

Grade 1 Mathematics															
Unit: Measurement								Strand: Calendar							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	E	M											
District Objective Use the calendar to develop the ideas of days, weeks, months, yesterday, today, and tomorrow.												Bloom's Taxonomy Synthesis		Quarter 1-4 (8 hrs./ quarter) No. Hours 32 hours (Daily)	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... V. Measurement C. Use the calendar to develop concepts of days, weeks, months.														NCTM Standard Pg. 104	
Text Correlation Saxon, Lesson 1 - daily						Rating 1		Additional Resources Calendar; Computer, Mailbox Magazine; <i>Alexander, Who Used to be Rich Last Sunday</i> ; Order of Days Activity; Days-of-the-Week Worksheet; Months Worksheet; Calendar Worksheet							
Assessment <ol style="list-style-type: none"> 1. Make a calendar for the month of May. May 1 is on a Thursday. Write it on the calendar. 2. May has 31 days. Write the numbers for the rest of the days in May. 3. Write Mother's Day on May 11. What day of the week is Mother's Day? 															

Grade 1 Mathematics

Unit: Numeration

Strand: Number Lines

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												

District Objective

Identify whole numbers on a number line.

**Bloom's
Taxonomy
Knowledge**

**Quarter
1**

ITBS
 SAT9
 PASS
 CRT

**No. Hours
0.5**

PASS Objective

The student will...

II. Number Sense

C. Read and write numerals to 100.

**NCTM
Standard
Pg. 79**

Text Correlation

Saxon, Lesson 2

Rating

2

Additional Resources

Number Lines; Number Cards; Craft Sticks; Ten Black Dots;
Where Am I in Line? Activity

Assessment

Color the star above the 17 red. Color the star above the 8 yellow. Color the star above the 14 green.

Grade 1 Mathematics

Unit: Numeration **Strand:** Patterns

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	E	E	E	E	E	M							

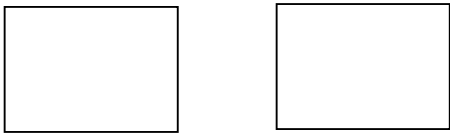
District Objective Recognize and identify patterns in the environment.	Bloom's Taxonomy Knowledge	Quarter 1
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT		No. Hours 1.0

PASS Objective The student will... I. Patterns A. Identify and describe patterns in everyday situations (e.g., calendars, home or school routines).	NCTM Standard Pg. 123 Pg. 134
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Text Correlation Saxon, Lesson 4	Rating 2	Additional Resources Manipulatives; Math Their Way; Explorations in Math (Addison Wesley); Calendar; Weekly Schedule; <i>The Napping House</i> ; Patterning Activities; Patterns in Life Activity; M & M Patterns Activity; Body Patterns Activity; Pretty Patterns Activity; Shape Patterns Activity
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Assessment

Draw the next two insects in the pattern.



Grade 1 Mathematics															
Unit: Problem-Solving									Strand: Strategy						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							
District Objective Make and read data on a bar graph and pictograph.												Bloom's Taxonomy Analysis		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.0			
PASS Objective The student will...														NCTM Standard Pgs. 109-110	
VI. Data Analysis															
B. Organize, describe, and display data using concrete objects, pictures, prepared grids, and numbers.															
Text Correlation Saxon, Lesson 5					Rating 1			Additional Resources Graphing Books; Math Their Way; Explorations in Math (Addison Wesley); Manipulatives; <u>M & M Counting Book</u> ; Graphing Activity; M & M Graphing Activity							
Assessment															

Grade 1 Mathematics															
Unit: Problem-Solving									Strand: Problems						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							
District Objective Solve problems that involve analyzing data from a bar graph or pictograph.												Bloom's Taxonomy Application		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Hours 1.5	
PASS Objective The student will...														NCTM Standard Pgs. 109-111	
VI. Data Analysis															
A. Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorites).															
Text Correlation Saxon, Lesson 5					Rating 1		Additional Resources Manipulatives; Math Their Way; My Favorite Fruit Worksheet								
Assessment															
FAVORITE PLAYGROUND GAMES															
Which is the most favorite playground game?															
<input type="radio"/> jump rope <input type="radio"/> slide <input type="radio"/> swing															

Grade 1 Mathematics															
Unit: Data Analysis								Strand: Tables and Graphs							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I/M														
District Objective Read and interpret tally charts.											Bloom's Taxonomy Analysis		Quarter 1		
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT											No. Hours 0.5				
PASS Objective The student will... VI. Data Analysis A. Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorites).											NCTM Standard Pgs. 108-114				
Text Correlation Saxon, Lesson 71					Rating 2		Additional Resources How We Come To School Activity								
Assessment 1. Which is the most favorite animal? 2. Which is the least favorite animal? 3. How many animals in all were counted? 4. How many turtles and rabbits together?															

Grade 1 Mathematics

Unit: Numeration

Strand: Comparing/Ordering

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	M												

District Objective

Compare objects according to size, shape, color, texture, and quantity.

Bloom's Taxonomy
Application

Quarter
1

No. Hours
1.0

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

II. Number Sense

A. Compare objects by size and quantity (e.g., more than, less than, equal to).

NCTM Standard
Pg. 91

Text Correlation

Saxon, Lesson 9

Rating

1

Additional Resources

AIMS; Manipulatives; Mailbox Magazine; Math Their Way; The Button Box; Three Sizes Worksheet; Sort by Shape and Color Worksheet

Assessment

Circle the longest line.

A.

B.

Circle the shortest line.

C.

D.

Grade 1 Mathematics

Unit: Number Theory

Strand: Word Names

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

District Objective

Identify object value of a word name.

**Bloom's
Taxonomy
Knowledge**

**Quarter
1**

ITBS
 SAT9
 PASS
 CRT

**No. Hours
1.0**

PASS Objective

The student will...

II. Number Sense

C. Read and write numerals to 100.

**NCTM
Standard
Pg. 79**

Text Correlation

Saxon, Lesson 11

Rating

1

Additional Resources

Number Word Cards and Number Cards; Games for Number Words; Each Orange Had 8 Slices; Number Word Match Activity

Assessment

Read each number. Write the number word on the line.

