</p> <p>SAB p218 (E)</p> <p>HW p165 (NE)</p> <p>AC 7-7 ▲ (NE)</p> <p>AC 7-7 ■ (NE)</p>	<p>Read 555DD-555EE</p> <p>The more hands on the easier kids can connect</p> <p>Square corner is difficult – repeat Activity 1 from lesson 6</p>

	name the specific features that describe a triangle and a circle and draw examples of each. Responses should include that a triangle is a closed shape with three sides and three corners, and a circle is a closed shape with no corners.	SMP.8		Observe the attributes: Closed: all triangles are closed Three sides: all triangles have 3 sides Three corners: all triangles have 3 corners, some triangles have square corners, others do not Circles: All are closed Round and have no corners
7.8	<p>I can</p> <ul style="list-style-type: none"> partition circles and rectangles into two or four equal shares. <p>Formative Assessment: Give children two same-sized circles. Ask them to partition the circles to show two and four equal shares.</p>	G.1 G.3 SMP.1-8	SAB p219 (E) SAB p221 (E) SAB p222 (E) HW p167 (NE) AC 7-8 ▲ (NE) AC 7-8 ■ (NE)	<p>Read 555FF-555HH</p> <p>Simple shapes help kids see how they could decompose a figure in different ways to show two or four equal shares</p> <p>Kids can demonstrate what they know about halves and fourths when they can draw halves and fourths in one shape</p> <p>EQUAL SHARES – are how the “fraction” is understood</p> <p>Half – one of 2 equal shares</p> <p>Halves – talking about both equal shares</p>
7.9	<p>I can</p> <ul style="list-style-type: none"> compose 2-dimensional shapes. 	G.1 G.2	SAB p224 (E) SAB p225 (E)	Read 555FF-555HH

	<ul style="list-style-type: none"> compose new shapes from the composite shape. <p>Formative Assessment: Ask children to use shapes to compose a rectangle and a triangle, and then to explain their work. Check children's composite shapes. Explanations should include the defining attributes of the shapes.</p>	<p>G.3</p> <p>SMP.2 SMP.3 SMP.5 SMP.6 SMP.7 SMP.8</p>	<p>HW p169 (NE) AC 7-9 ▲ (NE) AC 7-9 ■ (NE)</p>	<p>Compose rectangles using hand son manipulatives</p> <p>Kids discover they can make rectangles that are not squares in many different ways using different and same size shape pieces</p> <p>Kids make squares using many diff. rectangles</p> <p>Major goal of working with shapes is to build internal images of square grid and of the horizontal and vertical lines that compose the grid</p>
7.10	<p>I can</p> <ul style="list-style-type: none"> identify attributes of 3-dimensional shapes. compose rectangular prisms. <p>Formative Assessment: Ask children to identify a cone, cube, cylinder, sphere, and rectangular prism, and to compare two or more of these shapes according to their attributes.</p>	<p>G.1 G.2</p> <p>SMP.3 SMP.5 SMP.6 SMP.7 SMP.8</p>	<p>SAB p165 (E) SAB p166 (E) HW p131 (NE) AC 7-10 ▲ (NE) AC 7-10 ■ (NE)</p>	<p>Read 555HH-555II</p> <p>Kinder kids learned the attributes of cones, cubes, cylinders and spheres</p> <p>Rectangular prisms are introduced in grade 1</p> <p>Discuss the names of shapes and their appearance – decide whether they can roll, slide, stack, the surface is curved or flat</p> <p>Kids need to LEARN the defining properties of a rectangular prism and compose rectangular prisms</p>
7.11	<p>I can</p> <ul style="list-style-type: none"> compose 3-dimensional shapes. compose new shapes from the composite shape. <p>Formative Assessment:</p>	<p>G.1 G.2</p> <p>SMP.3 SMP.5 SMP.6 SMP.7</p>	<p>AC 7-11 ▲ (NE) AC 7-11 ■ (NE)</p>	<p>Ask children to compose a new shape using two or more 3-dimensional shapes. Then ask them to describe the new shape using the correct shape names.</p>
Quiz 2			AG p111 (E)	

Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	
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Big Idea 3: Measure and Order by Length

- About 4 days. Suggested date of completion:
- Daily Routine: Counting Tens and Add and Subtract Teen Numbers (10 min/day)

Vocabulary: circle, corner, equal shares, fourths, fourth of, half of, halves, quarters, quarter of, rectangle, side, square, square corner, trapezoid, triangle

Common Core State Standards for Math [CCSS-M]

CC.1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.

