

Curriculum Mapping for South Elementary Learning Center (St. Peter, MN)

Subject Area: Mathematics

Grade Level: 1st Grade

Curriculum Used: *My Math* (McGraw-Hill) 2013

Integration of Specific Mathematics Benchmarks with other Subject Areas:

- Music Integration
 - The students will sing along to songs to help them learn to count by 2's, 5's, and 10's.
 - Chapter 5
 - Standard: Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts.
 - Benchmark: Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s. (1.1.2.3)
 - [Counting by 2's Song](#)
 - [Counting by 5's Song](#)
 - [Counting by 10's Song](#)
- Art Integration
 - The students will create their own clocks using paper plates, brads, paper, markers, glue, etc. The students will be encouraged to make their clocks accurately but also make them unique. ([Example](#))
 - Chapter: 8
 - Standard: Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.
 - Benchmark: Tell time to the hour and half-hour. (1.3.2.2)
- Science Integration
 - The students will create towers using a variety of classroom items including pipe cleaners, popsicle sticks, tape, paper clips, straws, and other materials. The towers will be made entirely out of geometric shapes. Challenge students to create as tall of a tower as possible. Relate the students' tower building to engineering and how bridges and other structures are built. ([Source](#))
 - Chapter: 9
 - Standard: Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts.
 - Benchmark: Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). (1.3.1.1)

| Week | Month | Day in Week | Strand | Standard | Benchmark | Resource(s) Text Unit // Lesson |
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| 1 | August | 1 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical | Determine if equations involving addition and subtraction are true. For example: Determine if the following number sentences are true or false $7 = 7$ $7 = 8 - 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2$. | Chapter 1 Lesson 1: Addition Stories |

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| | | | | problems; create real-world situations corresponding to number sentences | | |
| 1 | August | 2 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 1 Lesson 2: Model Addition |
| 1 | August | 3 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Use addition or subtraction basic facts to represent a given problem situation using a number sentence. For example: $5 + 3 = 8$ could be used to represent a situation in which 5 red balloons are combined with 3 blue balloons to make 8 total balloons. | Chapter 1 Lesson 3: Addition Number Sentences |
| 2 | August | 1 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 1 Lesson 4: Finding sums by adding 0 |
| 3 | September | 1 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 1 Lesson 5: Vertical Addition |
| 3 | | 2 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and | Use addition or subtraction basic facts to represent a given problem situation using a number sentence. For example: $5 + 3 = 8$ could be used to represent a situation in which 5 red balloons are combined with 3 blue balloons to make 8 total | Chapter 1 Lesson 6: Number Sentences |

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| | | | | solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | balloons. | |
| 4 | 1 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | | Chapter 1 Lesson 7: Ways to Make 4 and 5 |
| | 2 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | | Chapter 1 Lesson 8: Ways to Make 6 and 7 |
| | 3 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | | Chapter 1 Lesson 9: Ways to Make 8 |
| | 4 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | | Chapter 1 Lesson 10: Ways to Make 9 |
| 5 | 1 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | | Chapter 1 Lesson 11: Ways to Make 10 |
| | 2 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real world and mathematical | Compose and decompose numbers up to 12 with an emphasis on making ten. For example: Given 3 blocks, 7 more blocks are needed to make 10. | | Chapter 1 Lesson 12: Find Missing Parts of 10 |

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| | | | contexts. | | | |
| | | 3 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Determine if equations involving addition and subtraction are true. For example: Determine if the following number sentences are true or false $7 = 7$ $7 = 8 - 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2$. | Chapter 1 Lesson 13: True and False Statements |
| | | 4 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences. For example: One way to represent the number of toys that a child has left after giving away 4 of 6 toys is to begin with a stack of 6 connecting cubes and then break off 4 cubes. | Chapter 2 Lesson 1: Subtraction Stories |
| | | 5 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Determine if equations involving addition and subtraction are true. For example: Determine if the following number sentences are true or false $7 = 7$ $7 = 8 - 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2$. | Chapter 2 Lesson 2: Model Subtraction |
| 6 | | 1 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to | Use addition or subtraction basic facts to represent a given problem situation using a number sentence. For example: $5 + 3 = 8$ could be used to represent a situation in which 5 red balloons are combined with 3 blue balloons to make 8 total balloons. | Chapter 2 Lesson 3: Subtraction Number Sentences |