8 _____

9 _____

10 _____

0 _____

1 _____

2 _____

Grade 1 Mathematics															
Unit: Geometry										Strand: Constructions					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													
District Objective Construct various geometric figures.											Bloom's Taxonomy Synthesis		Quarter 1		
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Hours 1		
PASS Objective The student will... IV. Geometry and Spatial Sense B. Name and use geometric shapes and objects to address everyday situations.											NCTM Standard Pg. 98				
Text Correlation Saxon, Lesson 14				Rating 1		Additional Resources Geoboards; Dot Paper; Hands-On Geometry (Hands-On, Inc.) Pat Morgan; <u>The Greedy Triangle</u> ; Cutie-Pie Cowpoke Activity; Geometric Solids Activity; Math Homework Activity; Favorite Shapes Activity									
Assessment Draw each of the shapes.															
Triangle					Square					Rectangle					

Grade 1 Mathematics															
Unit: Geometry								Strand: Geometric Concepts							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													
District Objective Identify relationships and use correct terminology in explaining the relative positions of objects in space such as above, behind, between, inside, outside, on, left, and right.											Bloom's Taxonomy Comprehension		Quarter 1 No. Hours 0.5		
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... IV. Geometry and Spatial Sense C. Use language to describe relationships of objects in space (e.g., above, below, behind, between).													NCTM Standard Pgs. 98-99		
Text Correlation Saxon, Lesson 14					Rating 1		Additional Resources Geoboards; Manipulatives; <u>Eight Hands Round</u> ; Geoboard Activities								
Assessment <ul style="list-style-type: none"> ◇ Have students make a single shape using their geoboards and geobands. Ask them to count the pins that touch the geoband and compare their figures and totals. Explain that these pins have the band ON. See if any children have the same total with different figures. Repeat until all students have had a turn. ◇ Repeat the activity as described above. This time, count the pins INSIDE and OUTSIDE the shape, not touching the geoband. These pins may be explained as the interior and exterior of the shape. Ask the children to make more shapes counting the pins INSIDE, OUTSIDE and ON. 															

Grade 1 Mathematics															
Unit: Whole Numbers										Strand: Problem-Solving					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	E	M											
District Objective Solve a story problem using manipulatives. Identify a number sentence that represents the commutative property of addition.												Bloom's Taxonomy Application		Quarter 1 No. Hours 2.0	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Comparison C. Develop and apply properties of addition using models and manipulatives (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).														NCTM Standard Pg. 133	
Text Correlation Saxon, Lesson 24					Rating 1			Additional Resources Manipulatives; Math Their Way; Explorations in Math; <u>Spaghetti and Meatballs for All</u> ; Commutative Property of Addition Activity; Fish Addition Activity; Turnaround Facts and Adding 0; Color Cube Addition Activity							
Assessment Complete the facts. 1. $6 + 2 = \underline{\quad}$ and $\underline{\quad} + \underline{\quad} = \underline{\quad}$ 2. $4 + 3 = \underline{\quad}$ and $\underline{\quad} + \underline{\quad} = \underline{\quad}$ 3. $1 + 7 = \underline{\quad}$ and $\underline{\quad} + \underline{\quad} = \underline{\quad}$															

Grade 1 Mathematics

Unit: Numeration

Strand: Computing/Estimation

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pr e- Cal	AP Cal
	I	M													

District Objective

Perform single-digit addition computations.

Bloom's

Taxonomy
Comprehension

Quarter

1

ITBS

SAT9

PASS

CRT

No. Hours
2.0

PASS Objective

The student will...

II. Number Sense

G. Acquire strategies for making computations (e.g., use estimation, number sense to judge reasonableness, counting on).

**NCTM
Standard**
Pg. 80

Text Correlation

Saxon, Lesson 17

Rating

2

Additional Resources

Individual Chalkboards; Flash cards; Computer Programs - Reader Rabbit Math; CCC; The \$1.00 Word Riddle Book; Domino Addition, Domino Subtraction, and Fact Families Activities

Assessment

Mark the circle beside the correct answer.

1.
$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

10 11 12 13

2. $3 + 6 = \square$

8 9 7 10

Grade 1 Mathematics

Unit: Number Theory

Strand: Read and Write Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	M												

District Objective

Read and write whole numbers in numeric form up to 100.

**Bloom's
Taxonomy
Knowledge**

**Quarter
1**

**No. Hours
1.0**

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

II. Number Sense

C. Read and write numerals to 100.

**NCTM
Standard
Pg. 81**

Text Correlation

Saxon, Lesson 17

Rating

2

Additional Resources

Number Flash cards; Individual Chalkboards; The One Hundredth Day of School; M & M Counting to 100 Worksheet

Assessment

Write numbers in order from 1 to 100.

Grade 1 Mathematics

Unit: Numeration

Strand: Relative Value

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	E	E	E	E	E	M							

District Objective

Identify the relative values of whole numbers and fractions.

**Bloom's
Taxonomy
Knowledge**

**Quarter
1**

**No. Hours
1.0**

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

II. Number Sense

- B. Use concrete models of tens and ones to develop the concept of place value.
- F. Investigate concepts of fractional parts (e.g., halves, thirds, fourths).

**NCTM
Standard
Pgs. 78-81**

Text Correlation

Saxon, Lesson 18

Rating

1

Additional Resources

Manipulatives: Ten Sly Piranhas; Fraction Activity

Assessment

Mark the circle below the cookie that shows one third of it has been eaten.

Grade 1 Mathematics															
Unit: Algebraic Concepts										Strand: Operations					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													
District Objective Identify a number sentence that represents the inverse operation of a given number sentence.												Bloom's Taxonomy Application		Quarter 1	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 0.5			
PASS Objective The student will...														NCTM Standard Pg. 138	
III. Number Operations and Computation															
A. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.															
Text Correlation Saxon, Lesson 47					Rating 1			Additional Resources Manipulatives; Reader Rabbit - Math; CCC Program; <u>12 Ways to Get to 11</u> ; Inverse Operation Activity; Adding to Check Subtraction							
Assessment Subtract and finish the add-to-check fact.															

