

Third Nine Weeks

Common Core State Standards for ELA (Outcome Based)	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p><u>Operations and Algebraic Thinking (OA)</u></p> <p>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.</p>	<p>I can create a drawing to show the addition of three whole numbers less than 20. (3*4)</p> <p>I can write an equation to explain my drawing (3*,4)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Equation</p>	
<p>1.OA.3. Apply properties of operations as strategies to add and subtract.3</p> <p><i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.)</i></p> <p><i>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.)</i></p>	<p>I can use properties of operations to add and subtract. (2*, 3, 4)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Commutative Property Associative Property</p>	

<p>1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>I can count by different units to add. (2*, 3, 4*,) I can count by different units. (2*, 3, 4*)</p>	<p>Resource Binder Math Internet Resource Appendix (MIRA)</p>	<p>Units</p>	
<p>1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as</p> <ul style="list-style-type: none"> • 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 $12 - 8 = 4$); • creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). 	<p>I can add two numbers less than 20 using multiple representations. (3, 4*) I can subtract two numbers less than 20 using multiple representations. (3, 4*) I can demonstrate fluency in addition by correctly using a one minute skill drill. (1*, 2*, 3*, 4*) I can demonstrate fluency in subtraction by correctly a 1 minute skill drill. (1*, 2*, 3*, 4*)</p>	<p>Resource Binder Math Internet Resource Appendix (MIRA)</p>	<p>Multiple Representations</p>	

<p><u>Numbers and Operations in Base Ten (NBT)</u></p> <p>1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>I can count to 120 starting at any number less than 120. (1, 2, 3*)</p> <p>I can read and write numbers to 120 using numbers and objects. (1, 2, 3*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Numbers Numerals</p>	
<p>1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 	<p>I can identify base ten blocks. (3*)</p> <p>I can use base ten blocks and ones cubes. (3*)</p> <p>I can identify place value of two-digit numbers using tens and ones cubes. (3*)</p> <p>I can skip county by 10’s using tens sticks. (3*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>		

<p>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 $<$.</p>	<p>I can recognize greater than ($>$), less than ($<$) and equal to ($=$) symbols. (2*,3*,4)</p> <p>I can compare 2 digit numbers using the symbols. (2*,3*,4)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Compare Greater Than ($>$) Less Than ($<$) Equal to ($=$)</p>	
<p>1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>I can understand to add the one place before the tens place. (3*)</p> <p>I can understand place value. (refer to grade level standard 1.NBT.4); (3*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Compare Greater than ($>$) Less than ($<$) Equal to ($=$)</p>	

<p><u>Measurement and Data (MD)</u></p> <p>1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>I can order 3 objects by lengths. (3*)</p> <p>I can compare 3 objects with different lengths. (3*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Lengths</p>	
<p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p>Use measure an object using standard and non-standard units to a whole number. (3*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Measure Standard units Non-standard units</p>	

<p>1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>I can identify the parts of a clock. (2,3*)</p> <p>I can tell time to the hour using analog and digital clocks. (2,3*)</p> <p>I can tell time to the half-hour using analog and digital clocks. (2,3*)</p> <p>I can write time correctly in hours and half-hours using the colon, etc. correctly. (2,3*)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Colon Digital Analog Minute hand Hour hand</p>	
<p><u>Geometry (G)</u></p> <p>1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus nondefining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	<p>I can identify defining attributes of two and three dimensional shapes. (2*,3)</p> <p>I can identify non-defining attributes of two and three dimensional shapes. (2*,3)</p> <p>I can illustrate two and three dimensional shapes showing attributes. (2*,3)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Two-dimensional Three-dimensional Defining Attributes Non-defining attributes</p>	

<p>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.</p>	<p>I can identify two-dimensional shapes. (2*, 3)</p> <p>I can identify three-dimensional shapes. (2*,3)</p> <p>I can use shapes to compose and decompose. (2*,3)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Rectangle Square Trapezoid Triangle Half-circle Quarter-circle Cube Right-rectangular prism Right circular cone Right circular cylinder</p>	
<p>1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>I can divide circles and rectangles into halves, fourths, and quarters. (2*, 3)</p> <p>I can identify equal shares (parts is the current vocabulary; however, use the term shares). (2*,3)</p> <p>I can explain the part/whole relationship. (2*,3)</p> <p>I can understand that decomposing creates smaller shares.(2*,3)</p>	<p>Resource Binder</p> <p>Math Internet Resource Appendix (MIRA)</p>	<p>Fractions Halves Fourths Quarters Compose Decompose Shares</p>	