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| | | | | number sentences. | | |
| | | 2 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 2 Lesson 4: Subtract 0 and All |
| | | 3 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 2 Lesson 5: Vertical Subtraction |
| | | 4 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences. | Chapter 2 Lesson 6: Problem-Solving Strategy: Draw a Diagram |
| | | 5 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Compare and order whole numbers up to 120. Use words to describe the relative size of numbers. | Chapter 2 Lesson 7: Compare Groups |
| 7 | | 1 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 2 Lesson 8: Subtract form 4 and 5 |
| | | 2 | Number | Use a variety of | Use words, pictures, objects, | Chapter 2 |

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| | | | & Operation | models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Lesson 9: Subtract from 6 and 7 |
| | | 3 | | | | Chapter 2 Check My Progress #2 |
| | | 4 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 2 Lesson 10: Subtract from 8 |
| | | .5 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 2 Lesson 10: Subtract from 9 |
| 8 | October | 1 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 2 Lesson 12: Subtract from 10 |
| | | 2 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s. | Chapter 2 Lesson 13: Relate Addition and Subtraction |
| | | 3 | Algebra | Use number sentences involving addition and subtraction | Determine if equations involving addition and subtraction are true. For example: Determine if the following number sentences are true or false | Chapter 2 Lesson 14: True and False Statements |

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| | | | | basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | $7 = 7$ $7 = 8 - 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2$. | |
| | | 4 | | | | Chapters 1 and 2 Math Lab |
| | | 5 | | | | Chapters 1 and 2 Math Lab |
| 9 | | 1 | | | | Chapters 1 and 2 Small Group Reteach and Assessment Plus Independent Work |
| | | 2 | | | | Chapters 1 and 2 Small Group Reteach and Assessment Plus Independent Work |
| | | 3 | | | | Chapters 1 and 2 Wrap Ups |
| | | 4 | | | | Chapters 1 and 2 Wrap Ups |
| | | 5 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Count, with and without objects, forward and backward from any given number up to 120. | Chapter 3 Lesson 1: Count on 1, 2, or 3 |
| 10 | | 1 | Geometry & Measurement | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. | Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar. | Chapter 3 Lesson 2: Count On Using Pennies |
| | | 2 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | Chapter 3 Lesson 3: Use a Number Line to Add |
| | | 3 | Number | Use a variety of | Recognize the relationship between | Chapter 3 |

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| | | | & Operation | models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | counting and addition and subtraction. Skip count by 2s, 5s, and 10s. | Lesson 4: Use Doubles to Add |
| 11 | | 1 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s. | Chapter 3 Lesson 5: Use Near Doubles to Add |
| | | 2 | | | | Chapter 3 Check My Progress |
| | | 3 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences. For example: One way to represent the number of toys that a child has left after giving away 4 of 6 toys is to begin with a stack of 6 connecting cubes and then break off 4 cubes. | Chapter 3 Lesson 6: Problem-Solving Strategy: Act it Out |
| | | 4 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Compose and decompose numbers up to 12 with an emphasis on making ten. For example: Given 3 blocks, 8 more blocks are needed to make 10. | Chapter 3 Lesson 7: Make 10 to Add |
| 12 | | 1 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | Chapter 3 Lesson 8: Add in Any Order |
| 13 | November | 1 | Number & | Count, compare and represent | Read, write and represent whole numbers up to 120. Representations may | Chapter 3 Lesson 9: Add Three |