Grade 1 Mathematics															
Unit: Algebraic Concepts										Strand: Identify Sentence					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Identify the operational symbol corresponding to a given process.												Bloom's Taxonomy Comprehension		Quarter 1 No. Hours 0.5	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... II. Number Sense A. Compare objects by size and quantity (e.g., more than, less than, and equal to). III. Number Operations and Computation B. Use strategies to develop operation sense (e.g., fact families, ten frames).														NCTM Standard Pg. 80	
Text Correlation Saxon, Lesson 21				Rating 1		Additional Resources Symbol Tiles; Manipulatives; Changing Signs Activity									
Assessment Mark the circle below the correct sign for subtraction. $<$ $=$ $-$ $+$ <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Mark the circle below the sign that means minus. $-$ $+$ $=$ $>$ <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>															

Grade 1 Mathematics

Unit: Algebraic Concepts

Strand: Number Sentence

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												

District Objective

Write number sentences involving addition scenarios.

**Bloom's
Taxonomy**
Application

Quarter
1

ITBS

SAT9

PASS

CRT

No. Hours
1.5

PASS Objective

The student will...

III. Number Operations and Computation

E. Write addition and subtraction number sentences for problem situations.

**NCTM
Standard**
Pgs. 83-85

Text Correlation

Saxon, Lesson 21

Rating

1

Additional Resources

Manipulatives; Individual Chalkboards; Reader Rabbit; CCC Math Program; Counting on Frank; Roll, Add, and Toss Activity; Adding Worksheet

Assessment

Write the addition sentence.

1.

Grade 1 Mathematics

Unit: Whole Numbers

Strand: Add Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

District Objective

Add 2 single-digit whole numbers both vertically and horizontally; no regrouping required.

Bloom's Taxonomy
Knowledge

Quarter
1

No. Hours
2.5

ITBS
 SAT9
 PASS
 CRT

PASS Objective

The student will...

III. Number Operations and Comparison

C. Develop and apply properties of addition using models and manipulatives (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).

NCTM Standard
Pgs. 83-84

Text Correlation

Saxon, Lesson 21

Rating

1

Additional Resources

Flash cards: Computer Programs; Two Ways to Count to Ten; Addition Position Activity

Assessment

Mark the circle below the correct answer.

1.
$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

- 8 6 7 9

2. $1 + 4 = \square$

- 7 4 5 6

Grade 1 Mathematics

Unit: Numeration

Strand: Patterns: Number

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							

District Objective

Determine the missing elements of a series of numbers which create a pattern.

Bloom's Taxonomy

Comprehension

Quarter
1

No. Hours
1.0

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

I. Patterns

B. Identify and extend both repeating and growing patterns with concrete objects and shapes.

NCTM Standard
Pgs. 92-93

Text Correlation

Saxon, Lesson 23

Rating

2

Additional Resources

Number Cards; The Napping House; Number Patterns Activity

Assessment

Mark the circle below the numeral that belongs in the empty box.

25		35	40
----	--	----	----

20

26

30

45

Grade 1 Mathematics

Unit: Algebraic Concepts

Strand: Identify Sentence

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	M												

District Objective

Determine the number sentence depicted in a picture.

**Bloom's
Taxonomy**
Comprehension

Quarter
1

ITBS
 SAT9
 PASS
 CRT

No. Hours
1.0

PASS Objective

The student will...

III. Number Operations and Computation

E. Write addition and subtraction number sentences for problem situations.

**NCTM
Standard**
Pgs. 85-88

Text Correlation

Saxon, Lesson 25

Rating

1

Additional Resources

Flannel Board; Picture Cards/Teacher Made or Commercial; The Twelve Circus Rings; Adding Three or More Numbers Activity

Assessment

Mark the circle below the correct number sentence.

$8 + 2 = 10$

$8 - 2 = 6$

$6 + 2 = 8$

$4 + 2 = 6$

Grade 1 Mathematics

Unit: Geometry **Strand:** Figures

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											

District Objective Use characteristics of basic figures to solve problems.	Bloom's Taxonomy Application	Quarter 1
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT		No. Hours 0.5

PASS Objective The student will... IV. Geometry and Spatial Sense B. Name and use geometric shapes and objects to address everyday problems.	NCTM Standard Pgs. 98-99
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Text Correlation Saxon, Lesson 26	Rating 2	Additional Resources Pattern Blocks; Number and Symbol Cards; <u>The Greedy Triangle</u> ; <u>The King's Commissioners</u> ; Shape Up Activity
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Assessment
Attribute Block Addition
 Have children fold a sheet of paper in half to form two sections. You may want to have children draw a heavy line on the fold. Give each child a handful of attribute blocks, and have each count the blocks and arrange them on the paper to show different combinations of the total. For example, if there are 4 blocks in all, they can be arranged as 3 and 1, 2 and 2, 1 and 3, 0 and 4, or 4 and 0. You may wish to show older or more advanced children how to write addition sentences for the combinations. (You may find it easier to create small numeral and symbol cards for children to use to make the addition sentences.)

Grade 1 Mathematics															
Unit: Measurement										Strand: Weight					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Estimate or measure length using customary units.												Bloom's Taxonomy Knowledge		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 0.5			
PASS Objective The student will... V. Measurement D. Measure objects with nonstandard (e.g., paper clips, hands) and standard units (inch tiles, centimeter cubes).												NCTM Standard Pgs. 103 - 104			
Text Correlation Saxon, Lesson 62					Rating 1			Additional Resources Computer: Thinkin' Science; Measurement Activities; Estimating and Measuring Length: Inches							
Assessment Guess: _____ inches Measure: _____ inches															

Grade 1 Mathematics

Unit: Numeration

Strand: Patterns

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	M												

District Objective

Continue patterns based on different attributes (color, texture, sound, shape, number and size).

Bloom's Taxonomy
Analysis

Quarter
1

No. Hours
1.5

ITBS
 SAT9
 PASS
 CRT

PASS Objective

The student will...

I. Patterns

B. Identify and extend both repeating and growing patterns with concrete objects and shapes.

NCTM Standard
Pg.. 123,
Pg. 134

Text Correlation

Saxon, Lesson 32

Rating

2

Additional Resources

Manipulatives; Pattern Blocks; The Button Box; Color Quilt Activity

Assessment

Continue the pattern.