CC.1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

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

CC.1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
7.12	<p>I can compare and order objects by length.</p> <p>Formative Assessment: Ask children to describe a way to put three things in order by length.</p>	<p>MD.1</p> <p>SMP.3</p> <p>SMP.5</p> <p>SMP.6</p> <p>SMP.8</p>	<p>SAB p231 (E)</p> <p>SAB p232 (E)</p> <p>HW p175 (NE)</p> <p>AC 7-12 ▲ (NE)</p> <p>AC 7-12 ■ (NE)</p>	<p>Read 555JJ-555LL</p> <p>Kids need to discuss the concept of length by comparing which of 2 items are longer</p> <p>Then 3 objects shortest to longest, then long to short</p> <p>Then write numbers to order the pictures</p> <p>Then draw lines and label them</p>
7.13	<p>I can measure objects with same-size length units.</p> <p>Formative Assessment: Ask children to describe how to find the length of an object using paper clips for their length unit. Explanations should include lining up a paper clip with the end of the object and laying down additional paper clips with no gaps or overlaps to the end of the object.</p>	<p>MD.2</p> <p>SMP.3</p> <p>SMP.5</p> <p>SMP.6</p>	<p>SAB p233 (E)</p> <p>SAB p234 (E)</p> <p>HW p113 (NE)</p> <p>AC 7-13 ▲ (NE)</p> <p>AC 7-13 ■ (NE)</p>	<p>Read 555JJ-555LL</p> <p>Standard focuses on iteration- expression the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end THIS IS THE FOCUS OF LESSON 13!!</p> <p>Teacher draws line – kids measure using same size strips below the line</p> <ul style="list-style-type: none"> • Use same sized unit for measuring • NO overlaps, gaps <p>Then kids find real world object and use paperclips</p> <p>Kids need to use what they know about comparing lengths to reason about indirect measurement. – This states that if the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C</p>

7.14	Mathematical Practices	MD.1 MD.2 MD.3 G.1 SMP.1-8	SAB p235 (E) SAB p236 (E) HW p115 (NE) AC 7-14 ▲ (NE) AC 7-14 ■ (NE)	
Quiz 3			AG p (E)	
Reteach			To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.	

Unit 7: Enrichment/Intervention Loop

- About 3-5 days. Suggested date of completion:

Unit Test Objectives

- 7A Order three objects by length.
- 7B Find the length of an object in length units.
- 7C Tell and write time in hours and half-hours.
- 7D Distinguish between defining attributes of shapes.
- 7E Compose Shapes to create a composite shape.
- 7F Partition shapes into two and four equal shapes.

Day 1: Final Formative Assessment - SAB p237-240

Day 2-4: Reteaching Activities – TE p654-657

Day 5: Assessment - Unit 7 Test AG p

**Alpena Montmorency Alcona Educational School District
01 Math Pacing Guide**

**Unit 8: Place Value Situations
10-12 Days**

Math Background:

- Research - TE p397O-397P
- Background - TE p397Q-397FF

Learning Path:

- **Children explore tens and ones using physical groupings and math drawings. Children:**
 - find totals and differences within 20.

Big Idea 1: Add 2-Digit Numbers

- About 7 days. Suggested date of completion:
- Daily Routine: Counting Tens and Ones and Telling Time (10 min/day)

Vocabulary: group, New Group Below Method, New Group Above Method, Proof Drawing, Show All Totals Method

Common Core State Standards for Math [CCSS-M]

CC.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 $<$.

CC.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.

CC.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.

Common Core Standards of Mathematical Practices [SMPs]

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 math.

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.