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| | | | Operation | whole numbers up to 120, with an emphasis on groups of tens and ones. | include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | Numbers |
| | | 2 | | | | Chapter 3 Math Lab |
| | | 3 | | | | Chapter 3 Small Group Reteach and Assessment Plus Independent Work |
| 14 | | 1 | | | | Chapter 3 Small Group Reteach and Assessment Plus Independent Work |
| | | 2 | | | | Chapter 3 Wrap Up |
| | | 3 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s. | Chapter 4 Lesson 1: Count Back 1, 2, or 3 |
| | | 4 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 4 Lesson 2: Use a Number Line to Subtract |
| | | .5 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s. | Chapter 4 Lesson 3: Use Doubles to Subtract |
| 15 | | 1 | Geometry & Measurement | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other | Use addition or subtraction basic facts to represent a given problem situation using a number sentence. For example: $5 + 3 = 8$ could be used to represent a situation in which 5 red balloons are combined with 3 blue | Chapter 4 Lesson 4: Problem-Solving Strategy: Write a Number Sentence |

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| | | | | objects in various contexts. | balloons to make 8 total balloons. | |
| | | 2 | | | | Chapter 4 Check My Progress |
| | | 3 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Compose and decompose numbers up to 12 with an emphasis on making ten. | Chapter 4 Lesson 5: Make 10 to Subtract |
| | | 4 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as: $2 + 4 = \underline{\quad}$ $3 + \underline{\quad} = 7$ $5 = \underline{\quad} - 3.$ | Chapter 4 Lesson 6: Use Related Facts to Add and Subtract |
| 16 | | 1 | Number and Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations. | Chapter 4 Lesson 7: Fact Families |
| | | 2 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as: $2 + 4 = \underline{\quad}$ $3 + \underline{\quad} = 7$ $5 = \underline{\quad} - 3.$ | Chapter 4 Lesson 8: Missing Addends |
| | | 3 | | | | Chapter 4 Math Lab |

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| 17 | | 1 | | | | Chapter 4 Small Group Reteach and Assessment Plus Independent Work |
| | | 2 | | | | Chapter 4 Small Group Reteach and Assessment Plus Independent Work |
| | | 3 | | | | Chapter 4 Wrap Up |
| 18 | December | 1 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Count, with and without objects, forward and backward from any given number up to 120. | Chapter 5 Lesson 1: Numbers 11 to 19 |
| | | 2 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Use place value to describe whole numbers between 10 and 100 in terms of tens and ones. For example: Recognize the numbers 21 to 29 as 2 tens and a particular number of ones. | Chapter 5 Lesson 2: Tens |
| 19 | | 1 | | | | Chapter 5 Lesson 3: Count by Tens Using Dimes |
| | | 2 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Find a number that is 10 more or 10 less than a given number. | Chapter 5 Lesson 4: Ten and Some More |
| | | 3 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Use place value to describe whole numbers between 10 and 100 in terms of tens and ones. For example: Recognize the numbers 21 to 29 as 2 tens and a particular number of ones. | Chapter 5 Lesson 5: Tens and Ones |
| | | 4 | | | | Chapter 5 Check My Progress #1 |
| | | 5 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in | Use counting and comparison skills to create and analyze bar graphs and tally charts. | Chapter 5 Lesson 6: Problem-Solving Strategy: Make a Table |

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| | | | | real-world and mathematical contexts. | | |
| 20 | | 1 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Use place value to describe whole numbers between 10 and 100 in terms of tens and ones. | Chapter 5 Lesson 7: Numbers to 100 |
| | | 2 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Find a number that is 10 more or 10 less than a given number. For example: Using a hundred grid, find the number that is 10 more than 27. | Chapter 5 Lesson 8: Ten More, Ten Less |
| | | 3 | Geometry & Measurement | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. | Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar. | Chapter 5 Lesson 9: Count by Fives Using Nickels |
| | | 4 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | Chapter 5 Lesson 10: Use Models to Compare Numbers |
| | | 5 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Compare and order whole numbers up to 120. | Chapter 5 Lesson 11: Use Symbols to Compare Numbers |
| 21 | | 1 | | | | Chapter 5 Check My Progress #2 |
| | | 2 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Count, with and without objects, forward and backward from any given number up to 120. | Chapter 5 Lesson 12: Numbers to 120 |
| | | 3 | Number | Count, compare | Count, with and without objects, forward | Chapter 5 |