▲ F G ▲ F G _____

Grade 1 Mathematics															
Unit: Algebraic Concepts								Strand: Operations							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Subtract by separating and comparing groups of objects.												Bloom's Taxonomy Analysis		Quarter 1 No. Hours 2.0	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Computation A. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.														NCTM Standard Pg. 79	
Text Correlation Saxon, Lesson 33				Rating 1		Additional Resources Manipulatives; Food (snacks); <u>One Gorilla and More</u> ; Bead Subtraction Activity; Fish in a Pond Activity; Subtracting Worksheet									
Assessment Write the correct answer. _____ Write the subtraction sentence.															

Grade 1 Mathematics															
Unit: Algebraic Concepts										Strand: Operations					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Identify the identity element for addition.											Bloom's Taxonomy Application		Quarter 1		
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Hours 1.0		
PASS Objective The student will... III. Number Operations and Comparison C. Develop and apply properties of addition using models and manipulatives (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).													NCTM Standard Pg. 125		
Text Correlation Saxon, Lesson 41				Rating 1		Additional Resources Individual Chalkboards; Flannel Board; <u>Ocean Parade</u> ; Identity Property of Addition; Turnaround Facts and Adding 0									
Assessment Identity Property of Addition: Zero added to any given number, the sum will equal the given number. $6 + 0 = 6$ Add. $\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$ A. 0 B. 5 C. 6															

Grade 1 Mathematics

Unit: Algebraic Concepts

Strand: Number Sentences

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Write number sentences involving subtraction situations.												Bloom's Taxonomy Application		Quarter 1 No. Hours 1.5	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Comparison E. Write addition and subtraction number sentences for problem situations.												NCTM Standard Pgs. 83-85			
Text Correlation Saxon, Lesson 33						Rating 1		Additional Resources Manipulatives; Chalkboards; <u>Anno's Hat Tricks</u> ; Fish Subtraction Activity							
Assessment Write a subtraction sentence for each picture.															

Grade 1 Mathematics

Unit: Measurement

Strand: Time

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

District Objective

Identify times of the day (morning, afternoon, evening, night).

Bloom's Taxonomy Knowledge

Quarter
2

No. Hours
1.5

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

V. Measurement

C. Use the calendar to develop concepts of days, weeks, months.

NCTM Standard
Pg. 104

Text Correlation

Saxon, Lesson 35

Rating

2

Additional Resources

Television Guide; Daily School and Home Schedule; Magazine Pictures; Time Awareness Activity; Day and Night Worksheet

Assessment

Teacher will assess orally during calendar time.

Grade 1 Mathematics

Unit: Measurement

Strand: Units

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	M														

District Objective

Use nonstandard units to measure objects.

**Bloom's
Taxonomy
Application**

**Quarter
2**

ITBS
 SAT9
 PASS
 CRT

**No. Hours
1.5**

PASS Objective

The student will...

V. Measurement

D. Measure objects with **nonstandard** (e.g., paper clips, hands) and standard units (inch tiles, centimeter cubes).

**NCTM
Standard
Pg. 103**

Text Correlation

Saxon, Lesson 36

Rating

1

Additional Resources

Paper Clips, Unifix Cubes, Yarn, Coins, Hands; Measure It (Binder) Pat Morgan; How Big Is a Foot?; Measurement Activities; How Tall? Worksheet; Measuring Fish Worksheet; Digit Measurement Activity

Assessment

Grade 1 Mathematics															
Unit: Problem-Solving										Strand: Strategy					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	M									
District Objective Make and read data on a pie graph.												Bloom's Taxonomy Analysis		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.5			
PASS Objective The student will... VI. Data Analysis B. Organize, describe, and display data using concrete objects, pictures, prepared grids, and numbers.												NCTM Standard Pgs. 109-110			
Text Correlation None						Rating 3		Additional Resources Math Their Way; Cowpoke Pie Graph Activity; Posing For A Circle Graph Activity							
Assessment Teacher will decide the data to be put on the graph.															

Grade 1 Mathematics															
Unit: Problem-Solving										Strand: Problems					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	M										
District Objective Solve problems that involve analyzing data from a pie graph.												Bloom's Taxonomy Application		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.5			
PASS Objective The student will... VI. Data Analysis A. Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorites).														NCTM Standard Pgs. 109-111	
Text Correlation None					Rating 3			Additional Resources Mailbox Magazine; Making a Circle Graph Activity							
Assessment Teacher will create statistics to put on pie graph.															

Grade 1 Mathematics

Unit: Numeration

Strand: Skip Counting

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	M														

District Objective

Identify a number that is 10 more or 10 less than a given number.

Bloom's Taxonomy Knowledge

Quarter
2

ITBS
 SAT9
 PASS
 CRT

No. Hours
1.5

PASS Objective

The student will...

II. Number Sense

D. Count as many as 100 objects by ones, twos, fives, and tens.

NCTM Standard
Pg. 79,
Pg. 91

Text Correlation

Saxon, Lesson 43

Rating

1

Additional Resources

Manipulatives; Counting Games; Math Their Way; The King's Commissioners; Counting by Tens Activity; Counting Groups of Objects by 10's to 100 Activity

Assessment

Give box of manipulatives (junk boxes, treasure boxes). Count by 1's, 2's, 5's, and 10's.

Grade 1 Mathematics

Unit: Whole Numbers

Strand: Subtract Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

District Objective

Subtract two single-digit whole numbers both vertically and horizontally; no regrouping required.

Bloom's Taxonomy
Knowledge

Quarter
2

ITBS
 SAT9
 PASS
 CRT

No. Hours
6.0

PASS Objective

The student will...

III. Number Operations and Computation

A. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.

NCTM Standard
Pg. 83,
Pg. 133

Text Correlation

Saxon, Lesson 44

Rating

1

Additional Resources

Flash Cards; Individual Chalkboards; Dominoes; Subtraction Worksheet Activity

Assessment

Mark the circle below the correct answer.

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

- 5 4 2 3

$$8 - 5 = \square$$

- 5 4 3 2

Grade 1 Mathematics

Unit: Numeration

Strand: Ordering Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

District Objective

Use number sense to determine which number comes before or after a given number.