Lesson	Focus	CCSSM and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
8.1	<p>I can</p> <ul style="list-style-type: none"> Add 2-digit numbers. <p>Formative Assessment: Ask children to choose their own method to solve $65 + 29$. Children should use stick-and-circle drawings and find that the total is 94.</p>	<p>NBT.4</p> <p>SMP.1 SMP.2 SMP.3 SMP.4 SMP.6 SMP.8</p>	<p>SAB p243 (E) SAB p244 (E) HW p185 (NE) AC 8-1 ▲ (NE) AC 8-1 ■ (NE)</p>	<p>Read 659V – 659X</p> <p>lay foundation for grouping in addition by grouping tens in scene Use <u>group</u> to combine ones to form tens, and <u>ungroup</u> for subtraction – those words show how they undo each other</p> <p>Ring 10 and leave others loose– get them to give total without counting – see and say 4 tens and 4 ones as 44</p> <p>Connecting stage – where kids have their OWN method as long as it makes use of 10s and 1s – have kids link drawing to steps in their number method to develop quantitative meaning</p> <p>Symbolic stage – do not expect all kids to master methods of numeric addition in this lesson or unit – sticks and circles drawings are fine – but need to record their steps numerically</p> <p>Make sure kids know that any group of 10 extra ones can be combined into a ten (not just 5-groups) Only go back to base ten blocks if needed – transition to drawings and connect to numeric is goal in due time</p>
8.2	<p>I can</p> <ul style="list-style-type: none"> Add 2-digit numbers. <p>Formative Assessment: Have children write $55 = 36$ as a vertical form and solve. Encourage them to use a stick-and circle drawing and the New Group Below method.</p>	<p>NBT.4</p> <p>SMP.2 SMP.3 SMP.4 SMP.5 SMP.6 SMP.8</p>	<p>SAB p245 (E) SAB p246 (E) HW p187 (NE) AC 8-2 ▲ (NE) AC 8-2 ■ (NE)</p>	<p>Read 659V-659X</p> <p>Insist on place value language! 3 tens or thirty (NOT 3) Emphasize verbal connections between tens and ones they draw and the answers they write</p> <p>New groups below – easier to see teen number and makes it so add the larger numbers first.</p>

8.3	<p>I can</p> <ul style="list-style-type: none"> Add 2-digit numbers. <p>Formative Assessment: Ask children to write $63 + 28$ as a vertical form and solve. Encourage them to use the Show All Totals method and also make a Proof Drawing.</p>	<p>NBT.4</p> <p>SMP.1 SMP.2 SMP.3 SMP.4 SMP.5 SMP.6</p>	<p>HW p189 (NE) AC 8-3 ▲ (NE) AC 8-3 ■ (NE)</p>	<p>Read 659Y</p> <p>secret code cards shows how to add without drawing Proof drawings help relate to numeric method</p> <p>Great place to hear where kids are at with their adding.</p>
8.4	<p>I can</p> <ul style="list-style-type: none"> Add 2-digit numbers. <p>Formative Assessment: Ask children to write $15 + 18$ as a vertical form and solve. Encourage them to solve using two different methods.</p>	<p>NBT.4</p> <p>SMP.1 SMP.2 SMP.3 SMP.6 SMP.8</p>	<p>SAB p247 (E) SAB p248 (E) HW p191 (NE) AC 8-4 ▲ (NE) AC 8-4 ■ (NE)</p>	<p>Read 659Z</p> <p>Lesson 4-5 review and practice methods – must be able to explain how the method works and find a correct answer!! Developmentally appropriate to continue to use proof drawings – grade 2 they will move out of drawings</p>
8.5	<p>I can</p> <ul style="list-style-type: none"> Add 2-digit numbers. <p>Formative Assessment: Ask children to write $26 + 18$ as a vertical form and solve. Encourage them to solve using a method they know best.</p>	<p>NBT.4</p> <p>SMP.2 SMP.3 SMP.6</p>	<p>SAB p249 (E) SAB p250 (E) HW p193 (NE) AC 8-5 ▲ (NE) AC 8-5 ■ (NE)</p>	<p>Read 659Z</p> <p>kids explain what went wrong when teacher does problem wrong</p>
8.6	<p>Mathematical Practices</p>	<p>NBT.3 NBT.4 NBT.6</p> <p>SMP.1-8</p>	<p>SAB p251 (E) SAB p252 (E) HW p195 (NE) AC 8-6 ▲ (NE) AC 8-6 ■ (NE)</p>	<p>Read 659Z</p>
Quiz 1			<p>AG p (E)</p>	
Reteach			<p>To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the RTI Resource Books.</p>	

Unit 8: Enrichment/Intervention Loop

- About 3-5 days. Suggested date of completion:

Unit Test Objectives

- 8A Add a 2-digit number and a 1-digit number.
- 8B Add a 2-digit number and a multiple of 10.
- 8C Add two 2-digit numbers.
- 8D Add 2-digit numbers in a real world context.

Day 1: Final Formative Assessment - SAB p253-254

Day 2-4: Reteaching Activities – TE p702-704

Day 5: Assessment - Unit 8 Test AG p