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| | | | & Operation | and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | and backward from any given number up to 120. | Lesson 13: Count to 120 |
| | | 4 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | Chapter 5 Lesson 14: Read and Write Numbers to 120 |
| 22 | January | 1 | | | | Chapter 5 Math Lab |
| | | 2 | | | | Chapter 5 Small Group Reteach and Assessment Plus Independent Work |
| | | 3 | | | | Chapter 5 Small Group Reteach and Assessment Plus Independent Work |
| | | .5 | | | | Chapter 5 Wrap Up |
| 23 | | 1 | | | | Field Trip to the Bank |
| | | 2 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Find a number that is 10 more or 10 less than a given number. For example: Using a hundred grid, find the number that is 10 more than 27. | Chapter 6 Lesson 1: Add Tens |
| | | 3 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Use place value to describe whole numbers between 10 and 100 in terms of tens and ones. For example: Recognize the numbers 21 to 29 as 2 tens and a particular number of ones. | Chapter 6 Lesson 2: Count on Tens and Ones |
| 24 | | 1 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Find a number that is 10 more or 10 less than a given number. For example: Using a hundred grid, find the number that is 10 more than 27. | Chapter 6 Lesson 3: Add Tens and Ones |
| | | 2 | Algebra | Use number sentences | Represent real-world situations involving addition and subtraction basic | Chapter 6 Lesson 4: |

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| | | | | involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | facts, using objects and number sentences. For example: One way to represent the number of toys that a child has left after giving away 4 of 6 toys is to begin with a stack of 6 connecting cubes and then break off 4 cubes. | Problem-Solving Strategy: Guess, Check, and Revise |
| | | 3 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Find a number that is 10 more or 10 less than a given number. For example: Using a hundred grid, find the number that is 10 more than 27. | Chapter 6 Lesson 5: Add Tens and Ones with Regrouping |
| | | 4 | | | | Chapter 6 Check My Progress |
| | | 5 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Find a number that is 10 more or 10 less than a given number. For example: Using a hundred grid, find the number that is 10 more than 27. | Chapter 6 Lesson 6: Subtract 10s |
| 25 | | 1 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts | Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s | Chapter 6 Lesson 7: Count Back by 10's |
| | | 2 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts | Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s | Chapter 6 Lesson 8: Relate Addition and Subtraction of Tens |
| | | 3 | | | | Chapter 6 Math Lab |
| | | 4 | | | | Chapter 6 Small Group Reteach and Assessment Plus |

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| | | | | | | Independent Work |
| | | 5 | | | | Chapter 6 Small Group Reteach and Assessment Plus Independent Work |
| 26 | | 1 | | | | Chapter 6 Wrap Up |
| | | 2 | Number & Operation | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. | Chapter 7 Lesson 1: Tally Charts |
| 27 | February | 1 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use counting and comparison skills to create and analyze bar graphs and tally charts. For example: Make a bar graph of students' birthday months and count to compare the number in each month. | Chapter 7 Lesson 2: Problem-Solving Strategy: Make a Table |
| | | 2 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use counting and comparison skills to create and analyze bar graphs and tally charts. For example: Make a bar graph of students' birthday months and count to compare the number in each month. | Chapter 7 Lesson 3: Make Picture Graphs |
| | | 3 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use counting and comparison skills to create and analyze bar graphs and tally charts. For example: Make a bar graph of students' birthday months and count to compare the number in each month. | Chapter 7 Lesson 4: Read Picture Graphs |
| 28 | | 1 | | | | Chapter 7 Check My Progress |
| | | 2 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in | Use counting and comparison skills to create and analyze bar graphs and tally charts. For example: Make a bar graph of students' birthday months and count to compare the number in each month. | Chapter 7 Lesson 5: Make Bar Graphs |