Bloom's Taxonomy Knowledge

Quarter
2

No. Hours
3.0

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

II. Number Sense

A. Compare objects by size and quantity (e.g., more than, less than, equal to).

NCTM Standard
Pg. 79,
Pgs. 98-99

Text Correlation

Saxon, Lesson 44

Rating

2

Additional Resources

Number Cards; Teachers Helpers and Mailbox Magazines;
The Napping House; What Number Comes Before? Activity

Assessment

What number is missing?

0, ____, 2, 3

____, 6, 7

____, 9, 10

4, ____, 6

Grade 1 Mathematics

Unit: Numeration

Strand: Counting

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	M														

District Objective

Count at most 100 manipulatives by twos.

**Bloom's
Taxonomy
Knowledge**

Quarter
2

ITBS

SAT9

PASS

CRT

No. Hours
3.0

PASS Objective

The student will...

II. Number Sense

D. Count as many as 100 objects by ones, twos, fives, and tens.

**NCTM
Standard**
Pg. 123

Text Correlation

Saxon, Lesson 47

Rating

1

Additional Resources

Body Parts; Manipulatives; Mailbox and Teacher's Helper
Magazines; Two of Everything; Whole Body Skip-Counting
Activity

Assessment

See how the numbers go when we count by twos. Mark the circle below the numeral that belongs in the empty box.

2	4		8	10
---	---	--	---	----

5	6	7	3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 1 Mathematics															
Unit: Measurement								Strand: Measurement: Estimation							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							
District Objective Distinguish between the need to estimate and actually measure.												Bloom's Taxonomy Analysis		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.5			
PASS Objective The student will...														NCTM Standard Pg. 106	
II. Number Sense															
G. Acquire strategies for making computations (e.g., use estimation, number sense to judge reasonableness, counting on).															
Text Correlation Saxon, Lesson 54				Rating 1		Additional Resources Manipulatives; Measure It Binder (Pat Morgan); Estimation Destination by Fran Threewit (Teaching Resource Center); <u>How Big Is A Foot?</u> ; Measurement Activities									
Assessment															
◇ Standard vs. Non-standard Measuring: Tell children that sometimes it is important to be able to tell someone how long something is. For example, you might want to tell them how long a ribbon should be or how long a table should be. Explain that in these cases we use standard units of measure called inches, feet or yards. Allow students to explore measuring objects in the room with an inch ruler and a centimeter ruler after instructing them in the use of the standard measurement tools.															

Grade 1 Mathematics															
Unit: Numeration								Strand: Patterns: Number							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Classify numbers of objects according to odd and even.											Bloom's Taxonomy Application		Quarter 2		
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Hours 4.0		
PASS Objective The student will...													NCTM Standard Pgs. 123-124		
I. Patterns															
A. Identify and describe patterns in everyday situations (e.g., calendars, home or school routines).															
Text Correlation Saxon, Lesson 55					Rating 1			Additional Resources Number Cards; 100 Charts; Calendar; Manipulatives; <u>Even Steven and Odd Todd</u> ; Even and Odd Activity; Odd and Even Number Activities							
Assessment ◇ Taking out the blank domino, let the children examine the faces of the dot dominoes. Then ask children to sort the dominoes into evens and odds, according to the total number of dots. Have children count the number of dominoes in each pile. (14.)															

Grade 1 Mathematics

Unit: Measurement

Strand: Time

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

District Objective

Read time at the hour using both analog and digital clocks.

Bloom's

Taxonomy

Comprehension

Quarter

2

No. Hours

4.0

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

V. Measurement

A. Tell time on digital and **analog** clocks to the hour and half-hour.

NCTM

Standard

Pg. 104

Text Correlation

Saxon, Lesson 56

Rating

1

Additional Resources

Judy Clocks; Explorations in Math (Addison Wesley); Mailbox Magazine; P. Bear's New Year Party; Telling Time (by the hour) Activity

Assessment

1. Ring the clock that shows 8 o'clock.

2. Write your answer. What time is it?

Grade 1 Mathematics

Unit: Numeration

Strand: Skip Counting

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	M														

District Objective

Count at most 100 objects by fives.

**Bloom's
Taxonomy
Knowledge**

**Quarter
3**

ITBS
 SAT9
 PASS
 CRT

**No. Hours
2.0**

PASS Objective

The student will...

II. Number Sense

D. Count as many as 100 objects by ones, twos, fives, and tens.

**NCTM
Standard
Pg. 123**

Text Correlation

Saxon, Lesson 71

Rating

1

Additional Resources

Manipulatives; Tally Marks; alfy.com; Who Sank the Boat; One Hundred Hungry Ants; Counting to 100 by 5's Activity

Assessment

When you count by fives – seventy, seventy-five, eighty – what comes next? Mark the circle below the number that belongs in the empty box.

70	75	80	
----	----	----	--

90	65	81	85
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 1 Mathematics

Unit: Whole Numbers

Strand: Add Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

District Objective

Add 2 two-digit whole numbers without regrouping.

**Bloom's
Taxonomy
Knowledge**

Quarter
3

ITBS
 SAT9
 PASS
 CRT

No. Hours
2.0

PASS Objective

The student will...

III. Number Operations and Computation

- A. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.

**NCTM
Standard**
Pg. 140

Text Correlation

Saxon, Lesson 75

Rating

2

Additional Resources

CCC Program; Reader Rabbit Math; Teacher's Helper Magazine; Dominos Activity

Assessment

Mark the circle below the correct answer.

$$\begin{array}{r} 45 \\ + 34 \\ \hline \end{array}$$

- 89 79 97 78

Mark the circle below the correct answer.

$$61 + 25 = \square$$

- 96 86 87 97

Grade 1 Mathematics

Unit: Whole Numbers

Strand: Problem Solving

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	M												

District Objective

Read and interpret tables.

**Bloom's
Taxonomy**
Application

Quarter
3

ITBS

SAT9

PASS

CRT

No. Hours
3.5

PASS Objective

The student will...

VI. Data Analysis

- A. Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, number of pets, favorites).

**NCTM
Standard**
Pgs. 92-94

Text Correlation

Saxon, Lesson 35

Rating

1

Additional Resources

Math Their Way; Manipulatives; Data and Graphing Book (Ideal); Reading Tables Activity

Assessment

1. Who ran the longest time? _____
2. How many minutes did Jan run? _____

Grade 1 Mathematics

Unit: Geometry

Strand: Congruence

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												

District Objective

Identify congruent figures.

**Bloom's
Taxonomy
Knowledge**

**Quarter
3**

ITBS

SAT9

PASS

CRT

**No. Hours
1.5**

PASS Objective

The student will...

IV. Geometry and Spatial Sense

A. Sort and identify **congruent** (same shape/same size) shapes.

**NCTM
Standard
Pg. 100**

Text Correlation

Saxon, Lesson 83

Rating

1

Additional Resources

Math Their Way; Pattern Blocks; Assortment of Flat Shapes; Transparency with Shapes; The Greedy Triangle; Sizing Up Congruency Activity

Assessment

Circle the congruent shapes.

Grade 1 Mathematics															
Unit: Geometry								Strand: Congruence							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Sort congruent figures.												Bloom's Taxonomy Analysis		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.5			
PASS Objective The student will... IV. Geometry and Spatial Sense A. Sort and identify congruent (same shape/same size) shapes.												NCTM Standard Pg. 100			
Text Correlation Saxon, Lesson 83				Rating 1		Additional Resources Math Their Way; Pattern Blocks; Assortment of Flat Shapes; Transparency with Shapes; <u>The King's Commissioners</u> ; Congruent Shapes Activity									
Assessment Give child four shapes, two of which are congruent. Have child sort out the congruent shapes.															

Grade 1 Mathematics															
Unit: Numeration								Strand: Counting							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													
District Objective Count at most one hundred objects in a group.											Bloom's Taxonomy Knowledge		Quarter 3		
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Hours 2.0		
PASS Objective The student will... II. Number Sense D. Count as many as 100 objects by ones, twos, fives, and tens.											NCTM Standard Pg. 79, Pg. 91				
Text Correlation Saxon, Lesson 84				Rating 2		Additional Resources Manipulatives; <u>Ocean Parade</u> ; One Hundred Hungry Ants Activity; Keep On Counting Worksheet									
<p>Assessment <u>Tens and Ones</u> Have children make nine trains or towers using ten cubes each and leave the remaining ten cubes unattached. Refer to the trains as 10's and the remaining cubes as 1's. Have children count, "1, 2, 3..." as you place the 1 cubes one at a time in a pile. When you reach ten 1's, trade them for one 10-train. Say, "Now we have one 10 and zero 1's. That's a new way to think about ten." Take back the pile of 1's and continue adding one 1 at a time, pointing out that one 10 and one 1 is called "eleven", and so on. When you get to one 10 and ten 1's, trade the 1's for another 10-train and introduce the name twenty for two 10's and zero 1's.</p> <p>Continue at a pace that matches children's understanding to introduce the thirties, forties, and so on. When you finally reach nine 10-trains and ten 1's, snap the 1's together to make ten 10-trains or one 100.</p>															

Grade 1 Mathematics

Unit: Numeration **Strand:** Comparing/Ordering

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

<p>District Objective Compare sets and numbers using greater than, less than, and equal to terminology.</p>	<p>Bloom's Analysis</p>	<p>Quarter 3</p> <p>No. Hours 3.5</p>
<p><input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT</p>		

<p>PASS Objective The student will...</p> <p>II. Number Sense A. Compare objects by size and quantity (e.g., more than, less than, equal to).</p>	<p>NCTM Standard Pg. 79</p>
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<p>Text Correlation None</p>	<p>Rating 3</p>	<p>Additional Resources <u>Money Games for Kids: Box Cars and One-Eyed Jacks, Volume IV</u> by Joanne Currah and Jane Felling; <u>The Fine Round Cake</u>; Math Their Way; The Fall Guy Activity</p>
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Assessment

1. Look at the numbers in the box. Mark the circle below the sign that makes the number sentence true.

43 ○ 29

> < = ≠

2. Look at the numbers in the box. Mark the circle below the sign that makes the number sentence true.

68 ○ 86

> < = ≠

Grade 1 Mathematics															
Unit: Algebraic Concepts								Strand: Operations							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Demonstrate operation sense.												Bloom's Taxonomy Synthesis		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 2.0			
PASS Objective The student will... III. Number Operations and Computation B. Use strategies to develop operation sense (e.g., fact families, ten frames).														NCTM Standard Pg. 79	
Text Correlation None				Rating 3		Additional Resources PBS Mathline.com; Computer Programs; CCC Program; Mrs. Fitz's Flamingos; Fact Family Worksheet									
Assessment Bill had two pennies. He put eight pennies in his bank. Mark the circle below the amount of money Bill had left. <div style="display: flex; justify-content: space-around; width: 100%;"> 4¢ <input type="radio"/> 3¢ <input type="radio"/> 2¢ <input type="radio"/> 8¢ <input type="radio"/> </div> Mary had a doll with six dresses and five jackets. Mark the circle below the number that tells how many clothes Mary's doll had all together. <div style="display: flex; justify-content: space-around; width: 100%;"> 6 <input type="radio"/> 5 <input type="radio"/> 11 <input type="radio"/> 10 <input type="radio"/> </div>															

Grade 1 Mathematics

Unit: Algebraic Concepts

Strand: Missing Information

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	E	M						

District Objective

Identify the missing part of an equation.

**Bloom's
Taxonomy
Knowledge**

**Quarter
3**

ITBS
 SAT9
 PASS
 CRT

**No. Hours
3.0**

PASS Objective

The student will...

III. Number Operations and Computation

E. Write addition and subtraction number sentences for problem situations.

**NCTM
Standard
Pg. 83**

Text Correlation

Saxon, Lesson 94

Rating

2

Additional Resources

Flannel Boards; Flash Cards with Missing Parts; Anno's Hat Tricks; Missing Addends Activity

Assessment

1. Complete the addition sentence. _____ 2. Complete the subtraction sentence.

$$5 + \underline{\quad} = 8$$

$$10 - \underline{\quad} = 8$$

$$\begin{array}{c}
 \text{⊖} \text{⊖} \\
 + \square = \text{⊖} \text{⊖} \text{⊖} \text{⊖} \\
 \text{⊖} \text{⊖} \text{⊖}
 \end{array}$$

$$\begin{array}{c}
 * * * * * \\
 - \square = * * * * * \\
 * * * * *
 \end{array}$$

Grade 1 Mathematics

Unit: Numeration

Strand: Ordinal Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	M														

District Objective

Identify the ordinal numbers (first - tenth) of a specific object in a row of objects.