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| | | | | real-world and mathematical contexts. | | |
| | | 3 | Number & Operation | Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts. | Use counting and comparison skills to create and analyze bar graphs and tally charts. For example: Make a bar graph of students' birthday months and count to compare the number in each month. | Chapter 7 Lesson 6: Read Bar Graphs |
| | | 4 | | | | Chapter 7 Math Lab |
| | | .5 | | | | Chapter 7 Small Group Reteach and Assessment Plus Independent Work |
| 29 | | 1 | | | | Chapter 7 Small Group Reteach and Assessment Plus Independent Work |
| | | 2 | | | | Chapter 7 Wrap Up |
| | | 3 | Geometry & Measurement Number & Operation | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. | Measure the length of an object in terms of multiple copies of another object. For example: Measure a table by placing paper clips end-to-end and counting. Use words to describe the relative size of numbers. For example: Use the words equal to, not equal to, more than, less than, fewer than, is about, and is nearly to describe numbers. | Chapter 8 Lesson 1: Compare Lengths |
| | | 4 | Geometry & Measurement Number & Operation | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. | Measure the length of an object in terms of multiple copies of another object. For example: Measure a table by placing paper clips end-to-end and counting. Compare and order whole numbers up to 120. | Chapter 8 Lesson 2: Compare and Order Lengths |

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| | | 5 | Geometry & Measurement | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. | Measure the length of an object in terms of multiple copies of another object. For example: Measure a table by placing paper clips end-to-end and counting. | Chapter 8 Lesson 3: Nonstandard Units of Length |
| 30 | | 1 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences. For example: One way to represent the number of toys that a child has left after giving away 4 of 6 toys is to begin with a stack of 6 connecting cubes and then break off 4 cubes. | Chapter 8 Lesson 4: Problem-Solving Strategy: Guess, Check, and Revise |
| | | 2 | | | | Chapter 8 Check My Progress |
| | | 3 | Geometry & Measurement | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. | Tell time to the hour and half-hour. | Chapter 8 Lesson 5: Time to the Hour: Analog |
| | | 4 | Geometry & Measurement | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. | Tell time to the hour and half-hour. | Chapter 8 Lesson 6: Time to the Hour: Digital |
| 31 | March | 1 | Geometry & Measurement | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. | Tell time to the hour and half-hour. | Chapter 8 Lesson 7: Time to the Half Hour: Analog |
| | | 2 | Geometry & Measurement | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. | Tell time to the hour and half-hour. | Chapter 8 Lesson 8: Time to the Half Hour: Digital |

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| | | 3 | Geometr y & Measure ment | Use basic concepts of measurement in real-world and mathematical situations involving length, time and money. | Tell time to the hour and half-hour. | Chapter 8 Lesson 9: Time to the Hour and Half Hour |
| 32 | | 1 | | | | Chapter 8 Math Lab |
| | | 2 | | | | Chapter 8 Small Group Reteach and Assessment Plus Independent Work |
| | | 3 | | | | Chapter 8 Small Group Reteach and Assessment Plus Independent Work |
| | | 4 | | | | Chapter 8 Wrap Up |
| | | .5 | Geometr y & Measure ment | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 9 Lesson 1: Squares and Rectangles |
| 33 | | 1 | Geometr y & Measure ment | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 9 Lesson 2: Triangles and Trapezoids |
| | | 2 | Geometr y & Measure ment | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 9 Lesson 3: Circles |
| | | 3 | Geometr y & Measure ment | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 9 Lesson 4: Compare Shapes |