Bloom's

Taxonomy

Comprehension

Quarter

3

No. Hours

3.0

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

II. Number Sense

E. Use ordinal numbers first through tenth.

NCTM

Standard

Pg. 80,

Pg. 92

Text Correlation

Saxon, Lesson 97

Rating

2

Additional Resources

Math Their Way; Manipulatives; Louise Builds a House; Ordinal Numbers Activity; Line Up Activity; All-In-A-Row Worksheet

Assessment

Look at the cat and the ghosts. Mark the circle below the ghost that is third in line from the cat.

Grade 1 Mathematics

Unit: Measurement

Strand: Length

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

District Objective

Choose an appropriate instrument to measure length.

**Bloom's
Taxonomy
Knowledge**

**Quarter
3**

ITBS
 SAT9
 PASS
 CRT

**No. Hours
1.5**

PASS Objective

The student will...

V. Measurement

D. Measure objects with **nonstandard** (e.g., paper clips, hands) and standard units (inch tiles, centimeter cubes).

**NCTM
Standard
Pg. 105**

Text Correlation

Saxon, Lesson 97

Rating

1

Additional Resources

Thermometer; Tape Measure; Cups; Liters; Calendar; Clocks; Ruler; Yardstick; How Big Is A Foot; Home Measurement Activity

Assessment

Mark the circle below the object that helps us find out the length of our school room.

Grade 1 Mathematics

Unit: Measurement

Strand: Units

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	E	M											

District Objective

Use standard units to measure objects.

**Bloom's
Taxonomy
Application**

**Quarter
3**

ITBS

SAT9

PASS

CRT

**No. Hours
1.5**

PASS Objective

The student will...

V. Measurement

D. Measure objects with **nonstandard** (e.g., paper clips, hands) and standard units (inch tiles, centimeter cubes).

**NCTM
Standard
Pg. 103**

Text Correlation

Saxon, Lesson 97

Rating

1

Additional Resources

Yardstick; Ruler; Centimeter Rulers; Tape Measure; Twelve Snails to One Lizard: A Tale of Mischief and Measurement; Standard vs. Non-standard Measuring Activity

Assessment

Mark the circle below the length that shows how long the stick of gum is.

4 in.

1 in.

3 in.

2 in.

Mark the circle below the length that shows how long the candy cane is.

5 cm

4 cm

6 cm

3 cm

Grade 1 Mathematics

Unit: Measurement

Strand: Money

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	M														

District Objective

State the value of pennies, nickels, dimes, and quarters.

**Bloom's
Taxonomy
Knowledge**

**Quarter
3**

ITBS

SAT9

PASS

CRT

**No. Hours
3.5**

PASS Objective

The student will...

V. Measurement

B. Name the value of pennies, dimes, nickels, and quarters.

**NCTM
Standard
Pg. 80,
Pg. 92**

Text Correlation

None

Rating

3

Additional Resources

Coins; Bingo Games; Benny's Pennies; Piggy Bank Worksheet; Money Concentration Activity; Piggy Bank Worksheet

Assessment

Mark the circle below the coin that is called a nickel.

Grade 1 Mathematics															
Unit: Data Analysis								Strand: Probability							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	M								
District Objective Identify most likely and least likely outcomes.												Bloom's Taxonomy Comprehension		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT												No. Hours 0.5			
PASS Objective The student will...												NCTM Standard Pgs. 108 - 114			
Text Correlation None				Rating 3		Additional Resources <u>Math by All Means: Probability</u> , Grades 1-2 by Marilyn Burns; Probability Activities									
Assessment															
1. Which object would you be most likely to pick from the box if your eyes were closed? Why? 2. Which object would you be least likely to pick from the box if your eyes were closed? Why?															

Grade 1 Mathematics															
Unit: Geometry								Strand: Symmetry							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	M									
District Objective Identify symmetry.												Bloom's Taxonomy		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT												No. Hours 0.5			
PASS Objective The student will...												NCTM Standard Pg. 97			
Text Correlation Saxon, Lesson 67						Rating 3		Additional Resources Symmetry Activities; Symmetric Figures							
Assessment If these shapes were folded on the dotted lines, which shape would have two pieces that would be exact same with no extra hanging over the sides?															

Grade 1 Mathematics

Unit: Number Sense

Strand: Expanded Notation

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	M														

District Objective

Identify the value of a number written in expanded notation.

**Bloom's
Taxonomy**

**Quarter
3**

ITBS

SAT9

PASS

CRT

**No. Hours
0.5**

PASS Objective

The student will...

II. Number Sense

B. Use concrete models of tens and ones to develop the concept of place value.

**NCTM
Standard
Pg. 86**

Text Correlation

None

Rating

3

Additional Resources

Activity for Expanded Notation

Assessment

$30 + 7$

$40 + 7$

$300 + 7$

$30 + 70$

There are 37 pieces of bubble gum in this box. Which is another way to tell how many pieces of gum are in the box ?

Grade 1 Mathematics

Unit: Number Sense

Strand: Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

District Objective

Name numbers to 999.

**Bloom's
Taxonomy
Knowledge**

**Quarter
3**

ITBS

SAT9

PASS

CRT

**No. Hours
0.5**

PASS Objective

The student will...

**NCTM
Standard
Pg. 85**

Text Correlation

Saxon, Lesson 111

Rating

2

Additional Resources

Activities for Naming Numbers to 999

Assessment

Which number is five hundred, sixty-two.

5026

526

562

5620

Grade 1 Mathematics															
Unit: Geometry										Strand: Figures: Classify					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Identify components of geometric figures (sides, vertices, etc.).											Bloom's Taxonomy Analysis		Quarter 4		
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Hours 5.0		
PASS Objective The student will... IV. Geometry and Spatial Sense B. Name and use geometric shapes and objects to address everyday situations.													NCTM Standard Pg. 123		
Text Correlation Saxon, Lesson 24				Rating 2		Additional Resources Components of Geometric Figures Activity; Sides and Corners Activity; Using Critical Thinking;									
Assessment Write how many sides and corners.															
1.								2.							
_____ sides								_____ sides							
_____ corners								_____ corners							

Grade 1 Mathematics

Unit: Fractions **Strand:** Fraction Parts

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													

<p>District Objective Explore the idea of fractional parts by separating a set into halves or fourths.</p>	<p>Bloom's Taxonomy Analysis</p>	<p>Quarter 4</p> <p>No. Hours 5.0</p>
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT		

<p>PASS Objective The student will...</p> <p>II. Number Sense F. Investigate concepts of fractional parts (e.g., halves, thirds, fourths).</p>	<p>NCTM Standard Pg. 82</p>
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<p>Text Correlation Saxon, Lesson 103</p>	<p>Rating 1</p>	<p>Additional Resources Manipulatives; Cookies; Graham Crackers; <u>A Fair Bear Share</u>; <u>Little House in the Big Woods</u>; Fish-Fractions Worksheet</p>
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Assessment

1. Show a fair share for 4.

✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂

2. Show a fair share for 2.

✂ ✂ ✂ ✂

Grade 1 Mathematics																			
Unit: Whole Numbers								Strand: Subtract Whole Numbers											
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal				
I	E	M																	
District Objective Model and subtract a one-digit number from a two-digit number by counting back by ones.												Bloom's Taxonomy Knowledge		Quarter 4					
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 3.0							
PASS Objective The student will...														NCTM Standard Pgs. 83-84					
III. Number Operations and Computation B. Use strategies to develop operation sense (e.g., fact families, ten frames).																			
Text Correlation Saxon, Lesson 105						Rating 2		Additional Resources Computer; Flash Cards and Number Cards; Manipulatives; 100 Charts; <u>Musical Chairs and Dancing Bears</u> ; Counting Back By Ones Activity; Butterfly's Paradise Worksheet											
Assessment																			
29				10				16				66				50			
<u>-3</u>				<u>-6</u>				<u>-2</u>				<u>-1</u>				<u>-4</u>			

Grade 1 Mathematics

Unit: Measurement **Strand:** Measurement: Estimation

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	M									

<p>District Objective Estimate solutions to a problem relative to size, quantity, temperature, capacity, and passage of time.</p>	<p>Bloom's Taxonomy Comprehension</p>	<p>Quarter 4</p> <p>No. Hours 4.0</p>
<p>● ITBS ○ SAT9 ● PASS ○ CRT</p>		

<p>PASS Objective The student will...</p> <p>II. Number Sense G. Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, and fourths.</p>	<p>NCTM Standard Pg. 106</p>
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<p>Text Correlation Saxon, Lesson 109</p>	<p>Rating 1</p>	<p>Additional Resources Cups; Thermometer; Gallon Containers; Clocks; Rulers; Explorations in Math (Addison Wesley); Mailbox Magazine; <u>Ocean Parade</u>; Estimating Activities; Other Stacks Activity</p>
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Assessment

1. Libby is making a belt for herself. About how long is the belt?

A. more than 1 foot B. less than 1 inch

2. Estimate. About how much does it hold?

A. more than 1 cup
B. less than 1 cup

3. Estimate how many inches long. Ring your answer.

A. about 10 inches B. about 4 inches C. about 6 inches D. about 2 inches

Grade 1 Mathematics															
Unit: Measurement										Strand: Money					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Count a collection of pennies, nickels, and dimes up to \$1.00.												Bloom's Taxonomy Knowledge		Quarter 4	
														No. Hours 5.0	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... V. Measurement B. Select and use appropriate units of measurement in problem-solving and everyday situations.														NCTM Standard Pg. 80, Pg. 92, Pg. 119	
Text Correlation Saxon, Lesson 114					Rating 1		Additional Resources Coins; Money Books and Games; Teacher's Helper Magazine; <u>Pigs Will Be Pigs</u> ; <u>Benny's Pennies</u> ; Different Ways Worksheet								
Assessment Give a child a baggie of coins. How much money is in each group?															

Grade 1 Mathematics															
Unit: Whole Numbers										Strand: Add Whole Numbers					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Add 3 one-digit numbers with no regrouping.											Bloom's Taxonomy Knowledge		Quarter 4		
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Hours 2.0		
PASS Objective The student will... III. Number Operations and Computation C. Develop and apply properties of addition using models and manipulatives (e.g. $2 + 4 = 4 + 2$, $3 + 0 = 3$).													NCTM Standard Pg. 84, Pg. 137		
Text Correlation Saxon, Lesson 121					Rating 2		Additional Resources Dice Games; Dominoes; Manipulatives; Math Their Way; Shapely Sums Activity; Adding On Activity								
Assessment															
4				6				2							
3				6				2							
<u>+1</u>				<u>+2</u>				<u>+2</u>							

Grade 1 Mathematics																			
Unit: Measurement								Strand: Money											
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal				
I	M																		
District Objective Identify and state the value of a quarter.												Bloom's Taxonomy Knowledge		Quarter 4					
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Hours 1.5							
PASS Objective The student will... V. Measurement B. Select and use appropriate units of measurement in problem solving and everyday situations.														NCTM Standard Pg. 80, Pg. 92, Pg. 121					
Text Correlation Saxon, Lesson 124						Rating 1		Additional Resources Coins - Quarters; <u>Money Games for Kids Volume IV</u> by Joanne Currah and Jane Felling (Pat Morgan); Ordering Coins Activity											
Assessment Mark the circle below the amount that shows how much this coin is worth.																			
				15¢ <input type="radio"/>				20¢ <input type="radio"/>				10¢ <input type="radio"/>				25¢ <input type="radio"/>			

Grade 1 Mathematics

Unit: Whole Numbers

Strand: Add/Subtract Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	M														

District Objective

Demonstrate quick recall of basic addition and subtraction facts to 12.

**Bloom's
Taxonomy**
Knowledge

Quarter
4

No. Hours
5.0

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

III. Number Operations and Computation

B. Use strategies to develop operation sense (e.g., fact families, ten frames).

**NCTM
Standard**

Text Correlation

Rating

Additional Resources

Flash Cards; Around the World Flash Card Game; Computer; Cowabunga Math Activity

Assessment

Recall answers quickly.

2
<u>+ 7</u>

6
<u>+ 4</u>

5
<u>+ 7</u>

7
<u>- 3</u>

9
<u>- 2</u>

12
<u>- 6</u>