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| | | | | contexts. | | |
| | | 4 | | | | Chapter 9 Check My Progress #1 |
| | | 5 | Geometry & Measurement | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 9 Lesson 5: Composite Shapes |
| 34 | | 1 | Geometry & Measurement | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 9 Lesson 6: More Composite Shapes |
| | | 2 | Algebra | Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. | Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences. For example: One way to represent the number of toys that a child has left after giving away 4 of 6 toys is to begin with a stack of 6 connecting cubes and then break off 4 cubes. | Chapter 9 Lesson 7: Problem-Solving Strategy: Use Logical Reasoning |
| | | 3 | | | | Chapter 9 Check My Progress #2 |
| | | 4 | Geometry & Measurement | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 9 Lesson 8: Equal Parts |
| 35 | | 1 | Geometry & Measurement | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 9 Lesson 9: Halves |

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| | | | | contexts. | | |
| | | 2 | Geometr y & Measure ment | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 9 Lesson 10: Quarters and Fourths |
| | | 3 | | | | Chapter 9 Math Lab |
| | | 4 | | | | Chapter 9 Small Group Reteach and Assessment Plus Independent Work |
| | | 5 | | | | Chapter 9 Small Group Reteach and Assessment Plus Independent Work |
| 36 | April | 1 | | | | Chapter 9 Wrap Up |
| | | 2 | Geometr y & Measure ment | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 10 Lesson 1: Cubes and Prisms |
| | | 3 | Geometr y & Measure ment | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. | Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. For example: Triangles have three sides and cubes have eight vertices (corners). | Chapter 10 Lesson 2: Cones and Cylinders |
| | | 4 | | | | Chapter 10 Check My Progress |
| | | 5 | Algebra | Recognize and create patterns; use rules to describe patterns. | Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns. For example: Describe rules that can be used to extend the pattern 2, 4, 6, 8, __, __, __ and complete the pattern 33, 43, __, 63, __, 83 or 20, __, __, 17 | Chapter 10 Lesson 3: Problem-Solving Strategy: Look for a Pattern |

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| 37 | | 1 | Geometr y & Measure ment | Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts | Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders. For example: Decompose a regular hexagon into 6 equilateral triangles; build prisms by stacking layers of cubes; compose an ice cream cone by combining a cone and half of a sphere. Another example: Use a drawing program to find shapes that can be made with a rectangle and a triangle. | Chapter 10 Lesson 4: Combine Three-Dimensional Shapes |
| | | 2 | | | | Chapter 10 Math Lab |
| | | 3 | | | | Chapter 10 Small Group Reteach and Assessment Plus Independent Work |
| | | 4 | | | | Chapter 10 Small Group Reteach and Assessment Plus Independent Work |
| 38 | | 1 | | | | Chapter 10 Wrap Up |
| | | 2 | | | | Chapter 1 Math Lab Extension/Review |
| | | 3 | | | | Chapter 2 Math Lab Extension/Review |
| 39 | | 1 | | | | Chapter 3 Math Lab Extension/Review |
| | | 2 | | | | Chapter 4 Math Lab Extension/Review |
| | | 3 | | | | Chapter 5 Math Lab Extension/Review |
| | | 4 | | | | Chapter 6 Math Lab Extension/Review |
| | | 5 | | | | Chapter 7 Math Lab Extension/Review |
| 40 | May | 1 | | | | Chapter 8 Math Lab Extension /Review |
| | | 2 | | | | Chapter 9 Math Lab Extension/Review |
| | | 3 | | | | Chapter 10 Math Lab Extension/Review |

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| | | 4 | | | | Field Trip to the Children's Museum |
| | | 5 | | | | Math Games Day |
| 41 | | 1 | | | | Math Games Day |
| | | 2 | | | | Individual Assessment/Independent Work |
| | | 3 | | | | Individual Assessment/Independent Work |
| | | 4 | | | | Individual Assessment/Independent Work |
| | | 5 | | | | Individual Assessment/Independent Work |
| 42 | | 1 | | | | Individual Assessment/Independent Work |
| | | 2 | | | | Make Up Day |
| | | 3 | | | | Make Up Day |
| | | 4 | | | | Last Day of School Celebration |